

# CHAPTER I

## INTRODUCTION

### **1.1 The Background of The Study**

English is one of the subjects that students must master, as English is known as the international language. It means that English is spoken by many people all over the world. This is supported by Rao (2019:65) with the growth of information and globalization, it's evident that most people all over the world are communicating with people in other regions using only one internationally recognized language, that is, English.

Marlina (2013: 1) state that English has been taught and used as a foreign language in Indonesia for over sixty-five years. It means that English is a language that many people use in their everyday lives, and it is important to us. This is visible in the world of education in Indonesia. English is one of the subjects taught to students from elementary to tertiary levels. English is big business, and the ability to speak English is important for one's competitiveness. With good English skills, and good competitiveness. Which is useful for getting a suitable job. But that does not mean we must forget the Indonesian language, which has become our national language. Many students find English a difficult subject, even though it is one of the subjects that can create competition.

One of the most important things to master when learning a language, including English, is vocabulary, along with other elements such as: grammar and pronunciation. Vocabulary is the key to language proficiency. Richards and Renandya (2002: 255) state that learners' proficiency in speaking, listening, reading, and writing is significantly influenced by their vocabulary, which

is also an essential component of language proficiency. It means that learning English will be easier for students who master vocabulary. It's a different story when a person cannot learn English because they lack vocabulary. For example, if we have many vocabularies, it will be easier to understand the meaning of each sentence in English and vice versa. Of course, students will not be able to understand what some say. In another word, if the students do not know how to master vocabulary, It will be impossible for them to apply it to every language skill. In this case, the writer feels that vocabulary is a necessary thing to be mastered by students.

Based on the researcher's experience teaching English in the English Day Program from July to October 2021 at SMP Negeri 2 Percut Sei Tuan, the researcher found some students' problems in learning English. They said that learning English is difficult because they don't have a lot of vocabulary and they always find hard words that made them confused. The student's lack of vocabulary can be seen in the teaching-learning process every day. So made students difficult to understand the material and answer the questions. Most of the questions in their examination consisted of a vocabulary test. It made them unable to answer the question in the examination correctly.

Besides that, one reason why it can be difficult for junior high school students to learn English well is because of the different factors involved- students, teachers, teaching methods, and school facilities. Teachers are very important in helping junior high school students learn English, because they must be good educators in order to help students learn effectively.

As the students said that the teacher just asked them to read the material and to find the meaning from the dictionary even though the teacher explained the material using English until the end, making the students even more confused and not understand. It made the students feel bored in the teaching-learning process. It will not able to increase students' vocabulary. And after a few weeks of the program runs, the researcher took the initiative to create a game namely the board race game, which was carried out at the end of the lesson. It can be seen that when the game took place, all students was very enthusiastic and fun about participating in the game. There is competition in the game, where problem-solving, team works and other skills are developed. It can be conclude that students need a pleasant learning atmosphere to make them excited because they are very easily bored in learning and will not increase their vocabulary.

Lauria de Gentile and Leiguarda de Orue (2012:17) state that there are some special considerations that need to be taken into account when teaching young people how to reduce stress. For example, they may want to play and socialize, need some relaxation, need physical activity. One way to meet the needs of learners is to use games as learning entertainment that can refresh students' minds to do activities in the process of learning English. Games are the world in which action is triggered by reward and fun. And competition; where creativity, problem-solving, team works, determination, and skills are being developed. Games are a great way to help students learn new vocabulary. Playing games will make it easy for them to remember the words they hear and will be very fun as they learn.

This is supported by Huyen and Nga (2003) learners of English have to deal with unfamiliar vocabulary during their language acquisition, so they should

participate in different task-based activities in their classroom such as vocabulary games which especially focus on helping students develop and use words in different context by making the lesson 4eliabili. So, the game implemented in this study is the board race game. One of the variations of the board game, which is a popular game that can be played on a board, table, or floor, is the board race game. The entertaining game of “board race” is used to review vocabulary, whether it be terms from the lesson that was just given or words from one that was taught last week. The application of the board race game is the teacher reads the word and students write the word with the meaning one by one.

