

The Effect of Board Game to the Students' Vocabulary at the 3rd Grade at SD YBPK Semampir

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ABSTRACT

This study aims to determine the effect of using board games on the vocabulary mastery of third-grade students at SD YBPK Semampir. The background of the study highlights students' low vocabulary ability due to monotonous learning strategies. To overcome this, board games were introduced to create a more interactive and engaging learning environment. This quantitative research employed a one-group pre-test and post-test design with 30 students as the sample. The vocabulary test measured three aspects: definition and meaning, spelling, and pronunciation. Data were analyzed using SPSS version 21 and the paired sample t-test. The results showed a significant improvement in students' vocabulary scores after being taught using board games. The mean score increased from 64.33 in the pre-test to 90.00 in the post-test. The t-test result ($t = -9.995$, $p < 0.05$) indicated a statistically significant effect of the treatment. It can be concluded that board games are effective in enhancing vocabulary mastery and can be used as an alternative teaching strategy to support English language learning in elementary school.

Keywords: Vocabulary Mastery, Board Game, English Teaching

ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan media board game terhadap penguasaan kosakata siswa kelas III SD YBPK Semampir. Latar belakang penelitian ini didasarkan pada rendahnya kemampuan kosakata siswa yang disebabkan oleh strategi pembelajaran yang monoton. Untuk mengatasi hal tersebut, media board game diterapkan guna menciptakan suasana belajar yang lebih interaktif dan menyenangkan. Penelitian ini menggunakan metode kuantitatif dengan desain one-group pre-test and post-test. Sampel penelitian berjumlah 30 siswa. Instrumen yang digunakan adalah tes kosakata yang mencakup tiga aspek, yaitu pemahaman makna, ejaan, dan pelafalan. Analisis data dilakukan dengan bantuan SPSS versi 21 dan uji-t sampel berpasangan. Hasil penelitian menunjukkan adanya peningkatan yang signifikan pada skor kosakata siswa setelah diajar menggunakan board game. Rata-rata skor meningkat dari 64,33 pada pre-test menjadi 90,00 pada post-test. Hasil uji-t ($t = -9,995$, $p < 0,05$) menunjukkan bahwa perlakuan memberikan pengaruh yang signifikan secara statistik. Dengan demikian, dapat disimpulkan bahwa board game efektif digunakan untuk meningkatkan penguasaan kosakata dan dapat menjadi strategi alternatif dalam pembelajaran Bahasa Inggris di sekolah dasar.

Kata Kunci: Penguasaan Kosakata, Board Game, Pembelajaran Bahasa Inggris

INTRODUCTION

English is widely recognized as a global language that plays an important role in international communication (Syamsiyah & Ma'rifatulloh, 2023; Octaberlina et al., 2020). In Indonesia, English is taught as a foreign language starting from elementary school, where vocabulary mastery becomes the foundation for developing other language skills such as reading, speaking, writing, and listening (Asyiah, 2017). A rich vocabulary allows students to understand texts, express ideas clearly, and improve their critical thinking abilities.

However, many primary school students still face significant challenges in acquiring sufficient English vocabulary. Limited exposure to English outside the classroom, low motivation to read, and the use of traditional, monotonous teaching methods contribute to students' low vocabulary achievement (Octaberlina et al., 2020; Kurniawati, 2016). Repetitive reading and question-answer methods are often considered less effective for engaging young learners, who generally need fun and interactive activities to maintain interest and attention.

Recent studies highlight the importance of using creative and interactive media to improve students' vocabulary learning. One promising alternative is the use of educational board games, which combine elements of play and learning to create a motivating classroom atmosphere (Sukenasa et al., 2020; Buranasinvattanukul, 2024). Board games promote collaboration, active participation, and meaningful practice of new words, which can enhance students' retention and understanding of vocabulary. Systematic reviews and experimental studies have shown that board games can significantly increase students' motivation and vocabulary mastery in various educational contexts (Ubaidatur Rahmah Khodijah Al-Jawwadah & Tiyas Saputri, 2021; Ningrum et al., 2024).

Despite the positive evidence, most research focuses on older students or general topics. There is still limited empirical research investigating the effectiveness of board games for teaching vocabulary to third-grade primary school students in Indonesia. This study seeks to fill that gap by examining the effect of board games on the vocabulary mastery of third-grade students at SD YBPK Semampir, focusing on the theme of animals, which is relevant and interesting for young learners.

The findings of this research are expected to contribute theoretically by supporting the use of game-based learning as an effective strategy for vocabulary development. Practically, the results may guide teachers to design engaging classroom activities that can improve students' vocabulary skills and overall interest in learning English.

METHODOLOGY

This research applies a quantitative approach using an experimental design to examine the effect of board games on students' vocabulary mastery. The study uses a one-group pre-test and post-test design, which enables the researcher to measure students' vocabulary achievement before and after the implementation of the board game as a learning medium. The research was conducted at SD YBPK Semampir, located in Kediri, East Java, Indonesia. The study took place from December 2024 to July 2025, covering preparation, permission, implementation, data collection, analysis, and report writing.

