THE USE OF BOARD RACE GAME AS AN ALTERNATIVE STRATEGY IN MASTERING VOCABULARY

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Abstract

This study aims to determine the use of the Board Race Game as an alternative strategy to improve students' vocabulary mastery in learning English. This study used a pre-experimental approach with a total sample of 33 students of class VIII A at SMPN 4 Sungguminasa. In this study, data collection was carried out by conducting pre-test and post-test. The results of the data analysis showed that the use of the Board Race Game as an alternative strategy can improve students' vocabulary mastery. This can be proven by the t-test value lower than P (0.000 < 0.05) which means that H0 of this study is rejected and H1 is accepted. So, it can be concluded that the use of Board Race Game can improve students' vocabulary in class VIII A at SMPN 4 Sungguminasa.

Keywords — Board Race Game, Strategy, Vocabulary Mastery.

INTRODUCTION

Language is the primary tool in communication, and a strong vocabulary is a key component in the formation of effective language skills. Vocabulary in education has a very important role in building the basis of language skills and effective understanding. A large vocabulary allows students to be better at reading, writing, speaking, and listening. By mastering vocabulary, students can more easily understand complex texts, articulate their ideas clearly, and participate actively in class discussions. Additionally, a strong vocabulary also provides a solid foundation for critical and analytical thinking skills, enabling students to better analyze and construct arguments. Thus, developing a good vocabulary is an important aspect in improving learning outcomes and success in education. However, students often have difficulty expanding their vocabulary in an effective way. Nowadays, education requires innovative and effective learning strategies to help students understand vocabulary better. Therefore, this study proposes the use of board games such as Scrabble, Boggle, and Board

Race Game as alternative strategies to overcome these challenges.

Scrabble, Boggle, and Board race games have advantages and disadvantages in teaching vocabulary. Scrabble helps expand vocabulary by requiring creative thinking and strategies to create valid words, teaches players critical thinking, and introduces grammar rules and contextual use of words. However, Scrabble takes quite a long time and can be frustrating for students with limited spelling skills, and also the game focuses more on individual play rather than interaction between students. Boggle is suitable for quick vocabulary practice and encouraging quick thinking, but may be less effective at teaching a deep understanding of the meaning of words, with uncertain results and a difficulty level that tends to be lower. Meanwhile, board race games motivate students to participate actively, collaborate in creating words, and increase enthusiasm for learning through healthy competition, but this game is not always suitable for all vocabulary material.

Among these three games, the Board Race Game can be used more effectively in the classroom because it can liven up the learning atmosphere with enthusiastic competition, encourage active participation from students, can increase motivation, increase student involvement, help maintain their attention, and stimulate enthusiasm for learning. Additionally, the game's flexibility in adapting questions or tasks according to the curriculum or desired level of difficulty allows teachers to adapt learning to the specific needs of the class. Therefore, in this research the Board Race Game will be chosen as an alternative in learning vocabulary mastery by considering several factors explained above.

Board Race Game is a potential alternative vocabulary teaching strategy, with clear implementation steps (Hukom, 2021). In the context of English learning, this game allows students to actively engage in language interactions, which include identifying, remembering, and applying vocabulary in a competitive and fun context. By engaging students directly, the Board Race Game will facilitate deeper learning and helps students feel motivated to master vocabulary.

Previous research findings that related to the use of Board Race Game as an alternative strategy mastering vocabulary, is the first conducted by Zaenal (2020) with the title "The Effect of Using Board Game Towards Students' Vocabulary Mastery" is a thesis which aims to determine whether the board race method is effective in increasing the vocabulary mastery of class VIII A students at SMP JAYA NEGARA. This study used a pre-experimental design with pre-test and post-test. The results of the data show that there is a difference between the students'

pre-test and post-test. The board race method is effective in increasing students' vocabulary mastery, especially in terms of nouns and verbs.

