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THE USE OF BOARD RACE GAME: A LIBRARY RESEARCH ON THE IMPROVEMENT OF STUDENTS' VOCABULARY MASTERY

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ABSTRACT

The objective of this research is to gather data that can be used to assess whether or not using the Board Race Game helped students improve their vocabulary mastery. The method makes use of PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses). Based on a descriptive table of a systematic review, there are tenth national journal articles findings that are successfully identified to mention concerning this research. Then, by categorizing tabulated outcome data into the fourth categories, the improvements are concluded respectively: 1) Using board games to teach students vocabulary has a big influence on their ability to remember words; 2) Applying the board race method, students' vocabulary mastery improved; 3) The ability of students to memorize words used in board race games developed; 4) The board game Pictionary and the touch-and-go game are two examples of board races. It is recommended that the English teacher engage the students and improve them comprehend vocabulary.

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PENDAHULUAN

According to Thornbuy (2002), he defines mastering vocabulary is item learning that is also called network building that the student needs to make multiple decisions about words. The word is recalled more effectively the more word decisions the learner makes and the more cognitively challenging these decisions are. Mastering vocabulary to master these main items, either content words or function words. Contents words are words that have meaning, such as; verbs, nouns, and

adjectives. Function words are words that express a construction grammatical, they include prepositions, conjunctions, pronouns, adverbs, and verbs. Therefore, without vocabulary, it is hard for the students to master the language.

According to Harmer (2001), he says that student boredom is one of the most powerful adversaries of effective teaching. The monotony of much of the classroom time is a common cause to this. The need for surprise and variety within the lesson could attract the students to get involved, so they can enjoy the learning. Furthermore, a board race game is a fun game that is included in the category of language board games. The researcher identified the classroom's problem successfully. Those problems are found such as the students getting bored, they do not pay attention, and had limited vocabulary in learning. When asked to write down their daily activities, they appear to struggle with word choice. It means that students must develop their own ideas about the words they have already learned.

The researcher decided to conduct library research and use a board race game to provide a solution for students to improve their vocabulary mastery. The researcher uses journal articles as the subject of research in this study, which is related to the title of the study: The population is students; the intervention is the use of a board race game; the comparison is N/A; and the outcome is improved vocabulary mastery. It investigates whether the use of the Board Race Game improved the students' vocabulary mastery. And the aim is to provide evidence and a foundation for determining whether the use of the Board Race Game improved the students' vocabulary mastery.

There are tenth national Journal articles findings is successfully identified to mention concerning this research: the first one is according to Pratiwi & Nur (2019), stated that following the researchers' four-meeting treatment of the game, the students' mastery of vocabulary greatly improved; the second one is according to Zaenal (2020), he defines the board race methods was successful in enhancing students' mastery of verb and noun words in english; the third research is according to Kusumawati (2017), she says that students' vocabulary mastery is influenced by the use of a board race game at Civil Engineering Students in Muhammadiyah University of Metro academic year 2017/2018; the fourth research is according to Ningsih, Jubaedah, & Syathroh (2020), stated that the results of the tests showed that the "Broad Races" game can allow the students learn new words and improve their vocabulary; the fifth research is according to Dwi (2017), she says that the Pictionary board game technique can enhance students' vocabulary mastery, according to the findings of this action research and observation of the technique in use; the sixth research is according to Rahmawati (2019), she says that the outcomes of this research showed that playing Board Race can improve students in expanding their vocabulary; the seventh research is according to Ikhwan (2019), he defines based on the analyzed data, a board game can allow students enhance their three basic tenses; the eighth research is according to Nawayanti (2013), she says that it may be said that using the game Touch and Go to teach vocabulary was successful; the ninth research is according to Santoso (2018), he defines the results of the analysis showed that the students' memory of countable noun vocabulary had increased; the tenth research is according to Mifta (2020), she says that run to the board game can improve with vocabulary development.