The population of this research includes all third-grade students at SD YBPK Semampir, consisting of 30 students. The sample was selected using purposive sampling, involving one class as the experimental group. The focus of the study is on students' vocabulary related to the theme of animals, covering three aspects: definition and meaning, spelling, and pronunciation.

Data were collected through three stages: a pre-test, treatment sessions using board games, and a post-test. The pre-test was conducted to identify the students' initial vocabulary mastery. The treatment was implemented in three meetings, where students learned vocabulary through an interactive board game designed using visual aids and engaging tasks. After the treatment, a post-test was given to measure any improvement in vocabulary mastery.

The instruments used in this study include written and oral tests. The written test assessed students' ability to recognize, understand, and spell vocabulary, while the oral test evaluated their pronunciation skills. The collected data were analyzed using IBM SPSS 21 with a paired sample t-test to compare pre-test and post-test scores. The analysis aimed to determine whether the use of board games had a significant effect on students' vocabulary mastery. The significance level was set at 5% to test the research hypothesis and draw valid conclusions.

FINDINGS AND DISCUSSION

The results of this study show that the implementation of board games had a positive impact on the vocabulary mastery of third-grade students at SD YBPK Semampir. Based on the analysis of the pre-test scores, it was found that many students initially demonstrated limited vocabulary skills, particularly in aspects of definition, spelling, and pronunciation. Half of the students scored below the minimum mastery standard, indicating the need for an engaging learning strategy to enhance vocabulary retention and usage.

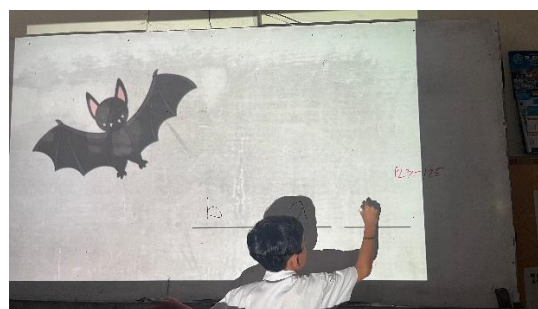
After three treatment sessions using the board game designed with animal-themed vocabulary tasks, there was a significant improvement in students' performance. The post-test results revealed that all students achieved higher scores compared to the pre-test. Most students showed progress in recognizing word meanings, spelling words correctly, and pronouncing them with better accuracy. The paired sample t-test using IBM

SPSS 21 confirmed that the difference between pre-test and post-test scores was statistically significant at the 5% level, indicating that the board game had a substantial effect on students' vocabulary mastery.

These findings align with previous studies that highlight the benefits of game-based learning in vocabulary development (Sukenas et al., 2020; Ningrum et al., 2024). The use of board games provided students with an interactive and enjoyable learning environment that encouraged active participation and peer collaboration. The visuals, clues, and competitive elements of the game motivated students to engage more deeply with the material and practice using new words in context.

Moreover, the results support the theoretical framework that emphasizes the importance of using innovative media to address the limitations of traditional teaching methods. The repetitive reading and question-answer technique, as noted by Kurniawati (2016), may not be sufficient for young learners who require more dynamic and stimulating activities. By integrating play into the learning process, board games can increase motivation, create a positive classroom atmosphere, and improve learning outcomes.

In conclusion, the study demonstrates that board games are an effective medium for enhancing vocabulary mastery among primary school students. The improvements observed in definition, spelling, and pronunciation indicate that the game-based approach can help students retain new words more effectively and use them accurately. Teachers are encouraged to incorporate board games and similar interactive activities into their vocabulary lessons to foster greater student interest and engagement.



Picture 1. Students with Board game

CONCLUSION AND SUGGESTION

Conclusion

Based on the results and discussion, it can be concluded that the use of board games has a positive influence on the vocabulary mastery of third-grade students at SD YBPK Semampir. The application of board games as a learning medium successfully answered the research questions regarding students' vocabulary skills before and after the treatment. Before the

implementation of the board game, students showed limitations in understanding the meaning of words, spelling, and pronunciation. After participating in the learning activities using board games, students became more active, motivated, and confident in using new vocabulary. This indicates that the objective of the research, which aimed to improve students' vocabulary mastery through engaging and interactive learning media, has been achieved. The findings support the idea that board games can be an effective alternative to traditional methods, creating a fun learning atmosphere that helps students understand, remember, and apply new words in a meaningful context.

Suggestion

Based on the conclusion above, it is suggested that teachers consider incorporating board games or similar interactive media into English vocabulary lessons, especially for young learners. By designing interesting game-based activities, teachers can increase students' motivation and participation, which in turn supports better vocabulary retention. For future researchers, it is recommended to explore the use of various types of educational games and adapt them to different topics or student levels to enrich the implementation of game-based learning in English language teaching. In addition, further research may focus on the long-term effects of using board games to support vocabulary development across different skills and learning contexts.

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