THE EFFECTIVENESS OF BOARD GAMES
AS LEARNING MEDIA
ON STUDENTS' VOCABULARY MASTERY
AT 8th GRADE OF MTs RAUDLOTUT THOLIBIN
PURWANEGARA, BANJARNEGARA

AN UNDERGRADUATE THESIS

Submitted to the faculty of Tarbiya and Teacher Training of

State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto

as a Partial Fulfillment of Requirements for *Sarjana Pendidikan* (S.Pd)

Degree

by

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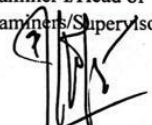www.uinsaizu.ac.id

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MOTTO

"Jangan Takut Nduk, Mama & Bapa Selalu Mendoakan Lina"

DEDICATION

I dedicate this thesis to:

Love of My Life, My Parents

Ahmadi Mokhamad Ardiansyah & Rukoyah

My Beloved Brother

Mohammad Faqih Abdul Rosyid

And Myself

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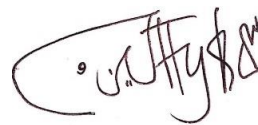
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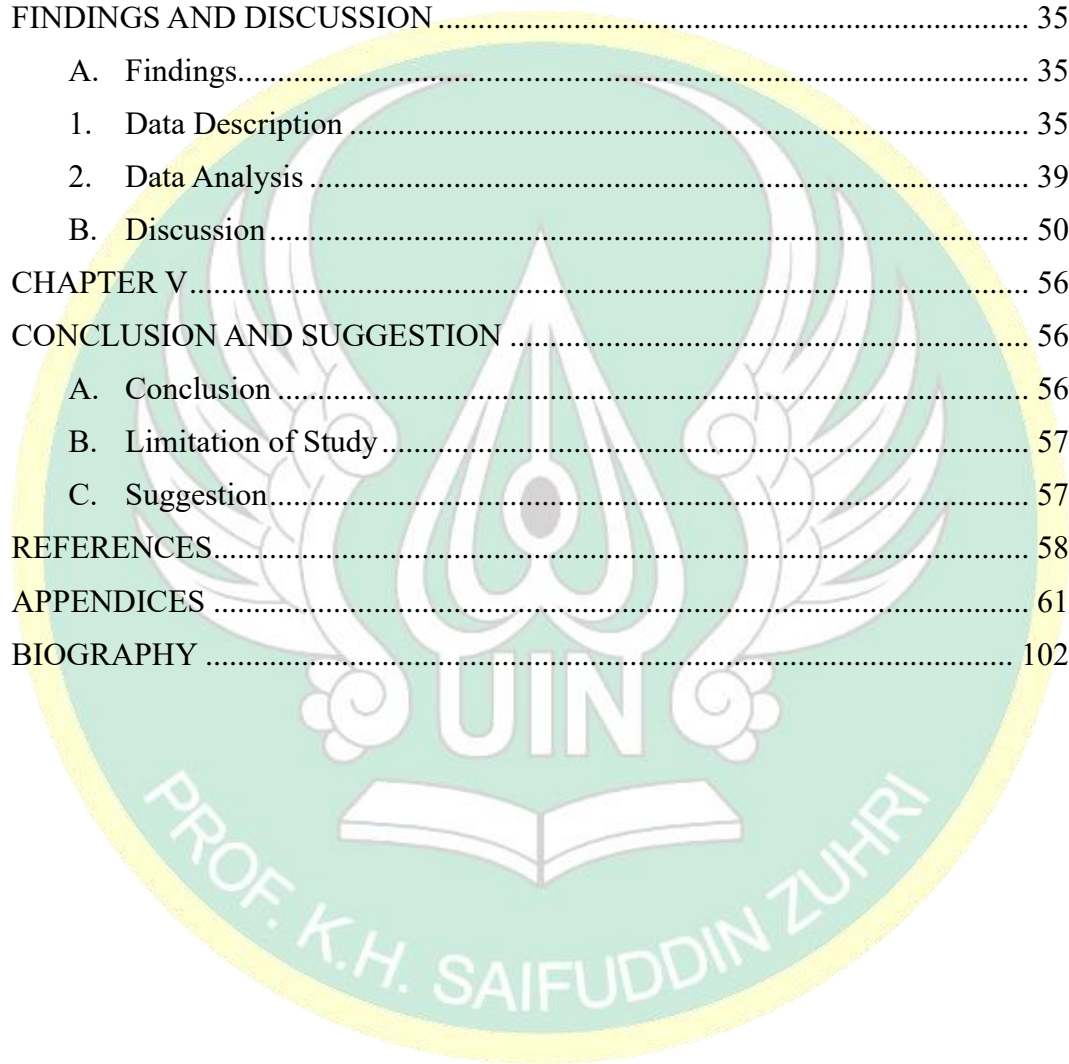Purwokerto, December 17th 2024

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ABSTRACT

This study was aims at examing the effectiveness of board games as learning media on students' vocabulary mastery at 8th of MTs Raudlotut Tholibin Purwanegara, Banjarnegara. The background of this study were the teaching method that teachers used was still using conventional technique, students were bored easily, and it needed challenging teaching technique that more enjoyable and fun for students. The study's population consisted of 8 grade students from MTs Raudlotut Tholibin Purwanegara. This study's samples included class 8 A as the experimental class and class 8 B as the control class. Random sampling approach was used to choose the samples. To collect the data, use pre-test and post-test using multiple choices, simple essays, and matching words. An independent sample t-test was used to assess the data. The hypothesis testing results revealed that there was any affect between experimental class and control class. This is indicated by the result of independent sample t-test that the sig. (2-tailed) value in the Equal Variances Assumed column is $0.000 < 0.05$. It can be said that Ha is confirmed and H_0 is rejected using the Independent Sample T-test decision explanation. It can be concluded that there is an effect of board games on student vocabulary. The use of board games as learning media will certainly improve students' ability in vocabulary mastery.

Key words: *Board Games, Vocabulary Mastery, Teaching English*

CHAPTER I

INTRODUCTION

This chapter explains the background of the study, clarification of key terms, research questions, aims and significances of the study, and organization of the paper.

A. Background of Study

Language is an important tool for self-expression and communication. One of the most important key elements in mastering English is strong vocabulary. In an ever-evolving era, having strong vocabulary in a language is invaluable. Especially in English language learning, a good understanding and mastery of vocabulary is the main foundation in developing fluent speaking, writing, listening and reading skills. To support these skills, students must master component skills such as vocabulary, grammar and pronunciation. Tarigan (1984) says that language skills mostly rely on the mastery of vocabulary.

However, many students are still afraid to learn vocabulary in English. They feel that English words are difficult. According to Delfina & Mega (2022), external and internal factors can cause students' learning difficulties. One of the internal factors is that they only learn in class but have not been able to remember what they have learned and then in this learning it gets less attention in class. Vocabulary learning tends to be monotonous and difficult to follow (Sondakh, 2022).

The same thing also happened at Mts Raudlotut Tholibin Purwanegara. Based on the interview with one of the English teachers at Mts Raudlotut Tholibin Purwanegara. Students have problems related to the process of English learning activities. One of the problems is the limited use of learning media so that learning activities become monotonous. Teachers also teach English using a language dominated by Indonesian so that students are less familiar with English vocabulary. Therefore, students are not eager to learn English vocabulary. They are not interested and not enthusiastic about memorizing vocabulary when learning English. One of the challenges in learning English vocabulary is the

learning method used by the teacher. This greatly affects the learning process and the way students master vocabulary. Thus, teachers should ensure that the words are explained well before students use them. Finally, the teacher should emphasize the relationship and make sure students are familiar with the words both orally and visually (Brown. H., 2017).

From these problems, researcher interested to find effective ways to use interesting media to enhance students' vocabulary mastery. One solution to some of the above problems is to use interesting learning media. Everything that can channel and distribute messages from the source in a planned manner so as to create a conducive learning environment where the recipient can carry out the learning process appropriately and effectively is considered as learning media (Azar, 2012). Learning media is used to facilitate teachers in teaching, besides the use of interesting learning media will certainly make students more interested and enthusiastic in participating in learning. When learning media is used appropriately in the learning process, it becomes an effective and efficient tool in achieving learning objectives.

In line with Donmus (2010) says that the percentage of academic games has increased in language education because games help create entertaining language education. When games and education are put together, it can be educational and create an interesting educational environment for students. In addition, students also gain a positive attitude and are more motivated in learning English vocabulary. Games can be motivating because they usually involve competition and make the learning atmosphere interesting so that students have the opportunity to collaborate. Games can improve students' communication skills and provide opportunities to enrich the target language (Azar, 2012). There are many types of vocabulary games that can be used in vocabulary learning, one of which is board games. Board game is a game that involves moving pieces on a board (Saputri, 2017).

According to Rini and Rizqy (2019) board games can be used as a diversion for students' activities in using gadgets that cause students to not focus on learning so that it is difficult to remember the material taught by the teacher and usually have a decreased enthusiasm for learning. Using board games media is expected to help enrich students' English vocabulary without having to rely on the use of dictionaries and translations.

There are several previous studies Ni Made Ratminingsih have found that board games have a positive impact on students' English learning (Ratminingsih, 2018). Rini & Rizqy (2019) says that board game media successfully made teaching English fun. Amalia (2015) also said that board games can increase students' enthusiasm in learning vocabulary in English. This means that board games are effective in English language learning and can improve learning outcomes in students. Research on the effectiveness of learning media such as board games is still relatively limited, particularly in the context of education in Indonesia. Most previous studies have focused on the development of speaking skills, social skills, or student motivation, while the effect of board games on vocabulary mastery has rarely been a primary focus. Furthermore, quantitative experimental research on vocabulary learning at the junior high school level has not yet been conducted in Islamic-based schools such as MTS Raudlotut Tholibin Purwanegara, Banjarnegara. This study aims to fill this gap by integrating the effect of board games as an learning media on students' vocabulary mastery, particularly in the 8th of MTs Raudlotut Tholibin Purwanegara, Banjarnegara.

Based on the description above, the researcher is interested in analyzing whether the board game media has an effect on students' English vocabulary. In addition, this research will be useful to provide recommendations for vocabulary learning media. Therefore, the researcher intends to conduct a study entitled "The Effectiveness of Board Games on Students' Vocabulary Mastery at 8th Grade of Mts Raudlotut Tholibin Purwanegara, Banjarnegara".

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B. Clarification of Key Terms

The definition of key terms is necessary to get clear information and provide a guideline for the research. There are key terms related to this research that is used as a guide for conducting this research. All of those are:

1. Vocabulary Mastery

Vocabulary refers to the collection of words known and used by an individual or group, serving as a foundation for effective communication. It encompasses all the words within a language, including their meanings, forms, and usage. Vocabulary plays a crucial role in language acquisition and proficiency, as it enables individuals to express thoughts, comprehend messages, and engage in meaningful interactions. According to (Hatch & Brown (1995), a well-developed vocabulary is essential for mastering both receptive (listening and reading) and productive (speaking and writing) language skills, thereby supporting the overall learning process. (Cameron, 2001) Students need to master component skills like grammar, pronunciation, and vocabulary in order to support these skill. According to Tarigan (1984), vocabulary mastery is the primary foundation for language proficiency.

Mastery is defined as the comprehensive understanding and control over a particular subject or skill, reflecting a high level of competence. It indicates an individual's ability to apply their knowledge effectively and flexibly in diverse contexts. In line with Schmitt & McCarthy (1997) emphasize that mastery requires not only theoretical understanding but also the practical ability to adapt and utilize knowledge to solve problems or achieve goals. Achieving mastery involves continuous learning, practice, and refinement, demonstrating expertise and confidence in applying skills in real-world situations.

Vocabulary mastery refers to the ability to understand, use, and manipulate a wide range of vocabulary effectively across all language skills,

including speaking, writing, listening, and reading. It signifies a deep understanding of word meanings, contexts, and usage, which are crucial for successful communication and comprehension. As noted by Schmitt & McCarthy 1997), vocabulary mastery is a key component of language proficiency, as it empowers individuals to articulate ideas clearly, interpret messages accurately, and engage in complex language tasks. Without adequate vocabulary mastery, learners may struggle to achieve fluency and express themselves confidently in a language (Cameron, 2001). According to Sari & Candrika (2012) to one study, students can become fluent speakers if they learn every word in a language. This is required in order for them to comprehend all of the data that is contained in the language that is defined by words.

2. Board Game

   Board game media is a type of game in which the game tools or pieces are placed, moved, or moved on a surface that has been marked or divided according to a set of rules. According to Tarigan (1984), board games represent an innovative form of educational media that combines elements of play and is often conducted in groups. Board games are not only a source of entertainment but also serve as engaging educational tools, enabling social interaction and learning through gameplay. Additionally, Bell (1993) emphasizes that board games provide a fun medium for education, encouraging active participation and cooperative learning. Furthermore, as noted by Lewis (1999), board games can deliver persuasive information and create a more captivating learning atmosphere, making them an effective tool for enhancing students' interest and motivation in educational settings. Board games are one of the games that can be used as a medium for learning English.

   In this study, researcher used one of the board games as a medium to improve students' vocabulary. The researcher uses the snakes and ladders

game. Sari & Candrika Citra (2012) stated, "The snakes and ladders game is one example of a board game that is popular among the public." In addition, almost all learners know how to play this game because the procedure is easy to understand. Indirectly, students can learn about ups and downs in life through this game.

Sari & Candrika Citra (2012) mentioned, "The ladder symbolizes an upward life and joy, while the snake symbolizes a downward life or difficulty." Thus, students not only learn English vocabulary but also learn about fair play, patience, and how to take turns in this game.

The researcher used pictures as a combination medium to help students in the guess the picture game. Harmer (1985) mentions that pictures can be used in a variety of ways, such as practice, communication, comprehension, ornamentation, prediction, and discussion." Maulidianto (2012) said that the purpose of this game is to guess the answers to the questions on the board. Thus, the researcher uses pictures to help students to guess and predict what the clues in the game indicate. The researcher explained the procedure for using the board game in learning activities. First, the researcher prepares the media to play the game: game board, cards (picture cards and word cards), dice, and markers. Second, students will be divided into groups. Each group consists of three players and one leader to lead their members. Then, the researcher provides media for each group.

After that, the researcher explained the rules or instructions for using the board game. Each group played the game by rolling the dice. For example, if a player moves five steps, that means he gets a word card and picture number five. The word card contains a question that must be guessed. The picture is used to help students guess and predict the word. If the player cannot answer the question, it means they can move on to the next step, but the player does not get a score.

C. Research Questions

The research question of this study is, "Is there any effect of Board Game on students' vocabulary mastery 8th grade of MTs Raudlotut Tholibin Purwanegara, Banjarnegara?"

D. Objectives of the Research

The objective of the research is to find out the effect of using board games media on learning English vocabulary of grade 8 students of MTS Raudlotut Tholibin Purwanegara, Banjarnegara.

E. The Significances of The Research

1. Theoretical Significance

   a. The researcher expects that the result of this study is useful for teaching English, especially for the English teacher, the students and further researchers.

   b. This research is expected to contribute in enhancing students' vocabulary master by using interesting learning media.

2. Practical Significance

   a. For the Teachers

   This research will provide information to teachers regarding board game learning media that can be applied or used in the learning process. In addition, this research can also improve the quality of teachers' English teaching, especially when interesting media is used in the process of increasing English vocabulary.

   b. For the Other Researchers

   This study can be used as one of the many studies on English learning media that can be used for enhancing students' English vocabulary. In addition, this study can also serve as basic information for further research for other researchers who are interested in vocabulary teaching.

F. Structure of the Research

To conduct systematic research, the research structure must be classified. This research is organized into five chapters, which explained the following:

Chapter I provides an introduction. It consists of background of study, clarification of key terms, research questions, objectives of the research, significances of the research, reviews of relevant studies, and structure of the research.

Chapter II explains the literature review, which is concluded the theoretical framework of vocabulary mastery using board games media which divided into some sub sections, previous study, conceptual framework and hypothesis.

Chapter III contains the research method, which deals with the research design, time and place of the research, population and sample, instruments for obtaining data, techniques of collecting data, and techniques of analyzing data.

Chapter IV presents the findings and discussion of the research which include the effect of board games media on vocabulary mastery at MTs Raudlotut Tholibin Purwanegara.

Chapter V presents conclusion and suggestion of the research. In this chapter, the researcher concludes and gives some suggestions related to the research

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher presents theoretical framework, previous studies, and hypothesis of this research.

