THE EFFECTIVENESS OF USING RUN TO THE BOARD GAME IN TEACHING ENGLISH TO TOWARD STUDENT'S VOCABULARY

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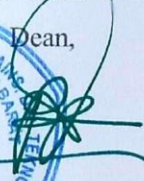
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iii

ABSTRAK

SITI SYAFRANI NURUL HAKIM : Efektivitas Penggunaan Permainan Berlari Kepapan Tulis dalam Pembelajaran Bahasa Inggirs untuk Meningkatkan Kosa Kata Siswa. **Skripsi. Majene: Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sulawesi Barat, 2025.**

Penelitian ini berfokus pada efektivitas penggunaan permainan berlari kepapan tulis dalam pembelajaran bahasa inggris pada kelas 8 MTS Pergis Campalagian. Secara spesifik, tujuan penelitian ini adalah: 1. Untuk mengetahui apakah permainan berlari kepapan tulis efektif meningkatkan kosakata Bahasa inggris siwa, dan 2. Untuk mengetahui bagaimana persepsi siswa terhadap penggunaan permainan berlari kepapan tulis dalam pembelajaran kosakata Bahasa inggris. Jenis penelitian ini akan menggunakan metode penelitian Kuantitatif menggunakan metode penelitian eksperimen (Quasi Experimental Design), dimana kelompok eksperimen dan kelompok kontrol dipilih secara random. Dalam penelitian ini terdapat 2 kelas yang berjumlah 60 siswa, kelas VIII B sebanyak 30 siswa sebagai kelas eksperimen dan kelas VIII C sebanyak 30 siswa sebagai kelas kontrol. Pengumpulan data dilakukan dengan tes dan pengisian kuesioner untuk melihat persepsi siswa. Berdasarkan analisis data, peneliti menemukan bahwa terdapat pengaruh atau terdapat peningkatan yang signifikan. Nilai rata-rata pre-test kelas eksperimen adalah 35,66 dan meningkat menjadi 85.00 pada post-test class. Sementara itu, nilai rata-rata pre-test kelas kontrol adalah 34,33 meningkat menjadi 68.66 pada post-test. Temuan kedua menunjukkan bahwa para siswa merespon positif terhadap permainan berlari kepapan tulis dengan nilai rata-rata 85.50 yang termasuk dalam kategori "baik", dimana permainan ini menjadi pelajaran yang menyenangkan dalam meningkatkan kosakata bahasa inggris siswa. Adapun manfaat dari penelitian ini untuk meningkatkan efektivitas pembelajaran kosakata Bahasa Inggris dan memberikan referensi bagi guru merancang pembelajaran yang inovatif.

Kata Kunci: Kosakata, Permainan berlari kepapan tulis , persepsi siswa

ABSTRACT

SITI SYAFRANI NURUL HAKIM: The Effectiveness of Using Run to the Board Game in Teaching English to Toward Students Vocabulary. **Undergraduate Thesis. Majene: Faculty of Teacher Training and Education, Universitas Sulawesi Barat, 2024.**

This research focuses on the effectiveness of using run to the board game in English learning in 8th-grade students at MTS Pergis Campalagian. Specifically, the objectives of this study are: 1. To find out whether or not Run to the Board game is effective in vocabulary learning, 2. To fins out what are the students perception to use Run to the Board game in vocabulary learning. This type of research will use Quantitative research methods. using experimental research methods (Quasi Experimental Design), where the experimental group and control group are not randomly selected. In this study there were 2 classes totalling 60 students, class VIII B as many as 30 students as the experimental class and class VIII C as many as 30 students as the control class. data collection techniques were carried out by tests and filling out questionnaires to see student perceptions. Based on data analysis, researchers found that there was an effect or there was a significant increase. The average pre-test score of the experimental class was 35.66 and increased to 85.00 in the post test. Meanwhile, the average pre-test score of the control class was 34.33 and increased to 68.66 in the post-test. The second finding shows that the students respond positively to Run to the Board game with an average score of 85.50 which falss in to the "Good"category , where the game became an enjoyable lesson in enhacing students English vocabulary. The benefits of this research are to improve the effectiveness of learning vocabulary learning and provide references for teacher to design innovative learning.

