



**THE EFFECTIVENESS OF USING BOARD RACE TO  
IMPROVE STUDENT'S VOCABULARY MASTERY**

**THESIS**

Submitted as Partial Fulfillment of the Requirements for the Attainment of  
the Degree of *Sarjana Pendidikan* (S.Pd)

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**ENGLISH EDUCATION STUDY PROGRAM  
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**MUHAMMADIYAH UNIVERSITY OF JAKARTA  
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Andriyani (2014850045)

**THE EFFECTIVENESS OF USING BOARD RACE TO IMPROVE STUDENT'S  
VOCEBULARY MASTERY**

xvi + 49 pages, 14 tables, 11 appendices

**ABSTRACT**

The objective of this reseach was to find out the use of Board Race to improve Vocabulary Mastery. This research was conducted on the second semester of academic year of 2016/2017 at SMPN 2 Cikarang Barat, Bekasi by involving grade 1<sup>st</sup>A as Experiment class consist of 31 students and grade 1<sup>st</sup>B as Control class consist of 32 students as a sample. This research uses quantitative method with quasi-experiment and random sampling by using pre test scores and post test score to collecting the data. The data were analyzed by using t-test two group. The result showed that there was a significant difference from pre-test score to post-test score. The total score in Experiment class pre-test was 1735 with the mean 55.97 while total sore in post-test was 2755 with the mean 88.87 meanwhile; the total score in Control class pre-test was 1715 with the mean 53.59 while total sore in post-test was 2370 with the mean 874.06. The results showed that Technique Board Race is effective to improve student's vocabulary mastery especially to grade 1<sup>st</sup> students of junior high school.

Key word : *board race game, vocabulary mastery, teaching vocabulary.*

**References 17 (2000-2016)**

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FAKULTAS ILMU PENDIDIKAN  
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Andriyani (2014850045)

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**ABSTRAK**

Tujuan dari penelitian ini adalah untuk mengetahui apakah tehnik board race efektif atau tidak untuk meningkatkan penguasaan kosa kata siswa. Penelitian ini dilakukan pada kelas satu siswa SMPN 2 Cikarang Barat yaitu kelas 1A sebagai kelas Eksperimen terdiri dari 31 siswa dan kelas 1B sebagai kelas kontrol terdiri dari 32 sebagai sampel. Penelitian ini menggunakan metode kuantitatif dengan eksperimen murni dan random sampling dengan menggunakan nilai pre-test dan post-test untuk mengumpulkan data. Data dianalisis dengan menggunakan t-test dua kelompok. Hasil penelitian menunjukkan bahwa ada perbedaan yang signifikan dari nilai pre test ke nilai post-test. Total nilai dalam pre test kelas Experimen 1735 dengan rata-rata 55.97 sementara total nilai dalam post-test 2755 dengan rata-rata 88.87 sedangkan, total nilai pre-test kelas control 1715 dengan rata-rata 53.59 sementara total nilai dalam post-test 2370 dengan rata-rata 74.06. Hasil penelitian menunjukkan bahwa tehnik board race efektif untuk meningkatkan penguasaan kosa kata siswa khususnya siswa SMPN 2 Cikarang Barat.

Kata Kunci : *board race game, penguasaan kosa kata, mengajar kosa kata.*

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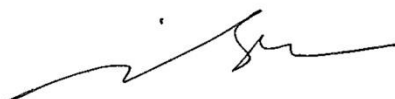
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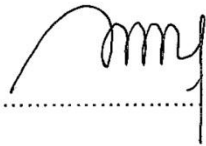
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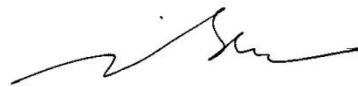
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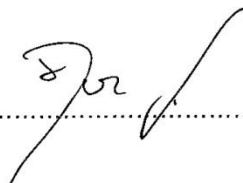
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## DEDICATION

“ I dedicated my thesis to my beloved parents, family,  
friends, my partner and people who always by my side that  
help and support me in any condition ”

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Jakarta, 19 April 2018

The Writer,

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# CHAPTER I

## INTRODUCTION

### A. Background of Study

Language is a tool of communication among people around the world. By using language, the researcher can express our idea, feeling, thought and interact with others in forms of written and spoken. Without presence of language, it is hard to imagine how people can cooperate and get along with other. Hence, the presence of language has overcome people's problems to express and share their feeling, idea, and knowledge to others. According to Anderson et all (2004: 18), English is now by far the most frequently used language international governmental. Increasingly, it is the only official language. From the statement above the researcher can summarize that English is used for all people in the world as a mean of expressing ideas his written and spoken and can be interact among people.

In learning English, the students learned four skills. Those are listening, reading, writing and speaking skill. To support the mastery of the four language skills, those are vocabulary, pronunciation, and grammar as a core of having structured English in communication and comprehension.

Ideally, the students of seventh grade already studied four skills and language components for three years from fourth class of elementary school. Accordingly, the learners have enough ability about the four language skills (listening, speaking, reading, and writing) and language components (vocabulary, pronunciation, and grammar) and they mastered a list of vocabularies as the curriculum recommended.

Based on Alqur'an surah Al-Baqarah (31) as follow:

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ

*And He taught Adam the names - all of them. Then He showed them to the angels and said, "Inform Me of the names of these, if you are truthful." (QS. Al-Baqarah: 31).*

This surah explains about Allah SWT asked Prophet Adam AS to learn the truth. In vocabulary learning we must understand the true meaning of the word. We must have an idea to make sentences and say the words properly and correctly. To improve skills in English, researchers found that students must to learn vocabulary

There are many kinds of subject in teaching and English learning, based on the title above, the researcher choose one of the basic language component is vocabulary. Vocabulary is a set of familiar words within a person's language. Beside that vocabulary is as unique to a content area as fingerprints are to human being. The researcher is interested in using vocabulary, because in the school some of his students are less in vocabulary mastery.

Based on the researcher observation in SMPN 2 CIKARANG BARAT, the researcher found many problems that students have difficulties to learn English. Some students are not interested to learn English because they feel interested to learn English depends on their school environment and their classmates in the class. The students are not interest to learn English, because they think English is one of the most difficult lessons at the school, and they feel give up before they learn English. When the teacher gives a material, many students are not focus because they don't understand about the material. In addition, the teachers are less to use learning media in giving a material, so they are not motivated to learn English. The vocabularies masteries are very limited, and facility is not adequate in the school.

Choosing the material becomes the important elements because the materials are the center of instruction. Since the development of technology and information, English material can be developed by teachers who have their own right to select

different materials which they consider appropriate for the students, therefore, teacher is expected to be more creative to make his/her students become enthusiastic in English learning.

Based on, the researcher observation in SMP Darussalam Ciputat, especially seventh grade. The researcher has percentage the average score of students in vocabulary mastery is 50% the students less in vocabulary mastery, 25% of students are enough in vocabulary mastery, 15% of students is very good in vocabulary mastery and 10% of students good in vocabulary mastery. Student scores are very apprehensive, because many students are less interested in learning English and many students are indifferent to this lesson. Only a few students are concerned, especially female students tend to be more active than male students.