Nguyen and Khuat (2003:16) found that there are benefits and efficacy to learning vocabulary through games when compared to other methods. First and foremost, games let students unwind and have fun. Second, games typically entail competitive play and maintain students’ interest. Based on the reasons above, the writer would like to conduct research entitled “*The Effect of Applying Board Race Game On Students’ Vocabulary Achievement at seventh grade of SMP Swasta Bersama Berastagi*”.

## **1.2 The Problem of The Study**

In this study, the problem is formulate as follows: “Does the application of board race games significantly affect the students’ vocabulary achievement?”

## **1.3 The Objective of The Study**

Based on the research problem above, the objective of the study is to find out if the application of board race games significantly affects the students’ vocabulary.

#### **1.4 The Scope of The Study**

The researcher focuses on students' vocabulary achievement in terms of verb and adjective by using a board race game at SMP Swasta Bersama Berastagi.

#### **1.5 The Significances of The Study**

The result of this study are expected to contribute some useful information for:

##### 1. Theoretically

This research is expected for reader to enrich knowledge about vocabulary and board race game.

##### 2. Practically

- 1) The English teacher will be able to improve English teaching especially vocabulary to develop their student's vocabulary.
- 2) The researcher can develop her knowledge in English teaching
- 3) The students will be able to increase their knowledge of vocabulary.

#### **1.6 Hypothesis**

Arikunto (2006:71) states that a hypothesis is a temporary answer to the problem research until proven through the data collected. The hypothesis in this study is formulate as the following:

- 1) Alternative Hypothesis ( $H_a$ ) : There is a significant affect of applying board race game on students' vocabulary achievement.
- 2) Null Hypothesis ( $H_o$ ) : There is no significant affect of applying board race game on students' vocabulary achievement.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **2.1 Theoretical Framework**

To provide clearer thoughts and ideas for this research, this chapter reviews related literature and describes related material. To avoid confusion, misunderstanding, and misinterpretation when understanding the concepts and ideas in this research, these concepts and ideas will result in a much better analysis of the variables selected by the researcher.

#### **2.2 Vocabulary**

##### **2.2.1 Definition of Vocabulary**

Learning vocabulary is crucial to learning the English language. In communication, vocabulary helps the speaker to express their opinions, ideas, and feelings. Hiebert & Kamil (2005:3) states that understanding word meanings is the definition of vocabulary. Finding and comprehending the meaning of certain words in the language being used is the goal of learning vocabulary. It helps us to communicate with others more effectively by knowing the meaning of different words.

Hatch and Brown (1995:1) states that vocabulary is a list of words that are specific to a language or a list of words that people who speak that language may use. Rohmattilah (2010:72) states that vocabulary is a set of words that are used to communicate ideas. It is composed of a meaning, a form (pronunciation and spelling), and a use of word.

According to the definition above, the writer conclude that vocabulary is a word that a person knows in a particular language and one of the components of language that has a meaning and definition.

### **2.2.2 Vocabulary Achievement**

Hornby (2010) achievement is a thing that has done successfully, especially using their effort and skill. While, Lindholm-Leary (2010) stated that academic achievement as “the communicative (oral, reading, writing), mathematical, science, social science and thinking skills and competencies that enable a student to succeed in school and society”. Achievement is the outcome, success, magnitude, or ability, progress in learning from educational experiences that the individual relates to his or her educational learning. On the other words, achievement is success in achieving a specific goal or standard, particularly through effort, skill, courage, and others. It can be conclude that achievement is students’ competence of subject areathrough that has done by their efforts to succeed in the learning of a school.

National ( 1990:22) stated that vocabulary achievement is a words refers to meaning and number of words that produced by learners to 7eliabilit the language well, speak better, or compose a good writing; it is expected that students have to increase their vocabulary by around 1000 words a year. In this study, the achievement is refers to know the meaning of the words that have students learned.

### **2.2.3 Importance of Vocabulary**

A good vocabulary help learners to communicate their ideas clearly. By having a large supply of words, they will be able to understand the readings they are reading, respond to conversations, speak with fluency, and write about topics. Conversely, if learners do not recognize the meaning of the words used by the

person they are speaking with, they will not be able to engage in a conversation, express certain ideas, or ask for information.