Keywords: Vocabulary, Run to the Board Game, students' perception

CHAPTER 1

INTRODUCTION

A. Background

Vocabulary is one of basic language elements. The basic language element that must be learn before mastering English skills is vocabulary. According to Rahmadani (2021) by mastering vocabulary, students can carry out oral expression and writing. In addition, students are expected to learn four English skills, such as speaking, reading, writing and listening by using a lot of English.

Vocabulary as one of component is a very important things besides other language component. Without vocabulary, people will not be able to say anything. According to Hukom (2021) Vocabulary is the basic element of any language. As an essential aspect in language, vocabulary general is very important since it help language users to understand information in printing papers and in a form of audio. Alqahtani (2015) stated that as language are based on words, vocabulary is crucial in learning a language. Without vocabulary, language learners will find difficulties and confusion to convey opinions in speaking and writing, and understand words in reading and listening.

Sari (2015) stated teaching vocabulary is not easy, it needs a technique to make the students eager to learn and easy to understand. Because English is still unfamiliar for some students. According to Pratiwi (2019) one of the possible causes of student vocabulary weakness is that teacher still use traditional English teaching method, as well as in teaching vocabulary. Some teacher only explain the material and then exercise student's to use in writing skills. The teaching media are only based on textbooks and whiteboards. When teacher apply this conventional method, students only sit, listen and passively receive the explanation. It can be imagined how this lesson will be boring and make students feel sleepy when it is taught in the last words.

According to nation (2011) vocabulary mastery is very important for the successful use of a second language and plays an important role the formation of a complete spoken and written text. In English as a second language (ELS) and English as a foreign language (EFL) learning vocabulary items plays an important role in all language skill name listening, speaking, reading, and writing.

In learning English as a foreign language, students must take a charge on their vocabulary. Newman and Dwyer (2009) stated that vocabulary can be defined as words we must know communicate effectively words in speaking (expressive) and words in listening (receptive vocabulary). It can be concluded that vocabulary is th total number of number of words that are need to communicate ideas and express the speaker meaning. That's the point why we need to learn more vocabulary. Surely, when are learning about vocabulary must use interactive or attractive strategies so students can memorize it well and able to place the right vocabulary properly.

The reasons for conducting research at the MTS Pergis Campalagian is a strategic step because it provides easier access to the data need for this research. Colaboration with the school allowed us to collect data from a variety of sources, including live classroom observation, interview with teachers and questionnaires for students. The selection of this school is also based on the considerantin of the relevan edicational context. By focusing on one particular school, researcher can understand in depth the challenges and opportunities by education in that environment. In addition, good cooperation with the school open up opportunities from the development of a wider range of educational programs. By building strong and mutually benefical relationship, researcher can forge long-term collaborations to improve the overall quality education.

Based on the researchers' observation in the eighth grade of MTS PERGIS Bonde Campalagian, and a result of the interview, the teacher stated that the student's English ability is still lacking especially their speaking and writing ability because lack of vocabulary. Then the teacher stated that most of the students did not get enough vocabulary in the previous lesson. Because the teacher is limited by the media in learning process. Then based of the interview of the students, they said that the learning process was bored because the teacher just uses the same method while teaching English. They needed an interesting strategies in teaching and learning process.

There are various techniques to teach vocabulary, especially by using some media such as songs, pictures, videos, movies, games, etc. These techniques are the ways that many people use to improve and master vocabulary.

One of the games that can improve the students' vocabulary is run to the board game. Run to the board is a game in which students have to write the word on the blackboard by following the teacher's instruction. They will enjoy during the class and their vocabulary will increase by itself. They need to memorize a lot of vocabulary to play this game.

B. Problem Identification

Related to the background above, the researcher formulates a research problem as:

a. Does the Run to the Board Game effective to improve the student's vocabulary?

b. What are the student's perception toward the use of Run To The Board Game in vocabulary learning ?

