The Effect of Using Board Game Towards Students' Vocabulary Mastery at 8th Grade at MTsN 6 Agam

Hasra Fahira[1], Widya Syafitri[2], Hilma Pami Putri[3]

[1,2,3]Universitas Islam Negeri Sjech M. Djamil Djambek Bukittinggi

e-mail: rarafahira02@gmail.com[1], wsyafitri68@gmail.com[2], hilmapamiputri@gmail.com[3]

Abstrak

Kosakata merupakan hal penting yang harus diperhatikan dalam belajar bahasa Inggris. Untuk menguasai bahasa Inggris, seorang pembelajar harus menguasai kosakata bahasa Inggris. Untuk memudahkan siswa dalam menguasai kosakata guru hendaknya mengajarkan kosakata secara kreatif dan juga menggunakan metode atau strategi yang tepat. Salah satu strategi yang dapat digunakan guru dalam mengajar kosakata adalah dengan menggunakan permainan. Permainan papan dapat meningkatkan penguasaan kosa kata karena siswa menjadi kreatif dalam membuat kalimat yang mengungkapkan gagasannya sendiri mengenai topik tertentu. Penelitian ini menggunakan metode kuantitatif dan desain eksperimen semu; populasi penelitiannya adalah siswa kelas VIII MTsN 6 Agam. Sampel dikumpulkan dengan menggunakan teknik purposive sampling. Siswa dari dua kelas, yaitu kelas eksperimen sebanyak 32 siswa dan kelas kontrol sebanyak 31 siswa, diberikan pre dan post test. Instrumen penelitian ini adalah tes kosakata dengan 25 pilihan ganda, mengisi celah dan pertanyaan benar/salah. Data dianalisis dengan SPSS 26. Hasil perhitungan post-test kelas eksperimen menunjukkan nilai rata-rata sebesar 88,44. Nilai tersebut melebihi nilai rata-rata kelompok kontrol yang sebesar 55,48. Simpangan baku masing-masing kelas kemudian dihitung. Dengan menggunakan uji Independent sample t-test, peneliti membandingkan post-test kelas eksperimen dan kelas kontrol dengan menggunakan rumus uji-t. Outputnya menunjukkan bahwa nilai Sig. (2-ekor) adalah 0,00 0,05. Hal ini menunjukkan bahwa Ha dapat diterima. Ada perbedaan besar antara siswa yang diajar menggunakan permainan papan dan yang tidak. Hasil tersebut juga ditunjukkan dengan rata-rata skor post-test kelompok eksperimen (88,44) lebih tinggi dibandingkan kelompok kontrol (55,48). Hal ini menunjukkan bahwa siswa yang diajar dengan board game lebih unggul dibandingkan siswa yang tidak diajar. Permainan papan mempunyai pengaruh yang signifikan terhadap perolehan kosakata siswa kelas VIII MTsN 6 Agam.

Kata kunci: *Penguasaan Kosakata, Permainan Papan.*

Abstract

Vocabulary is an important thing that must be considered in learning English. To master English, a learner should master the vocabulary of English. To make students easier to master the vocabulary the teacher should teach vocabulary creatively and also use appropriate method or strategy. One of the strategy that can be used by teacher in teaching vocabulary is using games. Board game can improve vocabulary mastery because the students to be creative in making up sentences that express their own ideas on particular topics. This research employed a quantitative method and a quasi-experimental design; the research population was eighth-grade MTsN 6 Agam students. The sample was collected using a technique of purposive sampling. Students from the two classes, experimental class with 32 students and control class with 31 students, were given a pre- and post-test. This research instrument is a vocabulary test with 25 multiple-choice, filling gap and true/false questions. The data were analyzed with SPSS 26. The calculated post-test result for the experimental class revealed a mean score of 88,44. It exceeds the mean score of the control group, which was 55,48. The standard deviation of each class is then calculated. Using Independent sample t-test, the researcher compared post-test experimental class and control class using the t-test formula. The output indicates that the value of Sig. (2-tailed) is 0.00 0.05. It indicates that Ha is acceptable. There is a substantial difference between students who are taught using Board game and those who are not. The result is also indicated by the fact that the mean post-test score of the experimental group (88,44) is higher than that of the control group (55,48). It indicates that students who are taught with Board game are superior to those who are not. Board game has a significant impact on the vocabulary attainment of eighth-grade MTsN 6 Agam students.