Consider the importance of the role of vocabulary in foreign language learning. Mastery of this element should be secured and developed. Otherwise, children's vocabulary will be limited and, as a result, it will be difficult for them to acquire language skills. This is supported by Syarifudin et al., (2014:2) stated that vocabulary mastery is one of the things that we need to do if we want to learn English as a foreign language. Having a large vocabulary is important for learning how to use English correctly. This means that the students will be able to understand and use words correctly. Additionally, having a limited vocabulary will make it difficult for the students to learn English effectively.

An example, students who have good vocabulary mastery can be enjoying with their translation activity without looking up the dictionary. Thus, it's students must know many vocabularies in their studies. The advantage of studying vocabulary is that it can be utilized not only in the classroom but also in the use of language as a communication tool.

Hiebert and Kamil, (2005:1) stated that words represent complex and often multiple meanings. Moreover, these complex and multi-meaning words must be understood in the context of other words in the sentence or paragraph. It can be summed up that any language in this world has a vocabulary that has different meanings. In foreign language learning, vocabulary is central to teaching English because without enough vocabulary, students cannot understand others or express their ideas. Thornbury (2002:16) stated that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. This means that a language



would not form without vocabulary. This is the key to success and an important part of language learning, especially for English as a Foreign Language (EFL) learners. Mastering vocabulary allows them to express their feelings. Without vocabulary, communication would be quite impossible and could be written or oral. However, communication could be managed without grammar.

From the above statements, the author concludes that learning vocabulary brings many benefits to students. The role of vocabulary can help students understand what they are learning. Not being fluent in vocabulary will lead to difficulty understanding the meaning. Instead, it is important to be researched by students.

#### **2.2.4 Kinds of Vocabulary**

Yule (2010:82-83) divided vocabularies into each function as a different part of speech, they are:

- 1) Nouns are words that refer to person (Mr. Ahmad), things (table), places (beach), qualities (thickness), phenomena (flood), and abstract (honesty) as if they were all "things".
- 2) Articles are words (a, an, the) used with nouns to form noun phrases classifying those "things" (a book, an idea, the cat is so cute).
- 3) Adjectives are words that are used with nouns to give more information about the things (happy, beautiful, smart that refers to people, large refers to objects).
- 4) Verbs are words used to refer to describe the action taken by the subject (go, talk, run, eat) and states (be, have).
- 5) Adverbs are words that can modify or describe information about actions, states, and events (slowly, yesterday). Some adverbs (really, very) are also used with

adjectives to modify information about things (I had a very strange experience yesterday).

- 6) Prepositions are words (at, in, on, near, with, without) used with nouns in phrases providing information about time (at five o'clock, in the morning) place (on the table, near the window), and other connections (with a knife, without a thought) involving actions and things.
- 7) Pronouns are words that can replace a noun in a sentence (me, you, us, our, them, her, him, it).
- 8) Conjunctions are words that is used to connect sentences, phrases, clauses (and, but, so, or) (I have two goldfish and a cat).

### **2.2.5 Teaching Vocabulary for Junior High School**

Junior High School is the level of education formally basis after going through the elementary school level. In general participants at this level of education are 12 to 15 years old. Where at age the child can already be called a teenager. Santrock (2011:299) said that teenager is a period of transition, namely the transition from childhood to adulthood.

Nation (2001:395-403), there are eight goals for teaching vocabulary, such as:

- 1) Students must be know what vocabulary they need to learn, what they are learning about, how they learn it, how they use it, and how to see how it is learned and used.
- 2) Students should continue to expand their vocabulary and enrich the words they already know.
- 3) Students should decide which vocabulary to study based on word frequency and personal needs.

- 4) Students should be aware of what it means to know a word and be able to find this information for a particular word.
- 5) Students should be familiar with the generalized linguistic systems that underlie the use of vocabulary.
- 6) Students need to know how to use direct, decontextualized learning techniques most effectively.
- 7) Vocabulary learning should work through four sequences of meaning-focused input, meaning-focused output, language-focused learning, and fluency development
- 8) The ultimate goal is for learners to be aware of and enthusiastic about progress in vocabulary teaching.

Teaching vocabulary in middle school is different than teaching vocabulary to young learners such as kindergarten and elementary school. Junior high school is different from kindergarten and elementary school. Middle school learners are called adolescent learners rather than young learners. Teachers need to know the characteristics of young learners.