C. Problem Limitation and Formulation

This study aims to identify and solve students' problems lack of vocabulary in English. This research focuses on the use of " Run to the Board Game " Game in the process of learning vocabulary. Vocabulary its scope is limited to adjective and verbs only. Researchers choose eight grade junior high school as a subject.

D. The Objective of The Research

Based on the research problem above, the objective of the research was:

a. To find out whether or not Run to the Board Game is effective in vocabulary learning

b. To find out what are the students perception to use Run to the board game in vocabulary learning

E. Research Benefits

The results of this study are expected to be useful for teachers and students to apply the " Run to The Board Game" in the learning process. as well as to facilitate teachers to build a better atmosphere and student interest in the process of learning activities in the classroom.

a. For teachers, the results of this study can be used to help teach students in each lesson. Teachers can involve students in class activities that allow students to Enrich English Vocabulary using the

"Run To The Board Game".

b. For students, by using this method "Run To The Board Game" students get many vocabulary and can continue to improving their vocabulary. Furthermore, the author hope that this research can have a positive effect on students in the future, so students can enjoy learning English.

CHAPTER II

LITERATURE REVIEW

A. Previous Related Studies

In this research, the researcher will describe the related research that has been conducted for the research:

The first is Fitri Palupi Kusumawati (2017) on her thesis, "The Use of Board Race Game Towards student vocabulary mastery At First Semester of Civil Engineering Student in Muhammadiyah of Metro". The objectives of this study are to find out whether there is a significant influence of using board race game on students vocabulary mastery and to find out whether there any positive influence of using board game races towards students vocabulary mastery. The research method is quantitative research in terms of pre -experimental design .The result of the research showed that there is a significant improvement between pre-test and post-test in the experimental class and the control class. The differences in the subject of this research is different from the research above. Besides that, the researcher used different types of research. This research uses quasi-experimental design while the researcher above use pre-experimental.

The second is Nisak Jamilatus Sakila (2019), "The Effectiveness of Using Board Race Game to Enhance Students Vocabulary Mastery in Teaching English Concrete Noun at the Eight Grade Student of SMP Muhammadiyah Plus Salatiga". This research aims to find out the effectiveness of board race game to enhance student's vocabulary mastery in teaching English concrete noun and to find out the difference of student's achievement vocabulary mastery after being taught using board race game. The result of the post-test scores of the experimental class and control class was different. Even the ean score of post-test have closer result but it still improves the student's vocabulary ability. The different in this study lies in the type of vocabulary taught, which specifically focuses on concrete nouns, and the design used is a pre-experimental design.

The third is Yuni Tri Wulandari (2021/2022),on her thesis "The influence of using Board Race game towards students grammar mastery at the second semester of the tenth grade of SMA Muhammadiyah 2 Bandar Lampung". In this research wanted to know how well students master the language skills, especially

the mastery of grammar. This desight uses pre-test to find out students initial ability before treatment. The researcher applied cluster sampling to determine the sample. In collecting data, the researcher used instrument in the from of oral test, performing dialogue. The different in this research is that focus lies on grammar mastery rather than vocabulary, as well as the use of oral test and dialogue performance as instrument to measure students learning oucomes.

B. Theoritical Framework

1. Concept of vocabulary

    a. Defenition of vocabulary

        Learning English cannot be separated from vocabulary. vocabulary is important in learning English to improve English skills, namely reading, writing, listening and speaking. Alqahtani (2015) argued that the acquisition of an adequate vocabulary is essential for successful foreign language use because without an extensive vocabulary, a language learner will be unable to use the structures and functions we tend to might have learned for clear communication. Vocabulary is important for learning to speaking, writing, reading, and listening. Without enough vocabulary, people can not speak and express their feelings well in written or oral form.

    b. Types of vocabulary

        There are two types of vocabulary, they are active and passive vocabulary. The Group of passive vocabulary is usually larger that the one of active vocabulary. Passive vocabulary contains all the words that you understand but is not yet able to use, people understand it when it's heard or read. Meanwhile, active vocabulary is the words that you understand and use in speaking or writing.

