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THE EFFECT OF BOARD GAME TO INCREASE ENGLISH VOCABULARY MASTERY: SYSTEMATIC REVIEW

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ABSTRAK :

Tujuan dari penelitian ini adalah: (1) untuk mengetahui pengaruh permainan papan terhadap peningkatan penguasaan kosakata Bahasa Inggris dan (2) untuk mengetahui tingkat pendidikan mana yang dapat menerapkan permainan papan dengan mengumpulkan beberapa sumber terkait dengan penggunaan permainan papan dalam pembelajaran Bahasa Inggris. Penelitian ini menggunakan metode tinjauan sistematis. Untuk mengumpulkan data, penelitian ini menggunakan dokumentasi. Data dalam penelitian ini ada 10 sumber yang terdiri dari 4 skripsi dan 6 artikel. Dalam menganalisis data, penelitian ini menggunakan analisis deskriptif. Hasil penelitian menunjukkan perbedaan yang signifikan sebelum dan sesudah mendapatkan perlakuan dengan menggunakan permainan papan. Hal ini terlihat dari nilai posttest yang disajikan lebih baik daripada nilai pretest. Oleh karena itu, permainan papan efektif untuk meningkatkan penguasaan kosakata siswa. Selain itu dapat diterapkan di semua jenjang pendidikan.

Kata kunci: *penguasaan kosakata, permainan papan, tinjauan sistematis*

ABSTRACT :

The aims of this study were: (1) to find out the effect of board game to increase English vocabulary mastery and (2) to find out which level of education can apply board game by collecting several sources related to the use of board game in learning English. This study used systematic review method. To collect the data, this study used documentations. The data in this study were 10 sources which consisted of 4 theses and 6 articles. In analyzing the data, this study used descriptive analysis. The results presented the significance differences before and after getting the

treatment by using board game. It can be seen from the post-test scores that presented better than the pre-test scores. Therefore, board game is effective to increase students' vocabulary mastery. Moreover, it can be applied in all levels of education.

Keywords: *board game, systematic review, vocabulary mastery*

INTRODUCTION

To have a great English, students ought to master in aspects of English, those are language skills and component skills. Language skills are involving reception such as listening and reading and production such as speaking and writing. To support those skills, students need to master in component skills such as vocabulary, grammar, and pronunciation (Chiriana, 2015).

Vocabulary is a powerful carrier of meaning. In line with Richard (2003), vocabulary is an essential part of language finesse and supply a lot of base for how well students speak, listen, read, and write. Hatch and Brown (1995) define vocabulary as a list or a series of words for a specific language which will be utilized by every language speaker. Hatch and Brown (1995) divided vocabulary into two types, those are receptive vocabulary and productive one. Receptive vocabulary is the words recognized and comprehended by students once used in context but cannot be produced. It is recognized once found in reading text but is not used in speaking and writing. While productive vocabulary is words which can be understood and pronounced properly and used constructively in speaking and writing. Therefore, productive vocabulary is addressed as an active method because it can produce the words to deliver their thoughts to others.

Language learning cannot be separated from learning vocabulary. Tarigan (1984) says that language skills mostly rely on the mastery of vocabulary. The more vocabulary is mastered, the better chance that someone will use the language skillfully. Therefore, Cameron (2011) believes that vocabulary is a primary level of the language learning center to enrich students' languages. Vocabulary espouse the speaker to deliver their ideas, opinions, and communicate their feelings.

Learning vocabulary is harder than individuals thought. There are several challenges in learning vocabulary. Moreover, the learning method used by teachers greatly affect the learning process and the way students mastering vocabulary. Therefore, teachers must ensure that the words are explained well before students use them. Finally, teachers should stress the connection and make sure the students familiar with the words both oral and visual (Brown, 2007).

Learning vocabulary by games has gained much concern. Donmus (2010) believes the percentage of academic games has enlarged in language

education since they assisted to create the entertaining language education. When games and education are combined, it can educate and create entertaining education environment. Moreover, the learners gain a positive attitude and can be more motivated while learning.

