
THE EFFECT OF USING BOARD GAME ON STUDENTS' VOCABULARY MASTERY

(A Study at the Eighth Grade Students of SMP Negeri 2

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Abstract: *The aims of this research are to know: 1) The extent of the application of using Board Game in teaching vocabulary at the eighth grade students of SMP Negeri 2 SaiparDolok Hole, 2) The extent of the students' vocabulary mastery before and after taught by using Board Game at the eighth grade students of SMP Negeri 2 Saipar Dolok Hole, 3) Whether any significant effect of Board Game on students' vocabulary mastery at the eighth grade students of SMP Negeri 2 SaiparDolokHole . The population of this research is all of the eighth grade students of SMP Negeri 2 SaiparDolok Hole which consist of 119 students. Sample were 30 students which taken by using systematic sampling. The research method that used was experimental method. To collect the data the writer used observation sheet and test as an instrument. The mean score of the application of Board Game was 3.3, it was categorized "Very good". The result of data analysis shows that $t_{test}=17,04$ while $t_{table}=2.04$. it means that t_{test} is higher than t_{table} . So, the hypothesis is accepted. It means that there is significant effect of Board Game on students' vocabulary mastery at the eighth grade students SMP Negeri 2 SaiparDolok Hole.*

Keywords: Board Game, Vocabulary Mastery

Abstrak: Tujuan penelitian ini adalah untuk mengetahui: 1) Pengaplikasian dari penggunaan Board Game dalam mengajar kosa-kata siswa kelas delapan SMP Negeri 2 SaiparDolok Hole, 2) Untuk mengetahui sebelum dan sesudah penggunaan Board Games dalam penguasaan kosa kata siswa kelas delapan SMP Negeri 2 Saipar Dolok Hole, 3) mengetahui apakah ada pengaruh yang signifikan dari Board Games terhadap penguasaan kosa-kata siswa kelas delapan SMP Negeri 2 Saipar Dolok Hole. Populasi dalam penelitian ini adalah semua siswa kelas delapan SMP Negeri 2 Saipar Dolok Hole yang terdiri dari 119 orang. Sampelnya adalah 30 orang yang diambil melalui sampling sistematis. Metode penelitian yang digunakan adalah metode eksperimental. Untuk mengumpulkan data peneliti menggunakan lembar observasi dan tes sebagai instrumennya. Nilai rata – rata dari pengaplikasian Board Game adalah 3.3, dikategorikan “Sangat Bagus”. Hasil dari analisis data menunjukkan bahwa $t_{test} = 17.04$ sedangkan $t_{table} = 2.04$. itu berarti t_{test} lebih besar dari t_{table} . Hipotesis diterima. Itu berarti ada efek yang signifikan dari penggunaan Board Game dalam penguasaan kosakata siswa pada kelas delapan SMP Negeri 2 SaiparDolok Hole.

Kata kunci: Board Games, Penguasaan Kosa-kata

I. INTRODUCTION

Vocabulary is one of language components that need to be mastered when students are learning English. Without having enough vocabulary, the students will have difficulties to know the meaning of what they listen and read as well as to express their aim in communication. Beside that, vocabulary is one of the important aspect that must be obtained by students during learning English as a foreign language. Vocabulary plays important role in learning a language. It is know that having limited vocabulary would limit the students in using the English skills covering listening, speaking, and reading, writing.

Mastering vocabulary is not easy, yet other aspect of the language are considered as sound and structure. Vocabulary is one of the most important elements in language. To speaks the language well needs to master it. No matter how well you learn grammar how successfully the

sound of the foreign language just cannot happen in any meaningful way.

Students in SMP Negeri 2 Saipar Dolok Hole, they are still weak in English class mainly on vocabulary. It can be seen from the average score students of the eighth grade of junior high school. The observation held before shows that the score of pretest in vocabulary mastery the students only got 56.31, meanwhile they are expected to get 75. It can be said that the students vocabulary mastery nearly classified relatively low.

Actually there are several factors can influence the students' vocabulary; such as: internal factors which includes students' interest, aptitude, economic, motivation, attitude and so forth. It also can be influenced by external factors such as teaching method, curriculum, facilities, students' environment, the approaches, and so forth.

Further, there are many ways that have been done by the teacher in order teaching learning process successfully, such as preparing teaching material, changing the course book, give motivation, playing game, applying and develop various strategy in teaching, but the result is still low.

