Students' Perspectives on Learning Vocabulary Using Board Race

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ABSTRACT

This study explores the unique lens of students' perspectives on vocabulary acquisition within the context of a board game race. Utilizing a qualitative research design, data were collected through survey and interview to gain comprehensive insights into students' experiences. Results indicate a high level of enthusiasm and engagement among students participating in the board game race, highlighting the motivational impact of gamification on vocabulary acquisition. The interactive and competitive nature of the game not only fostered a positive learning environment but also encouraged collaboration and camaraderie among students. The study delves into the perpective students of the board game race in enhancing vocabulary comprehension, retention, and application. Students appreciate the contextualization of words within the game scenarios, emphasizing the practicality of acquired vocabulary in real-life situations. In conclusion, this research sheds light on the positive of board game races on students' perspectives toward vocabulary learning, offering educators a foundation for leveraging gamification as a dynamic and effective tool in language acquisition.

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1. INTRODUCTION

Language learners place a lot of importance on vocabulary because it is essential to language. Words are the fundamental units of language since they label things, do things, and express ideas without which individuals cannot communicate their intended meaning. The crucial part vocabulary knowledge plays are second. Theorists and academics in the field have recently acknowledged the benefits of learning a second language.

Vocabulary mastery is needed to improve four skills. According to Suri (2012), mastery of vocabulary for academics requires language learning because it is very important for success in reading, listening, speaking, and writing. It can be concluded that vocabulary mastery is the ability to understand the meaning of a word, of which the content is about the information of meaning, the use, and form in the context of communication. According to Cameron in Febriyansah (2015) when they see the word to know the meaning they can recognize it. Without vocabulary, people cannot use a language; in this case, they cannot use the English language. Consequently, vocabulary is very important to use in the language.

According to Hidayat (2015), vocabulary is an important part of language learning. Without a vocabulary, people do not understand each other when they speak, which has caused so many difficulties, and they do not understand what they read or listen to. Vocabulary learning must be learned by the teacher and taught to students in the learning process to express their thoughts in communication. Students face many difficulties due to a lack of vocabulary, they do not understand the teacher's explanations and are still lazy to learn vocabulary. This makes

the students passive and the learning process focuses on the teacher, and worst of all, they get bored with the teacher's explanations. In this case, the teacher should find an appropriate technique to teach vocabulary to students so that the learning reaches the goal.

The traditional approach to teaching vocabulary is rather monotonous. The teacher introduces the lexical items and asks the students to write them in the notebook, and finally, the students have to memorize them before the next lesson. Teachers are expected to apply effective strategies in teaching and learning, which is another attempt to help students acquire English. Teachers must provide students with innovative and engaging ways to learn and inspire them (Kennedy & Odell, 2014; Holmes & Gee, 2016; Henriksen, Richardson, & Mehta, 2017). A good teaching and learning process can be created through engaging approaches and considering the way students learn. There are many learning techniques and one of the most engaging ways to engage students' attention is through games. The game brings many benefits to students and teachers. Learning is more fun and students are more enthusiastic.

Research Question: The researcher's goal in this study is to determine how are the students' responses to learning vocabulary using the Board Race game?

2. METHODOLOGY

This study focused on students' perspectives on the use of the Board Game Race in learning vocabulary. A qualitative descriptive approach is applied to achieve the objective of the study. The role of the researcher in this research is a data collector and data analyst. The researcher collected students' perceptions through questionnaire and interview data collector. As the analyst, the researcher analyzed the data on behalf of the researcher conclude students' perceptions od using Board Race Game.
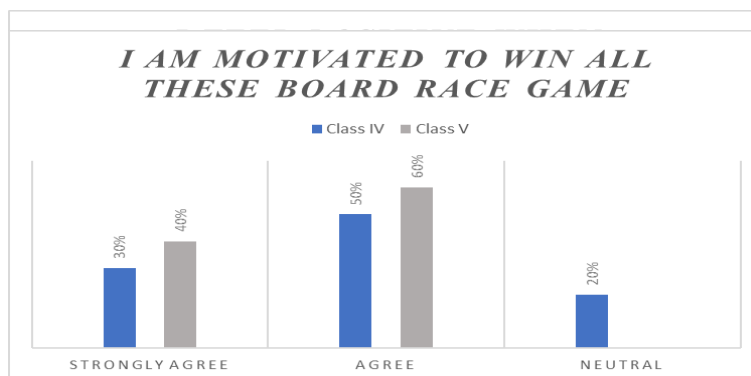
In selecting the subject, the researcher used purposive sampling due to limited numbers of students, 10 of the 4th grade students in the research site were chosen as the research population. The research site only had 22 students, 10 in the 4th and 12 in the 5th grade.

