

THE USE OF BOARD RACE GAMES TOWARD THE IMPROVEMENT OF STUDENTS VOCABULARY'S MEMORIZATION AT THE FIRST YEAR STUDENTS OF ENGLISH EDUCATION DEPARTMENT AT UIN ALAUDDIN MAKASSAR

Femy Rahmadani¹, Abidin Pammu², Nasmilah³

femyimaa@gmail.com¹, abidinpammu60@gmail.com², imla63@yahoo.com.au³

Cultural Sciences Faculty, Hasanuddin University^{1,2,3}

Abstract

This study focuses on board race games in which students of the English Education Department in the first years at UIN Alauddin Makassar can improve vocabulary memories. This study is planned in the first year of students from the UIN Department of English Education to discover the efficiency of the use of Board Race Games to develop their vocabulary. The study used a quasi-experimental method of two before and after the test classes. In this analysis there were 2 variables; they are independent (Using Board Race Games) and contingent (Memorization of Vocabulary). This research instrument is a test aimed at evaluating the students' success in vocabulary memory. The research is performed both before and after testing. In the post-test, the analysis of the mean score between the test class and the control class has ensured whether the technique is successful. The average test score for the control class was 81.8 and 72.7. This indicates that the difference between the experimental score and the control class of the student was 9.1. The description of the difference between two classes revealed greater improvements in the experimental class than in the control class. The study has shown that the t-test (2.54) is higher than the t-table value (2.042). The H_1 was approved on the basis of the result. This indicates that the use of board racing games has been successful in improving student memorization

Keywords: Students Vocabulary, Memorization, Board Race Games.

INTRODUCTION

Vocabulary is one of the basic language elements. The basic language element that must be learned before mastering English skills is vocabulary. 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 is typically learned by memorizing vocabulary and exercise routines. Effectively and successfully improving English education is not an easy task for the teacher, so the English teacher must be able to coordinate teaching and learning events. In fact, memorizing vocabulary is boring for some students while studying English, but difficult for them.

Lauria de Gentile and Leiguarda de Orue (2012) stated that teaching young people in a stress-reducing environment has some special issues to consider, such as their desire to play and social connections, the need for relaxation, the need for physical exercise and their needs. reading. One way to meet the needs of learners is to use games as learning tools. Games are activities with rules, objectives and fun. Games are useful for showing vocabulary to students. Vocabulary teaching through games will make it easy for students to remember the words they find, and will be very interesting in learning.

Before the researcher explains the game, it is important to understand what memory is. This is not a word that is rarely heard. Sometimes people do this, but don't know what it is. In the activities of daily life, people cannot be separated from the

process of recitation or recitation. Especially in learning, it seems that you cannot learn without memory. Once memory is very important in the learning process, so if students want to learn successfully, they should remember it

Based on Harmer (1991), memory is a way of remembering certain things in memory. To store it in memory for future recall, such as experiences, names, appointments, addresses, phone numbers, lists, stories, poems, pictures, maps, diagrams, facts, music or other visual, auditory or tactical information Psychological process. Recitation is also related to multiple activities, especially during the learning process. In the memory process, we must ensure that students can accept the course well. Most importantly, they feel happy in the learning process, so students can get the information we tell them, and then students can process the lessons we give them.

So, games are an attractive way to make the students understand our material. Ersoz (2000) claimed in the learning process, games are the thing that motivates students to appreciate and games are attractive and interesting and make it easier for learners to grasp the content we want to teach them.

Lee (1965) pointed out that games help to ease the process of teaching activities. This means that games can bring teachers and students closer. Through the use of games, teachers can create useful and meaningful environments. Games can also help students express their reading, speaking and writing skills.

Nguyen (2011) games have advantages and effectiveness in learning vocabulary in various ways. First of all, games bring relaxation and fun to students. Second, games usually involve friendly completion and keep learners interested.

Related to the explanations above, the researcher decided to carry out research entitled "*The use of Board Race Games toward the Improvement of Students*

Vocabulary's Memorization at the first-year students of English Education Department UIN Alauddin Makassar". To examine whether Board Race Games contains a skill that can make the students improve their ability to master one of the English skills. Board Race is used by the teacher as a simple way to make students more understand. By this way or method, the researcher expects the students can make any changes that can make the students more clearly understand it.

