The Effect of Using Board Game on English Vocabulary Mastery of Islamic Boarding School Students

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ABSTRACT: This research was conducted to know the effect of using board game on English vocabulary mastery of At-Tauhid Islamic Boarding School Students Sidoresmo Surabaya. The sample was the second year students of SMP at the Islamic boarding school. The subject were 16 students. The research method was pre-test and post-test of the experimental research. The data collection technique was pre-test and post-test score result. The data were analyzed by using compare means paired sample T-test by comparing the result of pre-test and post-test design, and t-test to know the significant effect in students' English vocabulary mastery after using board game. The result showed there was a significant different between pretest and posttest mean and statistical test analysis of IBM SPSS Statistics 20 using compare means paired samples t-test, it was 0,000. Ho was rejected because significance level was < 0.05. Therefore, there was a significant effect of using board game towards students' vocabulary mastery.

1. INTRODUCTION

Vocabulary mastery is very important in studying foreign language even the teacher should not forget the importance of it. It involves more than simply knowing a word. It also involves the way we pronounce and spell those words, and how we use those words into sentences. Without mastering adequate vocabulary, a student cannot fully understand the message of the text. To truly master vocabulary, a teacher should be aware of the role of some aspects of vocabulary such as meaning, pronunciation, spelling, and the words usage.

Learning vocabulary is not as simple as the people thought. There are many difficulties to learn vocabulary. Besides, the way to teach vocabulary also influences the teaching learning process, the teaching model also influences the way to master vocabulary. In addition, the

teacher must feel sure that the words are well explained before the students begin reading them. The last, teacher should emphasize relationship and be sure that the students become familiar with the words both orally and visually (Brown, 2007: 23).

Therefore, in this research, we would like to know the effect of using board game on students' vocabulary mastery of At-Tauhid Islamic Boarding School Sidoresmo Surabaya, especially to non-formal education. This research is conducted in order to give treatment on the new strategy of English learning vocabulary to enrich English vocabulary mastery of At-Tauhid Islamic boarding school students by using board game at Sidosermo Surabaya.

Board Game is a game that involves the movement of counters or other objects round a board. Board game functions as a means to improve

vocabulary, grammar, etc. According to Paris and Rahmah (2012), board game helps to improve grammar and vocabulary and also helps students to remember grammar rules.

Based on the observation at At-Tauhid Islamic boarding school Sidosermo Surabaya before, some problems occurred in a teaching and learning situation: that the students got difficulty to do exercises because of their limited vocabulary. They did not understand the meaning of some words. They usually found difficulties to memorize words. They also got difficulties in pronouncing some words. Some students still pronounce the words according to their basic reading ability which was influenced by their natural habit using their mother language's dialect. They also faced difficulty to write the correct spelling of the words, and to use those words into correct sentences, the condition of the students was also far from the expectation. It needs an interesting vocabulary English teaching so the students will not get bored to follow the vocabulary instruction.

This research is aimed at giving answer on the following problems:

1. What is an effective way to enrich students' English vocabulary mastery at At-Tauhid Sidosermo islamic boarding school Surabaya?

2. How is the use of board game to enrich English vocabulary mastery at At-Tauhid Sidosermo islamic boarding school Surabaya?

In this research, it is agreed that to enrich vocabulary mastery of At-Tauhid Islamic boarding school students, board game is used as an effective way to reach because dealing with the problems occurred above, playing board game is fun and not boring so the students hopefully can feel enjoyable to learn English vocabulary while playing the game.

At-Tauhid Islamic Boarding School Sidoresmo which is located on Jl. Sidoresmo 2 No.37 Surabaya is one of the legendary Islamic Boarding School in Indonesia. There are two systems of education at At-Tauhid Islamic boarding school, formal and informal education. Formal education is aimed to educate children (santri) with respect to the level of education, the level of child intelligence, class grouping, periodic achievement rate assessment and others by using certain methods. While Non Formal Education is education that does not specifically pay attention to the level of children, there is no classification of class and level of education, nor without periodic assessment. However, it does not mean that there is no evaluation at all; it is just the evaluation using a qualitative assessment system, unlike formal education. In this research, the researcher took non formal education because she wants to evaluate English learning vocabulary like formal education.