The second relevant researcher is the research conducted by Ermasari (2018) with the title "The Effect of Using Board Game Towards Students' Vocabulary Mastery". In this study, a quasi-experimental design is utilized to investigate the effectiveness of using board game media for enhancing students' vocabulary mastery. The analysis of the score difference between the pre-test and post-test reveals that the experimental group achieved significantly higher scores compared to the control group. These findings indicate that the implementation of board games effectively improves the vocabulary mastery of seventh-grade students at SMPN 16 Tangsel.

The third relevant researcher is the research conducted by Sara (2018) this study aiming to examine the correlation between the use of the "Board Race" language game and vocabulary acquisition among learners. The research employed a quantitative methodology. The results indicated that incorporating the "Board Race" game into vocabulary instruction not only positively impacted learners' vocabulary knowledge but also facilitated overall language development for English as a Foreign Language (EFL) learners. Additionally, the game proved to be a motivating factor for learners, encouraging them to enhance their abilities across various aspects of second language development.

From relevant previous research findings, it can be concluded that Board Race Game are effective in improving students' vocabulary mastery. Zaenal's research (2020) shows that the board race method is effective in increasing students' vocabulary mastery, especially in terms of nouns and verbs. The research conducted by Ermasari (2018) shows that the application of board games is effective in increasing the vocabulary mastery of the seventh-grade students at SMPN 16 Tangsel. Research conducted by Sara (2018) shows that incorporating the "Board Race" game into vocabulary teaching not only has a positive impact on students' vocabulary knowledge but also facilitates overall language development for English as a Foreign Language (EFL) learners. In addition, several studies conducted by Octaviani, Handayani, and Hamer (2019), Pratiwi and Nur (2019), and Asriati (2021) show that the Board Race Game can significantly improve students' vocabulary mastery at the Uttayan Suksa Krabi School, Thailand, Tsanawiyah Babul Khaer, Bulukumba, and SMPN 8 Donggo Satu Atap. Students enjoy the learning process using this game and are advised to use Board Race as an alternative media in learning English, especially in mastering vocabulary.

This topic was also inspired by the teaching practice activities (AJARMI) conducted at SMPN 4 Sungguminasa. From this teaching practice, it is known that students do not master vocabulary. They admit that they experience difficulties in learning English because their English skills are limited, their vocabulary is not large. In this case, students find traditional or conventional methods unengaging and are displaying decreased interest. Latip (2018) explains that conventional learning methods are still the main choice in various learning contexts in the classroom, at all levels of education. In applying this method, the teacher dominates the course of learning and students tend to passively listen, pay attention and take notes. The skills that students hone may only be at the listening and note-taking level. While the skills needed at this time, such as critical thinking and creative thinking have not been honed properly. Likewise, other skills, such as communicative and collaborative, are less honed if learning activities are only at the listening and note-taking level. So, teachers must seek engaging teaching methods to counteract student boredom. Therefore, the researcher suggests that utilizing games could be among the most effective teaching techniques, providing students with an enjoyable, interactive, and interesting means to explore new vocabulary as part of the learning experience. Maybe with this game students will feel interested and not bored in learning English.

In this study, researcher found several relevant differences with previous research. There are those who use different methods, namely the quasi-experimental methods and there are also those who only focus on nouns and verbs. However, researcher will use pre-experimental methods for this research. Apart from that, researcher also made observations on teaching practices (AJARMI) at SMPN 4 Sungguminasa. Researcher believe that perhaps students need the Board Race Game as an alternative to improve vocabulary mastery because the majority of teachers still use conventional teaching methods. Board Race Game will be chosen as an alternative because it can be easily implemented in the classroom and can also increase student involvement, strengthen memory, and create a competitive atmosphere.