Harmer (2007:83) stated that teenagers are often seen as problem students. Teenagers are the most interesting students because they have a higher capacity for abstract thinking and are passionately committed to what they do after joining. Most teenagers understand the need to learn, and with the right goals in place, they can be responsible enough to do what is asked. After all, adolescence is associated with a marked search for identity and a need for self-esteem; Teens need to feel good about themselves and valued. Teen learners also often have a strong need for peer approval.

To successfully teach and learn in middle school, teachers need to establish an enjoyable teaching and learning process. Make sure your teaching techniques are age-appropriate and subject-appropriate.

## **2.3 The Concept of Game**

### **2.3.1 Definition of Game**

Liunokas (2021:523) stated that a game is any form of playful competition whose outcome is determined by physical skill, strategy, or chance employed singly or in combination. In a game there must be a competition so that players are aroused to continue playing, the competition can be a win and losses. Players must be able to find a strategy or way to solve the problem so that they can win the game.

Harmer (1991) says that games are very motivating because they are entertaining, engaging and challenging at the same time. The activities in the game get all students moving, activate mental capacity and promote neural networks; thus motivating learners in learning and retention. At this time, shy students can also participate in fun activities, forgetting about shyness and fear. Slattery and Jane (2001) explain that games helps learners create a context in which language is useful and meaningful. Games can make students more focused on learning because they don't feel pressured to study.

In short, it's good to use games to create a comfortable teaching-learning process. Students can participate and be challenged to use English. If students like to play games, learning English will also be more fun.

### **2.3.2 Impact of Game**

Fansury & Januarty (2017:26) stated that games can help students develop their vocabulary skills. Games are applied very effectively to avoid fatigue and

boredom of students when participating in the learning process. The teacher explained why games have a positive and effective effect on foreign language learning. They are:

- 1) Games engage students in the learning process and, of course, motivate them.
  - 2) Games that encourage creative and natural use of language.
  - 3) The game introduces a change in traditional and formal learning situations
  - 4) Games create a fun, relaxed and relaxing atmosphere in a language course.
  - 5) The game promotes and trains the four basic language skills unconsciously.
  - 6) Games help teachers create contexts in which language is meaningful and useful.
- The game reduces and eliminates students' anxiety about speaking in front of others
- 7) Student-centered game in which the teacher acts as a facilitator.
  - 8) Games can promote cooperation among students.
  - 9) The game can connect with many kinds of intelligence. One of the games classified as language and communication games is a race game.

## **2.4 Board Race Game**

### **2.4.1 Definition of Board Race Game**

A board race game is one of many games that can be used in teaching-learning activities. Especially, to improve the memory of students' vocabulary that has been taught before. The type of game is more repeating the vocabulary. This game also can be done early before the material is started, so students are actively involved in the class. This game is suitable for testing what students know about their learning. This statement is supported by Pratiwi & Nur (2019:79), board race game is a fun

game that is classified under the language board game category. The game is used for revising vocabulary, whether it is words from the lesson you have been taught

or words from the lesson you taught in the last meeting. Board race games can be modified to review any vocabulary or any structure.

Board race games are something unique when the teacher includes them in their educational teaching aids. Applying educational board race games is belief can improve students' curiosity and creativity. In addition, board race game is the best solution for teacher problem and it is very interesting games for learning while enjoying some competition. This is supported by (Kusumawati, 2017:115) it can be taught to practice the students' English, especially vocabulary while enjoying some competitions.

#### **2.4.2 The Advantages and Disadvantages of Board Race Game**

Carly (2010:123) stated that the advantages and disadvantages of learning English by using board games are as follows:

- 1) The attitude of self-confidence
- 2) Responsibility and cooperation in improving student vocabulary in learning English.
- 3) As well as being able to turn on the atmosphere of learning to be more fun, attractive, and not boring.
- 4) So the learning objectives are achieved.

Board race games have disadvantages in teaching vocabulary, such as:

- 3) Will take a little more time
- 4) It can't be used in a large class
- 5) Make the classroom a little noisy because the interaction will be made by guessing the word

- 6) Every model of learning has its disadvantages and advantages, there is no learning model which only has advantages, as much as possible a teacher must be professional to carry out teaching-learning process. In addition, the teachers should maximize the use of the model of learning that the teacher chose to teach, to minimize the disadvantages of it happening.