A. **Theoretical Framework**

The theoretical framework in this chapter are vocabulary, teaching vocabulary, teaching media, and Board game media. The vocabulary mastery consists of definition of vocabulary, aspect of vocabulary, the purpose of vocabulary, and types of vocabulary. Then, teaching vocabulary describes about approaches to teaching vocabulary, classroom technique for teaching vocabulary, and methods for teaching vocabulary. Besides that, teaching media consists of definition of teaching meadia and fuction of teaching media. In addition, Board games media describes about definition of Board game, how to use Board game, strenght of Board game, and weaknesses of Board game.

1. **Vocabulary Mastery**
   a. Definition of Vocabulary

   Vocabulary is the element of language that links the four skills of listening, speaking, reading and writing. It is inseparable from language learning. Vocabulary plays an important role in understanding a language. The first thing a person thinks of vocabulary is a bunch of words in a particular language. In a particular language. However, there are many definitions of vocabulary taken from several experts, taken from several experts. According to Celcie Murcia (2001), vocabulary is the the center of language acquisition, whether first, second, or foreign language. Meanwhile, Hatch (1995) define vocabulary as a list or set of words that can be used in a language. Language or a list of a set of words that can be used by a speaker.

   In addition, Hornby (1995) also defines vocabulary as a list of words complete with their meanings. This means that vocabulary is the core of

a language. Based on these definitions, it can be concluded that vocabulary is the vocabulary of a language complete with its meaning used by individuals or groups of people, both orally and in writing. In addition, the term "mastery" means having expertise and in-depth knowledge of an activity or subject. So, vocabulary mastery is a comprehensive knowledge to recognize, understand, and produce stock words and their meanings.

b. Aspect of Vocabulary

Students must acquire multiple vocabulary-related skills in order to master vocabulary. Ur, P (1996) asserts that the things that pupils ought to learn are:

1) Pronunciation and spelling

Students need to be able to identify words by both their sound and appearance.

2) Grammar

In order to construct effective sentences, students should also understand word organization.
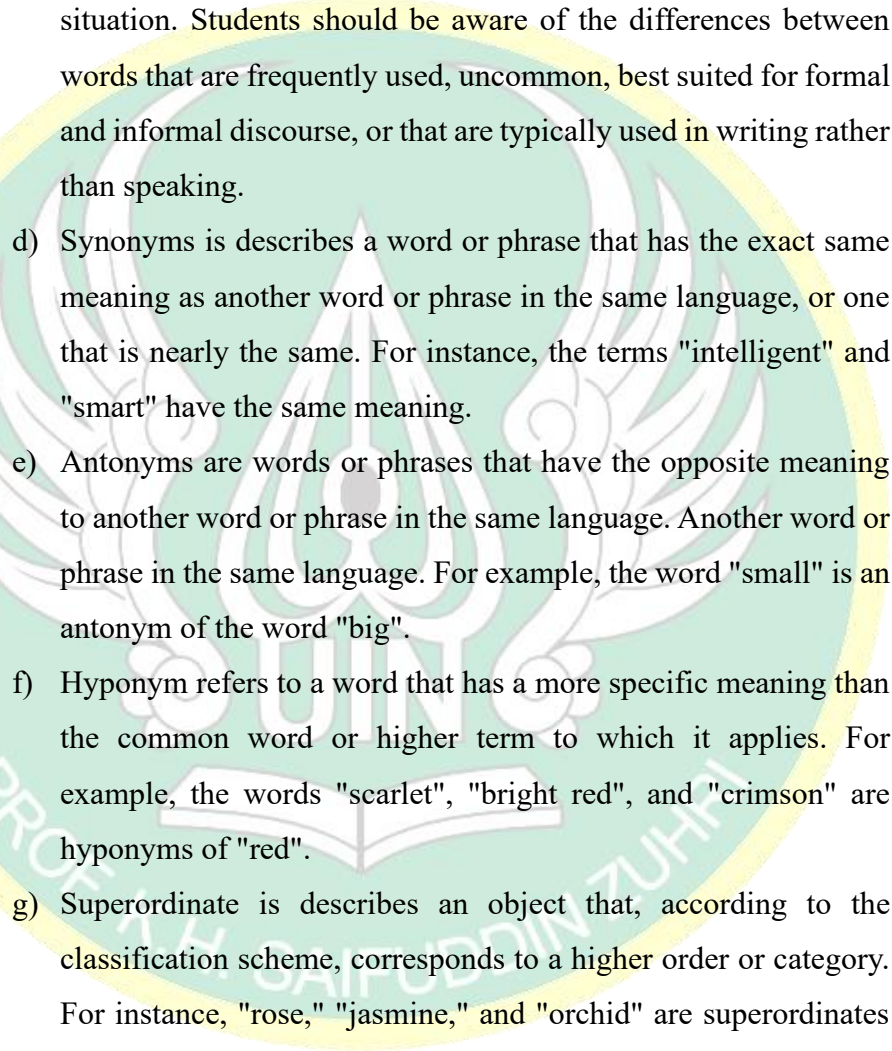
3) Collocations

Words or phrases that appear to have very similar meanings are frequently identified by the various ways in which they collocate with other words. Another factor that influences whether an item sounds "right" or "wrong" is its unique collocations. For example, students may say "spend money" instead of "use money," or "spend time" instead of "use time."

4) Meaning

Ur, P (1996) says that meaning aspect consists of:

a) Denotation is the application of a word's dictionary definition or its literal meaning. As an illustration, the word "cat" refers to "a type of animal".

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b) Connotation refers to a word's implied meaning in addition to its explicit definition. For instance, "home" connotes "a nation," "a warm place," "comfort," and "love."

c) Appropriateness is using something regardless of whether it fits the context is what this term refers to. Is it appropriate for the situation. Students should be aware of the differences between words that are frequently used, uncommon, best suited for formal and informal discourse, or that are typically used in writing rather than speaking.

d) Synonyms is describes a word or phrase that has the exact same meaning as another word or phrase in the same language, or one that is nearly the same. For instance, the terms "intelligent" and "smart" have the same meaning.

e) Antonyms are words or phrases that have the opposite meaning to another word or phrase in the same language. Another word or phrase in the same language. For example, the word "small" is an antonym of the word "big".

f) Hyponym refers to a word that has a more specific meaning than the common word or higher term to which it applies. For example, the words "scarlet", "bright red", and "crimson" are hyponyms of "red".

g) Superordinate is describes an object that, according to the classification scheme, corresponds to a higher order or category. For instance, "rose," "jasmine," and "orchid" are superordinates of the word "flower."

h) Translation is used to describe a term or expression that has the same meaning in the target language as it does in the learner's native tongue. In the target language, that has the same meaning.

For instance, the Indonesian word "Study" means "Learning" in the same way.

c. The Purpose of Vocabulary Mastery

The purpose of mastering English vocabulary for learners is to facilitate the learning of English. Learning a language means learning vocabulary. Learners cannot learn a language without vocabulary. This is impossible because vocabulary is all the words used in a language. However, vocabulary mastery also depends on the quality of the individual in using the language being learned. Vocabulary is very important in language learning because it is the basic element of a language. For language learners, vocabulary is often used when they learn listening, speaking, reading and writing in the classroom. As we know, vocabulary is all the words in a language accompanied by an explanation of their meaning. Denning, *et al* (2007) discuss that learners who have a lot of vocabulary will be easier to communicate with others, so that the learners have the same meaning of words about what is said by the speaker. Furthermore, Jeremy (2001) points out that vocabulary is one of the things that must be mastered by someone to understand the meaning of words, even for competent speakers. In addition, Nation (1990) explains that vocabulary is one of the important elements in language that can be very useful for learners to know the synonyms of a word.

Finally, it can be concluded that vocabulary is the heart of a language that has many words and their similarities. This means that if learners learn or master it, then learners can distinguish the meaning of each word. Nation (1990) also states that vocabulary can be acquired by students if they do the right exercises based on the teacher's support or classroom lectures. This means they have a relationship to enrich the learners' vocabulary. They sometimes do their best approach to vocabulary to

realize the learning goal. They should not ignore the way one method is applied. This is understandable because a systematic and principled approach to vocabulary sometimes does not match students' understanding. However, all these efforts can provide support for them to choose other methods that suit them. Learners need to find other approaches so that they can master vocabulary well. Vocabulary mastery is very important for learners as the basis for developing language skills. Learners will not understand what a word means when they communicate with each other, read and write without a good command of English vocabulary. Students are expected to master as much vocabulary as possible. So that they can develop their language skills.

d. Types of Vocabulary

Hatch and Brown (1995) categorize vocabulary into two types. They are active and passive vocabulary:

1) Active vocabulary

Active vocabulary, also known as productive vocabulary, refers to words that students can understand, pronounce correctly, and use consistently in speaking and writing. To improve one's speaking and writing skills, students must be familiar with collocations, idioms, and the connotative meaning of the word.

2) Passive vocabulary

Passive vocabulary refers to words that students recognize and understand when they occur in context but cannot create appropriately. It is sometimes referred to as receptive vocabulary.

Furthermore, according to Nation, I.S.P. (1990), there are two types of vocabulary: receptive and productive. The receptive type involves learning to recognize words when they are heard or seen. On the other hand, the productive type is proficient in word pronunciation, writing, spelling, and proper grammar usage. This is

consistent with the notion of active and passive vocabularies (Aebersold & Jo 1997). Active vocabulary, also known as productive vocabulary, is defined as words that students can use appropriately in speaking or writing. Also known as receptive vocabulary, passive vocabulary is the category of language that can be identified and comprehended when reading or listening.

However, since vocabulary is the foundation of communication and a fundamental part of any language, learning the four fundamental skills also includes learning vocabulary. Consistent with Burton (1992) assertion that individuals employ two categories of vocabulary during communication: general vocabulary and specialized vocabulary. Words that are used generally are referred to as general vocabulary; their meaning and application are universal, and neither the field nor its users are restricted. Vocabulary used in particular fields, professions, occupations, or sciences is referred to as specialized vocabulary. Vocabulary is therefore one of the language's key components that is essential for understanding meaning and facilitating communication.

e. The Level of Vocabulary Mastery

In vocabulary learning, there is a metric for mastery. According to Brown (2017), there are eight degrees of vocabulary mastery, which include knowing the meaning of the term, knowing the written form, knowing the spoken form, grammatical behavior, collocations, knowing the register, word association, and word frequency. Because there are so many things to learn, the levels of vocabulary mastery can be achieved gradually.

As a result, it is feasible to achieve the purpose of teaching English without understanding the fundamental component, namely vocabulary. Thus, the researcher divides vocabulary mastery into three stages, which

are employed to teach vocabulary through board game media. This design aimed to achieve the goal of teaching English. It comprises understanding the meaning ftom the term. At the first level, students can mention something in English. At the second level, students can understanding English in format. The last level is when pupils can make sound and enunciate in English. It is because the three levels are fundamental to delivering vocabulary.

2. **Teaching Vocabulary Mastery**

There are several definitions of teaching. Hornby (1995) says that teaching is the process of imparting knowledge to someone that will cause him or her to know or be able to do something. In addition, Newton (1992) also says that teaching is a skill that demands abilities gained from relevant theory and practice to expertly assist students in learning so that they are able to acquire linguistic and communicative competence in the target language.

a. Technique for Teaching Vocabulary

Harmer (2001) provides a comprehensive discussion of certain vocabulary teaching techniques, which are summarized as follows:

1) Demonstration.

The teacher shows the language that he or she wants the students to learn by putting it into practice.

2) Explanation.

The teacher explains language creation with diagrams, textbooks, boards, or OHPs.

3) Discovery.

Students might be motivated to understand new language forms by discovering them in a test or by analyzing grammatical evidence to determine a grammar rule.

4) Question

The teacher can check the questions to verify if the students understand the meaning and application of the text or paragraph.

5) Presentation.

The teacher shows the students things rather than words, such as pictures and videos, and also presents the words through mime, and gesture.

b. Methods for teaching vocabulary

A method is a way to teach something to students. Methodology determines the success or failure of the teaching and learning process. According to Harmer (1985) teachers can introduce vocabulary using seven methods: realia, visuals, pantomime, motions and gestures, contrast, explanation, and translation, and enumeration.

1) Realia

In English learning, realia are any actual objects used in the classroom to bring the lesson to life. In this tip, we'll look at different realia-based tasks and why they're important to include in the classroom. The fundamental advantage of using real artifacts in the classroom is that it increases students' memory of the subject material. As a simple example, if you are teaching fruit and vegetable vocabulary, Students benefit greatly from being able to touch, smell, and see the objects while learning a new term. This will appeal to a wider range of learning styles than a typical flashcard image of a fruit or vegetable.

For youngest students, classroom management can be more difficult with real objects as the excitement level tends to increase.

2) Image

Pictures can help convey the meaning of vocabulary items. The teacher may draw pencils, rulers, and balls on the board, or he

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or she could paste photos of vehicles, bicycles, and trains from magazines onto cardboard. The teacher may provide an image of three persons in a room to explain the meaning of the line, 'There are three people in the room'. Collin (1984) states that, "Interesting visuals have a significant visual appeal and provide numerous useful dental benefits. Overall, pupils' discourse will be far more spontaneous and lively than when oral communication relies on written words." Images include drawings on whiteboards, wall murals and charts, publications, photographs, flashcards, and other non-visual representations. During the teaching and learning process, a teacher will draw on the chalkboard or bring visuals into the classroom to illustrate vocabulary definitions.

3) Pantomime, Action and Movement

A mime is a performer who communicates solely via movements and facial expressions, or who copies (a person or way) for satirical purposes. An action is anything that is done (rather than something uttered). Pantomime, in particular, may be more effective at depicting actions. Thus, ideas like running and smoking can be simply explained if the teacher pretends to run or light an imitation cigarette. Gestures are defined as the use of motions (particularly hands) to convey recognized or pre-arranged cues, as well as the demonstration, expression, or direction of movement.

4) Contrast

Contrast is the process of differentiating by contrasting differences, a mental split or distinction; there is a fine line between sane and insanity, or the perceptual effect of juxtaposing very different colours. Visual elements (such as realia, pictures, and pantomime) may not always be sufficient to convey message. So,

contrast can be used since the meaning of "full" is better understood in the context of "empty", and "big" in the context of "small".

5) Enumeration

Enumeration is the act of counting; reciting numbers in ascending order; counting for several hours; making numbered lists or determining one by one; listing the numerous difficulties encountered; a doctor reciting a list of possible drug adverse effects. The term 'clothes' is difficult to depict visually. However, if the teacher swiftly names (or mentions) a number of clothing items, the connotation will be evident.

3. Teaching Media

The Classification of Teaching Media is as follows:

a. Definition of Teaching Media

A teacher requires tools to deliver information and help students understand it. Teaching media are the tools that are used. To stimulate students' thoughts, feelings, concerns, and interests and make sure the learning process runs smoothly, teaching media is anything that can be used as a conduit to carry signals from sender to recipient (Ramli, 2012). According to Hasan (2021), In order to encourage students to follow the learning process in its totality and in a meaningful way, learning media is anything that acts as a liaison or middleman between the information provider the teacher and the information recipient the students. There are five parts to learning media: providing a medium for messages or information in the learning process, serving as a learning resource, motivating students to learn, being an efficient tool for achieving comprehensive and significant learning objectives; and serving as a tool for skill acquisition and improvement.

b. Function of Teaching Media

According to Ramli (2012), instructional media serve the following purposes:

1) Assisting teacher. Teaching media can assist teachers in teaching in the following ways:
   a) Enhance the effectiveness of learning messages
   b) Assist teachers in developing students' analytical skills.
   c) Facilitating creative education program development
   d) Integrating relevant science materials, and
   e) Encouraging consistent communication of learning messages.

2) Helping Students. In addition to supporting educators, instructional media also helps students with the following learning tasks:
   a) Enhance understanding of learning content
   b) Speed up learners' comprehension of offered material.
   c) Engage studets' thinking.
   d) Enhance cognitive, emotional, and psychomotor abilities to effectively convey learning messages.
   e) Learning media can enhance students' memory due to their high stimulus power.
   f) Ensuring learners fully comprehend the material delivered.
   g) Clarifying direct life experiences.
   h) Enhance learners cognitive abilities to comprehend learning content.

3) Improving the Learning Process. Teachers utilize teaching media to facilitate learning activities, as indicated below:
   a) Enhance learning outcomes.
   b) Teachers can maximize learning outcomes by using various media in each meeting.

