

IMPROVING STUDENTS VOCABULARY BY USING BACK TO THE BOARD GAME AT NINTH GRADE OF ISLAMIC JUNIOR HIGH SCHOOL NURUL YAQIN BANYUATES SAMPANG

Abdul Malik

Abdul_malik@gmail.com

Abstract

The research focuses on some specific problems; the researcher formulates the research problem are: (1) How is the implementation of back to the board game which can improve the students' vocabulary at ninth grade of Islamic junior high school NURUL YAQIN Banyuates Sampang in Academic year 2018/2019? (2) How is the improvement of the students' vocabulary by back to the board game at ninth grade of Islamic junior high school NURUL YAQIN Banyuates Sampang in Academic year 2018/2019? The researcher uses classroom action research. Classroom action research is aimed to reveal the students' real problem in a classroom. The researcher takes the data from class A of ninth grade students of SMPI Nurul Yaqin Banyuates sampang. In the pre-test there were 5 students from 19 students who passed the KKM. And in the post test 1) there were 10 students who passed the KKM from 19 students, and in the post test 2) there were 15 students who passed the KKM. There were improvement of post test 1 and post test 2. The cycle will be successful if 80 % students get minimum score of 70. After calculating the pre-test and post-test score, it showed that the mean score of pre-test 45,74 and the mean of post-test 74,95. So the researcher didn't need the next cycle because based on the result of test, the result score that 15 students have reached the minimum criteria

Keywords: Back to the Board Game, Vocabulary, Classroom Action Research

BACKGROUND

Vocabularies are important for learning English. Without sufficient vocabularies someone cannot communicate with other people or express ideas fluently. We will not understand what people say, it is hard to understand the sentences without understanding vocabulary for the learner. Thornbury in Nihayah (2013:2) says, "Without grammar, very little can be conveyed, without vocabulary, nothing can be conveyed". It means that mastering vocabulary is needed by the students because they will find difficulties to say something without mastering vocabulary. There is

nothing to say. The result, vocabulary is one of the most important language components.

According to Hornby in Ningsih (2010:10), Vocabulary is total number of words which make up language with role for combining them. It is as knowledge of word or word meaning. To know English words and meaning, we must know also how the words work together in English sentences. "Vocabulary learning is basis of language and without vocabulary, one cannot learn language; it is knowledge of words" Ahmadi. (2012:187) expanded on the theory Kamil and Heibert. In teaching vocabulary, it is not only to give the words but to teach how the words work in sentences, because there are many words which have multiple meaning, so

grammar should be taught together with the vocabularies to avoid many problems in learning English language.

One of problems that have to be faced by English teacher and learner is how to deal with vocabulary. Sometimes, the students could master and always remember all the vocabularies learned at school well, but after they have finished their study, they lose many of English words and only limited numbers are remembered. This phenomenon happens in the process of vocabulary mastery in the Junior High School, including the students of ISMALIC NURUL YAQIN BANYUATES SAMPANG. Based on the researcher's observation, in vocabulary task in narrative text, in the class consists of 19 students, when there is a test about vocabularies, the students got the scores as the following. 2 students got 72, 4 students got 60, 6 students got 50 and other got less than 50. With score minimum of success are 70.

Some factors that make students are difficult to increase their vocabulary. Firstly, the students are lazy to read. They just get the vocabulary and the meaning from their teacher. They are minimum motivation and creativity from the teacher. So that, they were not interested to study English. Besides they didn't have enough vocabulary to express their ideas, because they didn't have book or dictionary. Secondly, the students study vocabulary passively, because the teachers who touch them monotonically without variation make students interested and enthusiastic. So, the teacher must have good technique to teach vocabularies with the pleasant ways as like game that make students enjoy. Teacher focuses on the main topic according to the curriculum than the support material likes the vocabulary.

The researcher uses *back to the board* game to help the teacher in improving students' vocabulary. Back to the board game is a word game to enrich of vocabulary in studying English by guessing the words. Rachmawati (2013) said Back to the board is ways of organizing classroom activities because this technique was applied in group work. So it is a suitable game to be used in teaching Junior High School students. Back to the board game is cooperate game that has

some Excellencies with the other technique in teaching English. First, the students feel happy, enjoy and interest, and it is easier for the teacher to manage the students in the learning process. Second, the students become more active in doing activities such as; answering teacher's questions, listening, speaking and working together with their friends. So, they do not feel bored in their study. Finally, they could improve their confidence in English class.