Keywords: *Vocabulary Mastery, Board Game.*

INTRODUCTION

Vocabulary is a word that someone must know to communicate effectively. According Neuman and Dwyer said that vocabulary can be defined as the words someone must know to communicate effectively in their life, words in speaking (expressive vocabulary) and words in listening (receptive vocabulary) . According to Harmer, vocabulary is very helpful for someone to master the four language skill . It means that vocabulary is very important for a mastering in learning English, without vocabulary someone cannot speak and write something in English, there is no much value in producing grammatical sentence if someone has not got vocabulary needed to convey what they want to say, so vocabulary is one of skill has to master in learning English.

In mastering English, students need to master vocabulary. Vocabulary is a language systems which is taught integrating into the four English skills which are listening, reading, speaking and writing. In fact, it is what makes the essence of the language. Without vocabulary speaker cannot convey meaning and communicate one another in particular language. Large vocabularies help students to express their ideas precisely in communication.

To make students easier to master the vocabulary the teacher should teach vocabulary creatively and also use appropriate method or strategy . Teaching strategy is very important in English learning process. The use of appropriate teaching strategy can create a learning atmosphere that evokes creativity and anthusiasm of student and also make students more motivated. Teaching strategy is a way of how the teacher teaches and manages the learning process in order to make the learner enjoy and feel comfortable as long as the learning process. If the learners enjoy and comfortable, it will be easier for them to understand the lesson. Afterthat, the teacher needs to create good atmosphere in their class by choosing a strategy that relates to the material and can help her/ him in teaching.

MTsN 6 Agam is a state school that does not contain a variety of students in which not only students come from students who learn basic English. Students from state elementary schools cannot learn English, while those from Islamic elements get basic English learning. Afterthat, in junior high school they are very difficult in learning English.

Based on the principle of teaching vocabulary according to Nation said that teaching vocabulary must be should use a method or strategy that is easy, fun, creative to apply in the lesson . In the learning English that is applied to schools is that uses written and memorized methods. It is a method of learning that is less attractive to students. Minewhile, students are less interested in learning English.

One of the strategy that can be used by teacher in teaching vocabulary is using games . Games are gainful and effective in learning vocabulary. They are motivating because they usually involve friendly competition and make a cooperative learning atmosphere so students have a chance to collaborate. Azar says that games improve students' communication skills and hasanopportunity to use the target language. There are many kinds of games which can be used in learning vocabulary; one of them is board game. Saputri, etc said that Board games are games that involve counters or other objects that move around the board . According to Paris and Rahmah, board game helps to improve grammar and vocabulary and also helps students to remember grammar rules .Hadfield said that board game also make the language programme simply in the learning vocabulary . According to Kevin, board game can improve vocabulary mastery because the students to be creative in making up sentences that express their own ideas on particular topics . Meanwhile, board game is the game that can be students know and mastery about vocabulary and students can make the sentences by their own.

Based on the preliminary research at the seventh grade of MTsN 6 Agam, Kubang Putih, researcher found some problems related to vocabulary. Based on the interview in April, 5th 2023, with Mrs. Hasnita Hasan as the English teacher at seventh grade of MTsN 6 Agam, Kubang Putih, English teacher said that the first problem is students did not master in vocabulary, because students who on average do not get English lessons in elementary school, so many students find it difficult to understand English which is directly applied to junior high school. Second problem, many students find it difficult to conceptualize the meaning of the original English into Indonesian, for example in a game they know play is "mulai", even though the meaning of play itself is "main". The third problems, The students preferred to use Indonesian Language during the teaching and learning process than English. They said that they felt difficult to understand what the teacher said when the

teacher used English only. Instead of making mistakes in pronouncing the word, they tend to be silent. Then, the students are difficult to memorize and differenciate between one word and another wordsIn short the teacher said, in general the students had difficulty in memorizing vocabulary.

