



INNOVATIVE: Journal Of Social Science Research
Volume 3 Nomor 2 Tahun 2023 Page 10468-10479
E-ISSN 2807-4238 and P-ISSN 2807-4246
Website: <https://j-innovative.org/index.php/Innovative>

The Effect Of Applying Board Race Game On Students' Vocabulary Achievement At Seventh Grade Of SMP Swasta Bersama Berastagi

^{1✉}

Sahlan Tampubolon¹, Anatasia Korin Hutagalung², Harpen Silitonga³, Dapot Tua Manullang⁴
Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan Dan Ilmu Pendidikan Universitas
HKBP Nommensen, Medan, Indonesia

^{1✉}

Email: sahlantampubolon@uhn.ac.id

Abstrak

Tesis ini membahas tentang Pengaruh Penerapan Board Race Game Terhadap Prestasi Kosakata Siswa Kelas VII SMP Swasta Bersama Berastagi. Tujuan dari penelitian ini adalah untuk mengetahui apakah penerapan board race games secara signifikan mempengaruhi kosakata siswa. Rancangan penelitian ini adalah eksperimental kuantitatif yang diselesaikan pada kelas VII SMP Swasta Bersama Berastagi dan melibatkan dua kelompok yaitu kelompok VII sebagai kelompok eksperimen dan kontrol dengan teknik yang berbeda: kelompok menggunakan konvensional. Total peserta 40 siswa. Kelompok eksperimen terdiri dari 20 siswa dan kelompok kontrol terdiri dari 20 siswa. Data penelitian ini diambil dari tes kosakata berupa 20 pilihan ganda. Tes diberikan dalam pre-test dan post-test untuk kelompok eksperimen dan kontrol. Hasil penelitian ini menunjukkan bahwa nilai rata-rata kelompok eksperimen pada pre-test adalah 61,4 dan post-test adalah 76,9. Sedangkan nilai rata-rata kelompok kontrol pada pre-test adalah 59,3 dan post-test adalah 71,8. Hasil pengujian hipotesis menunjukkan bahwa H_a diterima dan H_0 ditolak karena $t_{hitung} > t_{tabel} = 2,961 > 1,686$ (5%). Manfaat board race game adalah membantu siswa lebih mudah dalam menghafal kosakata karena kegiatan di kelas lebih menarik dan menyenangkan, sehingga siswa tidak bosan belajar bahasa Inggris. Artinya, permainan Board Race direkomendasikan untuk pencapaian kosakata siswa di kelas tujuh SMP karena di atas KKM (75).

Kata Kunci: Board Race Game, Vocabulary

Abstract

This thesis is about The Effect Of Applying Board Race Game On Students' Vocabulary Achievement Of Seventh Grade At SMP Swasta Bersama Berastagi. The objective of the study is to find out if the application of board race games significantly affects the students' vocabulary. The research design of this study was experimental quantitative that was completed at the seventh grade of SMP Swasta Bersama Berastagi and involved two groups include VII as the experimental and control groups with the different techniques: The experimental group taught using board race game and the control group using conventional. The totals of participants was 40 students. The experimental group consisted 20 students and control group consisted 40 students. The data of this study was taken from vocabulary test in form of 20 multiple choices. The test was given in pre-test and post-test for experimental and control groups. The results of this study showed that the mean score of experimental groups in pre-test was 61,4 and post-test was 76,9. Meanwhile the mean score of control group in pre-test was 59,3 and post-test was 71,8. The result of testing hypothesis showed that H_a was accepted and H_o was rejected because $t_{count} > t_{table} = 2.961 > 1.686$ (5%). The benefit of board race game is helped the students to be easier to memorize vocabulary because classroom activity is more interesting and fun, so the students not bored in learning English. It means that Board Race game is recommended in students' vocabulary achievement at seventh grade of Junior High School because it is above of KKM (75).

Keywords: Board Race Game, Vocabulary

INTRODUCTION

English is one of the subjects that students must master, as English is known as the international language. It means that English is spoken by many people all over the world. This is supported by Rao (in Ho et al., 2020) with the growth of information and globalization, it's evident that most people all over the world are communicating with people in other regions using only one internationally recognized language, that is, English (Gao et al., 2020a).

