

Improving Students' Vocabulary By Using Board Games With The Contextual Teaching And Learning Method At SD Bali Bilingual School

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Abstract: This research is a classroom action research (PTK) which aims to improve students' vocabulary through learning media using board games in class IV A of Bali Bilingual School elementary school. The subjects of this research were all students of class IV A which amounted to 17 students. While the object of this research is to improve students' vocabulary by using board games with contextual teaching and learning methods at Bali Bilingual School elementary school. This research was carried out with steps namely planning, implementing, observing and reflecting. The data of the research were analyzed descriptively with 2 types of data, namely quantitative data and qualitative data. The results of the initial test showed that the average score of students' vocabulary skills was only 64 which was in the low category with a classical 42%. After the research was conducted in cycle I, there was an increase in the students' average score to 79 which is included in the sufficient category with 88% classical in cycle II. Based on the result, it can be concluded that board game technique can improve students' vocabulary skill in class IV A of Bali Bilingual School.

Keywords: Vocabulary, Board Games, Contextual Teaching and Learning

INTRODUCTION

One of the components that play an important role in mastering a language is vocabulary. Students who learn a language cannot be separated from learning vocabulary and can develop the English vocabulary they learn. According to Hiebert in (Prasetyo, 2016) in his article accessed from the internet, defines vocabulary as knowledge of words and word meanings. Vocabulary is one of the components of English that students must have in the learning process, the

more vocabulary they have, the smoother the communication. The 4-6 years old period should have recognized general vocabulary and specialized vocabulary. General vocabulary includes nouns, verbs, adjectives, adverbs, and substitutes, while specific vocabulary includes money vocabulary, time vocabulary, and color vocabulary. General vocabulary is easier to learn because it is more widely used in everyday life (Yuvitasari, 2015).

Vocabulary mastery can be applied by teachers well if teachers can

determine learning methods and approaches and media that are appropriate to the age and ability level of students in receiving learning so that students can understand the vocabulary that has been taught. This is supported by data obtained by researchers. Based on the results of observations made on March 24, 2023 at elementary school Bali Bilingual School class IV A with 17 students. The researcher gave 20 questions to students consisting of 10 multiple choice questions and 10 fill in the blank questions, from the pre-test results, more students were able to answer multiple choice questions than fill in the blank questions because students were asked to mention and write the missing words and students were not able to write vocabulary well. Of the 17 students who were able to understand the vocabulary well based on the pre-test results only 5 students while 12 students still did not understand the vocabulary material given and were below the standard of minimum completeness, the average score of classical student learning outcomes was 30% while the expected target was 85%. While the standard of minimum completeness for English learning in class IV A elementary school Bali Bilingual School is 69. Based on the existing problems, children's ability to recognize words needs to be developed in the right way. This needs to be followed up so that student learning outcomes are in line with what is expected or even exceed the specified value.

Board game can be a media that will provide many advantages for teachers and students. Board game can be defined as a game that is used to attract students' motivation to follow the

teaching and learning process because this board game can make students more focused on learning because they do not feel forced to learn. The purpose of this game is to practice English language skills. Rahmawati in (Andrefa et al., 2019) concluded that board games media are effective for teaching English by using board games and students' speaking skills improve. Many game methods are used for students in increasing English vocabulary, namely by using game media, namely, snakes and ladders games, spinning wheel games, paired card games, and crossword games. So the researcher only chose two games, namely snakes and ladders and scrabble for students, this is what is an alternative game for students to improve students ability to use vocabulary.

Contextual Teaching and Learning (CTL) is a learning method that can occur when students are able to connect between content and context. By linking content and context from inside and outside the classroom, the learning process becomes more relevant and meaningful to students Hosnan in (Sius Sitepu, n.d.). CTL is a teaching and learning method that helps teachers connect subject matter or content with real-world situations. In contextual learning, learning only occurs when students (learners) process new information or knowledge. Dofir in (Sius Sitepu, n.d.). Conducted a study on the use of contextual teaching and learning for student's vocabulary improvement. And found that students were very interested and motivated in the learning process. Since the learning is done in the classroom, students do not feel shy to ask questions to their own friends or to the researcher. Therefore, it

is very important to apply the CTL approach in teaching vocabulary.