3. FINDINGS AND DISCUSSIONS

The results of this study are based on the respondent answers which was collected from *Google form* with 8 questions within. The results of this study are presented in the form of a pie chart to make it easier to find out 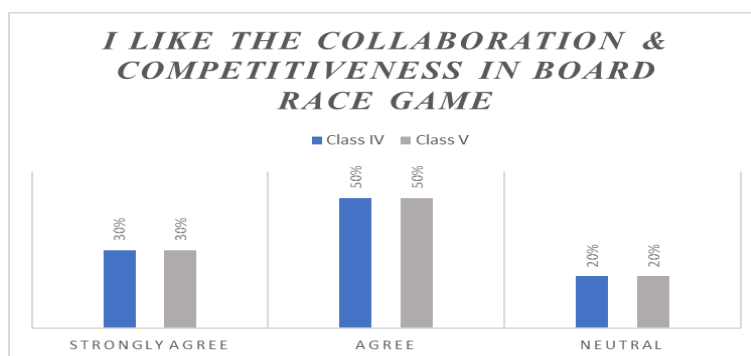how many percent according to the questions they have filled. The results of this study are based on the respondent answers which was collected from Google form with 8 questions within. The results of this study are presented in the form of a pie chart to make it easier to find out how many percent according to the questions they have filled.
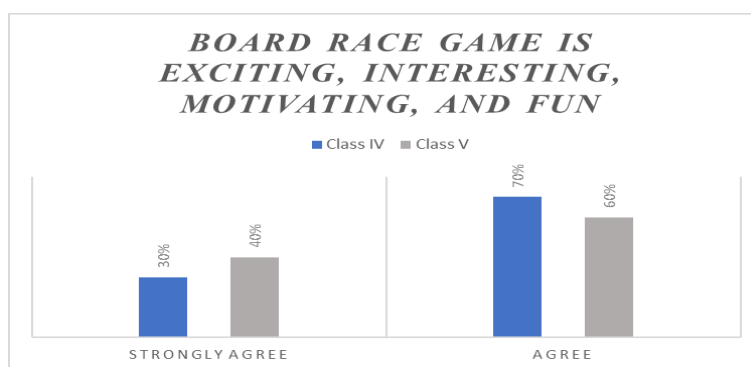

Based on the graphic shown, the first indicator shows that in 4th grade 70% of students agree that the Board Race Game is exciting, interesting, motivating & fun. And the rest which is 30% of respondents strongly agree that the board race is exciting, interesting, motivating & fun. Students may feel the atmosphere and the excitement during the game. While in the 5th grade, 60% of students agree and 40 % of students strongly agree that the Board Race Game is exciting, interesting, motivating & fun. This result is also strengthened by the interview that says "Yes, I feel that Board Race game is, interesting, motivating & fun. It's new for me". And it can be concluded that both of the classes have similar percentages in it.