LITERATURE REVIEW

1. Vocabulary

a. Definition of Vocabulary

The Oxford Dictionary defines vocabulary as the complete set of words in a language. Alqahtani (2015) asserts that vocabulary represents the overall number of words that are

necessary for conveying ideas and expressing the speaker's intended meaning. Neuman and Dwyer (2009:385) explain that vocabulary includes the necessary words that enable efficient communication, including those used in speaking (expressive vocabulary) and those used in listening (receptive vocabulary). Children rely on the words they hear to understand the words they will encounter in written form later. Vocabulary can be defined as the set of words that an individual knows and understands, or the entire lexicon of a language. In linguistics, vocabulary refers to the words and phrases that make up a language, including their meanings, pronunciation, and usage.

b. Kinds of Vocabulary

According to Hatch and Brown (1995:370), two types of vocabulary have been identified, which are receptive vocabulary and productive vocabulary.

1) Receptive vocabulary

According to Webb (2008: 80), receptive vocabulary is wording that learners can understand and identify when used in context, but cannot be used alone. This type of vocabulary relates to words that learners can recognize while reading, but are less likely to use them when speaking or writing.

2) Productive vocabulary

Productive vocabulary refers to words that learners understand, can articulate accurately, and use effectively in their writing and speech. This includes not only what is necessary for a receptive vocabulary, but also the capacity to use words appropriately in different situations. Therefore, productive vocabulary can be seen as an active procedure because learners are able to produce words to convey their ideas to others (Webb, 2008: 80).

c. Aspects of vocabulary

In mastering vocabulary, it is necessary to know what aspects of vocabulary are. According to Kucan (2012) vocabulary aspects consist of semantics (meaning), phonology (pronunciation), orthography (spelling), and syntax (how words function on sentences). These aspects are very important in mastering vocabulary.

d.   The Importance of Vocabulary

Vocabulary skills are the basis needed to develop the four main skills in mastering English. (Ruzimuratova, 2021). A rich vocabulary plays a major role in the development of the four English language skills, namely listening, speaking, reading and writing. First, in listening, having extensive vocabulary knowledge allows one to more quickly recognize words and phrases spoken in conversation, making comprehension easier. Second, in speaking, a rich vocabulary allows a person to communicate more fluently and variedly, expressing ideas more precisely and variedly. Third, in reading, better understanding of the text is achieved when someone can recognize and understand the words used in the text. Fourth, in writing, rich vocabulary allows writers to compose sentences and paragraphs more fluently and expressively. Thus, a good vocabulary is an important basis for improving listening, speaking, reading and writing skills in English.

e.   Vocabulary Mastery

Vocabulary Mastery refers to a person's ability to understand, remember, and use various words and phrases correctly, fluently, and effectively. This includes understanding words, correct pronunciation, the ability to use those words in appropriate contexts, and the ability to remember and apply that vocabulary in speaking, writing, reading, and listening.

Mastering vocabulary in language learning has several benefits, including:

1)   Improve communication skills

Mastery of vocabulary is very important to communicate effectively in a foreign language. By mastering vocabulary, students can express their thoughts, feelings and ideas more accurately and confidently. This can help improve communication skills and build confidence in talking to others

2)   Opens up career opportunities

Learning a foreign language and mastering its vocabulary can open up more career opportunities. It can also help students to communicate with people from different cultures and backgrounds, which is very important in today's increasingly global world.

2.   Board Race Game

A Board Race Game falls under the category of language board games and is known as a fun and entertaining activity. According to Finkel (2007) Since time immemorial, board games

have been used as a tool to teach moral and character lessons to people of all ages. With clear rules and specific goals, board games can help develop social and emotional skills and promote positive moral and ethical values. There is a legend that says that the famous Chinese Emperor Yao designed the board game "Go" and taught it to his naughty son, in the hope that it would improve his behavior. This legend shows the importance of board games in Chinese culture. According to research conducted by Casas (2020) board games have been used as a useful tool in teaching English to young learners.