Marlina (in Wazeer, 2023) state that English has been taught and used as a foreign language in Indonesia for over sixty-five years. It means that English is a language that many people use in their everyday lives, and it is important to us. This is visible in the world of education in Indonesia. English is one of the subjects taught to students from elementary to tertiary levels. English is big business, and the ability to speak English is important for one's competitiveness. With good English skills, and good competitiveness. Which is useful for getting a suitable job. But that does not mean we must forget the Indonesian language, which has become our national language. Many students find English a difficult subject, even though it is one of the subjects that can create competition.

One of the most important things to master when learning a language, including English, is vocabulary, along with other elements such as: grammar and pronunciation. Vocabulary is the key to language proficiency. Richards and Renandya (in Yuni, 2022) state that learners' proficiency in speaking, listening, reading, and writing is significantly influenced by their vocabulary, which

is also an essential component of language proficiency. It means that learning English will be easier for students who master vocabulary. It's a different story when a person cannot learn English because they lack vocabulary. For example, if we have many vocabularies, it will be easier to understand the meaning of each sentence in English and vice versa. Of course, students will not be able to understand what some say (Rahmadani et al., 2021). In another word, if the students do not know how to master vocabulary, It will be impossible for them to apply it to every language skill. In this case, the writer feels that vocabulary is a necessary thing to be mastered by students.

Based on the researcher's experience teaching English in the English Day Program from July to October 2021 at SMP Negeri 2 Percut Sei Tuan, the researcher found some students' problems in learning English. They said that learning English is difficult because they don't have a lot of vocabulary and they always find hard words that made them confused. The student's lack of vocabulary can be seen in the teaching-learning process every day (Ackermann et al., 2020). So made students difficult to understand the material and answer the questions. Most of the questions in their examination consisted of a vocabulary test. It made them unable to answer the question in the examination correctly (Koval, 2019).

Besides that, one reason why it can be difficult for junior high school students to learn English well is because of the different factors involved- students, teachers, teaching methods, and school facilities (Gao et al., 2020b). Teachers are very important in helping junior high school students learn English, because they must be good educators in order to help students learn effectively (Reyes-Chua & Lidawan, 2019).

As the students said that the teacher just asked them to read the material and to find the meaning from the dictionary even though the teacher explained the material using English until the end, making the students even more confused and not understand. It made the students feel bored in the teaching-learning process. It will not able to increase students' vocabulary (Ferrah & Nemmouchi, 2018). And after a few weeks of the program runs, the researcher took the initiative to create a game namely the board race game, which was carried out at the end of the lesson. It can be seen that when the game took place, all students was very enthusiastic and fun about participating in the game. There is competition

in the game, where problem-solving, team works and other skills are developed. It can be conclude that students need a pleasant learning atmosphere to make them excited because they are very easily bored in learning and will not increase their vocabulary (Yeşilbağ et al., 2020).

Lauria de Gentile and Leiguarda de Orue (2019) state that there are some special considerations that need to be taken into account when teaching young people how to reduce stress. For example, they may want to play and socialize, need some relaxation, need physical activity. One way to meet the needs of learners is to use games as learning entertainment that can refresh students' minds to do activities in the process of learning English. Games are the world in which action is triggered by reward and fun. And competition; where creativity, problem-solving, team works, determination, and skills are being developed. Games are a great way to help students learn new vocabulary.

Playing games will make it easy for them to remember the words they hear and will be very fun as they learn. This is supported by Huyen and Nga (Derakhshan & Khatir, 2015) learners of English have to deal with unfamiliar vocabulary during their language acquisition, so they should participate in different task-based activities in their classroom such as vocabulary games which especially focus on helping students develop and use words in different context by making the lesson reliabili. So, the game implemented in this study is the board race game (Chotimah & Astiyandha, 2022). One of the variations of the board game, which is a popular game that can be played on a board, table, or floor, is the board race game. The entertaining game of "board race" is used to review vocabulary, whether it be terms from the lesson that was just given or words from one that was taught last week. The application of the board race game is the teacher reads the word and students write the word with the meaning one by one (Hukom, 2021).