The result of an interview with an English teacher in SMPN 2 CIKARANG BARAT the teacher stated that, in this class students are less interested in learning English. In the class students are tend to be bored, because they do not understand the material. But there are some students already understand the material presented by the teacher.

One of the ways in improving students' vocabulary mastery is by giving board race method as a form of English learning activity in the classroom. Board Race is done in the beginning as the material begins so that the students are actively involved in the class. This game is suitable for testing as well as students know the lesson.

Based on the above explanation, the researcher wants to make action research to know how far board race game can improve student vocabulary. So, the researcher interested to do a research entitled **THE EFFECTIVENESS of USING BOARD RACE to IMPROVE STUDENT'S VOCABULARY MASTERY.**

## **B. Identification of the Problem**

Based on background above, the researcher was interested in:

1. The result of vocabulary less.
2. Students have difficulties to learn English.
3. Students are well mastered to material because they do not understand about the material.
4. The vocabularies masteries are very limited, example: sweep, make, hear etc.

### **C. Limitation of the Problem**

Based on background, the researcher limits of the problems to focus of the research on the effectiveness of board race to improve student's vocabulary mastery for grade 1<sup>st</sup> in SMPN 2 CIKARANG BARAT.

### **D. Problem of the Study**

Does the effectiveness of board race improve student's vocabulary mastery?

### **E. The Objectives of the Study**

To find out whether or not board race effective to improve student's vocabulary mastery.

### **F. Significance of the Study**

The findings of the present research study are expected to have both theoretical and practical importance to the teaching and learning process in English especially in teaching vocabulary and also the result of this study is expected to be valuable for the teacher and students.

1. Theoretically: The result of the study may give the information in acquiring English; this research also informs the readers that there are many ways of students in teaching vocabulary mastery.
2. Practically: The result of the study is expected to be as follows:

- a. for the teacher, this study can be used to improve the students vocabulary mastery in the classroom or out of the classroom.
- b. For the students, this study can be used to improve vocabulary mastery in teaching English.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. The Description of the Theories**

##### **1. Definition of Vocabulary Mastery**

Vocabulary is one important aspect in learning a foreign language. Without a proportional amount of vocabulary anyone will get trouble in her speaking, reading, listening, and writing. Without a shred of doubt, the researcher said that the acquisition of vocabulary would help people in gaining, understanding, and also enhancing the process of knowledgeable transferred for a better life. Indisputably the chances for progress or success in any kind of fields, like computers, technology, economy, politics, tourism, and educational increase with the size and applications of vocabulary.

According to Wilkins Thornburry (2002: 13) summed up that without vocabulary nothing can be conveyed. Vocabulary refers to all words in the whole language used in a particular variety. According to Kridalaksana, vocabulary is a component of a language that maintains all of information about meaning and using word in a language. Key points to learn foreign language is vocabulary.

According to McCarten (2007: 19), learning vocabulary is largely about remembering and students generally need to see, say, and write newly learned words many times before they can be said to have learned them. Besides, the materials also important that can help students. The students need to present and practice in natural contexts and materials should help students become better by different techniques and strategies.

Based on the definition above, it can be assumed that vocabulary has a big role in communication. One of the ways to have a good capability in language

learning is by mastering the vocabulary, because it is easier the human beings deliver their thoughts and ideas.

The meaning of mastery itself is great skill or knowledge, control or power (Oxford University Press, 2008: 271). So, the meaning of vocabulary mastery is a situation where people have a great skill and knowledge of words especially foreign words. When a person is told high in vocabulary mastery, it means that he comprehends a huge number of words. Based on the definition above, vocabulary mastery is the words in a language that should be master by people in order to he or she mastered it to make sentence and good in communicating.

## **2. Kinds of Vocabulary**

There are different kinds of vocabulary according to different experts" point of views. According to its classes, Morley (2000:3-57) elaborates that words are traditionally allocated to one of the following classes: noun, pronoun, article, verb, adjective, adverb, preposition, conjunction and interjection; and genitive phrase. With respect to the meaning which they convey, nouns denote what we will call "entities". In meaning terms, verbs may be said to express processes which can be classified in one of three broad ways, they can denote actions, record events, and refer to states (a state of affair, state of mind).

In traditional grammar, adjectives are as a describing word. Adverb has been seen as performing a so-called modifying role in relation to verbs. This role is associated with circumstantial adverb's, which are single words making the circumstances how, why, when, where- of the verbal process. Prepositions have the features of being accompanied, indeed normally followed, by a complete element in the form of a (single or multiple word) phrase or a clause. Conjunctions have been seen as grammatical connectors and are classified into two subtypes: coordinating and subordinating conjunctions. Interjections are typically described as those words which are used to express the speaker's exclamation or emotional reaction but which



have no further lexical content. Genitive phrases are perhaps most readily associated with marking possession and are also variously known in literature as possessive phrase or genitive noun phrases.

Based on how often vocabulary occurs in a language, Nation (2008:7) divides vocabulary into high frequency words, academic words, and technical words.

a. High frequency words

The high frequency words of English have some characteristics. First, each high frequency word occurs very often so the effort of learning it will be repaid by plenty of opportunities to meet and use it. Second, the high frequency words are useful no matter what use is made of English. Third, because of their frequency and wide range they make up a very large proportion of running words in all kinds of texts and language use. Fourth, they are relatively small group of words (2,000) that could be covered in a school teaching program over three to five years.

b. Academic words

For learners with academic purpose, the academic words are like high frequency words and they deserve similar attention.

c. Technical words

For learners with academic purposes, technical vocabulary is also important but this is probably best learned while studying the content matter of the particular specialist area.

d. Low frequency words

Low frequency words have the following characteristics. First, each word does not occur very often. Second, most low frequency words have a very narrow range. They are not needed in every use of the language. Third, the low frequency make up a very small proportion of the running words in a text, once

proper nouns are excluded usually less than 10% of the running words. Fourth, there are a very large group of words, numbering well over 100,000.

From the point of the knowledge of words, Kamil and Hiebert (2005:3) explain that there are at least two forms, receptive and productive. Receptive, or recognition, vocabulary is that set of words for which an individual can assign meanings when listening or reading. Productive vocabulary is the set of words that an individual can use when writing or speaking. They are words that are well known, familiar, and used frequently. Johnson (2008: 93) also elaborates four different vocabularies, they are:

### **1. Listening vocabulary**

Listening vocabulary are the words we hear and understand, commonly referred to as words we know. This is the largest of our vocabularies and the one upon which the others are built.

### **2. Speaking vocabulary**

Speaking vocabulary are the words we use in conversation. Our listening vocabulary is larger than our speaking vocabulary because our understanding of some words is incomplete or contextual (we understand a word in the context of a sentence or situation, but not necessarily by itself). Thus, adding both depth and dimension to our word knowledge enables us to express our thoughts more efficiently and effectively.

### **3. Reading vocabulary**

Reading vocabulary are the words that we are able to read. Most students enter school with very few words in their reading vocabulary. To this, they add approximately three thousand new words a year. As stated earlier in this book, learning to read is much easier if students are reading words in their listening and speaking

vocabularies. Thus, increasing the number of words in students' listening vocabularies makes learning to read easier.

#### **4. Writing vocabulary**

Writing vocabulary are the words we use to express ourselves in written form. This is usually the smallest of the four vocabularies. We write using only those words we can read and understand. Just like listening and speaking vocabularies, our reading vocabulary is larger than our writing vocabulary.