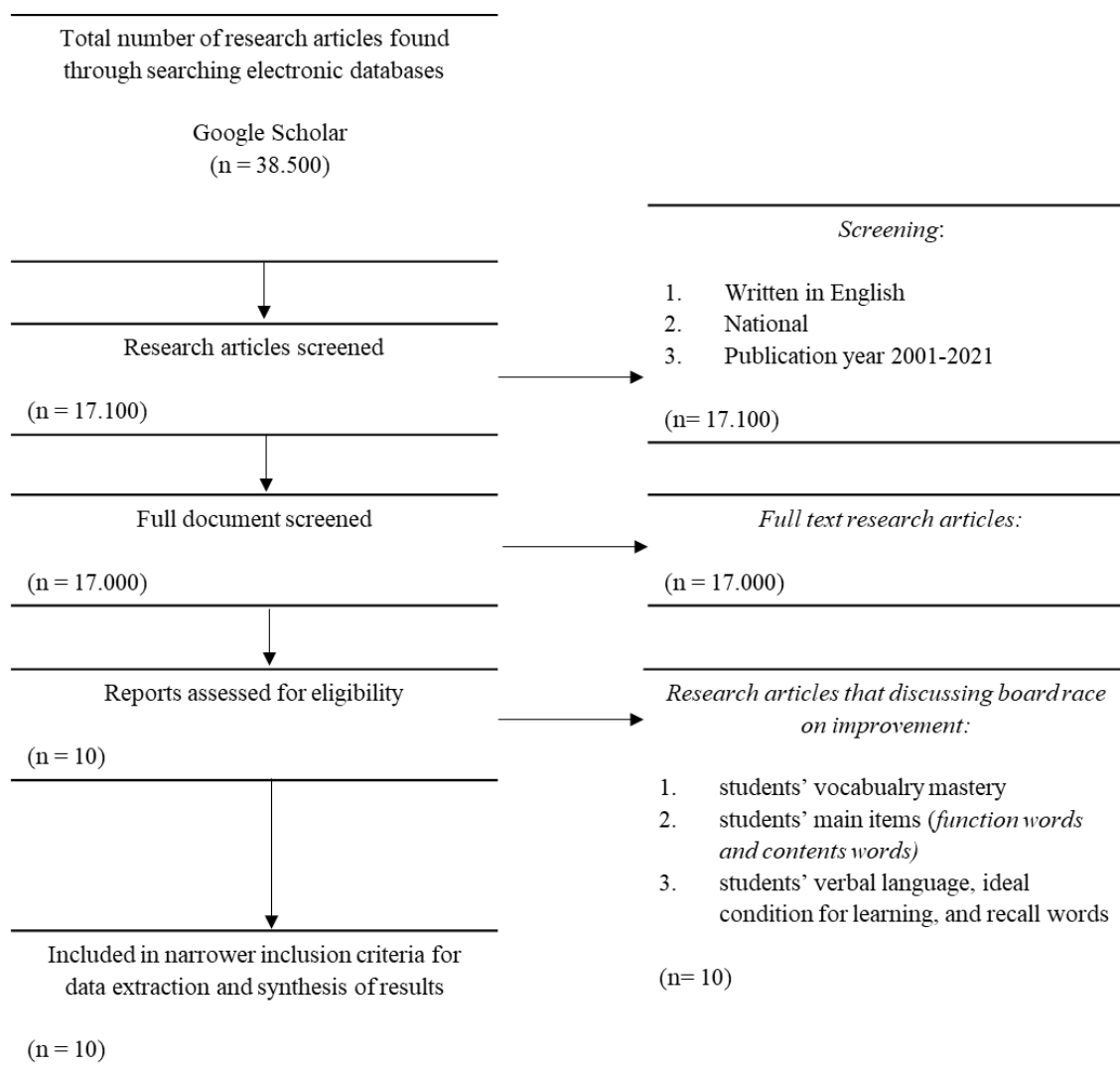
In this research, the researcher uses systematic literature review as a method of research, and the strategies to make a review of research literature systematically. Therefore, there are the tenth national journal articles as the subject of this research. These national journal articles are as mentioned above and related to the researcher's title is "The Use of Board Race Game: A Library Research on Improvement of Students' Vocabulary Mastery".

METODE PENELITIAN

According to Petticrew & Robert (2006), stated that systematic literature reviews are a method for making sense of a lot of information and contribute to the answers to many different

kinds of problems, such as what works and what doesn't. The researcher used systematic literature reviews by formulating the review's research questions, and developing the review's protocol uses PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses). Formulate the review's research questions would be following as the population is students, intervention is the use of board race game, there is none comparison in this research, and the outcomes are improvement of vocabulary mastery.

Table 1 PRISMA diagram (Preferred Reporting Items for Systematic Reviews and Meta-Analyses)



(Source: Gough, Oliver, & Thomas (2012, p.86))

The population or subject of this study has already fulfilled the criteria established by the researcher. The sample is taken from the population that can be used as the subject of research. The researcher found the total number of research articles through searching electronic database Google Scholar there are 38.500 research articles, and 17.000 research articles screened, and 10 national journal articles that are relevant to the title of this research as sample.

The technique of data collection in this research uses purposive sampling. According to Flick (2014), he says that the sampling strategy was purposive; it was designed to explore, test, and refine our emerging ideas. The researcher used purposive sampling as technique to collect the data, by implementing Boolean operator keywords, and the inclusion and exclusion criteria.

The technique of data analysis in this research uses narrative synthesis. According to Petticrew & Robert (2006), stated that narrative synthesis is in three steps: (i) categorizing logically the study's description; (ii) examining the outcomes for each of the categories; (iii) combining the results of all relevant studies. In this research the steps such as organization of tables, and compare the narrative descriptions with tabulated data.

HASIL PENELITIAN DAN PEMBAHASAN

The research's findings are displayed as a descriptive table or a table with a table organization. The results are then collated and compared to how using the board race game improved the students' vocabulary mastery, the effect of the students' vocabulary mastery in the board race game, using a board race game to increase students' mastery, and the various board race games.