Based on the description presented, it is appropriate to improve students' English vocabulary through game media at elementary school Bali Bilingual School. From this background, the researcher examined the problem through a classroom action research entitled "Improving Students' Vocabulary by Using Board Games with Contextual Teaching and Learning Methods at elementary school Bali Bilingual School".

RESEARCH METODOLOGY

The type of research used in this study is Classroom Action Research (CAR) which aims to improve students' vocabulary through learning media using board games in grade IV A elementary school Bali Bilingual School. Classroom action research is a process of studying learning problems in the classroom through self-reflection in an effort to solve these problems by taking various planned actions in real situations and analyzing any effects of the treatment given. Classroom Action Research is part of research that has the aim of improving the process and results of educational learning or improving quality (Kristanto et al., 2019). Classroom action research is carried out in several cycles. Each cycle consists of four steps, namely; planning, action, observation, and reflection (Kristanto et al., 2019).

Researchers collected data for this study through observation, tests, and documentation. These techniques are in accordance with the research design in qualitative research. In this study, researchers used three methods to collect data for this class action

research. Techniques of analysis data in this research are qualitative data and quantitative data. The researcher takes qualitative data for some reason. First, the qualitative data fits for what problems the research wants to investigate, that the implementation of Board Games in teaching vocabulary can improve student's vocabulary. Secondly, the researcher needs to analyze the data of the research in the form of written description. The analysis qualitative data used in this research is observation, the observation data will be described of the teacher and the students' activities during the teaching learning process in the classroom before and after Classroom Action Research.

The research procedure was designed in two cycles, namely the first and second cycles. In analyzing the quantitative data, the researcher uses test because the researcher wants to know about the data of mastering vocabulary before and after implementation of board game in Classroom Action Research to improve students' vocabulary. First the researcher getting the average students' score before implementation Classroom Action Research and getting the class percentage.

In this research, the researcher has done ask to the teacher about score that must be students get in learning teaching activity, that is 69. Determination of this value as according to standard of minimum completeness exists in school for English lesson. From the discussion between the teacher and the researcher, the researcher and the teacher agreed that this Classroom Action Research can be called success when there is 85% of students could

achieve the target score of minimal mastery level 69 of the vocabulary mastery test started from the pre-test until the second posttest in cycle two. If the students test result has completed the criteria of success in action research, the researcher concludes the next cycle would be stopped.

RESULTS AND DISCUSSION

In this chapter, researchers discussed and analyzed the data and post-test results in each cycle. However, before the researcher proceeded to the discussion, the researcher emphasized that this research was a Class Action Research (CAR). This research was conducted in class IV A of elementary school Bali Bilingual School in the academic year 2022/2023.

In terms of data types, there were two types of data used in this study, namely quantitative and qualitative data. Quantitative data were numerical data obtained from student scores in the tests, namely Pre-test, Post-test cycle I, and Post-test cycle II. Meanwhile, qualitative data were descriptive data obtained from observations during the research. Descriptive analysis was used as a method to analyze the data. In analyzing the data, students' main scores and individual scores obtained by students from pre-test, post-test I, post-test II, were described and compared to find out the improvement of students' vocabulary. In addition, the percentage of students who obtained the standard average score in general on each item was also calculated. In addition, this study also aimed to determine students' responses to the application of the game board.

The findings of this research

include findings in the initial observation, cycle 1, and cycle 2. The findings in each cycle are described as follows:

a. Findings on Pre-Observation

The pre-test was given to the subject under study to find out the subject's initial knowledge in vocabulary mastery. The pre-test was conducted to determine students' vocabulary mastery before being given treatment. The pre-test results were used as a reference for conducting research. Students' vocabulary mastery is still low. This is indicated by the students' average score of only 56 the score is lower than the standard of minimum completeness for English learning in class IV A SD Bali Bilingual School, which is 69. Therefore, student's vocabulary mastery needs to be improved to achieve the standard of minimum completeness score. The total number of pre-test score was 955. There were 17 students who took the test given by the researcher on the pre-test and that means all students joined the test.

