

**The Influence of Using Boggle Game towards Students'  
Vocabulary Mastery at the Ninth Grade in One of Public Junior  
High Schools in the Academic Year of 2022/2023**

**A Thesis**

**Submitted as a Partial Fulfilment of  
the Requirements for Bachelor Degree**



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LAMPUNG  
2023**

## ABSTRACT

Vocabulary is one of the components of English. To understand the language, people need to master vocabulary. Vocabulary mastery refers to how the teacher teaches students word lists. Students will understand the meaning of language in context if they master vocabulary. The first issue is that students experience difficulties mastering and remembering vocabulary. The second issue is that teachers only teach using one medium, making learning monotonous and making students uninterested. Therefore, researcher conducted research with the title “The Influence of Using Boggle Game Towards Students at The Ninth Grade One of Public Junior High School of 2022/2023”.

The research method was quasi experimental design with the treatment held in three meetings for each class and it consisted of pretest, treatment and posttest. In the experimental class the researcher using Boggle Game as treatment and in control class the teacher using Flashcard. The population of this research was ninth grade students of SMPN 16 Bandar Lampung. The researcher took the sample by using cluster random technique and the result is IX D as the experimental class and IX A as the control class. In collecting the data, the researcher used test. The researcher used instruments, pre-test and post-test. The instrument of this research was vocabulary test. After giving the post-test, the research analyzed the data by using SPSS to compute independent sample t-test.

After the researcher analyzed the data using independent sample t-test, it was found that the result of Sig. (2-tailed) of the equal variance by  $0.000 < \alpha = 0.05$ . It means that  $H_0$  is rejected and  $H_a$  is accepted. Based on the computation, it can be concluded that there was influence of Using Boggle Game towards Students' Vocabulary Mastery at the Ninth Grade of SMP Negeri 16 Bandar Lampung in the academic year of 2022/2023.

**Keyword:** Boggle Game, Mastery, Quasi-Experimental, Vocabulary

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## MOTTO

وَمِنْهُمْ أُمِّيُونَ لَا يَعْلَمُونَ الْكِتَابَ إِلَّا أَمَانِيَّ وَإِنْ هُمْ إِلَّا يَظُنُّونَ

“And there are among them (Jews)  
unlettered people, who know not the Book,  
but they trust upon false desires and they but  
guess.”

(Al-Baqarah: 78) <sup>1</sup>



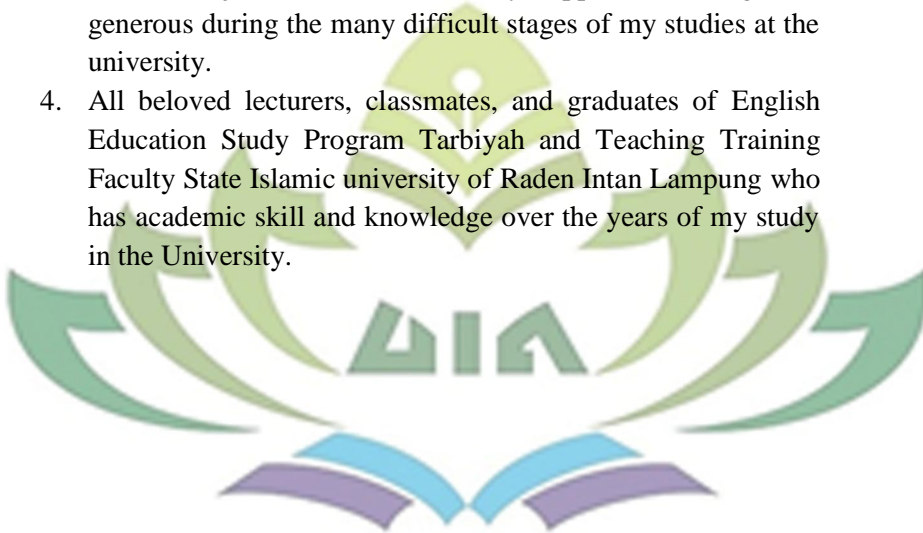
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<sup>1</sup> Muhammad Taqi-ud-Din AI-Hilali and Dr. Muhammad Muhsin Khan,  
Translation of the meanings of the noble qur'an in the english language  
(Madina : king fahd complex for the printing of the holy qur'an) p 16

## DEDICATION

I dedicate this thesis to:

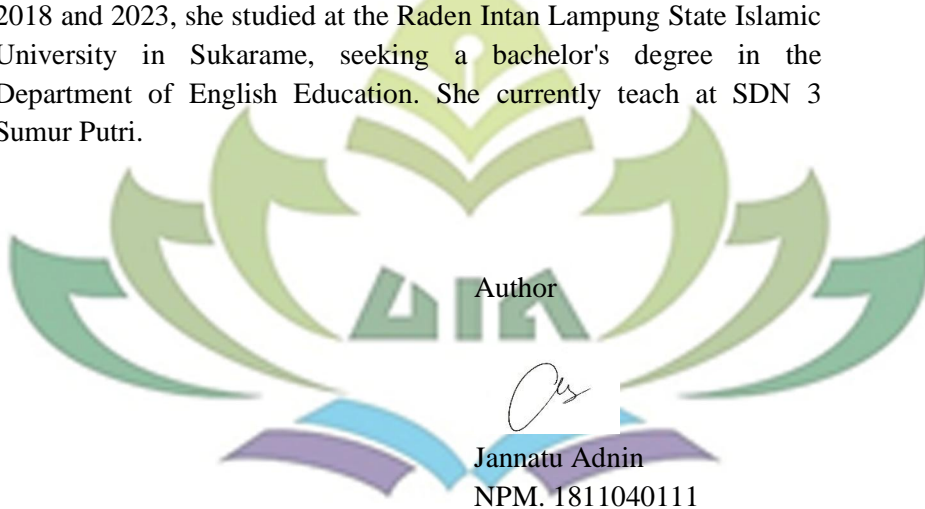
1. My God, Allah SWT, whose blessings and mercy are very important for the completion of my thesis.
2. My beloved parents, Mr. Saifi S.H. (ALM) and Mrs. Junaidah S.Pd, who have given me unconditional love and endless support, not only for the completion of my studies but also for my success in life. I am grateful because I have parents who always support me, and this thesis is absolutely also yours.
3. My brothers, Julian Wirahadi Kusuma P. and Arbi Ilhmamiharja, who have been very supportive, caring, and generous during the many difficult stages of my studies at the university.
4. All beloved lecturers, classmates, and graduates of English Education Study Program Tarbiyah and Teaching Training Faculty State Islamic university of Raden Intan Lampung who has academic skill and knowledge over the years of my study in the University.



## CURRICULUM VITAE

The author of this thesis is Jannatu Adnin, or, as she is famously known and her friends call her, Anin. She was born on January 21, 2000, in the city of Bandarlampung. Anin is the youngest daughter of Mr. Saifi (ALM) and Mrs. Junaidah. She has two brothers. They are Julian Wirahadi Kusuma P and Arbi Ilhammiharja.

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Firstly, I would like to express my sincerest praises to the God Allah Ta'ala who has lent me his blessing and mercy for the completion of my study at the State Islamic University of Raden Intan Lampung. I also would like to send my best prayer and salutation to the Prophet Muhammad (peace be upon him), the best lover of the God Allah, who has sent to us to enlighten the path of humanity and divine salvation.