I AM MOTIVATED TO WIN ALL THESE BOARD RACE GAME

Class IV   Class V

STRONGLY AGREE: Class IV 30%, Class V 40%
AGREE: Class IV 50%, Class V 60%
NEUTRAL: Class IV 20%

The second indicator illustrates the level of agreement in terms of positive feelings while playing the board game Board Game Race In this topic, 50% of respondents agree that they feel positive when playing Board Game Race. They may find the game entertaining, challenging, or fun, which results in strong positive feelings. On the other hand, 20% of respondents had a neutral attitude toward positive feelings when playing this board game. They may not have any special preferences or strong experiences that influence their feelings during the game. Meanwhile, 30% of respondents strongly agreed that they felt positive when playing Board Game Race. For them, this game provides great excitement, providing deep satisfaction, and joy. Thus, it can be concluded that the majority of respondents felt positive feelings when playing this game, while some others felt neutral or strongly agreed with these positive feelings. In this indicator, there is different responses between the class IV and V. The 5th class had 50% respondents who are agree towards it, and 50 % strongly agree, and none of the respondents has neutral attitude towards this indicator. This responses consistent with the interview which says *"I feel positive because we are work in group with positive attitude too".* It can be conclude that the majority both of class IV and V agreed that they feel positive feelings while playing board race game.

I LIKE THE COLLABORATION & COMPETITIVENESS IN BOARD RACE GAME

Class IV   Class V

STRONGLY AGREE: Class IV 30%, Class V 30%
AGREE: Class IV 50%, Class V 50%
NEUTRAL: Class IV 20%, Class V 20%

The third indicator shows the results of the survey conducted regarding people's opinions on Board Race games that involve collaboration and competitiveness. Both the class IV and V survey results show that 50% of the respondents agreed with the statement, while another 20% were neutral, and 30% strongly agreed. This indicates that most of the respondents, 80% overall (50% agreed and 30% strongly agreed), appreciate and enjoy the collaboration and competitiveness found in Board Race games. This positive opinion suggests that the game can create an exciting and challenging atmosphere for players, while still promoting cooperation and healthy competition among them. However, there were also a small number of respondents (20%) who were neutral to the statement. This neutral attitude could indicate that they may have a more ambivalent view or do not have a strong preference for the collaboration and competitiveness aspects of Board Race games. This statement is consistent with an interview that said *"I don't really like to compete in this game".* Overall, the diagram provides a snapshot of respondents' perceptions of the Board Race game, showing a majority responding positively to the collaboration and competitiveness present
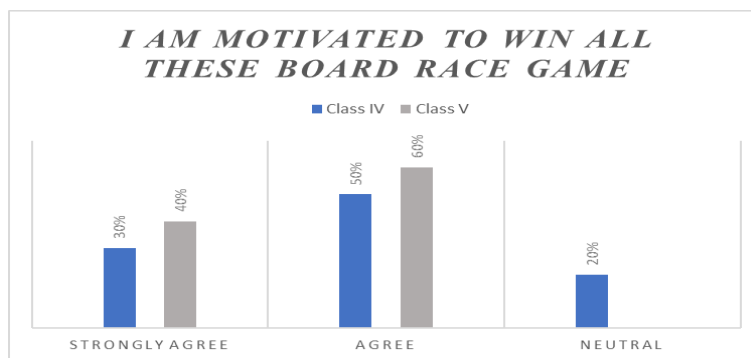
The fourth indicator is a visual representation of the survey results regarding motivation on Board Race. Based on the diagram, it can be concluded that 50% of the respondents agreed that they are motivated to win all Board Race games. This percentage shows that half of the respondents feel highly and strongly motivated to achieve victory in the game. The high percentage found in class V having 60% agreed towards this statement . In addition, 10% of respondents of class IV expressed a neutral attitude towards the statement. This indicates that a small proportion of respondents did not have a strong view or were unsure about their level of motivation in winning Board Race games. Meanwhile, 40% of the respondents of class IV and V strongly agreed with the statement. And This percentage indicates that almost half of the respondents feel highly motivated and have a strong desire to win all Board Race games. They may have high focus and great dedication to achieving such goals. Overall, the diagram illustrates the variation in respondents' level of motivation related to winning all Board Race games. While some respondents expressed a neutral stance, the majority of respondents agreed or strongly agreed, indicating significant motivation in achieving victory in the games
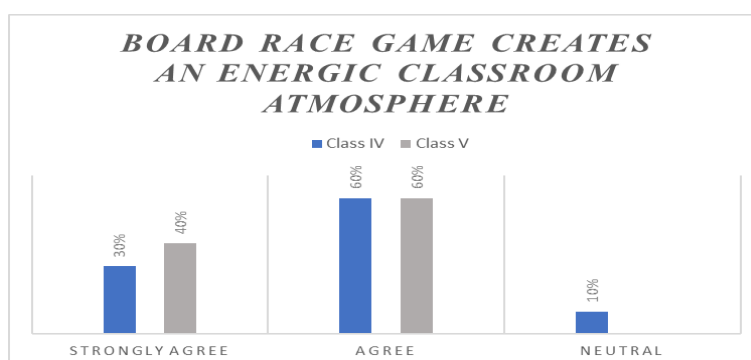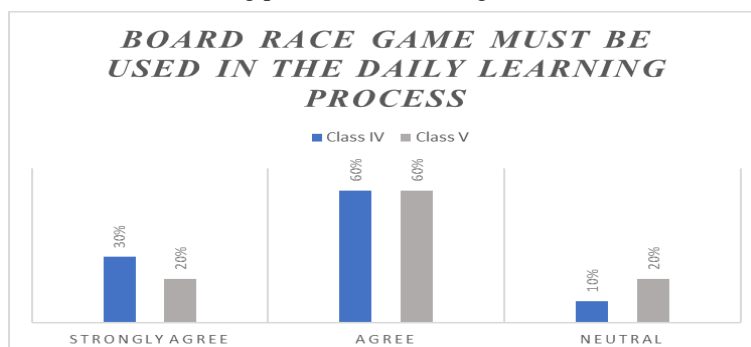

