

## IMPROVING STUDENTS' VOCABULARY KNOWLEDGE THROUGH RACE TO THE BOARD GAME FOR ESP (ENGLISH FOR SPECIFIC PURPOSES)

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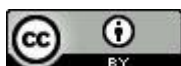
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**Abstract:** The importance of vocabulary learning to knowledge English language and cannot be denied. Vocabulary is one of crucial parts to be mastered if someone wants to communicate in English precisely. The main problem in this study, how to improve students' vocabulary knowledge through race to the Board Game for ESP at SMK Utama. The purpose of this research was to improve students' vocabulary knowledge by using Race to the Board game for ESP in the Class XI accounting students of SMK Utama. The method used in this research was Classroom Action Research which consists of Planning, Acting, Observing, and Reflecting. The participants of this research were the eleventh-grade accounting students at SMK Utama consist of 32 students. The result of this research showed that using Run to the Board Language Games for ESP can be very effective and useful in facilitating the teaching or learning of English vocabulary for the students.

*The key word: Race to The Board Game, Vocabulary, ESP*



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## INTRODUCTION

Language is a vehicle to communicate meaning and message. By understanding it, we can express our feelings, thoughts, actions, idea, and emotions to other people. Ramelan (2003) suggested that people in a society use language, which is mutually understood to communicate with others. English is not the only one of language in the world, but it becomes the official language in some countries and around 400 million people across the globe speak English.

Seeing the number of speakers above, English language globally dominate and has become one of the international languages after Mandarin and Spanish and people who speak English as their foreign language can understand English a little bit at least.

English is a foreign language in Indonesia which is used as the subject in school to teach elementary school up to university level. And also used in other fields for instance: politic, economic, socials, and even entertainment. The objective of teaching English is to enable learners to communicate in English orally and written form. Accuracy refers to mastering language skills; listening, speaking, reading and speaking. Meanwhile, mastering language components; pronunciation, vocabulary, and grammar are also important.

Vocabulary has an important role in teaching English. If the students are lacking of vocabulary, they cannot communicate their thoughts and ideas precisely as they expected through orally or written form. According to Pilkulski & Templeton (2004) that the importance of vocabulary learning is clear. Listening, speaking, reading and writing vocabulary items can aid students learn the new words. Vocabulary knowledge is the important element of language learning. It is impossible to ignore the power of words.

According Hutchinson, Tom and Waters (1991) that English for Specific Purposes (ESP) is a learner-center approach to teaching English as an additional language, which focuses on developing communicative competence in a specific discipline such as academics, accounting, business, IT, teaching, and engineering. English for specific purposes (ESP) is a sphere of teaching English language including Business English, Technical English, Scientific English, English for medical professionals, English for waiters, English for tourism, English for Art Purposes, etc.

Moreover, the general objective of English teaching in grade 11 is to prepare learners to have competitive value in this global era and make them aware that vocabulary means so much to any forms. On the other hand, they

have many difficulties in vocabulary learning. Such as, the new word meaning is very difficult to be memorized. Media is very important in learning activity to help increase learners scores. To improve learners' vocabulary achievement is by using good media. Media is important in teaching and learning activity.

The media that used in EFL Classroom which requires to actively learning vocabulary is race to the board game. This is a simple game that can be modified to review almost any vocabulary or any structures. Divide the class into 4 teams. One student from each team stands at the board with chalk/marker in front of them. You ask a question (or give an answer) and they write the answer (or ask the question for the given answer). Based on the phenomenon above, this research has purpose to find out whether learners are able to develop their vocabulary knowledge by using Race to The Board game for ESP on students grade XI accounting at SMK Hutama. And the main problem in this study, how to improve students' vocabulary knowledge through Race to The Board Game for ESP ?

## **THEORETICAL UNDERPINNING**

### **1. BOARD GAMES**

Hinebaugh (2009) wrote that a Board Game Education is an entertaining and valuable resource for parents, teachers, educators, and anyone who appreciates the fun and entertainment provided by classic, traditional board games. Through A Board Game Education readers learn a bit of the fascinating history trivia and little-known facts regarding the most loved board games of all time. A Board Game Education also provides valuable suggestions about how to modify and vary these classic board games to specifically enhance additional core educational skills and concepts.