        Hammer (2019) also divides vocabulary into two types, these are:

    1. Passive vocabulary refers to words, which the students will recognize when they meet them buy they will probably not be able to produce.

    2. Active vocabulary refers to the words, which that the students have learned, and the students able to use the vocabulary.

c. Kind of vocabulary

Mifta (2020) stated, there are many kinds of vocabulary, they are verb, adjective, noun, preposition, adverb, conjuction, and pronoun. But writer will only explain 2 kinds of vocabulary which adjective and verb.

1) Adjective

An adjective used to describe, identifies, or quantifies a noun or a pronoun. So basically, the main function of an adjective is to modify a noun or pronoun so that it will become more specific and interesting. Instead of just one word, a group of words with a subject and a verb can also fuction as an adjective, it is called an adjective clause. There is some example of adjective:

ADJECTIVE		
Smart	Stupid	Tall
Kind	Lazy	Handsome
Long	Wise	Old
Patient	Beautiful	Short
Talkactive	Big	Fat

2) Verb

A verb is a word that indicates actifity, either in the form of behavior, action, and activities. There is also the word that indicates condition. It is inflected of agreement with the subject, for tense, for voice, for mood or aspect. A verb can considered as one of the most important parts of a sentence, because the subject and predicate must be in a sentences. There is some example of the verb:

VERB		
Take	Drink	Wake up
Brush	Eat	Read
Sleep	Cut	Cook
Watch	Help	Wash

| Play | Buy | Fall |

3) Noun

A noun is a part of speech. Noun identifies people, place, things, and ideas. Noun are important in spoken and written language, and noun pretty easy to understand and memorize. Nouns can be categorized as either common or proper which common nouns name general people, places, things, and ideas. Meanwhile proper nouns name specific people, places, things, and ideas.

Nouns		
Nouns (people)	**Nouns (place)**	**Nouns (things)**
Teacher	House	Book
Lawyer	Restaurant	Marker
Student	Market	Chair
Police	School	Fan

4) Preposition

A preposition is a word used to show the relationship between a noun, pronoun, or noun phrase and other words in a sentence. Prepositions are typically used to indicate location, time, direction, reason, or manner.

Preposition				
Location	**Time**	**Direction**	**Reason**	**Manner**
In	Before	Out	Because of	By
Under	After	Into	Due to	With
Between	Since	From		

5) Adverb

An adverb is a word that modifies or describes a verb, adjective, or another adverb, providing more information about how, when, where, or to what extent something happens. Adverbs often end in "ly", but not always. They can modify actions (verbs), qualities (adjectives), or even other adverbs to give more

precise meaning to a sentence.

Adverbs			
Manner	Quickly	Slowly	Well
Time	Later	Now	Always
Place	Here	There	Everywhere
Degree	Very	Too	Quite
Frequency	Always	Usually	Sometimes
Purpose	Because	So	Therefore

6) Conjunction

A conjunction is a word used to connect words, phrases, or clauses within a sentence. Conjunctions help create smooth, logical connections between ideas, allowing sentences to flow naturally.

	Conjunctions	
Coordinating	**Subordinating**	**Correlative**
For	While	Both…and
And	Since	Not only
But	Because	But also

7) Pronoun

A pronoun is a word that is used to replace a noun in a sentence, often to avoid repetition and make sentences clearer or more concise. Pronouns can refer to people, things, places, or ideas.

Personal pronoun		**Posessive**		**Reflexsive pronoun**
Subject	**Object**	**Posessive adj**	**Possessive noun**	
I	Me	My +noun	Mine	Myself
You	You	Your+noun	Yours	Yourself

9

We	Us	Our+noun	Ours	Ourself
They	Their	Their +noun	Theirs	Themself
She	Her	Her+noun	Hers	Herself
He	Him	Him+noun	His	Himself
It	It	Its +noun	-	itself

d. Teaching English Vocabulary

Ratiminigsih (2014) Teaching English is a dynamic and complex process that requires understanding of both linguistic principles and the pratical needs of learners. It is more than just imparing language rules, it involves engaging student's with divers backgrounds, learning styles and goals, while helping them develop the ability to use English in meaningful and pratical ways. The process of teaching English, especially as a second or foreign language, is influenced by a variety of factors such as pedagogical approaches, learner motivation, language proficiency, cultural context and educational.