Table 2 Descriptive table from a systematic review

Study	Year	Intervention	Study Population	Study Design	Primary outcome
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(Source: Petticrew & Robert (2006, p.172))

Table 3 Tabulated outcome data from the review in a descriptive table from a systematic review

Validity score	The study, Primary reference, and secondary reference(s) if relevant	Sample size	Response rate	Follow-up rate	Follow-up (months)	Outcome measure	Findings
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(Source: Petticrew & Robert (2006, p.172))

There are five journal articles identified to the improvement of using board race games to the students' vocabulary mastery: the first one is according to Pratiwi & Nur (2019), stated that following the implementation of the action, researchers were able to find a solution to the problem of improving students' vocabulary mastery. Therefore, it is recommended that board race games be used as an alternative media in teaching English because this kinesthetic game was successful in creating an ideal place in the teaching and learning process and enhancing the students' vocabulary mastery; the second one is according to Kusumawati (2017), she says that therefore, the use of a board race game has a big influence on the students' vocabulary mastery at Civil Engineering Students in Muhammadiyah University of Metro academic year 2017/2018; the third research is according to Widianingsih, Jubaedah, & Syathroh (2020), stated that as a result, one alternative method for teaching English vocabulary is the game "Broad Races." This finding should encourage English teachers to have their students engage the "Broad Races" game to help them learn more vocabulary in English; the fourth research is according to Dwi (2017), she says

that the results of this action research and observation of the Pictionary Board Game Technique implementation lead to the conclusion that the method can enhance students' vocabulary mastery. Materials, student interest, and teacher direction are the factors that influenced changes in students' vocabulary mastery through the Pictionary Board Game; the fifth research is according to Mifta (2020), she says that the researcher comes to the conclusion that the alternative hypothesis (H1) is accepted and the null hypothesis (H0) is rejected. So, running to the board game can encourage students in expanding their vocabulary.

There are three journal articles are concerning the effectiveness of using board race games to the students' vocabulary mastery: the first one is according to Zaenal (2020), he defines as a result, the Alternative Hypothesis (H1) is accepted and the Null Hypothesis (H0) is rejected, according to the study's hypothesis. It implies that the Board Race Method was successful in enhancing students' mastery of nouns and verbs; the second one is according to Ikhwan (2019), he defines according to the data, students' three basic tenses can be improved by playing board race games. The students' test results varied significantly between meetings. The outcome of the first meeting (67.8%) was worse than the outcome of the second meeting (84.2%); the third research is according to Nawayanti (2013), she says that based on the study's findings, the researcher draws the conclusion that English teachers should use the Touch and Go game to engage their students and encourage them to learn vocabulary.

There are three journal articles are concerning the kinds of board race games: the first one is according to Dwi (2017), she says that the results of this action research and observation of the Pictionary Board Game Technique implementation lead to the conclusion that the method can enhance students' vocabulary mastery. Materials, student interest, and teacher direction are the factors that influenced changes in students' vocabulary mastery through the Pictionary Board Game; the second one is according to Nawayanti (2013), she says that based on the study's findings, the researcher draws the conclusion that English teachers should use the Touch and Go game to engage their students and encourage them to learn vocabulary; the third research is according to Mifta (2020), she says that the researcher comes to the conclusion that the alternative hypothesis (H1) is accepted and the null hypothesis (H0) is rejected. So, running to the board game can encourage students in expanding their vocabulary.

KESIMPULAN DAN SARAN

Based on a descriptive table from "The Use of Board Race Game: A Library Research on the Improvement of Students' Vocabulary Mastery," a systematic review. There are tenth national journal articles findings that have been successfully identified to mention about this research, and the tabulated outcome data are divided into four categories. As a result, it is possible to draw the following conclusion:

Board race games have a big influence on students' vocabulary learning. It also does a lot to make the classroom atmosphere pleasant. The tabulated results of the improvement of using the board race game to the students' vocabulary mastery showed the improvement.

The board race method significantly increased students' vocabulary. Almost all of the students showed greater engagement and enthusiasm for learning. The improvement was evident in the tabulated outcome data of The Effectiveness of Using Board Race Game to Improve Students' Vocabulary Mastery.

Students' ability to memorize vocabulary developed as a result of playing board race games. Students were more involved in the teaching-learning process and felt more at comfortable and engaged. The board race game was used to develop students' vocabulary mastery, and the results showed improvement.

Teachers should have innovative media in teaching, especially in teaching vocabulary, such as: using creative teaching aid or using an educational game. Board race games can be the solution to solve the students' problem in less motivation, lack of vocabulary, and to stimulate their interest

in learning English in a fun way. The students could use the board race game at home with their friends during break time to help them improve their vocabulary mastery. Board race games are used in this research to help students improve their vocabulary mastery. The researcher expects either result or finding that related to the data of these research journal articles may have a benefit for the other researchers in the future.

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