Secondly, my study Raden Intan State Islamic University of Lampung is not an individual journey. I have received invaluable help and supports from various individuals, whose numbers are impossible to mention one by one here, due to space limits. I decided to give my recognition to a few of them who have helped me in specific ways, they are:

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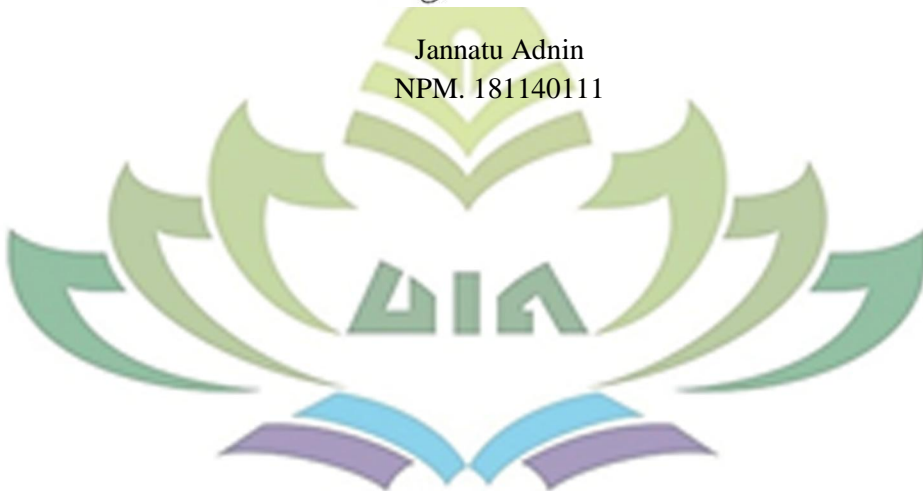
7. All friends of KKN and PPL 2021 of Raden Intan State Islamic University Lampung.

Bandar Lampung, 10 May 2023

Author



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## CHAPTER I INTRODUCTION

### A. Title Confirmation

To avoid misunderstandings and misinterpretations, the researcher checks the keywords in the proposal's title. The title of the paper is The Influence of Using Boggle Game towards Students' Vocabulary Mastery at The Ninth Grade of SMP Negeri 16 Bandarlampung. The significance of some of the things will be clarified below, as the title suggests.

The influence is (of people or things) to exert pressure on or have an impact, changing how someone or something develops, behaves, or thinks, is how influence is frequently defined. This defines influence as the process of creating solutions by providing advice or assistance to others, setting objectives, and continuously enhancing quality. Influence can also be viewed as the vision that one has offers the potential for the best result in a circumstance without resorting to force, but Spending time trying to gain someone's favor and/or heart motivates someone who will act<sup>1</sup>.

Boggle game is generally as word search games. Boggle game is a game in which the player has to select or arrange random words. "Boggle is a hidden word game," according to Caputo & Dunning.<sup>2</sup> Participants were instructed to identify as many English words as they could by connecting adjacent letters in each puzzel, which comprised a 4 by 4 array of latter. By using this media the students were expected to be more easily to vocabulary mastery because they get some helps their English subject.

Vocabulary mastery refers to how teacher teaches students a list of words and their definitions. students will understand the meaning of language in context if we have it and master it. It can also guide students in making the equivalence of the second

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<sup>1</sup> Manuel Pizarro, *Influence And Persuasion: Meaning And Limits*, (portugal :museum sector alliance, 2016), 6.

<sup>2</sup> Deanna Caputo, David Dunning, "What you don't know: The role played by errors of omission in imperfect self-assessments," no. 6 (2004) 4, <https://doi:10.1016/j.jesp.2004.09.006>

language to the native language and help us avoid making mistakes when recognizing a language with a dictionary.

From some of the explanations above, what the researcher means by the title of this proposal " The Influence of Using Boggle Game towards Students' Vocabulary Mastery at the Ninth Grade of SMP Negeri 16 Bandarlampung" is to find out whether there is the influence after using boggle game media on students' vocabulary mastery.

## **B. Background of the Problem**

English is a foreign language that must be learnt since primary school or kindergarten. In this age of globalization, we understand how important it is to learn English. As a result of this issue, the Indonesian ministry has advocated adding English as a topic from elementary school through senior high school. Four English skills and two English Components were expected of students learning the language . The four components of English of English proficiency are listening, speaking, reading, writing. While the only elements of English are vocabulary and grammar.

English is still regarded as a difficult language to learn. This is also the basis for learning English. If students wish to succeed in their English language learning goals and abilities, this is the first step. The first step in learning a language is to build a vocabulary because it is a crucial component of language.

When learning vocabulary, we should be conscious of its components. Word use and word meaning are the components. These factors are extremely important since we must understand the meaning before we can apply it to the English skills. Both in writing and verbally, this is regarded as elementary. English is a second essential topic that is taught in schools and one of the required subjects.

Based on preliminary research at SMPN 16 Bandar Lampung, researchers found that students' skills in vocabulary mastery needed to be improved, students had difficulty in mastering vocabulary, especially vocabulary that was difficult to memorize and the teacher used the same media in learning process. To solve



that problem, researcher will provide media so that the teaching and learning process becomes more interesting and students can easily memorize the vocabulary. The media used by researcher is boggle game. This media allows students to work together in a team to arrange letters so that they become a word.

The researcher uses the boggle game as a medium for teaching vocabulary in this study. Boggle games is one of board games. This game is a game that includes the activity of choosing or arranging words at random. Boggle games is generally a word search game. Boggle games is games that are interconnected between letters that are combined so that they become a word, in determining the winner in this game is the one who finds the fastest word in the 4x4 letter. According Toma et al “Boggle is a word game in which players connect neighboring letters in a  $4 \times 4$  grid.”<sup>3</sup>

Based the explanation above the researcher is interested in doing the research by using boggle game as media, so the title a research is the Influence of Using Boggle Game towards Students' Vocabulary Mastery at the Ninth Grade of SMP Negeri 16 Bandarlampung.

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

The researcher identifies the problems of this researcher as follow :

1. The ninth grade students of SMPN 16 Bandar Lampung have difficulty in mastering vocabulary, especially vocabulary that is difficult to memorize.
2. Teachers only use flashcards as a teaching aid, so learning activities become monotonous and uninteresting.

The Limitation of the problem

In this research, the researcher only focused on using the Boggle game to influence students' vocabulary mastery of nouns and verbs. Practically, there are two kinds of boggle games. It is a

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<sup>3</sup> Toma, Alexandru, Dascalu, Dessus, & Matu, *Semantic Boggle: A Game for Vocabulary Acquisition*, (Springer International Publishing2017) . p. 607

board game and a semantic boggle. However, the researcher used board game because it is more fun but still challenging.

#### **D. Formulation of the Problem**

Derived from the background, identification, and limited of the problem above the researcher formulate the problem above, is there any Influence of Using Boggle Game towards Students' Vocabulary Mastery at the Ninth Grade of SMP Negeri 16 Bandarlampung?

#### **E. Objective of the Research**

The objective of this study is to know whether there is an influence of Using Boggle Game towards Students' Vocabulary Mastery at the Ninth Grade of SMP Negeri 16 Bandarlampung.

#### **F. Significance of the Research**

The results of this research are intended to benefit others. The benefits are as follows:

##### **1. Theoretically**

The purpose of this research is to give the Department of English Education and all readers with information regarding students' vocabulary knowledge. Thus the title of researcher is the Influence of Using Boggle Game towards Students' Vocabulary Mastery at the Ninth Grade of SMP Negeri 16 Bandarlampung

##### **2. Practically**

###### **1. Students**

The researcher expect that the result of this research it can increase students motivation to learn vocabulary. By using any platforms to increase their vocabulary mastery students are more interested to learning it. In addition, by boggle game it will be able to increase their vocabulary mastery.

## 2. Teachers

The result of this study may help them to create students' interesting ways in learning vocabulary.

Boggle game can be an alternative as a learning media to increase students' ability in English.

## 3. Other researchers

Hopefully this research will encourage them research by investigating all kinds of effective habits. This result was an innovation or a new concept Play a game is not only a hobby but it is also an educational activity or alternative way in teaching and learning English.

## **G. Relevance studies**

There are a variety of ways to help students develop their vocabulary, one of which is through games. During this time, the researcher will play a game called Boggle, which is rarely used in the course of learning vocabulary. Many researchers believe that teaching vocabulary through games is useful and beneficial.