In term of form, Kamil and Hiebert (2005:3) also divide vocabulary into two, oral and print vocabulary. Oral vocabulary is the set of words for which we know the meanings when we speak or read orally. Print vocabulary consists of those words for which the meaning is known when we write or read silently. The point of the statement above is that vocabulary is needed both for spoken and written activities.

Regarding the spoken and written vocabulary above, Brown (2001: 305) says that written English typically utilizes a greater variety of lexical items than spoken conversational English. Supporting it, Schmitt (2008:1) quotes Nation's (2006) that research shows that learners need to know approximately 98 percent of the words in written or spoken discourse in order to understand it well. Schmitt also adds that reaching this percentage of coverage in written texts takes about 8,000– 9,000 word families. The spoken mode requires slightly fewer word families, about 5,000–7,000.

The point of those elaborations is that English has various kinds of vocabulary that needed to be learnt in order to use English effectively.

Hence, teachers must know them in purpose giving consideration of which suitable to be taught to the students to help them in learning English.

### **3. Aspects of Learning Vocabulary**

Folse (2008:14) the part of speech of unknown word can present problems. He divides into four basic parts of speech: noun, verb, adjective, and adverb. Each of this group vocabulary will be discussed in the following:

#### **a. Noun**

Noun is a word to name something or person, a place, a things or an idea. Noun can be classified into three parts those are:

##### **1. Common noun**

Common noun is the nouns that show the names of thing, animal, and all things we can see or touch for instance. For example: chair, table, book, etc.

##### **2. Proper Noun**

They refer to the name of particular things, persons, or place, and proper nouns start with a capital letter: Jakarta (a city), Indonesia (a name of country), John (a name of person), Fast and furious (a movie).

##### **3. Concrete Noun**

They are things that can be differentiating with our five senses. We can see it, hear it, taste it and touch it: noisy, bitter, smoke, and etc.

##### **4. Abstract Noun**

They are also known as noun that shows our feeling or a quality and we could not be perceived by the senses: confuse beauty, happiness, love, dream and etc.

##### **5. Collective Nouns**

They are used to describe a group of objects or things or people. Example a herd of cows.

## **b. Pronoun**

Pronouns are the words we use to replace the noun when we want to refer to people or things without continually repeating their names. It is divided into some types as follow:

1. Subject pronouns; are the pronouns which function as subjects in the sentences, namely; I, You, They, We, She, He and It
2. Object pronoun; are the pronouns which function as objects in the sentences, such as; me, you, them, us, her, him and it.
3. Possessive pronoun; are the pronouns that show possession, namely: My, your, their, our, his, her and its.
4. Reflexive pronouns; are the pronouns that refers to another noun or pronoun in the sentence. They are also show reflection of the pronouns themselves, such as: myself, yourself themselves, herself, etc.

## **c. Verb**

William (2005:70) states verbs are the words we use to signify an action or a stage of being. They make up the head of the predicate and are interesting in large part because they convey so much information in sentences. For example, actions can occur in the past, present, or future and verb commonly change in relation to the time in action occurred. Sergeant (2007:52) most verbs describe actions, so they are called action verbs. Action verb tell what people or things are doing. There are several kinds of verb such as: transitive verb is a verb that does not needs an object and intransitive verb is a verb that does not need an object. Verb is often defined as a word which shows action or state of being. The verb is the heart of the sentences. Recognizing the verb is often the most important step on understanding the meaning of sentence.

Verb generally expresses an action, events, process activities, etc. Competed sentence must contain at least one verb. For example: run, walk, talk,

drive, sing, write, etc. Verb is word describe a state of being. Verb is important, because there is no way to have a sentence without them.

**d. Adjective**

Seaton (2007:52) states adjective is often defined as a word which describes or gives more information about noun or pronoun. Adjective can be dividing into three types based on their meaning they are:

- 1) Proper adjectives; they describes a person or things with a certain name such as Indonesian, Turkish, English and etc.
- 2) Quantitative Adjectives; they describes quantity of things (how much) for example; much, little, some, any, enough etc.
- 3) Descriptive adjectives; are adjectives that describe the condition of things, such as: big, near, clever, beautiful, tall, etc.

**e. Adverb**

Adverb is a group of words that describe or add to the meaning of adverb, adjective, another adverb or a whole sentence.

- 1) Adverb of Manner: slowly, quickly, neatly, quietly, etc. For example: My brother runs quickly.
- 2) Adverb of Place: here, there, away, outside, etc. For example: They are eating here.
- 3) Adverb of Time It is divided into two kinds; the first is definite time, for instance: yesterday, today, tomorrow, last week, etc. For example: She bought ice cream yesterday. The second is indefinite time, for instance: recently, nowadays, already, just, next, etc. For example: I will make delicious cake immediately.

**4. Teaching Vocabulary**

Of root words "known" by children with 5,250 to 7,000 root words, words from the first 2 deciles (3,500 words) were mainly known. The average child i n the 5,250-7,000 word meaning group would know about two thirds of the words from the third

decile or about 1,200 of the 1,750 words. By the fourth and fifth deciles, individual children in the 5,250-7,000 word meaning group know about 1,500 of the next 3,500 words. Average Grade 2 children know relatively few of the harder words (deciles 6 and beyond). Thus, across a list of 5,000 words in deciles 3-5, average Grade 2 children at the median level will know a little over half. Different children will know different words at these deciles. We cannot simply specify a list to be learned. We cannot and should not expect every Grade 2 child to know all of these words. (By Grade 5, average children will know most of these words.) On the other hand, it would be really nice to bring low vocabulary children in Grade 2 toward knowledge of half of these 5,000 words.

Samples of words known, being learned and unlikely to be learned by Grade 2 are given in Table 11.7. Detailed examples of root words, Living Word Vocabulary definitions, and test context sentences are given in Table 11.8. To get to the point of knowing half of 5,000 decile 3-5 root word meanings, children whose vocabulary progress is well below average will have to be accelerated during the primary years. At present, such children enter kindergarten with an estimated vocabulary of 2,000 to 2,500 root word meanings. This compares to an estimated root vocabulary of 3,400 words at kindergarten for average children.<sup>2</sup> In order to reach a total of even 5,000 words by the end of Grade 2, such children would, on average, have to acquire 1,100 words a year or approximately twice the rate of words lower quartile children have demonstrated at present (Biemiller & Slonim, 2001). It is probable that the words they need most will fall into the 4th and 5th deciles of words.

Experience with vocabulary instruction shows that it is typical for some of the words taught to be learned while others are simply not (Biemiller & Boote, submitted). Again, in many cases, we are seeing an increase in the percentage of children knowing a word-not an "all or nothing" result. In many cases, we are teaching words that some children already knew. Some of the rest of the children acquire the word as

a result of classroom instruction. Thus to some extent, we will need to teach more words than will be learned.

## **B. Board Race Technique**

### **1. Definition of Board Race**

According to Dewar (2009), Board race game is one of the developments of board game as a common game which can be played by using board, table, or floor. Board race game is a fun way for students to practice their English while enjoying some competition.

