THE EFFECT OF BOARD GAME ON STUDENTS' VOCABULARY ABILITY (A QUASY EXPERIMENTAL RESEARCH AT THE EIGHTH STUDENT OF SMP NEGERI 20 BENGKULU CITY IN ACADEMIC YEAR 2023/2024)

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ABSTRACT

The aim of this research is to determine the effectiveness of the Board Game Strategy on students' vocabulary mastery at SMPN 20 Bengkulu City, as observed by eighth grade students at SMPN 20 Bengkulu City. The method in this research is a quantitative method with an experimental research type. The population of this study were students at SMPN 20 Bengkulu City. This research was conducted with two groups, namely the experimental class using the Board Game Strategy and the control class without using the Word Mapping Strategy. First, the researcher gave a pre-test to both classes. After that, the researcher gave a post-test to both classes. Pre-test and pot-test scores are collected from multiple choice. Then analyzed using the SPPS 26 window. The findings of this research indicate that teaching and learning using the Word Mapping Strategy is effective. The average score of the experimental class from the pre-test was 71,7 and the post-test was 80,1. This is proven by the t - count value (9,957) which is greater than the table at the 5% significance level. Next, the hypothesis test obtained a 2-tailed sig (p) of 0.00 while alpha (a) was 0.05 (0.00<0.05). This means that Ho is rejected and H is accepted. So, the use of the Board Game Strategy in teaching vocabulary has a significant influence on students' vocabulary mastery.

Keywords: Board Game Strategy and Vocabulary

ABSTRAK

Tujuan dari penelitian ini adalah untuk menentukan efektivitas Strategi Permainan Papan (Board Game Strategy) terhadap penguasaan kosakata siswa di SMPN 20 Kota Bengkulu, seperti yang diamati pada siswa kelas delapan di SMPN 20 Kota Bengkulu. Metode yang digunakan dalam penelitian ini adalah metode kuantitatif dengan jenis penelitian eksperimen. Populasi dalam penelitian ini adalah siswa di SMPN 20 Kota Bengkulu. Penelitian ini dilakukan dengan dua kelompok, yaitu kelas eksperimen yang menggunakan Strategi Permainan Papan dan kelas kontrol yang tidak menggunakan Strategi Word Mapping. Pertama, peneliti memberikan pre-test kepada kedua kelas. Setelah itu, peneliti memberikan post-test kepada kedua kelas. Nilai pre-test dan post-test dikumpulkan dari pilihan ganda. Selanjutnya, data dianalisis menggunakan SPSS 26 untuk Windows. Temuan dari penelitian ini menunjukkan bahwa proses pembelajaran menggunakan Strategi Permainan Papan efektif. Rata-rata nilai kelas eksperimen dari pre-test adalah 71,7 dan post-test adalah 80,1. Hal ini dibuktikan dengan nilai t-hitung (9,957) yang lebih besar dari t-tabel pada tingkat signifikansi 5%. Selanjutnya, uji hipotesis memperoleh sig 2-tailed (p) sebesar 0,00 sedangkan alpha (a) adalah 0,05 (0,00<0,05). Ini berarti bahwa Ho ditolak dan H diterima.

Jadi, penggunaan Strategi Permainan Papan dalam pengajaran kosakata memiliki pengaruh signifikan terhadap penguasaan kosakata siswa.

Kata Kunci: Strategi Permainan Papan dan Kosakata

A. Introduction

English is the most important foreign language needed by the Indonesian people for communication in the current era. According to Sari (2013:6), there are four essential language skills that must be mastered: listening, speaking, reading, and writing. In addition to these skills, three components support the language learning process: grammar, vocabulary, and pronunciation. Among these, vocabulary plays a critical role as it connects the four language skills in language teaching. Mastery of vocabulary contributes more significantly to the improvement of English competence than grammar. Even if the language structure is not entirely correct, communication can still be understood. However, without vocabulary, nothing can be expressed, either spoken or written. Therefore, vocabulary is crucial for students who want to master English. Newman and Dwyer (2009:385) state that vocabulary comprises the words we need to communicate effectively, whether in speaking (expressive vocabulary) or listening (receptive vocabulary). Similarly, Victoria (2008:495) defines vocabulary as all the words a person knows or uses, and all the words in a language, including a list of words and their meanings, especially in a foreign language learning context. Based on these definitions, it can be concluded that vocabulary refers to the total number of words required to convey ideas and express the speaker's meaning.

Indonesia's education system has adopted the 2013 Curriculum, where English is one of the subjects tested in the final exams. Vocabulary is one of the most important components in English learning and plays a key role in the development of a second language. This is supported by Mehrabi (2002:19), who asserts that vocabulary is fundamental for expressing ideas, thoughts, and feelings in communication and writing.

However, learning vocabulary is not as simple as it seems. Many challenges are encountered, and the way vocabulary is taught influences

the learning process. The teaching model also plays a significant role in helping students master vocabulary. Teachers must ensure that words are well explained before students begin memorizing them. Brown (2001:12) emphasizes that teachers should focus on the relationships between words and ensure students are familiar with them both orally and visually.

