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## The Effect of Board Race Game Towards Students' Vocabulary Mastery At The Eighth Grade Students of MTs Nurul Hidayah Malingping Lebak Banten in Academic Year 2023/2024

Risa<sup>1</sup>, Riandi<sup>2</sup>, Nur Azmi Rohimajaya<sup>3</sup>

<sup>1</sup> English Education Department, Teacher Training and Education Faculty, University of Mathla'ul Anwar

<sup>2</sup> English Education Department, Teacher Training and Education Faculty, University of Mathla'ul Anwar

<sup>3</sup> English Education Department, Teacher Training and Education Faculty, University of Mathla'ul Anwar

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### ABSTRACT

This study aimed to investigate The Effect of Board Race Game Towards Students' Vocabulary Mastery at the Eighth Grade Students of MTs Nurul Hidayah Malingping Lebak Banten in Academic Year 2023/2024. The research uses quantitative approach and quasi-experimental design. This study used two classes, they are control class and the experimental class. The technique used for collecting sampling is purpose sampling; the researcher uses class VIII A (20 students) as the control class and class VIII B (20 students) as the experimental class. The experimental class was given treatment board race game, while the control group was given treatment guessing game. In data collection technique, the researcher performs pre-test and post-test. The control group's pre-test score was 1044, while the experimental group's pre-test score was 1184. The control group's post-test score was 1250, while the experimental group's post-test score was 1387. During the process to analyze the data, the researcher used the SPSS 25 statistical calculation method and used the post-test results of both the control and experimental classes to analyze and test the hypothesis. The researcher finds the results Two-sided significance =  $0.000 < \alpha 0.05$ . Therefore, the researcher concludes that board race use has a significant impact on students' vocabulary mastery in MTs Nurul Hidayah Malingping Lebak Banten.



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### INTRODUCTION

English is an international language, not only in abroad, but also in Indonesia. It is important for everyone to learn it. English is learned in schools or outside schools, it is like learning out of class. English language is also the key of scientific and technical knowledge is necessary for the

<sup>1</sup>Corresponding author's address: English Education Department of Teacher Training and Education Faculty, University of Mathla'ul Anwar, Banten, Indonesia  
e-mail: [risasukalaksana@gmail.com](mailto:risasukalaksana@gmail.com)

<sup>2</sup> Corresponding author's address: English Education Department of Teacher Training and Education Faculty, University of Mathla'ul Anwar, Banten, Indonesia  
e-mail: [rianriandi87@yahoo.com](mailto:rianriandi87@yahoo.com)

<sup>3</sup> Corresponding author's address: English Education Department of Teacher Training and Education Faculty, University of Mathla'ul Anwar, Banten, Indonesia  
e-mail: [nurazmirohijaya@yahoo.com](mailto:nurazmirohijaya@yahoo.com)

economic and political development of many countries around the world. English needs to include four main language skills.

According to Ramadhani (2018:14) language skills had listening, speaking, reading and writing. The first listening skill indicates the ability to grasp and understand a verbal message. Second, reading skill is the ability to grasp written messages. Speaking ability, then, is the ability to convey messages verbally and finally, writing ability is the ability to convey messages in writing. It is all integrated and supports each other. If people do not know the meaning of a word or vocabulary, people will not respond when others use it to communicate.

People must know vocabulary because vocabulary is the basis of learning English that people must know. If people cannot master vocabulary it would be difficult to master the four skills in English. Learning vocabulary is a step first for understood the other people speak and could answer it.

According to Matrutry (2021:24) defines vocabulary as the building blocks of language that contain all the information about the meanings and uses of words in the language. Therefore, learning vocabulary to understand the meaning of the information conveyed is very important.