Dwi eliza (2017) Vocabulary is very important, it is a key component of language development. The teacher tries to find the creative approach while teaching in the learning and teaching process. Utilizing techniques as communicative games, rapid reading, fluency exercise, and error analysis. They can help student's both consciously and subconsciously to practice successful strategies. So for example, when students are playing a guessing game, performing a skit, or even singing songs. The teacher can make vocabulary more fun, exciting and meaningful for students. The students will have the ability to use the clues determining the meaning by developing strategies concerning the meaning of new words.

Sanusi (2009) stated, the method for teaching vocabulary:

1. Words cards and word association

Teachers can use devices for vocabulary teachings such

10

as simple flash-cards or word-cards. The teachers writes the English language word on one side of the card and a sentence countaining the word, its definition, its synonym and pronounciation on the other side. Word cards can be an excellent memory aid. The students can bring the word cards in everywhere.

2. Visual technique

Teaching vocabulary become easy by using pictures, relia, diagram, and liberal colour coding for grammatical clarity. Relia means using a variety of real, or associate physical sensation with specific words found in reading passage.

3. Brainstorming

The method that the teacher need to use in teaching vocabulary should be interesting and fun. The way to run on the introduction of the new English vocabulary knowledge of students. This keyword should be written around it. Use the different colours of pens in writing

on a whiteboard to emphasise different types of words.

2. Run to the Board Game

a. Defenition of game

There are many methods and technique to make English learning and teaching process becomes interesting and enjoyable. One of strategies is using a game. A game has many benefits for language learning. It offers students a fun-filled and relaxing learning atmosphere.

Wright (2020) states, "The word 'game' means fun and interesting, often challenging and this activity is carried out where student interact and compete with each other. Yen-Hui Wang (2021) said in her journal, "teaching English through game like activities can cheer up the class and make language learning more pleasureable and easier to learn.

b. Defenition of Run to the Board Game

Run to the board game is an interesting activity for student because they can learn through playing. This is good way to see how well students remember words learned in previous lesson. The goal of a Run To The Board Game is to have two students "race" and write the words on the board. Students are given a topic and try to write down as many words related to that topic they can.

c. The procedure of using Run to the Board Game

There are many ways and techniques to teach and improve vocabulary, and in this game, there are some procedures that must be followed:

1. Groups the students into two teams, then give each team a different colour of marker.
2. Divide the board into two parts, one for each team.
3. Give the students a topic for example holiday.
4. Instruct one of the students from each team to run to the board game and write a word that is related to the topic. Only one word for one person.
5. When the person has written a word, she/he must give the marker to the next player, then run to the board.
6. After 3 minutes, count all the words, and the team with the most word win.

d. Teaching implementation of Run to the Board Game

Run to the board game is a game that can be used by the teacher or the researcher to improve student's vocabulary skills. The are three steps of implementation of using Run to the board game:

1. Pre-teaching activity

Pre-teaching activity usually is done at the beginning of the learning and teaching process. Here the teacher or researcher will explain about the games, and the teacher will check the students about vocabulary, how far the students memorizing the vocabulary. After all, the teacher or the researcher will explain

rules, which the rule are:

    a. They should not disturb their friend while they play game

    b. They should not cheat the other player

2. Whilst teaching activity

In this part, the teacher or the researcher rechecks the preparation of the students. After the game begin teacher will lead them while playing game. Here the teacher and the researcher are the facilitator, instructor and the leader and the students as the object of teaching and learning process. The students must follow every instruction relate to the game. The students must be calm down while playing the game.