LITERATURE REVIEW

Concept of Vocabulary

Definition of vocabulary

The language of Fowler (1971) comes from Latin medieval. The wording is in English translated. It refers to a list arranged in alphabet order and generally used in a particular book, branch of science or by a particular author. The word means the sense. Vocabulary is the fundamental necessity influencing the success of English learning. No dialogue, you can read and write without vocabulary.

The vocabulary of Hornby (1989) is:

- a) All the words understood or used by the student.
- b) In a certain language, all words.
- c) The words all speakers use.
- d) A list of meaningful terms, especially in foreign language learning books

Vocabulary is typically the key factor of English language teaching based on Cahyono et al. (2011). Vocabulary is a big part of the language, including students with vocabulary who still fail and are unable to master English.

Vocabulary type

The vocabulary is divided into five sections, as Tensim researched in Kashim K (2001). They are: They are:

- a) Active vocabulary, which is the number of words a person uses, not his/her number.

- b) Reduce the active vocabulary, words and languages required to use and master a given language.
- c) The number of words that children understand, not the number of words used, are passive vocabulary.
- d) Age raises the vocabulary. Development speeds depend on the environment of information and language and individual differences are identified. Children only entering school may have four to seven thousand morphemes.
- e) Assessment of vocabulary. Psychological assessments are often needed to detect someone's vocabulary comprehension.

Definition of Games

Some points support the effectiveness of learning students, such as students condition, the teacher applying an interesting method, the teacher using an interested and challenging media, etc. Games in the learning process could be a helpful way to make the learning activity is fun. For instance, children who have just learned addition and excavation, start to play with number differently from their first time to complete this operation, while laughing and cheerful after working on it.

Through children's play activities learn to develop emotional abilities and social, so that the right emotions and behaviors are expected to emerge following the context faced and accepted by social forms (Mashar 2011).

Sigmund Freud (1961), based on psychoanalytic philosophy, games have functions to convey impulsive desires as a means of minimizing childhood extreme anxiety. Jerome Burner notes that the role of playing is to improve versatility and imagination. The students are focused on the method of games during the games.

Definition of Board Race Games

A board game is a table game that, according to a set of rules, includes counters or chess pieces that are moved or placed on a pre-marked surface or "board". Some games are based on pure strategy, but many

games contain chance elements. Some are just opportunities, without ability elements. Games usually have goals that players should achieve. Early board games represented a battle between two armies. Whether it's on counters, winning positions or accumulating points, most modern board games still focus on defeating enemies.

Provide many types of board games. They can range from having no inherent theme (such as chess figures) to having specific themes and plots (such as Cluedo). They are depictions of real life scenes. The rules range from very basic rules (such as tic-tac-toe) to detailed descriptions of the game world (such as Dungeons and Dragons), but the latter are mainly role-playing games, and the game board is second to the game to help imagine the game scene.

The time required to learn to play or master the game varies from game to game, but it is usually not related to the complexity of the rules. Games such as chess or Go have a relatively basic rule set, but have a large strategic range.

METHODOLOGY

The study had a quasi-experimental design (Ashad et al., 2019; Junaidi et al., 2020). A non-equivalent control group design is used in this experiment. The study is not representative of the population because the sample was not chosen randomly (Latief, 2013; Teng, 2020). In this study, one group of participants is taken as the experimental subjects, and the other group as the control group (Hasyim, 2020; Nurhayati et al., 2020; Patmawati et al., 2020). In the experimental class, during post-tests and predictions, board games were conducted, while the control group was only included in post-tests and predictions.

FINDINGS

The class examines the correlation of students' pre-test and post-test scores.

The results of this study are measured by the percentage of word memory, average score, standard deviation, and scores obtained through the significance test of freshmen in the English education department of UIN Alauddin Makassar.