Based on the previous observation of non-formal education of English class at At-Tauhid Islamic boarding school Sidosermo Surabaya, some problems occurred in a teaching and learning situation: 1) The students got difficulty to do exercises because of their limited vocabulary, 2) They did not understand the meaning of some words, 3) They usually found difficulties to memorize words, 4) They also got difficulties in pronouncing some words and their intonation was influenced by their natural habit using their mother language's dialect, 5) They also faced difficulty to write the correct spelling of the words and to use those words into correct sentences. The condition above was also far from the expectation. One of the reasons why the condition occurred because the schedule of English class was only twice a month, it should be once or more than once a week. Besides, the method of English vocabulary teaching was boring / not interesting so the students were not interested to learn English vocabulary. Therefore, it needs an interesting vocabulary English teaching so the students will not get

bored to follow the vocabulary instruction.

2. RESEARCH METHOD

The research method was pre-test and post-test of the experimental research. In this research, the procedures are as follows:

a. Prepare material, plan and design the steps in doing the action, list of students name and scoring, teaching aid (board games), sheets for classroom observation and a test

b. Give material about board game (definition and rule of the game) in 10 minutes

c. Give board game and start for pretest

d. Play board game

e. Observe the game and the students

f. Give score on each student who can answer the question correctly, and give correction for the mistakes

g. After finish playing it, ask the students some questions orally and students have to answer orally about the questions in the board game for posttest

h. do scoring and decide the winner

i. write it in table and analyze it descriptively

j. analyze by using compare means paired sample T-test and find the result

The research was conducted in 14 April 2017 – 30th September 2017. In the teaching learning process, teacher had some important roles. He / She gave the material, board game, scoring of the students' pretest and posttest. In playing the board game, the number of teacher was four, including the researcher. They had their own group to handle. There were four groups and each group consisted of four students. Totally, the participants of the research were 16 students, 6 female students and 10 male students.

Table 1. The name of the subjects of the study

No.	Students Name	Sex
1	Fatimah	Female
2	Tazkiyah	Female
3	Al-Farkat	Male
4	Ibrahim	Male
5	Solihin	Male
6	Fathur Erlangga	Male
7	M. Sa'roni	Male
8	Ferdy Efendi	Male
9	Sholiha	Female
10	M. Faruq	Male
11	Anisa	Female
12	Riski	Male
13	Samsul	Male
14	Ismiati	Female
15	Rahmawati	Female
16	M. Riski Ramadhan	Male

In this research, the researcher used pretest and posttest of oral test and observation in collecting the data. Pretest and posttest of oral test are used to know the students percentage in answering the questions in the board game and orally.

Table 2 . Vocabulary Rubric

0 (No Understanding)	1(Partial Understanding)	2 (Full Understanding)
Student appears to have no understanding of the vocabulary word. The student may have left the pre-assessment and/or post assessment form blank or stated "I don't know" or the student may have provided on incorrect definition or example.	Student appears to have partial understanding of the vocabulary word. The student has provided on example and/or definition may be incomplete.	Student appears to have full understanding of the vocabulary word. The student has provided on example and a definition of the vocabulary word. The example and definition correctly explains the meaning of the word.

The researcher also used observation with other teachers. The observation was used to know situation in the teaching learning process when the method was applied. It is also very important to know how far their interest to learn English and how they think about their teacher.

After collecting the data, the next step of the study was analyzing the data. The data were the result of pretest and posttest and result of statistical test of . There are two ways to analyze the data, they are: 1) Descriptive technique (from the observation sheet) and 2) Statistical Technique (Result of pretest and posttest was calculated by IBM SPSS Statistics 20 using compare means paired samples t-test.

3.   RESULT AND DISCUSSION

There were four teachers for the research, they were two English lecturers and two English Education students. The team prepared the material to present at Sidosermo Islamic Boarding School Surabaya. The material presented in the form of Power point, then continued with playing board game. The team also prepared board game and the equipment needed. The board game provided was 4 (four) and score sheet. The students which consisted of 16 were divided into four groups (black, red, yellow and blue). All students, including the teachers, were sitting on the floor. The activity began with the explanation of materials about the definition, description, benefit, and how to use board game. Next, board game was played by four groups. The board game's name is science-tech. It is about the name of scientist, inventor and what is invented, transportation. Students in groups take turns rolling the dice and moving their game pieces along the spaces on the path on the board game. Students stopped on a space and responded to the prompt by using their personal experience, imagination, and/or critical thinking skills to form answers. The students' responses in each game were open-ended, but when the player made a mistake in vocabulary or pronunciation, the lecturers or students of English department corrected it. While one player was speaking, the other players were listening carefully because they were responsible for remembering the responses that were given on each of the spaces. The player said something new every time he or she stopped on a space. Sometimes, the player attempted to repeat, the other players recognized the repetition and not accepted the response. However, there were no fixed answers; each player responded according to his or her own level of proficiency and understanding in English. It meant that there are three classifications on understanding: No Understanding, Partial Understanding and Full Understanding. It can be seen while they were playing the board game, sometimes a player did not know the English term but the others did. However, by using this board game, they felt very interested and enthusiastic to play this game, especially to learn new English vocabulary which they received it from other players or the lecturers. Therefore, using board game was an effective way to enrich vocabulary mastery. The students who did not know the English term at first, directly they knew it from others, so they could learn each other's. The winner of this game was based on the space closer to the "Finish". Besides, the scoring was based on understanding. If player has full understanding, he/she is the winner. Furthermore, the score was based on grammar, pronunciation and spelling. For the students who made few mistakes in grammar, mispronunciation and mistakes in spelling.