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4. Board Game
   a. Definition of Board Games media

   According to Lewis G (1999), a board game is any game that primarily involves moving markers along a path. A frequently used component is cards. So, by using a board and cards, the game takes the form of a guessing game. Here, the researcher used an additional component to help students. By using pictures, students will imagine the real situation and have to guess the clues on the cards. Sari & Candrika Citra (2012) says that examples of board games are monopoly, composing words, picture games, chess, and also snakes and ladders games. These games are beneficial for students because they can interact with other players. Brandvick & Mary Lou (2011) state that "group size can also be determined by the material that learners must learn, as well as the time allotted for each group activity".

   b. Various Kinds of Board Games

   Bell R (1993) classify board games into four main groups, namely:

   1) Game positioning

   The primary feature of this game, like as Tic-Tac-Toe (Noughts and Crosses), is that each player must move pieces in a specific direction (vertical, horizontal, or diagonal) into a specific position in order to win.

   2) Mancala Game

   The primary feature of this game is that players insert pieces into the board's holes in either a clockwise or counterclockwise direction. The winner of the game is the one who has the most pieces in the holes. Dakon, or congklak, is one example.

   3) War games

   The main feature of this game is that it is usually a war between enemies, for example chess.

4) Race game

Players move pieces along a pattern on the board, which might be circular, vertical, or horizontal, in order to reach a dead end. This is the primary feature of these games. In most racing games, you roll dice or something similar. The snakes and ladders game is one example.

One of the board games has been used by the researcher in this study as a tool to help students' vocabulary. The snakes and ladders game is used by the researcher.

c. How to Use Board Games

Sari & Candrika Citra (2012) said that snakes and ladders game is one example of a board game that is popular among the community. In this game Sari & Candrika Citra (2012) mention that the ladder represents the ups and joys of life, while the snake represents the downs or difficulties. Thus, in addition to learning English vocabulary, students also learn patience, fair play, and how to take turns in this game.

To aid students in the guessing game, the researcher combined several media, including pictures. Sari & Candrika Citra (2012) say that pictures are one of the media used to communicate certain messages, information and knowledge. Furthermore, (Harmer, 1985) explains that images can be utilized for practice, communication, comprehension, decoration, discussion, and prediction, among other purposes. Maulidianto F (2012) added that guessing the answers to the questions on the board is the goal of board games.

As a result, the researche describes how to use board games in learning activities and uses pictures to assist students in guessing and making predictions about what the clues in a game show. The game board, cards (word and picture cards), dice, and markers are the first items the researcher gets ready for the game. Second, groups of students

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has been formed. Five/six players make up each group, with one player serving as the group leader. The researcher then gives each group access to media. The researcher then went over the guidelines or directions for playing. By rolling the dice, each group participates in the game. As an illustration, if the player takes three steps, the players obtain the word card and picture number three.

d. Design of Board Game

The researcher made the media in the form of a board game by modifying the snakes and ladders game. According to Thornbury (2002), there are some questions in this board game that can make it easier for students to pick up English. As a result, it piques students' interest in the subject matter the teacher is teaching. For every meeting, there are four different kinds of gaming gear. The media utilized in the board game are as follows:

1) Board game

Cardboard is used to make the board game. The board game has a square shape. It measures 1m by 1m. The hues are white and red. The board game has twentyfive tiny circles inside of it. Three categories of vocabulary, nouns, verbs, and adjectives were employed by the researcher. As a result, students' vocabulary varies depending on the meeting.

2) Cards

Cardboard is used to make the cards. The card is square in shape. Every card contains two sides for adjectives, verbs, and nouns. The word that contains the clue that the player must guess is on the first side. The image is on the second side.

The player can guess and predict the clue with the help of the picture. If the player is having trouble guessing the clue, the second side has been displayed to them.

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3) Dice

The dice were intended to be colorful by the researcher. The hard paper used to make the dice. The dice's purpose is to calculate the number of steps the player takes to move the marker on the board. For this game, each group is given one set of dice.

4) Markers

Card of pict shark, crocodile, lion, and eagle were used as markers by the researchers. Each group receives markers. The marker's purpose is to show the player's current location on the board. The dice's indicated number determines how the marker moves. As they proceed to the next level of the board game, players receive hints and pictures.

The player can advance to the next round but not receive a score if they are unable to respond to the question. If the group can respond to as many questions as they can in the allotted time, they can be declared the winners. Each group needs to guess the correct answer until the assignment is completed in order to go on to the next phase.

e. Strength of Board games

Even though games are frequently thought of as enjoyable, their educational value should not be overlooked, particularly when it comes to teaching and learning foreign languages. Games motivate students, reduce stress, and give language learners communication opportunities, which makes them highly effective. A game is defined by Hadfield J (1999) as "an activity with rules, goals, and an element of fun." Games ought to be regarded as an essential component of the language curriculum. This definition gives a strong assessment of the value of games in education. It demonstrates that games can be used as a method

to complete numerous educational tasks in addition to being a "fun activity." Playing games helps students achieve more.

All of the fundamental language skills speaking, listening, reading, and writing can be applied to board games, and many of these skills can be used in a single game. Games have the power to inspire students, promote student participation, and advance student mastery. Playing games can raise student achievement, which can lead to improvements in exam scores, vocabulary growth, communication abilities, and other language proficiency. Because games encourage interaction and incentive, students can learn more rapidly and effectively than they would in other contexts. Since students have an innate desire to succeed, games can motivate and inspire them to engage in activities. Students not only learn but also have fun. They learn a new language. Students begin to realize that they need to speak the language if they want others to understand them.

f. Weakness of Board Game

The first drawback of using games in the classroom is that when students become engaged in the activity, they all start to act out and make noise. They occasionally move and talk excessively. The teacher has less time to explain the subject and introduce new vocabulary when they are playing games, which is the second drawback of using games in the teaching and learning process. As a result, there is no more time for the instructor to go into additional detail and help students master all of the new vocabulary.

B. Previous Study

The topic of this study has been covered in several kinds of journals and previous studies.

The first is a study entitled "Implementation of Board Games and its Effect on English Learning Outcomes" written by Ratminingsih (2018). The purpose of this study is to find whether there is a significant effect of board games utilization on elementary school students. The result of this research is that the use of relevant learning media in this case is board games, has an effect on the English learning outcomes of elementary school students. The equation between this research and the researcher's research is to discuss Board Games to enhancing students' English learning. The difference is that researchers focus on improving students' vocabulary. In addition, the research subjects were 8th grade students at MTs Raudlotut Tholibin Purwanegara, Banjarnegara.

The second research was conducted by Rini Fadhillah Putri & Rizqy Fadhlina Putri (2019) entitled "Learning English Through Board Game/Card Game" from the Proceedings of the National Seminar on Service Results. This research aims to find out and consider Board Games as a medium for learning English at Uli Arga Islamic Private Elementary School located in Patumbak District, Deli Serdang Regency. The result of this study is that teachers can use Board Game media to improve English learning activities because this media makes students become more active and attractive in communicating with their classmates so as to create a lively learning atmosphere. The similarity of this research is that it discusses board games. The difference is the subject and methodology. The subjects of this study were 8th grade students at MTs Raudlotut Tholibin Purwanegara, Banjarnegara. Researchers also used quantitative methods for this study. In addition, this research focuses on enhancing students' vocabulary.

The third, (D. Amalia, 2015) wrote a research entitled "Using Board Game To Improve Vocabulary At Seventh Grade of SMP Wahid Hasyim Malang" from

Brawijaya University in 2015. The purpose of this study was to determine the effect of Board Games in improving students' vocabulary. The findings of this study can be used to improve students' vocabulary by using Board Games. This study has some similarities with previous studies in terms of discussing Board Game media. However, the difference between this research and the research that the researcher do is the research subject and methodology. The researcher conducted this research at MTs Raudlotut Tholibin Purwanegara, Banjarnegara. In addition, the methodology used by researchers is quantitative quasi-experimental.

It is evident from a few of the aforementioned research that students responded well to the media about board games. Furthermore, board games are seen to be beneficial in English education. However, no one has made MTs Raudlotut Tholibin Purwanegara, Banjarnegara, as a research subject. Therefore, the researcher conducted an experiment at MTs Raudlotut Tholibin Purwanegara and tested whether the Board Games media at the school was effective in enhancing students' vocabulary.

C. Hypothesis

In this study, there are two hypothesis as follows:

1. Null Hypothesis (H_0)

   H_0: $\mu1 = \mu2$ (Students' vocabulary mastery is not significantly impacted by the use of board game media)

2. Alternative Hypothesis (H_a)

   H_0: $\mu1 \neq \mu2$ (Students' vocabulary mastery is significantly impacted by the use of board game media)

CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the research design, research sites and participants, population and sample, research variables and indicators, data collection techniques, and data analysis.

A. Research Design

The type of research used in this study is quasi-experimental research applied to 8th grade students at MTs Raudlotut Tholibin Purwanegara, Banjarnegara. In a quasi-experimental approach, this design involves measuring variables before and after an intervention to evaluate the effects of the treatment provided (Cresswell, 2018). This quasi-experimental research is conducted using a quantitative approach to analyze the effect of board games on vocabulary mastery. According to Sugiono (2010) a kind of investigation known as quantitative research gathers, examines, and presents data in numerical form in an effort to produce precise measurements of anything. To determine whether there is a substantial difference in students' vocabulary knowledge before and after playing board games in their learning process, the quantitative approach was employed a questionnaire technique as a pre-test and post-test.

B. Time and Place of the Research

The study was carried out in MTs Raudlotut Tholibin Purwanegara which is located at Jalan Raya Purwonegoro, Purwonegoro Village, Purwanegara Sub-District, Banjarnegara Regency, Central Java 53472. The research was held on November during the school year of 2024/2025.

C. Population and Sample of the Research

1. Population

   The population of this research is the 8th grade students of MTs Raudlotut Tholibin Purwanegara, Banjarnegara which consists of 3 classes. Then 2 classes were selected as samples, namely the control class and the experimental class, there are 8 A and 8 B

2. Sample

Table 3. 1 Sample of the Research

8 A (Experimental Class)	21
8 B (Control Class)	21

The researcher employed 42 8th grade students as a sample for this study, with 21 students in each class. The experimental class consisted of 8 A students, while the control class consisted of 8 B students. A random sampling technique was used to obtain the sample. The same level or abilities that had by 8th grade students at MTs Raudlotut Tholibin Purwanegara became the decision to used the random sampling technique. By drawing a lottery, the process of using a random sample technique was implemented. Three pieces of paper were created by the researcher and then randomly selected one at a time.

D. Variables and Indicators of the Research

There are 2 variables used in this study:

1. Independent Variable (X)

Board games as independent variable, that affect the dependent variable.

2. Dependent Variable (Y)

Student Vocabulary Mastery as the dependent variable, has been used to determine whether a change occurs following therapy.

E. Data Collection Techniques

1. Pre-Test & Post Test

Pre-test and post-test questionnaires were utilized in this study to assess how well board games teach vocabulary mastery for the 8th Grade Students at MTs Raudlotut Tholibin Purwanegara, Banjarnegara.

The multiplechoice test conduct 10 questions, simple essay conduct 5 question, and match word conduct 10 questions. The pre-test and post-test was made with indicator below:

a. Multiple Choice
1) Identify the correct noun word to complete the sentence based on the context (profession).
2) Identify the right verb to complete the sentence based on the context (daily activities).
3) Identify appropriate noun words to explain the function of a place.
4) Classify noun words in specific location categories based on context (specific location).
5) Classify noun words in the category of locations in the house based on activities.
6) Identify nouns that describe a person's profession based on activity.
7) Classify noun words in the profession category according to the description.
8) Identify nouns that refer to a particular profession.
9) Classify nouns in the category of location in the house according to context.
10) Identify nouns that describe the function of a place.

b. Simple Essay
1) Identify noun words that describe certain professions based on activities.
2) Classify noun words in the category of healthcare-related professions.
3) Identify nouns that refer to transportation professions.

4) Identify noun words that describe professions in the culinary field.

5) Identify appropriate noun words to complete the context of repairing objects.

c. Matching word

1) Identify antonyms of adjectives that describe physical characteristics.

2) Identify antonyms of adjectives that describe environmental conditions.

3) Identify antonyms of adjectives that describe the size of a place.

4) Identify the antonym of an adjective that describes speed.

5) Identifying antonyms of adjectives that describe height.

6) Identify the antonym of an adjective that describes intelligence level.

7) Identifying the antonym of an adjective that describes wealth.

8) Identifying antonyms of adjectives that describe age.

9) Identifying antonyms of adjectives that describe room temperature.

10) Identify antonyms of adjectives that describe emotions.

Pre-test and Post-test to find out the vocabulary mastery of students in class 8 A and 8 B at MTs Raudlotut Tholibin Purwanegara, Banjarnegara before and after using the Board Game. Pre-test for students before using Board Game and Post-test has been given to students after using Board Games. Before the pre-test and post-test questions were distributed to students, the pre-test and post-test questions were validated by expert lecturers. The expert lecturer was

Mrs. Irra Wahidiyati, M.Pd. who has a concern for teaching English vocabulary. In addition, the pre-test and post-test questions were tested on a class that was not an experimental and control class, namely class 8 C. Then the results have been tested using IBM SPSS V 25 to test whether the pre-test and post-test questions are valid and reliable.

2. Treatment

This study was used board games as a treatment for the class. This game aims to determine the variations in students' vocabulary mastery with and without treatment. Class 8 A is the class that receive this treatment.

Table 3. 2 The Date of Treatment in The Experiment Class

Meeting	Date	Material
1	Monday, 11 November 2024	Pre- Test
2	Wednesday, 13 November 2024	Nouns
3	Saturday, 16 November 2024	Verb
4	Monday, 18 November 2024	Adjective
5	Wednesday, 20 November 2024	Adjective
6	Saturday, 23 November 2024	Post-test

The preliminary meeting occurred on Monday, November 11 2024. After presenting a pre-test to the experimental class and the control class, board games were introduced to the experimental class. They were given an explanation regarding the rules and how to use the Board games. In this meeting, Four groups of students were asked to be formed with five or six students in each group. Furthermore, at the second meeting on Wednesday, 13 November 2024, students in the experimental class are given descriptive text material containing nouns and are treated by playing Board game.

The third meeting was held with descriptive text material containing verb and are treated by playing Board game. Then, in the fourth meeting, the students learned descriptive text about adjective and playing Board

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game. Furthermore, Students also studied descriptive texts on adjectives and played a Board game at the fifth meeting. Then, at sixth meeting, Saturday, 23 November 2024 the post-test was administered to both the experimental and control groups. However, in the control group, instruction was conducted using a textbook guide and without any Board games.

*Table 3. 3 **The Date of Treatment in The Control Class***

Meeting	Date	Material
1	Monday, 11 November 2024	Pre- Test
2	Saturday, 16 November 2024	Nouns & Verb
3	Monday, 18 November 2024	Adjective
4	Saturday, 23 November 2024	Post-test

The researcher and the school's English teacher conducted the lessons in the control class. During the preliminary meeting, The researcher presented the study and gave the students a pre-test as well. Based on the textbook, the students studied descriptive texts on nouns and verbs in the second meeting. Students studied descriptive text about adjectives in the third meeting. The post-test was completed by the students during the fourth meeting.

The teaching schedules in the experimental and control classes were different due to the learning methods used in each class. The experimental class used board games as the media, which required additional time for learning preparation, implementation and evaluation. Meanwhile, the control class followed a conventional method that was simpler and more structured so it did not require special schedule adjustments. In addition, at the time of the research 8 B or the control class was in a special program at school based on what the English teacher said. However, despite the difference in schedule, the content of the material delivered was relatively the same, only different in learning media. This arrangement ensured that

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each class could run according to the research needs without disrupting the regular learning process at school.

F. Data Analysis

The effects of board game media on students' vocabulary knowledge were evaluated using the findings of the pre-test and post-test. This study was supported using IBM SPSS V 25 for Windows, which aids in data analysis techniques. When conducting tests, the researcher was aided by someone who was proficient in the use of IBM SPSS to confirm that the results produced by the researcher matched those obtained by that person.

1. Normality Test

   One method for determining whether or not the data is normally distributed is the normality test. In this study, the Shapiro Wilk approach is used for the normality test. The Shapiro Wilk test is typically employed with small samples of fewer than 50 data points. If the Sig. value is greater than 0.05, the Shapiro-Wilk test suggests that the data is consistently distributed.

2. Reliability Test

   According to Sugiono (2010), A reliability test assesses how closely measurements of the same object provide consistent outcomes. The tool's ability to identify phenomena that respondents encountered even when it was given at a certain time is investigated.

3. Homogenity Test

   A statistical test procedure called the homogeneity test is used to show that two or more sample data from the same population have the same variance and similarity Sugiono (2010). IBM SPSS V 25 was used to calculate the homogeneity test in this study.

4. Independent Sample T-Test

The independent T test is used to test the comparative hypothesis of two related/dependent samples. This is useful to determine if there is a significant difference between the two groups.