Halliwell (1991) argued that Board Games and Teaching Learning Vocabulary due to the creative language skill learners bring into the classroom, teachers have to provide them with a communicative atmosphere where they could express themselves. In addition, because the language used in any activity is unpredictable, teachers have to encourage learners to actively construct language for themselves. That is why board games are crucial and useful. Not only they are fun, but also they create the desire to communicate and create predictability.

Using board games when teaching vocabulary to EFL learners require trained teachers who involve learners in playing and mastered the linguistic part of the language. Treher (2011) said that Board games are

considered a useful tool because they create an engaging and playful atmosphere where students are neither inhibited by making mistakes nor excluded if they do not know an answer, thus fostering their self-confidence.

Lewis and Bedson (2009) wrote that What is more, it ensures that reluctant or shy students will definitely participate by using the target language. Here's the procedures of the game: 1). Split the class into four teams and give each team a colored marker, 2). Draw a line down the middle of the board and write a topic at the top, 3). The students must write as many words as the teacher requires related to the topic. 4). Each team wins one point for each correct word. Any words that are unreadable, odd, or misspelled are not counted.

## **2. VOCABULARY**

Siregar (2013) wrote, vocabulary is a group of words that a proficiency may utilize communicate someone thought. It means that vocabulary as the whole number of words that somebody has for communicating themselves in a dialect in conversation. Lexicon shows up to be a major issue in instructing English, since dialect application could be a key need for communicating thoughts, feelings, identities, and objectives. In any cases the qualification between word and lexicon must be made. It is genuine that lexicon is the word itself, however their implications vary.

According to Wibowo and Syarifah (2018) A vocabulary is the establishment of a dialect, on the off chance that there's no vocabulary, there is no dialect. The vocabulary incorporates assortment of words from dialect. Vocabulary grows with age as a helpful instrument of communication. Vocabulary as a component could be a methodology for making strides all angles of English capability. Understudies may not increase their capacity to talk with outside individuals, studied English writing, or type in English writing on the off chance that they needed lexicon.

In English language learning process, vocabulary is a vital role to the students to improve their vocabulary. Vocabulary is such a fundamental tool for EFL learners to communicate and acquire knowledge. According to Ulrich (2007) words are our gateway to the world, words are our way to communicate to the people: words are enabled us to think, they are the basis of understanding to other people. Vocabulary links to 4 skills in English, they are listening, speaking, reading, and writing. Learners cannot understand the four language skills without mastering vocabulary.

According to Richard and Renandya (2002) vocabulary is a central component of language proficiency which provides much of the basis for how well learners speak, listen, read, and write. Furthermore, Diamonds and Guthlon (2006) state that knowledge of words and words meaning is vocabulary” (as cited in Helna, 2007).

### **3. ENGLISH FOR SPECIFIC PURPOSES (ESP)**

Anthony (2018) said English for Specific Purposes (ESP) is an approach to language teaching that targets the current or future academic or occupational needs of learners, focus on necessary language, genre, and skills to address these needs, and assist learners in meeting these needs through the use of general and discipline specific teaching materials and methods.

## **METHODOLOGY**

This research was conducted at SMK Hutama. It is located at Jl. Raya Hankam no. 37, RT.002/RW 002, Jatirahayu, Pondok Melati, Bekasi, West Java. This research is conducted about six months. The researchers used Classroom Action Research as a method in this research. Classroom Action Research was conducted when there are problems appear in teaching and learning process. Burns (2010) wrote that action research is related to reflective practice. Furthermore, Burns explain that action research involves taking a self-reflective, critical and systematic approach to exploring your own teaching contexts. In other words, action research is used where the problems emerge in the classroom and need to resolve. According to Mertler (2006) stated that action research is a process that improve education by incorporating change, and it involves educators working together to improve their own teaching practices.