The first researcher is Amanda Fauziah (2018) from the Faculty of Teachers Training and Education at University Tanjungpura Pontianak, who worked with students in class VII C grade of SMP Negeri 1 Mempawah Hilir in the academic year 2015/2016 on a project titled "The Use of Boggle Game to Improve Students Vocabulary in Writing Descriptive Text." This study's research style is classroom action research. The total sample size for this study was 28 students from class VII C. It was discovered that using boggle games to increase students' vocabulary in spelling aspects by linking letters increased their vocabulary. Finally, the use of boggle games improved the students' descriptive text vocabulary. It means that students will benefit from boggle games in terms of spelling and meaning, which will aid them in writing descriptive texts. The researcher applied a quantitative research style, which differentiates this research from the research that will be analyzed. Sixty students from class 9D and 9A will as samples.



The second researcher is Alipi Suciati (2010) from the Faculty of Tarbiyah and Teachers Training State Islamic College of Tulungagung, who published a paper titled "The Effectiveness of Using Hidden Word Game to Improve Vocabulary Mastery of the Seventh Grade Students of SMPN I Munjungan." The experimental method and quantitative methodology were used in this study's research design. The research methodology included pre-experimental research with a pre-test and post-test configuration. The researcher used two groups as a sample for this study: E-class and F-class. Interviews and tests were used to collect data in this study. The use of the Hidden Word Game had a major impact on the students' vocabulary, according to this study. It means that there is a big difference in vocabulary between those who think using Hidden Word Game and those who do not think using Hidden Word Game. Meanwhile In this study's research design, the experimental method and quantitative quasi-experiment approach were applied. Pre-experimental research using a pre-test and post-test design was used in the study. For this study, the researcher used two groups as a sample: ninth A-class and ninth D-class. In this study, data collection will be with pre test and post test.

The third researched by Nurul Komariyatul Soliha entitle the effect of boggle game on the seventeth grade student's vocabulary mastery at Mts nurul hikmah. This researchers was conduted by a quantitative Quasi-Experiment research with design using pre-test and post-test. In this study, the researcher used a sample of 62 students from two classes, namely the experimental class and the control class in examining the influence of the Boggle game on students' vocabulary mastery. This findings differ from past studies in that it employs the most basic experimental design, a two-group randomized trial.

The fourth researched by Nining Khofifah Habibah entitle the effect of boggle board game on the students' vocabulary mastery of the eighth grade of SMPN 10 Metro. This research is quasi-experimental research. The method used to collecting the data is observation, documentation and test. The sampling technique used in this research was cluster random sampling. The

researcher took one classes as the experimental class and controlled class. The subject of this research was class 8.1 as the control class and experimental class. Distinguishing from this research, the researcher uses interview, questionnaire, pre-test, post-test.

The fifth researched by Siska Juliana Hutabara and jualiana entitle Improving The Students' Ability In Vocabulary Mastery Through Boggle Game. This reseacrh was aimed at measuring the effect of Boggle Game on students' vocabulary mastery. The method that was used was a quantitative method. The design of this research is experimental study. This research was conducted in SMP Alwasliyah 09 Belawan . The number of sample of the research is 64 students of seventh grade. The instrument of this research is tests. The tests were divided into two, pre-test and post-test. This study differs from that of Siska Juliana Hutabrata Damjualian's in that it will use quasi-experimental methods to investigate the impact of employing boggle games while also using control classes and experimental classes.

In contrast to the previous research, this research focuses on the influence of playing the boggle game on students' vocabulary mastery. The researcher can infer that the researcher would use a quantitative Experiment study design with pre-test and post-test based on the explanations of researchers who have investigated vocabulary learning using the game above.

## **H. Systematics of the Research**

### Chapter I Introduction

This chapter includes the following sections: title confirmation, background of the problem, identification and limitation of the problem, formulation of the problem, research purpose, significance of the research, relevant research, and research systematics. The researcher will discuss the framework for this research as well as why it was conducted in this chapter.

## Chapter II Frame of theory and hypothesis

This chapter comprises of a theoretical framework and a hypothesis. The researcher will discuss the theory associated to this research in this chapter, which may be valuable to the readers in providing information.

## Chapter III Research method

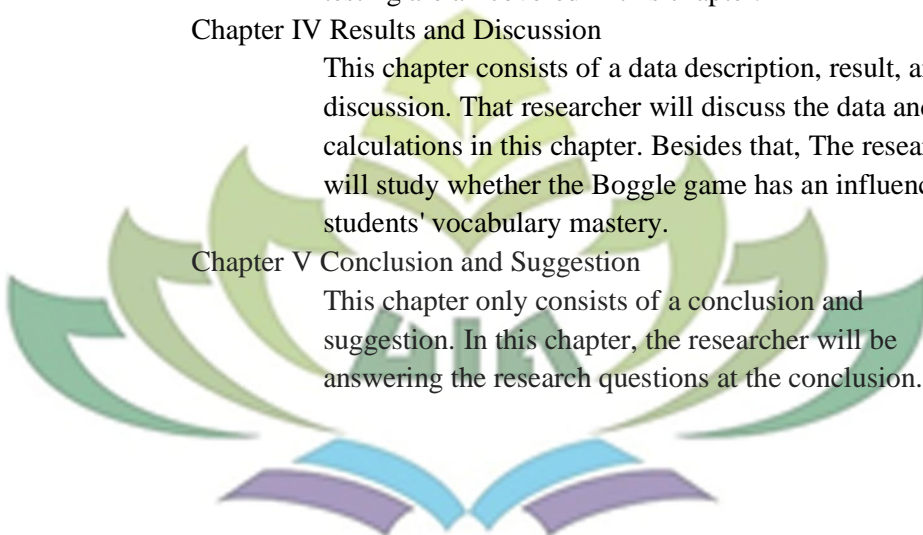
The location and timing of the research, the research design, the population, sample, and data collection technique, the operational definition of variables, the research instrument, the instrument's validity and reliability, the assumption's fulfillment, and hypothesis testing are all covered in this chapter.

## Chapter IV Results and Discussion

This chapter consists of a data description, result, and discussion. That researcher will discuss the data and calculations in this chapter. Besides that, The researcher will study whether the Boggle game has an influence on students' vocabulary mastery.

## Chapter V Conclusion and Suggestion

This chapter only consists of a conclusion and suggestion. In this chapter, the researcher will be answering the research questions at the conclusion.



## CHAPTER II REVIEW OF RELATED THEORY

### A. Frame of Theories

#### 1. Vocabulary

##### a. Definition of Vocabulary

In learning English, there are four skills and some components, one of the component in English is vocabulary. "Vocabulary is a basic component of language ability and provides much of the framework for how learners talk, listen, read, and write," Richards and Renandya added.<sup>1</sup> Learners may be advised to take advantage of language learning opportunities around them, such as listening to music, listening to native speakers, using language in different contexts, reading, or watching television or movies, if they do not have a large vocabulary or strategies for acquiring new vocabulary. Vocabulary is a collection of words that are part of a particular language and are used to construct sentences. The term "vocabulary" refers to a person's understanding of words and their meanings. Vocabulary is not a skill that can ever be considered totally acquired or developed. The expansion and development of vocabularies takes place over the course of a lifetime. A vocabulary is a valuable and essential instrument for communication and knowledge acquisition. One of the most difficult aspects of learning a new language is mastering vocabulary.

According to Ur "Vocabulary can be characterized, basically, as the words we teach in the foreign language".<sup>2</sup> Vocabulary is the basis of learning in a foreign language, vocabulary is characterized as a basic teaching in a foreign language, therefore vocabulary in foreign learning is needed.

