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Universitas Brawijaya Universit Amalia, Dianita. 2015. Using Board Game to Improve Vocabulary at Seventh Grade of SMP Wahid Hasyim Malang. Study of Program English Education, Faculty of Cultural Studies, Universitas Brawijaya. Supervisor :Didik Hartono Universitas Brawijaya Universitas Brawijaya Keywords: Board Game, Vocabulary, Descriptive Text Universitas Vocabulary is one of basic component of language teaching. In addition, sitas Brawijaya University ocabulary is important to learn English as a foreign language. Students who wantsitas Brawijaya si to master English should have a lot of vocabulary. Based on the preliminary study that has been conducted by the researcher, it is found that most of VII-C students at SMP Wahid Hasyim Malang got difficulties in mastering vocabulary in descriptive text. To overcome the problem, the researcher provides an appropriate media named board game to improve students' vocabulary mastery. The researcher used classroom action research as the research design. The subject of the research is seventh grade students especially in VII-C class of SMP Wahid Hasyim Malang in academic year of 2014/2015. The researcher conducted classroom action research in one cycle. One cycle consisted of four meetings which three meetings were for implementing board game and the last meeting was post-test. The researcher used some instruments in supporting the research namely interview guide, questionnaires, observation checklist and field notes. After implementing board game, this research could be said successfuls it as because it fulfilled the criteria of success. First, the mean score of students' post-sites test increased 5 point from the mean score of students' pre-test. The result showed that mean score of students' post-test gained 15.56 point from the mean score of students' pre-test. Second, 70% students passed the minimum standard score of 78. In preliminary study, there were 18 out of 35 students (51.4%) who passed the minimum standard score of English more than or equal 78. The result of post-test, there were 30 out of 35 students (85.71%) could reach the minimum standard score of 78. It can be said that the criteria of success was reached successfully. In conclusion, hopefully the students can learn vocabulary by some interesting activities such as using board game media. For English teacher, they sit as Brawijay Universican use board game as one of alternative media in teaching vocabulary. Insitas Brawijay addition for other researcher, the finding can be reference in conducting other research in the same field. It is better if the other researcher conducting the research to teach another skill with different subject and level. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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rawijaya	Universite basic component that links four skills such as listening, reading, spear	Universitas	Brawijay
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rawijaya	Universi curriculum 2013, English is a compulsory subject in junior high school.	It means sitas	Brawijay
rawijaya	that English is taught for the first time since the students in seventh gra-	Universitas	Brawijay
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rawijaya	Universit students of seventh grade study basic level English. It is used as the four	idation tositas	Brawijay
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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya surrounding using English. It is purposed for the students in order to understand Brawijaya ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi simple English used in daily context. However, the students get obstacles to itas Brawijaya Universitas Brawijaya Universitas Brawijaya master the other competences without understanding the vocabulary. itas Brawijaya Universitas The students get some obstacles in English especially to memorize thesitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas B University why their vocabulary mastery is low. Furqon (2007) states that there are two Universit factors that influence vocabulary mastery namely internal and external factors sites The internal factor is a factor from inside the learner such as motivation, interest, etc. In the other hand, external factor is a factor from outside such as economic, Universi background, learning material, and teacher performance. Both of the factors it as influence the students in their learning process. Those, the teacher need to pay Universitattention to some factors that might affect students' vocabulary mastery were low. Sitas Based on the preliminary study that was conducted by the researcher of VII-C at SMP Wahid Hasyim Malang, the students had problem in learning English Brawijaya Universi especially in vocabulary. It was shown based on teacher's analysis and the results of students' interview with the researcher. The statements of majority students Universitsaid that English was a difficult lesson especially about vocabulary mastery.sitas Bra Based on the interview with the English teacher, it was found that students didn't have motivation to learn English, they didn't have many vocabularies. Therefore rsitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi Universithey undergone difficulties to speak, write and read in English. In addition, sitas students tended to copy their friend's answers when the teacher asked them to do exercises. It could be concluded that students cannot do the exercises alone. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava Universitas Brawijaya Universitas Then, the researcher interviewed some students to support the statement by Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universithe English teacher. Based on the interview with the students, it was found that they were reluctant to open dictionary, they chose to ask the teacher directly when Universithey found difficult vocabulary. They thought English was difficult subject, if the Stas Br Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas B Universitate students to have low motivation in study English. Sitas Brawijaya Universitas The preliminary study was proven by the researcher after giving preliminary test about vocabulary mastery. The test consisted of 25 items. In preliminary Universitistudy, the researcher found that 17 students out of 35 students got score under Universi minimum standard score. The average score of students' pretest was 72.9, while sitas minimum standard score of English subject that was used by the English teacher Universi for seventh grade student is 78. It could be concluded that the students have sites problem in vocabulary mastery. The researcher uses an appropriate media to solve the problem about how to improve vocabulary mastery of the students. Hamalik (1989) states that media is an effective tool to communicate and interact between the teacher and students in Universitan education process. Thus, the researcher uses media to teach the students. The researcher uses game as a media to transfer the material for students. According to Paul (2003) games are central role play in a child-centered and make it possible rsitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi for children into fully immerse themselves in learning. Steve and Kim (2002) sitas states that games are an amicable way to show and assess the material for students and maximize the learning potential. Through game, students feel enjoy and Iniversi interested to learn English because there are many activities that are done. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas The main purpose of this study is to improve students' vocabulary mastery by Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitusing board game. The limitation of vocabulary mastery includes of knowing the sites meaning of the word, knowing the written form and spoken form of the word. It is Universi because the vocabulary mastery is basic aspects in presenting vocabulary based on Sitas Bra Universitas Brawijaya Universitas Brawijaya Universitas Br<sub>Universi</sub> curriculum 2013. The researcher will use board game as a media to improve the stas Br vocabulary mastery of seventh grade students at SMP Wahid Hasyim based on the University students' problem. Brown (1983) states that the function of media are saving the sitas time, stimulating interest, encouraging students' participation, providing a review helping students learn to communicate ideas visually, provide medium for Universi individual or group reports, making a classroom dynamic, relevant, and attractive. Therefore, the researcher uses media that is familiar for the students. The researcher uses board game media to solve the problem. The researcher decided the media based on the students' suggestion. Some students said that the English teacher often used music as the media to deliver the material in English Brawijaya Universi especially to memorize vocabulary. Students needed another media in teaching and learning. Based on the students' interview, the students like a game as a Universi reference to be a media to teach vocabulary. Most students were familiar with kinds of board game. Therefore, the researcher uses board game media. It is a sit as B game uses board to play. Jayanti (2012, p.3) says that board game is effective and Universi appropriate to be used since it can be applied in group activity. By grouping, it as students can share their ideas with their friends, built the character of working cooperatively, be more self-confident, creative, responsible, honest, and Universi passionate in learning. The researcher will modify this game with the pictures Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** 

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universithe combination media. In implementation board game, each player should answer stas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universita clue about vocabulary in order to move for the next step. Wright (1989) states it as Brawijava Universitas Brawijaya rawijaya Universi language in context, and stimulate students' ideas. Therefore, picture will besit as Brawijaya Universitas The researcher expects that the result of this study is useful for teaching Brawijaya UniversitEnglish, especially for the English teacher, the students and further researchers.sitas For the English teacher, the result of the research hopefully can give input for the teacher to solve the problem of the students in teaching vocabulary using media Brawijaya Universi board game. For the students, they can use media board game to help them to sitas Brawijaya mastered vocabulary. For the further researcher, hopefully the findings and the Universit result of this research can be a reference if the further researcher wants to conduct sitas Brawijaya rawijaya in similar research. It will be better to develop the media that is used by the Universities archer in many ways. Hopefully, the further research can develop and conduct Sitas Brawijaya Universi for a better research. Universit1.2 Problem of the Study Related to the background of study, the statement of the problem in this study Universitis "How can Board Game improve students' vocabulary mastery at seventh grade it as Brawijay **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit of SMP Wahid Hasyim Malang? Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya

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rawijaya 	Universit1.4 Limitation of the Study ersitas Brawijaya	Universitas	
rawijaya 	Universitas Brawijaya Universitas The research focuses in improving the seventh grade students' year.	Universitas ocabulary	
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rawijaya	mastery especially about noun, verb, and adjective through Pictorial Boa	ırd Game. Sitas Universitas	Brawijay
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rawijaya	University subjects are 35 students of academic year of 2014/2015. The researched	er expects	Brawijay
rawijaya	Universi that using media can improve their vocabulary in English.	niversitas	
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rawijaya	Universita.5 Definition of Key Terms	niversitas	
rawijaya	Universita	<b>I</b> niversitas	Brawijay
rawijaya	Universitas To avoid problem misunderstanding and misinterpretation of the	research	Brawijay
rawijaya	Universities finding, the researcher would like to explain and define the key terms v		
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rawijaya	Universitas Braundamental role in communication (Hatch and Brown, 1995).	Universitas	
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rawijaya	Universitas 2.3r Descriptive Text is a kind of text the purpose is to describe s		Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya (human, animal, transportation, etc). (Priyana et al, p. 91) Universitas Brawijaya	Universitas	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijay
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rawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya REVIEW OF RELATED LITERATURE awijava Universitas Brawijaya Universitas Brawijaya rawijaya Universitas This chapter Consists of general concept of vocabulary, the level of sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya vocabulary mastery, kinds of vocabulary, instructional media, board game, University procedure of board game and previous studies will be explained in the following Brawijaya TAS BRAW, Universitsection, wijay Universitas Brawijaya Universitas Brawijaya Universita The important thing to communicate with other people is using a language.sitas Brawijaya Someone knows what other people say if the language used can be understood. Universi Sari (2007, p.8) states that the mastery of a language means people must sitas Brawijaya rawijaya Universitunderstand the meaning of a sentence than knowing all the word of a language. Itsitas Brawijaya means that we must know the vocabularies which are used by someone. Universit Communication in a language cannot just happen in any meaningful way withoutsitas Brawijaya knowing vocabulary. Universitas There are two main parts that must be learnt in mastering English. They are sitas Brawijaya Universitlanguage skills and components. Language skills are divided into four namelysitas listening, speaking, reading, and writing. Language components include Universityocabulary, grammar and pronunciation. In teaching foreign language, vocabulary Sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi becomes a basic component to be taught before grammar and pronunciation. Sitas Brawijaya Huyen and Nga (2003, p.2) states that students should acquire an adequate Brawijaya Universi number of words and should know how to use them accurately. It is in line with it as Brawijaya Universitas Brawijava Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya

Universitas Brawijaya University you do not know enough vocabulary you will not be able to express yourself it as Brawijaya ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitadequately". It can be concluded that students who have not enough vocabularysitas Brawijava itas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas will get difficulties to communicate and to arrange complicated sentences or ideas itas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universiting the minidaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya 2.2 The Level of Vocabulary Mastery Universitas Brawijaya Universitas Brawijaya rsitas Brawijaya - Universitas Brawijaya Universitas There isya measurement for mastering vocabulary in learning/vocabulary.sitas Brawijaya Read (2000, p. 26) mentions that there are eight levels of vocabulary mastery including of knowing the meaning of the word, knowing the written form, Universitknowing the spoken form, grammatical behavior, collocations, knowing thesitas Brawijaya register, association of the word, and knowing the frequency of the word. The Universi levels of vocabulary mastery can be learnt step by step because there are many sitas Universithings that must be understood. Based on curriculum 2013 in Indonesia, one of the goals in teaching English Universitin junior high school is enable students to compose the text of the oral and write tositas Brawijaya say and respond to introductions with very short and simple, with attention to Universities Brawijaya
Universities Brawijaya
Universities Brawijaya accordance with the context. Therefore, it is possible to achieve the goal of teaching English without knowing the basic component which is namely University ocabulary. Thus, the researcher designs the vocabulary mastery into three levels, Sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya which used in teaching vocabulary using media board game. This design purposed to attain the goal in teaching English. It includes of knowing the meaning, written Universi form and spoken from of the word. The first level is the students can mention it as Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University students can write in English form. The last level is the students can produce Brawijaya rersitas Brawijaya Universitas Brawijaya Universitas Brawijaya University sound and how to pronounce in English. It is because three levels of them are sitas Brawijava sitas Brawijaya Universitas Brawijaya Universitas Brawijaya basic aspect in presenting vocabulary. sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit2.3 Kinds of vocabulary sitas Brawijaya Universitas Brawijaya In learning vocabulary, there are two kinds of vocabulary namely receptive Universitand productive. Nation (1990, p.5) explains about receptive and productive sitas Brawijaya Universitas Brawijay vocabulary. Receptive involves knowing how to recognize the word when it is heard or seen. Productive involves knowing how to pronounce the word, write University pell, and use correct grammatical pattern. This statement is in line with sitas University Aebersold (1997, p.139), there are active and passive vocabularies. Active sitas vocabulary refers to items which the learners can use appropriately in speaking or writing and it is also called as productive vocabulary. Passive vocabulary refers to language items that can be recognized and understood in the context of reading or Universitlistening, and it is also called as receptive vocabulary. However, someone whositas Brawijaya learns four basic skills also learn about vocabulary because it is the basic Universit component of a language. Universitas Vocabulary is the basic in communication. There are two kinds of vocabulary used by people in communication namely general and special vocabulary (Burton and Humphries, 1992). The general vocabulary is the words used in general; there stars Brawllays is no limit of fields or user, general in meaning and use. The special vocabulary is used in certain fields, job, profession, or special science. Thus, vocabulary is one University of the most important elements of language in order to make a smoothsitas Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya communication and understand the meaning. Universitas Brawijaya