Based on the interview with the 4 students MTsN 6 Agam 5th April 2023, the first problem was the students were still lack of vocabulary and it made them difficult to understand the lesson. For example, they were difficult to understand the meaning and content of short text because they had limited vocabulary. Second, they were having difficulties to understand what the teacher said when the teacher used English. Then, they are had problem in differenciate between one word and the other words. Afterthat, they are very difficult to understand learning English.

Board Game is a game that involves the movement of counters or other objects round a board. Board game functions as a means to improve vocabulary, grammar, etc. According Hadfield said that board game also make the language programme simply in the learning vocabulary.

Board game is a board game for two or more players in which players try to list as many word as they can that start with as specific letter and fall within a list of categories . According to Kevin, board game can improve vocabulary mastery because the students to be creative in making up sentences that express their own ideas on particular topics . Meanwhile, board game is the game that can be students know and mastery about vocabulary and students can make the sentences by their own.

Step of using board game according to Kevin said that : (1) Have students (the players) sit in groups of 3–4. (2) Determine who goes first and progress clockwise or counter-clockwise. (3) Each player rolls the dice in turn. (4) On their turns, the players move their game pieces along the path according to the number of spaces indicated by the dice. (5) When players land on a space, they read the phrase. (6) The players then say three things that they might find in that place. (7) No player is allowed to repeat something that has already been said. (8) The game continues until one or all players reach the 'Finish' space.

METHOD
1. Research design
This investigation employed a quantitative approach. Quantitative research, according to Creswell is a method for objectively evaluating theories across multiple variables. In this study, the researcher employed a quasi-experimental design consisting of a class experiment, class control pre- and post-tests, and a class experiment. The pre-test was given at the beginning of the meeting, before the treatment, and the post-test was given after the treatment.

2. Population and sample
These respondents were eighth-grade MTsN 6 Agam students in the 2023/2024 academic year. In eighth grade, there were ten courses: VIII.1, VIII.2, VIII.3, VIII.4, VIIII.5, VIII.6, VIII.7, VIII.8, VIII.9, and VIII.10. Therefore, the total number of students participating in this study is 291, with 132 males and 159 females. The sample consisted of two classes (experimental class and control class) selected using the technique of purposive

sampling. The researcher chose class VIII.5 as the experimental class and class VIII.4 as the control class for the sample. Before conducting the study, the researcher must ensure that the sample is representative and normal.

3. Instrumentation

The researcher employed a vocabulary test as the instrument for collecting data in this study. The pre-test and post-test consisted of 25 multiple-choice, gap filling and true/false questions and were devised as a pre-test and post-test. The researcher held two meetings with quantitative content.

a. Validity

Validity relates to a test's ability to measure what is intended to be measured and who it is appropriate for. Arikunto stated that a test is valid if it measures what it is intended to measure, and an instrument is valid if it provides an accurate description of the data based on actuality or fact. The instrumentation is valid if it accurately measured what it was intended to measure. In this study, the type of validity considered is content validity. Using content validity, the researcher expresses and evaluates the course's content. In addition, the researcher validated the instrument's Before disseminating the content to the students, we consulted with lecturers from the English education department at UIN Bukittinggi. The subjects for the pre- and post-tests were determined by the items selected from the practice test. There were a total of thirty questions on the trial exam.

b. Reliability

Reliability is the capacity of a test to generate identical results repeatedly over time. According to Creshwell, consistent and stable scores characterize instrument reliability. It implies that dependability focuses on maintaining the stability of the test result from one day to another day and from one score to other score. If the test yields the same result as a previously administered test, it can be concluded that the test has a high degree of reliability. In this study, the researcher utilized SPSS version 26 (Statistical Package for the Social Sciences) to assess the dependability.

