

**THE EFFECT OF BOARD GAME TO THE STUDENTS' VOCABULARY
AT THE 3rd GRADE AT SD YBPK SEMAMPIR**

SKRIPSI

**Submitted for Thesis Writing in order to Meet One of the Requirements for
Obtaining a Bachelor's Degree in Education (S. Pd)**

English Language Education Department, FKIP UN PGRI Kediri



By:

LUFIA ELEN AYU IZATI

NPM: 2114050036

**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI**

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APPROVAL SHEET

Skripsi by:

LUFIA ELEN AYU IZATI

NPM: 2114050036

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Education of University of Nusantara PGRI Kediri

Date: July 11th, 2024

Advisor I



Dr. Suhartono, M. Pd.

NIDN. 0714026901

Advisor II



Dr. Yunik Susanti, M. Pd.

NIDN. 0718017801

APPROVAL PAGE

Skripsi by:

LUFIA ELEN AYU IZATI

NPM: 2114050036

Entitled

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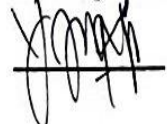
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Committee Examiner:

- | | | | |
|--------------------|---|--|---|
| 1. Chairman | : | <u>Dr. Suhartono, M. Pd.</u> |  |
| 2. First Examiner | : | <u>Dr. Rika Riwayatiningih, M. Pd.</u> |  |
| 3. Second Examiner | : | <u>Dr. Yunik Susanti, M. Pd.</u> |  |

The Dean of the Faculty of Teacher
Training and Education University of
Nusantara PGRI Kediri



Dr. Agus Widodo, M. Pd.

NIP: 196908241994031001

STATEMENT LETTER

The undersigned below, I:

Name : Lufia Elen Ayu Izati

Gender : Female

Place/ Date of Birth : Trenggalek, June 09th, 2003

NPM : 2114050036

Faculty/ Department : FKIP/ S1 English Education Department

States that:

1. The "skripsi" is never collected to any institute of higher education for any academic degree
2. The "skripsi" is totally independent of my work and not the result of plagiarism from the work of others.

Kediri, July 11th, 2025

The Writer



Lufia Elen Ayu Izati

NPM. 2114050036

MOTTO AND DEDICATION

Long story short, I survived. In the end, I'm gonna be alright.

"It will pass, it will pass".

This skripsi is dedicated to:

Alhamdulillah, all praise and gratitude be to Allah SWT for granting me the strength, patience, and countless blessings that have enabled me to reach this point and complete this thesis. I dedicate this humble work to my beloved parents, my father Mulyadi and my mother Siti Arwanah, who have always been willing to sacrifice anything for me, never ceasing to offer their endless prayers, unconditional love, support, and motivation that have helped me stand firm through every challenge. May Allah always bless them with good health, long life, and happiness, and may they always be by my side until the end of my life. I also dedicate this work to my beloved brother Arzetta Richy Maulana, whose presence, love, and constant encouragement remind me to keep improving myself and to look forward to a brighter future so that I can make him proud and happy. I am also deeply thankful to myself for being strong enough to hold on and stand up again, for choosing to keep going despite the storms, countless distractions, and moments of doubt that once made me pause this journey. Thank you for not giving up and for fighting one more time to reach this point. To my dearest friends Mara, Lintang, Lea, and Tyas, who are more than just friends but family I chose along the way, thank you for always being there, for the endless support, laughter, motivation, and for never getting tired of listening to all my worries and complaints. I am forever grateful to have met you and to have shared this journey with you all. I also extend my deepest gratitude to all kind-hearted people who have helped, supported, and inspired me in countless ways during the process of completing this thesis, even if I cannot mention each of you by name. Your contributions mean so much to me and will always be remembered with gratitude. May success, happiness, and strong bonds always accompany us wherever life takes us.

ABSTRACT

Lufia Elen Ayu Izati: The Effectiveness of Board Game on Students' Vocabulary Mastery for Third Grade Students at SD YBPK Semampir. Skripsi, English Language Education Department, Faculty of Teacher Training and Education, University of Nusantara PGRI Kediri, 2025.