The fifth indicator shows the results of the survey illustrating the respondents' opinions regarding the statement "The Board Race game creates an energetic classroom atmosphere". Based on the diagram, it can be seen that the majority of respondents in classes IV and V, 60%, agreed with the statement. They felt that the Board Race game was able to create an energetic classroom atmosphere. A total of 30% of respondents from class IV strongly agreed with the statement, and 40% of class V agreed with this indicator. This indicates that they had a very positive experience with the Board Race game. For them, the game significantly increased the level of energy and animation in the classroom. However, there was also a small proportion of respondents, 10%, who expressed a neutral attitude towards the statement. This could mean that they had mixed views or did not have sufficient experience with the Board Race game and therefore could not give a clear judgment. Overall, the results of the diagram show that the majority of respondents were positive towards the statement "The Board Race game creates an energetic classroom atmosphere". This suggests that the Board Race game has the potential to increase energy and life in the classroom
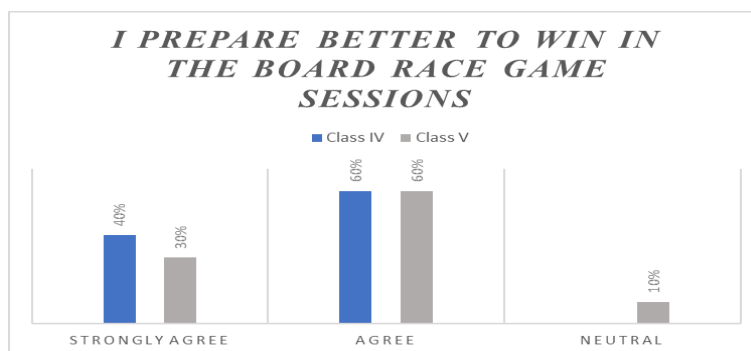
The sixth indicator shows that in both classes IV and V 60% of respondents agreed, while in IV class 40% of respondents strongly agreed with the statement "I prepare well to win in Board Race game sessions" but 30% of class V strongly agreed to it. The 10% of class V have a neutral attitude to it. They may have not learned or prepared for the game. After all, it shows that the majority of respondents have a positive perception of their preparation in Board Race game sessions. From the data, it can be concluded that most respondents recognize the importance of good preparation in achieving victory in Board Race games. They may have taken certain steps, such as learning the rules of the game, knowing effective strategies, or improving their knowledge of topics related to the game. *"Yes, I prepare it by learning about the topic related before playing the game".* The results of this diagram provide a positive picture of respondents' attitudes and approaches toward preparation in Board Race game sessions. It shows that the majority of respondents understand the importance of good preparation and are willing to put in the necessary time and effort to increase their chances of achieving victory in the Board Race game,
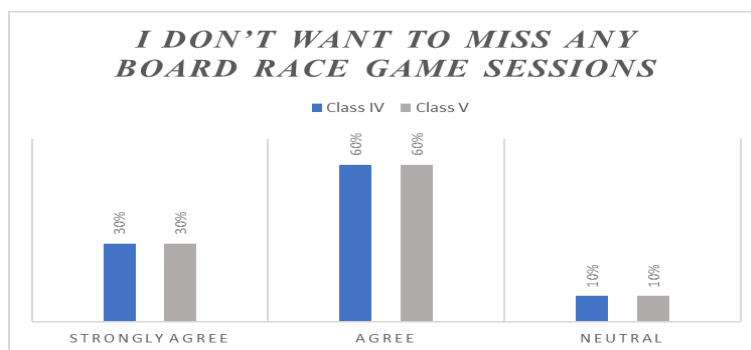
The seventh indicator reflects the level of agreement on both class IV and V with the statement *"I don't want to miss a single Board Race game session."* It can be seen that 60% of respondents fully agree with this statement, indicating that they are very eager not to miss a single Board Race game session. In addition, 30% of the respondents strongly agreed with the statement, showing their strong commitment to attending and participating in every game session. However, 10% of respondents chose a neutral stance, indicating that they may have mixed considerations or no strong preference in this regard.