Nguyen and Khuat (in Derakhshan & Khatir, 2015) found that there are benefits and efficacy to learning vocabulary through games when compared to other methods. First and foremost, games let students unwind and have fun. Second, games typically entail competitive play and maintain students' interest. Based on the reasons above, the writer would like to conduct research entitled "The Effect of Applying Board Race Game On Students' Vocabulary Achievement at seventh grade of SMP Swasta Bersama Berastagi".

RESEARCH METHOD

This research was conducted by using experimental quantitative design. Arikunto (in Sipayung, 2021) stated that an experimental researchers reliability evoke the onset of an

event or situation, and then examined how the consequences. Experiments are always done with the intent to see the consequences of a deed. The design will be applied in order to investigate the effect of board race game on students' vocabulary achievement (Sari & Aminatun, 2021).

In this research, the researcher take two groups as experimental and control groups. The researcher was used the same materials but with a different treatment for experimental and control groups. Experimental group is the group which received the treatment by using board race game, while control group is a group that the teaching-learning process use conventional technique in teaching vocabulary. Clearly, the research design figure as the following:

Tabel 1. The Research Design

Group	Pre-Test	Treatment	Post-Test
Experimental Group	X1	Board Race Game	X2
Control Group	Y1		Y2

The population is not only human but the object or other things also can be said as population". So, the population in this study were use all seventh-grade students of SMP Swasta Bersama Berastagi, Jl. Jamin Ginting Simpang Ujung Aji Berastagi, which consisted of 40 students from only one class. Sugiyono (in Prasetyo et al., 2018) stated that a sample is a portion of the amount and the characteristics possessed by the population. The sample of this study was use all seventh grade-students of SMP Swasta Bersama Berastagi, which consisted of 40 students and devided into two class consisted of 20 students each group. The population and sample are the same because it only has one class. So, the total sampling in this study consisted of 40 students.

Instruments in quantitative research can be in the form of tests, interviews, observations, and questionnaires. The instrument for collecting data in this research was used vocabulary test. The test is pre-test before the treatment and post-test after the treatment. The test is multiple-choice questions consisted of 50 items. There are 25 questions about verb and 25 questions about adjective. Each correct answer is score of 2 and each incorrect answer is score of 0. The highest score is 100.

RESULT AND DISCUSSION

Data

The data in this research is obtained from pre-test and post-test that is applied in experimental class and control class. The experimental class is the class that is taught by

using Board Race game while control class is the class that taught without Board Race game (conventional technique). Pre-test was given to both groups. Treatment by using Board Race game is only given to the experimental class. Post-test is given to the both group to see the different results from the two groups, both groups was given the same pre-test and post-test.

From the Data it shown that the total scores of pre-test experimental class was 1228 and the mean of the score was 61,4. It can be concluded that the students vocabulary achievement in experimental class still low. After checked the students paper in the post-test on the experimental class of applying board race game the researcher got a results. The total scores of post-test was 1538 with the mean of score was 76,9. It can be concluded that the student's test vocabulary scores increased. it can be seen that the total scores of pre-test control class was 1186 with the mean of the score was 59,3. The total scores of post-test was 1436 with the mean of score was 71,8. Student's test vocabulary scores also increased but was higher in the exoerimental class pos-test scores. It means that applying board race game in learning vocabulary is effective.

Data Analysis

After getting the data, the data was analyzed and compared in order to get the outcome of this study as the way to answer the hypothesis of this study. All the data was analyzed as the following.

Table 2. The score of Pre-test and Post-test of Experimental Class

No	Student's Name	InitialPre-Test (X1)	Post-Test (X2)	Deviation (X2-X1)	X2
1	ATA	60	80	20	400
2	DDA	56	70	14	196
3	EN	60	74	14	196
4	EBG	62	78	16	256
5	ISS	50	68	18	324
6	JD	72	86	14	196
7	JG	64	80	16	256
8	KSG	56	76	20	400
9	M	78	90	12	144
10	MR	50	70	20	400
11	MBP	70	82	12	144
12	MSBK	60	74	14	196
13	MST	76	88	12	144

14	R	62	76	14	196
15	RDS	58	72	14	196
16	RTPBK	60	80	20	400
17	SS	56	68	12	144
18	TDS	60	74	14	196
19	YA	58	70	12	144
20	ZV	60	82	22	484
	Total (Σ)	1228	1538	310	5012
	Mean	61.4	76,9		