### **2.4.3 Procedure of Board Race Game in the Classroom**

According to Pratiwi & Nur (2019:81), there are some steps in board race game, as follows:

- 1) The teacher reminds the students about the material that has been learned and explains to the students about the purpose as well as the rules of the game.
- 2) Divide the class into two teams and draw lines on the white/blackboard to be the boundary for each group and then write the name of the group.
- 3) Pick a couple of volunteers from the class to “race” against each other to demonstrate as an example.
- 4) After the demonstration, put the class into three teams and begin the board race competition. Every student should have a chance to race a student from the other team. And also, to make sure to match students according to their abilities.
- 5) In this game there are two sessions, the first is students compete for as much as possible writing down related vocabulary according to the topic specified and compete for two winners, then the second session the students write down the words read by the teacher. Each session time is 10 minutes
- 6) Each team wins 1 point for each correct answer. Any unreadable or misspelled words are not counted.



- 7) Lastly, after all teams finish competing, the teacher gives a score and gives prizes to the winning team for any difficulties that they have during the activity.

## **2.5 Previous Study**

The findings of earlier studies that can be used as a guide for this research topic will be explained in this section. It is expected that the research will be able to explain and provide references for the authors in finishing this research because it has been chosen by the issues in the study. The previous studies are described in the paragraphs that follow:

The first research has done by Tati Lumappa (2021:1-61) entitled "*Improving Students' Vocabulary Mastery By Using Board Race Game at The Seventh Grade of SMP Nusa Prima Lamasi*". This research is aimed to determine whether or not the use of board race game improve students' vocabulary mastery. This research was conducted in one class and applied a pre-experimental design that was one group pre-test and post-test. The researcher found that Board Race Games can be used in teaching Vocabulary. The researcher suggests that English teachers can use this game as a medium because it can provide contribution to the learning process by making students remember a lot of vocabulary that has been taught before. The findings of this research used as a reference in discussing the problem that occurs to students in learning vocabulary.

The second research has done by Maisaroh Afidah (2020:1-39) entitled "*The Use of Board Race Game To Improve Students' Speaking Ability at SMA Negeri 9 Makassar*". This study aimed at finding out the improvement of students speaking ability in terms of accuracy by using a board race game for the eleventh grade students of SMA Negeri 9 Makassar. This study was conducted by using a pre-

experimental design and conducted pre-test, treatment, and post-test. The result of this research showed that the used board race game had improved students' speaking ability in terms of accuracy. The findings of this research used by the researcher as a reference in discussing to analyze the data.

The third research has done by Muh. Ikhwan (2019: 1-54) entitled "*Teaching Three Basic Tenses By Using Board Race Game at The Tenth Grade of Senior High School PMDS Putri Palopo*". This study attempts to find out the using a board race game in teaching three basic tenses is an effective way at the tenth grade of Senior High School PMDS Putri Palopo. This study used descriptive quantitative research. The researcher found that board race games can improve the students' three basic tenses because students have a significant increase in scores in every meeting. The findings of this research used by the researcher as a reference in discussing the meaning and types of vocabulary.

The fourth research has done by Awali Zaenal (2020:1-33) entitled "*The Effectiveness of Board Race Method To Improve Students' Vocabulary Mastery*". A thesis of English Education Faculty of Teacher Training and The Education Muhammadiyah University of Makassar. This study aimed to find out whether the Board Race Method is effective in improving students' vocabulary mastery at VIII A class of SMP Jaya Negara, in terms of nouns and verbs. This study was a pre-experimental design that used pre-test and post-test. This researcher found that there was the improvement in students' vocabulary mastery in terms of nouns and verbs because there is an increase from before and after applied board race method in the classroom. The researcher suggests the English teacher that the teacher can use a board race games in teaching English because the game has an interesting process.

It also improved the student's vocabulary. The findings of this research used by the researcher as a reference in discussing the procedure of board race games in the classroom.