Based on the explanation above, the research focuses on some specifics problems; the researcher formulates the research problem are: (1) How is the implementation of back to the board game which can improve the students' vocabulary at ninth grade of Islamic junior high school NURUL YAQIN Banyuates Sampang in Academic year 2016/2019? (2) How is the improvement of the students' vocabulary by back to the board game at ninth grade of Islamic junior high school NURUL YAQIN Banyuates Sampang in Academic year 2016/2019?

A vocabulary has always been one of English component or sub skill that must be taught, because vocabulary has primary role for all language. According Hornby in Ningsih (2010:10), Vocabulary is total number of words which make up language with role for combining them. Vocabulary is words used by individual or exiting in language.

Recent research indicates that teaching Vocabulary games bring real world context into the classroom, and enhance students' use of English in a flexible, communicative way, Derakhshan (2015:40). Vocabulary games help and encourage many learners to learn target language more easily. They also help teachers to create contexts in which the target words are useful and meaningful; they also bring fun for students, thus help them learn and retain new words more quickly, Derakhshan (2015:40). In the process of teaching vocabulary not only the teachers that must be active, but also students must be more active in the learning process.

Teachers should keep the students' memorization and ask to always replay and practice the new words when they teaching vocabulary. The basic elements in the

teaching vocabulary are memorization and seriousness. The teacher can activate these notions, provide the essential vocabulary for them, and discover gaps in the learners' knowledge. They moreover need to prepare good techniques and suitable material in order to gain the target of language teaching.

Games have goals, rules, challenge, and interaction. Games generally involve mental or physical stimulation. Sandford (2006:6) Game themselves might be seen as powerful educational tools. Game is one of structure from performance that usually used in enjoyment. And game is certain used in education tool because, game constitute of art or expression. Also games have key of components of goal to make stimulation of teaching vocabulary especially to develop student skill.

According to Rachmawati (2013) Back to the board is ways of organizing classroom activities because this technique was applied in group work. On the other hands said that "Back to the board game can improve students' vocabulary mastery. It could be alternative game to motivate the students to be more interesting in English lesson", Styawan (2011:1). Back to the board is an activity motivating because it requires both mental and physical involvement from the students. The importance of physical activity is often overlooked in language teaching, and it is beneficial in encouraging students to be both mentally and physically active, rather than just sitting passively. This is also a very student-centered activity because the teacher acts only as a facilitator, Maffione (2008: 23).

In order to play the game, the students need to know the step or the procedure of back to the board game. According to Maffione (2012: 23) there are procedures how to play back to the board game as follow:

- a. First, the class is divided into two teams.
- b. The students sit facing the board. An empty chair one or each team is put at the front, facing the team members. These chairs are the back to the boards.
- c. One member from each team has to come to the front and sit in the chair so that they are facing their team-

mates and have their backs to the board.

- d. The teacher has a list of vocabulary items that students will use in this game.
- e. The teacher writes the first word from the list clearly on the board.
- f. The aim of the game is for the teams to describe that word using synonyms, antonyms, definition, mime, etc to the student who is in the back to the board.
- g. When students are in the back to the board, they cannot see the word on the board and must listen to their teammates and try to guess the word from the clues they are given.
- h. The first hot-seat student to say the word wins a point for their team. Then a new member of each team sits in their team "s back to the board.
- i. The teacher then writes the next word on the board.