Based on the data in the table, the deviation score of experimental class was calculated as the following:

$$Mx = \frac{\Sigma x}{N}$$

$$Mx = \frac{310}{20}$$

$$Mx = 15,5$$

The deviation square of experimental class was calculated as follows :

$$dx^2 = (\Sigma x^2) - \frac{(\Sigma x)^2}{N}$$

$$dx^2 = 5012 - \frac{(310)^2}{20}$$

$$dx^2 = 207$$

Table 3. The score of Pre-test and Post-test of Control Class

No	Student's Name	InitialPre-Test (Y1)	Post-Test (Y2)	Deviation (Y2-Y1)	X2
1	AA	60	80	20	400
2	A	50	70	20	400
3	BAS	58	68	10	100
4	DMBS	70	80	10	100
5	FAA	60	76	16	256
6	G	60	70	10	100
7	HY	70	82	12	144
8	I	66	80	14	196
9	JDP	58	68	10	100
10	JSG	54	66	12	144
11	M	50	60	10	100
12	MO	54	68	14	196
13	NG	70	80	10	100

14	RR	56	68	12	144
15	RDPSD	60	72	12	144
16	RN	58	70	12	144
17	S	60	70	10	100
18	SRD	54	66	12	144
19	Y	62	72	10	100
20	YPD	56	70	14	196
	Total (Σ)	1186	1436	250	3308
	Mean	59,3	71,8		

Based on the table, the deviation score of control group was calculated as the following :

$$My = \frac{\Sigma y}{N}$$

$$My = \frac{250}{20}$$

$$My = 12,5$$

The square of deviation of control class was calculated as follow:

$$dy^2 = (\Sigma y^2) - \frac{(\Sigma y)^2}{N}$$

$$dy^2 = 3308 - \frac{(250)^2}{20}$$

$$dy^2 = 3308 - 3125$$

$$dy^2 = 183$$

From the data above, it is obtained that $Mx = 15,5$

$$My = 12,5$$

$$Mx = 15,5$$

$$Dx^2 = 207$$

$$Dy^2 = 183$$

$$Nx = 20$$

$$Ny = 20$$

After got the students' scores from experimental and control classes, the researcher continued to calculate their score by using t-test formula. It is aimed to find out the whether Board Race game significantly affected on the students' vocabulary achievement. The calculation can be seen as following:

$$t = \frac{Mx - My}{\sqrt{\left(\frac{dx^2 + dy^2}{Nx + Ny - 2}\right) \left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

$$t = \frac{15,5 - 12,5}{\frac{\sqrt{\left(\frac{207 + 183}{20 + 20 - 2}\right)\left(\frac{1}{20} + \frac{1}{20}\right)}}{3}}$$

$$t = \frac{\sqrt{\left(\frac{390}{38}\right)(0.1)}}{3}$$

$$t = \frac{\sqrt{(10.263)(0.1)}}{3}$$

$$t = \frac{\sqrt{1.026}}{3}$$

$$t = \frac{1.013}{3}$$

$$t = 2.961$$

Validity and Reliability Testing

Validity is the important consideration in evaluating and measuring the instrument of data. This researcher conducted construct validity in form of multiple choice to consider how far the test items can measure the specific concept or conceptual definition that has been set. Based on the data, researcher conclude that the validity of the test is 0,96 based on the criteria 0,96 belongs to very high. On the other word, the test is Valid (Rahandi et al., 2020). The reliability of the test is needed in the research, to look the quality of consistency of the test. To obtain the reliability of the test, the researcher used Kuder Richardson formula 21. From the analysis by using formula, the result of reliability is 0,96. It can be concluded that the reliability of the test is very high, so the test used in this research is Reliable.

Findings

Table 4. The Mean Score of Each Group

Group	Pre-test	Post-test
Experimental	61,4	76,9
Control	59,3	71,8

The data obtained from the score of experimental and control groups students who was taught by using Board Race game get significantly affects in vocabulary achievement (Quiroz et al., 2021). It can be seen from mean score of post-test in experimental group is 76,9 is higher than the mean score of control group is 71,8. Then the calculation of t-test in the data analysis above, the t-test is proved that the value of t-observed is higher than t-table, they are $2.961 > 1.686$ at the level of significance alpha 0,05 and the degree of freedom (df) = 38. It means that the Alternative Hypothesis (Ha) was accepted and the Null Hypothesis (Ho) was rejected (Merlin & Toneva, 2022). Therefore Board Race game significantly affected on students' vocabulary achievement at seventh grade of SMP Swasta Bersama Berastagi. It can be seen from table below.