Games are gainful and effective in learning vocabulary. They are motivating because they usually involve friendly competition and make a cooperative learning atmosphere so students have a chance to collaborate. Azar (2012) says that games improve students' communication skills and has an opportunity to use the target language. There are many kinds of games which can be used in learning vocabulary; one of them is board game. Board games are games that involve counters or other objects that move around the board (Saputri, Aquariza & Muflihah, 2017). Board games involve a central board where the player position can be tracked by another player. Frequently, board games have a token or avatar that represent the player. There are several kinds of board games which can be an effective learning media such as snakes and ladders, monopoly, scrabble, scattergories, boggle, and pictionary. Scattergories board game and pictionary board game develop important communication skills whereas scrabble and boggle develop important vocabulary and early word learning skills (Speechlanguage-resources.com, retrieved July 3, 2020). Furthermore, according to Treher (2011), board games are thought of a great tool as a result of they produce a remarkable and playful atmosphere wherever students do not seem to be inhibited by creating mistakes or being excluded if they do not recognize the answers, thereby fostering their confidence.

Based on the background above, the aims of this study are to find out the effect of board game to increase English vocabulary mastery by collecting several information relating to the use of board games from ten sources which selected through the inclusion and exclusion criteria. Moreover, it also aims to find out what level of education can apply board game media. This research is expected to contribute as an additional source or information of the use of board game to increase students' English vocabulary mastery and showed that board games media can apply at Elementary School until Senior High School even toward young learners.

RESEARCH METHOD

This study is Systematic Literature Review (SLR). SLR is a method used to identify, assess, and interpret all findings on a research topic to answer research questions that have been previously determined (Kitchenham, 2004). A SLR is the term used to refer to specific research or researching methodologies and developments conducted to collect and evaluate related research on the focus of specific topics (Cochrane definition, 2013). SLR has criteria where the review of the study carried out in a manner structured and

planned. SLR increasing depth in reviewing and summarizing research evidence (Davies & Crombie, 2009).

The data used is secondary data. Secondary data is a source of research data obtained through intermediary media or indirectly in the form of books, notes, existing evidence, articles, journals, previous research or archives both published and not published. In other words, researchers need to collect data by visiting a library, study center, achieve center or reading many books related to their research. The resources taken from thesis, journals or articles about the effectiveness of using board game to increase English vocabulary mastery.

Generally, the stages of conducting SLR consist of 3 main parts, those are: Planning, Conducting, and Reporting (Kitchenham, 2004). Details of each stage as shown below:

1. Planning

Formulating problems and developing SLR protocols are rare that must be presented at the planning stage. This research focuses on finding information about the effectiveness of board game to increase vocabulary mastery, so some questions that arise are: 1) Is board game effective to increase English vocabulary mastery? 2) What level of education can apply board game?

Descriptive method used by researchers to explain the procedure in presenting research. The procedure is to find out the difference in the result of research from one source with other sources, whether the board game is effective to increase the English vocabulary mastery and the level of education can apply it.

2. Conducting

This step is the SLR protocol development. Starting from analyzing or discovering methods, populations, and differences between researchers. In conducting step, the application of methods and procedures that have been made by researchers ranging from data analysis, population, differences in one source with others and research results obtained from answering questions that have been previously formulated.

3. Reporting

The final step is summarizing the result of SLR research in writing or essays both for publication in the form of articles or journal, thesis in Chapter II or dissertation. There are 3 main parts of writing structure of SLR, namely Introduction, Main Body, and Conclusion.

To collect the data, this study used documentation method. According to Arikunto (2013), documentation method is a method of collecting data that produced important record relating to the problem to be examined so that the collected data will be complete, valid, and not based on estimates. The data

will be combined into an integrated document to answer the problems that have been formulated.