Key word: Board Game, Students' Vocabulary, Teaching Vocabulary

This research aims to investigate the effectiveness of using board games to improve students' vocabulary mastery. The study was motivated by the fact that many elementary students find it difficult to acquire new vocabulary due to monotonous and conventional teaching methods. To address this issue, the researcher applied board games as an interactive and fun learning medium. The research used a pre-experimental design with one group pre-test and post-test. The sample consisted of third-grade students at SD YBPK Semampir. The data were collected through vocabulary tests focusing on definition and meaning, spelling, and pronunciation. The results show a significant improvement in students' vocabulary mastery after using board games. The average score increased from 64.33 in the pre-test to 90.00 in the post-test. The standard deviation decreased from 14.547 to 6.948, indicating more evenly distributed results. The improvement was proven significant by the t-test result.

This study shows that board games help create a positive learning atmosphere and make students more active in the classroom. Students were more motivated and interested when learning new vocabulary through games. They could practice vocabulary naturally in a meaningful context. The board game also encouraged communication and interaction among students. However, some challenges were found during the implementation.

One of the main challenges was maintaining classroom order when students became too enthusiastic. The class sometimes became noisy, requiring extra effort to keep students focused. This shows that teachers should prepare clear rules when

using games. Proper classroom management will help maximize the benefit of board games. Despite this, the advantages of using games outweigh the challenges.

In conclusion, using board games is an effective and engaging way to improve students' vocabulary mastery. Teachers are encouraged to integrate interactive media like board games in English lessons. This method can help students learn vocabulary more easily and enjoyably. It also supports students' motivation and participation in class. Therefore, board games can be a valuable part of teaching strategies in elementary schools.

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It is realized that this thesis still has many shortcomings, so it is expected that criticisms and suggestions from various parties are expected.

Kediri, July 11th, 2025



Lufia Elen Ayu Izati

NPM: 211405003

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CHAPTER I

INTRODUCTION

A. Background of the Research

Language is one of the methods of communication. Language has its components that construct it, and there are many languages all over the world, whether local languages, national languages or international languages. According to (Syamsiyah & Ma'rifatulloh, 2023), English is already needed to communicate at the international level. English is one of the international languages. According to (Octaberlina et al., 2020), English is one of the most widely used international languages by people in various countries as a means of communication. Many countries use English as their national languages, therefore most people in the world use English to communicate with people of other countries which makes English one of the international languages.

In learning English, we need several language skills and language elements, especially vocabulary. According to (Asyiah, 2017), Vocabulary is one of the keys to learning English. Therefore, vocabulary is one of the important aspects of learning in primary school. A wide vocabulary allows students to understand information better, express themselves more clearly, and improve their critical thinking ability. However, according to (Octaberlina et al., 2020) the majority of the student is not familiar with English, and it is the challenge for the teacher to provide the best strategy or media for English learning, especially in primary levels. Many primary school students have difficulty in developing their vocabulary. This is due to various factors, such as lack of exposure to new vocabulary, lack of interest in reading, and ineffective and boring traditional teaching methods. According to (Kurniawati, 2016), "The teacher repeats reading the text two or three times, after which the students are asked to answer the questions given by the teacher. When we look at this method, it is not very effective and adequate for teaching a language skill". From there it can be seen that the effectiveness of traditional reading methods applied in language teaching was criticized. The approach described involves repeated reading by the teacher followed by student responses to questions;

however, Kurniawati argues that this method lacks sufficient engagement and efficacy to promote the strong language skills required of students.

Based on these facts, despite its recognized importance, many students face challenges in vocabulary acquisition. Assessments indicate that elementary students often demonstrate limited vocabulary knowledge, which can adversely impact their reading comprehension and writing skills. Research conducted by Ketmuni revealed that primary students exhibited difficulties in retaining vocabulary knowledge over time, highlighting the necessity for engaging instructional strategies that promote long-term retention (Pattaralee Naenon, 2021). Furthermore, vocabulary deficits can hinder students' ability to fully engage with the curriculum, which correlates with academic performance as documented in various studies.

To address these challenges, there has been a growing interest in utilizing effective teaching media to enhance vocabulary learning. One promising approach is the use of board games as educational tools. Research indicates that board games can make learning enjoyable, thereby increasing student engagement and motivation (Sukenasa et al., 2020). Buranasinvattanakul observed that the design of instructional media through board games aligns with educational objectives while captivating students' interest (Buranasinvattanakul, 2024). The interactive nature of board games promotes collaborative learning, allowing students to learn from one another and reinforcing vocabulary usage in a supportive environment.

