

THE EFFECT OF USING BOARD RACE GAME ON THE STUDENTS' VOCABULARY MASTERY AT SEVENTH GRADE OF SMP N 19 TEGAL IN THE ACADEMIC YEAR 2024/2025

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Abstract

This research aimed to find out the effect of using Board Race Game on the vocabulary mastery at seventh grade students of SMP N 19 Tegal. The research employed a true experimental design with two groups: an experimental group and a control group. The population consisted of 224 seventh grade students in the 2024/2025 academic year. Using simple random sampling, class VII B was selected as the experimental group and class VII E as the control group, involving a total of 64 participants. Data were collected through pretest and posttest administrations. The results showed that the experimental group achieved a higher mean score in the posttest (83.00) than the control group (76.19). The paired sample t-test produced a significance value of 0.000 (< 0.05), leading to the acceptance of the alternative hypothesis (H_a). These findings demonstrate that the Board Race Game has a beneficial impact on enhancing students' vocabulary mastery.

Keywords: Board Race Game, Vocabulary Mastery.

1 INTRODUCTION

In the current era of globalization, Proficiency in English has emerged as a vital skill, especially in today's globalized world. The language holds a significant position in the realm of education. According to Ajaj (2022), English is playing an ever growing role in daily life and serves as a key factor in the development and improvement of educational systems worldwide. One of the key language skills that should be taught to students when learning English is vocabulary. Vocabulary is an essential component of language proficiency and has a substantial impact on learners' capability to speak, listen, read, and write effectively (Richards & Renandya, 2002:255). Effective communication in a foreign language requires students to possess a sufficient range of vocabulary and the ability to use it appropriately (Anam & Hidayanti, 2021). However, an English learning approach that focuses solely on field specific material is insufficient to fully address the diverse needs of learners (Ekawati, 2018). Therefore, teaching vocabulary effectively is essential in helping students achieve language proficiency and succeed in both academic and daily communication.

One interesting and interactive method for teaching vocabulary is through games. Liunokas (2021) stated that a game can be described as a type of playful competition in which the result is influenced by physical. It means that games often involve the use of the body, thinking, or simply relying on chance to win. A game should involve competition to motivate players to keep participating, with outcomes that may result in either victory or defeat. To achieve success, players need to develop strategies or methods to overcome challenges and secure a win. According to Aufa and Zuhriyah (2024), games have the potential to positively influence students' emotional states, making learning experiences more enjoyable and memorable. It means that combining fun activities through games can leave a lasting positive impression on students, which ultimately leads to a more effective learning process.

The Board Race Game is one of several games that may be used to teach vocabulary. In the exhilarating Board Race Game, two or more groups "race" each other according to predefined restrictions, utilizing board media (Nurdiana & Astriati, 2021). The Board Race Game, in particular, is an interactive and competitive classroom activity where students work in teams to recall and write vocabulary words on the board under time pressure. This method not only makes learning enjoyable but also enhances students' ability to remember words through repetition and collaboration. Based on the above description, the researcher wants to find out how far the Board Race Game has an effect on students' vocabulary mastery. By utilizing this game, it is anticipated that students will experience a more engaging and approachable way of learning English.

2 METHODOLOGY

This research used a true experimental design and a quantitative methodology. A true experimental design refers to an actual experiment in which the researcher has full control over all external factors that may influence the experiment's process and outcomes (Sugiyono, 2010:112). According to Sinambela (2021:158), a population is a wide category consisting of goods or persons with certain characteristics and quantities chosen by the researcher for the study and from which inferences are drawn. The population of this research consists of all seventh grade students enrolled at SMP N 19 Tegal for the 2024/2025 academic year. The overall student population is 224, divided into seven classes of around 32 students each.

A sample refers to a smaller group drawn from a population that reflects its characteristics and composition (Sugiyono, 2019:127). The research sample comprised two classes: VII B, designated as the experimental group with 32 students, and VII E, serving as the control group, also consisting of 32 students. Data were collected through 30 multiple choice vocabulary tests, which were administered as both a pretest and a posttest. The experimental group was taught vocabulary through the Board Race Game, whereas the control group received instruction using traditional approaches, including textbook-based exercises.