Board Race Game can be applied to train students' English, especially vocabulary, while enjoying several competitions (Kusumawati, 2017: 115). In alternative scenarios, the game can serve as an icebreaker at the beginning of the class, encouraging student participation and priming their cognitive functions. This proved to be an excellent method for assessing students' existing knowledge regarding future subjects I intended to teach.

This kinesthetic activity provides a means to engage the entire class by encouraging students to stand up and step away from their seats. This approach aims to prevent feelings of boredom and drowsiness during the lesson. The activity is effective across various age groups, both with younger students and adults, and is particularly well-suited for groups of six students or more. The more participants, the more effective the activity. All that is required are a whiteboard, two different-colored markers, and adequate space within the classroom for movement. Therefore, before initiating the game and commencing the activity, it is essential for the teacher to ensure there is enough room for mobility and to clear any obstacles that might impede the flow of the activity.

Lander (2018) suggests the following steps of applying Board Race Game in teaching vocabulary:

Divide the class into two groups, assigning a colored marker to each team.

a. For larger classes, consider breaking teams into 3 or 4 teams.

b. Draw a line down the center of the board and designate a topic at the top.

c. In a relay race format, students are tasked with writing as many words as needed related to the specified topic.

d. Points are awarded to each team for every correct word, while unreadable or misspelled words are not tallied.

METHODS

1. Research Design

This study used a pre-experimental research design to find out whether the Board Race Game as an alternative strategy can significantly improve students' vocabulary mastery. The research was conducted with one group or class as the subject. Before they are given treatment, a pre-test and post-test were carried out. According to Gay (2006), the design is as follow:

$$O_1 \quad X \quad O_2$$
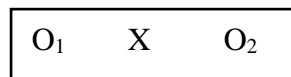
O^1 : Pre-test

X : Treatment

O^2 : Post-test

(Gay, 2006)

2. Time and Research Place

This research was conducted in October 2023, at SMPN 4 Sungguminasa. It is located at Jl. Masjid Raya Sungguminasa, Kec. Somba Opu, Kab. Gowa, Sulawesi Selatan.

3. Population & Sample

a. Population

A population refers to a cluster of research participants who share similar characteristics that set them apart from other groups of subjects. It is a group of people who are representative of the findings of a study. In this particular research, the population comprises second-grade students from SMPN 4 Sungguminasa.

b. Sample

In research, a sample refers to a subset of individuals, objects, or items that are selected from a bigger population for research purposes. To select the sample, the researcher in this study used a technique called cluster random sampling technique. Cluster sampling is a probability-based sampling approach where the population is divided into multiple groups or clusters for the purpose of research. In this study, the sample selected is class VIII A.

4. Instruments of the Research

In this study, the research instrument chosen was a vocabulary test, consisting of multiple-choice questions. The test consists of 20 items of each for the pre-test and post-test, with each item on both tests having the same level of difficulty.

5. Procedure of Collecting Data

a. Pre-test

The researcher will give a pre-test in form of multiple-choice to recognized the students' score in vocabulary mastery.

b. Post-test

After the students were given treatment, the researcher gave a post-test is a test given by students after they are given treatment by Board Race Game as an alternative. The post-test was designed to determine the final score and to find out the difference vocabulary mastery before and after the students were given treatment. The post-test was given the same teat as the pre-test with 20 questions.

c. Treatment

The researcher teaching the students vocabulary using Board Race Game as an alternative. Treatment will be carried out for 4 meeting

6. Data Analysis Technique

The researcher analyzed the data collected from the pre-test and post-test. SPSS (Statistical Packaged for Social Sciences) was used to analyze the data.

a. Scoring the students' correct answer of pre-test and post-test

$$students\ score = \frac{the\ number\ of\ students\ correct\ answer}{total\ score}\ x\ 100$$

b. Classifying the students score

Table 1. Classification of the students score

No.	Mastery level	Classification	Predicate
1	95-100	Very good	A
2	90-95	Good	B
3	85-90	Fair	C
4	<85	Poor	D

d.   Calculating the students' mean scores, standard deviation, normality test, and hypothesis by using SPSS 25 for windows evaluation.