Further evidence suggests that board games can significantly influence vocabulary development. A systematic review indicated that board games effectively improve vocabulary mastery among students (Ubaidatur Rahmah Khodijah Al-Jawwadah & Tiya Saputri, 2021). Another study by Ningrum et al. demonstrated a marked increase in vocabulary comprehension when young learners engaged with board games, showcasing the applicability of this method across various educational contexts (Ningrum et al., 2024). These findings underscore the potential of board games as not only a mode of instruction but also a means of fostering a positive learning atmosphere conducive to vocabulary acquisition.

Nonetheless, despite the promising results associated with board game interventions, gaps in the literature warrant further exploration. Most existing

studies target specific age groups or particular vocabulary sets, which limits the generalizability of their findings (Noda et al., 2019). Additionally, there remains a scarcity of research that focuses specifically on the impact of board games on vocabulary development among third-grade students in the Indonesian context, an area where this study aims to contribute. By filling these gaps, this research provides valuable insights into the efficacy of board games in enhancing vocabulary skills and may inform best practices for language instruction in primary education.

In conclusion, the primary objective of this study is to investigate the effect of board games on third-grade students' vocabulary acquisition at SD YBPK Semampir. Utilizing a quantitative research methodology, this study aims to provide empirical evidence that demonstrates the effectiveness of board games as an innovative instructional strategy. The results of this research have the potential to enhance theoretical understanding of vocabulary acquisition and offer practical implications for educators seeking to employ engaging and effective teaching methods in their classrooms.

B. Identification of the Problem

The relevance of vocabulary acquisition in early education is underscored by its crucial role in students' academic performance and social interactions. Vocabulary not only facilitates communication but is also a predictor of literacy and overall academic success. According to Al-Jawwadah & Tiyas, (2021) systematic review has shown that a strong vocabulary in early education correlates with better reading comprehension and writing abilities. This indicates that strengthening students' vocabulary mastery from an early stage provides a solid foundation for developing more advanced language skills in higher levels of education. Data from various educational assessments indicate that many elementary students exhibit limited vocabulary knowledge, which significantly hampers their learning trajectory and engagement with the curriculum (Ketmuni & Naenon, 2021). This condition highlights the urgent need for innovative teaching strategies, such as using board games, to help students expand their vocabulary in a more engaging and effective way.

Students with limited vocabulary are less likely to participate in discussions, leading to decreased academic performance and lower engagement levels. This

concern is particularly pronounced among third graders, as they are at a critical developmental stage where foundational vocabulary skills must be firmly established to support future learning (Sukenasa et al., 2020). If these vocabulary gaps are not addressed, a widening educational gap could disadvantage students throughout their academic careers.

Moreover, research indicates that traditional vocabulary instruction methods, such as rote memorization and direct instruction, often yield limited results in terms of retention and application (Buranasinvattanukul, 2024). From this statement, it is necessary to emphasize interesting and interactive learning media to facilitate vocabulary learning effectively, including the use of board games. The potential of utilizing educational games, particularly board games, to enhance vocabulary acquisition has been recognized in recent literature, although empirical evidence supporting this approach in specific contexts remains scarce (Ningrum et al., 2024). Studies have demonstrated that board games can increase student engagement; however, more research is needed to ascertain the efficacy of such interventions for specific grade levels and populations (Noda et al., 2019).

While there is a body of research on using board games for vocabulary teaching in various settings, there is a gap concerning their effectiveness in the Indonesian context, specifically among third-grade students. Many studies have targeted other age groups or utilized different educational media, leaving this critical area of inquiry underexplored (Arwandi et al., 2020). In addition, here the researcher packages the board game in digital form with the help of using the Canva application, which later the researcher will display the material through an LCD projector with a blackboard as the base. Therefore, this study aims to fill this gap by investigating the impact of board games on vocabulary acquisition among third-grade students at SD YBPK Semampir.

The primary research question guiding this study is: "What is the effect of board games on vocabulary acquisition among third-grade students at SD YBPK Semampir?" Addressing this question is imperative, as understanding how board games can enhance vocabulary learning could inform educational practices, aiding educators in developing more engaging and effective instructional strategies. Ultimately, this research has the potential to contribute significantly to the field of

language education, providing insights that can foster improved student outcomes and broader engagement with language learning.