Table 1. The level of Reliability

Reliability	Level of Reliability
>0.90	Very Highly Reliable
0.80-0.90	Highly Reliable
0.70-0.79	Moderate Reliable
0.60-0.69	Low Reliable
<0.60	Very Low Reliable

Source : D. George, D and M. Mallery in Using SPSS for Windows step by step: a simple guide and re ference

The researcher conducted a reliability test using SPSS 26; the Alpha Cronbach reliability scale revealed a value of 187, indicating that the instrument is very highly reliable.

4. Technique of data collection

The researcher utilized a vocabulary evaluation. The pre-test consisted of 25 multiple-choice, gap filling and true/false questions to determine the vocabulary mastery of the students, followed by two classroom processing sessions and a post-test to determine the effect of treatment on the students' vocabulary achievement. The multiple-choice examination containing 10 questions awards 5 points for each correct response and 0 points for each incorrect response. The gap filling examination containing 10 questions awards 2,5 points for each correct respone and 0 point for each incorrect response. The true/false examination containing 5 questions awards 5 points for each correct response and 0 points for each incorrect response. If students answer all questions correctly, they will receive a 100.

5. Technique of data analysis

In this study, the researcher analyzed the data and compared the differences between pre- and post-test mean scores using the t-test formula. The researcher utilized the t-test to compare or determine whether the value of t obtained indicated a statistically significant difference between the mean scores on both tests.

FINDINGS AND DISCUSSION
Finding
Description of the Data

Table 2. Compere of statistical data in pre-test and post-test
(Experimental class and Control Class)

	Class	N	Maximum	Minimum	Mean	Std. deviation
Pre-Test	Experiment Class	32	70	35	54,69	9,064
	Control Class	31	75	40	55,81	8,475
Post-Test	Experiment Class	32	100	80	88,44	5,599
	Control Class	31	75	40	55,48	7,995

Table above shows the data from pre-test and post- test of experimental class and control class. In the pre-test of experimental class there were 32 students, the maximum score was 70, the minimum score was 35, mean was 54,69 and Std.deviation was 9,064. Pre-test control class there were 31 students, the maximum score was 75, minimum score was 40, mean score was 55,81 and Std.deviation score was 8,475. Post-test experimental class there were 32 students, maximum sore was 100, minimum score was 80, mean score was 88,44 and Std.deviation score was 5,599. Post-test control class there were 31 students, maximum score was 75, minimum score was 40, mean score was 55,48 and Std.deviation score was 7,995.According to the data, the experimental group outperformed the control group. It indicates that pupils who participated in a board game had greater vocabulary mastery than those who did not.

Based on Shapiro-Wilk test output result on SPSS version 26 and in the table, the normality test results in the post-test experiment class was 0,200. The table normality test

results in the post- test control class was 0,296. It can be conclude that the data of sig value of class was more than 0,05. So it was categorized that the data were normally distributed. Therefore, the data was qualified to be analyzed.

A homogeneity test is also conducted to determine whether or not the distributions of the two groups in this study are identical. The homogeneity test it can be seen that the significant values of pre-test and post-test of the experimental class and control class were 0,149, 0,169, 0,170, 0,177. So, it can be conclude that the value was higher than 0,05. This means that Ha was accepted or the instrument was homogeneous.

To determine whether there are significant mean differences between the experimental group and the control group so that the null hypothesis can be accepted or rejected, the independent sample t-test is used to test the hypothesis. The researcher used SPSS to determine that the Levene's Test for Equality of F=2,134>0,05, which means that there is no differences in data variance or in other words, the data is the same or homogeneous. Therefore, all the data is placed on Equal variances assumed. Table showed that Df (Degree of freedom) is 61. Therefore, the way to test whether the null hypothesis can be rejected is to compare the p-value with the standard of significant level (0,05). Independent sample t-test above is equal variances assumed row, the results of post-test in both classes showed that the obtained significant value or sig. (2-tailed) is 0,000. It means that alternative hypothesis was accepted and the two tailed significant showed that p<0,05 (p=0,05). It can be calculated that there was significant differences of students' vocabulary mastery who were taught by using Board Game. Therefore, null hypothesis was rejected and alternative hypothesis was accepted.