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<sup>1</sup> Richard, J.C., &Renandya, W.A, *Methodology In Language Teaching: An Anthology Of Current Practice* (New York: Cambridge University Press, 2002) P. 25

<sup>2</sup> Penny Ur, *A Course in Language Teaching: Practice of Theory (Cambridge Teacher Training and Development)*, (Cambridge: Cambridge University Press, 2009) p. 60

With vocabulary one needs to master a lot of vocabulary, the vocabulary used as a communication tool used in verbal and non-verbal.

Not only does vocabulary require learning and basic teaching, but it also necessitates a comprehension of the meaning of word, knowing terms in foreign languages is required for foreign language use. The other definition of vocabulary is given by Hiebert and Kamil, who define it as "the understanding of word meanings."<sup>3</sup> Understanding the meaning of a word is the relationship between understanding the meaning of the word and the meaning in a word. Word understanding means understanding the words that will be used in listening, reading, writing and speaking skills. Therefore, to understand the meaning of words, it is necessary to master a lot of vocabulary so that there are no mistakes in interpreting words.

Nation in Schmitt say proposes a list of the different kinds of knowledge that a person must master in order to know a words: the meaning of word, the written form of the word, the spoken form of the word, the grammatical behavior of the word, the collocations of the word, the register of the word, the association of the word, and the frequency of the word.<sup>4</sup>

Vocabulary is a list of words memorized by students in different forms according to the meaning of the word. In additional, Borwn views vocabulary items as a boring list of words that must be defined and memorized by the students, lexical forms are seen in their central role in contextualized, meaningful language.<sup>5</sup> Because vocabulary is the use of words and knowledge of words that we will use according to the context that will be used, not just a list of words.

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<sup>3</sup> Hiebert, E. H., & Kamil, M. L. *Teaching and Learning Vocabulary: Bringing Research to Practice*,(Lawrence Erlbaum Associates, 2005)p.3

<sup>4</sup> Nobert schmitt, vocabulary in language teaching (Cambridge University Press, 2000) p 5

<sup>5</sup> Douglas, Brown. *Teaching by Principle*.( New York: Longman, 2001) p. 377



The researcher can conclude from the foregoing explanation it can be inferred that vocabulary is a list of words as a basic component of language skill and it has a form or expression and contains aspects, such as meaning, use of the term, and form (pronunciation and spelling)

## **b. The Importance of Learning Vocabulary**

Vocabulary is the center of learning English. The importance of vocabulary is shown by its use every day both inside and outside school because without sufficient vocabulary students' ideas will not be able to be expressed.

Wilkins in Thornbury states that without grammar very little can be conveyed, without vocabulary nothing can be conveyed<sup>6</sup>. It means that even someone has good grammar but it will be useless if they do not know many vocabularies. This means that when students write without grammar, the letter that is made can be conveyed, while when sending a letter without vocabulary, the message cannot be conveyed because vocabulary is an important thing in writing sentences.

According to Timo and pekka<sup>7</sup>, there are three main reasons why mastering vocabulary is important:

### 1) Vocabulary is key communication

The ultimate goal of learning a new language for the vast majority of students is to be able to communicate in it. In a foreign language context, knowing vocabulary is not only useful, but crucial if you do not want to rely solely on nonverbal skills.

### 2) Strong vocabulary allows learner to develop other skills

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<sup>6</sup> Scott thornbury, *how to teach vocabulary* (edinburgh:perason education limited edinburgh gate, 2002) p. 13

<sup>7</sup> Timo and Pekka, worddiveblog, *Words Will Get You Far: Why Is Vocabulary Acquisition So Important in Second and Foreign Language Learning*, february 23, 2013, <https://www.worddive.com/blog/words-will-get-you-far-why-is-vocabulary-acquisition-so-important-in-second-and-foreign-language-learning/>

Listening, speaking, reading, and writing skills are all made easier when you have a large vocabulary. We may focus entirely on higher language level components such as using the correct sentence structure and expressions suited for the type of discourse that is taking place once we have mastered vocabulary in terms of correct spelling, pronunciation, and usage of contextual words. Vocabulary along with other language abilities will provide as a better basis for developing total language skills.

- 3) The more words learner knows the more students will learn

Vocabulary is acquired via concentrated and deliberate study; learner who know more words can use those words to learn even more. Keep in mind that expanding one's vocabulary entails expanding one's ability to learn more.

It can be concluded that the importance of learning vocabulary is the key to communication. People cannot talk to each other if they do not know the vocabulary of the language. In addition to the key to communication, vocabulary can develop skills, having a large vocabulary allows people to improve their other talents. And the more you master the vocabulary, the more you want to learn.

### **c. Concept of Vocabulary Mastery**

The mastery of vocabulary cannot be denied in learning English. not just the student's speaking abilities, but also their reading and writing, as vocabulary is one of the most crucial components to improving the student's command of the English language. Vocabulary can also be naturally developed by the student's experience during life in accordance with their need and education. The number of words someone knows is referred to as vocabulary mastery. The concept of

mastery encompasses more than just understanding the meaning of specific words.

The term vocabulary, according to Hatch and Brown, refers to a list or collection of terms for a certain language or a list of words used by individual speakers of that language. Because vocabulary is a list, the alphabetical order is the only scheme that applies. The choice of words in the vocabulary and the methods used in teaching are important factors in vocabulary learning<sup>8</sup>.

It is more than just grammar for the goal of communication, especially in the early stages when learners are encouraged to acquire the fundamental terms. learners will have difficulty using English if they do not have a proportional English vocabulary. Vocabulary mastery can be measured by the ability to define words and choose words.

Guskey claims that mastery is a term that all teachers use and believe they completely understand.<sup>9</sup> It means that mastery is comprehensive knowledge, as shown by an action showing the skill or activity of effectively using and comprehending terminology. Meanwhile Porter states that mastery is learning or understanding something completely and having no difficulty in using it.

According to the definitions given above, vocabulary mastery is defined as a student's capacity to utilize words of language that they have acquired in a specific context that they have observed in their lives, and it is one of the needs for them to grasp vocabulary properly. The vocabulary mastery also understands the several forms of vocabulary mastery, as well as factors such as word meaning, word use, and word combination.

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<sup>8</sup> Hatch, E., & Brown. S, *Vocabulary, Semantics, and Language Education*, (New York: Cambridge University Press)p1

<sup>9</sup> Thomas R. Guskey, *Getting Students to Master*. EL Journal, December 2013/ January 2014 Volume 71 Number 4, p.18, Accessed on February 26th 2018

#### d. Concept of Teaching Vocabulary

In teaching vocabulary, the teacher is accountable for the success of his or her lessons. It is apparent that providing new words is not the only way to teach vocabulary. The terminology that a teacher chooses to teach must be carefully considered. At various stages during learning and teaching, both students and teachers must know how to discourse about language. This is not just so that the teacher can explain things and the students understand them, but also so that the teacher knows what has to be fixed. This implies that the teacher must be aware of what he or she wishes to teach in order for students to grasp it quickly.

Vocabulary learning is difficult to achieve. Some people accept that teaching vocabulary is a waste of time because there is no limit to the amount of words that may be learned. English teachers should prioritize teaching English vocabulary over teaching grammar, speaking, reading, and writing. It will be easier for students to acquire a new component of the English language if they have a larger vocabulary. The acquisition of vocabulary is crucial to learning English.

Whether it is a first, second, or third language, mastering vocabulary is critical to language acquisition. "Teaching" is described by Hornby as "providing instruction to someone's knowledge, skill, or other abilities."<sup>10</sup>

According to Thornbury, the teacher should select how to teach vocabulary in the classroom, as a teacher must consider the following five elements, when teaching a set:

- 1) The learner's skill level.
- 2) The learner's vocabulary is likely to be familiar.
- 3) The item's complexity.
- 4) Their skill to instruct.

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<sup>10</sup> Hornby. *Advance Learner's Dictionary*. New York : Oxford University Press, 1995. p, 125

- 5) Whether the items are being taught for output (speaking and writing) or just for recognition (in listening and reading)<sup>11</sup>

Harmer gives the wide explanation about some techniques for teaching vocabulary that is summarized as follows:

1) Explanation

The teacher explains the construction of language in diagram, using textbook, using board or OHP.