C. Limitation of the Research

This study, discusses the effect of board games on students' vocabulary among third grade students of SD YBPK Semampir. The research more precisely investigates students' vocabulary as it relates to elementary school students specifically focusing on three core components: definition and meaning, spelling, and pronunciation. These aspects are essential, as effective vocabulary mastery encompasses not only recognizing and understanding words but also being able to pronounce and spell them correctly, which are critical skills for language acquisition in early education (Luh et al., 2023).

This study concentrates on vocabulary related to the theme of “animals”. This thematic focus enables contextualized learning, as animal-related vocabulary is relevant and interesting to young students. Regarding learning media, this study uses board games as the main teaching tool. Board games have emerged as an effective pedagogical resource that encourages engagement and motivation among learners. The board game is designed to incorporate word-based challenges relevant to the animal theme, so that students can learn through play while focusing on improving their vocabulary.

D. Formulation of the Research

In order to make the discussion more focused, the researcher will formulate the research problem as follows:

1. How is the students' vocabulary mastery of 3rd grade at SD YBPK Semampir before being taught using board game?
2. How is the students' vocabulary mastery of 3rd grade at SD YBPK Semampir after being taught using board game?
3. How significant is board game to students' vocabulary mastery at the 3rd grade at SD YBK Semampir?

E. Purpose of the Research

Based on the problem formulation above, it can be concluded that this research will aim to be as follows:

1. To know the students' vocabulary mastery of 3rd grade at SD YBPK Semampir before being taught using boards game.
2. To know the students' vocabulary mastery of 3rd grade at SD YBPK Semampir after being taught using boards game.
3. To find out how significant boards game to students' vocabulary mastery at the 3rd grade at SD YBK Semampir.

F. Significance of the Research

The researcher expects that this research can give advantages to reader and other writers:

1. For Researcher

For researchers, this study is expected to bring advancement to educational innovation by building on existing literature linking game-based learning with vocabulary acquisition. Previous research has shown that interactive and engaging methods, such as board games, significantly enhance students' learning experience, promoting better vocabulary retention. By illustrating the tangible impact of board games, this study contributes to the growing body of empirical evidence supporting innovative educational strategies. In addition, through this research, it can provide motivation to continue creating new things in bringing better education.

2. For Teacher

For teachers, the practical implications are immense; this research empowers educators to integrate board games into their curriculum. Previous research has indicated that using games in a classroom setting can significantly increase motivation and participation among students, aligning with contemporary theories on effective teaching methods. By documenting the impact of board games on vocabulary acquisition, this study not only provides teachers with a viable instructional tool, but also encourages them to create a more interactive learning environment. Moreover, incorporating games into education will resonate with children, making the learning process more fun and effective. This holistic approach can improve student learning outcomes, enhancing vocabulary acquisition

and overall language competence. By demonstrating the effectiveness of board games in improving vocabulary acquisition in third grade students, teachers can be encouraged to incorporate innovative and interactive pedagogical methods into their curriculum by adjusting the material to be taught.

3. For the next Researchers

For the next researchers, this study is expected to motivate further research into the efficacy of board games and similar interactive methods in diverse educational settings. This research is expected to pave the way for comparative studies that can investigate different types of games or different age groups, enriching the existing literature on game-based learning strategies. In addition, understanding the long-term effects of such interventions on vocabulary retention may provide insight into the long-term benefits of games in education. Future researchers are expected to build on these findings to explore innovative educational strategies and contribute to making learning more engaging and effective.

G. Definition of Key Terms

1. Board Game

Board games are defined as structured games that typically involve the use of a board as the main playing surface, which includes various elements such as tokens, cards, and rules regarding player interaction and strategy. Based on the opinion of (Of, 2014), board-games themselves have been widely used in education to improve student competence. Board-game itself has been widely used in the world of education to improve student competence. These games have emerged as effective educational tools in various domains, including health education and language acquisition. In addition, these games also encourage critical thinking and collaboration among players, fostering a learning environment that increases engagement and knowledge retention.

2. Vocabulary Mastery

Students' vocabulary refers to the set of words that learners can recognize, understand, and use effectively within various contexts. Vocabulary acquisition is a crucial component of language learning and significantly contributes to students'

overall academic performance. Research indicates that a robust vocabulary repertoire is closely linked to students' reading comprehension and academic success (Tomcics et al., 2021).

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