Of the 17 students who took the test, so that the average student score was 56, it can conclude that overall, it still needs to be improved. Of the 17 students who took the test, only 5 could reach the passing score set at school of 69. Meanwhile, 12 students did not reach the passing score, resulting in a pre-test classical score of 30%. So that children's ability to recognize vocabulary needs to be improved. Therefore, researchers continue to conduct research at the school so that student learning outcomes are in accordance with what is expected and in accordance with the specified values.

Based on the data found in the observation, pre-test, and

documentation, it is clear that the students' problem is in terms of vocabulary mastery. This can be seen from the students' pre-test average score which is still low 56. This needs to be improved because the score has not passed the school's passing score standard of 69.

b. Findings on Cycle I

For the action stage, three sessions are required in this step where the first and second sessions are concerned with the implementation of the Snakes and Ladders game board, at the same time the third session is planned to conduct post-test I which aims to evaluate whether their vocabulary has improved or not.

The first session of cycle I, Then the snakes and ladders game board were introduced to the students that the researcher would apply the strategy in their class. After the researcher explains the learning objectives, the researcher will continue to provide material to students according to the student book. The researcher explained the vocabulary material for the use of *can/cannot*, after the researcher explained the material, the researcher asked students whether they understood the material, the researcher also asked several questions with students related to the material that had been explained. After that, students were divided into three groups and each group consisted of six members. Because there were 17 students, there were 2 groups of 6 members, and 1 group of 5 members.

After that, the researcher applied a board game, namely snakes and ladders, and explained the technique of how to play it. But some students looked confused because during the English lesson process, their teacher never

provided fun learning media. This made students feel curious to know how to play the snakes and ladders game board. After ensuring that the students understood during the process, the researcher actively observed and helped the students if they were having difficulties. From the observation, it was seen that some students still found it difficult to speak in front of the class and felt shy. To overcome this, the researcher provided support to the students when they were in front of the class. After all students were given the opportunity to come forward in turn, the teacher asked the students to summarize the day's lesson together and asked if there were any difficulties, they faced during the learning process.

The second session, the researcher started the teaching and learning process by reviewing the material learned in the previous meeting with the snakes and ladders game board. Then, the researcher asked some questions about the material. Some students raised their hands and enthusiastically answered the questions. After the students connected with the material, the researcher asked the students to take turns to make a sentence related to the vocabulary around the class, using the word *can/cannot*. At that time, the researcher could tell which students were active and paying attention to the explanation. Some of them tried to answer although they still looked worried and shy and some of them just smiled or did not respond. Overall, the use of the snakes and ladders game board succeeded in providing more active interaction and helped improve students' understanding of the material and increase students' vocabulary.

The last session, the researcher

explained about the test and how to do it and students were asked to fill in their complete identity and students were given 40 minutes to complete it. The researcher observed around the class and sometimes some students tried to cheat on their friends' answers. However, they did not succeed because they were reprimanded by the researcher and asked to work individually. After that, the researcher provided information on the learning process that would be carried out the following week, the researcher also asked students how the learning process was today, and the students answered positively and the good impression of the students on the learning process that had taken place.

The Evaluation for the result of Post test 1, After applying the snakes and ladders game board in two sessions, students' answers from the test were given to find out the improvement of students' vocabulary mastery. The total score obtained by students in cycle I was 1090. Of the 17 students who took the test, only 7 people could reach the passing score set at school which is 69. Meanwhile, 10 students did not reach the passing score, so that the classical value of the first cycle post-test was 42%. This is still not satisfactory to the researcher because this class action research is said to be successful if 85% of the subjects studied obtain a minimum standard score of 69 and the researcher can stop the action.

Based on the results of the cycle I post-test, the researcher decided to continue to cycle II by modifying the learning approach. Cycle II can be a starting point for continuous improvement and can achieve better scores.

c. Findings on Cycle II

Similarly, the steps in Cycle I consisted of three sessions. In the first and second sessions, the implementation of the scrabble game board, while the third session gave the test. The First Session, students responded well because they got good grades in the previous cycle. After answering the greetings, the researcher checked the students' attendance and all students were present on that day. Then, the researcher reviewed the material from the previous meeting and asked the students if they had any difficulties in applying the game board.