Based on explanation above, Board race game is a fun way to get your class up and out of their seats. The activity can be used with young students as well as with adults, depending on your classroom size. All you need are two markers, free space to move in the class and a board to write on. This game is good used in learning to teach English, especially to improve memory vocabulary that taught previously to the students. This game is suitable for testing as well as students know the lesson.

### **2. Instruction of Using Board race**

According to Dewar (2009), there are some instructions of Broad Race game in the class:

- a. Divide the class into two large groups and give colored markers to each group.
- b. If your class consists of a lot of students, divided into 3 or 4 groups.
- c. Create a vertical line in the middle of the board, and write the topic on the board.
- d. Furthermore, the students from each group should write as many words as required by the teacher. The word must relate to a predetermined topic.



English learning session while playing is done in the form of competition between groups, so you must set the time limit.

- e. If a group gets points correct the word while, words that are not related to the topic and misspelled not get points.

### 3. Advantages and Disadvantage of Board Race

According to Charly (2010), there are some Advantages of Board Race:

- a. Students enjoy involved in learning English.
- b. Students actively.
- c. Students fun with their friend.
- d. Entertaining.

In learning process but also has Disadvantages of Board Race:

- a. Over competitive
- b. Less of cheating

### Board Race Game



### **C. Theoretical Framework**

Vocabulary is one important aspect in learning a foreign language. Without a proportional amount of vocabulary anyone will get trouble in her speaking, reading, listening, and writing. Besides that, vocabulary mastery is a situation where people have a great skill and knowledge of words especially foreign words. When a person is told high in vocabulary mastery, it means that he comprehends a huge number of words.

There are many problems that faced by teacher in teaching vocabulary such as students are not interest to learn English, because they think English is one of the most difficult lessons at the school, and they feel give up before they learn English. When the teacher gives a material, many students are not focus because they don't understand about the material. In addition, the teachers are less to use learning media in giving a material, so they are not motivated to learn English.

The researcher observed that using Board Race is effective technique for teaching vocabulary mastery. It will be more attractive and fun, if there game that interesting and suitable to use in teaching and learning process in the classroom. By using Board Race during learning process help teachers in teaching English especially teaching vocabulary in junior high school.

The researcher hopes the students will be fun, active, and entertained in learning vocabulary. In addition, using Board Race game the students will divide into several groups based total of students give colored markers to each group, create a vertical line in the middle of the board, and write the topic on the board. Furthermore, the students from each group should write as many words as required by the teacher. The word must relate to a predetermined topic. English learning session while playing is done in the form of competition between groups, so you must set the time limit. If a group gets points correct the word while, word that are not related to the topic and misspelled not get points. So, in learning Board Race can improve students vocabulary mastery.

#### **D. Hypothesis of research**

Based on the framework, that presented by the researcher, the research hypothesis is stated as follows:

H<sub>1</sub>: Board race is effective in student's vocabulary mastery.

H<sub>0</sub>: Board race is not effective in student's vocabulary mastery.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Time and Place of the Study**

This research was conducted to the 1<sup>st</sup> grade students of the second semester on February 8<sup>th</sup> until March 16<sup>th</sup>, 2018. The place of research was at SMPN 2 CIKARANG BARAT, Bekasi in the academic year of 2017/2018.

#### **B. Method of the Study**

In this research quantitative method was applied. According to Creswell (2014:4) “the quantitative research is an approach for testing objective theories by examining the relationship among variable. These variables, in turn, can be measured, typically on instrument, so that numbered data can be analyzed using statistical procedures”. A quasi-experimental design used in this study to see the effectiveness of using board race to improve students’ vocabulary mastery with two groups in two classes. The first group as experimental class and the second group as controlled class. As Creswell (2014:170) states “in quasi-experimental the investigator uses control and experimental groups but does not randomly assign participants to groups (e.g. they may be intact groups available to the research)”. The researcher chosen a quasi-experimental design because a quasi-experimental is design to determine the cause and effects relationship and there is a direct manipulation of conditions James and Sally (2006:24) the design used pre-test and post-test in an experimental class and controlled class. The design was about the implementing the board race to improve students’ vocabulary mastery skill at SMPN 2 CIKARANG BARAT in the second academic year 2017/2018. The experimental class is taught by using board race as media

and controlled class is taught by conventional way in teaching vocabulary mastery. This research was conducted in eighth meeting. In the first meeting it has been given for pre-test. In the second until seventh meeting in the class experiment it was given treatment while in the controlled class without treatment, and in the last meeting it was given post-test.

### **C. Operational Definition of Variables**

Variables refer to the characteristics or attributes of an individual or an organization that can be measured or observed, According to Creswell (2009:49-50). There are two variables in this study are Independent Variable and Dependent Variable, According to Creswell (2009:50) Independent variables are the variables that might cause, influence, or affect to the outcome. Meanwhile dependent variables are variables that depend on the independent variables. This variable is the outcome or result of the influence of the independent variables. The independent variable (variable X) is a board race as media in teaching vocabulary mastery. In teaching vocabulary mastery, the teacher use board race to help students to practice in the classroom. Meanwhile, dependent variable (variable Y) is student vocabulary mastery. In this research variable Y is students' scores of learning in vocabulary which include the score on component of vocabulary were noun, pronoun, verb and adjective. These score was measured after tests through the media teaching using board race for students' in the grade 1<sup>st</sup> of SMPN 2 CIKARANG BARAT

### **D. Population and Sample**

#### **1. Population**

Population is the whole of subject in the research. According to Ary et al (2010:148) “a population is defined as all members of any well defined 20 class of people, events, or subjects”. In this research, the population in this study is grade 1<sup>st</sup> of SMPN 2 Cikarang Barat, Bekasi in the second academic year of 2017/2018. The total number of students is 306 students from 10 classes, as follow :

<b>Class</b>	<b>Students</b>
7A	31
7B	32
7C	29
7D	30
7E	32
7F	31
7G	28
7H	30
7I	32
7K	31

## 2. Sample

In the research, the researcher used random sample. Random sample is a sample selected in such a way that every possible sample with the same number of observations is equally to be chosen. To select sample was very important step in conducting a research. According to Ary et al (2010:148) a sample is portion of population. The sample of this research is part of 1<sup>st</sup> grade students of SMPN 2 Cikarang barat, Bekasi. The sample is class of 7A and 7B. The sample are organizing into two classes namely the experimental (7A) class consist of 31 students and the controlled class (7B) class consist of 32 students. All of the sample is 63 students.

## E. Technique of Collecting the Data

Technique of collecting the data, in this study are pre-test and post-test in order to know the students' vocabulary mastery after they learnt vocabulary mastery using board race. Pre-test was given before treatment in the first meeting and post-test was given after treatment. For the second until seventh meeting, the research gave media board race to the students of the experimental class to conduct treatment.

The pre-test and post-test questions made by the researcher that have validated, they consisted of 20 questions multiple choice.