Data analysis was carried out using SPSS version 26. Tests for normality and homogeneity were performed to ensure that the data fulfilled the assumptions required for t-test application. Subsequently, to find any notable variations in the two groups' vocabulary mastery, a paired sample t-test was used to examine the pretest and posttest findings.

3 RESULTS

3.1 Test Instrument Data Analysis

3.1.1 Descriptive Analysis

Table 1. Descriptive Analysis Result

	N	Minimum	Maximum	Mean	Std. Deviation
Pre test Eksperimen	32	50	70	59.91	5.625
Post test Eksperimen	32	73	93	83.00	5.908
Pre test Kontrol	32	40	60	50.31	5.699
Post test Kontrol	32	66	86	76.19	5.767
Valid N (listwise)	32				

Descriptive statistical analysis is applied to present and explain research data, such as the total number of data points, maximum and minimum scores, mean values, and other related information.

3.1.2 Normality Test

To ascertain whether or not the data was regularly distributed, the normality test was employed. The SPSS version 26 program was used to perform the data normalcy test. The standard test now incorporates the idea of the Kolmogorov Smirnov data normalcy test. Determine whether or not the residual value is regularly distributed by applying the normality test. The residual values from a successful regression model should be regularly distributed. When making judgments, the residual values are regarded as normally distributed if the significance level is greater than 0.05. On the other hand, residual values diverge from normalcy when the significance threshold is less than 0.05.

Table 2. Normality Test

	Kelas	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Hasil Belajar Siswa	Pre test Eksperimen	.132	32	.171	.952	32	.162
	Post test Eksperimrn	.125	32	.200*	.945	32	.106
	Pre test Kontrol	.134	32	.150	.950	32	.147
	Post test Kontrol	.138	32	.126	.950	32	.146

Both the experimental and control groups' pretest and posttest scores were examined for normalcy using the Shapiro-Wilk and Kolmogorov-Smirnov tests. As shown in Table 2, the experimental group's pretest produced significance values of 0.171 for the Kolmogorov-Smirnov test and 0.162 for the Shapiro-Wilk test, whereas the control group recorded values of 0.150 and 0.147, respectively.

For the post-test, the experimental group yielded significance levels of 0.200 (Kolmogorov-Smirnov) and 0.106 (Shapiro-Wilk), and the control group's values were 0.126 and 0.146. It is possible to conclude that the data from both groups are normally distributed because all of the significant values that were obtained were higher than the 0.05 significance threshold. This meets one of the key prerequisites for conducting parametric statistical analysis.

In conclusion, p-values higher than the 0.05 significance level ($\alpha = 5\%$) indicate that the data from both the experimental and control groups are regularly distributed. As a result, the normalcy assumption for the next parametric tests has been satisfied.

3.1.3 Homogeneity Test

After obtaining the normality test results, to determine if the variances of the two groups are equivalent or different, a homogeneity test must be performed. In other words, this test aims to test the similarity of samples in both classes. Data is said to be homogeneous if the significant level of the data is more than 0.05. Researchers used the SPSS 26 software programme to conduct the data homogeneity test for both groups. The findings are presented as follows:

Table 3. Test of Homogeneity

		Levene Statistic	df1	df2	Sig.
Hasil	Based on Mean	.000	1	62	.986
	Based on Median	.005	1	62	.945
	Based on Median and with adjusted df	.005	1	61,902	.945
	Based on trimmed mean	.000	1	62	.991

Given that the significance value based on the mean is 0.986, which is greater than 0.05, the results of the homogeneity test indicate that the data variances of the experimental and control groups are homogeneous with regard to the previous table.