The data sources of this study are 10 sources consisted of 4 theses and 6 articles. The researchers only collected 10 sources because those ten sources already represent the research. The sources are described in the table 1 below:

Table 1: The Data Sources of This Research

No.	Authors	Title
1	Elin Ermasari	The Effect of Using Board Game Toward Students' Vocabulary Mastery (A Quasi-experiment to the Seventh Grade Students of SMPN Tangsel of 2017/2018 Academic Year)
2	Rilly Yaumil Akrimah	Teaching Vocabulary Through Pictionary Game to First Grade Students of SMPN 1 Way Tapa
3	Umi Nashihah	The Use of Make a Match Board Game to Improve the Fifth Years Students' Vocabulary Mastery at MI Miftahul Huda Monorejo Gandusari Trenggalek
4	Jaidah Sitompul	Improving Students' Vocabulary Mastery Achievement by Using Scrabble Game at Tenth Grade Students of Madrasah Aliyah Tahfidzi Qur'an Yayasan Islamic Center Medan Academic Year 2018/2019
5	Tiyas Saputri, N.R. Aquariza, & T. Muflihah	The Effect of Using Board Game on English Vocabulary Mastery of Islamic Boarding School Students
6	Endang Sulistianingsih, Rizka Febriani, JCS. Pradjarto	The Effect of Interactive Board Game (IBG) on Vocabulary Achievement
7	Endang Kusriani	Teaching Vocabulary for Junior High School Students Using Snake and Ladder Game
8	Gerovasilou Fotini, Zafiri Makrina	Adapting Board Game to Stimulate Motivation in Vocabulary Learning in Six Years Old Learners A Case Study
9	Abdul Malik	Improving Students Vocabulary Mastery by Using Back to Board Game at Ninth Grade of Islamic Junior School Nurul Saqin Banyuates Sampang
10	Lidya Efiza Dwi	Improving Students' Vocabulary Mastery Through Pictionary Board Game at Grade IV B of Elementary School 36 Pekanbaru

The data analysis used in this study was descriptive analysis. Descriptive analysis is the measurement of data that has been obtained regularly and then given an understanding and explanation so it can be well understood by the reader. Furthermore, Sugiono (2009) describes a descriptive analysis as a method to describe or provide an overview of objects used as research materials from data or samples that have been gathered as they are without conducting analysis and making conclusions that apply to the public.

RESULT AND DISCUSSION

Result

The Effectiveness of Board Game

To find out whether board game is effective or not to increase English vocabulary mastery, the researchers presented the result based on the sources that have been collected. The first researcher was Ermasari (2018), she conducted her research toward seventh grade students of Junior High School. She decided to use 2 classes as a sample those are class 7G and 7E that consisted of 65 students. She used quasi-experimental study that involved two groups those are experimental group that had treatment by using board games as a teaching media and control group that was taught by traditional technique. The collecting data which the researcher used was pre-test and post-test given to both groups. The result of this research showed that experimental class which received a treatment by using board game obtained the higher score 14.91 than control class which used traditional teaching technique 7.75. Thus, it is concluded that board game is effective to increase students' vocabulary mastery.

The next researcher was Akrimah (2017), she conducted her research toward seventh grade students of Junior High School. She used 2 classes as a sample which each class consisted of 17 students, those are class 7A as the tryout class and 7B as the experimental class. She used one group pre-test and post-test design to calculate the students' vocabulary achievement before and after having treatment by pictorial board games. In collecting the data, the researcher used pre-test and post-test. To analyze data, the researcher used SPSS (Statistical Package for Social Sciences) 16.0 for Windows. The finding based on the result of data analysis and discussion was there was significant improvement of students' vocabulary achievement after the implementation of pictorial board game. It could be seen from the mean score of the pre-test 56.68 and the post-test 74.88. Therefore, pictorial board game can improve the students' vocabulary achievement since it is helpful for both teacher and students.

Another research was conducted by Nashihah (2011). She conducted her research toward grade fifth students of MI Miftahul Huda which consisted of 10 students. In implementing match board game to improve students' vocabulary mastery, she used Classroom Action Research (CAR) which consisted of 2 cycles. In the preliminary study, the researcher found that the students' vocabulary mastery was low. It could be seen from the test score that was only 10% of students who could pass the test. Furthermore, in the first cycle there was 70% students passed the test and 30% were failed. If it was compared with the test result in preliminary study, it was clearly seen that the vocabulary test was increased from 10% to 70%. In cycle 2, there was a significance development that was 90% students passed the test and only 10% failed the

test. It could be concluded that the implementation of match board game as a learning media can improve the students' vocabulary mastery. Besides, the students were very enthusiastic while they were in the teaching learning process.