3. Post-teaching activity

Here, the researcher will check which student understand how to play the game, and ask them several questions in which they get a lot of vocabulary from playing game or not.

e. Advantages and Disadvantages of using Run to the Board Game

1. Advantages of using Run to the Board Game

There are some advantages of playing Run to the Board Game for improving student's vocabulary. They are:

    a. It's fun and enjoyable for students

    b. It's easy for them to memorize a new word

    c. It's involves friendly competition

    d. The students more active than teachers

C. Conceptual Framework

Vocabulary is an element that supports the English skill component. If student have more vocabulary, it will make them easily in expressing their ideas. If student's lack of vocabulary, student's will have problems in learning English. This means that vocabulary is very important in the learning process.

Run to the Board Game is one of the strategies to use in learning English. The game can improve student's vocabulary ability, comprehension in the word given and it also can be used by student's practice their concentration and their ability in memorizing. From the fact above, the researcher will

research ways of Run to the Board Game in teaching English, to bring awareness not only in to student's but also to the teachers about how to teach vocabulary effectively.

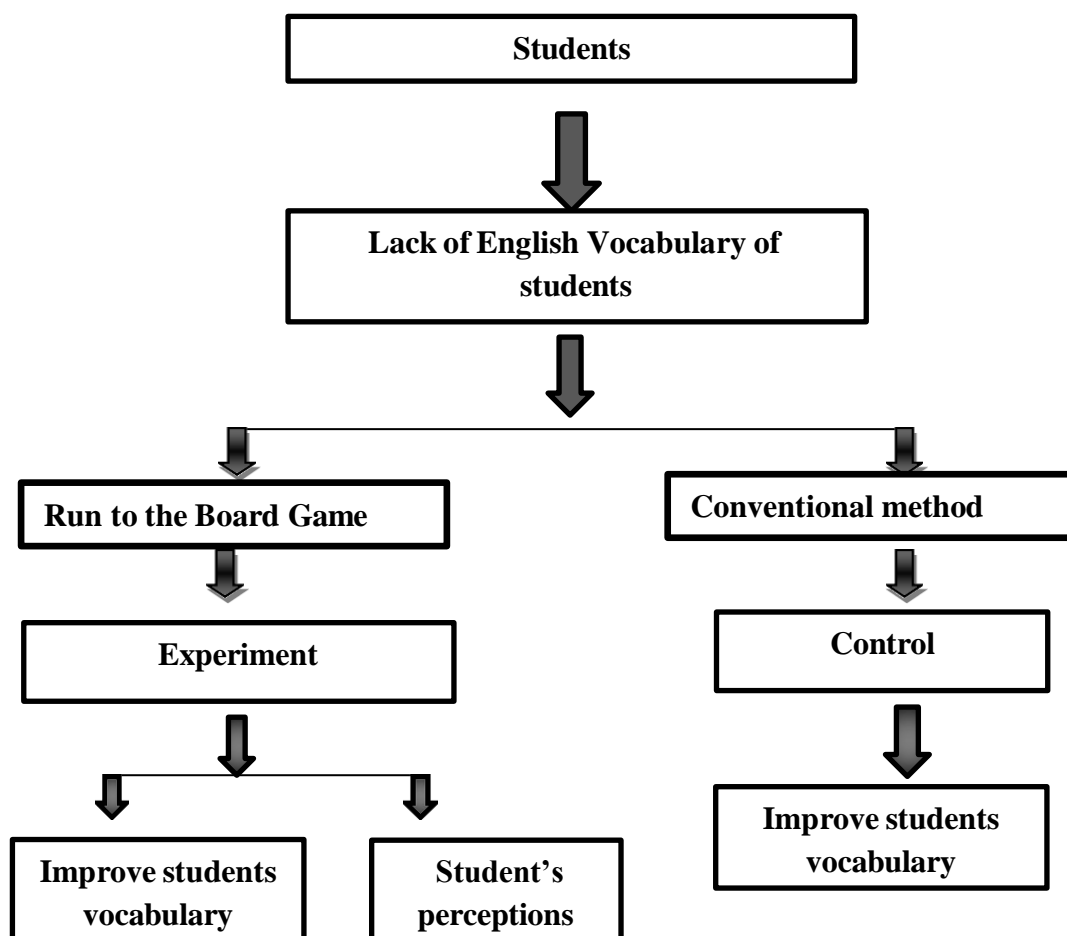The schema of the conceptual framework of this research is illustrated as follow:

```
                        ┌─────────────────────────┐
                        │        Students         │
                        └─────────────────────────┘
                                   │
                                   ▼
                        ┌─────────────────────────┐
                        │  Lack of English Vocabulary of │
                        │        students         │
                        └─────────────────────────┘
                                   │
                  ┌────────────────┴────────────────┐
                  ▼                                  ▼
       ┌──────────────────────┐          ┌──────────────────────┐
       │ Run to the Board Game │          │  Conventional method  │
       └──────────────────────┘          └──────────────────────┘
                  │                                  │
                  ▼                                  ▼
       ┌──────────────────────┐          ┌──────────────────────┐
       │      Experiment       │          │       Control         │
       └──────────────────────┘          └──────────────────────┘
                  │                                  │
         ┌────────┴────────┐                         ▼
         ▼                 ▼              ┌──────────────────────┐
┌────────────────┐ ┌────────────────┐    │  Improve students     │
│ Improve students│ │   Student's    │    │     vocabulary        │
│   vocabulary    │ │  perceptions   │    └──────────────────────┘
└────────────────┘ └────────────────┘
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Figure 2.1 Conceptual Framework

D. Hypothesis