So, this problem must be solved. Teacher must be able to choose the effective teaching method to improve students' vocabulary. There are many methods that can be used in teaching vocabulary, such as Picture and Picture, Take and Give, Bamboo Dancing, Scramble Game, and Board Game to increase the students' vocabulary mastery.

Based on the explanation above, the writer believe that board game is suitable for students' vocabulary because this method is a creative which can be used by the teacher. Board game is appropriate to use for intermediate level students and above. This game motivate students to learn by using interesting and enjoyable learning activities. It

is fun and effective for building groups of similar vocabulary and also easy to practice in the classroom.

Based on the explanation above, the writer interest to conduct a research about “The Effect of Using Board Game on Students’ Vocabulary Mastery (A Study at Eighth Grade Students of SMP Negeri 2 Saipar Dolok Hole)”.

1. Nature of Vocabulary

Vocabulary is a central of language and of criteria importance of typical language. Without sufficient vocabulary, people can’t communicate effectively or express his ideas in both oral and written form. To support the speaker interaction in communication, vocabulary becomes important because it can be used as basic foundation to construct a word into a good sequence of sentence. According to Hanson and Padua (2007: 5), “Vocabulary refers to words we use to communicative in oral and print language”.

Based on the explanation above, the writer concludes that vocabulary is the total number of words or all of the words that people use in daily communication.

2. Word Classes

a. Noun

Noun is the name of person, place, thing, animal, or an idea. Noun can be plural or singular and can be the subject or object of a verb. According to Sihombing and Burton (2010: 2), “Noun is a word which is used to represent a person, place, quality, thing, action, idea, occurrence, and can function as the subject of a sentence or as the subject of a sentence or as the object of a verb, the object of a preposition, or as an appositive”.

b. Verb

Verb is a job or activity that have a subject by using an action to modify a noun. Verb are part of speech that describe of someone or something will be done. According to Sihombing and Burton (2010: 9), "Verb is a word or group of words which is used to express an action such as "run". To express the existence of a particular noun such as "is", "are", "am", to make a statement such as "will", "shall", "can", and to link noun to noun or noun to adjective such as "smell", "seem", "look".

c. Adverb.

Adverb is a word that used to change, modify or quality several types of word including an adjective, a verb, a clause, another adverb, or any other type or word or phrase with the exception of determines and adjective, that directly modify noun. According to Hartanto et al (2009: 299), "Adverb is word used to describe part of speech except noun and pronouns".

d. Adjective.

Adjective is a word to express a feeling that show happy or sad its totally can praise or insult and other person. It can be seen from the attitude and style someone..According to Izzan (2005: 27), "Adjective is a word which is used to quality a noun or pronoun". It can be seen from the attitude and style someone.

e. Preposition.

Preposition is a word that used before a noun or pronoun to show position, place, or time. According to Sihombing and Burton (2010: 36), "Preposition is a word that indicates the relation of a substantive (a word or a group of word that function as a noun) to an adverb, an adjective, or another substantive".

f. Conjunction.

Conjunction is a word that join two or more word, phrase, or clauses. According to Hartanto et al (2009: 326), "Conjunction is a word to connect words, expressions, or sentence and so on".

3. Nature of Board Game

Board game is a something instrument that made to give motivation the students, because more focus in learning. According to Hilton (2008: 1), "Board game is a game that can be used in the language classroom. It is an effective, low-anxiety, and fun way for students to learn and practice communication skills as well as develop their own communication strategies that can be readily applied to the real word".According to Mike in Khikmah (2017: 21), "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".

Based on the explanation above the writer conclude that board game is the game that can be used in the language classroom to improve grammar, vocabulary, and practice communication skills.

4. Steps of Using Board Game

Roman in Khikmah (2017: 21) said that the steps of playing board game are:

1. Divide students into a teams and have them pick team name.
2. Make a category list on the board or hand card such as a verb, noun adjective, adverb, etc. student can also help choose the categories or they can be dependent on the current topic at hand.
3. Once the categories are chosen, student have to pick a letter based on the teacher' instruction. Whatever letter is chosen, teams have to write the categories starting with that letter. Only one word per category.

4. Once the time is up, students put their pencils down right away.
5. Teams share their answer. For every correct answer, they get one point. For every wrong answer and answer shared with another team, they get no points.
6. Teacher notes the points then continue with another team, they get no points.
7. Teams can share the meaning of each word or use it in a sentence to get full mark.

