THE EFFECTIVENESS OF USING BOARD RACE GAME IN INCREASING STUDENTS' VOCABULARY MASTERY

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Abstract: A vocabulary is a collection of terms from a language that, when utilized, provides meaning. Students should value their vocabulary because it is necessary for all actions in order to receive and produce language. This implies that pupils will find it simpler to generate numerous phrases both vocally and in writing as they gain vocabulary mastery. There are many types of teaching media to teach vocabulary, one of which is using board race games. This study sought to ascertain how Board Race might be used to enhance students' mastery of vocabulary. This study was conducted on 20 students of class VIII in SMP N 4 Tombatu. Data for this study were gathered using a pre-experimental design and quantitative methodology utilizing pre- and post-test results. The average pre-test score was 58.50, while the average post-test score was 82.50. Based on these results, it can be concluded that board race has a significant impact on student achievement to improve vocabulary mastery of grade VIII students at SMP Negeri 4 Tombatu. It is advised that educators utilize board games with races as a way to introduce language to their students.

Keywords: *Board Race, Vocabulary Mastery, Increasing, EFL*

INTRODUCTION

In Indonesian schools, English is one of the foreign languages taught. According to the updated curriculum, the goal of teaching the language is to increase students' communicative competence in English so they can use it for communication once they graduate from senior high school (Pelenkahu et al., 2023); (Maru et al., 2022); (Maru et al., 2021). However, it is crucial that the pupils possess adequate linguistic understanding in order to be able to communicate effectively in the language. Grammar and vocabulary knowledge are referred to as linguistic knowledge in the context of teaching English. Among these, vocabulary is essential to learning a language successfully (Somba et al., 2022). "The main problem for Indonesian English learners is the lack of vocabulary" (Liando et al., 2021).

Mogea, (2023); Mogea, (2022); Mamaghe et al., (2021) claimed that kids can obtain any material and broaden their understanding by having a large vocabulary. "Vocabulary is one of the things that should be learned during the English language learning process and also becomes a fundamental element that aids students in improving their English" (Mokodompit et al., 2021). If students want to succeed in their studies, they must be able to employ a large amount of vocabulary in English. " A collection of lexemes, comprising idioms, compound words, and single words, is called vocabulary." state Richards & Schmidt (2013). It indicates that lexemes, which can be single words, compound words, or idioms, make up a portion of vocabulary.

Kumayas & Lengkoan, (2023); Nur et al., (2023); Montgomery, (2007) claims that a person has to know at least 2000 in order to be able to speak in English. It implies that learners will perform the language better the more vocabulary they have. Proficiency in vocabulary is a prerequisite for studying English for students. But students frequently find it difficult to recall and incorporate new words into their writing and interactions. As a result, developing an efficient teaching strategy is essential to raising pupils' vocabulary proficiency.

The goal of teaching English vocabulary to students in the classroom is to help them comprehend new words and to provide them knowledge of them. As a result, the instructor has a responsibility to ensure that the pupils comprehend and grasp what they are learning. Because of this, an English teacher needs to be proficient in both teaching methods and instructional materials.Because they may provide a pleasant and engaging environment that will help students look forward to their English sessions, games can be the ideal approach for pupils to grow or increase their vocabulary when learning the language (Tini Mogea, 2022).

According to Halliwell (1992), Because young students bring creative language skills to the classroom, teachers need to provide a communicative environment where they may express themselves. Because the language used in each activity is unexpected, teachers must also encourage students to actively generate language for themselves. Games are important and valued because of this. They are not only enjoyable, but they also encourage communication and predictability. One instructional method that could improve students' vocabulary acquisition is Board Race. Board Race is a group game where students compete to write new words according to the categories given by the teacher on the board. This method is considered effective as it encourages students to

think fast and actively participate in learning activities.

Still, a lot of people find it difficult to pick up and retain new terminology in English. Ineffective learning strategies or a lack of enthusiasm in expanding one's vocabulary may be the cause of this. Based on the above description, the researcher is consequently interested in conducting a study titled The Effectiveness of Using Board Race in Increasing Students' Vocabulary Mastery.

REVIEW OF LITERATURE

1. Teaching English Vocabulary

Teachers who use accidental, worldwide, and independent approaches to vocabulary learning must organize a wide range of exercises and activities. The level of the students as well as the overall educational objectives of the program and the teacher will determine how much attention is placed on any one activity. For students who still need to acquire the first 3000 most common terms, it makes the most sense to place an emphasis on the direct teaching of vocabulary. As their vocabulary expands in breadth and depth, students read and listen aloud extensively.The dictionary, translation, elaboration, fluency exercises, guessing from context, and other strategies can all be used to systematically increase students' vocabulary Terminology (Mogea, 2022).