The hypothesis for the t-test is:
- Ho: Group A average = Group B average
- Ha: Group A average ≠ Group B average

The decision is made based on the significance value (p-value):
- If p-value < 0.05, then H_0 is rejected (there is a significant difference).
- If p-value > 0.05, then H_0 is accepted (there is no significant difference).

CHAPTER IV

FINDINGS AND DISCUSSION

Discussions and findings are covered in this chapt8er. Inference statistics and a description of the data are included in the findings section. In the following part, the results are then discussed.

A. Findings

Findings include information regarding the research's outcomes, specifically the data description and inferential statistics. Based on the findings of research conducted in MTs Raudlotut Tholibin Purwanegara, the data results are presented. The two variables in this study are vocabulary mastery as the dependent variable and board games as the independent variable. The pre-test and post-test provided the data below, which the experimental group's students from 8 A and the control group's students from 8 B filled out.

1. Data Description

Research was conducted at MTs Raudlotut Tholibin Purwanegara, where data was gathered from students in eight grades Random sampling was used to choose the sample, comprising 21 students from class 8 A, which served as the experimental class, and 21 students from class 8 B, which served as the control class. A pre-test and a post-test were used to collect data. The pre-test was distributed to 42. 21 students in 8 B as the control group, and 21 students in 8 A as the experimental group.

Following the pre-test, the experimental class received treatment via a board game, whereas the control group received no treatment. Following that, the experimental class, 8 A, and the control class, 8 B, were given the post-test to determine the effect of student's of vocabulary knowledge following treatment.

The data bellow is the result of pre test and post test in the experimental class and control class. The score was conducted by the English teacher.

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a. **The experimental class's pre-test and post-test scores**

Table 4. 1 The Pre-test and Post-Test Result in Experimental Class

No.	Students	Score		Gained Score
		Pre-test	Post-Test	
1.	Anindya Tirta Ayu	76	96	20
2.	Arka Nararya	44	80	36
3.	Bagas Zaen Muamar	56	80	24
4.	Dwi Ikmarina Avrilia	24	64	40
5.	Haikal Nasrulloh	44	76	32
6.	Iftikhatul Mukaromah	52	96	44
7.	Isna Nur Rahmawati	32	76	40
8.	Jessika Qotrunnada	44	88	44
9.	Laela Ngatifatul M	64	84	20
10.	Lutfil Hakim	44	72	28
11.	Muhammad Rifai	52	84	32
12.	Muhammad Affandi K	68	92	24
13.	Muhammad Havaz Q. A	64	92	28
14.	Muhammad Khanif Arrobi	76	100	24
15.	Nadira Intan Nur Cahyani	44	88	44
16.	Nazwa Alliya Khoerunnisa	60	96	36
17.	Nia Selli Ananta	36	68	32
18.	Pradhita Dwi Munif M	48	84	40
19.	Rasya Zaidan Mutawalli	68	88	20
20.	Sakinah Alya Mukhbita	48	80	32
21.	Vania Setianingrum	64	92	28
SUM		1108	1776	668
MEAN		52.761	84,571	31,809
MAXIMUM SCORE		76	100	
MINIMUM SCORE		24	68	

According to the table, 21 students in the experimental class had an average pre-test score of 52.7, with the highest score being 76 and the lowest being 24. A score of 68 was the lowest and 100 was the highest on the post-test, which had an average of 84.5. After students received treatment utilizing board games as learning media to teach vocabulary, it may be inferred that their scores improved, as evidenced by a gain of 31.8.

Additionally, the following attachment contains the students in the control class's pre- and post-test results:

b. The control class's pre-test and post-test scores

Table 4. 2 The Pre-test and Post-Test Result in Control Class

No.	Students	Score		Gained Score
		Pre-test	Post-Test	
1.	Alvin Oktafiansah	36	58	20
2.	Alya Mige Puspita Anjani	44	80	36
3.	Ananda Dea Nur Az-Zahra	48	52	4
4.	Anita Dewi Pujiyanti	48	72	24
5.	Axelle Arda Syuja	60	76	16
6.	Chusniatun Tsaniah	72	84	12
7.	David Pratama	60	64	4
8.	Devita Ayu Ramadhani	32	48	16
9.	Faranesha Avrilia K	68	72	16
10.	Fikri Hayyan Arrafi	40	68	20
11.	Hasna Zulfa Latifah	56	64	8
12.	Husnudan Wafri Ainal H	64	72	8
13.	Isma Nafissatussalma	24	44	20
14.	Maulitha Cahya Anggraini	28	64	36
15.	Muhammad Nurul Haikal	22	44	20
16.	Mustika Maolana	40	56	16
17.	Nadis Safira Ahyatul H	48	72	24
18.	Novelya Nurul Aisyah	68	84	16
19.	Putri Nandhita	36	72	36
20.	Sasmito	24	60	36
21.	Yani Dewi S	36	56	20
	SUM	954	1362	408
	MEAN	45, 428	64,857	19,428
	MAXIMUM SCORE	72	44	
	MINIMUM SCORE	22	84	

According to the above table, with the greatest score of 72 and the lowest score of 22, 21 students in the control group had an average pre-test score of 45.4. The average score on the post-test, was 64.8 with the best score being 84 and the lowest being 44. It can be inferred that the obtained score was only 19.4. It resulted from the control group's students receiving no instruction in vocabulary.

Additionally, the two classes' score tables revealed that the experimental class's mean of the scores it gained is 31.8. In contrast, there are only 19, 4 in the control group. It can be concluded that the experimental class's student achievement is different significantly from that of the control class.

The graphic below illustrates the mean score disparities between the experimental and control classes:

Figure 4. 1 The Pre-test and Post-test Result in Experimental & Control Class
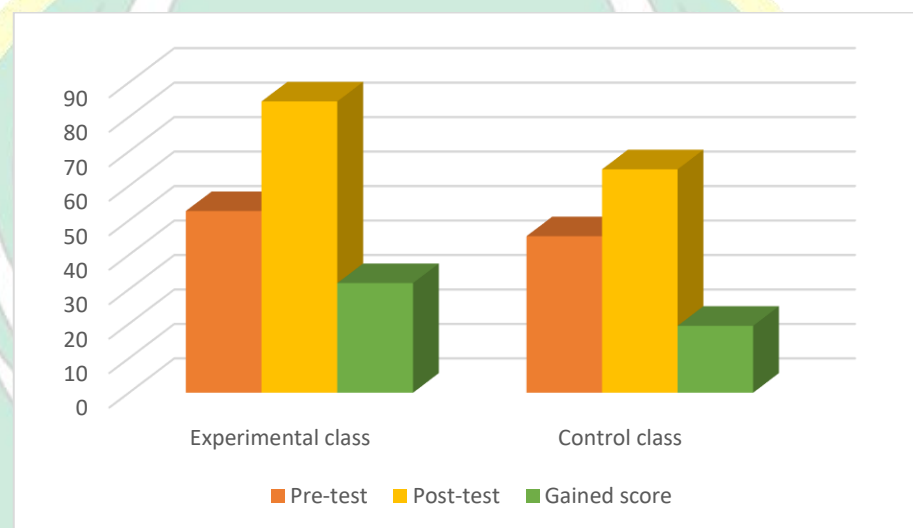
This graph shows the comparison of pre-test, post-test, and gained score results between the experimental and control classes. This data illustrates the difference in effectiveness of the learning methods used in the two classes.

1) Experimental Class:
   a) Pre-test: The average score of learners before treatment was 52.76.
   b) Post-test: The average score after treatment was 84.57.
   c) Gained Score: The difference between the pre-test and post-test scores showed a large gain of 31.80. This shows that the use of board games as learning media has a significant positive impact

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on students' abilities.

2) Control Class:

   a) Pre-test: The mean score before treatment was around 45.42, almost the same as the experimental class.

   b) Post-test: The average score after the treatment was 64.85.

   c) Gained Score: The difference between the pre-test and post-test was relatively small at 19.4. The gain score value shows that the use of conventional learning methods does not have a significant impact on students' abilities.

3) Comparison between Experimental and Control Classes

   The experimental class showed greater scores than the control class. This shows that the use of board games as learning media is more effective than the usual learning method in improving students' vocabulary mastery.

   Based on the graph, it can be concluded that the treatment given in the experimental class using board games is very effective in students' vocabulary mastery compared to the control class using the conventional learning method.

2. **Data Analysis**
   a. **Instrument Testing**

   Before the pre-test and post-test questions were distributed to students, the pre-test and post-test questions were validated by expert lecturers. The expert lecturer was Mrs. Irra Wahidiyati, M.Pd. who has a concern for teaching English vocabulary. In addition, the pre-test and post-test questions were tested on a class that was not an experimental and control class, namely class 8 C. Then the results have been tested using IBM SPSS V 25 to test whether the pre-test and post-test questions are valid and reliable.

1) Validity Test

The validity test was conducted in MTs Raudlotut Tholibin Purwanegara on 21 students of 8 C grade by applying 30 multiple choices, 15 simple essay, and 15 matching words. The reason 8 C was chosen because they are not an experimental and control class. In this study, test validity used P-Value. If Sig. value < 0.05 then the data is valid, if Sig. value > 0.05 then the data is not valid. The significances 0.05 from 21 students was 0.433. In this research, the validity test was conducted by using IBM SPSS V 25.

a) Result of validity test of Pre-Test

Table 4. 3 Result of Validity Test of Pre-Test Multiple Choice

Nu. Statement Item	Value Sig. (2-tailed)	Description
1.	0.016	Valid
2.	0.000	Valid
3.	0.011	Valid
4.	0.016	Valid
5.	0.002	Valid
6.	0.006	Valid
7.	0.000	Valid
8.	0.020	Valid
9.	0.001	Valid
10.	0.001	Valid

Based on the table above, the results of the validity test for 10 items multiple choice questions of pre-test are valid. Because each item has a value less than 0.05.

Table 4. 4 Result of Validity Test of Pre-Test Simple Essay

Nu. Statement item	Value Sig. (2-tailed)	Description
1.	0.033	Valid
2.	0.021	Valid
3.	0.000	Valid

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Nu. Statement Item	Value Sig. (2-tailed)	Description
4.	0.002	Valid
5.	0.026	Valid

Based on the table above, the results of the validity test for 5 items simple essay questions of pre-test are valid. Because each item has a value less than 0.05.

Table 4. 5 Result of Validity Test of Pre-Test Matching Word

Nu. Statement Item	Value Sig. (2-tailed)	Description
1.	0.005	Valid
2.	0.005	Valid
3.	0.001	Valid
4.	0.000	Valid
5.	0.001	Valid
6.	0.002	Valid
7.	0.002	Valid
8.	0.001	Valid
9.	0.000	Valid
10.	0.0023	Valid

Based on the table above, the results of the validity test for 10 items matching word question of pre-test are valid. Because each item has a value less than 0.05.

Of the 60 pre-test questions tested, the researcher only took 25 valid questions. All of the items are valid according to the validity pre-test instrument results because has value more than 0.05. Thus, the students can use this pre-test instruments.

b) Result of validity test of Post-Test

Table 4. 6 Result of Validity Test of Post-Test Multiple Choice

Nu. Statement Item	Value Sig. (2-tailed)	Description
1.	0.001	Valid
2.	0.008	Valid
3.	0.001	Valid

4.	0.008	Valid
5.	0.000	Valid
6.	0.000	Valid
7.	0.000	Valid
8.	0.000	Valid
9.	0.006	Valid
10.	0.002	Valid

Based on the table above, the results of the validity test for 10 items multiple choice questions of post-test are valid. Because each item has a value of less than 0.05.

Table 4. 7 Result of Validity Test of Post-Test Simple Essay

Nu. Statement Item	Value Sig. (2-tailed)	Description
1.	0.002	Valid
2.	0.004	Valid
3.	0.002	Valid
4.	0.024	Valid
5.	0.003	Valid

Based on the table above, the results of the validity test for 5 items of simple essay questions of post test are valid. Because each item has a value of less than 0.05.

Table 4. 8 Result of Validity Test of Post-Test Matching Word

Nu. Statement Item	Value Sig. (2-tailed)	Description
1.	0.008	Valid
2.	0.000	Valid
3.	0.006	Valid
4.	0.001	Valid
5.	0.001	Valid
6.	0.014	Valid
7.	0.000	Valid
8.	0.000	Valid
9.	0.036	Valid

10.	0.012	Valid

Based on the table above, the results of the validity test for 10 items of matching word questions of post-test are valid. Because each item has a value of less than 0.05.

Of the 60 post-test questions tested, the researcher only took 25 valid questions. All of the items are valid according to the validity post-test instrument results. Therefore, the students can use this post-test instruments.

2) Reliability Test

According to Sugiono (2017), The degree to which measurements of the same object generate consistent results can be measured by the reliability test. In this study, reliability test used Cronbach's Alpha > 0.6 then the data is valid, if Sig. value < 0.6 then the data is not reliable. The results of the reliability test, which were conducted using IBM SPSS V 25, are as follows:

a) Result of reliability test of Pre-Test

Table 4. 9 Result of Reliability Test of Pre-Test Multiple Choice

Reliability Statistics

Cronbach's Alpha	N of Items
.741	10

Based on the table above, the results of the reliability test for 10 items multiple choice of pre-test are reliable. Because the Cronbach Alpha more than 0.6.

Table 4. 10 Result of Reliability Test of Pre-test Simple Essay

Reliability Statistics

Cronbach's Alpha	N of Items
.665	5

Based on the table above, the results of the reliability test for 5 items simple essay of pre-test are reliable. Because the Cronbach Alpha more than 0.6.

Table 4. 11 Result of Reliability Test of Pre-test Matching Word

Reliability Statistics

Cronbach's Alpha	N of Items
.763	10

Based on the table above, the results of the reliability test for 10 items matching word of pre-test are reliable. Because the Cronbach Alpha is more than 0.6.

b) Result of reliability test of Pre-Test

Table 4. 12 Result of Reliability Test of Post-test Multiple Choice

Reliability Statistics

Cronbach's Alpha	N of Items
.902	10

Based on the table above, the results of the reliability test for 10 items multiple choice of post-test are reliable. Because the Cronbach Alpha more than 0.6.

Table 4. 13 Result of Reliability Test of Post-test Simple Essay

Reliability Statistics

Cronbach's Alpha	N of Items
.737	5

Based on the table above, the results of the reliability test for 5 items simple essay of post-test are reliable. Because the Cronbach Alpha more than 0.6.

Table 4. 14 Result of Reliability Test of Post-test Simple Essay

Reliability Statistics

Cronbach's Alpha	N of Items
.698	10

Based on the table above, the results of the reliability test for 10 items matching word of post-test are reliable. Because the Cronbach Alpha is more than 0.6.

According to the reliability statistics above, the *Cronbach's Alpha* is higher than 0.6. Therefore, it may be said that the vocabulary test instrument is reliable because every test result is greater than 0.6.

b. Normality Test

A normality test determines whether or not a set of data or variables has a regular distribution. The normality test uses two judgment criteria:

1) If the P-value (Sig.) >0.05 = the data is normal distribution.
2) If the P-Value (Sig.) <0.05 = the data is not in normal distribution.

Researcher used the Shapiro Wilk test in SPSS, the data findings are provided below:

Table 4. 15 The Normality Test Result

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Pretest_Exp	.124	21	.200[*]	.964	21	.599
Posttest_Exp	.114	21	.200[*]	.964	21	.603
Pretest_Ctr	.112	21	.200[*]	.946	21	.290
Posttest_Ctr	.152	21	.200[*]	.956	21	.440

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The probability value (Sig.) > 0.05 suggests that the data has a normal distribution, as shown in the above table of normality statistics. Consequently, the subsequent phase of hypothesis testing can make use of the dependent and independent variables.

c. **Homogeneity Test**

To ascertain whether or not the data collected from both groups exhibit homogeneous variance, a homogeneity test is employed. This homogeneity test made use of the Levene statistic with IBM SPSS V 25 for Windows.

Table 4. 16 The Homogeneity Test Result

Tests of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Gain	Based on Mean	.201	1	40	.656
	Based on Median	.197	1	40	.659
	Based on Median and with adjusted df	.197	1	35.382	.660
	Based on trimmed mean	.201	1	40	.656

The results of the homogeneity test show that the variance of the two classes (control and experimental) is equal, with the predicted value of significance being more than 0.05.