2) Discovery

The students can be encouraged to understand new language form by discovering them in a text or by looking for at grammatical evidence in order to work out grammar rule.

3) Check Question

The teacher can check question to see if students have understood the meaning and use in the text or paragraph.

4) Presentation

The teacher shows the things and does not present words to students, for example, picture, video and also use the mime, action, and gesture to present the words.

From the above statement, students have different abilities and encouragement from the teacher to get success in learning languages. Media and techniques come together to attract and motivate language teaching. Teaching vocabulary is an activity in which the teacher instructs learners on how to utilize terminology in everyday situations.

#### e. Assessing vocabulary

To determine the worth of a vocabulary, it is necessary to assess it. Students may review and acquire language using vocabulary assessment, giving them a leg up on the competition throughout class. "There are some aspects that have to be discussed in vocabulary," according to Harmer

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<sup>11</sup> Scott Thornbury, *how to teach vocabulary* (edinburgh:perason education limited edinburgh gate, 2002). p.75-76



"namely: word meaning (synonym, antonym, connotation, and denotation), extending word use such as idioms, word combination or collocation, and the grammar of words, which comprises noun, verb, adjective, and adverb."<sup>12</sup>

There are some techniques for vocabulary assessment, according to Ur:<sup>13</sup>

1) Multiple-choice

The taste does not need to know the words' connotations, spelling, pronunciation, syntax, or how they would be used in context; simply their denotative meaning is examined. Multiple-choice questions are difficult and time-consuming to create, but they are quick and simple to mark provided the answers are unambiguous.

2) Matching

Matching objects is quicker and easier to put together than multiple-choice questions, but keep in mind that the last option - if the learner gets all the others right - is the most evident. This difficulty can be solved by including more items in Column B than in Column A.

3) Matching

The only thing that is being examined here is whether the tasters are aware of the existence of the combination word, which implies that they are also aware of its meaning, but this fact is not being checked.

4) Odd one out

The only thing being tested is meaning, and you have no means of knowing if all of the pieces are known. But it's at least more fun to do, and it's usually simple to grade.

5) Writing sentence

The things' spelling and pronunciation are not tested, but most other aspects are. This is a bit tedious to complete and tough to grade objectively, but it does a good job of testing the teste's knowledge.

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<sup>12</sup>Jeremy Harmer, *The Practice of English Language Teaching (3rd Ed.)*, (London: Longman 2001) p16

<sup>13</sup> Vancouver, *An Exploratory Study of Mobile Collaborative Learning in Developing Regions*, (ACM Classification Keywords 2017) p 71

- 6) Dictation  
This quiz assesses meaning, spelling, grammar, and collocation to a degree. However, test may make notes on potentially acceptable items that aren't the originals or what you meant.
- 7) Dictation-translation  
This test determines whether pupils just know the meaning and spelling of words. The mother-tongue translation could be inaccurate or misleading; but, if it is a realistic equivalent, this is a very quick, easy, and convenient test to perform and check.
- 8) Gap-filling  
This quiz assesses meaning, spelling, grammar, and collocation to a degree. However, tastes may make notes on potentially acceptable items that aren't the originals or what you meant.
- 9) Gap-filling with a “pool” of answers  
This version is easier to do and mark because it tests meaning as well as grammar and collocation to some extent.
- 10) Translation  
Although translation can test all features of an object, it might be difficult to discover exact equivalents between languages, and it can also be difficult to mark.
- 11) Sentence completion  
This test has merely a denotative value, but it is 'personalized' and enjoyable to do and read.

Based on explanation, the researcher chose a Multiple Choice test for testing vocabulary with the words meaning element of synonym and antonym type. So that the answers of the learners can be readily and rapidly corrected because this test can assess objectively and the content examined can cover most of the teaching material.

### f. Kind of vocabulary

Experts discuss there are several kinds of vocabulary, Thornbury explained that one of them is word classes, they fall to one of eight word classes : nouns, pronouns, verbs, adjectives, adverb, prepositions, conjunction, determiner.<sup>14</sup>

- 1) A verb is a word that can be used with a subject to form a clause. A clause's verb is usually made up of an auxiliary verb plus an infinitive or participle.  
Will cook, for example. The majority of verbs are used to describe acts, occurrences, or states.
- 2) Nouns are most commonly used to refer to people or things. Proper nouns are personal names (e.g. John) and place names (e.g. Canada) that are used without articles.
- 3) Adjectives are words that are used to describe persons, things, and events. When it comes to nouns and pronouns, adjectives are used. Orange, banana, and apple are just a few examples.
- 4) Adverbs; a term such as tomorrow, once, or badly that is used to express anything. For instance, when, why, or how something occurs.
- 5) A pronoun is a word such as it, yourself, or their that is used in place of a more explicit noun or noun phrase (such as the rabbit, John's self, or the family's). When the meaning of the following noun that has been left out is included, the word pronoun can also be employed as a determiner. I'll take these, for example.
- 6) Prepositions are words such as on, off, of, and into, which are usually followed by a noun or pronoun.
- 7) Conjunction is a term that can be used to link sentences together, such as and, but although, because, when, and if which. When I have a task to complete, for example, I study.

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<sup>14</sup> Scott thornbury, *how to teach vocabulary* (edinburgh:perason education limited edinburgh gate, 2002) p3

8) The determiner is a word that appears at the start of a noun phrase. A/an, the, my, this, each, either, several, more, both are examples of determiners.

There are eight types of word classes: verb, noun, adjective, adverb, pronoun, preposition, conjunction, and determiner. In conclusion the researcher will concentrate on verbs and nouns in this study. According to the English learning material syllabus, the researcher concentrates on verbs and nouns.

### 1) Concept of Noun

Swan says that a noun is a thing's name. Meanwhile, Frank remarked that everything has a name, whether or not you can see it. It signifies that a noun is linked to the name of someone, something, an animal, or something else. For instance, Merry, the cat, the pencil, the table, and others.

From the statement above, according to the research, nouns are one of the most significant parts of speech because they may be used to refer to people, animals, objects, qualities, and abstract concepts. Some nouns, according to Frank, may belong to more than one of the kinds, they are:

#### 1. Proper noun

In writing, it starts with a capital letter. Personal names, as well as the names of geographic units such as countries, cities, and rivers, are included. Names of countries and areas, as well as names of holidays, such as (Mr. David John (personal name), Spanish (country name), and so on.

#### 2. Concrete and Abstract Noun

A concrete noun is a word for a tangible object that can be perceived through our senses (we can see, touch, and smell it) (flower, girl). An abstract noun is a name for a concept; it's a concept that only exists in our heads (beauty, justice, mankind).

#### 3. Countable and Uncountable Noun

The suffix –s can normally be used to make a countable noun plural (one girl, two girls, one book, two books). In

plural, an uncountable noun is not utilized. There are words for undivided quantities of concrete objects (iron, sugar, sand, soil).<sup>15</sup>

Based on statement concept on noun it is used to name living things, nonliving objects, and even abstract things. There are seven different types of nouns: proper nouns, concrete nouns, abstract nouns, countable and uncountable nouns, collective nouns, and common nouns.

A proper noun is a singular noun with a capital letter in front of the word. This noun refers to specific things like as people's names, places, days, and institutions. Concrete nouns, on the other hand, are nouns that can be sensed with the senses. It can be seen, touched, heard, and smelled. Concrete nouns are the polar opposite of abstract nouns. Strength, weakness, and honesty are examples of abstract nouns that cannot be felt with human senses. Nouns that can be counted are known as countable nouns. The singular and plural forms of this noun are distinguished.