A person's vocabulary is their collection of terminology or words that they have learned or are familiar with in a language. Vocabulary in the context of language refers to the terms that are used in written or spoken communication to communicate ideas or convey meaning. All of the words and phrases that a person can use for reading, writing, speaking, and comprehension are included in their vocabulary. Learning vocabulary is mostly about remembering, according to McCarten (2007: 19), and before kids can be considered to have learnt a word, they typically need to see, pronounce, and write it several times. In addition, the resources are crucial and can benefit students. Students must practice and present in real-world settings, and the materials should offer a variety of methods and approaches to assist them improve. It is clear from the definition above that vocabulary plays a significant part in communication. Learning a large vocabulary is one of the best methods to become proficient in a language since it makes communication between people easier.

2. Games

According to Hadfield (1999), a game is an activity with goals, regulations, and an element of enjoyment. Games can be divided into two categories: competitive games, in which players or teams compete to be the first to reach the goal, and cooperative games, in which players or teams work together to accomplish a common aim.

While using games to teach English can be exciting and engaging, teachers must make sure that the goal is clear. According to Nurkasanah (2014), games are pleasurable pursuits with objectives that must be met in order for the game to terminate. The suitability of the games and the participation of the players have a significant impact on how entertaining they are.

In conclusion, using games to create a relaxed learning environment is a fantastic idea. The use of English might be challenged and involved by the pupils. Playing games would make learning to speak English more enjoyable for the pupils. In light of this reasoning, the researcher employed some entertaining board games in this investigation.

3. Teaching Vocabulary Through Board Race Game

The board race game is a useful and entertaining tool for teaching vocabulary since it allows pupils to increase their word knowledge and strengthen their language abilities. With the entertaining and competitive elements this game brings, students' learning experiences become more memorable and pleasurable.

According to Santoso (2018), there are two different ways to use this game in the teaching and learning process. They are ready, as is the actual operation. Here's an additional explanation:

Preparation:

1. Set up the necessary supplies, such as a board marker, chalk, and a white or black board.

2. Assign students to 2-4 teams.

3. Depending on the team, divide the whiteboard or blackboard into two or four columns.

4. Give every team a board marker.

Activity:

1. Instruct the pupil to draw certain lines according to their group.

2. A single student from per team took a seat at the board, facing them with a marker or chalk.

3. They next write the response to a question you pose (optional mastery). As an illustration, kindly compose the countable noun vocabulary sample in two minutes.

4. The first student to stand at the starting line must run and respond to the question. Afterward, he or she must pass the board marker to the following member of their team.

5. Until the allotted time is up, each pupil must complete the identical task.

6. Instructors should also encourage inventiveness so that every student gets a turn racing to the board. Here, the teacher has the opportunity to make up the rules and instruct each team member to run one at a time to write the answers.

RESEARCH METHOD

Research Design

In this study, a pre-experimental design with a single group pre- and post-testing was employed by the researcher to conduct quantitative research. The groups that will be treated will receive a pre-test from the researcher. Next, carry out the therapy. Post-treatment, a post-test will be administered by the writer. By comparing the pre- and post-test results, it is possible to determine the treatment's impact more precisely.

Population and Sample

Twenty eighth-grade students from SMP N 4 Tombatu make up the research population. Researchers use sampling to determine how many people to include in a sample that accurately reflects the population. Since this school only has one class of eight, the sample for this study consists of twenty VIII students from SMP Negeri 4 Tombatu.

Data Collecting

Pre-test and post-tests were employed in the data collection process; the pre-test was administered prior to therapy, and the post-test was administered following treatment. The English Vocabulary test is the tool that researchers use to gather data. Essays, matching tests, and multiple choice examinations were the tools employed. This was done in order to assess the students' vocabulary proficiency both before and after

the board race game was used as a teaching tool.

Data Analysis

Quantitative data analysis is the method of data analysis employed in this study. This method is one for doing calculations and data analysis. In this study, the SPSS V.25 Program was utilized for data analysis and hypothesis testing. Normality tests and paired sample T tests were employed.

1. Normality test

    A normality test was performed to evaluate the data in both groups' normal distributions. Apply the following formula to ascertain whether the data are normal:When more than fifty samples are used, Kolmogorov-SmirnovIf Shapiro-Wilk is satisfied, fewer than fifty samplesBecause the sample size was 20 < 50, researchers employed Shapiro-Wilk to assess the data's normality.