3.1.4 Paired Sample T-Test

The researcher computed the data using the t-test using SPSS version 26 once the pretest and posttest findings satisfied the requirements of the normality and homogeneity tests. To find out if utilizing the Board Race Game had an impact on students' vocabulary knowledge before and after the treatment, the researcher employed the paired sample test. The significance threshold for the paired sample test was set at 5% (0.05). The analysis results are shown below:

Table 4. Paired Samples Test Result

		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	Df	Sig. (2- tailed)
					Lower	Upper			
Pair 1	Pre test Eksperimen - Post test Eksperimen	-23.094	4.019	.710	-24.543	-21.645	-32.505	31	.000
Pair 2	Pre test Kontrol - Post test Kontrol	-25.875	3.210	.568	-27.032	-24.718	-45.593	31	.000

As previously mentioned, the 2-tailed significant value of 0.000, which is below the significance level of 0.05. This shows that the experimental and control groups' mean scores on the pretest and posttest differed statistically significantly. The results validate the strategy's efficacy in raising vocabulary learning outcomes by showing that the Board Race Game implementation had a significant impact on

students' vocabulary acquisition. The following table shows the amount of impact that the Board Race Game used:

Table 5. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre test Eksperimen	59.91	32	5.625	.994
	Post test Eksperimen	83.00	32	5.908	1.044
Pair 2	Pre test Kontrol	50.31	32	5.699	1.007
	Post test Kontrol	76.19	32	5.767	1.019

To evaluate the effectiveness of the instructional approach, the mean scores of the two groups are contrasted in Table 5. The average score of the experimental group significantly improved from 59.91 on the pretest to 83.00 on the posttest. Similarly, the control group experienced an improvement, with their mean rising from 50.31 to 76.19. Although both groups made progress in vocabulary mastery, the gain in the experimental group was more substantial. This result suggests that students' academic performance was more significantly impacted by the use of the Board Race Game. Accordingly, it can be said that this teaching method successfully raised students' vocabulary knowledge, which is consistent with the goal of the research.

3.1.5 Discussion

Wright et al. (2006) emphasize that language games like Board Race Game stimulate active participation, encourage healthy competition, and reinforce vocabulary through enjoyable learning experiences. The Board Race Game is employed as a strategy to review vocabulary, either from the lesson recently delivered by the teacher or from material introduced in a previous session (Kusumawati, 2017). Board Race Game offers an engaging opportunity for students to practice their English in a competitive yet enjoyable setting. It may also serve as an effective warm-up activity to energize students at the beginning of the lesson.

A vocabulary test served as the study's tool. Both the experimental and control groups completed 30 items on the pretest and posttest. The collected data was then examined using SPSS version 26. In terms of posttest mean score (83.00), the experimental group did better than the control group (76.19). When the paired sample t-test produced a significance value of 0.000 (< 0.05), the alternative hypothesis (H_a) was adopted. According to these findings, pupils who received instruction via the Board Race Game had noticeably higher vocabulary knowledge than those who received instruction via more conventional means. Thus, it can be said that the Board Race Game helps learners become more proficient in language.

When the Board Race Game was used to teach the experimental group at SMP N 19 Tegal, they outperformed the control group in terms of learning results. The experimental group's posttest mean score was 83.00, which was higher than the control group's mean score of 76.19. The alternative hypothesis (H_a) was accepted when the paired-sample t-test yielded a significance value of 0.000 (< 0.05). These results show that students' vocabulary proficiency is positively impacted by the Board Race Game.

4 CONCLUSIONS

This research comes to the conclusion that using the Board Race Game greatly improves students' vocabulary knowledge based on the results and discussion. According to the posttest findings, the experimental group outperformed the control group in terms of mean score (83.00) compared to 76.19, indicating that the game based strategy had a beneficial effect on the seventh grade students at SMP Negeri 19 Tegal. Additionally, a statistically significant difference between the Board Race Game and traditional teaching techniques in terms of expanding English vocabulary throughout the 2024/2025 academic year was confirmed by the paired sample t-test, which produced a 2-tailed significance value of 0.000, which is less than 0.05.

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