RESULTS

1.   The Frequency and Rate Percentage of the Pre-test and Post-test Scores.

Students' pre-test and post-test results were measured using a student rating system of very good, good, fair, and poor. The student score classification is as follows:

Table 2. Pre-test Score Classification

No.	Classification	Predicate	Score	Frequency	Percentage
1	Very Good	A	95-100	-	0%
2	Good	B	90-95	1	3%
3	Fair	C	85-90	-	0%
4	Poor	D	<85	32	97%
	Total			33	100 %

The data on the table 2 above shows that 0 students got very good scores (0%), 1 student got good scores (3%), 0 student got fair scores (%), and 32 students poor scores (97%).

Table 3. Post-test Score Classification

No.	Classification	Predicate	Score	Frequency	Percentage
1	Very Good	A	95-100	9	27.2%
2	Good	B	90-95	10	30.3%
3	Fair	C	85-90	9	27.3%
4	Poor	D	<85	5	15.2%
	Total			33	100 %

Based on the data in table 3, After implementing the treatment, considerable improvements were seen in students' vocabulary skills. It that 9 students got very good scores (27.2%), 10 students got good scores (30.2%), 9 students got fair scores (27.3%), and 5 students got poor scores (15.2%).

2.   Students Paired Samples Statistics

Table 4. Paired Samples Statistics

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair	Pre-Test	54.39	33	14.348	2.498
	Post-Test	88.64	33	5.488	.955

Examining Table 4, it becomes evident that the pre-test's mean score stood at 54.39, with a corresponding standard deviation of 14.348. In contrast, the post-test yielded a mean score

of 88.64, accompanied by a standard deviation of 5.488. These statistics strongly suggest a significant improvement in students' vocabulary skills following the implementation of the Board Race Game. The notable increase in the mean post-test score, combined with the reduced standard deviation, indicates a more consistent and higher level of performance among the students after receiving the treatment. Therefore, it can be reasonably concluded that the Board Race Game had a substantial and positive impact on improving the students' vocabulary mastery.

3. Students' T-test of Pre-test and Post-test

Table 5.T-test of Pre-test and Post-test

Paired Sample Test								
Paired Differences								
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Differences		T	Df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pre-Test Post-Test	-34.242	13.470	2.345	-39.019	-29.466	-14.603	32	.000

A t-test was conducted to assess whether there was a notable disparity in student scores before and after the test. The t-test's criteria stipulate that a probability value exceeding 0.05 is considered invalid. As depicted in Table 5 the probability value, which stands at 0.000, is significantly lower than the level of significance (0.05). Consequently, the null hypothesis (H0) is decisively rejected, while the alternative hypothesis (H1) is accepted. In light of these findings, it is reasonable to conclude that the hypothesis H1 in this study holds true. This implies that the utilization of the Board Race Game significantly improves the vocabulary mastery of second-grade students at SMPN 4 Sungguminasa.

DISCUSSIONS

The researcher conducted the study in order to learn how to make the Board Race Game more attractive to students and thus enhance their vocabulary mastery. The researcher chose the Board Race Game as an alternative strategy because the researcher wanted to create educational material that could increase students' interest and facilitate their learning. At first meeting some students still did not know about the Board Race Game. The researcher tried to

introduce new alternative strategy to help students improve their vocabulary mastery and the students enthusiastic with a new way to learning.

At the end, the researcher discovered that using Board Race Game can improves student's vocabulary mastery. This result is supported by Hukom (2021), He stated that possessing a rich vocabulary is crucial for learners to actively engage in various classroom activities requiring English proficiency. The Board Race game serves as an alternative teaching strategy for vocabulary, offering well-defined steps for its implementation. This activity not only contributes to enhancing vocabulary mastery but also serves as a motivator for students to actively participate and become more engaged learners in the classroom.