## 2.6 Conceptual Framework

Vocabulary is a useful lesson that students need. The teachers should create an interesting technique to teach vocabulary to students, so it does not make them feel bored in the classroom. So they can be easier to understand and remember all the words that they have learned and increase their vocabulary. Through board race game, students will be interested and enthusiastic to participate in the game, because they will try to remember their vocabulary because the game is a competition between teams that make them try to win.

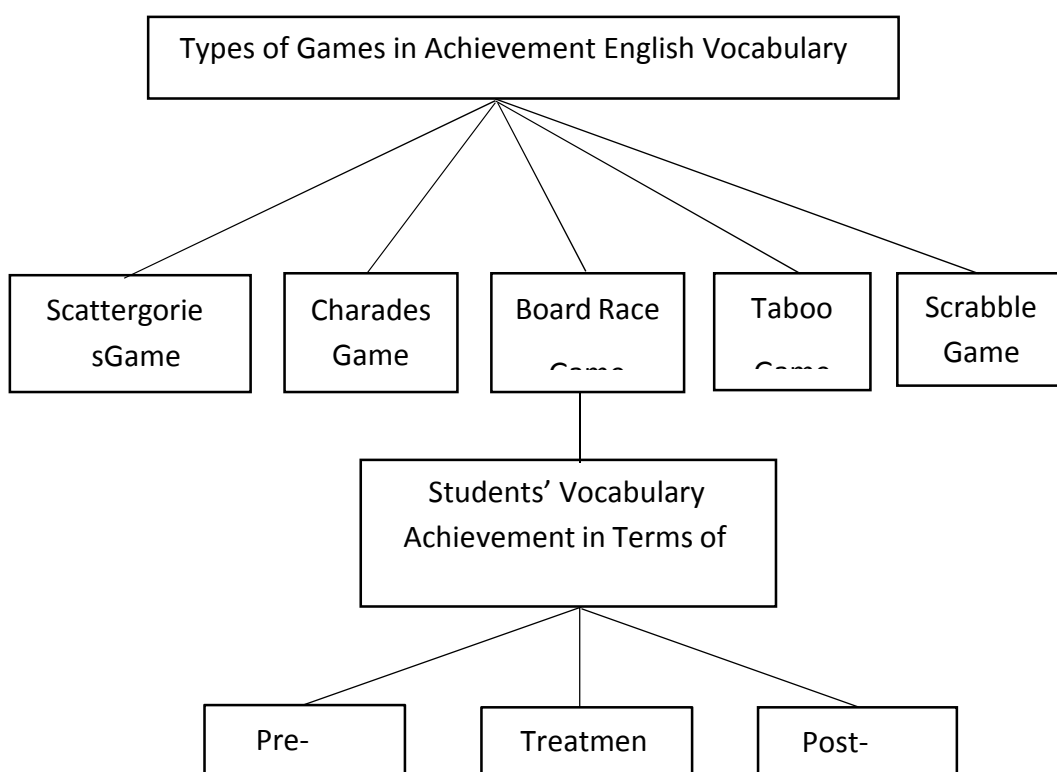


Figure 2.1 The Conceptual Framework of applying board race game to students' vocabulary achievement

## CHAPTER III

### RESEARCH METHODOLOGY

In this chapter, the researcher is going to explain some points related to the research methodology. It covers the research design, population and sample, instrument of collecting data, the technique of collecting data, procedure of collecting data, and the technique of analyzing data.

#### 3.1 Research Design

This research was conducted by using experimental quantitative design. Arikunto (2006:3) stated that an experimental researchers evoke the onset of an event or situation, and then examined how the consequences. Experiments are always done with the intent to see the consequences of a deed. The design will be applied in order to investigate the effect of board race game on students' vocabulary achievement.

In this research, the researcher take two groups as experimental and control groups. The researcher was used the same materials but with a different treatment for experimental and control groups. Experimental group is the group which received the treatment by using board race game, while control group is a group that the teaching-learning process use conventional technique in teaching vocabulary. Clearly, the research design figure as the following:

**Table 3.1**  
**The Research Design**

Group	Pre-Test	Treatment	Post-Test
Experimental Group	X <sub>1</sub>	Board Race Game	X <sub>2</sub>
Control Group	Y <sub>1</sub>		Y <sub>2</sub>