Based on observation by researcher at MTs Nurul Hidayah Malingping Lebak Banten. The researcher found several problems faced by students and teacher in vocabulary. The first problem is lack of students' motivation learning vocabulary. Students think that learned vocabulary is a boring subject. The second problem is that students had difficulty memorizing a word. The third problem is most of students' vocabulary is still low, the next problem is most students felt teaching in vocabulary is not interesting. The students think learning vocabulary is not important the teacher does not use the method during learning vocabulary. And the last problem is the students got difficulties in pronouncing some words and their intonation was influenced by their natural habit using their mother language's dialect. In addition teacher should prepare relevant materials before teaching the learning process. In this case, the researcher used a board race game as a method of teaching the learning process.

Based on the above problems, it is necessary to hold a solution in the learning process a more appropriate solution is to use games because games could made students enthusiastic about learning English language. Playing games can improve students' moods, so anything that comes from this fun activity can stay in their brains during the learning process. Therefore, in this research, the researcher believe that board race game is very simple and easy to practice by using tools in the classroom such as whiteboards, chair markers and others, this game could made students more active and can increased knowledge in vocabulary as well.

Nowadays, games are popular and used in many different activities. It can also be used as a learning method. Playing games can improve students' moods, so anything that comes from this fun activity could stay in their brains during the learning process. In addition, Nguyen and Phuong (2017:63) Believes that games are not only related to fun but also have educational value in teaching a second language.

Board race game is a simple game and easy to played with students. According to Kusumawati (2017:115) Board race game is one of the evolutions of board games as a popular game that can be played using a board, table, or floor. Board racing games are a fun way for students to practice their English while participating in some competitions.

One of the game that teach English vocabulary is board race game. According to Deward (2021:4) the game teach lesson about getting along with other. Board race game can increase students' motivation to learn English. Students should also add the benefit of memorizing words, being less likely to forget words, and thus practicing language, where language practice, even in constructive exercises is built in. well, often forgotten very quickly and in the end, board race games would helped students understood better. Students memorize more words.

## METHOD

This research method is quantitative research. In quantitative research, there are experimental class and control class. This experimental class used pre-test research to find out whether board race game was appealing to students. The researcher conducted a pre-test to find out the students' basic knowledge about student's memory ability. The next step is treatment using the Board Race Game as a learning technique. At the end of the study, there was a post-test. At the control class used guessing game. By taking the students' pre-test and post-test scores, the significance between them was demonstrated.

Based on the statement above, the researcher could concluded that this quantitative method is a research method that was used as a measurement tool that uses non-demographic variables and also uses statistics to test the effectiveness of hypotheses.

Table 1 Research Design

| Group        | Pre-test | Treatment | Post-test |
|--------------|----------|-----------|-----------|
| Experimental | O1       | X1        | O2        |
| Control      | O1       | X2        | O2        |

The description :

- O1 : Pre-test
- X1 : treatment of experimental class (using board race game)
- X2 : treatment of control class (using guessing game)
- O2 : post-test

According to Bougie (2013:19), "Population refers to the entire group or people, events, or things of interest about which the researcher wants to made inferences". The population in this research would be conducted on eighth grade students of MTs Nurul Hidayah Malingping Lebak-Banten.

This consisted of 40 students. The eighth class was the experimental class and control class. Class A as the control class consisting of 20 students and class B as the experimental class consisting of 20 students. Total of population was 40 students.

The term "sample" refers to a portion of the population chosen for the research process this is thought to accurately represent the entire population. According to Bougie (2013:19) The sample is a portion of a population. Data were obtained from the population using a single-class purposive sampling technique. The reason why this technique is used is because it identifies a pattern based on a certain condition this research, the researcher would used class VIII A as the control class and class VIII B as the experimental class. At the control class researcher using guessing game and experimental class using board race game.

The total of students studying at MTs Nurul Hidayah Malingping is 40 students for grade eighth and is divided into two classes, namely class A with 20 students and class B with 20 students. Therefore, the researcher used a sample of 40 people in class A experimental class and class B as the control class.