2. Hypothesis test using paired sample T-test by using SPSS 25

    A subfield of inferential statistics known as hypothesis testing is used to statistically verify a claim's veracity and choose whether to accept or reject it.Establishing a foundation is necessary for hypothesis testing in order to gather data and evidence that will help decide whether to accept or reject the veracity of the claims or assumptions that have been made.

FINDING AND DISCUSSION

- Testing of Data Normality

    The researcher then looked at the normality of the data using the following formula:

Table 1: Normality test of Pretest and Posttest by Using SPSS 25

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
pretest vocabulary	.189	20	.059	.890	20	.027
posttest vocabulary	.148	20	.200[*]	.948	20	.335

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the aforementioned data, the significance value for the pretest score is 0.027, while the posttest score has a significance value of 0.0335. The pretest and

posttest significance values are more than 0.005, indicating that the data is regularly distributed.

- Hypothesis test using paired sample t-test by using SPSS 25

The following table displays the findings of the data analysis of the students' pre- and post-test scores:

Table 2: Descriptive Statistics by Using SPSS 25

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	58.50	20	7.090	1.585
	posttest	82.50	20	6.589	1.473

The performance scores of a single sample of students, both before and after the board race game was used as a treatment, are shown in the data above. The Pretest had a mean score of 58.50. Conversely, the Posttest's mean score was 82.50. There were twenty students (N) in each of the pre- and post-tests. The pre-test's mean error was 1.585 and its standard deviation was 7.090. The post-test mean error was 1.473 and the standard deviation was 6.589. It is possible to infer from the mean results that there is a difference between the Pretest and Posttest means. Since the posttest's mean value was greater than the pretest's, it may be said that there was an increase.

Table 3: Paired Samples Correlations by Using SPSS 25:

Paired Samples Correlations

		N	Correlation	Significance One-Sided p	Two-Sided p
Pair 1	pretest & posttest	20	.676	<,001	.001

The correlation between the two pretest and posttest scores is displayed in the table above, and it is evident that the correlation between the two scores is 0.676 and sig 0.001. Regarding the interpretation of choices predicated on attaining probability, specifically:

If sig > 0.05, means Ha is accepted

If sif < 0.05, then HO is rejected

The preceding table indicates that sig 0.001 is less than 0.05, indicating the rejection of H0 and the acceptance of Ha. Thus, it may be said that the pretest and posttest scores have a substantial correlation.

Table 4: paired sample test by Using SPSS 25

Paired Samples Test

| | | Paired Differences | | | | | | | Significance | |
| | | | | | 95% Confidence Interval of the Difference | | | | | |
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	One-Sided p	Two-Sided p
Pair 1	pretest - posttest	-24.000	5.525	1.235	-26.586	-21.414	-19.426	19	<,001	<,001

To determine if the null hypothesis may be rejected, one might compare the p-value to the conventional significance level of 0.05. When the p-value of the collected statistics is less than 0.05, it is customary to reject the null hypothesis (Balnaves & Calputi, 2001).

The p-value is less than 0.05 (0.001 < 0.05), as indicated in Table 6. Therefore, there is sufficient data to support the rejection of hypothesis 0.001, and it can be said that using board games for races improves student progress in language acquisition.

The pretest score has a significance value of 0.059 and the posttest score has a significance value of 0.0200 based on the output data from the normality test. Given that both the pretest and posttest significance values are higher than 0.005, it can be said that the data is regularly distributed.

The correlation between the two pretest and posttest scores is displayed in Table 3 (paired sample correlations), where it is evident that the correlation value between the pretest and posttest is 0.676 and sig 0.001. Regarding the interpretation of choices predicated on attaining probability, specifically:

a.   If sig > 0.05, means Ha is accepted

b.   If sig < 0.05, then HO is rejected

Table 3 indicates that Ha is allowed and H0 is refused because sig 0.001 is less than 0.05. Thus, it may be said that the pretest and posttest scores have a substantial correlation.

The paired sample test in Table 4 indicates that the p-value is less than 0.05 (0.001 < 0.05). Therefore, there is sufficient data to support the rejection of the null

hypothesis, and it can be said that grade VIII students at SMP Negeri 4 Tombatu benefit from using board races to increase their vocabulary mastery.

CONCLUSION

The usage of the board race game increased the language mastery of the class VIII SMP Negeri 4 Tombatu students, according to the statistics. The results of the English vocabulary mastery test demonstrate that students' posttest scores exceed their pretest results. The board race was successful as a result. The pre-test and post-test results differed significantly, according to the data. With a pre-test average of 58.50 and a post-test average of 82.50, it is evident that the board race significantly affects student achievement and helps grade VIII students at SMP Negeri 4 Tombatu become more proficient in vocabulary.

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