Based on the provided explanation of the data calculations, it can be inferred that the data exhibits homogeneity and follows a normal distribution. Eighth graders of SMPN 4 Sungguminasa showed improvement in their vocabulary, especially when using the Board Race Game. Data was collected from pre and post-test of 33 students in class. From Table 4 it can be seen that the average pretest of the experimental class before being processed with the Board Race Game was 54.39. After that, the post-treatment post-test average score increased to 88.64. Therefore, the mean post-test score of students in the experimental class surpasses the initial pretest score of the same class. This indicates a positive impact on the students' vocabulary proficiency, which is generally at a good level. The observed improvement, as highlighted by the researchers, is attributed to the implementation of the Board Race Game. It is evident that these games play a substantial role in enhancing students' vocabulary mastery. Additionally, the significance value of 0.00, being less than 0.005 (0.005), underscores the statistical significance of the results.

The same thing was found in another research, conducted by Asriati (2021) about. "The Effectiveness of Using Board Race Game to Enhance the Students' Vocabulary Mastery". The post-test revealed a substantial increase in students' vocabulary achievement compared to the pre-test, with a 95.65% improvement (73.37% compared to 37.5%). Furthermore, when focusing on the specific category of verbs, the post-test scores also exhibited a marked improvement, with a 73.48% increase (78.5 compared to 45.25) over the pre-test scores. In contrast, the students' mastery of adverbs showed a 61.40% improvement, with the pre-test score at 42.75 and the post-test score at 69, indicating that the post-test outperformed the pre-test (69 compared to 42.75). This suggests that the utilization of the Board Race Game had

a significant and positive impact on enhancing students' vocabulary mastery in the eighth grade at SMPN 8 Donggo Satu Atap.

Meanwhile, Ferrah (2018) stated the research findings demonstrate that the use of the "Board Race" language game as a teaching method for vocabulary has several beneficial outcomes. It not only contributes to the enhancement of students' vocabulary knowledge but also acts as a catalyst for the overall language development of EFL (English as a Foreign Language) learners. Additionally, this approach serves as a motivating factor for learners to enhance their skills in different areas of second language development.

While the researcher was carrying out treatment. Researcher found the advantages of the Board Race Game, students showed high enthusiasm. This is because students have never had experience using the Board Race Game in their language learning. They find different learning styles fun. During the lesson, students mentioned their high interest in the process. Some say this alternative strategy is unique because it suits their age. Apart from that, students enjoy English lessons as a learning resource. It's fun, not boring and the game makes it easy for students to try all levels of vocabulary mastery. As a result, using the Board Race Game as an alternative strategy for mastering vocabulary becomes easy and students can enjoy the activity.

CONCLUSIONS

Based on the results of the research carried out using the pre-test and post-test technique at SMPN 4 Sungguminasa, especially in class VIII A as an experimental class. It indicates that the students' achievement in the post-test was higher than the pre-test. This shows that the use of the Board Race game as an alternative significantly can improve students' vocabulary mastery.

The findings reveal that the average scores in the post-test exceeded those in the pre-test. Specifically, the mean score for the post-test was 88.64, in contrast to the pre-test mean of 54.39. The T-test value of 0.000 for both the pre-test and post-test signifies a notable improvement in students' vocabulary mastery attributed to the utilization of the Board Race Game. This underscores that students demonstrated enhanced performance in the post-test compared to the pre-test.

Based on the results of this research, it can be concluded that using the Board Race Game as an alternative strategy can significantly improve the students' vocabulary mastery of class VIII A at SMPN 4 Sungguminasa. By playing this game, students are actively involved in the learning process, allowing them to broaden and deepen their mastery of vocabulary. Apart

from that, this game also encourages collaboration between students and creates an environment that supports interactive and fun learning. Thus, the Board Race Game can be used as an effective alternative strategy to improve students' language skills and vocabulary mastery.

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