rawijaya Universitas Brawijaya Universitas There are many definitions about media connected to teaching and learningsitas Brawijava ersitas Brawijaya Universitas Brawijaya Universi information that relates between the source to receiver. It is in line with Hamaliks it as Brawijaya Universitas Brawijaya Universit between teachers and students in an education process. Thus, the researcher Brawijaya s Brawijaya Universitas Brawijay Universitshould provide an appropriate media to teach the students in order to make themsitas Brawijaya Universities Braw' universities Universities There are many instructional media that used by the teacher in teaching and sitas Brawijaya Universi learning process. Faradisha (2013, p.5) mentions that instructional media is a leas B medium to deliver the material in order to make students more interested. Universit According to Suryanto (2010, p. 102) instructional media can be divided intositas Brawijaya three forms namely audio, visual, and audiovisual media. Audio media is a Universit medium which the learners can hear. It is in the form of voice such as song, sitas Brawijaya Universi recording, etc. Visual media is a medium which can be seen by the learners, such sites Br as picture, card, board game, etc. The last is audiovisual media, which is a Universit medium that can be seen and heard, such as video and film. itas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas According to Lewis and Bedson (1999) board game are any games which sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi mainly involve moving markers along path. The component that often used is cards. So using board and the card, the game is in form of guessing game. Here, Universithe researcher uses additional components to help the students. Using picture, sitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava Universitas Brawijava** Universitas One of language games which are popular among children is board game. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi Sari (2012) states that the examples of board games are monopoly, scramble up words, pictorial game, chess, and also snake and ladder game. These games are Universi beneficial for the learners because they can engage with the other players. It also it as Brawijaya Universitas Brawijaya Universithow to follow the rules and social interaction. In addition, board game is practical Universit because it does not need any electricity to be played. Therefore, it will not sit as endanger the learners when playing this game. Locates and Atkinson (1984) suggest that such games often limit the number of participants in order to be ables tas Brawijaya Universi to sit comfortably around the board, usually for four or six people. Brandvik and sit as B McKnight (2011) states that "the size of the group may also be determined by the Universit material for learners, as well as the time that is provided to each group activity? Sitas Therefore, it should be better if the researcher counts the number of the students Universit first to determine how many players in a group and estimate the time to play it. Versitas Universitas Bell and Cornelius (1993) classifies board games into four main groups Universitas BraGame position The main characteristic of this game is each player moves the pieces based on a certain direction (vertical, horizontal, or diagonal) into certain position to Universitas win the game, e.g., Tic-Tac-Toe (Noughts and Crosses). Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya 2. Mancala games Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas The main characteristic of this game is the player alternatively put the pieces Universities into holes in the board in certain direction (clockwise or anti-clockwise). The Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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rawijaya Unive	player with the most pieces in her/his holes win the game. Congklak (dakon) Brawij
rawijaya Unive	sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawij
rawijaya Unive	sitas is one of the examples itas Brawijaya Universitas Brawijaya Universitas Brawij
rawijaya Unive	sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawij
rawijaya Unive	rsitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawij 3. the war games rsitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawij
	sitas The main characteristic of this game is that it is usually in the form of warsitas Brawij
rawijaya Unive	sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawij
rawijaya Unive	sitas between enemies, e.g. chess. Universitas Brawijaya Universitas Brawij
rawijaya Unive	sitas Brawijaya Universitas Brawijaya Universitas Brawij
rawijaya Unive	sitas Brawijaya Universitas Brawij
rawijaya Unive	sitas The main characteristic of this game is the player moves the pieces along the las Brawij
rawijaya Unive	sitas Brawi pattern that can be circular, vertical, or horizontal on the board to reach the sitas Brawij
rawijaya Unive	sitas Brawij
rawijaya Unive	Sitas dead end. Most of the race games involve the throw of dice or its equivalent. Sitas Brawij
rawijaya Unive	sitaIniversitas Brawij
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rawijaya Unive	In this study, the researcher will use one of board game as the media to
rawijaya Unive	
	si improve students' vocabulary. The researcher uses snake and ladder game. Sarisitas Brawij
rawijaya Unive	and Muniroh (2012, n.2) state "snake and ladder game is one of the examples of
	Si board games that is popular around the word". In addition, almost all learners around the word".
rawijaya Unive	
	si know how to play this game because the procedure it is easy to understand. Sitas Brawij
rawijaya Unive	Implicitly, the students can learn about up and down in life in this game. Sari and
	sitas Bray (2012 2) (Figure 1) Aya Universitas Brawij
	Si Muniroh (2012, p.2) mention "Ladder represent the up life and joy while the Brawij
Irawijaya Unive Irawijaya Unive	sitas Brawij Si snakes represent the down in life or trouble". Thus, the students not only learn sitas Brawij
rawijaya Unive	English vocabulary but also learn about fair play, patience and how to take turn in sites Brawij sites Brawijaya Universitas Brawijaya
	sitthis game:ijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawij
rawijaya Unive	sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawij The researcher uses picture as a combination media to help the students in sitas Brawijaya Universitas Brawijaya
	Si guessing game. Pribadi & Katrin (1996) say that picture is a kind of media which stas Brawij
	sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawij
	sitis used to communicate certain message, information and also knowledge. Sitas Brawij
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rawijaya	University Supriyono (cited in Marsaulina, 2011) says that picture can increase the	students'sitas	Brawijay
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rawijaya	Universi spirit and attract the students not only to understand but also to see and r		
rawijaya rawijaya	object. Therefore pictures help the students to know the deep information	Universitas n. Harmer	Brawijay Brawijay
rawijaya	Universi (1998, p.134) mentions that picture can be used in a multiplicity of way		
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya		
rawijaya	drills, communication, understanding, ornamentation, prediction and dis	euggion"	Brawijay
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rawijaya	Universit Maulidianto (2012, p.11) says that the aim of the game is to guess the a Universitas Brawijaya	Universitas	Brawijay
rawijaya	Universithe question inside the board. Thus, the researcher uses the picture to		
rawijaya	Universitas Premit	Universitas	
rawijaya	University Students guess and predict what it shows the clue in a game.	Universitas	
rawijaya	Universitas The researcher will explain about procedure how to use board	game ensitas	Brawijay
rawijaya	Universita	Universitas	Brawijay
rawijaya	Universi learning activity. First, the researcher prepares the media to play the gan		
rawijaya	Universi game, the card (picture card and word card), dice, and marker. Second,	niversitas students	Brawijay
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rawijaya	Universit will be divided several groups. Each group has three players and one	/ -	
rawijaya	lead the members. Then, the researcher gives the media for each group. A	Iniversitas  After that	Brawijay
rawijaya	Université lead the members. Then, the researcher gives the media for each group. A		
rawijaya	Universities the researcher explains the rules or instruction how to use board game. Ea		
rawijaya Irawijaya	Universities University plays the game by throwing the dice. Example: a player moves three	Universitas steps <sub>ic</sub> it <sub>sitas</sub>	
rawijaya	1/4 7/ 1 1/13/4		
rawijaya	Universities By means that they get word and picture number three. The word card cor Universities Bra	ntains the Universitas	Brawijay
rawijaya	Universit question that is needed to be guessed. The picture is used to help the st		
rawijaya	Universitas Brawiia wijaya	Universitas	Brawijav
rawijaya	Universi guess and predict the word. If the player cannot answer the question, the	iat means itas	Brawijay
rawijaya	Universities Brawii ava they can move to the next step but the player does not get score.	Universitas	Brawijay
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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya 2.6 Previous Studies	Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	
rawijaya	Universitas There are some researchers who conducted board game previously.		
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Universitas Brawijaya progress of the study. Therefore, the researcher can modify the game to solve the study. rsitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitproblemwijaya Universitas Brawijaya Universitas Brawijaya tas Brawijaya Universitas Brawijaya Universitas Brawijaya Univer There are two previous studies that used by the researcher. The first study tas Brawijaya Universitas Brawijaya Universitives conducted by Maulidianto (2012) entitled "Developing a Board Game to it as Braw Universitas Brawijaya Universit Development as a design. Try out was conducted two times with two different Universit groups of subject, namely 4A and 4B class of SDN Percobaan 1 Malang. There it as were 41 students in each class. In the beginning, there were no students who actively participated in the class when they learned English. The first try out was Universi conducted in 4B and the result was 48% of the students who were treated by using got improvement for their vocabulary mastery. The second try out was conducted Universitin 4A and the result was almost similar. There were 43.9% students said that sitas learning vocabulary used game was very useful. In conclusion, board game is an Universit effective way to teach vocabulary. It was proved by the students actively Bra Universi participated in the class activities and interested in learning using board game. It was interesting and fun media because it used picture, color, and card.

Universitas Brawijaya Universitas The second study comes from Mudhofi (2011) entitled "Implementingsitas Brawijaya Pictorial Board Game to Improve the Vocabulary Mastery of the Eight Graders of MTsN Aryojeding Tulungagung". The researcher conducted a research at MTs sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit Negeria Aryojeding, Tulungagung in academic year 2010/2011. The researchersitas used Classroom Action Research. The subjects of the research were 42 students of grade VIII A. She used recount text to improve vocabulary mastery especially the noun and verb. This study was implemented in two cycles. Each cycle consisted Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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rawijaya	University of three meetings. In the preliminary study, the researcher found that the 28 stas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universi students out of 42 (66%) mean score is 75.95. After doing first cycles the score is sitas Brawijay
rawijaya rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya still under minimum 75 and continually showed improvement in the second Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	
rawijaya	Universit cycles, the mean score is 83.09. Students were interest in this media to improve it as Brawijay Universitas Brawijaya Univ
rawijaya	vocabulary because it was enjoyable, the atmosphere became relax and created
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rawijaya	Universities Brawijaya University Brawijaya University Brawijaya University Brawijaya Unive
rawijaya	Universi students' score not only the result of score which increased but also the students Brawijay
rawijaya	Universitas Brawi
rawijaya	Universities enthusiastic, motivated, and active in teaching learning process.  Universities Brawijay
rawijaya	Universitas Based on the previous studies that were done by another researcher, the Sitas Brawijay
rawijaya	Universita Universitas Brawijay
rawijaya	Universi researcher is interested to conduct the similar research. The researcher will use sitas Brawijay
rawijaya	Universi board game as the media to improve the seventh grade of junior high school liversitas Brawijay
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rawijaya	Universit students' vocabulary mastery. The differences between the researcher and the two sitas Brawijay
rawijaya	Universita niversitas Brawijay
rawijaya	Universities are about the subject, combination media, and the text that is miversitas Brawijay
rawijaya	Universitused. The first previous study used R & D design for fourth grade. The second Brawijay
rawijaya 	Universitas Universitas Brawijay
rawijaya	Universi previous study used classroom action research design for eighth grade. He used Brawijay
rawijaya 	Universitas Brawijay narrative text to improve vocabulary. Here, the researcher uses classroom action
rawijaya	omversitus Brawnjay
Irawijaya	Universit research to improve the seventh grade students' vocabulary mastery in descriptive itas Brawijay
rawijaya Irawijaya	Universitas Brawija Universitext for seventh grade. The researcher will modify the form of board game that sit as Brawijay
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rawijaya Universitas Brawijaya Universi **RESEARCH METHOD**sitas Brawijava Universitas This chapter presents the research design, setting and subject of the study, sitas Brawijaya Universitas Brawijaya University research consists a preliminary study and the four steps used in action research sitas Brawijaya Universit which are planning, implementing, observing and reflecting. Universit3.1 Research Design This study applied Collaborative Action Research as the research design. Burns (1999, p. 13) states that "collaborative action research is potentially more" Improved empowering than action research conducted individually as it offers a strong framework". This study used to provide practical guidance to other practitioners Universitinterested in knowing more about collaborative processes of action research. Insitas Brawijaya addition, the main purpose of action research was to improve practice in the Universit classroom. Brown (2004, p.15) states that classroom action research is a way for State Br Universi instructors to discover what works best in their own classroom situation. It is in line with Kemmis and McTaggart (1988, p.32), classroom action research University provides a way of thinking systematically about the problem in the class, using a sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br strategy where improvement is thought to be possible. The researcher wanted to know the problem in the class and found out the solution through classroom University action research. In addition, the teacher could solve the students' problem insity Brawijava English during teaching and learning process. Universitas Brawijaya Universitas Brawijaya

**Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas This study focused on a particular classroom, VII-C students of SMP Wahid Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya UniversitHasyim Malang. The research purposed to solve the problem about students'sitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya vocabulary mastery. The researcher implemented board game as an instructional Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya rawijaya rawijaya University media in teaching vocabulary to improve students' vocabulary mastery. In this it as Brawijaya Universitas Brawijaya rawijaya University acted as the observer during the teaching and learning process. awijaya **Universitas Brawijaya Universitas Brawijaya** Universitas The researcher used the model of classroom action research By Kemmis and Sitas Brawijaya McTaggart as the research design. The model of classroom action research rawijaya rawijaya Universitionsists of four steps namely (1) planning of the action, (2) implementing of the Sitas Brawijaya niversitas Brawijaya Universitation, (3) observing of the action, (4) reflecting the action. rawijaya CYCLE 1 Universitas Brawijaya evise d Plan **Universitas Brawijaya** CYCLE 2 **Universitas Brawijaya Universitas Brawijaya** Universitas Brawija Figure 3.1 The model of Classroom Action Research ya **Universitas Brawijaya** by Kemmis and McTaggart (1988)
Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava Universitas Brawijaya University 2.2 Setting and Subject of the Study ijaya University Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas The researcher conducted the research at Sekolah Menegah Pertama (SMP) si Wahid Hasyim Malang. The school was located on MT. Haryono Street 165 Universi Malang. The school had 11 classes consisted of 3 classes for the seventh grade, 4sitas Brawijaya Universitas Brawijaya Universition 3 meetings every week and the time allotment for each meeting was 2 x 40 sites Universitminutes.wijay The subject of the research was the seventh grade students of class VII-C in Universithe academic year of 2014/2015. This class consisted of 35 students with 22 males sit Universi and 13 females. Based on the problem about students' vocabulary mastery, the sites researcher proposed board game as instructional media to help the students' Universit problem. SMP Wahid Hasyim had been categorized as a school which was included Universit "AKREDITASI A" in Malang. It also had good reputation. In addition, it was the Sitas Brawijaya Universitionly school that has status SMP but this school also had taught deeper more about Islam. All of the members of this school did pray Dhuha before starting the Universitiesson. It was not done by another junior high school. This school also had somesitas Brawijaya extracurricular such as drum band and music. Therefore, the researcher was curious how teaching and learning process especially English lesson did well or University not. The researcher did the research there. In fact, it found that students got it as difficulty in English. They did not enough vocabulary. It made the students did ersit not understand about English Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Univ<sup>20</sup>sitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universit 3.3 Procedure Universitas Brawijaya Universitas Brawijaya Universitas The researcher used the stages of classroom action research that proposed bysitas Brawijava Kemmis and McTaggart. The researcher began preliminary study by assessing Universitas Brawijaya rawijaya Universi problem in the classroom, planning the action, implementing the plan, observing it as Brawijay rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya the implementation, and reflecting the process and result of the implementation. Universit Based on the model classroom action research by Kemmis and McTaggart, a cycle Sitas Brawijaya Universit was followed by another cycle when it was failed. The next cycle was carried outsitas Brawijaya with an improvement based on the reflection of the first cycle. However, if the Universiteria of success could be reached in the first cycle, the research would stop the Sitas Brawijaya Universi action. It is supported by Latief (2011, p. 153) "classroom action research maysitas Brawijaya take only one cycle if the target of criteria of success is achieved in the first rawijaya Universitycle". It means that the researcher did not need to continue the next cycle. Thesitas Brawijaya procedure of this research can be seen in figure 3.2. Identify the setting of study at SMP Wahid Hasyim Malang The result showed that the students' Interviewing the English teacher related to vocabulary mastery was low. students' difficulties in learning English Decide the media to improve students Interviewing the students about their difficulties in English vocabulary vocabulary mastery Giving pre-test to the students to know their vocabulary Designing lesson plans, instruments, materials, media **Universitas Brawijaya** Reflecting Analyzing the data and Collecting the data by using observation checklist, field no questionnaires and post-test comparing the result of the action with the criteria of **Universitas Brawijaya** Successful Unsuccessful e research continue Universitas Brawijay Figure 3.2 the Procedures of Classroom Action Research Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava Univ<sup>2</sup>lsitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universities The researcher had conducted preliminary study to obtain authentic less ersitas Brawijava Universitas Brawijava Univ Universi The preliminary study was conducted on Tuesday, February 24, 2015. It was it as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas First, the researcher used interview guide for the English teacher and thesitas students. For the English teacher, interview guide was aimed to know the Universit obstacles of teaching and learning process when the teacher is teaching the Sitas Brawijaya Universi students in the classroom (see Appendix 1a and 1b). For the students, interviewsitas B guide was aimed to know the problem faced by the students in English lesson (see UniversitAppendix 2). Second, the researcher used preliminary test as the instruments in assessing Universithe students' problem. The researcher gave a test to the students in order to know sitas Brawijaya Universithe problem of students' vocabulary mastery. The test consisted of 10 multiplesitas choices, 5 short-answer questions, and 10 true/false questions (see Appendix 3a). UniversitThe mean score of students' pretest was 72.91 while minimum standard score of students Brawijaya English subject is 78 (see Appendix 3b). ersitas Brawijaya – Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Planning is a stage which is done after analyzing the students' problem baseds it as Brawijaya on the preliminary study. Next, the researcher prepared the things dealing with teaching and learning to solve the problem by using media board game to improve Universi students' vocabulary mastery in descriptive text. In this section, the researcher Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya prepared designing the lesson plan and the procedure of implementation, the rsitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi materials, and the media. It was continued by determining the criteria of successities tas Brawijaya Universitas Brawijaya Universitas Brawijaya through the implementation board game.
tas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit3.3.2.1 Designing Lesson Plan Brawijaya Universitas Brawijaya plan was designed by the researcher for 4 meetings. The lesson plan was made Universitbased on the syllabus used in that school. It was arranged based on curriculum sitas 2013 which was developing by the researcher. There were eleven components covers in each lesson plan namely standard competence, basic competence, Universi instructional objective, indicators, materials, method, model, media, resources study, steps, and score. The researcher stated the basic competence that improved students's vocabulary mastery through board game. First, understanding the social function, Universit structure text, language element from descriptive text with the statement and sitas Brawijaya Universi asking the description of human, animal and things, short and simple related to the context. Second, comprehend the meaning of descriptive text in written and Universitspoken, short and simple. While the indicator of this lesson plan is the studentsSitas Braw can understand and identify the generic structure, language feature, and also kind of vocabulary such as noun, adjective and verb in descriptive text. ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas The first meeting, the researcher would explain about generic structure insitas descriptive text. Then, students were asked to read the text and list the vocabulary especially noun. The researcher would focus on noun to be played in board game. Universit The second meeting, the researcher would explain about language feature that was Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya used in descriptive text. Then, students were asked to read the text and list the ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas University ocabulary especially verb. Next activity, the researcher asked the students to plays it as sitas Brawijaya Universitas Brawijaya Universithe text. Then, the students listed vocabulary about adjective. The students were sital Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universities in the text .They students played the game about adjective in this meeting sites Universit(see Appendix 4). The last meeting, it was be used to do a post-test. The last researcher provided 25 test items for students (see Appendix 5a). University 3.3.2.3 Materials The researcher took the materials from the text books entitled "English in Focus" and "Scaffolding". Then, the researcher modified the text and made some Universit questions. The researcher and English teacher chose the topic based on the teachers it as problem about the material that had been learnt. Therefore, both researcher and Universit teacher made an agreement to decide the topics which are about "My Extended Sitas Brawijaya Family", "My Best Friend", "Mr. Danu" and "My House". After deciding the text that would be taught, the researcher listed the vocabularies which would be easy Universities be visualized in pictures. The vocabulary focused on noun, verb and adjectives it as Brawijaya (see Appendix 6a, 6b and 6c). Universitas Brawijaya Universitas Brawijaya Universities The researcher designed the media in the form of board game by modifyingsities Brawijava the snake and ladders game. Mudhofi (2011) says that board game put some questions which helped the students to learn English easily. Therefore, it made ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universi students interest with the material that was taught by the teacher. There were four Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

**Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Univ<sup>24</sup>sitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** University kinds of game equipment for each meeting. These are the media used in board stars Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitgamerawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya rawijaya rawijaya rawijaya Universitas The board game is made of cardboard. The form of board game is square. The sitas Brawijaya Universitas Brawijaya rawijaya rawijaya Universitionard game. The researcher uses three kinds of vocabulary contains of noun, verb Universitand adjective. Therefore, students have different vocabulary for each meeting. iversitas Brawijaya Universitas Brawijaya rawijaya Universit Iniversitas Brawijaya rawijaya rawijaya rawijaya Figure 3.3 Board Game The cards Universit<sup>2</sup>s Universitas Brawijaya
The cards are made of cardboard. The form of card is square. Each card has Universitive sides, whether it is for noun, verb and adjective. The first side is a word that sit as Brawijaya rawijaya Universit contains a clue which will be guessed by the player. The second side is a picture. Sitas Brawijaya The picture helps the player to guess and predict the clue. The second side is Universitas Brawijaya Universitas Brawijaya rawijaya Universit showed to the player if they get difficult to guess the clue (see Appendix 7). Iniversitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya

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Universitas Brawijaya Figure 3.6 The marker rsitas Brawijaya Universitas If the player cannot answer the question, that is means they can move to the sitas Brawijaya Universitiest step but the player does not get score. The group could be said to be the sitas winner if the group can answer the question as many possible based on the time is provided. Therefore, each player should guess the right answer in order to move to Universi the next step until finish. 3.3.2.5 Criteria of Success For the criteria of success, it is set to determine whether the implementation board game is successful to improve students' vocabulary mastery or not. The Universities archer set the criteria of success by considering the condition of the study. The Sitas Brawijaya Universi result of pre-test showed that 18 out of 35 students (51.4%) who could reach the minimum passing grade of English. In addition, the mean score of students' pre-Universitest was 72.91 while the minimum standard score of English subject is 78. Basedsitas Brawijaya on the result of pre-test, the researcher decided two kinds of criteria of success that would be used. First criteria, the action will be considered as successful if the Universi mean score of students' post-test gain 5 points from the mean score of students's it as Br pre-test. Second criteria, at least 70% of the students passed the minimum passing grade of 78. If the students' vocabulary mastery score in the post-test can reach Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universithe criteria of success, the researcher would stop the action. However, if it is not, Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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rawijaya	the lesson plan. Here the researcher acts as the teacher, whereas the English	awijay
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rawijaya	Universitas The researcher conducted this research in one cycle. One cycle is consisted of sitas Br	
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rawijaya	Universit board game. The last meeting was used to give students' post-test. For English Br	awijay
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rawijaya	University meeting. The researcher focused to teach kind of vocabulary such as noun four the	awijay
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rawijaya	Universita 3.3.4 Observing	the Action	niversitas Brawijaya
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rawijaya	Universit data during the a	ction of all activities in the class. Therefore, the research	cher acted sitas Brawijay
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rawijaya	Universi (cited in Herma	wati 2011, p.19) states that observation enables rese	earcher tositas Brawijay
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rawijaya		eflect systematically upon classroom interaction and ev	
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rawijaya	Universitas Brawijaya observation chec	klist, field notes, and the test as the instruments. The in	Universitas Brawijaya
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Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Reflection was used to know the significant of the use of board game and thesitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas effect of the action that was used to improve the students' vocabulary mastery. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas rawijaya Universi The data are compared to the criteria of success to see whether the media has been sit as Brawijaya Universitas Brawijaya University success, it means the researcher does not need to continue the next cycle. Brawijaya However, if the score upon into revise the cycle 1 and continue the cycle 2. Universi However, if the score does not fulfill the criteria of success, the researcher needs it as Brawijaya Universitas Brawijaya Universit3.4 Įniversitas Brawijaya In this research, the researcher used some instruments to collect the data. The Universit instruments used in this study such as interview guide, questionnaires, observation Sitas Brawijaya Universi checklist, field notes, and test. . Interview guide Universitas Interview guide was used to collect the information before the researchers tas Brawijaya applied an instructional media in the class. There were two interview guides University which prepared by the researcher, for the English teacher and the students. For the Sitas Brawijaya Universi English teacher, interview guide would be held before and after the researchersitas conducted the research. The purpose was to know the differences of the students' Universitimprovement in mastering vocabulary before and after the implementation of Sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit board game based on teachers' opinion. For the students, interview guide would Brawijaya be held before the researcher applies the research. It was to know the problems Universitas Brawijava Universitas Brawijava Universithat faced by the students. Therefore, the researcher could conclude the problems it as Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijava

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rawijaya	by the English teacher and the students. In addition, the researcher chose an	wijay
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rawijaya	2. Questionnaires Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Bra	wijay
rawijaya	Universitas The researcher used questionnaires to collect the data from students. Thesitas Bra	wijay
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rawijaya	University questionnaires consisted of multiple choice and open-ended questions related with Branch Branch and Provided Head States Branch And Provided Head S	wijay
rawijaya	Universities the implementation of board game. The questionnaire would be given for students Branch	wijay
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rawijaya	Universitafter the implementation of board game was done. Those were used to get it as Branch and the implementation of board game was done.	
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rawijaya	University effectiveness of the use of board game to improve the students' vocabulary states and the students' vocabulary states are stated as a state of the use of board game to improve the students' vocabulary states are stated as a state of the use of board game to improve the students' vocabulary states are stated as a state of the use of board game to improve the students' vocabulary states are stated as a state of the use of board game to improve the students' vocabulary states are stated as a state of the use of board game to improve the students' vocabulary states are stated as a state of the use of board game to improve the students' vocabulary states are stated as a state of the use of	wijay
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rawijaya	Universities Brainclude the students' attitude, the students' performance, the interaction between	
rawijaya	unclude the students' attitude, the students' performance, the interaction between Universitas Bray Universitas Bray	wijay
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Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Univ<sup>32</sup>sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University researcher wrote field note after the implementation board game of each meeting Sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit(see Appendix 10). Iniversitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Test is a method of measuring a person's ability, knowledge or performances it as Brawijaya Universitas Brawijaya Universit At the end of cycle, the researcher asked the students did a test. It was conducted Brawijaya Universiton Friday, 24th of April 2015. The time allotment given was also 30 minutes. This it as test was used to measure the students' understanding about the vocabulary that Universitiwas taught after the implementation board game. 3.5 **Data Analysis** Data analysis is needed after the researcher collect the data. Data analysis is rawijaya Universithe process of arranging interview transcripts, observation sheets, questionnaires, and other. The researcher intends to find out whether there is an improvement Universitafter the students are taught using board game or not. There are two methods tositas Brawijaya analyze data namely qualitative and quantitative. Universitas PA qualitative data will be used to investigate the data which collect during the Sitas Brawijaya ers process of action research and to know the students behavior during the teaching learning process. Then, quantitative data result will be analyzed by comparing the Universitimean score of pre-test and post-test. It is used to know whether there is an sitas Brawijaya ersitimprovement of students' vocabulary mastery or not. Sitas Brawijaya The steps of the data analysis are shown below: Universit1.s The researcher conducts pretest to take the score of students' vocabularysitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya mastery before applying an instructional media of board game. Universitas Brawijaya Universitas Brawiiava rawijaya

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rawijaya Universitas The researcher will give scores on pre-test and post-test. It will be analyzed l	ysitas	Brawijay
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by using this following tormula based on Suditons (2009):		Brawijay
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rawijaya	Universitas Braw Jjaya Universitas Bra	awijay
rawijaya	Universit cycle was conducted for four meetings. The first meeting was on Thursday, 16th of Sitas Branch and State of Sitas Branch and S	
rawijaya	Universitas Brawijaya Universitas Bra April, 2015 from 12.25 p.m. – 13.45 p.m. The second meeting was on Friday, Universitas Brawijaya Universitas Brawijaya	awijay 
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rawijaya	Universi Thursday, 23th of April, 2015 from 12.25 p.m. – 13.45 p.m. The last meeting was sites British and the state of th	
rawijaya	on Friday, 24th of April, 2015 from 09.50 a.m. – 11.00 a.m. Each meeting lasted Universitas Brawijaya	awijay
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Universitas Brawijaya University 4.1.1.1 The Implementation of Board Game Universitas Brawijaya ersitas Brawijaya – Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas The researcher decided the topic in descriptive text based on the students's itas problem about the material that had already taught before. Based on curriculum Universi 2013, the seventh grade students learned material about descriptive text in second sitas Bra Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br University structure and the language feature. Actually, the students did not have enough Universityocabulary related to descriptive text. Besides, the students needed a lot of sitas vocabulary as the basic component in learning English. Based on the consideration, the researcher decided to focus in teaching vocabulary especially in Universi descriptive text. The researcher took the materials from the text books entitled "English in Universit Focus" and "Scaffolding". Then, the researcher modified the text and made some sites questions. The researcher and English teacher chose the topic based on the teacher Universit problem about the material that had been learnt. Therefore, both researcher and sitas Universi teacher made an agreement to decide the topics which are about "My Extended Family", "My Best Friend", "Mr. Danu" and "My House". After deciding the text Universithat would be taught, the researcher listed the vocabularies which would be easysitas Braw to be visualized in pictures. The vocabulary focused on noun, verb and adjective because the vocabulary was often showed in descriptive text.

ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas The first meeting, the researcher began the class by greeting and checkingsitas Brawijaya students' attendance list. Before starting the lesson, the researcher explained that she acted as a teacher in the classroom. In addition, the English teacher became a Universi collaborator in the class. Collaborator observed everything the happened in the Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** 

Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya class based on the observation checklist for teacher and students in teaching and ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitlearning process. Universitas Brawijaya Universitas Brawijaya The researcher started the lesson by asking some questions that related with Universithe material. This purpose was to build background knowledge the material. The Braw Universitas Brawijaya students in the class raised their hands to answer the question. Some students Universitmentioned in Indonesian because they did not know the name of those professions it as in English, such as florist, judge, sweeper, etc. They seldom mentioned some professions in English. The researcher helped the students to translate the name of Universi profession when they got difficulty. Some students paid attention and write the new vocabulary in their book. Next activity, the researcher distributed student worksheet which contained a descriptive text entitled "My Extended Family", some questions based on the text Universitand vocabulary exercises which required the students to list the noun about sitas Brawijaya Universi profession in the text. The students read the whole text. Then, the researcher explained the generic structure of descriptive text. The researcher asked the Universitstudents to mention the generic structure of the text. All of the students itas Br understood the generic structure. After that, the students were asked to list 15 sites nouns about profession in the text and the researcher pronounced them one by one rsitas Brawijaya Universitas Brawijaya Universitas Brawijaya University while the students repeated them. Then, they answered the questions based on the sitas text. Some students did not do the task and tend to speak with their friend beside them. The researcher pointed the noisy students one by one randomly to answer Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univ<sup>38</sup>sitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** each question. The researcher informed the nouns which could be used in the rersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitboard gameaya Universitas Brawijaya Universitas Brawijaya The next activity was playing board game. The students were asked to make a University group consisted of four. The students formed the group by themselves and satsitas Brawijaya Universitas Brawijaya University student to be a leader. The leader came in front of the class to take the equipment Br Universit of board game. After all of the groups got the media, the researcher explained the sitas rules how to play the game and gave an example in front of the class. Some Universit students asked about everything that confused them and the researcher answered University one by one. The students were given thirty minutes to play this game. In the ends of the game, the researcher and students discussed about the noun that mentioned Universitin the game. The second meeting, the researcher began the class by greeting just like the University previous meeting. The researcher did not check the attendance list one by one, but sitas Brawijaya Universishe asked the students to mention who was absent in the second meeting. The researcher gave some questions related with the material especially about Universityocabulary in the previous meeting and the students answered them. It could be concluded that the students had understood about the previous material. Universitas The researcher distributed the handout entitled "My Best Friend" and "Mr. Universitas Brawijaya Un Universi Danu". The students read the whole text. Next, the researcher explained the stas language feature of descriptive text. The students wrote in their book what they consider difficult to be understood. Next, the researcher asked the students to Universitas Brawijaya Universitas Brawijaya answer the questions under the text. Then, the researcher and the students Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawiiava Universitas Brawiiava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya discussed the answers together. Some students raised their hands to answer the ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universit questions while the other students paid attention to hear the right answers. Then, sit as they listed 15 adjectives in the text and found the meaning. The adjectives words University were written in bold to make students easier in finding them. The students could star Br Universitas Brawijaya University vocabulary while the students repeated the word and said the meaning. The Universitresearcher repeated once more if the students' pronunciation were still wrong iversitas Next, the students played board game. The students made a group like in the Universit previous meeting, but the leader was different. Each group played board game to Universitate
University
Universit equipment in front of the class. Each group has already understood how to play Universithis game, so they played without any instructions by the researcher. Thesitas researcher gave thirty minutes to finish the game. Universitas The third meeting, the researcher started the class like the previous meeting. Sitas UniversitThe differences were the researcher distributed handout entitled "My house". The students were asked to describe generic structure and language feature that had Universi been explained before in the text. The function was to check how far the understanding of the students was. Then, the students were asked to list 15 verbs it as Brawin in the text and answer the questions on the handout. Next, the students played the Universitgamerawijaya Universitas Brawijaya Universitas Brawijaya Universitas B Universitas Brawijaya Then, the researcher reviewed all of vocabulary that had been learned start from Universithe first meeting until the third meeting. The researcher reminded the students that Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** 

Universitas Brawijaya the vocabulary in the board game became the materials for post-test. Therefore, Universitas Brawijaya Universitas Brawijaya Universithe students should prepare well for the next meeting sitas Brawijava The last meeting was post-test. Each student received one paper for questions rawijaya University and one paper to write the answer. The post-test lasted about 30 minutes. The sitas Brawijaya Universitas Brawijaya Universit finished the test, could submit it on the teacher's desk in front of the class. Universi 4.1.1.2 The Students' Vocabulary Mastery The first meeting, students read the handout entitled "My Extended Family". UniversitThey were asked to make a list of the nouns in the text especially about someone sit Universi profession. There were fifteen nouns which could be used in the board game. Sit There were policeman, teacher, nurse, student, chef, barber, babysitter, mechanic, Universit farmer, businessman, waiter, guitarist, firefighter, doctor, singer, butcher, clown, Sitas model, postman, and lawyer. Universital The second meeting, students read the handout entitled "My Best Friend" and Sitas "Mr. Danu". They were asked to make a list of adjectives in the text. There were fifteen adjectives which could be used in the board game. There were clever, best, Universi beautiful, short, small, fast, large, big, clean, rich, tall, handsome, pointed, thick, sitas Brawijaya Universi and strong. The third meeting, students read the handout entitled "My House". They were Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitasked to make a list of verbs in the text. There were fifteen verbs which could be sit as used in the board game. There were drive, plant, water, play, watch, read, cook, help, eat, get up, sleep, study, listen, and answer. Versitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas The last meeting, the students got ready to do post-test. The vocabulary used Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi in post-test based on the material that was given in each meeting before. Therefore, the students who remembered about the vocabulary used in board University and, they could easily answer the test, and Universities Brawijaya Universitas In the first meeting, while each group played board game, the researcher was Universitivalking around each group to check. The researcher tried to explain to the groups it as that were still confused. There were many groups that still did not understand how to play this game. This is the first time for the students to play board game in teaching and learning activity. Therefore, the students needed to pay attention more for the researcher's explanation. Actually, most students tended to focus Universit with the equipment when the researcher explained the step how to play this game. Sitas Therefore, the researcher came to the group one by one. The students were anthusiastic, but they could not manage their voice during the game. The groups Bra that all members were boys were very noisy. Each group tried to get the highest score because the researcher would give the reward in the end of each meeting Universitas In the second and third meeting, the students play the game directly after theysitas Braw have done the exercises in worksheet about descriptive. They called their group to gather and took the equipment of board game. Each group still was noisy during Universi play this game. The researcher tried to remember the group. In addition, some sites Br students wanted to go to bathroom. The researcher did not allow them because it just the reason in order to go out by the class. The researcher asked the students to sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitsit down on their chair ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** 