While a countable noun is a noun that can be calculated, an uncountable noun is the opposite of a countable noun. All nouns can be divided into two categories: proper and common. The focus of this study is solely on proper nouns, both countable and uncountable. It can be concluded that nouns are one of the most important parts of speech because they can be used to refer to people, places, plants, objects, animals, qualities, and abstract concepts. Nouns are divided into three types: proper nouns, concrete and abstract nouns, and countable and uncountable nouns.

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<sup>15</sup> Marcella frank, *Modern English a Practical Reference Guide* (new jersey; PrenticeHall,1972),p.6-7



## 2) Concept of Verb

The most difficult component of communication is the verb. The many types of sentences are determined by the varied arrangements with nouns: assertions, questions, commands, and exclamations.<sup>16</sup> a verb is also a word classification that describes an action, existence, experience, or other dynamic explanation. The types of verbs, according to Frank, are predicting or linking verbs, as well as transitive or intransitive verbs<sup>17</sup>.

### a) Predicating or Linking Verb.

The main word in predicate that indicates something about the subject is a predicating verb. The predicating word is sometimes referred to as a verb of action, as in: babies scream, she wrote, and I drove. A linking verb is a verb that expresses a lack of certainty. Copulative verb is another name for linking verb. appear, be, become, get, look, remain, seem, feel, taste, smell, and sound are the most prevalent linking verbs. For instance, the news appears to be intriguing.

### b) Transitive or intransitive verb.

A direct object is taken by a transitive verb. For instance, he is currently reading a book.

An intransitive verb, on the other hand, does not require an object. For instance, last night's train arrived late. Using a sentence to describe an event, experience, or state that has its own grammatical rule.

Based on statement concept on verb the types of verbs, according to Frank, are predicting or linking verbs, as well as transitive or intransitive verbs . A linking verb is a verb that expresses a lack of certainty. Copulative verb is another name for lining verb.

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<sup>16</sup> Marcella frank, *Modern English a Practical Reference Guide* (new jersey; PrenticeHall,1972)p.47

<sup>17</sup> Marcella frank, *Modern English a Practical Reference Guide* (new jersey; PrenticeHall,1972)p.48-49

### **g. Technique in Teaching Vocabulary**

In this research, three techniques were used to conduct research:

#### **1. Drilling**

According Harmer states that drilling is mechanical ways if getting students to demonstrate and practice their ability to use specific language items in controlled manner.<sup>18</sup> Drilling is a technique that has been used in foreign language classrooms form many years. Drilling is a technique that foreign language classes have used for years. This is a language teaching technique that emphasizes the repetition of structural patterns through speech. Drilling drills mean listening to a model, the teacher, a recording, or another student and repeating what is heard. Drilling is a technique used by many teachers when introducing new language material to students.

#### **2. Translation**

Translation has been the most widely used means of presenting the meaning of a word. According to Thornbury, translation has the advantage of being the most direct to a word's meaning.<sup>19</sup> Translation is how the meaning of the source-language text should be conveyed to the target-language readers. In other words, translation can be defined as the meaning and form in the target language derived from the decoded meaning and form of the source language.

#### **3. Memorization**

Memorization is the process of putting something into memory. This is a process carried out to store information in memory for later visual and auditory recall. According to Kelly rote memorization had long been the most popular way of learning a new word in the West, i.e., repeating or writing it out unthinkingly many times until the item

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<sup>18</sup> Jeremy Harmer, *The Practice of English Language Teaching (3rd Ed.)*, (London: Longman 2001 ) p.132

<sup>19</sup> Scott thornbury, *how to teach vocabulary* (edinburgh:perason education limited edinburgh gate, 2002) p 77

sticks.<sup>20</sup> Many language learners use memorization to learn new vocabulary words. Repeating the same word multiple times becomes ingrained in students' memories and is easier to remember.

## 2. Boggle Game

### a. Definition of Boggle Game

A game is a systematic kind of play that is usually done for pleasure or fun, but can also be used to teach. One of the games that can be used as a learning tool is the boggle game. The Boggle game, which is popular for word search activities, is one of the games that teachers can use to help students learn vocabulary. Boggle is a type of board game. This is a game in which you must select or arrange random words. Boggle is similar to a word search game.

According to Toma et al "Boggle is a word game in which players join letters in a 4x4 grid to form words. The person who finds the longest word wins the game."<sup>21</sup> Boggle games are often square or rectangular in design, with the letters of words arranged inside the box. Participants were required to identify as many English words as possible by linking adjacent letters in each problem, which featured a 4x4 grid of letters. According to Caputo and Dunning stated that "Boggle is a word game with concealed words. Participants were instructed to identify as many English words as they could by connecting adjacent letters in each puzzle, which comprised a 4 by 4 array of letters. The duties of boggle were explained to the participants, along with a few instances. Words can only be made from adjacent letters, according to the guidelines. To spell a word, letters must join in the correct sequence, but they can also join horizontally, vertically, or diagonally to the left, right, or up-and-down.

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<sup>20</sup> P. Kelly, ( A dual approach to FL vocabulary learning: the conjoining of listening comprehension and mnemonic practices. Unpublished PhD dissertation. Universite Catholique de Louvain.,1985)p

<sup>21</sup> Toma, Alexandru, Dascalu, Dessus, & Matu, *Semantic Boggle: A Game for Vocabulary Acquisition*, (Springer International Publishing2017) . p. 607

Within a single word, however, no letter cube may be used more than once. The words had to be at least three letters long, and participants had three minutes to complete each problem<sup>22</sup>. Boggle game is known as a word search game. Words must be found using neighboring letters, which can be found in any direction on the board, including up, down, sideways, and diagonally.

The goal of this problem is to identify and label all of the hidden words in the box; the letters can be labeled in any orientation. Boggle, often known as words search, is a game in which players connect at least three letters with a line to form a word. According to Turoffin in cited as Hutabrata and Juliana the letters could be marked in any directions.<sup>23</sup> Boggle game or word search game is a game where the players link at least 3 letters with line to make a word.

The researcher can conclude from the foregoing explanation that in the word game Boggle, players put letters together in a 4x4 grid to make words. A word search game is called Boggle. In the game of Boggle, also referred to as words search, players connect words made up of at least three letters with a line. In the game of Boggle or word search, participants connect at least three letters to a line to form a word.

### **b. Kind of Boggle Game**

There are 2 kinds of boggle games, mainly boggle board and semantic boggle.

First Semantic Boggle is the grid is populated with semantically-related words, starting from a given word. According to Toma et al, The user creates words by picking letters from the 4 x 4 grid in Semantic Boggle, a simple web application. In order to calculate a semantic similarity score, the current word is submitted to the ReaderBench web server

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<sup>22</sup> Caputo & Dunning, *What you don't know: The role played by errors of omission*, (Journal of Experimental Social Psychology 2004) p. 5.

<sup>23</sup> Siska Juliana Hutabarat and Juliana, *Improving The Students' Ability In Vocabulary Mastery Through Boggle Game*, (Jurnal FISK, Vol. 1 No. 1 2020) p.193

together with the seed. The original score is then multiplied by this new value<sup>24</sup>. Checked words appear in the list under Used Words and are highlighted based on their similarity to the seed, making it easy to keep track of the words that have been used. This semantic boggle finds similarities with words that appear in the list, the words used can be tracked based on similarities, with a different score rating with the board boggle game.

Second a board game, played for fun, but it can be added educational value by looking for specific words or relations between words. While Dickman stated that boggle board is defined to be a 4x4 array letters, where words are formed by tracing paths from letter to adjacent (i.e., horizontal, vertical, diagonal) letter, with the one caveat that the same entry cannot be used more than once.<sup>25</sup> Finally, Boggle like game is one in which the goal is to find Boggle words on a Boggle board. when discussing words within a given board we will use majuscules (i.e., capital letters).

From the two kinds of boggle game above, the researcher chose board game because the board game determines adjacent words (adjacent (that is, horizontal, vertical, diagonal). If the learners can find the word, they will get a score. The more words will show a higher score. In addition, boggle board is also easy and effective to apply in teaching and learning process.