The eighth indicator shows the results of the responses of classes IV and V to the statement that "Board Race games should be used in the daily learning process". In the table, 60% of the respondents indicated agreement with this statement, while 20% indicated neutral, and 20% indicated strongly agree. The majority 60% of the respondents, agreed that the Board Race game should be used in the daily learning process. This shows that they believe that the game has benefits and value in enhancing learning. This opinion may be based on previous positive

experiences with the use of the game or their belief in the effectiveness of this learning method. On the other hand, 20% of the respondents showed a neutral attitude towards this statement. They may not yet have a strong opinion or may need more information to form their views.

This neutral attitude may be due to a lack of experience with the Board Race game or a lack of understanding of how to effectively use it in a learning context. Furthermore, 20% of the respondents strongly agreed with the use of the Board Race game in the daily learning process. This indicates their high belief in the benefits and effectiveness of the game in facilitating learning. They may have seen positive results or felt high engagement and enthusiasm from students when using the game. Overall, the diagram illustrates the variation in opinions on the use of the Board Race game in the daily learning process. While the majority of respondents agreed or strongly agreed, some were neutral. In determining whether the Board Race game should be used in everyday learning, it is important to consider individual perspectives and needs and involve diverse teaching and different approaches in the learning process

Overall, the majority of respondents showed a positive view of the Board Race game, with high levels of agreement in terms of positive feelings, motivation, collaboration, energetic classroom atmosphere, and good preparation. This suggests that the Board Game Race has the potential to provide a fun, challenging and rewarding experience for its players.

4. CONCLUSIONS

Based on the research that has been conducted, it can be concluded that students gave positive perspective on learning English using Board Race game. Firstly, the board race method involves competition between students, which can encourage them to actively participate in learning. This leads to greater student engagement in vocabulary learning, which in turn leads to better retention and understanding of the material. Secondly, Board Race also includes a visual aspect, using the board as a tool. This helps students visualize the vocabulary they are learning, which can help them memorize words and associate them with vivid mental images.

In addition, Board Race also encourages collaboration and interaction between students. During the game process, students interact with each other, discuss and work in groups. This creates a collaborative learning environment and enhances students' ability to learn from each other. Some students may respond better to this method, while others may require different learning methods. Therefore, teachers need to vary their learning strategies and consider students' individual needs. This method is an effective way to help students learn vocabulary and can improve students' motivation, memory, and comprehension of vocabulary. However, as an learning method, Board Race should also be combined with other learning strategies to meet the needs of diverse students.

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