A few minutes later, the researcher gave the same material as the previous cycle and asked the students some questions to find out their understanding with the previous lesson. More than half of them raised their hands and tried to answer and many of the answers were correct. After that, the researcher applied the scrabble game board in cycle II, the researcher explained to the students the technique of how to fill the scrabble. After the students understood, the researcher distributed a piece of paper to each student to answer and when finished, collected it back. Throughout the process, the researcher observed and helped the students if they found some difficulties. Then, 10 minutes were up. Next, it was collected again. After that, the researcher asked each student to come forward to make a sentence according to the vocabulary on the scrabble game board. Based on the observation, it was seen that some students had difficulty filling in the scrabble and were less focused when working on it. After all students were given the opportunity to come forward

in turn, the researcher asked the students to summarize the day's lesson together and asked if there were any difficulties, they faced during the learning process.

The Second Session, the researcher reviewed the material in the previous meeting and asked the students if there were any difficulties experienced by the students while applying the scrabble game board. A few minutes later, the researcher asked some questions to the students to find out their understanding with the previous lesson. Many students raised their hands to try to answer and many were correct. After that, the researcher applied the scrabble game board again and practiced students' focus on finding vocabulary on the scrabble game board. After all students filled in the scrabble sheet, the researcher reminded the vocabulary in the scrabble, and all students came forward in turn to make a sentence related to the vocabulary on the scrabble game board. By using can/cannot sentences according to the material in the previous cycle.

When time was running out, students were asked to double-check their answers before collecting them. Afterwards, the researcher asked the students about the learning process that day. Some students said that they really liked this learning process because it was fun and they managed to acquire new vocabulary. In this cycle, it can be seen to increase students' understanding who are more creative and easier to find words in scrabble.

The third session, an evaluation was conducted to determine students' vocabulary mastery after the application of the scrabble game board. Before giving the test, as usual, the researcher greeted the students and checked their

attendance. At that time, all students were present. Next, the researcher gave post-test II which contained 10 multiple choice questions and 10 fill in the blank questions. In this session, the researcher asked all students to fill in their complete identity and asked to answer the test individually, no one was allowed to copy their friends' answers and students were given 40 minutes to complete it.

After that, the test was distributed by the researcher and then students filled in the answer sheet with a quiet classroom atmosphere while answering the test. After finishing the test, the students were asked to double-check their answers before collecting them. In the last 5 minutes, the researcher reviews what the students have learned and asks if there are any questions that need to be answered. Some students expressed their excitement towards the learning process that day and felt that they had benefited from the use of the game board. The class ends with an expression of gratitude and goodbye. Overall, this learning process succeeded in creating a calm atmosphere and students showed satisfaction with the learning, as well as the benefits gained from using the game board.

The Evaluation for Results of Post Test II, showed a significant improvement in students' vocabulary acquisition compared to the previous post-test results. More detailed information about the test results is attached in appendix IV. The total score obtained by students in cycle II was 1350. There was a significant improvement in cycle II. This shows that the application of scrabble game board succeeded in improving students' vocabulary mastery, as for the subjects

studied can be seen by calculating the average value of the second post-test of cycle II.

Of the 17 students who took the test, only 15 could reach the passing score set at school which is 69. Meanwhile, 2 students did not reach the passing score, thus getting a classical value of post-test cycle II which is 88%. Based on the criteria, the value is categorized into a sufficient level of mastery.

Based on the results of the cycle II post-test, this is quite satisfying for researchers, because students have successfully achieved or exceeded the standards set for learning objectives in cycle II. They have shown that students have mastered the material and can apply it well. So that this research can achieve the success indicator, namely 85% of students pass the standard of minimum completeness. Therefore, this research is considered sufficient to end cycle II.

The Reflection, The average score of students' vocabulary mastery in the pre-test was 56, while the results of post-test I showed that the average score of students was 64. Finally, the average score of students' vocabulary mastery in post-test II was 79. This shows that there has been an increase in the average score of students' vocabulary mastery from pre-test to post-test I and from post-test I to post-test II. The increase in students' average score was also due to the application of snakes and ladders game board in cycle I and scrabble game board in cycle II.