### c. Advantage of Boggle Game

A game can be a useful tool for teaching vocabulary. According to Thornbury (2002), useful games are ones that encourage students to recall terms quickly and consistently. The game's entertaining element may aid in the memorization of words.<sup>26</sup> As a result, there are various advantages to playing

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<sup>24</sup> Toma, Alexandru, Dascalu, Dessus, & Matu op.cit p 608

<sup>25</sup> Benjamin Dikman ( *Problem Solving Strategies in Boggle-Like Game*. Word Ways2013 ). p. 66

<sup>26</sup> Scott thornbury, *how to teach vocabulary* (edinburgh:perason education limited edinburgh gate, 2002) p 77



Boggle games. Boggle games are a form of game that is unique in its own right and has a significant impact on children's mental health. According to Fauziah stated that:

- 1) Improvement in meaning aspect. They easily retain the words used to describe people, especially nouns and adjectives, thanks to the boggle game. In order to win this game, students must repeat the phrases they have discovered and pass them on to their partners.
- 2) Improvement in spelling aspect. The link the letters task in the boggle game helps children improve their spelling. During the game, pupils must connect letters with lines one by one.
- 3) Boggle game is a game that is full of rules. Children are taught to be disciplined, to follow rules, and to act in an honest manner.
- 4) Boggle games are usually played by more than one player. As a result, it has taught youngsters how to interact socially, collaborate, and negotiate through role play.
- 5) Boggle game is good at sharpening the brain or mind. As a result, it is beneficial for improving focus and memory, problem-solving, creative thinking, critical thinking, and decision-making.
- 6) Boggle games are trained for strategic thinking. It means that in order to gain the most value out of the words produced, this game necessitates proper thought and strategy. Choosing how to arrange the letters available to produce high-value words is one of them.<sup>27</sup>

Based on the above explanation, the researcher may infer that the benefits of this Boggle game can help students develop discipline in following rules, behaving honestly, and improve their understanding of meaning and spelling so that they can easily retain and spell language. Not only that, but this game can encourage students to interact socially and collaborate with their peers, allowing them to sharpen their brains or smart

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<sup>27</sup> Fauziah, *The Use of Boggle Game to Improve Students Vocabulary in Writing Descriptive Text*, (Pontianak: University Tanjungpura Pontianak. 2018) p. 7

minds by practicing concentration and memory, solving issues, thinking creatively, critically, and making decisions about learning tactics.

#### **d. Disadvantage of Boggle Game**

Boggle games have several disadvantages when it comes to teaching and learning. Teacher require more time, energy, money, and preparation than learners. The activity operates smoothly because the teacher has to prepare. Teacher must also utilize their creativity to create a boggle game that is good for their learners.

The teacher will also require additional time to explain the instructions and play the game to ensure that the learners fully comprehend the game's instructions. The teacher will also require additional time to explain the instructions and play the game to ensure that the learners fully comprehend the game's instructions. There are many disadvantages of using board game in the classroom.

- 1) The rules for each board game are different. As a result, learners will most likely play by the old or standard rules, which will cause the game to go far longer than it should.
- 2) there is player elimination in board games. Players that lose or have bad luck may be thrown out of the game early.
- 3) playing board games is far too reliant on chance. Simply throw the dice, and the number that faces up determines how many steps the participants should take. This could result in the game being wins and loses.

#### **e. Activity in Using Boggle Game**

Several activities to play the Boggle game according Vancouver stated that the game consists of four steps, which are as follows:<sup>28</sup>

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<sup>28</sup> Vancouver, *An Exploratory Study of Mobile Collaborative Learning in Developing Regions*, (ACM Classification Keywords 2017) p. 4.

- 1) choose the difficulty level and lesson number,
- 2) make words on the Boggle board,
- 3) scoreboard, entering the winning team name, watching the top scorers list,
- 4) suggestion words

In conclusion, from all the steps above the researcher informulate the steps of teaching by using boggle game as follow:

- 1) The reseacher creates a 8x6 board with random words written in capital letters, limited time 10 minutes and splits the students.
- 2) Students are given instructions on how to play the Boggle game.
- 3) The researcher informs students about the game's topic, after which they are asked to find as many English words as possible by connecting adjacent letters by tracing the path from letter to letter horizontally, vertically, or diagonally, left, right, or up and down.
- 4) The winning is the one with the most words. In this activity, the teacher will function as a facilitator.

#### **f. Procedure of Using Boggle Game in Teaching Vocabulary**

pre activity

1. Greeting.
2. Pray.
3. Teacher takes students attendance.
4. Brain stroming.
5. The teacher discussed the previous material.

while activity

1. The teacher gives procedure text material.
2. The teacher explains the structure and characteristics of the procedure text.
3. The teacher gives examples of procedure text to students.
4. The teacher asks students to analyze the nouns and verbs in the procedure text together.
5. The teacher distributes boggle games and asks students to find vocabulary in a set time.

6. The teacher asks the students to read the word that the students fill in the boggle and asks the students to translate the word.

#### Post activity

1. The teacher discusses the results of the students' work together.
2. The teacher gives scores to the students.
3. The teacher explains the material that will be studied in the next lesson.
4. Pray.

### 3. Flash Card

#### a. Definition of Flash Card

Flashcards are one of the media that teachers and educational practitioners can use to teach new vocabulary to foreign language students, particularly young students. Many topics can benefit from the use of flashcards to teach and learn English vocabulary. Using teaching aids is one approach for assisting the teacher in teaching vocabulary to the learners. Flashcard is a card with a picture. Flashcards are useful as a tool and can be used in various learning activities. It is the most widely utilized teaching tool in language classes.<sup>29</sup> Flashcards, he claims, are a simple visual aid consisting of a picture on a card or piece of paper.

Flash cards are an extremely useful tool for studying vocabulary with students of all ages, and a teacher can use them in a variety of activities and games. The use of flashcards to teach vocabulary is both amusing and effective. Flashcards are smaller cards that we can hold up for our learner to see, according to Harmer.<sup>30</sup> Learners can easily use flashcards because flashcards are easy to understand and carry anywhere.

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<sup>29</sup> Cross D, *A Practical Handbook of Language Teaching*,( Hertfordshire:Prentice Hall International (UK)1992 ) p.119

<sup>30</sup> Jeremy Harmer,*The Practice of English Language Teaching (3rd Ed.)*,(London: Longman 2001 ) p.132

So that learning to use flashcards is not only used in class, but outside the classroom it can also be used. Flashcards can be used for a variety of purposes, including illustrating word meanings and practicing word recognition. Baleghizadeh and Ashoori say, is a piece of cardboard with a single picture, word, or text on it. In the classroom, flashcards are excellent for presenting new words. It can be classified by type and class, such as flashcards of places, modes of transportation, human features, and tools.<sup>31</sup> According to Broughton et al, a cue card or flashcard is a card with writing or graphics held by the teacher for a short period of time and used to elicit an oral or written response from learners. Furthermore, a flashcard is a teaching device that can be used in the teaching and learning of a language, particularly for the teaching of vocabulary. It is the most often used teaching medium in language classrooms, and it can comprise a single word, a sentence, or a simple graphic, and it can be classified according to its classes.

In conclusion, pictures have been utilized to aid students in learning many components of a foreign language for a long time. Images can help learners learn by motivating them, explaining the subject, and illustrating the overall concept of language. Flashcards are graphic cards that can assist students absorb the subject, which is especially important in this study because it focuses on vocabulary development in a fun way for junior high learners. Additionally, rather than bringing the real object into class, it is good for teachers to impart terminology via flash cards or photos.