## RESULT AND DISCUSSION

The researcher would to provide a description of the data obtained in this chapter. As the researcher explained in the previous chapter, this researcher's subjects were 40 of eighth grade students of MTs Nurul Hidayah Malingping Lebak Junior High School Banten. Additionally, the researcher took the entire population as a sample. The sample includes 20 students of class VIII A as the control class and 20 students of class VIII B as the experimental class. In this research, the researcher conducted quantitative data analysis. The data is obtained by providing a test experimental class and a control class. The test is divided into two types, which are pre-test and

post-test. The pretest is performed before treatment and the posttest is performed after treatment. The students were divided into two classes. The first class VIII A which was used (playing the guessing game) as the control class and class VIII B which was used (playing the board race game) as the experimental class. The descriptive statistics is as follow:

Table 2 Descriptive Statistics

|                        | N  | Min | Max | Sum  | Mean  | Std. Deviation |
|------------------------|----|-----|-----|------|-------|----------------|
| Pre-Test Control       | 20 | 40  | 67  | 1044 | 52,20 | 6,246          |
| Post-Test Control      | 20 | 50  | 75  | 1250 | 62,50 | 8,140          |
| Pre-Test Experimental  | 20 | 45  | 70  | 1184 | 59,20 | 6,925          |
| Post-test Experimental | 20 | 55  | 85  | 1387 | 69,35 | 8,331          |

Based on the calculation by SPSS, the test results before the pre-test at control class the highest score is 67, the lowest score is 40 and the total score is 1044, the total number of students is 20. Meanwhile, the results of the post-test at class control the highest score is 75, the lowest score is 50, and the total score is 1250. The total score of the students is 20. The results of the pre-test at the experimental class the highest score is 70, the lowest score is 45, total score is 1184. Total number of students is 20. Meanwhile, Experimental class post-test result, highest score is 85, lowest score is 55, and total score is 1387. Total score of the students is 20.

The most commonly used in this study is a statistician like Kolmogorov Smirnov using SPSS 25 for windows program with the criterion if significant data value  $p > 0.05$  is normal, but if significant value of the data  $p < 0.05$  is not Normal. The results of the normal like feeling from storytelling technique to spelling skills are normal.

The chart with the largest normality chart is as follow:

Table 3 Test of Normality

|                        | Kolmogorov-Smirnov |    |       | Shapiro-Wilk |    |       |
|------------------------|--------------------|----|-------|--------------|----|-------|
|                        | Statistic          | df | Sig.  | Statistic    | df | Sig.  |
| Pre-Test Control       | 0,188              | 20 | 0,063 | 0,949        | 20 | 0,359 |
| Post-Test Control      | 0,172              | 20 | 0,125 | 0,928        | 20 | 0,139 |
| Pre-Test Experimental  | 0,178              | 20 | 0,097 | 0,954        | 20 | 0,425 |
| Post-test Experimental | 0,101              | 20 | 0,200 | 0,972        | 20 | 0,805 |

Based on the output normality test obtained (0,063, 0,125, 0,097, 0,200) are higher than  $\alpha = 0, 05$ , it means that  $H_0$  is accepted. On the other word, based on the result normality, the data is normally distributed.

To analysis homogeneity test, the researcher, use SPSS 25 with the data result the following table.

The criteria of test:

If  $F_{count} > F_{table}$  the data are homogeneous

If  $F_{count} < F_{table}$  the data are not Homogeneous

Table 4 Homogeneity Test of Pre-Test Control & Pre-Test Experimental

| Levene Statistic | df1 | df2 | Sig.  |
|------------------|-----|-----|-------|
| 0,547            | 1   | 38  | 0,464 |

The statistic result showed, the score of homogeneity of pre-test between control and experimental class is higher than  $\alpha = 0.05$ . P-value (0.464)  $> \alpha = 0, 05$ . The result of homogeneity test is accepted.