**Table 3.1**  
**Matrix of Assessing Vocabulary**

No.	Indicator	Test	Items	Total
1	Noun	Multiple Choices	7,9,12,14, 16,17,19,20	8
2	Verb		2,4,6,8,10,11,13	7
3	Adjective		1,3,5	3
4	Preposition		15,18	2
	<b>Total</b>			<b>20</b>

**Table 3.2**  
**Categories Assesing Students Vocabulary mastery**

Score			Categories
85	-	100	Very good
70	-	84	Good
60	-	69	Enough
0	-	59	Poor

#### **F. Technique of Analyzing the Data**

The researcher has conducted the test, pre-test and post-test. The data was compared from the mean of the score from pre-test and post-test. After

getting the data from the score, the data will be analyzed by using quantitative. In this study, the researcher will be analyzed the data statistically. To analyze the data, the researcher will be analyzed the data from the result of the test that has been giving by the researcher in experimental and control class. The following table 3.2. Presents the design of this research:

**Table 3.3**  
**Pre-test and post-test experiment and control group design**

Group	Pre-test	Independent Variable	Post-test
E	Y <sub>1</sub>	X	Y <sub>2</sub>
C	Y <sub>1</sub>	-	Y <sub>2</sub>

**Note:**

E = Experiment Group

C = Control Group

Y<sub>1</sub>= Pre-test

X = Treatment

Y<sub>2</sub>= Post-test (Arikunto:2010)

In order to know, the significant effectiveness of using board race to improve student's vocabulary mastery. The data of the study will analyzed by using statistical technique, the researcher used T-test statistical analysis to test the hypothesis. The pre-test and pro-test scores obtained from the classroom test analysis with statistical calculation in following as :

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

X<sub>1</sub> = Is the Mean For Experimental Group



$X_2$  = Is the Mean For Control Group

$N_1$  = is the Number Of People In Experimental Group

$N_2$  = is the Number Of People In Control Group

$S_{12}$  = is the Variance For Experimental Group

$S_{22}$  = is the Variance For Control

## **CHAPTER IV**

### **FINDINGS AND INTERPRETATION**

#### **A. FINDINGS**

##### **1. The Description of the Data**

In this chapter the researcher has done the process of pre-test, treatment and post-test, the findings and interpretations of the data were presented. Since the researcher used both pre-test and post-test in collecting the data, the researcher collected the data from pre-test and post-test. The pre-test was given before the treatment, and the post-test was given after the treatment.

This research was conducted to the 1<sup>st</sup> grade students of the second semester on February 8<sup>th</sup> until March 16<sup>th</sup>, 2018. The place of research was at

SMPN 2 CIKARANG BARAT, Bekasi in the academic year of 2017/2018. The results of the analysis can be seen in the following sections:

**Table 4.1**  
**The Data of Pre-test and Post-test result of the Experimental Class**

**a. Experimental Groups Pre-test and Post-Test Scores**

<b>NO</b>	<b>Students Name</b>	<b>Pre-Test Score</b>	<b>Post-Test Score</b>
1	Adya julian putra	40	80
2	Ahmad farhan syarifudin	60	90
3	Alya andriyani	65	100
4	Anida rizki	45	75
5	Anis inda wahdati	30	75
6	Aris prabowo	35	70
7	Asria azzahra	55	100
8	Ayu nur azizah	100	100
9	Citi soleha	35	90
10	Diah rahayu	45	95
11	Dini sulistiani	50	100
12	Elni amiyanti	30	70
13	Erlangga	60	75
14	Firda sari novianti putri	35	90
15	Kadek dian serlia	100	100
16	Kartika wulandari	35	80
17	Khoirunnisa zulfia hasna	70	95
18	Khoirun nisa	40	80
19	Maula budi astuti	65	85
20	Monica putri firna aulia	35	70
21	Nayala tomi syah putri	25	90
22	Nuriyah indah rahmawati	90	90
23	Ravi nur azzam	55	90
24	Rifa salsabila	40	90
25	Saipul mahandani saputra	50	90
26	Salsabillah	75	100
27	Salwa azzahra	35	95
28	Salwa feby lestari	100	100
29	Wanda aulia wibisono	95	100
30	Yajna malfa mumtazah	85	95
31	Youhhanna febrika hendrika	55	95
<b>Total</b>		<b>1735</b>	<b>2755</b>
<b>Mean</b>		<b>55.97</b>	<b>88.87</b>
<b>Standard Deviation</b>		<b>23.181</b>	<b>10.141</b>
<b>Maximum</b>		<b>100</b>	<b>100</b>
<b>Minimum</b>		<b>25</b>	<b>70</b>

<b>Range ( Max-Min)</b>	<b>75</b>	<b>30</b>
<b>Modus</b>	<b>35</b>	<b>90</b>
<b>Median</b>	<b>50.00</b>	<b>90.00</b>

The result of the data analysis and statistical calculations on the table showed that empiric scores of students' vocabulary mastery in experimental class. The highest score of pre-test was 100 and it obtained by three students and post-test was 100 and it obtained by eight students. Then, the lowest result of pre-test in experimental class was 25 and it was obtained by 1 student. Then post-test was 70 and it obtained by 3 students. The frequency of those score was presented in the following table 4.2:

**Table 4.2**  
**The Distribution Frequency of Pre-test of the Experimental Class**

**A**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25	1	3.2	3.2	3.2
	30	2	6.5	6.5	9.7
	35	6	19.4	19.4	29.0
	40	3	9.7	9.7	38.7
	45	2	6.5	6.5	45.2
	50	2	6.5	6.5	51.6
	55	3	9.7	9.7	61.3
	60	2	6.5	6.5	67.7
	65	2	6.5	6.5	74.2
	70	1	3.2	3.2	77.4
	75	1	3.2	3.2	80.6
	85	1	3.2	3.2	83.9
	90	1	3.2	3.2	87.1
	95	1	3.2	3.2	90.3
	100	3	9.7	9.7	100.0
	Total	31	100.0	100.0	

The table above shows that the students who get 25 were 1 student with relative frequency 3.2%. The students who get 30 were 2 students with relative frequency 6.5%. The students who get 35 were 6 students with relative frequency 19.4%. The students who get 40 were 3 students with relative frequency 9.7%. The students who get 45 were 2 students with relative frequency 6.5%. The students who get 50 were 2 students with relative frequency 6.5%. The students who get 55 were 3 students with relative frequency 9.7%. The students who get 60 were 2 students with relative frequency 6.5%. The students who get 65 were 2 students with relative frequency 6.5%. The students who get 70 were 1 student with relative frequency 3.2%. The students who get 75 were 1 student with relative frequency 3.2%. The students who get 85 were 1 student with relative frequency 3.2%. The students who get 90 were 1 student with relative frequency 3.2%. The students who get 95 were 1 student with relative frequency 3.2%. The students who get 100 were 3 students with relative frequency 9.7%.

**Table 4.3**  
**The Frequency Distribution of Post-test of the Experimental Class**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 70	3	9.7	9.7	9.7
75	3	9.7	9.7	19.4
80	3	9.7	9.7	29.0
85	1	3.2	3.2	32.3
90	8	25.8	25.8	58.1
95	5	16.1	16.1	74.2
100	8	25.8	25.8	100.0
Total	31	100.0	100.0	

The students who

get 70 were 3 students with relative frequency 9,7%. The students who get 75 were 3 students with relative frequency 9,7%. The students who get 80 were 3 student with relative frequency 9,7%. The students who get 85 were 1 student with relative frequency 3,2%. The students who get 90 were 8 student with relative frequency 25,8%. The students who get 95 were 5 student with relative frequency 16,1%. The students who get 100 were 8 students with relative frequency 25,8%.