Table 1
Pre-Test Distribution of Experimental Class
Score frequency and percentage score

No	Classification	Score	Frequency	Percentage
1	Excellent	91-100	-	-
2	Good	76-90	5	25%
3	Fair	61-75	9	45%
4	Poor	51-60	4	20%
5	Very Poor	Less than 50	2	10%
Total			20	100%

Table 1 Show the scores of the experimental class of 20 students in the pre-test. It can be seen from the table that even if the prediction is made in the experimental class, the students have obtained non-optimal results in the prediction. Five (25%) students can get a good score (76-90), and in the pre-test of the experimental class, the highest score a student can get is a fair classification. Nine students (45%) can earn points between 61-75. At the poorer level, 4 students (20%) only earn points between 51-60. Unfortunately, the table shows that some students have poor grades and scores below 50. This is the non-optimal score of the experimental class in the prediction

Table 2
The Distribution of Frequency and
Percentage Score of Experimental Class Score in
Post-Test

N	Classification	Score	Frequenc	Percentag
1	Excellent	91-100	5	25%
2	Good	76-90	9	45%
3	Fair	61-75	4	20%
4	Poor	51-60	2	10%
5	Very Poor	Less than 50	-	-
Total			20	100%

Table 2 the figure above shows the scores of 20 students in the experimental class in the post-test. As can be seen from the above table, there are 5 (25%) students who have achieved excellent results, while others' results may vary from good to poor. But none of the students had poor grades.

Based on table 1 and 2, It can be concluded that the percentages of the pre-test and post-test of the experimental class are not similar, because some students get excellent results in the test, but no students get the same results as predicted

The Classification of Students Pre-Test and Post-Test Score in Controlled Class

The finding of the research dialed with the rate percentage of the students scores obtained through test, mean score, standard deviation, and test of significance.

Table 3
The Distribution of Frequency and
Percentage Score of Controlled Class Score in
Pre-Pest

No	Classification	Score	Frequency	Percentage
1	Excellent	91-100	-	-
2	Good	76-90	3	15%
3	Fair	61-75	5	25%
4	Poor	51-60	9	45%
5	Very Poor	Less than 50	3	15%
Total			20	100%

Table 3 above shows the rate percentage score of the control class from 20 students in the pre-test. From the table above can be seen which the point that students get are unsatisfied. Most of the students obtained poor scores (45%) and no one got an excellent score.

Only 3 students (15%) can achieve a good classification of 76-90 points. In the fair classification, 5 students (25%) scored between 61-75; in the very poor classification, 3 students (15%) scored unsatisfactorily (below 50 points).

Table 4
The Distribution of Frequency and Percentage Score of Controlled Class Score in Post-Test

No	Classification	Score	Frequency	Percentage
1	Excellent	91-100	1	5%
2	Good	76-90	8	40%
3	Fair	61-75	6	30%
4	Poor	51-60	5	25%
5	Very Poor	Less than 50	-	-
Total			20	100%

The control class rate percentage score of 20 students in the post-test is shown in Table 4. Just 1 student (5 percent) was able to receive an exceptional score and most students got a decent score (40 percent).

Six students (30 percent) at the equal level or between 61-75 could reach the point and there are 5 (25 percent) students who could only reach the point between 51-60 and there is no very bad classification for students. It is suggested that the Board Race Games used in this experiment were successful at improving the memorization of student vocabulary.

Based on the above findings, it can be inferred that the post-test rate percentage was higher than the pre-test rate. While they have been enhanced. This can be seen in Table 4.3 and in Table 4.4.

The Mean Score and Standard Derivation of Experimental Class and Controlled Class.

After calculating the result of the students score, the mean score and the standard deviation of both classes can be presented in the following table.

Table 5
The Mean Score and Standard Deviation Experimental Class and Controlled Class

Class	Pre-Test		Post-Test	
	Mean Score	Standard Deviation	Mean Score	Standard Deviation
Experimental	66.3	11.11	81.8	11.96
Controlled	61.8	10.37	72.7	10.61

The above table shows that the average score of the experimental class in

the pre-test is (66.3), the standard deviation of the experimental class is (11.11), the average score of the control group in the pre-test is (61.8), and the deviation of the standard control classification is (10.37). After the test, the average score of the experimental class was (81.8), the standard deviation of the experimental class was (11.96), and the average score of the control group after the test was (72.7), and the standard deviation was (10.61).

From these two tests, it can be concluded that the average score obtained by the experimental class after the test is higher than that of the control group. By using the t test, we can know the significant score between the experimental class and the control group. The results of the t test can be seen in Table 6, as shown in the following table:

Table 6
Distribution of the Value of T-test and T-table

Variable	t-test value	t-table value
Post-test	2.54	2.042

The table above indicates that the t table is lower than the value of the t measure. The results of the test show that the t-test and the t-table vary substantially ($2.54 > 2.042$) and the researchers concluded that the t-test value is higher than the t-table. The statistical analysis of the t-test findings indicates that there is a substantial difference between the control group and the experimental group. The t-test value (2.54) is greater than the t-table value (2.045), the significance amount is 0.05, and this argument is proven by the degrees of freedom $(N1 + N2) - 2 = (20 + 20) - 2 = 38$.