Table 5 Homogeneity Test of Post-Test Control &amp; Post-Test Experimental

| Levene Statistic | df1 | df2 | Sig.  |
|------------------|-----|-----|-------|
| 0,042            | 1   | 38  | 0,838 |

The statistic result showed, the score of homogeneity of post-test between control and experimental class is higher than  $\alpha = 0.05$ . P-value (0.838)  $> \alpha = 0, 05$ . The result of homogeneity test is accepted.

After knowing the two standard deviation values, the researcher could find out the vocabulary mastery level of the students of the board game.

Table 6 Paired Sample Test

|        |   | Paired Differences |                |            |                 |        | t      | df | Sig. (2-tailed) |
|--------|---|--------------------|----------------|------------|-----------------|--------|--------|----|-----------------|
|        |   | Mean               | Std. Deviation | Std. Error | 95 % Confidence |        |        |    |                 |
|        |   |                    |                |            | Lower           | Upper  |        |    |                 |
| Pair 1 | Pre-Test Control<br>Post-Test Control       | -10,300            | 5,507          | 1,231      | -12,877         | -7,723 | -8,365 | 19 | 0,000           |
| Pair 2 | Pre-Test Experiment<br>Post Test Experiment | -10,150            | 5,715          | 1,278      | -12,825         | -7,475 | -7,943 | 19 | 0,000           |

The statistical hypotheses as follow:

Ha: there is a significant effect of board race game towards students' vocabulary mastery at the eighth grade students of MTs Nurul Hidayah Malingping Lebak Banten in academic year 2023/2024.

Ho: there is no significant effect of board race game towards students' vocabulary mastery at the eighth grade students of MTs Nurul Hidayah Malingping Lebak Banten in academic year 2023/2024.

Based on the results of data analysis if a board race game has a significant impact on a students' vocabulary mastery, then that is the research question. The results demonstrated the significant contribution of the board race game to students' vocabulary development. According to calculations, students who learned to use board race game performed better than students who learned to use guessing games.

Based on the data obtained the researcher, the alternative hypotheses (Ha) "There is a significance Effect of board race game toward students' vocabulary mastery at the eighth-grade students of MTs Nurul Hidayah Malingping Lebak Banten is accepted".

On the other, null hypotheses (Ho) "There is no significance Effect of board game toward students' vocabulary mastery at the eighth-grade students of MTs Nurul Hidayah Malingping Lebak Banten is rejected". It's suggesting that using board race Vocabulary teaching game have a significant impact on students' ability to master vocabulary. Additionally, both classes underwent pre- and post-tests. Based on testing using t-test, significance is  $0.00 < 0.05$  was found. Ha accepted and Ho responded, showing that racing games have an impact on vocabulary acquisition.

## CONCLUSION

Based on the factors and hypotheses collected in the previous chapter, the researcher wishes to draw the following conclusions: According to the test results, the total score of the pre-test experimental class was 1184 and the pre-test control class was 1044. The post-test experimental class scored 1387 points in the following test, while post-test at the control class scored 1250, showing that the experimental class has better vocabulary usage than the control class.

The researcher taught classes using board race game in the experimental class and thinking games in the control class. The use of board race game in the vocabulary capacity of MTs Nurul Hidayah Malingping Lebak Banten shows that the mean score of the experimental class is higher than the mean score of the control class (1387>1250).

This board game is very effective for learning students' vocabulary especially in adjectives. This game is also very supportive of the students to learn English which is fun because vocabulary lessons are very basic things learned therefore researchers use this game to improve students' knowledge in vocabulary.

The results that have been obtained previously that this game is very significant to be a means of learning in contrast to the case with the control class which apply the guessing game method which shows that this game is less effective in the learning process.

The results of the researcher using the SPSS 25 t-test for the significance level from  $0.00 < 0.05$ , that is,  $H_0$  is rejected and  $H_a$  is accepted, showing that board race game has an effect on learning student vocabulary.

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