Table 3. Result of Red group after playing board game

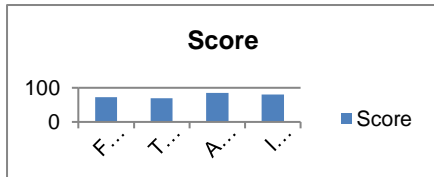| No.	Name of Player	Pretest Score	Post-test Score
1.	Fatimah	69	73
2.	Tazkiyah	65	70
3.	**Al-Farkat**	**80**	**85**
4.	Ibrahim	74	80

Figure 1. The total of the score of red group

Al-Farkat got the highest score = 85

Table 4. Result of Blue group after playing board game

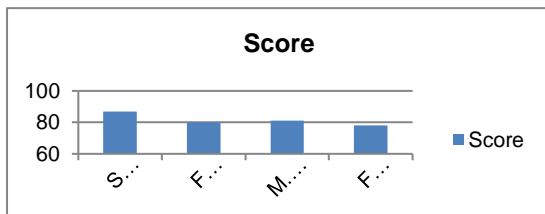| No.	Name of Player	Pretest Score	Post-test Score
1.	**Solihin**	**80**	**87**
2.	Fathur Erlangga	73	80
3.	M. Sa'roni	75	81
4.	Ferdy Efendi	74	78

Figure 2. The total of the score of blue group

Solihin got the highest score = 87

Table 5. Result of Black group after playing board game

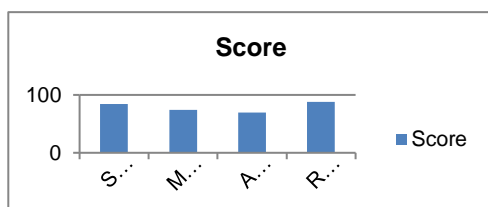| No.	Name of Player	Pretest Score	Post-test Score
1.	Sholiha	79	84
2.	M. Faruq	65	74
3.	Anisa	64	70
4.	**Riski**	**81**	**88**

Figure 3. The total of the score of black group

Riski got the highest score = 88

Table 6. Result of Yellow group after playing board game

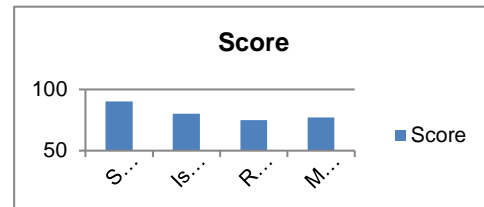| No.	Name of Player	Pretest Score	Post-test Score
1.	**Samsul**	**84**	**90**
2.	Ismiati	73	80
3.	Rahmawati	70	75
4.	M. Riski Ramadhan	71	77

Figure 4. The total of the score of yellow group

Samsul got the highest score = 90

From all of the winners they won because they were closer to the "Finish", had full understanding, did few mistakes in grammar, mispronunciation and misspelling.

In playing the board game, some female students tend to be silent and not interested in English learning. On the other hand, some male students were talkative and always answered the questions from teacher but always made noise. In learning activities and doing tasks, the male students were better than the female ones.

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	73.5625	16	6.09884	1.52471
	posttest	79.5000	16	6.18601	1.54650

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	pretest & posttest	16	.978	.000

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pretest - posttest	-5.93750	1.28938	.32234	-6.62456	-5.25044	-18.420	15	.000

The result showed there was a significant different between pretest and posttest mean, it was 0,000. Ho was rejected because significance level was < 0.05. Therefore, there was a significant effect of using board game towards students' vocabulary mastery.

4. CONCLUSIONS

Using board game, the students were more motivated to learn new vocabulary and they would like to learn vocabulary more and more because they felt that it was an interesting game they had ever played. Therefore, after they got the winner, they wanted to play the game once again. After playing for the second turn, they were able to mention another answer and the answer was still logical. They were more confident and they could speak English more easily.

5. REFERENCES

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