The next researchers were conducted by Saputri, Aquariza, & Muflihah (2017). They conducted their research toward second year students of Junior High School. The participants of the research were 16 students consisted of 6 female and 10 male that were divided into 4 groups. The research method used in this study was t-test of the experimental research. In collecting the data, this study used pre-test and post-test of oral test and observation. Pre-test and post-test of oral test are used to find the percentage of students' answers. The observation used to find out the situation in the teaching learning process while applying the method. The important thing was to find out how far the students' interest to learn English. In analyzing the data, the researchers used descriptive technique to analyze the observation sheet and statistical technique by IBM SPSS Statistics 20 to calculate the result of pre-test and post-test using compare means paired samples t-test. The result of this research presented the significant difference between the mean of pretest and posttest, it was 0,000. H_0 was rejected because significance level was <0.05 , means that there was an effect of using board game towards students' vocabulary mastery. Furthermore, the students were more motivated and would like to learn new vocabulary more and more because board game was an interesting game they had ever played.

The research which conducted by Sulistianingsih, Febriani, Pradjarto (2019) undertook the research toward second grade students of Junior High School. The total sample was 52 students which each group consisted of 26 students. They used quantitative methodology by applying experimental research. To collect the data, the researchers used two groups design as experimental group and control group. The researchers applied Total Physical Response (TPR) for each group but toward experimental group they often gave Interactive Board Games (IBG). To analyze the data, the researchers used SPSS software formula and manual. The H_0 was accepted if the value of t-count was lower than t-table; meanwhile, H_0 rejected if the value of t-count was higher than t-table. Based on the t-test result, the t-ratio was 8.04 with the degree of freedom (df) 50 and the level of significance (α) 5%, and the t-table was 1.68. It means that t-count was higher than t-table. Thus, the H_0 was rejected whereas the H_1 was accepted. In other words, teaching vocabulary by using IBG performed students' vocabulary achievement better than the students who were not taught by using IBG. Furthermore, based on the description above, students who used IBG were more active, confident, enthusiastic, and motivated to learn English.

Furthermore, the research which conducted by Malik (2019) undertook the research toward ninth grade students of Junior High School as a sample which consisted of 19 students. In implementing back to board game, he used Classroom Action Research (CAR) which consisted of 2 cycles. The data analysis which the researcher used was descriptive analysis that will be used to analyze the students' activity data and the result data of students' learning. The English passing grade or the minimum criteria is 70. From the pre-observation, the researcher got the students' score as follow: 17 students got less than the minimum score and only 2 students reached the passing grade with the score. Based on the pre-test result, it found that 14 students failed passing the minimum criteria and only 5 students passed the passing grade by the mean 46,75. After implementing back to board game, the researcher collected the post-test 1 data which showed that there were 10 students who passed the minimum criteria with the mean score was 67,19. Furthermore, the post-test 2 data found that there were 15 students passed the passing grade by mean score 74,95 and only 4 students who did not pass the test. Finally, based on the explanation above it can be seen that the use of back to board game is proven suitable in students' vocabulary improvement. Moreover, by implementing back to board game, students were more interested, active, and the great one is the students were more confident to speak English.

Based on the explanations above, it can be seen that there was an effect of using board games in increasing students' vocabulary mastery. There was a difference of the test result that taken by the researchers before and after doing treatment by using board games. In other words, board games are effective to increase vocabulary mastery. Based on this research, board games can be an option for teachers as a learning media in teaching vocabulary in order to increase the students' vocabulary mastery.

Grades of Education Level

To find out what level of education can apply board game, the researchers performed several sources based on the majority population who had implemented board game. The first researcher was Dwi (2018), she conducted her research to improve the students' vocabulary mastery at grade IVB that consisted of 25 students at Elementary School 36 Pekanbaru by using pictorial board game technique. She used Classroom Action Research (CAR) consisted of 2 cycles. In cycle I, the students reached 72.73. It can be seen that the students' score increased 6.07 points from the pre-test score that was 66.66. Whereas in cycle II, the mean score of vocabulary test was 79.33 that means the students' score increased 6.6 points from cycle I that was 72.73. It can be concluded that there was improvement of students' vocabulary mastery by using Pictionary Board Game.