Universitas Brawijaya **Universitas Brawijava** University 4.1.1.4 The Students' Perception of Implementation Board Game Universitas The researcher distributed questionnaires to the students in the end of the third meeting. This questionnaires consists of seven multiple choices and three University open-ended questions. This questionnaire was expected to show the students's itas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi perception toward the implementation of board game in teaching vocabulary. Universitas For the first question, dealing with the students' interest using board game to Universitimprove vocabulary. The answers showed that 24 students (6.6%) said they were very interested using board game. Then, 9 students (25.7%) answered they were University interested. Therefore, only 2 students (5.7%) answered board game was interested Universi enough. Last, there were no the students answered that board game was not interested. For the second question, how the selection of words in implementation board game. The result showed that 10 students (28.6%) said the words were very easy. Universit Then, 19 students (54.4%) answered the words were easy. 5 students (14.4%) students Universi answered the words were difficult enough. Last, only 1 student (2.6%) answered the words were difficult. Universitas For the third question, how the size of pictures in implementation board game. The result showed that 21 students (60%) said the size of pictures in board game was very clear. Then, 10 students (28.6%) answered the size of pictures in University board game was clear. Therefore, 4 students (11.4%) answered the size of pictures it as ersitas Brawijaya Universitas Brawijaya Univ the size of pictures in board game was not clear. Iversitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijaya Universitas For the fourth question was about pictures used in board game. The result Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universi showed that 21 students (60%) answered the pictures used in board game was it as very clear. Then, 12 students (34.3%) answered the pictures in board game was Universi clear. Therefore, 2 students (5.7%) answered the pictures in board game was clear it as Braw Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br rsitas Brawijaya Universitas Brawijay Universitas For the fifth question was about the students' opinion the procedure how to si play board game. The result showed that 20 students (57.1%) answered the procedure how to play board game was very easy. Then, 15 students (42.9%) Sitas Universi answered the procedure how to play board game was easy. In addition, there were no the students answered procedure how to play board game was difficult. For the sixth question was about the students' opinion in increasing itas vocabulary using board game as the media. The result showed that 22 students Universit (62.9%) answered that using board game in teaching vocabulary was very helped sitas Brawijaya Universithem. Then, 9 students (25.7%) answered that using board game in teaching vocabulary was helped them. In addition, 4 students (11.4%) answered that using Universit board game in teaching vocabulary was helped enough. Universitas For the seventh question was about the students' opinion on using board game in teaching vocabulary needed to be repeated for the further teaching and sitas Brawijaya Tuniversitas Brawijaya Universitas Brawijaya Universi learning activity. In this case, 12 students (34.3%) showed that using board games it as in teaching vocabulary very needed to be continued in the next teaching. Then, 17 students (48.6%) answered that using board game in teaching vocabulary needed Universito be continued in the next teaching. In addition, 4 students (11.4%) answered that Universitas Brawijaya Universitas Brawijaya

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rawijaya	Universitissing board game in teaching vocabulary needed enough to be continued in the Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universi next teaching. Last, only 2 students (2.7%) answered that using board game insites Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya teaching vocabulary did not needed to be continued in the next teaching. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universitas There are three open-ended questions. The question is the students' opinionsitas Brawijay
rawijaya	Universitas Brawijava Universitas Brawijava Universitas Brawijava Universitas Brawijava
rawijaya	Universi about whether there is weakness and advantage using board game, and also the Brawijay
rawijaya	Universit suggestion the use of board game to improve students' vocabulary. Some students Brawijay
rawijaya	Universitas Brawijaya
rawijaya	Universit said that there were some weaknesses using board game. The students got difficult itas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijay
rawijaya	Universitas Braw Universitas Brawijay Universitas Brawijay Universitas Brawijay Universitas Brawijay
rawijaya	Universit mentioned that there are some advantages using board game. It helped the sitas Brawijay
rawijaya	Universita Universitas Brawijay
rawijaya	Universi students to memorize the vocabulary, challenge the students to answer the sitas Brawijay
rawijaya	University questions, and also they enjoyed in teaching and learning activity.
rawijaya	Universitas Brawijay
rawijaya	Universit 4.1.1.5 The Students' Vocabulary Score hiversitas Brawijay
rawijaya	Universita Iniversitas Brawijay
rawijaya	Universita  The researcher took pre-test on preliminary study. Pre-test was conducted in Brawijay
rawijaya	Universit VII-C class about 30 minutes. There were 35 students who did the pre-test. The Brawijay
rawijaya	Universitas Universitas Brawijay
rawijaya	Universi pre-test consisted of 25 items. The students were forbidden to open the dictionary Brawijay
rawijaya	Universitas Brawijay during the test. The students' pre-test score is presented in the table below; Universitas Brawijay Universitas Brawijay
rawijaya	
rawijaya	Universitas Braw Table 4.1.6.1 Students' Pre-test Score Jaya Universitas Brawijay
rawijaya	Universitas Brawija wijaya Universitas Brawijay
rawijaya 	Universitas Name of Students Valversitas Brawijay
rawijaya	Universitas Braw Achmad Alvikry Ramadhan Julya Universitas Braw Aya Universitas Braw Adhelya Widhiana Putri Brawijaya Universitas Braw Aya Universitas Braw Braw i Adhelya Widhiana Putri Brawijaya Universitas Braw Aya Universitas Brawijaya
rawijaya	3 Aditya Ramadhani 78
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
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rawijaya	Universitas Braw i Aldi Bayır Wasito itas Brawijaya Universitas Braw 49 ya Universitas Brawijaya Universitas Braw i Alif Rifqi Arizalsitas Brawijaya Universitas Braw 49 ya Universitas Brawijaya Universitas Braw 19 ya Universitas Brawijaya Universitas Braw 19 ya Universitas B
rawijaya	8. Aprilia Devi Permatasari 84
rawijaya	Universitas Brawijaya
rawijaya	Universitas Brawijaya
rawijaya	Universitas Brawijaya
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rawijaya	Universitas Brawijaya
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rawijaya	Universitas Brawijaya
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay

rawijaya Universitas B 16. Dinda Sisiliaagata Universitas Brawijaya Universita Universita Brawijaya Universita Brawijaya Universita Universita Brawijaya Universita Brawijaya Universita Brawijaya Universita Brawijaya Universita Brawijaya Universita Brawijaya Universita Universita Brawijaya Universitas Brawijaya Unive
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16. Dinda Sisiliaagata 17. Padila Dyah Pumama wijaya Universitas Brawijaya Universitas B 18. Galih Firahofa/I as Brawijaya Universitas Brawijaya Universitas B 19. Hafis Mohammad Y; S. 20. Havisa Ramadhan Raharjo 21. Haris Mohammad Y; S. 20. Havisa Ramadhan Raharjo 21. Hiranti Aidin 22. Rawijaya Universitas B 23. Mahammad Daffa Norkholis 24. Mochamad Ali Furgon 25. Muhammad Daffa Norkholis 26. Ni Made Anggita Wedari P. 27. Nurillia Rakhmasari 28. Rezka Khairunnisa 29. Rosida Ulfi A. 30. Sinta Putri R. 31. Siska Della Fatma Indah 32. Sukma Salsabilah 33. Vanda Saputra 34. Ary Sahrur R. 35. Abby Ardiansah 36. Rahmad Ramadhan 37. Nur Izzati S. 38. Angga Oktaviladi 39. Maga Oktaviladi 39. Maga Oktaviladi 39. Maga Oktaviladi 39. Muriversitas Brawijaya Universitas Brawijaya Universita
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rawijaya Universitas E 22 ja Nan Dwi Saputra Sawijaya Universitas E 23 ja M. Fahrizal Anwar vawijaya Universitas E 24. Mochamad Ali Furqon i. 64. Universitas Brawijaya Universitas Trawijaya Universitas Universitas Universitas Universitas Trawijaya Universitas Universitas Trawijaya Universitas Brawujaya Universitas Br
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28. Rezka Khairunnissa*  29. Rosida Ulfi A.  30. Sinta Putri R.  31. Siska Della Fatma Indah  Universit rawijaya Universit rawijaya Universit rawijaya Universit rawijaya Universit rawijaya Universit rawijaya Universita rawijaya Universita rawijaya Universita rawijaya Universitas rawijaya Universitas rawijaya Universitas rawijaya Universitas Brawijaya Universitas Braw rawijaya Universitas Brawijaya Universitas Brawi
29.   Rosida Ulfi A.   80   iversitas Braw   10   10   10   10   10   10   10   1
awijaya Universit rawijaya Universit rawijaya Universitas Universitas universitas rawijaya Universitas Brawijaya Univer
rawijaya Universit univers
rawijaya Universita Universita Universitas Brawijaya Universitas
Tawijaya Universita Tawijaya Universitas Braw Universitas Brawijaya Universitas Brawi
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rawijaya raw
rawijaya Universitas Universitas Universitas Universitas Brawijaya
rawijaya Universitas Universitas Brawijaya U
rawijaya Universitas Brawijaya Universitas B
rawijaya Universitas The mean score of students' pretest was calculated as follows; aya  Universitas Braw  I yaya Univers
rawijaya Universitas Braw rawijaya Universitas Brawijaya Universit
rawijaya Universitas Brawijaya Universitas B
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rawijaya Universitas Brawijaya Univers <del>itas Ettas Januaritas</del> Brawijaya Universitas Braw rawijaya Universitas Brawijaya Universitas <u>E2552ij</u> aya Universitas Brawijaya Universitas Braw
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	emirerettae Brattijara - emirerettae Brattijara emirerettae Brattijara	OTHER DIGITION
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	<b>Universitas Brawijay</b>
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	<b>Universitas Brawijay</b>
rawijaya	Universities From the computation of students' vocabulary mastery score on	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitabove, it proved that the students need to improve their vocabulary bed	cause thesitas Brawijay
rawijaya 	Students' mean score of pre-test was far from the minimal standard	Universitas Brawijay score of
rawijaya		
rawijaya	Universi English. After knowing the students' mean score, the researcher cour	
rawijaya	Universitas Brawijaya	Universitas Brawijay
rawijaya		
rawijaya	researcher used 78 as the standard score based on standard score that also	
rawijaya	Universitas Brawijaya Universithe English teacher. The result was converted into percentage as follows;	Universitas Brawijay
rawijaya		Universitas Brawijay
rawijaya rawijaya	Universitas Brawi Universitas Percentage = Total students who pass standard score x 100% va	Universitas Brawijay Universitas Brawijay
rawijaya	Hadronettee 1	Universitas Brawijay
rawijaya	Universitas Total students Universita	Universitas Brawijay
rawijaya	Universi = 18 x 100%	niversitas Brawijay
rawijaya	University 2	niversitas Brawijay
rawijaya	Universit 35	niversitas Brawijay
rawijaya	Universit = 51.4 %	hiversitas Brawijay
	Universita	niversites Prawijay
rawijaya	Universita It could be seen that there were 18 out of 35 students who passed	minimal Universitas Brawijay
rawijaya	Universit standard score of English or it could be said that 51.4% of the total stude	nts could sitas Brawijay
rawijaya	Universitas	Universitas Brawijay
rawijaya	University reach score more than 78.	Universitas Brawijay
rawijaya	Universitas R After implementing board game, the researcher also conducted po	Universitas Brawijay st-test to
rawijaya	Universitas Bra	Universitas Brawijay
rawijaya	Universitknow the students' improvements from pre-test. The exercises in pre-	
rawijaya	Universitas Brawija wijaya wijaya nost-test are same but the researcher rearranged the order. All the	Universitas Brawijay
rawijaya	Universipost-test are same but the researcher rearranged the order. All the	
rawijaya	involved in the post-test. The students' post-test score is presented in	the table
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitae Brawijaya Universitae Brawijaya Universitae Brawijaya	Universitas Brawijay
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rawijaya	Universitas Brav	wijaya Universitas Brawijaya Uni	iversitas Brawijaya	Universitas Brawijaya
rawijaya	Universitas Bray			Universitas Brawijaya
rawijaya	Universitas Brav			Universitas Brawijaya
rawijaya	Universitas Brav			Universitas Brawijaya
rawijaya Brawijaya	Universitas Bray			Universitas Brawijaya
rawijaya 	Universitas Brav			Universitas Brawijaya
rawijaya	Universitas Brav	Table 4.1.0.2 Students 1 08		Universitas Brawijaya
Irawijaya	Universitas Brav	wijaya Universitas Brawijaya Uni	iversitas Brawijaya	Universitas Brawijaya
rawijaya	Universita Noral	wijaya Uni <b>name of Students</b> iaya Uni	iversitas Bra <b>scor</b> ya	Universitas Brawijaya
rawijaya			iversitas Brawlogya	<u>Unive</u> rsitas Brawijaya
rawijaya	Universitas <sup>2</sup> Bra	Adhelya Widhiana Putri Brawijaya Uni Aditya Ramadhani	iversitas Braw <sup>100</sup> ya	Universitas Brawijaya
rawijaya	The state of the s	Ahmad Fatahilah sitas Brawijaya Uni	iversitas Brav <mark>ilo</mark> ya	Universitas Brawijaya
rawijaya		Ahmad mittahut Hudas Brawijaya Uni	iversitas Brawssaya	Universitas Brawijaya
rawijaya		ALL' D IV	iversitas Brawa	Universitas Brawijaya
rawijaya	Universitas 7 Rray	Alif Rifqi Arizal	Vorsitas Brawliava	Universitas Brawijaya
rawijaya	Lliaivokail 8.	Aprilia Devi Permatasari	100	Linda Duarritari
	9.	Ariel Tri Putranto	yawiiaya	
rawijaya		Bayu Setiawan Charis Julianto	89 va	
rawijaya rawijaya	12	Danang Eko Permadi	88 va	Universitas Brawijaya
Irawijaya	13	Deni Fidianto	92	Universitas Brawijaya
rawijaya	Universitas 14.	Dewi Purnamasari	100	Universitas Brawijaya
rawijaya		Dimas Rendi Prabowo	92	Universitas Brawijaya
Irawijaya	Universi 16.	Dinda Sisiliaagata	100	niversitas Brawijaya
rawijaya	OHIVEISH	Fadila Dyah Purnama Galih Firdho'ul	89	hiversitas Brawijaya
rawijaya		Hafis Mohammad Y. S.	36	<del>Thive</del> rsitas Brawijaya
rawijaya	Universit 20.	Havisa Ramadhan Raharjo	56	niversitas Brawijaya
rawijaya		Irianti Aidin	91	<u>nive</u> rsitas Brawijaya
rawijaya		Ivan Dwi Saputra	59	Universitas Brawijaya
rawijaya	LIQ IV O KO I	M. Fahrizal Anwar  Mochamad Ali Furgon	85	Universitas Brawijaya
rawijaya	24	Muhammad Daffa Norkholis	100	Universitas Brawijaya
rawijaya		Ni Made Anggita Wedari P.	100	Universitas Brawijaya
Irawijaya	Universitac <sup>27</sup>	Nurillia Rakhmasari	97	Universitas Brawijaya
rawijaya	28.	Rezka Khairunnissa'		Universitas Brawijaya
rawijaya	29.	Rosida Ulfi A. Sinta Putri R.	92 <sup>aya</sup>	Universitas Brawijaya
rawijaya Brawijaya		Siska Della Fatma Indah	wijaya	Universitas Brawijaya
rawijaya Irawijaya		Sukma Salsabilah	avl00va	Universitas Brawijaya
rawijaya	University 33	Vanda Saputra	vorcitac Pravilava	<del>- Unive</del> rsitas Brawijaya
	34.	Ary Sahrur R.	Ivorsitas Brawilaya	Universitas Brawijaya
rawijaya rawijaya	33.	Abby Ardiansah Istas Brawijaya Uni	iversitas Brawenya	
rawijaya rawijaya		<b>Rahmad Ramadhan</b> itas Brawijaya Uni <b>Nur Izzati S</b> ajversitas Brawijaya Uni	iversitas Braw <b>89</b> aya iversitas Braw <b>100</b> ya	Universitas Brawijaya
rawijaya	38	Angga Oktavialdi	iversitas Brawingya	Universitas Brawijaya
rawijaya	Universitas Bray	Jumlah siswa diatas SKM	iversitas bravulaya	Universitas Brawijaya
rawijaya		wijaya Universita kelasyijaya Uni	00,51	Universitas Brawijaya
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rawijaya	Universitas Brav			Universitas Brawijaya
rawijaya	Universitas Brav			Universitas Brawijaya
rawijaya	Universitas Brav	wijaya Universitas Brawijaya Uni	iversitas Brawijaya	Universitas Brawijaya
rawijaya	Universitas Brav	wijaya Universitas Brawijaya Uni	iversitas Brawijaya	Universitas Brawijaya
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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Bray The computation of the mean score of post-test was calculated and the computation of the mean score of post-test was calculated as the computation of the mean score of post-test was calculated as the computation of the mean score of post-test was calculated as the computation of the mean score of post-test was calculated as the computation of the mean score of post-test was calculated as the computation of the mean score of post-test was calculated as the computation of the mean score of post-test was calculated as the computation of the mean score of post-test was calculated as the computation of the mean score of post-test was calculated as the computation of the mean score of post-test was calculated as the computation of the mean score of post-test was calculated as the computation of the mean score of post-test was calculated as the computation of the c	Ulajversitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitfollows;wijaya Universitas Brawijaya Universitas Brawijaya	<b>Universitas Brawijay</b>
rawijaya	Universitas Brawijaya	Universitas Brawijay
rawijaya	Mean of students' score = total score Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Number of students rsitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Univer 35 versitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijay = 88.51 rawijaya	Universitas Brawijay
rawijaya	Universitas Braw' The computation above showed that the mean score of students' po	Universitas Brawijay
rawijaya		
rawijaya	Universi 88.51. There was a significant improvement of the students' score. Best	
rawijaya	University  University  Indiversity  Indiver	Universitas Brawijay
rawijaya	Universi following computation demonstrated the percentage of the students who	
rawijaya	Universi than 78 on post-test.	niversitas Brawijay
rawijaya rawijaya	Universit Percentage — Total students who mass standard soons — v. 1000/	hiversitas Brawijay
rawijaya	Universit Percentage = Total students who pass standard score x 100%	hiversitas Brawijay
rawijaya rawijaya	Universita Total students	niversitas Brawijay Iniversitas Brawijay
rawijaya Srawijaya	University (1)	Universitas Brawijay
rawijaya Brawijaya	Universities $= 30 \times 100\%$	Universitas Brawijay
rawijaya Brawijaya	Universitas I. 35	Universitas Brawijay
rawijaya Brawijaya	Universitas B	Universitas Brawijay
rawijaya	Universitas Bra = 85.71% 4 A A A A A A A A A A A A A A A A A A	Universitas Brawijay
rawijaya	Universitas Based on the computation, there were 30 out of 35 students or 85.	
rawijaya	Universitas Brawiik Wijaya	Universitas Brawijay
rawijaya	University successfully passed minimal standard score of English. Furtherm	nore in the sitas Brawijay
rawijaya	University researcher would discuss the comparison of students' pre-test and post-test	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas The researcher used criteria of success as a measurement whether t	hėJactionsitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	successfully improved students' vocabulary mastery or not, especially us	ing board Universitas Brawijay
rawijaya	University game media. This criteria is emphasized on the students' achievement in	post-test.sitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	<b>Universitas Brawijay</b>
rawijaya	Universit The result shows that this research was conducted in one cycle and	
rawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay

rawijaya	Universitas	Braw	iiava	Universitas	Brawijaya	Univers	itas B	rawijaya	Universitas	Brawijay
rawijaya	Universitas			Universitas						
rawijaya	Universitas		0 0	Universitas					40	
rawijaya	Universitas			Universitas						
rawijaya	Universitas		_	Universitas						
rawijaya	Universitas			Universitas						
			0 0							
rawijaya			. There	fore, there is	no need to h	ave the ne	ext cyclo	e. Classro	om action sitas	Drawijay Drawijay
rawijaya	Universitas			Universitas						
rawijaya									chieved insitas	
rawijaya	Universitas	first cy	cle. It	is supported b	y Latief (201	1, p. 153)	"classr	oom actio	Universitas n research Universitas	Brawijay
rawijaya										
rawijaya	Universitma	y take	only on	•	_				in the firstSitas	
rawijaya	Universitas	_		Universitas						Brawijay
rawijaya	Universit	Braw	ijaya	Universitas		Univers	itas B	rawijaya	Universitas	Brawijay
rawijaya	Universitas	Braw	n this re	esearch, there	are two kinds	s of criteria	of suc	cess. First	, the mean	Brawijay
rawijaya	Universitas	Braw	ijaya				as B	rawijaya	Universitas	Brawijay
rawijaya	Universitsco	ore of s	tudents			nts from th	he mear	n score of	students's it as	Brawijay
rawijaya	Universitas	Braw		-17	AS B	<b>D</b>		vijaya	Universitas	
rawijaya	Universitas	-iest.		2511		12		va	Universitas	Brawijay
rawijaya	Universitas		Tal	ble 4.1.6.3 Stu	dents' Pre-t	est and Po	st-test	Score	Universitas	Brawijay
rawijaya	Universit?			13	A.A.	A -			Universitas	Brawijay
rawijaya	Universi	No		Name of Stud	lents	Score		Score	Gainrsitas	Brawijay
rawijaya	Universi	4	3			Pre-test	t Po	st-test	niversitas	Brawijay
rawijaya	Universit	1.	_	ad Alvikry Ra		71		100	29 ersitas	Brawijay
rawijaya	Universit	2.		ya Widhiana F	utri	74		100	26 tiversitas	Brawijay
rawijaya	Universit	3.		Ramadhani d Fatahilah		78 84		59 100	-19 rigersitas	Brawijay
rawijaya	Universita	5.		d miftahul Hu	da	40		85	10	Brawijay
rawijaya	Universita	6.		ayu Wasito		44		59		Brawijay
rawijaya	Universitas	7.		ifqi Arizal	157	49		89		Brawijay
rawijaya	Universitas	8.		a Devi Permat	asari –	84		100	16	Brawijay
rawijaya	Universitas	9.		Fri Putranto					I	Brawijay
rawijaya	Universitas	10.		Setiawan A		92		100	0	Brawijay
rawijaya	Universitas	P1.a <b>B2.</b> aw	_	Julianto g Eko Permad	. 4 1	81 82		<b>89</b> Aya <b>88</b> Jaya	Un <b>6</b> versitas	
rawijaya	Universitas	Baw		idianto	п	71	- /	<b>92</b> /ijaya	Ur <b>2il</b> versitas	
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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universithat researcher already completed all the aspects on the observation checklist Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi started from prepared the class before teaching and learning, explained the class before teaching and learning, explained the class before teaching and learning. rersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya material about descriptive text and media board game, controlled the rersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University implementation of board game in the class, and checked the understanding and sitas Brawijaya Universitas In observation checklist for the students' response, it was found that the Brawijaya Universit students gave a good respond toward the implementation of board game. The first sitas Brawijaya Universitas Braw' meeting, the students were active to response paid attention on the teacher's liniversitas Universities Brawijaya Universities Brawijaya Universities Brawijaya Universities Brawijaya Brawijaya Universitate Unive question if they are confused. In this meeting, some students still were noisy. Universit They often tended to get permission to the bathroom. The second and third meeting, the students were more active in teaching and Universitiearning. Almost all of the students tried to response if the researcher provided Brawijaya Universitions related with the material. The students were anthusiatic in doings tas Brawijaya the game. After the implementation of board game, the researcher mentioned the Universityocabulary that was used and the students knew the vocabulary and also thesitas Brawijaya meaning. It meant that there was an improvement about the students' vocabulary after the implementation using board game. Universitas Brawijava Universitas Brawijava Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas [This/isection] presented the adiscussion which as Bacquired from the si implementation of board game. Based on the finding and after analyzing the data, University implementation board game as the media was proven to be able to improve the sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya students' vocabulary mastery especially in descriptive text. Brawijaya Universitas Before the implementation, the students got some obstacles to memorize Universityocabulary. They also did not interest to speak English because lack of knowledge in about English vocabulary. It showed that the students needed some interesting media and variation activity in the teaching and learning process in order to make University University the students pay attention. The students were easier to memorize the vocabulary sitas using an appropriate media. It is supported by Hamalik (1989) who states that Universit media is an effective tool to communicate and interact between teachers and students in an education process. Thus, the researcher selected an appropriate Universified media to teach the students in learning activity. Universitas The researcher decided the media based on the students' suggestion. Some students said that the English teacher often used music as the media to deliver the Universi material in English especially to memorize vocabulary. Students needed another media in teaching and learning because they were bored to use music as the media. Based on the students' interview, the students like a game as a reference to ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universibe a media to teach vocabulary. Most students were familiar with kinds of boards it as game. Therefore, the researcher uses board game media. Sugar and Sugar (2002) state that each game has a playful feature that intrigues students and transforms Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi them into players who interact with the game format. Game also helps an educator Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya maximize each student's learning. Huyen and Nga (2003) also say that games ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi contribute to vocabulary learning and a chance to learn, practice and to review the ras Brawijaya Universitas Universitas Games such as board game can be offered as an instructional media to teach Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universitas Brawijaya Universita board game. They showed a good respond in teaching and learning activity and Universithe score improved significantly. This statement is supported by the previous itas research (Maulidianto, 2012) states that board game is an effective way to teach vocabulary. It was proven by the students actively participated in the class Universi activities and interested in learning using board game. Board game also chanced the students to experience group work. Group gave Universi many advantages for them. The students showed the different attitude when they were learning English using board game. The students were more confident to Universit share their idea in the mind. By working in group the students could learn about Sitas Br Universi cooperative work to achieve the final goal. By grouping, students can share their idea with their friend. It is in line with Lewis and Bedson (1999) that group work Universit allowed the students to learn how to achieve consensus in a small group. Un In implementation board game, each player should answer a clue about vocabulary in order to move for the next step. The researcher used picture as a sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi combination media. Picture was used to help the player predict a clue. During it as playing board game, the player was easier to predict a clue using picture. Using picture, they can imagined the situation and the word that was purposed. Wright Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** rawijaya **Universitas Brawijaya Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** rawijaya University (1989) states that pictures give contribution to students' interest and motivation, states Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitsense of language in context, and stimulate students' ideas. Brawijava rawijaya Universitas Brawijaya rawijaya rawijaya rawijaya Universi minimal standard score of English or it can be said 51.4% of the total students it as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universit could reach score more than 78. After the implementation board game, there were stars Brawijaya rawijaya Universit 30 students got score more than 78 or it can be said 85.71% of the students could Sitas Brawijaya rawijaya Universitreach the minimal standard score. In conclusion, the students' vocabulary masterysitas Brawijaya showed significant improvement and reached all of the criteria of success. Universitas Brawijaya rawijaya Universitas Brawijaya rawijaya Universit Iniversitas Brawijaya hiversitas Brawijaya rawijaya rawijaya rawijaya rawijaya Universit niversitas Brawijaya rawijaya rawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya rawijaya **Universitas Brawijaya** rawijaya Universitas Brawijaya **Universitas Brawijaya** rawijaya **Universitas Brawijaya** rawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** rawijaya Universitas Brawijaya rawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** rawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Brawijaya