RESEARCH METHOD

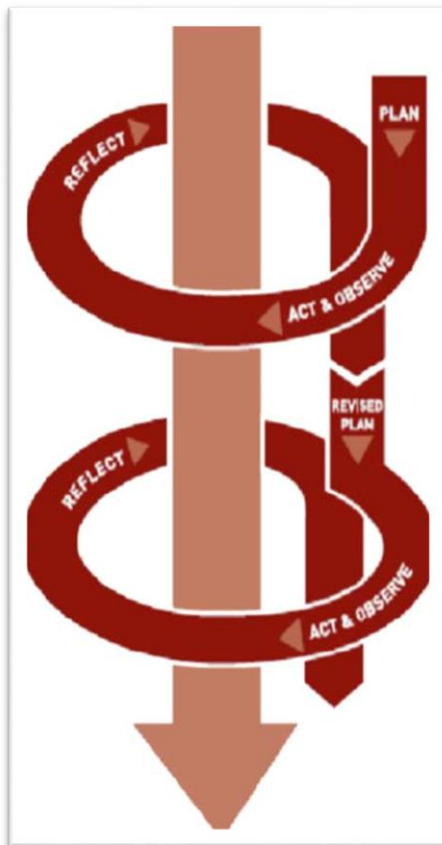
This research, the researcher uses classroom action research. Classroom action research is aimed to reveal the students' real problem in a classroom. According Kemmis in Vaccarino (2007:8) Stat that action research involves a self-reflective spiral of activities: planning; action; observation; reflection; re-planning; and action. In this classroom action study the learning process were divided into two cycles, in which each cycle consist of four sessions., in which, every cycle included planning, acting, observing, and reflecting. Kind of action research is the researcher as teacher. Classroom action research is done by the teacher to solve the problems in his/her teaching learning process and to improve their vocabulary. In the context of the research, classroom action research is aimed to implement simulation game in improving vocabulary in Islamic junior high school Nurul Yaqin.

In order to valid the data, the researcher takes the data from class A of ninth grade students of SMPI Nurul Yaqin Banyuates sampan. This class consisted of

19 students. The students were observed by the research in English lesson. The procedures are briefly described in the following scheme;

Figure 1

Action Research Spiral Based on Kemmis and Mc. Tanggart in Styawan (2011)



Procedure in conducting class room action research

According to Henning (2006:8) that Action research consists of cycle. Each cycle consist four steps:

1. Planning

Planning is a step to determine subjects, teaching scenarios, instruments, through aids. The planning stage was done before conducting action in each cycle.

2. Acting

In implementing the action, the researcher did the planning which had been made. The researcher applies the lesson plans. The researcher used back to the board game in teaching learning process in order to improve students'

vocabulary. They were pre-activity, whilst activity and post activity.

1. Pre Activity

- The researcher greeted the students
- The researcher checked the students' attendance list
- The researcher asked the student whether they know about Back to the board game.
- The researcher asked the students whether they can and like study English with Back to the board game.

2. Whilst Activities

- Divided students into four groups
- From each groups taken 1 student as guesser, whereas 3 students as helper that explain or describe that words like synonyms, antonyms, definition or usefulness of words.
- Teacher gives students words that must be guessed. Each group has 10 minutes for guessing 10 words.
- Teacher gives score
- Teacher give students example how to pronounce the words well

3. Post Activities

- The researcher asked the students to pronounce the words well.
- The researcher asks student to correct if there is wrong pronunciation
- The researcher gives worksheet.
- The researcher concluded the lesson and greeting the students.

3. Observing

The observation was done during the teaching and learning process. The researcher observed all activities happening in the classroom and took notes related to the process of teaching and learning.

4. Reflecting

The researcher evaluate the teaching activity that had been carried out. The researcher reflect by using observation and test, order to find out the strengths and weaknesses of the teaching activity that had been carried out.

Indicator of Success Research

There are two kinds of indicator of success.

1. The implementation of back to the board game.

Implementation back to the board game is said to be successful when 1) the teaching learning activities is dominated more of the students than that of the teacher. 2) The 80% of the students are achieve.

2. The vocabularies test result.

Vocabulary test result can be said to success, if 80% students can achieve the passing grade (KKM); namely 70.

Data Analysis

The data analysis which is used in this study will analysis through the description of analyzing data as in the following: (1) Data of students' activity (2) data of students' learning result.