### **3.2 Population and Sample**

Sugiyono (2021:117) stated “population is the generalization of the area including object and subject that have certain quality and characteristics that is decided by the researcher. The population is not only human but the object or otherthings also can be said as population”. So, the population in this study were use allseventh-grade students of SMP Swasta Bersama Berastagi, Jl. Jamin Ginting Simpang Ujung Aji Berastagi, which consisted of 40 students from only one class. Sugiyono (2014:81) stated that a sample is a portion of the amount and the characteristics possessed by the population. The sample of this study was use allseventh grade-students of SMP Swasta Bersama Berastagi, which consisted of 40 students and devided into two class consisted of 20 students each group. The population and sample are the same because it only has one class. So, the total sampling in this study consisted of 40 students.

### **3.3 The Instrument of Collecting Data**

Instruments in quantitative research can be in the form of tests, interviews, observations, and questionnaires. The instrument for collecting data in this research was used vocabulary test. The test is pre-test before the treatment and post-test afterthe treatment. The test is multiple-choice questions consisted of 50 items. There are 25 questions about verb and 25 questions about adjective. Each correct answer is score of 2 and each incorrect answer is score of 0. The highest score is 100.

### **3.4 The Procedure of The Study**

In conducting the test, the experimental group was given a pre-test before the treatment, and post-test was given after the treatment.

#### **3.4.1 Pre-Test**

The researcher gave the pre-test to the students. The pre-test is in oral test form. The test consisted of 50 multiple-choice questions. There are 25 questions about verb and 25 questions about adjective. The pre-test was given before the treatment.

### **3.4.2 Treatment**

The treatment was given to experimental group by using board race game.

Some of the steps of treatment as follow:

- 1) The teacher greeted the students to opened the class.
- 2) The teacher explained the material about descriptive text which relate to the game that was given.
- 3) The teacher explained the steps and rules of the game.
- 4) The teacher divided the students into two teams
- 5) The teacher drew two part in the white/black board to be the boundary for each group and then wrote the name of the group.
- 6) The teacher explained the students that in their teams they must take it in turns to run up to the board and write a word that is relate to the topic
- 7) The application of the board race game is the teacher reads the word and students wrote the word with the meaning one by one in 10 minutes.
- 8) After that, the teacher counted the words and the team with the correct words is the winner.
- 9) The teacher asked the students to pronounce each word that written on board.
- 10) Lastly, the teacher gave prizes to the winning team and asked the students to share their opinion after played the game.

The following table showed the steps of doing the treatment for both experimental and control groups.

**Table 3.2**  
**The Steps of Treatment**

Steps	Experimental Group	Control Group
Opening	<ol style="list-style-type: none"> <li>1. Teacher greeted students.</li> <li>2. Teacher chose one person to led prayer in front of class.</li> <li>3. Before start the lesson, teacher motivated students and checked the attendance list.</li> <li>4. Teacher told the learning objective to the students that they have to achieve.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher greeted students.</li> <li>2. Teacher chose one person to led prayer in front of class.</li> <li>3. Before start the lesson, teacher motivated students and checked the attendance list.</li> <li>4. Teacher told the learning objective to the students that they have to achieve.</li> </ol>
Core	<ol style="list-style-type: none"> <li>1. Teacher led to the material and explain to the students.</li> <li>2. Teacher guided the students to asking about the material.</li> <li>3. Teacher read the text and asked the students to repeated after her.</li> <li>4. Teacher asked the students to translate the text by themselves.</li> <li>5. Teacher asked the students to read, understand, and memorize the words that have been learned.</li> <li>6. The students devided into two teams.</li> <li>7. Teacher explained the steps and rules of the game.</li> <li>8. All students compete in the game with a predetermined time limit and the teacher guides the game process.</li> <li>9. Teacher made the correction about the students mistake.</li> <li>10. Teacher gave prizes to the winning team and asked the students to share their opinion after played the game.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher introduced and explained the material of the lesson.</li> <li>2. Teacher read the text and asked the students to repeated after her.</li> <li>3. Teacher asked the students to found the hard words.</li> <li>4. Teacher and students translate the words together.</li> <li>5. Teacher guided the students to asking about the material.</li> <li>6. Teacher gave another example of the material.</li> <li>7. Teacher gave tasks to students.</li> <li>8. Teacher made the correction about the students mistake and answer it together.</li> </ol>