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<sup>31</sup> Baleghizadeh and Ashoori, *the Impact of Two Instructional Techniques on EFL Learners' Vocabulary Knowledge: Flash cards versus (Word Lists)*. MEXTESOL Journal, Volume 35, Number 2, 2011) p4



### **b. Kind of Flash card**

Kind of flashcard according to Haycraft there are two types of flashcard:<sup>32</sup>

#### 1. Word card

A word flashcard is a card with a printed word on it. This flashcard is useful for students to practice word order in a sentence. The cards can be placed on the class board at random, and the teacher can then ask the students to arrange the cards in an orderly statement.

#### 2. Picture card

This sort of flashcard is ideal for introducing and practicing vocabulary with kids. Students can use picture flashcards to help them recognize verbs in motion and improvise in a discussion. Picture flashcards should be visually appealing and large enough for the entire class to see what's on them.

From that theory, the researcher concluded that there are two types of flashcards. The first is a word card, which is a card that contains the word, and the second is a picture card, which is a card that contains a picture.

### **c. Advantages of Flashcard**

The benefit of flashcards is to make it easier for students to understand student vocabulary. Flashcards can attract students' attention in class. Not only makes students feel interested but also can motivate students. As a result, employing media such as flashcards to introduce new vocabulary to children might be an excellent approach for the teacher to do so. It has become one of the most extensively utilized teaching aids in the language teaching and learning process because it is simple to manufacture, engages students in classroom activities, and creates an enjoyable learning atmosphere for students. Using flashcards can help learners remember the form and meaning of the words. It aids in making teaching and learning more

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<sup>32</sup> John haycraft, an introduction to english language teaching, (new york : longman) p.47

interesting for students and draws their attention to classroom activities.

According to Lewis, there are certain benefits to using flashcards. The following are the details:

- 1) Flashcards are inexpensive. Teachers can create their own flashcards without having to purchase expensive gear. It's possible that it's the cheapest object that can be utilized in vocabulary instruction.
- 2) Flashcards are portable. Because flashcards are lightweight and readily transferred from one class to another, teachers can bring as many as they wish to the classroom.
- 3) Flashcards can be used in a variety of situations. This tool is really beneficial in any subject. This can assist the teacher in teaching vocabulary as well as the students in acquiring and memorizing vocabulary in English when learning a foreign language.

Based on the benefits listed above, flashcards are an effective way to assist students enhance their vocabulary mastery by engaging and motivating them to participate in the teaching and learning process. It draws them in to pay greater attention in class, encourages them to participate, and puts them at ease as they study. When teaching vocabulary, using flashcards can help pupils remember the form and meaning of the words. Even if the teacher intends to utilize it on a regular basis, it is not tedious.

#### **d. Disadvantages of Flashcard**

The disadvantages of flashcards include the necessity to organize a large number of flashcards by topic.

- 1) the teacher must first organize the content and select a good term. Flashcards, on the other hand, necessitate significant consideration and planning ahead of time.
- 2) The teacher must be willing to spend her free time at home, as well as provide appropriate materials.

- 3) the teacher will have to spend a significant amount of money on supplies such as colorful pens, pencil cards, and other items, which are all pricey nowadays.

Students have been well-trained to think quickly on their own. For example, when the teacher shows the students the flashcards, the teacher will give them a very limited amount of time because the students are watching the picture and must respond spontaneously and simultaneously. Because the learners see the thing that is drawn directly, it is simple to grasp, recall, remember, commit, and avoid misunderstanding.

#### e. Activity in Using Flashcard

There are various activities in teaching vocabulary with flashcards that can be used in vocabulary mastery, according to Muh. Rijalul Akbar<sup>33</sup>:

- 1) Flash, this activity involves quickly flashing flashcards to introduce and revise new vocabulary, and then having students identify the words on the flashcards.
- 2) Slowly-slowly, close the flashcards and progressively disclose them, with the pupils recognizing the picture as soon as they see it.
- 3) What's missing? Ask students to repeat the words on the board, then ask them to close their eyes while the teacher removes one flashcard, then open their eyes while the teacher asks them, "What is missing?" so students can recall which flashcard is missing.
- 4) Magic eyes, Place six or more flashcards on the board in a row and ask students to repeat the word in a rhythmic manner, then remove the first flashcards and continue in the same rhythmic manner, then remove the second flashcards and continue in the same rhythmic manner until the final flashcards are removed. This activity helps pupils improve their memory by using a word representation graphic.

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<sup>33</sup> Muh. Rijalul Akbar, *flashcard sebagai media pembelajaran dan penelitian*, (sukabumi:haura utama,2022)p.56-65

- 5) Lip reading, place some flashcards on the board, then say one of the flashcards aloud without making a sound. Students will guess the word based on the teacher's lip movement.
- 6) Flashcards riddles, if you put several flashcards on the board and describe a feature of a picture, the kids will figure out what the teacher is talking about.
- 7) Flashcard group, Students should be divided into small groups and given names based on flashcards, then given instructions by mentioning their name group so that students would pay attention or listen to the teacher's instructions.
- 8) Hand on heads, Divide the students into two groups and give each group three or more flashcards. Next, say a word that belongs to one of the categories and have them answer by putting their hands on their heads.

**f. Procedure of using flashcard in teaching vocabulary**

pre activity

1. Greeting.
2. Pray.
3. Teacher takes students attendance.
4. Brain stroming.
5. The teacher discussed the previous material.

while activity

1. The teacher gives procedure text material.
2. The teacher explains the structure and characteristics of the procedure text.
3. The teacher gives examples of procedure text to students.
4. The teacher asks students to analyze the nouns and verbs in the procedure text together.
5. The teacher distributes flashcards and asks students to memorize the vocabulary on the flashcards.
6. The teacher asks students to close their eyes and take flashcards randomly.
7. The teacher asks what word is missing on the flashcard.
8. The teacher asks students to translate the words on the flashcard.

#### Post activity

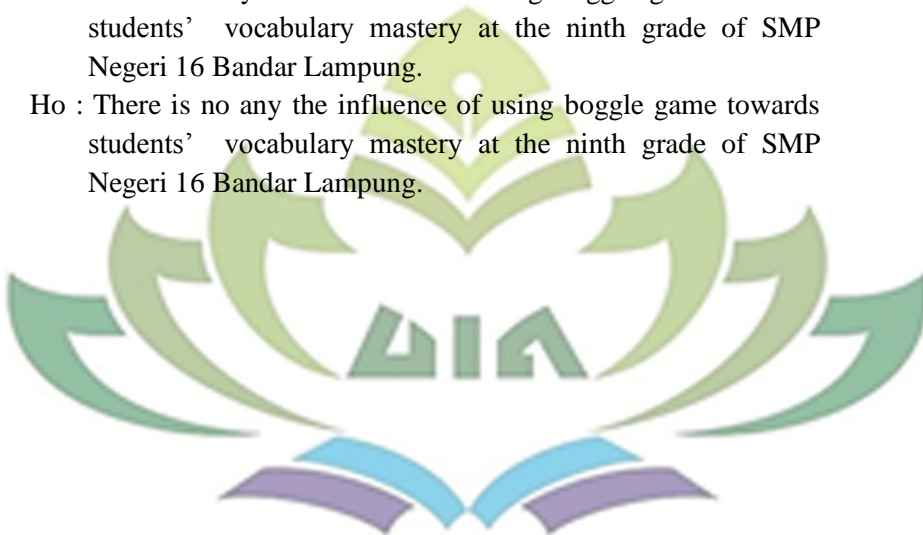
1. The teacher discusses the results of the students' work together.
2. The teacher gives scores to the students.
3. The teacher explains the material that will be studied in the next lesson.
4. Pray.

#### **B. Hypothesis**

Based on the theories and explanation above, the researcher formulates the hypothesis as follow :

Ha : There is any the influence of using boggle game towards students' vocabulary mastery at the ninth grade of SMP Negeri 16 Bandar Lampung.

Ho : There is no any the influence of using boggle game towards students' vocabulary mastery at the ninth grade of SMP Negeri 16 Bandar Lampung.



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