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d. Test of Hyphotesis

Independent Sample T-test

The Independent Sample T-test is an unpaired sample test that determines whether there is a relationship or correlation between the two samples being evaluated. It intends to compare two unpaired samples. Because the test is part of Parametric Statistics, the data must first be confirmed to be normal distribution. If the data does not follow a normal distribution, the alternative is to utilize non-parametric statistics, often known as the Mann Whitney Test. The two fundamental basic decisions of the Independent Sample T-test are as follows:

1. If the value of Sig. (2-tailed) < Research Alpha (0.05) = H_0 is rejected and H_a is accepted.
2. If the value of Sig. (2-tailed) > Research Alpha (0.05) = H_0 is accepted and H_a is rejected

1) Independent Sample T-test of *Pre-test*

Table 4. 17 The Group Statistic of Pre-test

Group Statistics

	Kelompok	N	Mean	Std. Deviation	Std. Error Mean
Hasil Belajar Siswa	Experimental	21	52.7619	14.06380	3.06897
	Control	21	45.4286	15.66069	3.41744

According to table above, it can be seen that the mean of pre test in control class is 45.42 and mean score in experiment class is 52.76. The mean has little bit different between experimental and control class. And at the time of the homogeinity test the results were homogeneous, so it can be infered that the students' vocabulary mastery are relative the same.

It was concluded that the starting skills of the students are homogeneous, or the same. Another outcome of the Independent Sample T-test analysis in IBM SPSS V25 is displayed below:

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Hasil Belajar Siswa	Equal variances assumed	.426	.517	1.597	40	.118	7.33333	4.59320	-1.94987	16.61654
	Equal variances not assumed			1.597	39.546	.118	7.33333	4.59320	-1.95319	16.61986

Table 4. 18 The Result of Independent Sample of Pre-test

According to the outcome, the Levene's Test for Equality of Variances column has a significance value of 0.517 (p > 0.05). Since the two variances were homogeneous or equal, the Equal Variances Assumed test (test for Equality of Means) can be used to compare the population mean. The sig. (2-tailed) value in the Equal Variances Assumed column is 0.118 > 0.05 because of this. Ha is rejected while H_0 is accepted based on the Independent Sample T-test's justification. As a result, the experimental class's average scores on the pre-test measuring the students' vocabulary mastery are identical to those of the control class.

2) Independent Sample T-test of *Post-test*

Table 4. 19 The Group Statistic of Post-test

Group Statistics

	Kelompok	N	Mean	Std. Deviation	Std. Error Mean
Hasil Belajar Siswa	Experimental	21	84.5714	9.73946	2.12533
	Control	21	64.8571	12.04278	2.62795

According to the group statistics table, the post-test mean value for the experimental class is 84.57, whereas the mean value for the control class is 64.85. It can be deduced that the experimental class has a greater post-test mean value than the control class. Another result of the Independent Sample T-test for post-test is shown below:

Table 4. 20 The Group Statistic of Post-test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Hasil Balajar Siswa	Equal variances assumed	1.158	.288	5.833	40	.000	19,71429	3.37981	112.88343	26.54514
	Equal variances not assumed			5.833	38.324	.000	19,71429	3.37981	12.87411	26.55446

According to the results, the Levene's Test for Equality of Variances column has a significance level of 0.288 ($p > 0.05$). The population mean can be compared using the assumption of

identical variances if the two variances were homogeneous or equal (t-test for equality of means). The sig. (2-tailed) value in the Equal Variances Assumed column is $0.000 < 0.05$. Ha is confirmed and H_0 is rejected using the Independent Sample T-test decision explanation. This means there is a substantial difference between the experimental and control classes' average post-test results for vocabulary knowledge.

B. Discussion

From the data analysis that had been done, the purpose of this study is to find out if there is any effect of using Board Game on students' vocabulary mastery at 8th grade of MTs Raudlotut Tholibin Purwanegara, Banjarnegara. The data obtained was analyzed using IBM SPSS V 25 with Independent Sample T-Test to compare whether there is a difference in the experimental class given treatment with board games and the control class that only uses conventional methods.

In the experimental class, which used board games, the average pre-test score was 52.76 with the highest score of 76 and the lowest score of 24. After being given treatment in the form of learning using board games, the average post-test score was 84.57, with the highest score of 100 and the lowest score of 68. While in the control class, which did not use board games as learning media, the average pre-test score was 45.42 with the highest score of 72 and the lowest score of 22. After learning without using board games, the average post-test score was 64.85, with the highest score of 84 and the lowest score of 44. The control class experienced an average in was 31.81, while the experimental class was by 19.43. It was found that the experimental class's mean values for the pre-test and post-test differed more than the control class's mean values did. This is indicated by $31,8\% > 19,4\%$.

In addition, the Sig.value is displayed in the Independent Sample T-test output table on the pre-test. $0.517 > 0.05$ is the Levene's Test for Equality of

Variances. This demonstrates that the data from the experimental and control classes are homogenous, or have the same variance. Stated differently, the data variation is homogenous if the significant result of Levene's Test for Equality of Variances is higher than alpha (0.05). In addition, the data variation is not homogeneous if the Levene's Test for Equality of Variances significance level is less than alpha (0.05). Once the data variance is homogeneous, the value in the Equal Variances Assumed result can subsequently guide the statistical data on the Independent Sample T test pre-test. It can be seen that the sig. (2-tailed) in the Equal Variances Assumed result is 0.118> 0.05. Based on the basis of Independent Sample T-test decision making, H_a is rejected while H_0 is accepted. This is due to the sig value. (2 tailed) is greater than the alpha value (0.05). It can be said that there is no significant difference between the pre-test results of students in the experimental and control classes.

In addition, a technique that compares t-count and t-table is used to support the results of the data analysis which may be more specific. If the t-count exceeds the t-table, then H_a can be accepted. Based on the results of the Independent Sample T test on the pre-test table, the t-count is 1.597 In a study, only absolute numbers or numbers are required. The t-table is obtained using the df = 58 column and an alpha value of 0.05, which is known to be 2.021. The result is 1.597 < 2.021, where the t-count is lower than the t-table. This indicates that H_a is rejected, its mean there is no difference in pre-test scores between the experimental and control classes.

In the statistical output of the post-test group, 21 students from each control and experimental class participated as respondents. In the experimental group, the mean score on vocabulary was 84.57, while in the control group it was 64.85. The descriptive statistical conclusion is that the post-test score on vocabulary mastery of the experimental class students is higher than that of the control class students. Therefore, there is a difference between the experimental class and the control class in terms of the mean post-test score for

the vocabulary acquisition test.

In addition, the output table of the Independent Sample T-test on the post test shows that the significance level of Levene's Test for Equality of Variances is 0.288> 0.05. This concludes that the control class and experimental class data have the same variance or homogeneous. If the significance result of Levene's Test for Equality of Variances is greater than alpha (0.05), then the data variation is homogeneous. Conversely, if the significance level of Levene's Test for Equality of Variances is smaller than alpha (0.05), then the data variation is not homogeneous. Statistical data on the Independent Sample T-test post-test can then be directed by the value in the Equal Variances Assumed column after the data variance is homogeneous. It can be seen that the sig. (2-tailed) in the Equal Variances Assumed column is 0.000 <0.05. Based on the basis of Independent Sample T-test decision making, H_a is accepted while H_0 is rejected. This is due to the sig value. (2 tailed) is smaller than the alpha value (0.05). Therefore, there is a significant difference between the post-test results of students in the experimental class and the control class.

Supported by the comparison technique between t-count and t-table, if t-count exceeds t-table, then H_a can be accepted. Based on the Independent Sample T-test table, the post-test results obtained a t-count of 5.833. The t-table is obtained using the df = 40 column and alpha = 0.05, which is known to be 2.021. T-count > t-table can be seen as 5.833 > 2.001. This shows that H_a is accepted, which means there is a difference in post-test results between the experimental class and the control class.

The post-test findings for the experimental class different significantly from those of the control class, according to the data analysis results on the Independent Sample T-test pre-test and post-test output in both classes. Stated differently, the experimental class outperforms the control group. Thus, it can be said that students' vocabulary mastey has increased after being treated using board game. That might say using board games as a teaching tool could be

useful for teaching students vocabulary mastery.

This is in line with previous research of Fahira (2024) who said that board games can improve students' vocabulary acquisition in a creative way, where students are more active in making sentences and participating in learning. In line with Wicaksana (2022) say that board games can be used as a fun and effective learning method for adults. Amalia (2023) also supports this by saying that after using the board game in the student entry and exit surveys, the majority of students noted that their interest in learning English, and their vocabulary recall ability improved during the course.

Board game also provided solutions for some of the vocabullary problems that students face. A state by Rapiasih (2024) board games not only make learning fun but also help students master their vocabulary and improve pronunciation while they work on exercises in the context of the game. There are several implementations of board games as learning media for teaching. First, students are interested in memorizing vocabulary using board games. They are able to remember vocabulary which is shown in their learning results, it is because students master vocabulary. Board games can make students learn vocabulary unconsciously. The students feel that working on the board game is more like a game than learning. By guessing the board game's hints, students can learn the meaning of linked terms and commit them to memory. This is supported by the opinion of Paramita (2024) that using board games as a teaching method not only engages students but also leads to significant improvements in their vocabulary knowledge, thereby confirming that students can effectively memorize and apply new words learned through this medium.

According to this assertion is supported up by previous studies Ratminingsih (2018) which states that board games are an effective way to teach vocabulary. Students' active participation in class activities and enthusiasm in learning through board games served as evidence of this. Therefore, it is crucial to use educational materials like board games as a

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teaching technique to help students memorize and mastering vocabulary.

Board games also give students the opportunity to experience group work. Group work provides many benefits for them. The students showed a different attitude when they learned English using the board game. The students are more confident to share the ideas they have in mind. By working in groups, students can learn about cooperation to achieve the final goal. By working in groups, students can share ideas with their friends. This is in line with the opinion of Lewis (1999) who stated that group work allows students to learn how to reach consensus in small groups.

To advance to the next level in the unimplemented board game, players must answer the vocabulary-related clues. Pictures were used by the researcher as a combined media. Players can predict clues by using images. Players find it easier to guess clues from graphics when playing board games. They are able to visualize the scenario and the term in issue through the use of images. Wright (1989) claimed that images help students feel motivated and interested, provide them a feeling of language in context, and spark their creativity.

The learning process using board games as media can help students to be more interested in learning. This helps the teacher in delivering vocabulary material. As stated by Hidayati and Suhartono (2012) visual-oriented media will make students alternately pay attention and get involved in the learning process. In addition, the help of visual media can be an intermediary for them to get new vocabulary. Teachers can be helped by visual media to provide easy-to-understand input to acquire new vocabulary. Referring to Burton (1992) According to a study, student vocabulary achievement is the capacity of students to successfully learn a set of words that they can recognize and comprehend. Nouns, verbs, and adjectives demonstrate how well students understand vocabulary. Furthermore, this study's findings are consistent with previous research Amalia, (2015) which conducted experimental research in

the form of using Board games. The study found that Board Games had a significant effect on students at Wahid Hasyim Junior High School in Malang. As a result, it has been demonstrated that board games are a more successful teaching and learning method, particularly when it comes to vocabulary development.

The use of interesting learning media such as board games in student learning will certainly improve students' ability in vocabulary mastery. Vocabulary mastery is very important because it is used for speaking skills, listening skills, reading skills, and writing skills. In addition, English is essential in everyday life and at all levels of schooling. Therefore vocabulary mastery is very important to learn English is very important to learn English. When individuals from different countries meet for conferences, discussions, and social gatherings, English is the most commonly accepted language (Fika, 2016). Shofwati & Susanti (2023) states that extensive vocabulary knowledge helps good reading and writing comprehension, as well as contributes to better academic performance and in the workplace, but will also improve their social life. This is why it is so important to be able to speak English, not only will it give students an advantage in the workplace, but it will also improve their academic performance.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter explains the conclusion, limitation of this study, and suggestion.

A. Conclusion

Based on the study's findings and discussion, it is possible to conclude that there is a difference in the effect of students' vocabulary mastery when taught with board games compared to when not taught with board games. As previously stated, pupils who were treated with the board game performed substantially better than students who were not taught with it. In other words, board games are helpful for teaching vocabulary.The average pre-test score in the experimental class was 52.76 while the post-test score was 84,57. Meanwhile, the control class had an average pre-test score of 45.42 and a post-test score of 64.85. The conclusions can be seen that the result of independent sample t-test was had the sig. (2-tailed) value in the Equal Variances Assumed column is $0.000 < 0.05$. Which means that there was a difference between the average values in the control class and in the experimental class.

Based on the findings and the discussion, it can be considered that there was an effect on students' vocabulary mastery after classes were taught using the Board game as learning media. On the other hand, this game can be used as a new alternative medium for teaching vocabulary. Appropriate learning media as learning media will improve students' English vocabulary mastery. The better the students' vocabulary mastery will make the students have a good future also, because speaking is useful in the workplace and social life.

B. Limitation of Study

Based on this study, there are various shortcomings that should be addressed by the future researcher. The restrictions are:

1. Only the board game approach of teaching vocabulary learning is examined in this study.
2. This research focuses on teaching vocabulary mastery. To help with the teaching and learning process, references to instructional materials should be sought and incorporated. Student handbooks continue to lack comprehensive vocabulary information.
3. Due to time constraints, the research was conducted in accordance with teacher and school agreements. The board game treatment provided to the research sample must be appropriate for the period allotted.

C. Suggestion

Based on the findings and discussion of the study, some suggestions can be made to improve various aspects related to this study.

1. For the teachers

    To keep students interested and motivated to participate in the learning process, teachers should create engaging and distinctive learning activities. One method is to use interesting learning media, such as board games.

2. For the school

    For the school, providing support for innovative teaching practices is essential. Schools should consider improving facilities and resources, such as offering a variety of educational board games or materials to create them. Moreover, schools should organize professional development programs for teachers to enhance their skills in implementing innovative teaching methods effectively.

3. The study did not cover a broad range of issues. This suggests that future studies should investigate multiple elements of a connected issues

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APPENDICES

MODUL AJAR BAHASA INGGRIS MTs Raudlotut Tholibin Purwanegara, Banjarnegara	Desriptive Text

1. INFORMASI UMUM

A	**Informasi Umum Perangkat Ajar**	
	Penyusun	Lina Taskiyah Mardiyanti Az-Zahra
	Instansi	MTs Raudlotut Tholibin Purwanegara
	Tahun Penyusun	2024
	Jenjang Sekolah	SMP
	Mata Pelajaran	Bahasa Inggris
	Fase / Kelas / Semester	D / 8 / Genap
	Elemen	Membaca-Memirsa (Reading-Viewing)
	Alokasi Waktu	40 Menit x 2 JP x 1 Pertemuan (80 Menit)
B	**Kompetensi Awal**	Siswa telah memahami tentang bagaimana menyusun sebuah kalimat dengan tenses yang sesuai.
C	**Profil Pelajar Pancasila**	1) Beriman, bertakwa kepada Tuhan YME dan berakhlak mulia 2) Berkebhinekaan Global 3) Bergotong royong 4) Mandiri 5) Bernalar kritis 6) Kreatif
D	**Sarana dan Prasarana**	1) Sarana • Papan tulis, spidol, penghapus • Picture and clue card • Board game • Dice • Marker • Students' worksheet 2) Prasarana Buku pembelajaran (Buku paket & LKS)
E	**Targer Peserta Didik**	Peserta Didik Reguler/Umum.
F	**Jumlah Peserta Didik**	26 Siswa
G	**Model Pembelajaran**	Task Based Learning
H	**Asesmen**	Individu dan Kelompok (Tertulis dan Unjuk Kerja)

2. KOMPETENSI INTI

A	**Tujuan Pembelajaran**	Peserta didik mampu mengetahui kosakata tentang kata benda, kata sifat dan kata kerja yang digunakan dalam teks deskriptif.
B	**Pemahaman Bermakna**	Setelah mempelajari modul ini, peserta didik mengetahui: 1. Peserta didik mampu mengetahui kosakata tentang kata benda, kata sifat dan kata kerja dalam bahasa Inggris serta memahami maknanya.

LEARNING ACTIVITY	1ˢᵗ Meeting

KEGIATAN AWAL **(10 Menit)**	1. Guru mengucapkan salam, mengecek kesiapan peserta didik dan lingkungan kelas sebelum memulai pembelajaran. 2. Peserta didik dan guru berdoa sebelum memulai pembelajaran serta melakukan presensi. 3. Peserta didik disapa dan melakukan presensi bersama dengan guru. 4. Guru memberikan pertanyaan pemantik. 5. Menyampaikan cakupan materi dan penjelasan uraian kegiatan pembelajaran.