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rawijaya	Universitable result of finding and discussion in a previous chapter. Brawijaya Universitas	s Brawijay
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rawijaya	Universities The implementation of board game to improve students' vocabulary mastery	Brawijay
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rawijaya	Universitwas conducted into one cycle which consisted of four meetings. It could besit as	
rawijaya	University  concluded that the implementation of board game was successful. The	s Brawijay
rawijaya	Universi concluded that the implementation of board game was successful. The	
rawijaya	Universi improvement of students' vocabulary mastery could be seen by some aspects. The	
rawijaya		Brawijay
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rawijaya	respond toward board game. The students were active so guess the vocabulary in	
rawijaya	Universita	
rawijaya	Universithis game. Second, it could be seen by the students' questionnaires. They were stated	
Brawijaya Brawijaya	Universitas Universitas Universitas Universitas Universitas Universitas Universitas Universitas	Brawijay
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rawijaya Irawijaya	Universitas Bra Universitas Universitas Universitas Universitas	
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rawijaya	Universitas In addition, board game improves students' vocabulary mastery that was	s Brawijay s Brawijay
rawijaya	Universit proven by the number of students who got score higher than or equal 78. Based on Sitas	
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rawijaya	Universithe result of students' pre-test, it showed that 18 out of 35 students (51.42%)	Brawijay
rawijaya	passed the minimum passing grade of 78. While the post-test showed 30 out of 35	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universit students (88.57%) passed the minimum passing grade of 78. It could be concluded it as	s Brawijay
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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava Universitas Brawijaya University. Suggestions Universitas Brawijaya Universitas Brawijaya Universitas Although this game proved some benefits in improving students' vocabularysitas Brawijava versitas Brawijava Universitas Brawijava Uni University suggestion to reduce the obstacles during the implementation of board game insites Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya itas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas For the students, they should be aware about the importance of vocabulary Brawijaya as Brawijava Universit University mastery. Vocabulary is the basic to master a language. They will not understand it as English if they lack of vocabulary. The students can learn vocabulary by some Universitiactivities that they can enjoy such as game, music, movie and etc. They can learn Sit Universi not only in the classroom but also outside the classroom when they have a spare For the teacher, they must provide many ways to learn English especially it as Brawijaya vocabulary. Many students get difficulty to learn English. The teacher should use Universitinteresting activity to make the students understand and pay attention to the students understand and the students understand and the students understand and the students understand and the st Universi material. Teacher can teach vocabulary using an appropriate media. One of themsitas is board game. Teacher can improve students' vocabulary mastery using media Universi board game. For further researchers particularly who are interested in applying media board game in their research. The findings are expected to be reference in Universit conducting the research in the same field. This media can be used to teach not sit as Brawijaya as Brawijaya Universitas Brawijaya Universit text. For further researcher should prepared well media board game and activities Universitas Brawijaya Universitas Brawijaya Universi in order to maximize the implementation of board game for the next research. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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rawijaya		Universitas Brawijaya	Universitas Brawijay
rawijaya	, , , , , ,	universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas 1. A person who works in the factory is		Universitas Brawijay
rawijaya	Universitas Bravija doctor niver	C. a policeman Brawijaya	Universitas Brawijay
rawijaya	Universitas Brandinger	D. a businessman awijaya	Universitas Brawijay
rawijaya	Universitas 2. Mr. Dave goes to police station ever		Universitas Brawijay
rawijaya	Universitas Brawi	laya	Universitas Brawijay
rawijaya	Universitas Br. A. barber	C. policeman	Universitas Brawijay
rawijaya	Universitas B. singer	D. bricklayer	Universitas Brawijay
rawijaya	Universita 3. Sandra gets a lot of money from sing	ging. She is a	Universitas Brawijay
rawijaya	Universi A. carpenter	C. lawyer	niversitas Brawijay
rawijaya	University		niversitas Brawijay
rawijaya	Universit B. singer	D. keyboardist	hiversitas Brawijay
rawijaya	Universit 4. Arman is a He plays guitar be	eautifully.	hiversitas Brawijay
rawijaya	Universit A. drummer	C. lawyer	niversitas Brawijay
rawijaya	Universita B. guitarist	D. pianist	Iniversitas Brawijay
rawijaya	Universita 5. I see a in the hospital because	I'm sick	Universitas Brawijay
rawijaya	Universitas A. carpenter	C. pilot	Universitas Brawijay
rawijaya	Universitas E	167	Universitas Brawijay
rawijaya	Universitas B. B. soldier	D. doctor	Universitas Brawijay
rawijaya	Universitas 6.r.She is in the kitchen. A kitchen is a r	room where a person	<b>Universitas Brawijay</b>
rawijaya	Universitas Brande eats	C. drinks	<b>Universitas Brawijay</b>
rawijaya	Universitas Brawijcooks	D. sleeps wijaya	Universitas Brawijay
rawijaya	Ulliversitas Diawijaya	Tawijaya	Universitas Brawijay
rawijaya	Universities 7. There is a dining room. A dining room		Universitas Brawijay
rawijaya	Universitas BraAvijdrink waterversitas Brawijaya		Universitas Brawijay
rawijaya	Universitas Brawijaya		Universitas Brawijay
rawijaya	Universities 8. Arya goes to the bedroom because h	e wants to	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya C.cook Universitas Brawijaya	Universitas Brawijay
rawijaya			Universitas Brawijay
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rawijaya		Huniversitas Brawijaya	Universitas Brawijay
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rawijaya	Universitas 9. My family television together in the livingroom.	Universitas Brawijay
rawijaya	Universitas Brawijava Universitas Brawijava Universitas Brawijava	Universitas Brawijay
rawijaya	A. listen Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas 10. I and Rina go to the library. Library is a room to tas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Clearersitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Dilistensitas Brawijaya	Universitas Brawijay
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rawijaya	Universitas Brawijaya Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijav 1. Therobs a lot of money from a bank Universitas Braw	Universitas Brawijay
rawijaya	Universitas Braw ijaya	Universitas Brawijay
rawijaya	Universitas B (soldier/teacher/robber) va	Universitas Brawijay
rawijaya	Universitas2. My brother is a He makes a beautiful painting.	Universitas Brawijay
rawijaya	Universita (painter/writer/tailor)	Universitas Brawijay
rawijaya	3. Mr Andre was selling meat in the market. He is a	niversitas Brawijay
rawijaya	(hutcher/doctor/tailor)	niversitas Brawijay
rawijaya	University	niversitas Brawijay
rawijaya	Universit 4. Mr Rudi goes to field everyday. He is a	hiversitas Brawijay
	Universit (carpenter/farmer/teacher)	niversitas Brawijay
rawijaya	Université 5. Brian was walking on the catwalk. She is a/an	Iniversitas Brawijay
rawijaya	Universita (actress/model/ presenter)	Universitas Brawijay
rawijaya	Universitas	Universitas Brawijay
rawijaya	Universitas L	Universitas Brawijay
rawijaya	Universitas B Match the opposite words that are underlined!	Universitas Brawijay
rawijaya	Universitas Bra Universitas Br	Universitas Brawijay