Based on explanation above, the writer can concludes that steps of board game as follow: 1) the writer divide students into a teams and have them pick team name. 2) writer make a category list on the board or hand card such as a verb, noun adjective, adverb, etc. student can also help choose the categories or they can be dependent on the current topic at hand. 3) once the categories are chosen, student have to pick a letter based on the teacher' instruction. Whatever letter is chosen, teams have to write the categories starting with that letter. Only one word per category.4) once the time is up, students put their pencils down right away. 5) teams share their answer. For every correct answer, they get one point. For every wrong answer and answer shared with another team, they get no points. 6) teacher notes the points then continue with another team, they get no points. 7) teams can share the meaning of each word or use it in a sentence to get full mark.

5. Advantages of Using Board Game

According to Rodilla (2012: 6), board game has benefit :

1. Provide rich learning opportunities and improve their learning way.

2. Connect to real life situation.
3. Encourage the use of authentic material.
4. Enhance their motivation.
5. It help them to be creative.
6. It make them more competitive.
7. It makes the students more relax to follow language learning.

Based on the explanation above the writer concludes the are some advantages for the student while in learning vocabulary, as follow : (1) make the student more interest to learn vocabulary, (2) can improve the students' ability in vocabulary, (3) can be easy to remind vocabulary, (4) can be easy to make the students more active in teaching and learning process, (5) giving the students motivation to be more participates in leaning vocabulary, (6) Improve our teaching practice, (7) Minimize the role of teacher as the as the center of learning process.

6. Disadvantages of Using Board Game

Board game also same with another game have disadvantages. According to Dewar in Jasmadi (2017: 21) there are some disadvantages of using board game :

Board game does not scale well to the number of players, 4 players seem to be ideal; player take too long and 2 players is completely pointless; too dependent on luck; this game is the old game, which can make some people less interested to play.

Based on the explanation above the writer conclude that disadvantages of board game are: first, board game does not scale well to the number of players, 4 players seem to be ideal. Second,

player take too long and 2 players is completely pointless. Third, this game is the old game, which can make some people less interested to play. Fourth, have a limited time so students should focus and concentrate. Fifth, teacher should monitor every group explains the rule of the game to the students while play.

II. METHODOLOGY OF THE RESEARCH

The research take place at SMP Negeri 2 Saipar Dolok Hole this school is located at Jl. Pangaribuan Kelurahan Sipagimbar. The headmaster of this school is Edison Sipahutar S.Pd, and teacher of English is Erna Ritonga S.Pd.

Method is a way that is used to measure or test something. The method of the research will make the researcher easier in analyzing the data generally. Sugiyono (2012: 3) said that method of the research is defined as a scientific way to get the data with certain purposes and usability”.

From the above explanations, the writer uses experimental method because it is very suitable to be applied in this research to find out the cause-effect relationship between two factors. Then, Sugiyono (2014: 43) said that the experimental method is the way to find the effect of particular treatment against the other in a condition which is ungovernable.

Based on the explanation above the research design, it can be seen clearly from one group pre-test (o_1) and post-test (o_2) to get the data dependent and independent variables, the writer use experimental research because to find out the cause effect relationship between the variables.

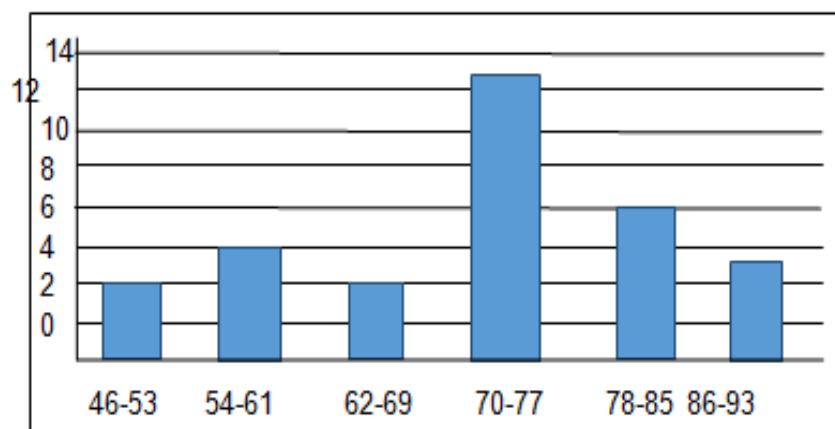
The population in the research is all of the students at the eight grade of SMP Negeri 2 Saipar Dolok Hole are 119, and sample are 30. To taking the sample, the researcher used systematic sampling.