1. Data of students' activities

Data of students activity will be analyzed as descriptive qualitative based on the result of observation and reflection. The data of processing result will be compared as form in follow:

$$a) AS = \sum S - PS.$$

Note: AS = achieve students

$\sum S$ = Total students

PS = Passive students

$$b) \frac{AS}{\sum S} \times 100$$

2. Data of student's learning result

For data of student's learning result is analyzed descriptively by determining the score of test and will be converted into 0- 100. The score of learning result will be analyzed descriptively based on the proportion of student's number. Passing grade or

minimum criteria of English is 70. The cycle will be successful if 80 % students get minimum score of 70. To calculate, it will use the following formula. How to calculate score and class completeness as follow:

$$a. St.Se = \frac{Score\ Achcieved}{Max.\ Score} \times 100$$

Note: st.se = Students Score

$$b. CA = \frac{\sum SP}{\sum s} \times 100\%$$

Note: CA = Classical average

$\sum sp$ = Total students who get passing grade or more

$\sum s$ = Total students in the class

FINDING AND DISCUSSION

Findings

In the pre test the researcher found some students got difficulties using vocabularies appropriately, they did not interest occurring the teaching learning process, and they also fell hesitate although the students seemed in control. The most things that making student less of responding English subject is they not have much vocabulary to implement in subject. The happing of situation, the researcher tried to ask that they rarely practice their English in daily activities which make them lack of vocabularies. After the students memorize without implementing vocabularies in their daily activities from the words had been memorized and knew the use of remembering in reality. The vocabularies had been memorized by them would get lost. Based on the result of pre-test there were 14 students who did not pass the minimum criteria 70 and only 5 students who passed the minimum criteria KKM.

After implementing the back to the board game in the classroom, the researcher collected the data post test 1 and post test 2. It was conducted on March 15th and March, 23th 2019. It started at 12.10-12.40 a.m. in post test some students were able to use vocabularies in daily activities appropriately. They have self confidence in applying some words. They didn't fell afraid when they speak English because they enrich vocabularies from using back to the board in

the teaching learning process occurring the researcher. Based on the result of the post test 1 there are 10 students who passed, and the post test 2 there were 15 students who passed the criterion KKM with getting score average 80. And only 4 students who didn't pass the criteria of success KKM.

Based on observation that conducted by researcher the implementation Back to the board game that conducted by researcher in SMP Nurul Yaqin ninth grade, in the first cycle the back to the board game conducted in while teaching step: Teacher divided students into four groups Take 1 student from each group as guesser whereas 3 students as helper, Teacher asks to explain or describe the words like synonyms, antonym, definition or usefulness of words to 3 students, Teacher asks to students. Are you ready?, Teacher shows words to all of groups. Only 10 minutes for guessing 10 words, but there are no improvement in studying vocabulary, so the researcher continues to next cycle.

In second cycle that conducted in fourth, five and six meeting the implementation is the same, but in second cycle in pre teaching the teacher calls students one by one to come forward to mention the previous material than make them in sentences. Post teaching the teacher asks students to memorize the words than make them in sentences, also the teacher informs the material in next meeting, may the students can learn it, and whilst teaching the teacher divided in to five groups every group consist of 5 students, so less number of the students improve enthusiasm and students can be active in teaching learning process. In second cycle there was improvement on student's vocabulary it proves when teacher shown the words in whilst teaching, the students were very enthusiast, spirit, and fight to guess the words correctly.

Based on reflection the students verify summary of study. 2) Students ask things that they did not know, and teacher gives explanation. 3) Students give impressions about learning actives. 4) Teacher gives extracurricular to the students.

Data of Vocabulary Test

In the pre-test there were 5 students from 19 students who passed the KKM by the mean 46,74 and there were 10 students who passed the KKM in the post test 1 by the mean 67,19. And in the post test 2 there were 15 student who passed the KKM by mean 74,95 and there were 4 students who didn't passed the KKM. There were improvement of pre-test and post test.

For data of student's learning result is analyzed descriptively by determining the score of test (M) and will be converted into 0-100. The score of learning result will be analyzed descriptively based on the proportion of student's number. Passing grade or minimum criteria of English is 70. The cycle will be successful if 80 % students get minimum score of 70. To calculate, it will use the following formula. How to calculate score and class completeness as follow:

Average

$$\bar{X} = \frac{\sum Sx}{n}$$

Note:

X = score average

$\sum X$ = total of students score

N = total of students

Pre-test:

$$\bar{X} = \frac{\sum Sx}{n}$$

$$\bar{X} = \frac{888}{19}$$

$$X = 46,74$$

Post test 1

$$\bar{X} = \frac{\sum Sx}{n}$$

$$\bar{X} = \frac{1.276}{19}$$

$$X = 67,19$$

Post test 2

$$\bar{X} = \frac{\sum Sx}{n}$$

$$\bar{X} = \frac{1424}{19}$$

$$X = 74,95$$

After calculating the pre-test, post test (1), and post-test 2 score, it

showed that the mean score of pre-test 46,74. The mean of post-test (1) 67,19, and the mean of post-test (2) 74,95. So the researcher didn't need the next cycle because based on the result of observation the result is reached the KKM.