**Table 4.4**  
**b. Control Groups Pre-test and Post-Test Scores**

NO	Students Name	Pre-Test Score	Post-Test Score
1	Adeh sanjaya	45	55
2	Adelia oktaviani	60	70
3	Agis hendian	55	65
4	Agnes veronica situmorang	75	60
5	Aldi dwi kurnia	75	80
6	Alman	35	95
7	Asep fidiyanto	55	30
8	Bara fitra destanta	65	85
9	Berliana adinda maharani	70	85
10	Dwi nurjanah	35	60

11	Dwina yeti ningsih	65	70
12	Effend montoya rusdianto	75	90
13	Felix dewandara	80	85
14	Ferori nasra sinaga	54	75
15	Firsylia putri fadillah	65	80
16	Flora setia marunduri	35	55
17	Ilham pratama	75	85
18	Immanuel gery final bert	65	85
19	Jelita apriliani	40	80
20	Jodhy anggara putra	80	90
21	Levi nur khodzah	40	60
22	Maya luna	35	80
23	Meylani tri rencani	55	65
24	Mochamad akbar ramadhan	55	95
25	Muhammad ferdi samudra	15	80
26	Muhammad hazman hafizh. B	75	95
27	Muhammad rifqi al muiz	35	65
28	Nela wulandari	55	85
29	Nur rasyid febriantha sur	35	65
30	Renna zahrah aulia	45	65
31	Shidiq akbar	40	55
32	Zahrani khaliesah fadilah	60	80
<b>Total</b>		<b>1715</b>	<b>2370</b>
<b>Mean</b>		<b>53.59</b>	<b>74.06</b>
<b>Standard deviation</b>		<b>16.521</b>	<b>14.834</b>
<b>Maximum</b>		<b>80</b>	<b>95</b>
<b>Minimum</b>		<b>15</b>	<b>30</b>
<b>Range ( max-min)</b>		<b>65</b>	<b>65</b>
<b>Modus</b>		<b>35</b>	<b>80</b>
<b>Median</b>		<b>55.00</b>	<b>80.00</b>

The result of the data analysis and statistical calculations on the table showed that empiric scores of students' vocabulary mastery in control class. The highest score of pre-test was 80 and it obtained by two students. Then post-test was 95 and it obtained by three students. Then, the lowest result of pre-test in control class was 15 and it was obtained by 1 student. Then, post-test was 30 and it obtained by one student. The frequency of those score was presented in the following table 4.5:

**Table 4.5**  
**The frequency Distribution of Pre-test of the control class**  
**A**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	15	1	3.1	3.1	3.1
	35	6	18.8	18.8	21.9
	40	3	9.4	9.4	31.2
	45	3	9.4	9.4	40.6
	50	1	3.1	3.1	43.8
	55	5	15.6	15.6	59.4
	60	2	6.2	6.2	65.6
	65	4	12.5	12.5	78.1
	70	1	3.1	3.1	81.2
	75	4	12.5	12.5	93.8
	80	2	6.2	6.2	100.0
	Total	32	100.0	100.0	

The table above shows that the students who get 15 were 1 student with relative frequency 3,1%. The students who get 35 were 6 students with relative frequency 18,8%. The students who get 40 were 3 students with relative frequency 9,4%. The students who get 45 were 3 students with relative frequency 9,4%. The students who get 50 were 1 students with relative frequency 3,1%. The students who get 55 were 5 students with relative frequency 15,6%. The students who get 60 were 2 students with relative frequency 6,2%. The students who get 65 were 4 students with relative frequency 12,5%. The students who get 70 were 1 student with relative frequency 3,1%. The students who get 75 were 4 student with relative frequency 12,5%. The students who get 80 were 2 students with relative frequency 6,2%.

**Table 4.6**

**The frequency Distribution of Post-test of the control class**

**B**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 30	1	3.1	3.1	3.1
55	3	9.4	9.4	12.5
60	3	9.4	9.4	21.9
65	5	15.6	15.6	37.5
70	2	6.2	6.2	43.8
75	1	3.1	3.1	46.9
80	6	18.8	18.8	65.6
85	6	18.8	18.8	84.4
90	2	6.2	6.2	90.6
95	3	9.4	9.4	100.0
Total	32	100.0	100.0	

The students who get 30 were 1 student with relative frequency 3,1%. The students who get 55 were 3 students with relative frequency 9,4%. The students who get 60 were 3 students with relative frequency 9,4%. The students who get 65 were 5 students with relative frequency 15,6%. 70 were 2 students with relative frequency 6,2%. The students who get 75 were 1 student with relative frequency 3,1%. The students who get 80 were 6 students with relative frequency 18,8%. The students who get 85 were 6 students with relative frequency 18,8%. The students who get 90 were 3 student with relative frequency 9,4%. The students who get 95 were 3 students with relative frequency 9,4%.

Here are the basic statistic both of experimental and control are presented in the following table :



**Table 4.7**  
**The statistic of post test score**

Statistic	Classes	
	Experiment	Control
<b>Total individual</b>	<b>31</b>	<b>32</b>
<b>Mean</b>	<b>88.87</b>	<b>74.06</b>
<b>Mode</b>	<b>90</b>	<b>80</b>
<b>Median</b>	<b>90.00</b>	<b>80.00</b>
<b>Standar Deviation</b>	<b>10.141</b>	<b>14.834</b>

The data is used to measure the normality distribution of both classes.

## 2. The Analysis of the Data

Based on the description of the data, the researcher analyzed the test score of the experimental class and control class by statistic calculation. The t-test can be done if both classess are homogeneous and the data distribution both of classess are normal. After comparing the scores of pre-test and post-test experimental and control group, the researcher made an analysis of the data from the results, as follows:

### a. Normality Test

**Table 4.8**  
**Table Test of Normality**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Gain	.105	63	.084	.978	63	.302

a. Lilliefors Significance Correction

In the normality text, the researcher used the SPSS software. Based on the calculation data normality, pre-test and post-test from experimental and

control group showed significant results  $0.302 > \alpha (0.05)$  where the significance score is higher than  $\alpha = 0.05$ , from the statistical above, the data of experimental and control group is normal.

**b. Homogeneity Test**

**Table 4.9**  
**Table Test of Homogeneity**

Levene Statistic	df1	df2	Sig.
.932	1	61	.338

Based on table above in Homogeneity Test, Fisher Test was used. The result of the homogeneity test of experimental and control class obtained  $F_{cal} = 0.932$  of table distribution with a significant level of 0,338. It can be concluded that those sample in homogeneous.

**c. T-test analysis result**

In order to test the hypothesis of the reseach, the data of the students score were analyzed by using t-test to compare weather there was a different between Board Race Technique in experiment class and without Board Race Technique in control class. The reseacher used SPSS to calculate the data statistically. The result can be seen in following table 4.10

**Table 4.10**  
**Group Statistics Independent Samples Test**

Class	N	Mean	Std. Deviation	Std. Error Mean
G experiment group	31	-31.61	17.860	3.208
control group	32	-20.47	17.009	3.007

**Table 4.11  
Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Confidence Interval of the Difference	
									Lower	Upper
G	Equal variances assumed	.932	.338	2.537	61	.014	-11.144	4.393	-19.929	-2.360
	Equal variances not assumed			2.535	60.602	.014	-11.144	4.397	-19.937	-2.351

Based on the research hypothesis that was explained in chapter II, that:

H<sub>1</sub>: Board race is effective in student's vocabulary mastery.