	11. The teacher asked the students to pronounced each word that written on board together.	
Closing	<ol style="list-style-type: none"> <li>1. Teacher guided the students made conclusion about the material that have learnt.</li> <li>2. Teacher chose one person to led the prayer in front of class.</li> <li>3. Teacher close the class.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher guided the students made conclusion about the material that have learnt.</li> <li>2. Teacher chose one person to led the prayer in front of class.</li> <li>3. Teacher close the class.</li> </ol>

### 3.4.3 Post-Test

After the treatment was given to the students, the researcher collect the data base on the post-test to know the affect of board race game in English teaching and students' vocabulary achievement. The form of post-test is oral test consisted of 50 mutiple-choice questions. There are 25 questions about verb and 25 questionsabout adjective.

### 3.5 Scoring of The Test

To find out the achievement of students' vocabulary, the researcher calculated the score using this formula.

$$S = \frac{R}{N} \times 100$$

Where:

S : score

R : correct answer

N : total of test



Classifying the students score into the following criteria

**Table 3.3 Criteria of Assessment**

Criteria of Assessment	Score
Excellent	90-100
Very Good	80-90
Good	70-80
Fairly Good	60-70
Fairly	50-60
Poor	40-50
Very poor	0-40

### 3.6 Validity and Reliability Testings

The validity and reliability showed how well a test is. These two factors should be fulfilled by a test before it is used to derive valid data in research. The establishment and procedure of all aspect is discussed in following parts:

#### 3.6.1 Validity

Sugiyono (2018:193) stated a valid instrument means that the measurement used to get the data is valid. Valid means that the instrument can be used to measure what should be measured. An instrument valid has high validity. Instead, instrument which is less valid means it has low validity.

In this research, the researcher was tested construct validity. The test was to correlated the scores of instrument items to know the validity. The formula as follows:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{(N \sum X^2 - (\sum X)^2) (N \sum Y^2 - (\sum Y)^2)}}$$

Where:

R : Coefficient correlation between x and y

$\sum xy$  : The total scores of multiplication x with y

$\sum x$  : The total scores of x

$\sum y$  : The total scores of y  
 $\sum x^2$  : The total of the squares of x

$\sum y^2$  : The total of the squares of

N : The total of students

### 3.6.2 Reliability

According to Sugiyono (2021: 363) reliability is the consistency and stability of the data. The reliability test use to measure the reliability of a research instrument. Instrument can called reliable when it can generate the same data or the result if it is use several times to measure the same object. A test must be consistent in this measurements in order to reliable. A test is reliable is it give the same or similar result under the same conditions. To calculated the reliability in the test, the researcher was used KR21 Formula as follow:

$$(KR_{21}) r = \frac{K}{(K-1)} \left( 1 - \frac{M(K-M)}{KS^2} \right)$$

Where:

r : reliability of the test

K : number of items

M : mean

$S^2$  : variance total

The categories of reliability as follow:

0.80 – above = very reliable

0.60 – 0.80 = reliable

0.40 – 0.60 = quite reliable

0.20 – 0.40 = less reliable

0.00 – 0.20 = not reliable

### 3.7 The Technique of Analyzing Data

To analyzing the data, the researcher was use some procedure in this study:

1. Collect the data of the students' vocabulary test result.
2. Compare the scores
3. Tabulate the data into the distribution of frequency of score table, looking for the mean, deviation, and variance of experimental and control groups.
4. Calculated the data to test the hypothesis whether there is a significant affect of applying board race game on students' vocabulary achievement. Calculated the datausing the t-test formula.

The criteria for the hypothesis testing as follow:

- 1) The test value is smaller than t-table value, the null hypothesis is accepted, while the alternative hypothesis is rejected.
- 2) If the t-test value is equal to higher than t-table value, the null hypothesis is rejected while the alternative is accepted.

$$t = \frac{Mx - My}{\sqrt{\left(\frac{dx^2 + dy^2}{Nx + Ny - 2}\right) \left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

Where:

t = t-test

Mx = mean score of experimental group

My = mean score of control group

dx = the deviation square of experimenta group

dy = the deviation square of control group

$N_x$  = the sample of experimental group

$N_y$  = the sample of control group