According to Jacobs and Cooper (2016) Action research is the research of the teacher, while research in general has many aims and outcomes. Research is generally characterized by an evidence-based question or hypothesis that is important to discipline in which the research is conducted and follows a discipline specific process. Action research is more immediate and impacts human performance. Action research is done by teachers. They participate in their own inquiry as both teacher and researcher. The primary focus of action research is to enhance the lives of students, develop professional dispositions, and reflect on practice.

Manfra (2019) wrote that Action research methodology follows a systematic and intentional cycle of problem posing, action, observation,

reflection and sharing. Action researchers ask and answer questions that emerge from issue related to everyday practice. This approach effectively flips the typical top-down approach to educational reform to provide a new space for practitioners, empowering them to bring about change across educational systems.

Pelton (2010) said that simple way to understand about action research is take a look at the term itself and separate its parts. Action means pretty much what a teachers might think it would. In term of action research, the action is what a teacher do as a teaching professional in the classroom. Creating the learning environment, interacting with the students, developing lesson plans, assigning homework, and almost everything a teacher do in she/he daily routine of teaching constitutes the action of action research. The research as a part of action research refers to the methods, habits, and attitude. The method of data collection, the professional habits of observation, the attitude of openly searching for new and better ways to present material and challenge the students.

Arikunto et al (2010) stated that classroom action research cycles used four methods, they were: 1). preparing, 2). Doing, 3). Aware, 4). Summarizing. This research was carried out in two cycles. In which each cycle only had three meetings. Cycle 1 has been held on August 2022, cycle 2 on September 2022. The subject in this research is the accounting students at XI grade. This class was chosen as the research subject based on the result of observation and teacher information that the students' vocabulary knowledge still low.

The steps of collecting data were: 1). Observation to the students as a research subject, 2). Giving test to measure students' vocabulary knowledge. This research used a pre-test and post-test. Pre-test did at the pre cycle stage before the technique was implemented. Post-test was given at the end each cycle, 3). Questionnaires for the students to measure their understanding about learning activity using the technique, 4). Doing interview to the students.

Researcher used observation, questionnaires and evaluation as the instruments. Observations are used by teacher and researchers with the purpose to know about the students' activities during teaching and learning process. Students' responses can be measure by using questionnaires. And researchers used evaluation to control students' vocabulary knowledge with the technique applied. In this research, the researchers used descriptive qualitative and descriptive quantitative analysis.

## FINDING AND DISCUSSION

### Findings

This research was conducted about six months in accounting class XI of SMK Hutama, which consist of 32 students. They are 15 males and 17 females. Based on the information from the English teacher, previous vocabulary learning used translation method. Researcher did preliminary test, with the result at the table below:

**Table 1. Students' Score in Preliminary Research**

<b>KKM Score</b>	<b>Score</b>	<b>The number of students</b>	<b>Percentage</b>
<b>75</b>	Students' score $\geq$ 75	7	21,87%
	Students' score $\leq$ 75	25	78,13%
	The highest score	78	-
	The lowest score	35	
	Mean Score	50	

Based on the table above, it can be explained that 7 students in class accounting XI SMK Hutama can reach standard of minimum completeness. It means only 21,87 percentage. While 25 students cannot reach standard of minimum completeness or 78,13%. At this case the highest score was 78 and the lowest score was 35. It conclude that students learning outcomes using translation method still low. And average score shows that students learning outcomes in vocabulary has not yet reached standard of minimum completeness.

Teacher needed to improve students learning activities by using more interactive learning technique. Because learning vocabulary using translation method is not interesting for the students. They felt bored to translate a text by open a dictionary. Based on this reason, writer used board game for ESP to enchanting students' vocabulary knowledge.