Sugiyono (2014: 178) said that instruments of the research is a tool that use to measure the natural phenomenon and social observed. In this research has two variables, they are board games as dependent, dependent variable is a type of variable that is describe or influence by an independent variable (X) and vocabulary mastery as independent, independent variable is a type of variable that explains or affects (Y). In research data, the writer uses observation sheet and test to collecting the data.

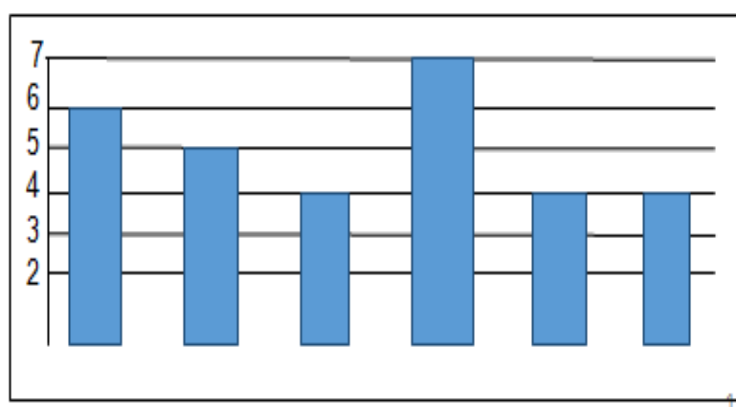
III. RESULT

The scores of the variables X (Board Games) and variable Y (Vocabulary Mastery) calculated by applied statistical analysis which can be illustrated into description of the data order to described the students result.

Based on the data analyzed the observation sheet about the application of board games on students' vocabulary mastery of SMP Negeri 2 Saipar Dolok Hole through 15 aspects of observation, obtained average score 3.3 with categorized "Very Good". And then pre-test, the researcher calculated the scores it was found the highest score was 83 and the lowest was 36. The mean score of vocabulary mastery before using board games on the eighth grade students of SMP Negeri 2 Saipar Dolok Hole was 56.31 categorized "Bad". After given board games, the highest score was 93 and the lowest score was 46, the mean score was 72.43 categorized "Good". The description of the differents data before and after using board games can be seen in following histogram:



After using Board Game



Based on the histogram, if we compared with pre-test the score still categorized “Enough” and after given post-test the score was increased. Histogram shown the used of board games is good for increased students’ vocabulary mastery. From the research, it can be known that t_{test} is higher than t_{table} ($t_{test} 17.04 > t_{table} 2.04$). It means that there is a significant effect of board games on students’ vocabulary mastery at the eighth students of SMP Negeri 2 Saipar Dolok Hole or H_0 was accepted.

IV. DISCUSSION

After giving pre-test and post-test to the students at the eighth grade of SMP Negeri 2 Saipar Dolok Hole. The writer found out that the students' score after using Board Game is better than before using Board Game. The mean score of students before taught by using Board Game is 56.31 while the mean score of students after taught by using Board Game is 72.43 or $t_{\text{test}} > t_{\text{table}}$ (17.04 > 2.04). So, it can be seen that there is a significant effect of using Board Game on students' vocabulary mastery or in other word H_a is accepted.

By looking up to the relevant study which have been discussed in chapter II about the "The Effect of Using Board Game on English Vocabulary Mastery of Islamic Boarding School Students". The final result of the study revealed that there is a significant different between pretest and posttest mean and statistical test analysis of IBM SPSS Statistic 20, t-test it was 0.000 and H_0 was rejected because significant level was < 0.05. It can be concluded that the students' score increased after using Board Game.

Based on the theory which had been discussed in chapter II, the writer thought that Board Game is a suitable strategy in teaching vocabulary. The implementation of Board Game in teaching and learning process is interesting and motivate the students. Because this game made the students enjoy during the learning process and made them more easily in learning vocabulary.

CONCLUSION

Based on the result of this research, the writer make the conclusions that can be formulated as follows:

1. The application of Board Game on students' vocabulary mastery at the eighth grade students of SMP Negeri 2 SaiparDolok Hole is 3.3 it is categorized "very good".

2. The students' vocabulary mastery before taught by using Board Game at the eighth grade students of SMP Negeri 2 SaiparDolokHole is 56.31 categorized as "Bad". The result of students' Vocabulary mastery after taught by using Board Game is 72.43 categorized as "Good".
3. There is a significant effect of using Board Game on Students vocabulary mastery. The researcher analysis the data by using t_{test} formula. It is found that the score of t_{test} is 17.04 while the score of t_{table} is 2.04 at 5% significant level with degrees of freedom (df) 29. It means that t_{test} is higher than t_{table} in other word H_a is accepted.

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