Table 5. T-test of the Students Result

Data	t- Test	t- Table	Compariso n	Classificati on
Student s' Vocabul ary	2.9 61	1.686	t-test > t- table	Accepted

Discussions

Based on the result that has described above, it can be proved that the students increase their vocabulary through board race game at seventh grade of SMP Swasta Bersama Berastagi. Board race game is one effective and interesting that can be applied in teaching and learning process (Bavi, 2018). Board race game is appropriate technique to learning English because the students learning in different situation where the students could play board race game so that the students interesting in learning English (Hakim et al., 2022).

CONCLUSION

The research conclusion is presented in accordance with data which have been analyzed in the previously chapter. From the data analysis about the affect of applying board race game on students' vocabulary achievement at seventh grade of SMP Swasta Bersama Berastagi. It can be concluded that board race game is recommended in vocabulary achievement. Board race game significantly affect on students' vocabulary achievement. It can be seen from the difference of mean score from both groups. The mean score of experimental group is higher (76.9) than control group (71.8). The alternative hypothesis (Ha) is accepted, and the null hypothesis (Ho) was rejected. It is found from the computation of the t-test that t-observed is higher than t-table ($2.961 > 1.686$).

REFERENCES

- Ackermann, L., Hepach, R., & Mani, N. (2020). Children Learn Words Easier When They Are Interested In The Category To Which The Word Belongs. *Developmental Science*, 23(3), E12915. <https://doi.org/10.1111/Desc.12915>
- Bavi, F. (2018). The Effect Of Using Fun Activities On Learning Vocabulary At The Elementary Level. *Journal Of Language Teaching And Research*, 9(3), 629. <https://doi.org/10.17507/Jltr.0903.24>
- Chotimah, C., & Astiyandha, T. (2022). Improving Students' Vocabulary Knowledge Through Race To The Board Game For Esp (English For Specific Purposes). *Lingua*, 18(2), 241–

251. <https://doi.org/10.34005/Lingua.V18i2.2264>

- Derakhshan, A., & Khatir, E. D. (2015). The Effects Of Using Games On English Vocabulary Learning. *Journal Of Applied Linguistics And Language Research*, 2(3), 39–47.
- Ferrah, R. S., & Nemmouchi, A. (2018). *Improving Students' Vocabulary Throuth" Board Race" Languge Game*. <http://hdl.handle.net/123456789/6517>
- Gao, Y.-L., Wang, F.-Y., & Lee, S.-Y. (2020a). The Effects Of Three Different Storytelling Approaches On The Vocabulary Acquisition And Response Patterns Of Young Efl Students. *Language Teaching Research*, 1362168820971789. <https://doi.org/https://doi.org/10.1177/1362168820971789>
- Gao, Y.-L., Wang, F.-Y., & Lee, S.-Y. (2020b). The Effects Of Three Different Storytelling Approaches On The Vocabulary Acquisition And Response Patterns Of Young Efl Students. *Language Teaching Research*, 1(1), 136216882097178. <https://doi.org/10.1177/1362168820971789>
- Hakim, R., Ritonga, M., Khodijah, K., Zulmuqim, Z., Remiswal, R., & Jamalyar, A. R. (2022). Learning Strategies For Reading And Writing The Quran: Improving Student Competence As Preservice Teachers At The Faculty Of Tarbiyah And Teacher Training.
- Ho, P. V. P., Thien, N. M., An, N. T. M., & Vy, N. N. H. (2020). The Effects Of Using Games On Efl Students' Speaking Performances. *International Journal Of English Linguistics*, 10(1), 183–193.
- Hukom, S. J. (2021). Board Race Game As An Alternative Strategy In Teaching Vocabulary. *Jurnal Tahuri*, 18(2), 49–55. <https://doi.org/10.30598/Tahurivol18issue2page49-55>
- Koval, N. G. (2019). Testing The Deficient Processing Account Of The Spacing Effect In Second Language Vocabulary Learning: Evidence From Eye Tracking. *Applied Psycholinguistics*, 40(05), 1103–1139. <https://doi.org/10.1017/S0142716419000158>
- Merlin, G., & Toneva, M. (2022). Language Models And Brain Alignment: Beyond Word-Level Semantics And Prediction. *Arxiv Preprint Arxiv:2212.00596*. <https://doi.org/https://doi.org/10.48550/Arxiv.2212.00596>
- Prasetyo, G. A., Martono, M., & Suparno, S. (2018). The Use Of Rosetta Stone® As Teaching Media To Improve Students' Vocabulary Mastery. *English Education*, 6(3), 304. <https://doi.org/10.20961/Eed.V6i3.35889>
- Pratiwi, W. R., & Nur, M. A. (2019). The Use Of Board Race Game In Improving Students' Vocabulary Mastery At Second Grade Of Tsanawiyah Babul Khaer Bulukumba. *Klasikal : Journal Of Education, Language Teaching And Science*, 1(3), 75–86.
- Quiroz, M. F., Gutiérrez, R., Rocha, F., Valenzuela, M. P., & Vilches, C. (2021). Improving