H<sub>0</sub>: Board race is not effective in student's vocabulary mastery.

According to the table 4.11 on sig. (2 tailed) was 0,014. Of criteria the test, if the probably value on even greater significance than the level 0.05 significance H<sub>0</sub> is accepted. The table above shows that the value of the probability is smaller than the significance level (0,014<0,05) and Thus, we can conclude that H<sub>0</sub> is rejected and H<sub>1</sub> was accepted, and there were significant differences of learning Board Race in experimental class and without Board race in control class.

## **B. Interpretation**

Based on the result above of research that has been done at SMPN 2 Cikarang Barat in the academic year of 2017/2018, it was explained that the samples were divided into two classes, namely the experimental class and the control class. At the beginning of the lesson, both of classes were given about the same pre-test, pre-test here served as a measure of students understanding and preparation to the lesson delivered. From the result of pre-test performed, the result of both of class have a value that is similar in pre-test score of experimental class with highest score 100 and the highest score of the control class is 80, the lowest score of the experimental class average value 55.97 and the control class is 53.59.

After the pre-test at the first meeting, the both of classes were given different treatment during the six meetings. The experimental class was using Board Race technique and the control class without it. However, after the increase in the value of research can be seen from the result of posttest student's Experimental class got 100 for highest score, 70 as the lowest score, and the average is 88.87. While the posttest results obtained from the control class was 95 as the highest and 30 for the lowest, 74.06 as the average value. Thus, it can be concluded that Board Race effective to improve students' vocabulary mastery in experimental class.

## CHAPTER V

### CONCLUSIONS AND SUGGESTION

#### A. Conclusions

Based on discussion the research findings and interpretations of the data above, using Board Race to Improve students vocabulary mastery is Effective. In this reseach showed that the average of experimental class was 88.87 and the control class was 74.06. the experimental class which was treated by Board Race Technique but the controlled class which was not treated by Board Race Technique. Thus, the result statistical hypothesis test found that the  $H_0$  ( Null Hypothesis) was reject and  $H_1$  (Alternatif Hypothesis) was accepted.

Based on those descriptions it can be concluded that there was a significant different in vocabulary mastery between experimental class which was taught by Board Race Technique and control class which was taught without Board Race Technique. Thus, this reseach concludes that Board Race Technique gives significant effect on students' Vocabulary Mastery of the 1<sup>st</sup> grade students of SMPN 2 Cikarang Barat, Bekasi.

#### B. Suggestion

Based on the findings of the reseach, the researcher would like to give several suggestions as follows :

##### 1. For the Teacher

- a. The teacher must be able to have a good method of teaching, expecially in Teaching English. It can influence the students'

performance in english leaning. one of Technique who give to students to improve Vocabulary mastery by Board race technique.

- b. The teacher have to know in every students ability, because each students have a different knowledge. So, teacher must be able to have a good ideas to teach them.

## 2. For the Students

- a. The students must ask to the teacher about the problem in learning especially in vocabulary activity .
- b. The students must be able to use Board Race Technique to improve their other vocabulary ability because, finding a new fun method and technique will give every students new spirit and motivation to learning, especially English Learning.

## 3. For the Reseachers

The reseacher hopes that the other reseacher can follow to use Board Race in teaching and learning especially in teaching vocabulary.

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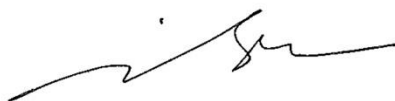
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Thesis Title : **THE EFFECTIVENESS OF USING  
BOARD RACE TO IMPROVE  
STUDENT'S VOCABULARY  
MASTERY**  
Academic Year : 2014/2015

**BOARD OF EXAMINERS APPROVAL**

Board of examiners of Faculty of Educational Sciences certifies that thesis entitled "THE EFFECTIVENESS OF USING BOARD RACE TO IMPROVE STUDENT'S VOCABULARY MASTERY" written by Andriyani student's registration number 2014850045 was examined by the committees on August 11<sup>th</sup>, 2018. The thesis has been accepted and declared to have fulfilled one of the requirements for the degree of "S.Pd" (S1) in English Education at Faculty of Educational Sciences, Muhammadiyah University of Jakarta.

Acknowledged by  
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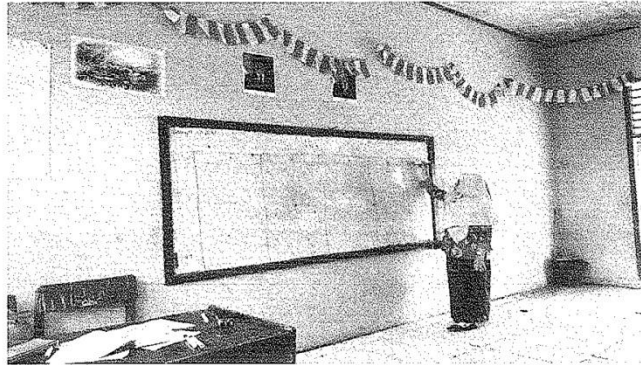
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: - Mother : Mulyani
- b. Brother : - M. Agus Darmawan
- c. Sister : - Lulu Azizah

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2. SMPN 1 Gunung Pelindung, Graduated 2011
3. SMK 11 Maret Bekasi, Graduated 2014

Appendix 10: Documentation



Appendix 9 : Board Race

03-1439H  
2018 M

Verb

No	1	2	3	4
1	abide ✓	ask ✓	ask ✓	ask ✓
2	hit ✓	make ✓	eat ✓	eat ✓
3	fly ✓	now ✓	fly ✓	fly ✓
4	Bear ✓	Bag ✓	fly ✓	fly ✓
5	Feel ✓	Altered ✓	fly ✓	fly ✓
6	creep ✓	defeat ✓	fly ✓	fly ✓
7	Find ✓	Meet ✓	fly ✓	fly ✓
8	Prove ✓	fly ✓	fly ✓	fly ✓
9	lean ✓	fly ✓	fly ✓	fly ✓
10		fly ✓	fly ✓	fly ✓