## 1. The result of Cycle 1

Table 2. Students' score in Learning Vocabulary for ESP at Cycle 1

KKM Score	Score	The number of students	Percentage
75	Students' score $\geq$ 75	18	56,25%
	Students' score $\leq$ 75	14	43,75%
	The highest score	83	-
	The lowest score	50	
	Mean Score	65	

The information based on the table showed that students' score in learning vocabulary for ESP seen increased. There were 18 Students could reach score more than standard of minimum completeness or 56,25%. And there were 14 students or 43,75% couldn't reach standard of minimum completeness. The highest score was 83 and the lowest score was 50, so the average score was 65 in cycle 1. If we compare the result of preliminary stage and cycle 1 stage, in the cycle 1 students have showed their increased in learning vocabulary for ESP using the Board Game.

The writer should continue this study because the data showed mean score (average) has not reached standard of minimum completeness level. For this reason, cycle 2 is needed in this study.

## 2. The Result of Cycle 2

Table 3. Students' score in Learning Vocabulary for ESP at Cycle 2

KKM Score	Score	The number of students	Percentage
75	Students' score $\geq$ 75	29	90,63%
	Students' score $\leq$ 75	3	9,37%



	The highest score	95	-
	The lowest score	68	
	Mean Score	83	

Based on data of the table above, it can be concluded that the class average score was increased from 65 in cycle 1 to 83 in cycle 2. From 56,25% students could reach standard of minimum completeness in cycle 1 to 90,63% learning completeness in cycle 2. It means that the most students in this class have increased their vocabulary knowledge for ESP using the board game. And only 3 students or 9,37% could not reach standard of minimum completeness because they were lazy to follow learning activities. Writers concluded that this research was enough, because in cycle 2 the data showed a very satisfactory increased in value.

### Discussion

Halliwell (1991) argued that due to the creative language skill learners bring into the classroom, teachers have to provide them with a communicative atmosphere where they could express themselves. In addition, because the language used in any activity is unpredictable, teachers have to encourage learners to actively construct language for themselves. That is why board games are crucial and useful. Not only they are fun, but also they create the desire to communicate and create predictability. Using board games when teaching vocabulary to EFL learners require trained teachers who involve learners in playing and mastered the linguistic part of the language. 22 Rixon (1981) argued that understanding board games will help teachers in finding and creating games that make their students learn while they play.

Face to face interaction, physical action and verbal tone are best offered by board games (Billinghurst & Kato, 2002). The latter are considered active, energetic and they help students to be emotionally involved by creating emotions of joy, anticipation and stimulation, all of which promote a positive effect in language learning (Langran & Purcell, 1994).

Based on the obstacles of the learners have in improving vocabulary mastery by using game as Riedle (2008) emphasizes the advantage of games in improving learners' achievements: "We are teaching a new generation of students, which requires unconventional teaching strategies be put into practice in the classroom. And when schools use the games, the

student benefits speak for themselves and a great desire to learn and higher test score. ". In the same way of thought, games can stimulate and give confidence to students to participate in the activity since logically they want to beat the other teams. Apart from having fun, students learn and acquire new language at the same time. The students can improving it by using race to the board game, as stated by (Treher, 2011) Board games are considered a useful tool because they create an engaging and playful atmosphere where students are neither inhibited by making mistakes nor excluded if they do not know an answer, thus fostering their self-confidence. What is more, it ensures that reluctant or shy students will definitely participate by using the target language (Lewis & Bedson, 1999).

Finally, according to Ersoz (2000), language games, including board games, help students to become involved in cooperative and team learning which establishes an essential social relationship among the participants in the sense that they are encouraged to help each other since learning takes place in a game like context rather than a race. Therefore, it can be concluded that board games create an enjoyable learning environment in which students look forward to participate.

## **CONCLUSION**

Regarding to the result of what has been discussed, this research states that race to the board game as a learning media can improve students' vocabulary knowledge on grade XI accounting students at SMK Hutama. It is obvious that vocabulary is a vital role to be grasped by EFL Learners, for it is approximately all what a person needs to speak a foreign language.

The result of this research also shown that, the advantages of race to the board game can encourage learners' interest and makes learning activities more fun. It also helped the learners add knowledge and motivated to do the vocabulary activities which means that learning through race to the board game is a useful technique in teaching and learning EFL classroom.

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