English Vocabulary Learning Through Kahoot!: A Quasi-Experimental High School Experience. *Teaching English With Technology*, 21(2), 3–13.

- Rahandi, A., Rahman, M., & Abadi, A. (2020). *The Effect Of Using Podcast In Students'speaking Skill At The Second Grade Of Nursing In Baiturrahim Vocational School Jambi*. Uin Sulthan Thaha Syaifuddin Jambi. [Http://Repository.Uinjambi.Ac.Id/Id/Eprint/5838](http://Repository.Uinjambi.Ac.Id/Id/Eprint/5838)
- Rahmadani, F., Pammu, A., & Nasmilah, N. (2021). The Use Of Board Race Games Toward The Improvement Of Students Vocabulary's Memorization At The First Year Students. *Jurnal Ilmu Budaya*, 9(1), 204–211. [Https://Doi.Org/Https://Doi.Org/10.34050/Jib.V9i1.12620](https://doi.org/10.34050/jib.v9i1.12620)
- Reyes-Chua, E., & Lidawan, M. W. (2019). Games As Effective Language Classroom Strategies: A Perspective From English Major Students. *European Journal Of Foreign Language Teaching*. [Https://Doi.Org/Http://Dx.Do.Org/10.46827/Ejfl.V0i0.2366](https://doi.org/10.46827/ejfl.v0i0.2366)
- Sari, S. N., & Aminatun, D. (2021). Students' Perception On The Use Of English Movies To Improve Vocabulary Mastery. *Journal Of English Language Teaching And Learning*, 2(1), 16–22. [Https://Doi.Org/10.33365/Jeltl.V2i1.757](https://doi.org/10.33365/jeltl.v2i1.757)
- Sipayung, K. (2021). Improving Students Vocabulary Through Bbc's Video In Instagram At Junior High School. *Epigram*, 18(1), 32–36. [Https://Doi.Org/10.32722/Epi.V18i1.3751](https://doi.org/10.32722/epi.v18i1.3751)
- Wazeer, F. S. (2023). A Study On The Usage Of The Board Race Game; As A Grammar Retention Strategy For English As A Second Language (Esl) Learners. *Vidyodaya Journal Of Humanities And Social Sciences*, 8(01).
- Yeşilbağ, S., Korkmaz, Ö., & Çakir, R. (2020). The Effect Of Educational Computer Games On Students' Academic Achievements And Attitudes Towards English Lesson. *Education And Information Technologies*, 25(6), 5339–5356. [Https://Doi.Org/10.1007/S10639-020-10216-1](https://doi.org/10.1007/s10639-020-10216-1)
- Yuni, T. W. (2022). *The Influence Of Using Board Race Game Towards Studets'grammar Mastery At The Second Semester Of The Tenth Grade Of Sma Muhammadiyah 2 Bandar Lampung In The Academic Year Of 2021/2022*. Uin Raden Intan Lampung. [Http://Repository.Radenintan.Ac.Id/Id/Eprint/20582](http://Repository.Radenintan.Ac.Id/Id/Eprint/20582)