

**UTILIZING BOARD RACE GAME TO INCREASE TWELFTH GRADE
STUDENTS' INTEREST IN LEARNING ENGLISH
AT MA DDI BARUGA**



SKRIPSI

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Skripsi yang berjudul, “**Utilizing Board Race Game to Increase Twelfth Grade Students’ Interest in Learning English at MA DDI Baruga**”, yang disusun oleh saudari Rima Sufriadi, NIM : 10256121005, Mahasiswa Program Studi Tadris Bahasa Inggris pada Jurusan Tarbiyah dan Keguruan Sekolah Tinggi Agama Islam Negeri Majene, telah diuji dan dipertahankan dalam sidang Munaqasyah yang diselenggarakan pada hari Selasa, 26 Agustus 2025, dinyatakan telah dapat diterima sebagai salah satu syarat untuk memperoleh gelar Sarjana Pendidikan (S.Pd) pada Jurusan Tarbiyah dan Keguruan Sekolah Tinggi Agama Islam Negeri Majene, dengan beberapa perbaikan.

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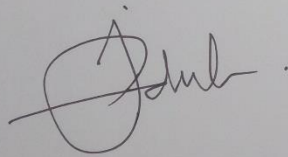
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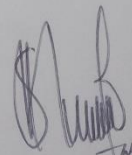
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ABSTRACT

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This study was conducted to address the critical issue of low interest in learning English among Twelfth-grade students at MA DDI Baruga. Preliminary observations indicated that many students showed a significant lack of enthusiasm, attention, and active engagement during English lessons. Therefore, this research aimed to examine the effect of the utilization of the Board Race Game an interactive media to increase students' interest in learning English in grade XII at MA DDI Baruga. The research employed a pre-experimental method with a one-group pretest–posttest design to measure the changes before and after the treatment. The population of this study consisted of 136 twelfth-grade students, and a sample of 30 participants from class XII-3 was selected using a total sampling technique. Data were collected through a structured learning interest questionnaire consisting of 15 statements covering four key indicators namely feeling of pleasure, enthusiasm, attention, and engagement.

The results revealed that the students' mean score increased significantly from the initial level of the final assessment, with a mean difference of 14,16 points, representing a 20 % improvement. Specifically, the attention indicator consistently showed the highest level in both tests, supporting Safari's (2005) theory that high interest centers students' Psychic energy on the learning object. Statistical analysis using a paired t-test yielded a significance value of 0.001 ($p < 0.05$), indicating that the Board Race Game can be utilized as a dynamic alternative strategy for teachers to overcome student boredom and create a more active, competitive, and enjoyable learning environment in the classroom.

Keywords: Board Race Game, learning interest, English learning, vocabulary, Twelfth Grade students

CHAPTER I

INTRODUCTION

A. Background Research

Education is a process that helps humans to develop the ability to face various problems and changes. It improves individuals' quality of life and prepares them for social, economic, and political changes (Indy et al., 2019). Therefore, an effective learning process is key to achieving these educational goals.

Learning is a process involving students and teachers that supports successful learning. Effective learning is characterized by meaningful activities and students' understanding of the competencies they are achieving. Teachers must design lessons that trigger students' interest in the presented material (Idris, 2016). Various factors influence the learning process, including teachers, students, facilities, media, and the environment (Rohman, 2013).

Classroom learning needs to be designed to create a comfortable and enjoyable atmosphere to prevent students from getting bored. Since each subject matter has varying difficulty levels, an appropriate approach is required to maintain students' interest. According to Kustandi and Darmawan (2020), quickly mastering material is challenging for students, especially if the learning process is not engaging. Monotonous delivery of material tends to cause students to lose interest in learning, which ultimately affects their engagement and understanding during the learning process.

Various efforts are needed to create a learning process that stimulates student interest and involvement. An active, fun approach that aligns with learners' characteristics can increase interest in learning. Students who feel emotionally and intellectually engaged in learning are more likely to understand and retain the presented material. According to Safari (2005), high interest in learning makes children want to learn without feeling burdened. This ultimately leads to optimal learning outcomes. Thus, learning designed with students' interests in mind has the potential to create a more effective, meaningful learning experience.

Interest is a natural psychological force that makes students focus, participate actively, and keep working toward their learning goals (Safari, 2005). Interest can be defined as a consistent tendency to experience happiness, curiosity, and engagement in voluntary activities, including learning. Students with a high interest in learning tend to pay closer attention, are more motivated to understand the material, and are more driven to continue developing. According to Nurhasanah and Subandi (2016), interest in learning is reflected through four primary indicators: feeling of pleasure, enthusiasm, attention, and engagement. Therefore, increasing students' interest in learning is essential to creating an effective and meaningful learning process.