KEGIATAN INTI
(50 Menit)
	1. Mengamati (*Observing*)
	  a. Peserta didik diberikan handout tentang teks descriptive serta worksheet.
	  b. Peserta didik diminta untuk membaca dan mengamati teks deskriptif berjudul "My Extended Family" yang ada di handout.
	  c. Siswa mengamati guru yang menjelaskan tentang generic structure dari text deskriptif.
	2. Mempertanyakan (*Questioning*)
	  a. Siswa mempertanyakan hal hal yang kurang dimengerti dari penjelasan guru.
	3. Bereksplorasi (*Experiment*)
	  a. Siswa mencoba menemukan dan mencatat vocabulary khususnya tentang kata benda yang meliputi jenis jenis pekerjaan tersebut yang ada dalam teks deskriptif.

	b. Siswa salling berdiskusi dengan teman sebangku untuk menemukan vocabulary yang dimaksud.
	c. Beberapa siswa mencoba untuk menjawab pertanyaan yang disampaikan oleh guru tentang hal hal yang berhubungan dengan materi.
	4. Mengasosiasi (*Associating*)
	a. Siswa menjawab pertanyaan yang telah disediakan pada handout masing masing setelah mengerti sebagian besar vocabulary dan memahami materi.
	5. Berkomunikasi (Networking)
	a. Siswa bermain secara berkelompok menggunakan media "Board Game" dan saling berkomunikasi untuk menjawab setiap pertanyaan yang telah disediakan dengan khusus semua jawaban adalah kata benda, kata kerja, dan kata sifat.
KEGIATAN PENUTUP (10 Menit)	1. Memberikan umpan balik terhadap proses pembelajaran: *Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you are involved in the interaction. Howdo you feel during the lesson? Is there anyone who wants to say something?* 2. Menyimpulkan apa yang dipelajari hari ini. 3. Guru menutup kegiatan pembelajaran.

LEARNING ACTIVITY	**2ⁿᵈ Meeting**

KEGIATAN AWAL (10 Menit)	1. Guru mengucapkan salam, mengecek kesiapan peserta didik dan lingkungan kelas sebelum memulai pembelajaran. 2. Peserta didik dan guru berdoa sebelum memulai pembelajaran serta melakukan presensi. 3. Peserta didik disapa dan melakukan presensi bersama dengan guru. 4. Guru memberikan pertanyaan pemantik.

KEGIATAN INTI (60 Menit)	1. Mengamati (*Observing*)
	    a. Peserta didik diberikan handout tentang teks descriptive serta worksheet.
	    b. Peserta didik diminta untuk membaca dan mengamati teks deskriptif berjudul "My House" yang ada di handout.

	c. Siswa mengamati guru yang menjelaskan tentang generic structure dari text deskriptif.
	2. Mempertanyakan (*Questioning*)
	a. Siswa mempertanyakan hal hal yang kurang dimengerti dari penjelasan guru.
	3. Bereksplorasi (*Experiment*)
	a. Siswa mencoba menemukan dan mencatat vocabulary khususnya tentang kata kerja dan kata benda tersebut yang ada dalam teks deskriptif.
	b. Siswa salling berdiskusi dengan teman sebangku untuk menemukan vocabulary yang dimaksud.
	c. Beberapa siswa mencoba untuk menjawab pertanyaan yang disampaikan oleh guru tentang hal hal yang berhubungan dengan materi.
	4. Mengasosiasi (*Associating*)
	a. Siswa menjawab pertanyaan yang telah disediakan pada handout masing masing setelah mengerti sebagian besar vocabulary dan memahami materi.
	5. Berkomunikasi (Networking)
	a. Siswa bermain secara berkelompok menggunakan media "Board Game" dan saling berkomunikasi untuk menjawab setiap pertanyaan yang telah disediakan dengan khusus semua jawaban adalah kata benda, kata kerja, dan kata sifat.
KEGIATAN PENUTUP (10 Menit)	1. Memberikan umpan balik terhadap proses pembelajaran: *Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you are involved in the interaction. Howdo you feel during the lesson? Is there anyone who wants to say something?* 2. Menyimpulkan apa yang dipelajari hari ini. 3. Guru menutup kegiatan pembelajaran.

LEARNING ACTIVITY

3ʳᵈ Meeting

KEGIATAN AWAL (10 Menit)	1. Guru mengucapkan salam, mengecek kesiapan peserta didik dan lingkungan kelas sebelum memulai pembelajaran. 2. Peserta didik dan guru berdoa sebelum memulai pembelajaran serta melakukan presensi.

	3. Peserta didik disapa dan melakukan presensi bersama dengan guru. 4. Guru memberikan pertanyaan pemantik.

KEGIATAN INTI
(60 Menit)
	1. Mengamati (*Observing*)
	   a. Peserta didik diberikan handout tentang teks descriptive serta worksheet.
	   b. Peserta didik diminta untuk membaca dan mengamati teks deskriptif berjudul "My Neighbor House" yang ada di handout.
	   c. Siswa mengamati guru yang menjelaskan tentang generic structure dari text deskriptif.
	2. Mempertanyakan (*Questioning*)
	   a. Siswa mempertanyakan hal hal yang kurang dimengerti dari penjelasan guru.
	3. Bereksplorasi (*Experiment*)
	   a. Siswa mencoba menemukan dan mencatat vocabulary khususnya tentang kata benda yang meliputi jenis jenis pekerjaan tersebut yang ada dalam teks deskriptif.
	   b. Siswa salling berdiskusi dengan teman sebangku untuk menemukan vocabulary yang dimaksud.
	   c. Beberapa siswa mencoba untuk menjawab pertanyaan yang disampaikan oleh guru tentang hal hal yang berhubungan dengan materi.
	4. Mengasosiasi (*Associating*)
	   a. Siswa menjawab pertanyaan yang telah disediakan pada handout masing masing setelah mengerti sebagian besar vocabulary dan memahami materi.
	5. Berkomunikasi (Networking)
	   a. Siswa bermain secara berkelompok menggunakan media "Board Game" dan saling berkomunikasi untuk menjawab setiap pertanyaan yang telah disediakan dengan khusus semua jawaban adalah kata benda, kata kerja, dan kata sifat.

KEGIATAN PENUTUP **(10 Menit)**	1. Memberikan umpan balik terhadap proses pembelajaran: *Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you are involved in the interaction. Howdo you feel during the lesson? Is there anyone who wants to say something?* 2. Menyimpulkan apa yang dipelajari hari ini. 3. Guru menutup kegiatan pembelajaran.

KEGIATAN AWAL (10 Menit)	1. Guru mengucapkan salam, mengecek kesiapan peserta didik dan lingkungan kelas sebelum memulai pembelajaran. 2. Peserta didik dan guru berdoa sebelum memulai pembelajaran serta melakukan presensi. 3. Peserta didik disapa dan melakukan presensi bersama dengan guru. 4. Guru memberikan pertanyaan pemantik. 5. Guru menyampaikan tujuan pembelajaran. 6. Menyampaikan cakupan materi dan penjelasan uraian kegiatan pembelajaran.
KEGIATAN INTI (60 Menit)	1. Mengamati (*Observing*) a. Peserta didik diberikan handout tentang teks descriptive serta worksheet. b. Peserta didik diminta untuk membaca dan mengamati teks deskriptif berjudul "My Bestfriend" yang ada di handout. c. Siswa mengamati guru yang menjelaskan tentang generic structure dari text deskriptif. 2. Mempertanyakan (*Questioning*) a. Siswa mempertanyakan hal hal yang kurang dimengerti dari penjelasan guru. 3. Bereksplorasi (*Experiment*) a. Siswa mencoba menemukan dan mencatat vocabulary khususnya tentang kata benda yang meliputi jenis jenis pekerjaan tersebut yang ada dalam teks deskriptif. b. Siswa salling berdiskusi dengan teman sebangku untuk menemukan vocabulary yang dimaksud. c. Beberapa siswa mencoba untuk menjawab pertanyaan yang disampaikan oleh guru tentang hal hal yang berhubungan dengan materi. 4. Mengasosiasi (*Associating*) a. Siswa menjawab pertanyaan yang telah disediakan pada handout masing masing setelah mengerti sebagian besar vocabulary dan memahami materi. 5. Berkomunikasi (Networking) a. Siswa bermain secara berkelompok menggunakan media "Board

	Game" dan saling berkomunikasi untuk menjawab setiap pertanyaan yang telah disediakan dengan khusus semua jawaban adalah kata benda, kata kerja, dan kata sifat.
KEGIATAN PENUTUP (10 Menit)	1. Memberikan umpan balik terhadap proses pembelajaran: *Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you are involved in the interaction. Howdo you feel during the lesson? Is there anyone who wants to say something?* 2. Menyimpulkan apa yang dipelajari hari ini. 3. Guru menutup kegiatan pembelajaran.

Mengetahui,   Purwokerto, 18 Oktober 2024

Guru Bahasa Inggris   Penyusun
MTs Raudlotut Tholibin

Alya Diah Sifani   Lina Taskiyah M. Az-Zahra
NIP.-   NIM. 214110404067

INSTRUMENT FOR UNDERGRADUATE THESIS

PRE-TEST

"THE EFFECTIVENESS OF BOARD GAMES AS LEARNING MEDIA ON STUDENTS' VOCABULARY MASTERY AT 8th GRADE OF MTs RAUDLOTUT THOLIBIN PURWANEGARA, BANJARNEGARA"

Name   :

Student Number:

Class   :

I.   Choose the best answer based on the options bellow by choosing (X) a, b, c, or d!
1. Mr. Dave is directing traffic near the campus. He is a….
   a. barber
   b. policeman
   c. singer
   d. bricklayer

2. My family…television together in the livingroom.
   a. listen
   b. write
   c. watch
   d. eat
3. Rina and I go to the library. Library is a room to….
   a. read
   b. eat
   c. sleep
   d. listen
4. I brush my teeth in the….
   a. classroom
   b. bathroom
   c. library
   d. garden
5. The family eats dinner together in the….
   a. bedroom
   b. dining room
   c. library
   d. bathroom

6. My uncle grows vegetables on his farm. He is a….
   a. driver
   b. teacher
   c. mechanic
   d. farmer
7. A person who drives a bus is called….
   a. driver
   b. pilot
   c. teacher
   d. doctor
8. A person who delivers letters to people's homes is called….
   a. pilot
   b. teacher
   c. postman
   d. painter
9. My mother grows flowers in the….
   a. bedroom
   b. garden
   c. kitchen
   d. garage

10. You can borrow books from the….
    a. garage
    b. garden
    c. kitchen
    d. library

II. **Find the correct answer by circling it!**
   1. Uncle Ben cuts meat at the market. He is a….
      (butcher/plumber/tailor)

   2. My grandfather was checked by a…in the hospital.
      (driver/police/doctor)

   3. A…flies a plane across the world.
      (judge/lawyer/pilot)

   4. Dad asked the…to cook his favorite meal.
      (soldier/painter/chef)

   5. The pipe damage was fixed by a ….
      (pilot/plumber/mechanic)

III.   Match the antonym words that are underlined!

1. My mother is a <u>beautiful</u> woman.   a. small

2. My classroom is <u>clean</u>.   b. rich

3. My school is <u>big</u> and have many students.   c. ugly

4. Daddy drives the bike very <u>fast</u>.   d. stupid

5. My sister is <u>tall</u>. She is about 160 cm.   e. slow

6. Raras is a <u>clever</u> student.   f. short

7. Ardi is a <u>poor</u> man.   g. dirty

8. My brother is very <u>young</u>.   h. cold

9. The room is really <u>hot</u> during the day.   i. sad

10. I feel <u>happy</u> today because met my boyfriend.   j. old

INSTRUMENT FOR UNDERGRADUATE THESIS

POST-TEST

"THE EFFECTIVENESS OF BOARD GAMES AS LEARNING MEDIA ON STUDENTS' VOCABULARY MASTERY AT 8ᵗʰ GRADE OF MTs RAUDLOTUT THOLIBIN PURWANEGARA, BANJARNEGARA"

Name   :

Student Number:

Class   :

I.   Choose the best answer based on the options bellow by choosing (X) a, b, c, or d!
1. A person who drives a taxi is a....
    a. postman
    b. chef
    c. driver
    d. lawyer
2. The person who delivers mail is a....
    a. postman
    b. lawyer
    c. chef
    d. nurse
3. My father is taking a shower in the....
    a. library
    b. kitchen
    c. dining room
    d. bathroom
4. Rani goes to the living room to... television.
    a. watch
    b. sleep
    c. write
    d. cook
5. They always eat together in the....
    a. kitchen
    b. dining room
    c. bathroom
    d. living room
6. Students go to the library to…books.
    a. cook
    b. eat
    c. read
    d. sleep
7. Rian reads his favorite book in the....
    a. garden

b. library
c. kitchen
d. bathroom
8. My uncle works to catches the criminal. He is a….
   a. singer
   b. chef
   c. doctor
   d. police
9. I have many flowers in my….
   a. kitchen
   b. garden
   c. bedroom
   d. garage
10. Mr. Ardi works in the field every morning. He is a….
   a. farmer
   b. singer
   c. doctor
   d. police

II. **Find the correct answer by circling it!**
1. The...flew the plane to America today.
   (plumber/dentist/pilot)
2. The...fixed the broken water pipe.
   (plumber/mechanic/singer)
3. The...prepares meals in the restaurant.
   (pilot/chef/doctor)
4. The…helps people when they are sick.
   (doctor/butcher/driver)
5. The…is cutting the meat quickly.
   (plumber/lawyer/butcher)

III. **Match the antonym words that are underlined!**

1. The weather is hot since yesterday.   a. slow

2. Rina is a tall woman.   b. rich

3. My room is very clean only on sundays.   c. ugly

4. Raihan got the role of poor man.   d. dirty

5. Not surprised, because he is a clever student.   e. short

6. The car moves fast and hit the pole.   f. old

7. The clothes don't fit because his body is too big.   g. stupid

8. He was happy after meeting his parents.   h. cold

9. Richie died at a young age.   i. sad

10. Jennie has bought beautiful shoes.   j. small

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Appendices IV Expert Validation Sheet

<div align="center">

LEMBAR VALIDASI AHLI

INSTRUMEN PENELITIAN

</div>

Nama : Lina Taskiyah Mardiyanti Az-Zahra

NIM : 214110404067

Jurusan/Prodi : FTIK/TBI

Judul Penelitian : The Effectiveness of Board Games as Learning Media on Students' Vocabullary Mastery at 8th Grade of Mts Raudlotut Tholibin Purwanegara, Banjarnegara

Petunjuk :

a) Bapak/Ibu validator dimohon memberikan penilaian terkait instrumen penelitian dengan memberikan tanda centang pada kolom skor penilaian yang tersedia. Deskripsi skala penilaian sebagai berikut :

1 = Tidak Sesuai

2 = Kurang Sesuai

3 = Sesuai

4 = Sangat Sesuai

b) Apabila menurut bapak/ibu validator instrument ini perlu adanya revisi, mohon tulis pada bagian komentar dan saran guna perbaikan.