Discussions

The researcher plans determining subject, teaching scenario, and instrument through visual aid like showing picture. Then the researcher conduct teaching process or acting such us pre teaching, while teaching, and post teaching base on the teaching scenario on the planning phase to implement the back to the board game as six meeting the researcher observes the students to know the class condition had been controlled or not as long as the teaching learning process. And also the researcher conduct reflecting of the researcher has been observing phase to know how far the back to the board game technique have been implemented base on planning, and to know the outcomes the technique which implemented at ninth grade of Islamic junior high school Nurul yaqin.

The researcher used these procedures to implement back to the board game in the classroom, there are:

1. First, divided class into four groups.
2. Second, prepare four chairs in front of the classroom and board is behind, facing the team members. These chairs are the "back to the boards".
3. Third, one member (guesser) from each team has to come to the front and sit in the chair, then the rest of the group members (helpers) stand in front of the guesser.
4. Fourth, teacher writes a word on the board which is behind the guesser.
5. Guesser must guess the word and helpers describe that word like synonyms, antonyms, definition or usefulness of words.
6. Guesser should to answer or guess the word with the correct pronunciation and write down the word that is guessed on paper sheet.

7. Both of group practices together, the guesser who the first to guess the word correctly then the group who get points. Then the first guesser will be replaced with other group members who will be the next guesser.
8. Proceed to the next word, total of (10) words that should be guessed.

In the pre-test there were 5 students from 19 students who passed the KKM and there were 14 students who didn't pass the KKM. And in the post test there were 15 student who passed the KKM and there were 4 students who didn't passed the KKM. There were improvement of pre-test and post test. The cycle will be successful if 80 % students get minimum score of 70. After calculating the pre-test and post-test score, it showed that the mean score of pre-test 45,74 and the mean of post-test 74,95. So the researcher didn't need the next cycle because based on the result of test, the result that 15 students have reached the minimum criteria

CONCLUSION AND SUGGESTION

Conclusion

Based on the result of this research in previous chapter, the researcher concludes the conclusion based on analyzing data through those instruments, the use of back to the board game to improve student vocabulary is suitable to be research its prove based on the result of the test, in two cycles that have been done pre-test, post test 1 and post test 2. in learning process through back to the board game as technique in teaching vocabulary can be said have been nice, students as well as fun when teaching learning process using back to the board game, when teaching vocabulary at third grade of SMPI NURUL YAQIN is good, the students more interest more active and the important one they were brave to speak English after joining English learning process especially study about vocabulary by using back to the board game, that is good method or way used is suitable and good for the students.

In the pre-test there were 5 students from 19 students who passed the KKM. And in the post test 1) there were 10

students who passed the KKM from 19 students, and in the post test 2) there were 15 students who passed the KKM. There were improvement of post test 1 and post test 2. The cycle will be successful if 80 % students get minimum score of 70. After calculating the pre-test and post-test score, it showed that the mean score of pre-test 45,74 and the mean of post-test 74,95. So the researcher didn't need the next cycle because based on the result of test, the result score that 15 students have reached the minimum criteria

Suggestions

Based on the above conclusion, the researcher would like to offer some suggestions to be considered by English teachers, students, and the next researchers.

English teachers have to be able to create new situation during the teaching-learning process in the classroom, so that the students will be interested in teaching learning process especially English lessons. English teachers should use new good technique like using back to the board and etc. It is purposes to make the students not bored during the teaching learning process

The students have to improve their knowledge, especially in practicing the words in order that make their speaking better than before, and it can be as one of way to improve their vocabulary, so that they were not difficult in speaking English. The students have to practice their English in daily live or in daily conversation because it can help them speak English fluently and better.

They can make this study as their milestone to conduct other research on the same field. They may use true experimental research design to know whether the technique more effective or not. They can make this research as one of references in other research when they do on the same research.

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