Effectiveness of Test

To find out more about whether or not Board Race Games is effective, the researcher conducted a test of effectiveness as follow:

$$R(\theta_2, \theta_1) = \frac{Var \theta_1}{Var \theta_2}$$

$$R(\theta_2, \theta_1) = \frac{143,0416}{112,5721}$$

$$R(\theta_2, \theta_1) = 1,2706$$

If $R > 1$, relatively θ_2 is more efficient than θ_1 , whereas if $R < 1$, relatively θ_1 was more efficient than θ_2 . The value of R is 1,27 ($R > 1$) so that it can be said θ_2 (general method) is more efficient than θ_1 (Board Race Games).

DISCUSSIONS

According to the research of Saefuddin (2012), using media games as a teaching method, especially in learning English, can enhance students' activities and enthusiasm for learning English. Most of them were excellent and very good scores. It means that Using Board Race Games was certainly useful to improve the students vocabulary's memorization.

Wafaa (2017) pointed out in the paper that using teaching media such as Spelling Bee Games can attract students to learn vocabulary.

Those previous research proved that using media or using games in delivering the material for the learning and teaching process, was effective and get the teacher some ease. It is also an impact on the students, where the students got new experiences in their learning activity.

The use of the games successfully made the students feel enjoy and relax to get the material that the researcher give. It is also a good way to build a good relationship between the students and the researcher, where the researcher got positive feedback from the students by doing this research. By the good interaction of the researcher and the students, it showed up in a friendly class and that makes the students are interested to engage their selves into the games that the researcher conduct. Using games is an attractive way of teaching, especially in teaching a foreign language which the students think difficult to understand and to memorize. It is more difficult when the material of the foreign language is not addressed in a good way.

Therefore, the results of this study show that after using board game technology in the experimental class, students score much higher. According to

Syam (2015), board games are a tool for students to discuss simple materials (such as vocabulary). A board game is a game that requires two people or a group to compete with each other to complete the board challenge.

There are too many games that are very useful and suitable for teachers to convey materials. Using discussion material games in the teaching process may be a good way to increase students' demand for teachers. However, it is also important for students to relax and enjoy the process of learning and teaching. In this way, teachers can achieve good goals for students and achieve cooperation and exchanges between teachers and students. Therefore, it is very important for students to think that learning English is not so difficult and have a lot of fun in the process of learning and teaching. Many students think English is a difficult subject because too many students do not understand English. Then the game started to promote the solution of substantive problems and proved that English is not difficult at all.

The analysis of the average score gap between the experimental class and the control team will make the technique successful, according to this report. The experimental group had an average score of 81.8 and the control group of 72.7. This means that the difference between the test class scores and the control group is 9,1. Explaining the difference between the two classes, the experimental class advanced more than the governing class.

If the t-test is higher than the t-table, other hypotheses in this study can be accepted. If the t test is less than the t table, it means that the alternative hypothesis will be rejected. The result of data analysis is that the t-test (2.54) is higher than the t-table value (2.042). According to the result, H1 was accepted. In other words, using board games can effectively improve students' vocabulary memory ability.

In short, the use of board competition games in experimental classes has proven

that board competition games can help increase students' vocabulary memory. You can see major improvements from before the test to after the test. Research related to this research proves this, where games are an effective teaching method.

In conclusion, the researchers assert that the use of board games to improve the vocabulary memory of first-year students of UIN Alauddin Makassar in the English Education Department is effective.

CONCLUSION

The student concludes that teaching vocabulary through race games is a successful way of enhancing the memorisation of vocabulary of students in the English Education Department at INEVAM based on data analyses and study results as well as the previous chapter discussion. The disparity between pre- and post-test students was shown to be significant. In addition, the value of t-test was higher than the value of t-table. It seems that after therapy with Board Race Games, there was an increase in vocabulary memorisation.

The substantial increase in the fluidity and precision of students from the pre-test to the post-test is evident. This means the hypothesis of research (H1) has been accepted. The statistical analysis indicates that the t-test (2.54) was higher than the value of the t-table (2.042).

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