No	Aspek yang divalidasi	Penilaian			
		1	2	3	4
1	Kalimat pada soal mudah dipahami				✓
2	Kalimat menggunakan bahasa yang baik dan benar				✓
3	Soal sudah sesuai dengan materi pembelajaran				✓

Komentar dan Saran :

Kesimpulan

Berdasarkan penilaian diatas, lembar instrument ini dinyatakan:

a. Layak digunakan   b. Tidak layak digunakan

Purwokerto, 23 Oktober 2024

Dosen Pembimbing,   Validator,

Muflihah, S.S., M.Pd.   Irra Wahidiyati, M.Pd.
NIP.19720923200003 2 001   NIP. 19881130201908 2001

Appendices V The Result of Pre Test and Post Test

The Experimental Class of Pre-test and Post-test

No.	Students	Score		Gained Score
		Pre-test	Post-Test	
1.	Anindya Tirta Ayu	76	96	20
2.	Arka Nararya	44	80	36
3.	Bagas Zaen Muamar	56	80	24
4.	Dwi Ikmarina Avrilia	24	64	40
5.	Haikal Nasrulloh	44	76	32
6.	Iftikhatul Mukaromah	52	96	44
7.	Isna Nur Rahmawati	32	76	40
8.	Jessika Qotrunnada	44	88	44
9.	Laela Ngatifatul M	64	84	20
10.	Lutfil Hakim	44	72	28
11.	Muhammad Rifai	52	84	32
12.	Muhammad Affandi K	68	92	24
13.	Muhammad Havaz Q. A	64	92	28
14.	Muhammad Khanif Arrobi	76	100	24
15.	Nadira Intan Nur Cahyani	44	88	44
16.	Nazwa Alliya Khoerunnisa	60	96	36
17.	Nia Selli Ananta	36	68	32
18.	Pradhita Dwi Munif M	48	84	40
19.	Rasya Zaidan Mutawalli	68	88	20
20.	Sakinah Alya Mukhbita	48	80	32
21.	Vania Setianingrum	64	92	28
	SUM	1108	1776	668
	MEAN	52.761	84,571	31,809
	MAXIMUM SCORE	76	100	
	MINIMUM SCORE	24	68	

The Control Class of Pre-test and Post-test

No.	Students	Score		Gained Score
		Pre-test	Post-Test	
1	Alvin Oktafiansah	36	58	20
2.	Alya Mige Puspita Anjani	44	80	36
3.	Ananda Dea Nur Az-Zahra	48	52	4
4.	Anita Dewi Pujiyanti	48	72	24
5.	Axelle Arda Syuja	60	76	16
6.	Chusniatun Tsaniah	72	84	12
7.	David Pratama	60	64	4
8.	Devita Ayu Ramadhani	32	48	16
9.	Faranesha Avrilia K	68	72	16
10.	Fikri Hayyan Arrafi	40	68	20
11.	Hasna Zulfa Latifah	56	64	8
12.	Husnudan Wafri Ainal H	64	72	8
13.	Isma Nafissatussalma	24	44	20
14.	Maulitha Cahya Anggraini	28	64	36
15.	Muhammad Nurul Haikal	22	44	20
16.	Mustika Maolana	40	56	16
17.	Nadis Safira Ahyatul H	48	72	24
18.	Novelya Nurul Aisyah	68	84	16
19.	Putri Nandhita	36	72	36
20.	Sasmito	24	60	36
21.	Yani Dewi S	36	56	20
	SUM	954	1362	408
	MEAN	45, 428	64,857	19,428
	MAXIMUM SCORE	72	44	
	MINIMUM SCORE	22	84	

Appendices VI
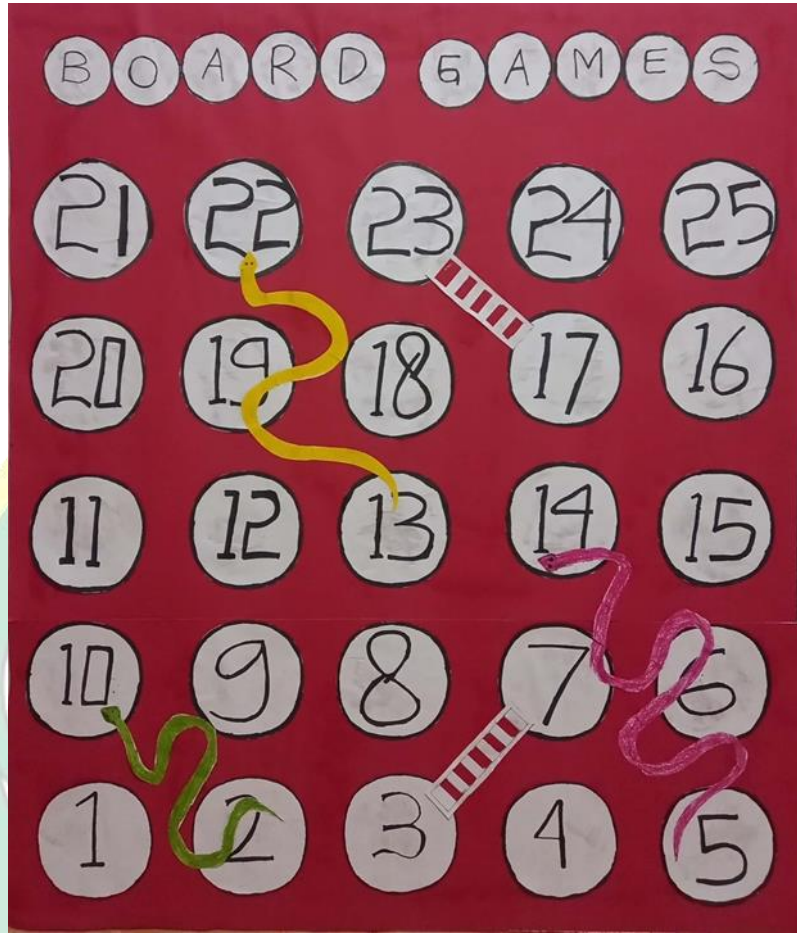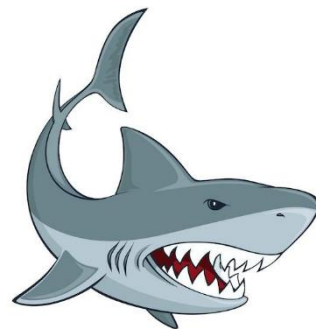

Board Game

Dice

Marker

1. The Material and Vocabulary List for Meeting 1
   Name   :
   Student Number:

<div align="center">My Extended Family</div>

      My name is Muhammad Raihan. You can call me Raihan. I am 17 years old. I come from Bandung.I am a student of SMA Harapan Bangsa. My hoby is playing guitar. I have boyband at my school and I am the **guitarist**. My ambition is become a **judge**. I hope I can make fair decision.

      I have a big, wonderful extended family, and each member has a unique job. My dad is a **pilot** who flies airplanes, and my mom is a talented **chef** who makes delicious food at her restaurant. My old sister is studying to be a **nurse**. She will help the doctor to check the patients. And my younger sister loves music, she dreams for becoming a famous **singer**. My grandfather is a **butcher**, he has his own shop and sells fresh meat. And my beloved is a **painter**, who painting beautiful artwork.

      My uncle is a **policeman** who works hard to keep our neighborhood safe. My aunt is a **doctor** who helps sick people at the hospital every day. My old cousin John is a **farmer**, he grows vegetables and raises animals on his farm. His twin is named Sarah. Sarah is a **student** who wants to become a **lawyer** one day. Sarah husband's job is **firefighter** who extinguish fire. My other uncle is a **driver**, he drives a big truck across the country. His wife's name is Lili, she is a **teacher** who teaches young children at a nearby school. I also have a cousin who is a **postman** and delivers letters and packages around the town.

      My neighbors don't have children, they often think of me as their child. They are good people. My neighbor works as a **clown**. He is the one who enlivens birthday parties. Besides that he is also a **plumber**, he fixes any leaks or pipes that need repair. His wife works in a cafe as waiter. She serves the guest to eat or drink. Shee works at night, during the day he works at a beauty salon as a **barber**.

List 15 vocabularies about people professions (Nouns) that you can find in the text above and find the meaning!

1.	11.
2.	12.
3.	13.
4.	14.
5.	15.
6.	16.
7.	17.
8.	18.
9.	19.
10.	20.

2. The Material and Vocabulary List for Meeting 2

Name   :

Student Number:

<div align="center">My House</div>

I have a simple but lovely house. Inside, there are several rooms, each with its own purpose and comfort. When you enter, the first room is the **living room**, where my family and I like to relax and **watch** TV together. Next to the living room, there's the **dining room** where we gather to **eat** meals that my mom cooks. The **kitchen** is her favorite place, as she loves to **cook** delicious food for us.

Next to the kitchen, there is a small **bathroom** where we can **take a bath** and **wash** our hands. The bathroom is always clean and smells fresh. My favorite part of the house is my **bedroom**. I **go** there when I want to **sleep**, read, or just relax. I also enjoy studying there, especially with the quiet atmosphere. Near my bedroom, there's a **library** full of books where I like to **read** and **study**. Sometimes, I even **write** in my notebook there.

Outside the house, we have a lovely **garden**. It's filled with flowers and a small play area for my little brother. There's also a **garage** where we park our car and a warehouse for storing things we don't often use. In my house, everyone helps each other. I help my mom clean, my dad helps with repairs, and my siblings and I sometimes **play** music together in the living room. We also like to **listen** to stories our parents tell us at night. I feel very happy and safe in my house. It's a place where we all **work**, play, and rest together.

List 15 vocabularies about nouns and verb that you can find in the text above and find the meaning!

1.	11.
2.	12.
3.	13.
4.	14.
5.	15.
6.	16.
7.	17.
8.	18.
9.	19.
10.	20.

3. The Material and Vocabulary List for Meeting 3
   Name   :

My Neighbor's House

My neighbor, Mr. Johnson, lives in a very **old** house. The house looks quite **dirty** because it hasn't been cleaned in years. The walls are cracked, and the paint is peeling off, making it look **ugly** from the outside. It's also very **small** with only a few rooms. Inside, the house always feels **cold** and unwelcoming, especially in winter. Mr. Johnson himself is quite **short** and walks with a **slow** steady pace. Even though he's very **rich**, he doesn't spend much money on keeping his house in good shape.

Mr. Johnson sometimes has a **sad** look on his face, and people often assume he's a bit **stupid** because he doesn't seem to care about appearances. However, I believe he just prefers a simple life, and his house reflects that.

List 10 vocabularies about adjective that you can find in the text above and find the meaning!

1.	**6.**
2.	**7.**
3.	**8.**
4.	**9.**
5.	**10.**

4. The Material and Vocabulary List for Meeting 4
   Name   :
   Student Number:

My Best Friend

My best friend, Anna, is a very **beautiful** girl with **tall** height and long hair. She is very **clever** and always does well in school. Anna is also very **fast** when it comes to solving problems, especially in math.

She lives in a **big** and **clean** house with her family. Even though her family is not rich, they are quite **poor**, but they are very **happy** and close to each other. Anna is the **young** sister in her family, and her siblings love to spend time with her. Whenever I visit her, we have so much fun together. Like we usually enjoy **hot** tea in the afternoon. Anna is always happy and brings so much joy to everyone around her, especially me.

List 10 vocabularies about adjective that you can find in the text above and find the meaning!

1.	**6.**
2.	**7.**
3.	**8.**
4.	**9.**
5.	**10.**

Appendices 8

1. Picture Card for Meeting 1

1.

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2. Picture Card for Meeting 2

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3. Picture for Meeting 3

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2.

3.

4.

5.

6.

7.

8.

9.

10

4. Picture of Meeting 4

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2.

3.

4.

5.

6.

7.

8.

9.

10.

Appendices IX

1. The Word Card for Meeting 1

1. He work in court and gives fair decision. Who is he?	6. She teaches the students in the school. Who is she?
2. She work in court. Her job is to help someone to solve a problem. Who is she?	7. He cuts people's hair at saloon. Who is she?
3. She helps doctors taking care of sick people. Who is she?	8. He goes to market every day. He slices and sells meat for buyer. Who is he?
4. He painted nature and was invited to exhibitions. Who is he?	9. Mr. Johnny cooks delicious food in a restaurant every day. Who is he?
5. He flies a plane across the world. Who is he?	10. Mr. Ardi wears unique costume and works in a carnival. Who is he?
6. He works every day repairing broken pipes Who is he?	11. Mr. Raihan works in a hospital. His job is to examining patients. Who is he?
7. He wears uniform and catches bad people like thief or robber. Who is he?	12. He works driving a bus all day to take many people to their destination Who is he?
8. He delivers letters one by one. He works in the post office. Who is he?	13. My uncle goes to field early morning. He plants rice seeds. Who is he?
9. She has a good voice. He sings a song on the stage. Who is she?	14. He always come where there is a fire to flight. Who is he?
10. She learn many lessons in the school such as math, science. Who is she?	15. He plays guitar beautifully on a stage; Who is he?

2. The Word Card for Meeting 2

1. A room that is usually used for family time and watching TV. The word consists of 10 letters. It begin with the letter L	11. Ken…in his bedroom after school The word consists of 5 letters. It begin with the letter S
2. Dino…his favorite cartoon in television. The word consists of 5 letters. It begin with the letter W	12. Ray really likes reading, he goes to…to borrow books every day. The word consists of 7 letters. It begin with the letter L
3. Rina usually eat together with her family at…. The word consists of 10 letters. It begin with the letter D	13. Diki…a story book about Roro Jonggrang. The word consists of 4 letters. It begin with the letter R
4. Faqih…siomay and burger The word consists of 3 letters. It begin with the letter E	14. I…the lesson for tomorrow alone. The word consists of 5 letters. It begin with the letter S
5. My mother usually cooks in the…. The word consists of 7 letters. It begin with the letter K.	15. Raihan…a poem for his homework The word consists of 4 letters. It begin with the letter W
6. I ask my mother to…fried rice. The word consists of 4 letters. It begin with the letter C	16. A place for my mother to grow her favorite flower. The word consists of 6 letters. It begin with the letter G
7. A room that usually used for take a bath. The word consists of 8 letters. It begin with the letter B	17. Part of the room in the bouse for parking the car. The word consists of 6 letters. It begin with the letter G
8. Danu…in the bathroom. The word consists of 9 letters. It begin with the letter T	18. Marcell and friends…football in the yard. The word consists of 4 letters. It begin with the letter P
9. I have to…my hands after every meal. The word consists of 4 letters. It begin with the letter W	19. Tiara…to the music of Ariana Grande The word consists of 6 letters. It begin with the letter L
10. I usually sleep in the…. The word consists of 7 letters. It begin with the letter B	20. Mr. Ahmad…in his office every day. The word consists of 4 letters. It begin with the letter W

3. The Word Card for Meeting 3

1. My Grandfather is very…, his hair has turned white. The word consists of 3 letters. It begin with the letter O
2. My little brother likes playing in the mud, so his body is very…. The word consists of 5 letters. It begin with the letter D
3. The painting was so…that is didn't sell. The word consists of 4 letters. It begin with the letter U
4. There are two balls. One…and one bigger. The word consists of 5 letters. It begin with the letter S
5. The weather is very…during the snow. The word consists of 4 letters. It begin with the letter C
6. Andy feels…because his father is taller than him. The word consists of 5 letters. It begin with the letter S
7. The snail walk very…. The word consists of 4 letters. It begin with the letter S
8. My father has so much money. He is…person. The word consists of 4 letters. It begin with the letter R
9. Ray very…because his mother was sick. The word consists of 4 letters. It begin with the letter S
10. Ardi always gets the bad score. He is a…boy. The word consists of 6 letters. It begin with the letter S

4. The Word Card for Meeting 4

1. Rina is very…wearing those new shoes. The word consists of 9 letters. It begin with the letter B
2. The tree is so old and grow very…. The word consists of 4 letters. It begin with the letter T
3. Raihan is…student. He always becomes the champion The word consists of 6 letters. It begin with the letter C
4. Liza ran very…during the race. The word consists of 4 letters. It begin with the letter F
5. The elephant is blue and his body is very...size. The word consists of 3 letters. It begin with the letter B
6. The glass windows was very…after Andy wiped it The word consists of 5 letters. It begin with the letter C
7. He begged for money to buy food every day. He is…man. The word consists of 4 letters. It begin with the letter P
8. Ara look so…because she had a good score. The word consists of 5 letters. It begin with the letter H
9. Ara feels…when walking with her old grandmother. The word consists of 5 letters. It begin with the letter Y
10. Gea drinks…coffee in the afternoon. The word consists of 3 letters. It begin with the letter H

Appendices X

1. Answer Key Meeting 1
   1. Judge
   2. Lawyer
   3. Nurse
   4. Painter
   5. Pilot
   6. Plumber
   7. Police
   8. Postman
   9. Singer
   10. Student
   11. Teacher
   12. Barber
   13. Butcher
   14. Chef
   15. Clown
   16. Doctor
   17. Driver
   18. Farmer
   19. Firefighter
   20. Guitarist
2. Answer Key Meeting 2
   1. Living Room
   2. Watch
   3. Dining Room
   4. Eat
   5. Kitchen
   6. Cook
   7. Bathroom
   8. Take a bath
   9. Wash
   10. Bed Room
   11. Sleep
   12. Library
   13. Read
   14. Study
   15. Write
   16. Garden
   17. Garage
   18. Play
   19. Listen
   20. Work