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rawijaya	Universities 4. There is a <u>large</u> parking area d. dirty	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya 5. Daddy drives bike very fast e. rich Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas 6. My sister is tall about 160 cm Universita f. slowijaya	Universitas Brawijay
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rawijaya	9. He is a poor man 1. ugly Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya 10. I get the best score in the final exam Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
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rawijaya	Universitas Brawijaya Un	Result of Prelimina	ary Study	Brawijaya	Universita	s Brawijaya
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	2 Adhalva Wia	Ilai ana Dustni	Universitas	Brawii 74		s Brawijaya s Brawijaya
rawijaya	3. Aditya Rama		Universitas	78		
rawijaya	Univers 4. Ahmad Fatal	nilah	<del>Universitas</del>	Brawij <sub>84</sub> a		s Brawijaya
rawijaya	Univers 135.Br Ahmad mifta		univers tas	Brawij <sub>40</sub> a		s Brawijaya
rawijaya	Univers ta 6.Bra Aldi Bayu W		Yers tas	Brawij44a		s Brawijaya
rawijaya	Univers tad.Bra Alif Rifqi Ai		199	Brawij49a		s Brawijaya
rawijaya	Univers 4.8. Aprilia Devi			Yawij84a	<b>Univers</b> ita	s Brawijaya
rawijaya	Univers 9. Arief Tri Put 10. Bayu Setiaw			92		s Brawijaya
rawijaya	Univers 10. Bayu Setiaw 11. Charis Juliar		74	81		s Brawijaya
rawijaya	Univers ta <sub>12</sub> . Danang Eko		* 11	82		s Brawijaya
rawijaya	Univers to 13. Deni Fidiant		it is	71		s Brawijaya
rawijaya	Univers 14. Dewi Purnar		West 1	68		s Brawijay
rawijaya	Univers 15. Dimas Rend	Prabowo		86		s Brawijaya s Brawijaya
	16. Dinda Sisilia	agata	Mal	82		
rawijaya	Univers 17. Fadila Dyah			61		s Brawijay
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rawijaya	Universitas	1. Topik : memperkenalkan kata benda, sifat dan kat	<sup>ta</sup> Univėrsitas Brawija
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rawijaya	Universit	Liza is a beautiful girl. She is short and small.	hiversitas Brawija
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rawijaya	Universita		"My Best Friend" dan "Mr. Danu" yang		Universitas	
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rawijaya	Universitas Brakijeats	Univer	C. drinksitas Brawijaya	Universitas Brawijay
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rawijaya	Universitas B. keep	book	D. keep money	Universitas Brawijay
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rawijaya	Universi B. listen		D. sleep	niversitas Brawijay
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rawijaya	Universitas A. read		C. eat	Universitas Brawijay
rawijaya	Universitas E		163	Universitas Brawijay
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rawijaya	Universitas 6.raA person			Universitas Brawijay
rawijaya	Universitas Brak. a doc	tor	C. a policeman	Universitas Brawijay
rawijaya	Universitas Brawija sing	ger	D. a businessman wijaya	Universitas Brawijay
rawijaya	Ulliveisitas Diawijaya		yday. He is a Brawijaya	Universitas Brawijay
rawijaya				Universitas Brawijay
rawijaya			C.I policemans Brawijaya	Universitas Brawijay Universitas Brawijay
rawijaya rawijaya			D. bricklayers Brawijaya	Universitas Brawijay
rawijaya	8. Sandra g	ets a lot of money from sing	ging. She is a	Universitas Brawijay
rawijaya	A. carpe	nter Ilniversitas Brawijaya	d Universitas Brawijaya C. lawyer G. Universitas Brawijaya	Universitas Brawijay
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rawijaya	Universitas 9. Arman is a He plays guitar beautifully. Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijava Universitas Brawijava Universitas Brawijava	Universitas Brawijay
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rawijaya	Universitas B Choose the right answer. ersitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas 1. Mr Andre is selling meat in the market. He is a rawijaya	Universitas Brawijay
rawijaya	Universitas B (butcher/doctor/tailor) ASB vijaya	<b>Universitas Brawijay</b>
rawijaya	Universities B (butcher/ doctor/ tailor) Universities B. Mr Rudi goes to field everyday. He is a Universities B. (butcher/ doctor/ tailor) Universities B. (butcher/ doctor/ tailor) Universities B. (butcher/ doctor/ tailor)	Universitas Brawijay
rawijaya	Universitas (carpenter/ farmer/ teacher)	Universitas Brawijay
rawijaya	University	Universitas Brawijay
rawijaya	Universi 3. Arina was walking on the catwalk. She is a/an	niversitas Brawijay
rawijaya	Universi (actress/ model/ presenter)	niversitas Brawijay
rawijaya	4. Therobs a lot of money from a bank	hiversitas Brawijay
rawijaya	Universit (soldier/ teacher/ robber)	hiversitas Brawijay
	5. My brother is a He makes a beautiful painting.	niversitas Brawijay
rawijaya	Universita	Iniversitas Brawijay
rawijaya		Universitas Brawijay
rawijaya	Universitas Match the opposite words that are underlined!	Universitas Brawijay
rawijaya	Universitas by	Universitas Brawijay
rawijaya	Universitas P. My sister is <u>tall</u> , about 160 cm a. slow	Universitas Brawijay
rawijaya	Universitas Bra 2. Raras is a <u>clever</u> student Universitas Bra b. silent jaya	Universitas Brawijay
rawijaya	Universitas Braw Universitas 3. Students are very noisy in the class c. small jaya	Universitas Brawijay
rawijaya rawijaya	Universitas 4.raHe is a poor man  d. ugly/ijaya	Universitas Brawijay Universitas Brawijay
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rawijaya	Universitas 7. My classroom is <u>clean</u> s Brawijaya Universita g. worse jaya	Universitas Brawijay
rawijaya	Universitas 8. raMy school is <u>big</u> rsitas Brawijaya Universita h Stupid aya	Universitas Brawijay
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rawijaya	Univers 15.	Dimas Rendi Prabowo	86	92	6 hiversitas Brawija
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Universitstudent in SMP	Harapan Budi. I live with m	y mother, father, two sisters	s, and also sitae	Brawijay
my grandfathar	My unala and his wife live n	oor my house In the future	I recent to	
be a <b>lawyer</b> but i	my parents ask me to be a te	acher.	Universitas	Brawijay
Universitas RraMvimoth	er is a <b>nurse</b> . She works in	a small hospital. Her job is	always to citae	Brawijay
help the <b>doctor</b>	taking care the patient. My	y father is a <b>policeman</b> . H	e goes to	Brawijay
police office eve	ryday. His job is to catch the	e <b>robber</b> who makes people	e scared. I	Brawijay
mave two sisters,	they are Ratna and Rini. R	atna is ten and Rini is six	years ord.	
Universitall and beautiful	l. Rini wants to be a <b>singer</b>	and guitarist. Her voice is	beautiful.sitas	Brawijay
Universi She is a talented	d girl. My grandfather lives	s with my family after my	grandmasitas	Brawijay
passed away. My	grandfather is a <b>businessm</b>	an. He has a big factory. So	ometimes,	Brawijay
he likes painting	g to spend his weekend. H	e is a good <b>painter</b> . My t	incle is a	
farmer. The goes				
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List 15 vocabula	aries about people's profes	sions that you can find in t	the text	Brawijay
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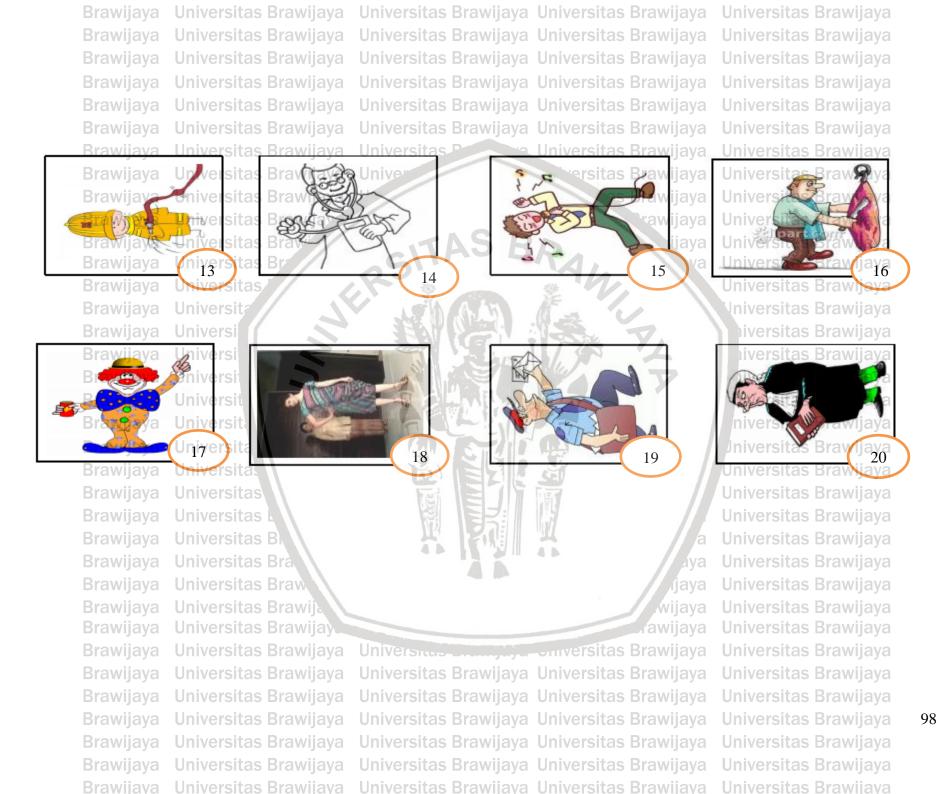
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rawijaya		riend. Her name is Liza. S				
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rawijaya	Liza is a <b>d</b>	eautiful girl. She is short a	nd <b>small.</b> She l	has big eyes.	She goes	Brawijaya
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rawijaya		is tall and handsome. He	All Short			
rawijaya	Universi thick lips. He ha	as straight hair. He is very s	strong. His arm	s and legs ar	e strong.citae	
	His skin is brow	n. He is very diligent. He is	s also smart and	d honest. He	is a good	Brawijaya
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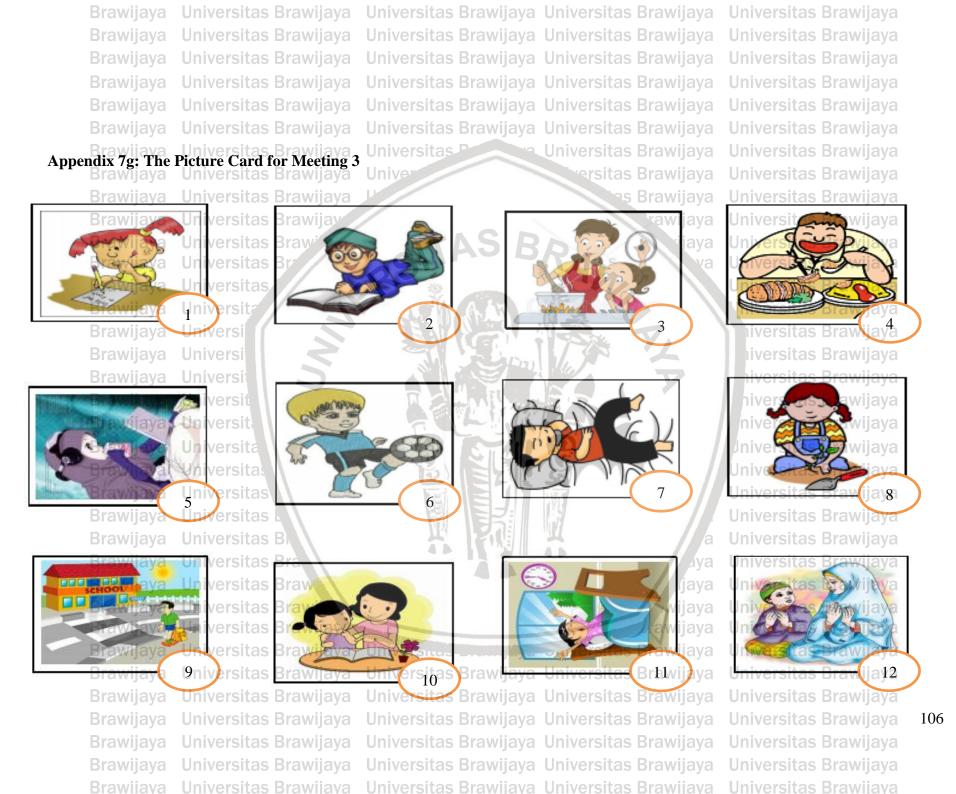
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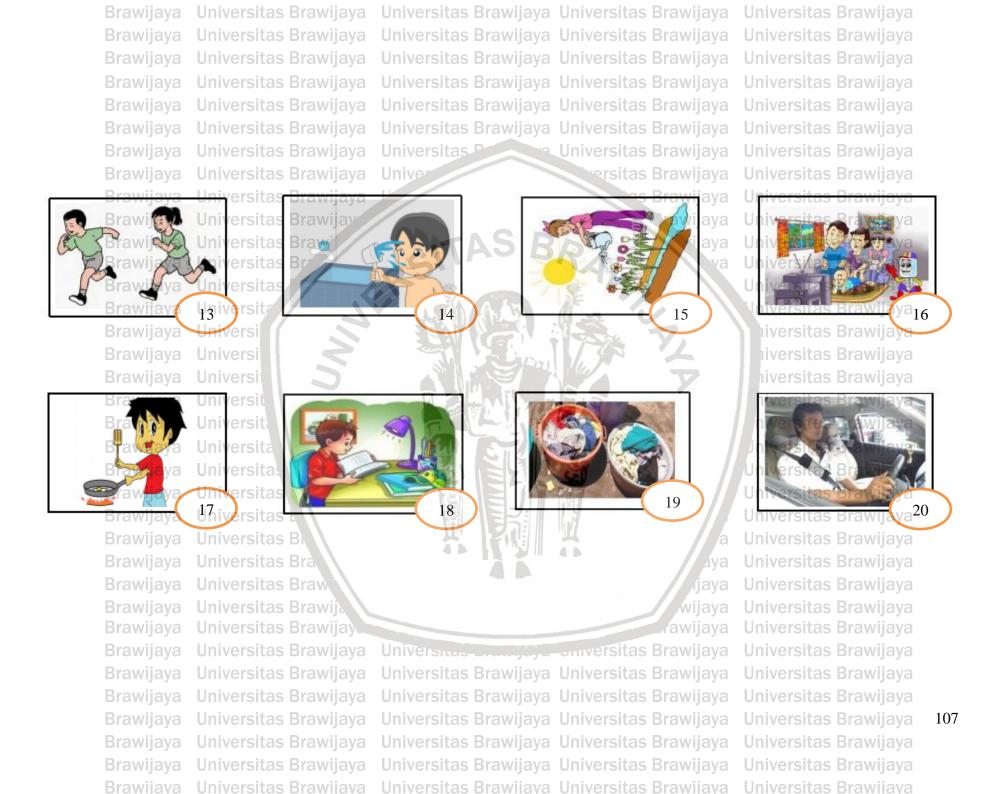
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8. They were very enthusiastic to play the game. 9. The students did not focus when the researcher evaluated the material. 10. The students were noisy because it was the last time and they went to pray that it is a pray it is		oirolo xvit	th their group and played boa	ard game.		
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		wrote in a worksheet.	146/	niversitas Brawija
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