Based on the above study, researcher propose a hyphothesis for this study as follows:

H_0: The Run to the Board Game method is effective in learning vocabulary for class VIII MTS Pergis Campalagian.

H_a: The Run to the Board not effective in learning vocabulary for class VIII MTS Pergis Campalagian.

The statistical hypothesis can be formulated as follow:

$H_0 : \mu_1 > \mu_0$

$H_a : \mu_1 \leq \mu_0$

With description:

$\mu_1 :$ Learning *vocabulary* using the Run to the Board Game method.

$\mu_0 :$ Learning *vocabulary* menggunakan using the konvensional method.

BAB V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the reseach that had been done in the effectiveness of using Run to the Board Game in teaching English toward student's vocabulary at MTS Pergis Campalagian, there was significant improvement. It can be proven from the finding which showed the difference between the mean score of pre-test and post-test in experimental class.

The student's in experimental class who were taught by using Run to the Board game get better achievement than the students in the control class who were taught without using Run to the board game. It could be seen from the data was analysed by using T-test to test hypotheses of this research in the significance degree of 5%. The t-value>t-table Sig.(2-tailed)0.00 <0.05. in conclusion, Run to the Board game has a significant improve in teaching English vocabulary for students.

The result of the questionnaire shows that student's perceptions have a positive opinion about the use of Run to the Board in vocabulary English learning. This can be seen from the questionnaire data that has been distributed to stuent's. Based on the SPSS analysis of student's perception of the use of run to the board game in vocabulary learning, the average score of the 15 statement is 85.50 which falls into the "Good" category on scale 1-5. The highest score appears in statement P3 with an average of 4.70. The data shows that students respond positively to Run to the Board Game can help improve students understanding of vocabulary.

B. Suggestions

Based on the result of this research, some suggestions are offered such as:

1. For English teacher

   English teachers are required to be more creative in providing learning methods for students. So, that sudents can be interested or

excited in learning, especially in learning English. So that it makes it easier for students to improve their insight.

2. For the students

The students should improve their vocanularies, they should practice what they have learned from their teacher everywhere and every time. By applying Run to the Board Game in teaching learning process hoped it could make the students interest in English because of the method was fun and enjoyable.

3. For the next researcher

The next researcher who wants to develop this research in the future by using this technique, this method can be used in improving the students vocabulary mastery, and the researcher can use this research as an additional reference for pertinent research certainly with different variable and condition.

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