3. Anwer Key for Meeting 3
    1. Old
    2. Dirty
    3. Ugly
    4. Small
    5. Cold
    6. Short
    7. Slow
    8. Rich
    9. Sad
    10. Stupid
4. Anwer Key for Meeting 4
    1. Beautiful
    2. Tall
    3. Clever
    4. Fast
    5. Big
    6. Clean
    7. Poor
    8. Happy
    9. Young
    10. Hot
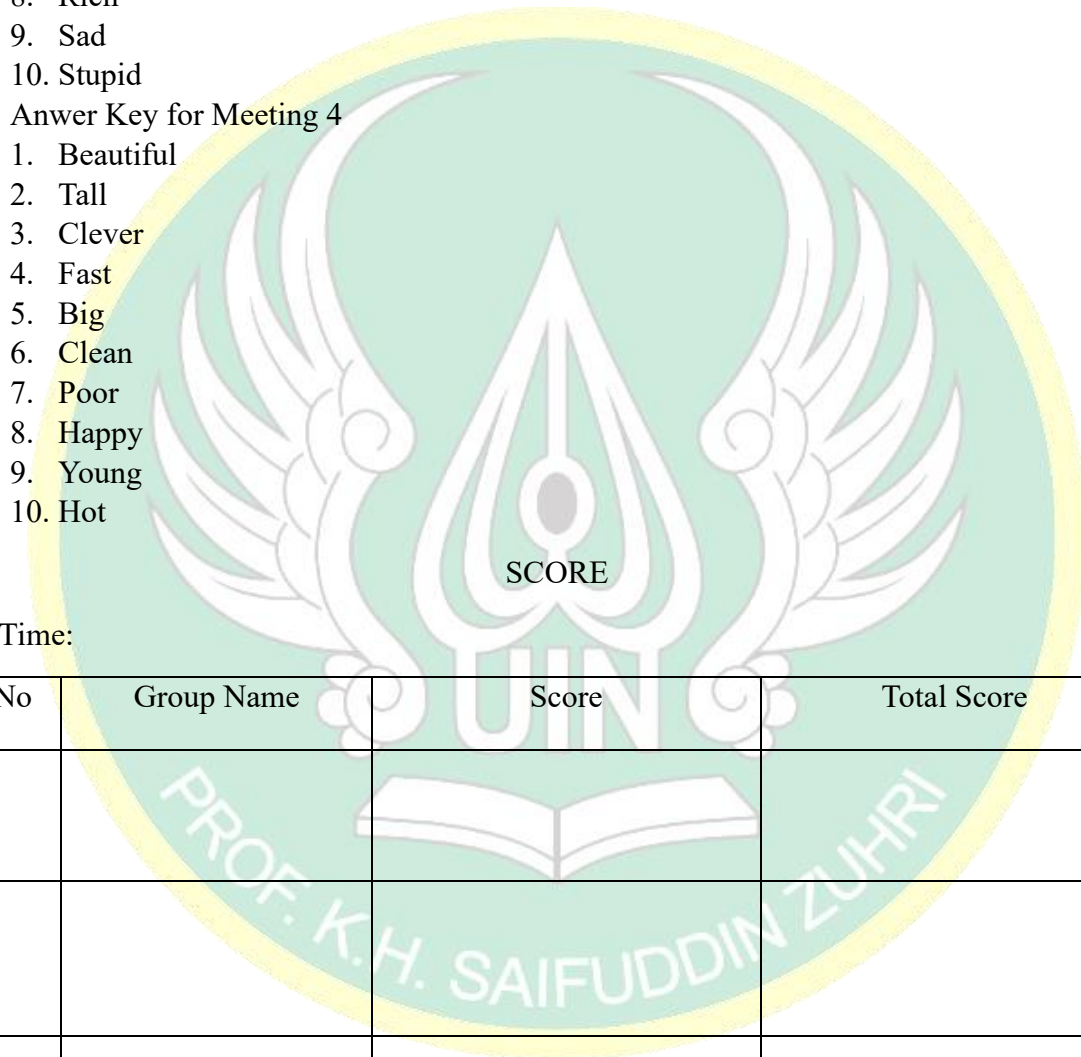
SCORE

Date / Time:

No	Group Name	Score	Total Score

Appendices XI in Experimental Class

Meeting 1

Meeting 2

Meeting 3

Meeting 4

Meeting 5

Meeting 6

Appendices XII in Control Class

Meeting 1   **Meeting 4**

Appendices XIII

Providing Material   **Throwing the Dice**   **Guessing Clues from Word and Picture Cards**

Scoring   **Gift Reward**

Experimental Class and English Teacher

PRE-TEST
"THE EFFECTIVENESS OF BOARD GAMES AS LEARNING MEDIA ON STUDENTS' VOCABULLARY MASTERY AT 8th GRADE OF MTS RAUDLOTUT THOLIBIN PURWANEGARA, BANJARNEGARA"

Name   : Khanif   76
Student Number:
Class   :

I. Choose the best answer based on the options bellow by choosing (X) a, b, c, or d!

1. Mr. Dave is directing traffic near the campus. He is a....
    a. barber
    ~~b.~~ policeman
    c. singer   B:19
    d. bricklayer

2. My family...television together in the livingroom.
    a. listen
    ~~b.~~ write
    c. watch
    d. eat

3. Rina and I go to the library. Library is a room to....
    a. read
    ~~b.~~ eat
    c. sleep
    d. listen

4. I brush my teeth in the....
    ~~a.~~ classroom
    b. bathroom
    c. library
    d. garden

5. The family eats dinner together in the....
    a. bedroom
    ~~b.~~ dining room
    c. library
    d. bathroom

6. My uncle grows vegetables on his farm. He is a....
    ~~a.~~ driver
    b. teacher
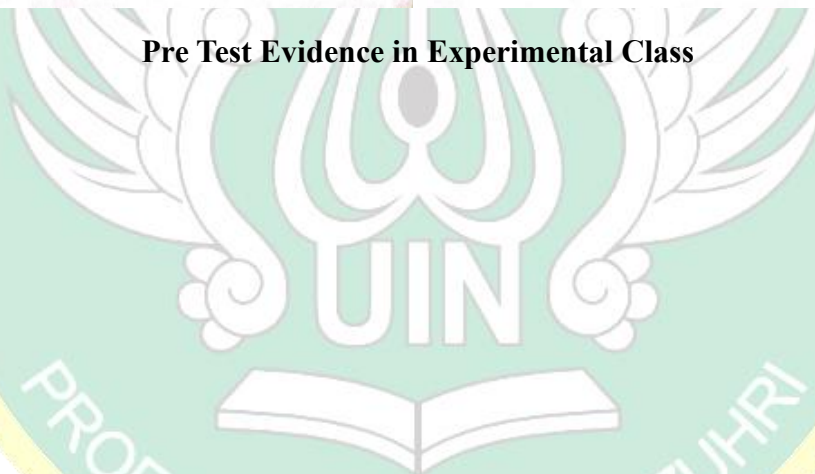   c. mechanic
    d. farmer

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7. A person who drives a bus is called....
   a. driver
   b. pilot
   c. teacher
   d. doctor

8. A person who delivers letters to people's homes is called....
   a. pilot
   b. teacher
   c. postman
   d. painter

9. My mother grows flowers in the....
   a. bedroom
   b. garden
   c. kitchen
   d. garage

10. You can borrow books from the....
   a. garage
   b. garden
   c. kitchen
   d. library

II. **Find the correct answer by circling it!**
   1. Uncle Ben cuts meat at the market. He is a....
      (butcher/plumber/tailor)
   2. My grandfather was checked by a...in the hospital.
      (driver/police/doctor)
   3. A...flies a plane across the world.
      (judge/lawyer/pilot)
   4. Dad asked the...to cook his favorite meal.
      (soldier/painter/chef)
   5. The pipe damage was fixed by a ....
      (pilot/plumber/mechanic)

III. **Match the antonym words that are underlined!**

1. My mother is a beautiful woman. a		a. small
2. My classroom is clean. b		b. rich
3. My school is big and have many students. c		c. ugly
4. Daddy drives the bike very fast. f		e. stupid
5. My sister is tall. She is about 160 cm. t		f. slow
6. Raras is a clever student. g		g. short
7. Ardi is a poor man. h		h. dirty
8. My brother is very young. k		i. cold
9. The room is really hot during the day. i		j. sad
10. I feel happy today because met my boyfriend. j		k. old

Pre Test Evidence in Experimental Class

95

INSTRUMENT FOR UNDERGRADUATE THESIS
POST -TEST
"THE EFFECTIVENESS OF BOARD GAMES AS LEARNING MEDIA ON STUDENTS' VOCABULLARY MASTERY AT 8th GRADE OF MTS RAUDLOTUT THOLIBIN PURWANEGARA, BANJARNEGARA"

Name : M. Khanif Arubi

Student Number:

Class : VIII C

$25 \times 4 = 100$

I. Choose the best answer based on the options bellow by choosing (X) a, b, c, or d!

1. A person who drives a taxi is a....
   a. postman
   b. chef
   c. driver
   d. lawyer

   $B = 10$

2. The person who delivers mail is a....
   a. postman
   b. lawyer
   c. chef
   d. nurse

3. My father is taking a shower in the....
   a. library
   b. kitchen
   c. dining room
   d. bathroom

4. Rani goes to the living room to... television.
   a. watch
   b. sleep
   c. write
   d. cook

5. They always eat together in the....
   a. kitchen
   b. dining room
   c. bathroom
   d. living room

6. Students go to the library to...books.
   a. cook
   b. eat
   c. read
   d. sleep

7. Rian reads his favorite book in the....
   a. garden
   b. library
   c. kitchen
   d. bathroom

8. My uncle works to catches the criminal. He is a....
   a. singer
   b. chef
   c. doctor
   d. police
9. I have many flowers in my....
   a. kitchen
   b. garden
   c. bedroom
   d. garage
10. Mr. Ardi works in the field every morning. He is a....
   a. farmer
   b. singer
   c. doctor
   d. police

II. Find the correct answer by circling it!
1. The...flew the plane to America today.
   (plumber/dentist/pilot)
2. The...fixed the broken water pipe.
   (plumber/mechanic/singer)
3. The...prepares meals in the restaurant.
   (pilot/chef/doctor)
4. The...helps people when they are sick.
   (doctor/butcher/driver)
5. The...is cutting the meat quickly.
   (plumber/lawyer/butcher)

III. Match the antonym words that are underlined!
1. The weather is hot since yesterday. h. cold   · a. slow
2. Rina is a tall woman. e. short   · b. rich
3. My room is very clean only on sundays. d. dirty   · c. ugly
4. Raihan got the role of poor man. b. rich   · d. dirty
5. Not surprised, because he is a clever student. g. stupid · e. short
6. The car moves fast and hit the pole. a. slow   · f. old
7. The clothes don't fit because his body is too big. j. small · g. stupid
8. He was happy after meeting his parents. i. sad   · h. cold
9. Richie died at a young age. f. old   · i. sad
10. Jennie has bought beautiful shoes. c. ugly   · j. small

Post Test Evidence in Experimental Class

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INSTRUMENT FOR UNDERGRADUATE THESIS
PRE-TEST
"THE EFFECTIVENESS OF BOARD GAMES AS LEARNING MEDIA
ON STUDENTS' VOCABULLARY MASTERY AT 8ᵗʰ GRADE OF MTS
RAUDLOTUT THOLIBIN PURWANEGARA, BANJARNEGARA"

Name   chysniatun T
Student Number: 72
Class   :V lll B

I.   Choose the best answer based on the options bellow by choosing (X) a, b, c, or d!
     1. Mr. Dave is directing traffic near the campus. He is a….
          a. barber
          X policeman
          c. singer
          d. bricklayer
     2. My family…television together in the livingroom.
          X listen
          b. write
          c. watch
          d. eat
     3. Rina and I go to the library. Library is a room to….   B = 18
          a. read
          b. eat
          c. sleep
          X listen
     4. I brush my teeth in the….
          a. classroom
          X bathroom
          c. library
          d. garden
     5. The family eats dinner together in the….
          X bedroom
          b. dining room
          c. library
          d. bathroom
     6. My uncle grows vegetables on his farm. He is a….
          a. driver
          b. teacher
          X mechanic
          d. farmer

7. A person who drives a bus is called….
   - a. driver
   - b. pilot
   - c. teacher
   - d. doctor
8. A person who delivers letters to people's homes is called….
   - a. pilot
   - b. teacher
   - c. postman
   - d. painter
9. My mother grows flowers in the….
   - a. bedroom
   - b. garden
   - c. kitchen
   - d. garage
10. You can borrow books from the….
    - a. garage
    - b. garden
    - c. kitchen
    - d. library

II. Find the correct answer by circling it!
1. Uncle Ben cuts meat at the market. He is a….
   (butcher/plumber/tailor)
2. My grandfather was checked by a…in the hospital.
   (driver/police/doctor)
3. A…flies a plane across the world.
   (judge/lawyer/pilot)
4. Dad asked the…to cook his favorite meal.
   (soldier/painter/chef)
5. The pipe damage was fixed by a ….
   (pilot/plumber/mechanic)

III. Match the antonym words that are underlined!
1. My mother is a beautiful woman.   a. small
2. My classroom is clean.   b. rich
3. My school is big and have many students. c. ugly
4. Daddy drives the bike very fast.   d. stupid
5. My sister is tall. She is about 160 cm.   f. slow
6. Raras is a clever student.   g. short
7. Ardi is a poor man.   h. dirty
8. My brother is very young.   i. cold
9. The room is really hot during the day.   j. sad
10. I feel happy today because met my boyfriend. k. old

Pre Test Evidence in Control Class

INSTRUMENT FOR UNDERGRADUATE THESIS
POST -TEST
"THE EFFECTIVENESS OF BOARD GAMES AS LEARNING MEDIA
ON STUDENTS' VOCABULLARY MASTERY AT 8ᵗʰ GRADE OF MTS
RAUDLOTUT THOLIBIN PURWANEGARA, BANJARNEGARA"

Name   : chusniatun +
Student Number:
Class   : U III B

I. Choose the best answer based on the options bellow by choosing (X) a, b, c, or d!
    1. A person who drives a taxi is a....
        a. postman
        b. chef
        x. driver
        d. lawyer
    2. The person who delivers mail is a....
        a. postman
        x. lawyer
        c. chef
        d. nurse
    3. My father is taking a shower in the....
        a. library
        b. kitchen
        c. dining room
        x. bathroom
    4. Rani goes to the living room to... television.
        a. watch
        x. sleep
        c. write
        d. cook
    5. They always eat together in the....
        a. kitchen
        b. dining room
        x. bathroom
        d. living room
    6. Students go to the library to...books.
        a. cook
        b. eat
        c. read
        d. sleep
    7. Rian reads his favorite book in the....
        a. garden
        b. library
        c. kitchen
        d. bathroom

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8. My uncle works to catches the criminal. He is a....
   a. singer
   b. chef
   c. doctor
   d. police
9. I have many flowers in my....
   a. kitchen
   b. garden
   c. bedroom
   d. garage
10. Mr. Ardi works in the field every morning. He is a....
    a. farmer
    b. singer
    c. doctor
    d. police

II. **Find the correct answer by circling it!**
1. The...flew the plane to America today.
   (plumber/dentist/pilot)
2. The...fixed the broken water pipe.
   (plumber/mechanic/singer)
3. The...prepares meals in the restaurant.
   (pilot/chef/doctor)
4. The...helps people when they are sick.
   (doctor/butcher/driver)
5. The...is cutting the meat quickly.
   (plumber/lawyer/butcher)

III. **Match the antonym words that are underlined!**

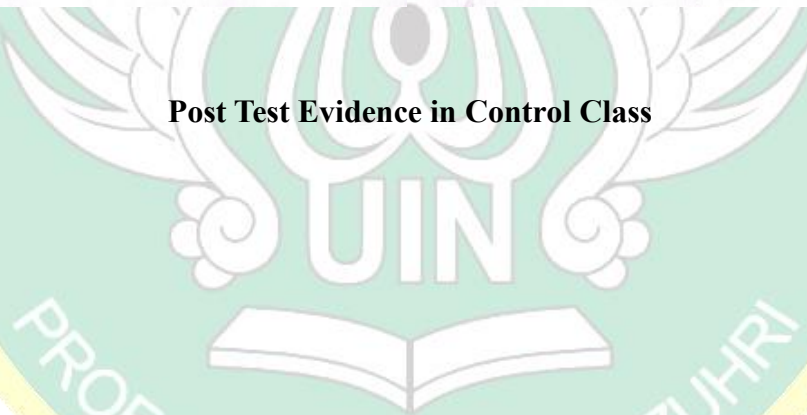|		
1. The weather is hot since yesterday.		a. slow
2. Rina is a tall woman.		b. rich
3. My room is very clean only on sundays.		c. ugly
4. Raihan got the role of poor man.		d. dirty
5. Not surprised, because he is a clever student.		e. short
6. The car moves fast and hit the pole.		f. old
7. The clothes don't fit because his body is too big.		g. stupid
8. He was happy after meeting his parents.		h. cold
9. Richie died at a young age.		i. sad
10. Jennie has bought beautiful shoes.		j. small

Post Test Evidence in Control Class

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BIOGRAPHY

A. Profile
   1. Name : Lina Taskiyah Mardiyanti Az-Zahra
   2. Student Number : 214110404067
   3. Date of Birth : 18 April 2003
   4. Address : Pucungbedug RT 06/ RW 05, Purwanegara, Banjarnegara
   5. Name of Father : Ahmadi Mokhamad Ardiansyah
   6. Name of Mother : Rukoyah
   7. Instagram Account: @linazhraa

B. Educational Background
   1. TK PGRI 1 Pucungbedug
   2. SD N 1 Pucungbedug
   3. MTs Raudlotut Tholibin Purwanegara
   4. SMA N 1 Purwanegara
   5. UIN Prof. K. H. Saifuddin Zuhri Purwokerto