The next research was conducted by Kusri (2012), the sample of this research was two classes from eighth grade of Junior High School which consisted of 60 students. The sample was divided into two groups those are experimental group and control group. The experimental group was taught by Snake and Ladder Board Game and the control group by using translation. In analyzing the data, the researcher used descriptive quantitative by using t-test formula. The result of t-test was 3.432 and t-table at d.f=58 at level of significant to 0.05 was 2,0017. Thus, the t-test score was higher than t-table (3.432>2,0017). The hypothesis was saying that snake and ladder board game was effective in teaching vocabulary was accepted. It could be concluded that using Snake and Ladder Board Game in teaching vocabulary proved more effective than using translation.

The other researcher was Sitompul (2019). She conducted her research toward Senior High school students of MA Tahfidzul Qur'an Islamic Center Medan. The population of this study was the tenth-grade students which consisted of five classes but the researcher decided to use class only that was 10-Science-1 which consisted of 40 students. She used Classroom Action Research (CAR) which consisted of 2 cycles. The data collection was collected from observing the teaching learning process and the t-test score. Based on the pre-cycle average score, the students' reached 61,6. It was categorized as low when looked from the passing score which is 75. After the researcher implementing scrabble board game, the post-test score of cycle 1 showed that the students still could not reach the minimum criteria. The average score of cycle 1 was 70,2%. If it was compared with the pre-cycle score, it could be seen that the students' vocabulary score was increased from 61,6% to 70,2%. Furthermore, in the cycle 2, the post-test average score was 81,4% which meant that the students were successfully passed the minimum criteria of English score. Finally, from the explanation above it presented that students' vocabulary achievement can be improved by using scrabble board game. Thus, in this study scrabble board game is effective to improve students' vocabulary achievement in the tenth-grade students of Senior High School.

Based on the information above, the use of board game was effective to increase students' vocabulary mastery and it could be one of the ways for teachers and students in increasing vocabulary mastery. From the results above presented that board game could be applied on Elementary School level, Junior High School level, and Senior High School level. Furthermore, Fotini & Makrina (2017) conducted a study toward six years old learners by adapting board game to stimulate motivation in vocabulary learning. The results seen from the comparison of the pre-test and post-test of both groups separately presented that finally the average scores achieved by students from the experimental group were significantly higher. The purpose of

this study was determining whether board game could help six years old learners learned basic vocabulary words related to topics that were appropriate for their age and language level. Moreover, the learners presented motivation for using appropriate board game and felt that they were involved in their learning.

Discussion

The research questions of this study are supposed to discover board games as one of learning media to increase students' vocabulary mastery especially English vocabulary. As presented by the result above, there was a significant differences before and after using board games. The result of the post-test scores presented better than the pre-test scores. The research conducted by Saputri, Aquariza & Muflihah (2017) showed the pre-test score was 73.56 and after getting the treatment by using board game the post-test score was 79.50. It can be seen that board game is effective to increase students' English vocabulary.

Furthermore, board games can also effective to be applied in all level of education. The research conducted by Sitompul (2019), she implemented board game toward Senior High School students to improve the students' vocabulary achievement. The result showed that in the pretest students got score 61.6. After she implemented board game, the posttest scores that students achieved was 70.2 in the first cycle and increased to be 81.4 in cycle 2. It showed that board game is also effective to be implemented toward Senior High School students.

CONCLUSION

Based on the result and discussion which have been explained above, it can be concluded that the use of board games is effective to increase students' vocabulary mastery especially English vocabulary. It can be seen from the students' t-test results differences from several sources after using board game. This study is focused to show how board games can be a learning media which could be applied in teaching English vocabulary specially to increase the students' vocabulary mastery. Moreover, board game can be applied in all levels of education whether Elementary School, Junior High School, or Senior High School and it can also be applied toward young learners.

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