To identify the challenges in teaching English, particularly in vocabulary acquisition, the researcher conducted an observation at SMPN 20 Bengkulu on October 25, 2023. The researcher observed the teaching process in the eighth grade and found that students were not taught how to improve their vocabulary in a more engaging and enjoyable way. The teacher simply wrote words on the board and asked the students to memorize them, leading to boredom among students.

After the teaching session, the researcher interviewed an English teacher (Nuhdiatul, 2023) to gain deeper insights. The interview revealed that there were still many difficulties in vocabulary learning, especially in the eighth grade at SMPN 20 Bengkulu. Students' English scores were low due to their lack of vocabulary mastery. The researcher also interviewed a student (Aurel, 2023), who mentioned that she was always bored during English lessons and had no interest in learning the language. Based on these interviews, the researcher concluded that, first, students lacked interest in learning English; second, the teaching strategies used at SMPN 20 Bengkulu were not effective in improving vocabulary mastery; third, the teaching methods were still conventional; and lastly, there was a lack of variety in the teaching methods, making the lessons monotonous.

Karimah (2022:2) also pointed out that the challenges faced by students in learning vocabulary include difficulties in remembering unfamiliar words, boredom during vocabulary lessons, and low motivation and interest. From these observations, it is clear that vocabulary mastery among eighth-grade students at SMPN 20 Bengkulu still faces several issues, which make the learning process in the classroom often dull. In vocabulary learning, instructional media can be used as a tool to capture students' attention, interest, and motivation. However, supportive media such as dictionaries

were insufficient. Hence, more interactive techniques, such as games, card games, or storytelling, are needed to make students more active and engaged in learning.

The researcher attempted to apply one strategy to solve the vocabulary problems faced by students, which is using a board game. Based on observations, the researcher found that students enjoy games. By using games, students can practice their vocabulary in a more enjoyable way. According to Tiya (2012:13), games can help activate students who were previously inactive due to a lack of interest. Similarly, Azar stated that games enhance students' communication skills and provide opportunities to use the target language in a fun and relaxed way.

Vocabulary learning should involve interactive strategies so that students can memorize words effectively and use them correctly. Brown (2003:28) mentioned that games have become popular and are widely used in various activities, including learning. Games can elevate students' moods, making the learning process more enjoyable and memorable. Games are not only associated with fun but also carry

pedagogical value in second language teaching. They offer several advantages, including motivation, stress relief, and opportunities for communication practice.

A board game is one such game that can be used in the teaching and learning process. It involves two or more players competing according to a set of rules. Hornby (1995:487) defines a board game as a game that involves moving pieces or counters on a marked surface according to rules. Essentially, board games simulate battles between two groups, where players accumulate points or reach specific positions to win. The primary benefit of this game is enriching students' vocabulary across different life aspects.

This medium simplifies the teaching of English for teachers and creates a fun learning process for students. Board games attract students because they are enjoyable and encourage experimentation, discovery, and interaction with their environment. Board games add variety to lessons and increase motivation by providing an incentive to use the target language. Previous research has proven that board games are effective in enhancing student skills, particularly in

vocabulary acquisition. Therefore, the researcher is interested in further investigating the effect of using board games on students' vocabulary skills in SMP Negeri 20 Bengkulu in the 2023/2024 academic year.

B. Research Method

This research utilized a quantitative method, which focuses on comprehensive data collection and aims to gather extensive information from a broad population. As described by Sugiyono (2014:43), quantitative research is a systematic process with a clearly structured plan from the beginning, leading to the development of the research design. The design is crucial as it establishes the study's internal validity, ensuring that accurate conclusions can be drawn about the effect of the experimental treatment on the dependent variable. In essence, an experimental design is a framework used to investigate the influence of one variable on another.

The research applied a quasi-experimental method. According to Prasetyo and Bambang (2014:7), the quasi-experimental method is similar to purposive sampling in that it involves the manipulation of an independent variable but differs because subjects are not randomly assigned to treatment groups. This approach was suitable for this study because the participants were grouped in classes, and random assignment could disrupt the normal classroom learning environment. Therefore, in quasi-experimental research, participants are deliberately assigned to groups. In this study, the sample was chosen through purposive sampling to ensure that class learning was not disturbed.

Quasi-experimental methods can be categorized into two main designs: post-test only control group and pre-test post-test control group. In this research, the quasi-experimental pre-test post-test control group design was used. The researcher assigned intact groups to both the experimental and control conditions, administered a pre-test to both groups, conducted treatment activities only with the experimental group, and then administered a post-test to evaluate the differences between the two groups.

For data analysis, the researcher employed the Statistical Package for the Social Sciences (SPSS) Student Version 26 for Windows, as outlined by Sufren and Yonata (2002). This statistical tool

was used to analyze the collected data effectively..