10. The Kitchen and Bathroom

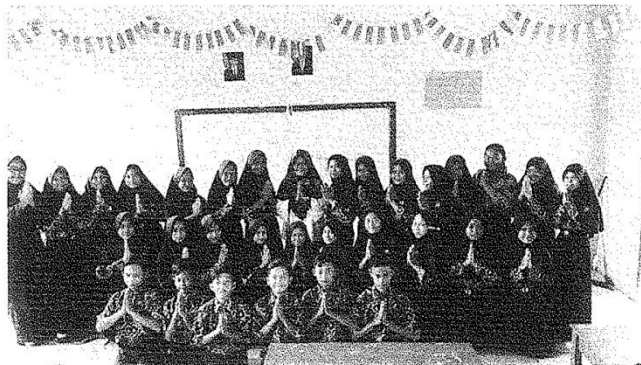
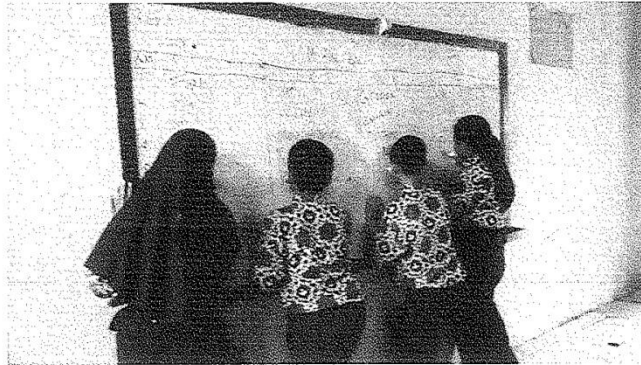
No	1	2	3	4
1	Tap ✓	Tap ✓	Tap ✓	Tap ✓
2	Tap ✓	Tap ✓	Tap ✓	Tap ✓
3	Tap ✓	Tap ✓	Tap ✓	Tap ✓
4	Tap ✓	Tap ✓	Tap ✓	Tap ✓
5	Tap ✓	Tap ✓	Tap ✓	Tap ✓
6	Tap ✓	Tap ✓	Tap ✓	Tap ✓
7	Tap ✓	Tap ✓	Tap ✓	Tap ✓
8	Tap ✓	Tap ✓	Tap ✓	Tap ✓
9	Tap ✓	Tap ✓	Tap ✓	Tap ✓
10	Tap ✓	Tap ✓	Tap ✓	Tap ✓

20 / 2018

Correct

Adjective

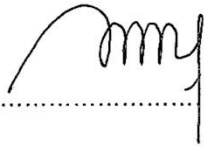
No	1	2	3	4
1	Busy ✓	Tall ✓	Conscious ✓	Conscious ✓
2	Angry ✓	Small ✓	Small ✓	Small ✓
3	honest ✓	Good ✓	Good ✓	Good ✓
4	Clean ✓	Ugly ✓	Ugly ✓	Ugly ✓
5	Kind ✓	Other ✓	Other ✓	Other ✓
6	fat ✓	To mind ✓	To mind ✓	To mind ✓
7	Brave ✓	Surprised ✓	Surprised ✓	Surprised ✓
8	Bad ✓	Hungry ✓	Hungry ✓	Hungry ✓
9	bb ✓			
10	sweet ✓			



### ENDORSEMENT SHEET

This is to certify that board of examiners has approved the undergraduate thesis as follows:

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Thesis Tittle : THE EFFECTIVENESS OF USING BOARD RACE TO IMPROVE STUDENT'S VOCABULARY MASTERY  
Academic Year : 2014/2015  
Day : Saturday  
Date : August 11th, 2018



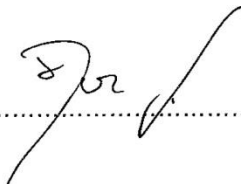
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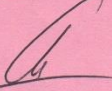


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Judul Skripsi : *The Effectiveness of Board Race to Improve Students' Vocabulary Mastery*  
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NO	TANGGAL	URAIAN	PARAF PEMBIMBING
1	23 oktober 2017	- Title change to be <i>The Effectiveness of Using Board Race to improve Students' Vocabulary Mastery</i> - Chapter <u>One</u> ; revised	
2	16 November 2017	Chapter I : ok Continue chapter II - Description of Theories - Hypothesis - Theoretical Framework	
3.	23 November 2017	Chapter II : Revised on 1) Theories 4) Theoretical Framework	
4.	6 Desember 2017	Discussion chp II : Theories Revised. ✓ / Revised words	
5.	21 Desember 2017	Chp II ok ✓ Continue chp 3	
6.	17 Januari 2018	Discussion chp 3. <u>Revised</u>	
7.	31 Januari 2018	Discussion chp 3, Revised on - Instrument. - Pre Test	
8.	3 Februari 2018	Acc chp 3 & instrument on Pre test. Ready to field Revised	

25/18  
12




No	Tanggal	Uraian	Paraf Pembimbing
9	10 Maret 2018	Diskusi Instrument Post Test <u>Acc</u>	
10	28 Maret 2018	Diskusi bab IV - dan deskripsi } <u>revisi</u>	
11	12 April 2018	Chap 4 dan 5. Continue Diskusi Chap 5: Conclusion + References <u>Revisi</u>	
12	23 April 2018	Acc thesis, ready to be <u>examined</u>	

Mengetahui :  
Ketua Program Studi

  
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1	Tuesday 15/08/2017	Prapti Anggun widowati	The effect of news article to improve student's vocabulary mastery	
2	Tuesday 15/08/2017	Amud Taufik Murahid	Using structural Approach : Numbered Head Teacher (NHT) Develop Students Speaking Skill	
3	wednesday 16/08/2017	Murul Asriyanti	Podcast In Teaching listening Comprehension	
4	wednesday 16/08/2017	Iren Lafebian	The Correlation Between Hippocrates Galenus Theory of Humanis character and Students english Achievement	
5	Friday 18/08/2017	Muthia Khanza	The Effect of scaffolding Toward Students writing procedures Text	
6	Friday 18/08/2017	Mula Fatmasari	The Effectiveness of Using Analytical Rubric for Assessment toward Students Descriptive writing Skill	
7	Friday 18/08/2017	Opia Monica	The Influence of Top-Down listening strategy Toward Student's listening Skill	
8	Friday 18/08/2017	Siti Aenul Mardiyah	In Direct Feedback Technique on Simple Present tense error to improve students writing Quality	
9	Friday 18/08/2017	Shabrina Qurmi Dien	Enhancing Students English Pronun- ciation through "Rachel's English Youtube channel"	
10	Friday 18/08/2017	Aditya Eko Yuhanto	The Effectiveness of Role-Playing Game Genre through Gaming in Increasing Students' Vocabulary Mastery	



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**Andriyani**





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Cikarang Barat, 25 Mei 2018



**Drs. Abang Suharno**  
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Lamp : -  
Perihal : Permohonan Penelitian

5 Februari 2018

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di  
Tempat

*Assalamu 'alaikum wr. wb.  
Semoga Allah SWT melindungi dan memberi keberkahan kepada kita semua dalam menjalankan aktivitas sehari-hari. Amin.*

Bersama ini kami sampaikan kepada Bapak/Ibu bahwa mahasiswa/i kami, atas nama :


Nama : Andriyani  
Nomor Pokok : 2014850045  
Program Studi : Pendidikan Bahasa Inggris

saat ini sedang melaksanakan observasi dalam rangka penulisan tugas akhir (skripsi) dengan judul "The Effectiveness of Using Board Race to Improve Student's Vocabulary Mastery". Sehubungan dengan hal di atas, kami mohon agar kiranya Bapak/Ibu berkenan memberikan izin kepada mahasiswa/i tersebut untuk mengadakan penelitian di lembaga yang Bapak/Ibu pimpin.

Demikian, atas perhatian dan perkenan Bapak/Ibu kami ucapkan terima kasih.

*Wabillahitaufiq walhidayah*

*Wassalamu 'alaikum wr.wb.*

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Dr. Iswan, M.Si.

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2. Arsip untuk lampiran skripsi

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NIM : 2014850045  
Program Studi : Pendidikan Bahasa Inggris  
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**Andriyani**