Discussion

This study was conducted to determine whether the vocabulary mastery of 8th grade MTsN 6 Agam students taught with the Board game is greater than the vocabulary mastery of students taught with traditional methods. conventional method. The results indicate that the null hypothesis cannot be supported. The use of Board game had an effect on the vocabulary mastery of students, as indicated by the result F=2.134 > 0.05 at the significant level of 0.05 and df 61, as well as a comparison of the post-test results of the experimental and control classes, in which the mean score was 88,44 and 55,48, respectively. There were three factors regarding the impact of board games on the vocabulary mastery of students. The points are the significant effect of using a board game on the vocabulary mastery of students, the significant distinctions between using a board game and not using a board game, and the superiority of a board game over a conventional strategy on the vocabulary mastery of students.

The results of the study indicate that the board game was an effective strategy for enhancing students' vocabulary skills. It was supported by Kevin that the board game can improve vocabulary mastery because the students to be creative in making up sentences that express their own ideas on particular topics. It was evident from a comparison of the experimental and control groups' post-test mean scores. The mean post-test score of the experimental class, 88,44, was higher than the mean post-test score of the control class, 55,48. The verification of the hypothesis lead to the adoption of the hypothesis Ha and the

rejection of the hypothesis Ho. It suggests that using a board game had a significant impact on students' vocabulary mastery.

The researcher discovered that there was a significant difference between students who were taught with Board Game and those who were not. As a result, the Board Game has many applications in the classroom to enhance vocabulary mastery among students. Due to the fact that students focused on the vocabulary test, the vocabulary material could be quantitative. The researcher utilized quantifier-related content because it was relevant curricular material. In summary, there was a significant achievement gap between students who were taught English using board games and those who were not.

Based on the findings, the researcher concluded that using a boardgame to teach vocabulary makes it less stressful and more enjoyable for students to learn new words. Wahyuni defines a board game as one in which the objective is to predict a piece of information, such as a word. The use of a board game is superior to conventional strategies for enhancing students' vocabulary skills.

In light of the antecedent explanation, the researcher responded to the hypothesis. The outcome indicated that the null hypothesis was rejected, and there was a statistically significant difference between the post-test scores of the experimental and control classes in terms of vocabulary mastery among the students. In other words, the board game was superior to the conventional approach. In conclusion, the guessing game had a significant impact on the vocabulary mastery of 8th grade MTsN 6 Agam students.

CONCLUCION

The researcher used a quasi-experimental design with an experimental class, a control class, and group pre- and post-tests to determine whether the use of Board game had a significant impact on the vocabulary mastery of MTsN 6 Agam 8th grade. Thus, it can be demonstrated via the data findings and discussion. Using a significance level of 0.05 and a degree of freedom of 47, F=2,134 > 0.05 was found to be significant in a comparison. It indicates that the null hypothesis was rejected in favor of the alternative hypothesis. It can be concluded that board game instruction had a significant effect on vocabulary mastery in comparison to traditional instruction.

Based on the preceding conclusion, the researcher would like to suggest the following: First, it is suggested that the English instructor use the Board Game to enhance students' vocabulary, and the teacher should convey the material in an engaging, easily-understood manner, especially for vocabulary mastery. Students must also play Board Game in order to increase their vocabulary. Further, it is suggested that researchers examine the impact of Board Game on students' vocabulary mastery in order to investigate the strategy's applicability in other contexts. Therefore, the researcher expects that all readers will embrace and implement these recommendations.

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