C.Result and Discussion

Researchers used data from post-test experimental and control classes and obtained scores from both classes. Results of the post-test scores for the control and experimental classes are as follows:

Table 1
Result

	N	Min	Max	Mean	Std. Deviation
Pre-Test Experiment	30	60	84	71.73	5.842
Post-Test Experiment	30	68	92	80.13	5.800
Pre-Test Control	30	48	76	65.87	7.257
Post-Test Control	30	40	88	74.67	6.671
Valid N (listwise)	30				

Based on the table above, the number of experimental class students is 30 students. The minimum Pre-Test is 60 and minimum is 68. Meanwhile, the maximum scores obtained in the Pre-Test is 84 and Post-Test is 92. Meanwhile, the mean itself is the Pre-Test and Post-Test scores in the class. The experimental score was 71.73, while the post-test obtained a mean score of 80.13. For Standard Deviation, the Pre-Test got 5.842 while the Post-Test got 5.800.

In the control class, the number of control class students was 30 students. The minimum scores on the Pre-Test and Post-Test are 48 and 40. Meanwhile, the maximum scores obtained during the Pre-Test and Post-Test are 76 and 88. Meanwhile, the mean itself, the Pre-Test score obtained is 65.87. Meanwhile, in the Post-Test, the score was 74.67. For Standard Deviation, Pre-Test obtained 7.257. Meanwhile, the Post-Test obtained 6.671.

Based on data analysis on class VIII students at SMPN 20 Bengkulu City, there is a significant influence on the mastery of understanding of students who are taught using the Board Game. The test data results are divided into pre-test and post-test. Students who were taught using Board Game strategy had higher scores than students who were taught without Board Game strategies. In analyzing the data, the researcher analyzed the pre-test and post-test hypotheses for both the experimental class and the control class to find out whether the use of the word mapping strategy was significant for students' mastery of

mathematics or not. Researchers analyzed by carrying out a t test using SPSS with a significance level of 5% (0.05), so the criteria were a pot t value of 4.170 and a table of 1.671 signs. (2-tailed) is 0.000 < 0.005. The calculation means that the null hypothesis (H) is rejected and the alternative hypothesis (H$_2$) is accepted. It can be concluded that there is a significant difference in students' vocabulary mastery by using word mapping strategies in the learning process

Based on the explanation above, the researcher concludes that the use of Board Game strategies has a significant influence on students' vocabulary mastery, especially for students at SMPN 20 Bengkulu City.

After calculating the normality test using SPSS, it can be proven that the pre-test and post-test data for the experimental and control classes are both normally distributed. It can be stated that the experimental and control class data is much less than the Lilliefors table calculations where the critical point is 30. The results of the pre-test data for the experimental class are 0.148, while the data for the control class are 0.134 and the results of the post-test data for the

experimental class are 0.143, while the data for the control class 0.154. It can be concluded that all the data used in this research are normal.

Furthermore, based on the results of the data homogeneity test, the experimental class and control class became homogeneous data groups. This can be seen from the results of the pre test significance of the control and experimental classes being greater than the significance value of 0.005 and the results of the post test significance of the control and experimental classes being 0.477 which is higher than the significance value of 0.005. significant value 0.005. Therefore, the data group is proven to fall into the homogeneous data category.

The result of this test are also in line with research conducted by (Rizky Amalia Azzahroh, 2014) conducted the study with the title "The Effectiveness of Using Board Games Towards Students" Speaking Skill (A Quasi Experimental Study at the Tenth Grade Students of SMAN Parung in 2014/2015 Academic Year)",which conclude that data analysis shows that Board Game strategy is effective in vocabulary learning. than is by HasraFahira in the thesis " The Effect of Towards

Students' Vocabulary Mastery at 8th Grade at MTSN 6 Agam Academic Year 2023/2024. She found the students had difficulties in learning English especially in Vocabulary. The researcher aimed to improve the students' vocabulary through Board Game. The research analyzed how the procedure of the use Board Game to improve the students' vocabulary and the implementation of students' vocabulary in MTSN 6 Agam academic year 2032/2024. The result that data analysis shows that Board Game strategy is effective in vocabulary learning. than is by HasraFahira in the thesis. Hopefully these result will be useful for both teacher and students whose harmony will provide progress in learning English ,especially mastery of vocabulary.

Based on the result of the research, the researcher suggested as follows: For English teachers, the teacher can use Board Game strategy as an alternative in learning vocabulary. Then make the students became the students active learners.

For the researcher, hopefully using Board Game strategy can be operated in conducting further research or for obtaining the better results.

For further researcher, this research can give information more about Board Game strategy in teaching vocabulary in the classroom.

E. Conclussion

After conducting an experiment on teaching vocabulary using the Board Game strategy in the experimental class and without it in the control class, the researcher obtained scores ranging from 60 to 80 in the experimental class, while the control class scores ranged from 48 to 76. Upon further analysis, the data revealed a significant difference in students' vocabulary mastery between the experimental and control groups. The experimental class, which received the Board Game treatment, showed a higher gain score compared to the control class, which did not receive the treatment. Statistical analysis using SPSS 26 through an Independent Samples t-Test yielded a t-count of 3.387 and a t-table value of 2.002, with a p-value of 0.001. Since the t-count is greater than the t-table and $p < 0.05$, it can be concluded that there is a significant difference in vocabulary ability between the experimental and control groups, indicating that the Board Game strategy significantly

improved students' vocabulary mastery. Thus, the use of Board Games in classroom learning has a positive impact on enhancing students' vocabulary proficiency.

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