From the results of the post-test in cycle II, it can be seen that students have a positive attitude towards the application of the scrabble game board, helping them to more easily understand

vocabulary and train students' focus. All students answered positively, and said that they were very happy and helped in understanding vocabulary and adding new vocabulary by using the scrabble game board. And it can be seen that, the students are enthusiastic and interested to join the learning. This shows that the scrabble game successfully motivated the students to follow the learning. The teaching and learning process also ran smoothly during the activity. Based on the reflection results above, it shows that students' vocabulary mastery could be improved through the application of scrabble game board. The results of the reflection and data analysis of the research conducted have indicated that the use of scrabble game boards is effective in improving students' vocabulary mastery. The success indicators of this study have also been met. The average score of the students was 79. In addition, the classical value has exceeded the targeted value of 88%. Therefore, this study was considered successful and the researcher decided to stop the treatment.

CONCLUSION

The main objective of this research was to improve students' vocabulary acquisition through the use of board games. In an effort to achieve this goal, the researcher conducted research and implemented the action in two cycles. Based on the results of the study, it can be concluded that the objectives of this research were successfully achieved. The use of board games in the learning process helped students to acquire and master vocabulary more effectively. Through two cycles of action, there was a significant improvement in students'

vocabulary acquisition. This shows that the use of board games as a learning strategy is effective in improving students' understanding and use of vocabulary.

The problems faced by students were identified through initial observations made before the two cycles were implemented in the classroom. The pre-test results showed that the average score of students in class IV A of Bali Bilingual School Elementary School was low. The average score of students in the pre-test was 56 which was categorized as less. This score is lower than the school's passing standard of 69.

In cycle I, the students were asked to follow some of the steps proposed by the applied technique. The students were expected to get used to the vocabulary learning process and add new vocabulary. The results of post-test I showed an improvement in students' vocabulary mastery. The students' average score increased from 56 in the pre-test to 64 in the post test I. From the results of post-test I. There are 7 students who have passed the standard of minimum completeness and there are still 10 students who have not passed the standard of minimum completeness.

This still needs to be improved because the success indicator requires 85% of students to achieve the targeted value. Then, the researcher continued the research by conducting Cycle II. Improvement has occurred after students were given treatment by using scrabble game boards continuously in Cycle II. The average score of cycle II was 79. Based on the criteria, the value is categorized into a sufficient level of mastery. Therefore, the success indicator has been achieved, where the success rate is 79. This shows that 15

students have passed the passing standard. There are only 2 students who still have not passed the passing standard.

The average score from 64 in cycle I to 79 in Cycle II. This score is categorized as a sufficient level of vocabulary mastery. This improvement is inseparable from several modifications made in teaching and learning activities in Cycle II.

The graph above shows the increase in students' vocabulary mastery. There was an increase from Pre-test, Post-test I, and Post-test II. This increase shows that the application of game boards can improve students' vocabulary mastery. This can be seen from the development of the scores obtained by students during the research process. The comparison is the value obtained by students before the action, the value in cycle I and cycle II. The comparison of the scores obtained from the three phases is also quite significant.

The improvement in students' vocabulary mastery can be seen from the quantitative data taken from the pre-test, post-test I and post-test II. This can be proven from the following facts. First, the improvement can be seen from the increase in the average score of students' vocabulary from 5 students who passed the Minimum Completeness Criteria in the pre-test, 7 students who passed the Minimum Completeness Criteria in cycle I and 15 students who passed the Minimum Completeness Criteria in cycle II.

The average score of students in post-test II has passed the value of the success indicator applied at school, which is 69. As mentioned in chapter III regarding the indicators of research success, this research can be said to be

successful if its achievement can pass the predetermined standard of minimum completeness value, namely students get a minimum score of 69, and more than 85% of the number of students have passed these criteria. In general, the increase in students' average scores was 56, 64, and 79 in the pre-test, post-test I and post-test II. Based on the implementation results, students have better behavior, opinions, and attitudes towards the learning process. In addition, high motivation and interest were also reflected in their active participation, curiosity, seriousness, and concentration in following every activity conducted during the teaching-learning process. The students gave positive responses to the application of game board in vocabulary teaching.

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