The researcher conducted observations at the MA DDI Baruga, specifically in class XII-3, which has problems regarding students' learning interest. Observations are conducted by giving assignments, discussions with students, and giving formative tests. The observation results show that out of 30 students:

Table 1. 1 Observation results

Formative Test	Assignment 1	Assignment 2
12 students passed	10 students passed	11 students passed
16 students did not pass	2 students did not pass	19 did not collect
2 did not participate	18 students very low	

In addition to the data above, researchers also obtained confirmation from students, who admitted that some of them were remarkably uninterested in learning English. The data indicate that students exhibit minimal interest in autonomous practice despite adequate theoretical understanding. This emphasizes the urgency of using a game-based approach to bridge the gap.

An alternative approach to fostering students' interest in learning is through interactive, engaging educational games. In this context, the Board Race Game can help students improve their vocabulary in a fun learning environment. The game is a form of game-based learning that emphasizing active, competitive learning experiences. Based on these considerations, the researcher is interested in conducting a study entitled " Utilizing Board Race Game to Increase Twelfth Grade Students' Interest in Learning English at MA DDI Baruga."

B. Research Problem

Based on the background described above, the research problem is: Can the utilization of Board Race Game increase the interest of class XII-3 students in learning English?

C. Research Objective

The researcher aims to determine whether the utilization of the Board Race

Game in learning English subjects can increase the learning interest of class XII-3 students at MA DDI Baruga.

D. Research Significances

In this study, the researcher provides theoretical and practical significance.

1. Practical Significance

- a. Provides teachers with an alternative method to enhance students' interest in learning English.
- b. Helps students overcome boredom in conventional learning methods.
- c. Demonstrates implementation of active game-based learning.

2. Theoretical Significance

- a. Enriches game-based learning research in the Indonesian context.
- b. Delivers quantitative data on the utilization of Board Race Game.

3. Methodological Significance

Serves as a reference for simple experimental designs in similar studies.

E. Research Scope

This study focuses exclusively on Class XII-3 students at MA DDI Baruga during the 2023/2024 academic year. It examines the impact of the Board Race Game on English vocabulary learning interest, measured through pre-test and post-test questionnaires and classroom observation. The intervention consists of 4 sessions using teacher-designed game materials, excluding other language skills.

CHAPTER II

LITERATURE REVIEW

A. Previous related Research Findings

Based on the result of previous studies, the researcher identified several relevant works related to the current research, including the following:

1. Research by Nur Aisah et al. (2024), titled '*Development of Board Games to Increase Students' Interest in learning*'. The study developed a Monopoly-style board game as a learning medium to enhance fourth-grade students' engagement with cooperation concepts at SDN 229 Palembang. Utilizing the ADDIE model, the study produced a product evaluated as highly valid (83%), practical (89.3%), and effective (88.9%). The trial results showed significant improvements in student participation and subject mastery, highlighting the potential of board games as interactive educational tools. These findings align with the broader pedagogical strategy of integrating play-based learning in elementary education.
2. Research by Syaputra et al. (2024) conducted a systematic literature review using the PRISMA method to analyze the effectiveness of the Board Race Game in students' vocabulary mastery. Based on a review of 10 national journal articles, this study concluded that: (1) Board games have a significant impact on vocabulary memorization (large effect size); (2) The board race method improves students' vocabulary mastery by 18-25% compared to conventional methods; (3) There was a 22% increase in verbal

memory ability among students using this time; (4) Game variations such as Pictionary and Touch-and-Go proved effective with success rates of 78-85%. However, this study was limited to document analysis without direct empirical verification, which the current research complements with field experimental data in the MA context.

3. Previous research by Tampubolon et al. (2023) conducted an experimental study examining the effect of Board Race Game on vocabulary achievement among seventh graders, involving 40 students divided into experimental (game-based learning) and control (conventional) groups. The results showed the experimental group's vocabulary scores increased significantly from 61.4 (pre-test) to 76.9 (post-test), outperforming the control group's improvement (59.3 to 71.8), with statistical confirmation ($t=2.961 > t\text{-table}=1.686$ at $\alpha=0.05$). While effectively demonstrating the game's impact on vocabulary acquisition through pre-post testing (50 multiple-choice items), the study did not examine its effect on learning interest – a gap addressed in the current research focusing on high school students' interest in English learning.
4. In a pre-experimental study, Nurdina et al. (2021) demonstrated the efficacy of the Board Race Game in enhancing vocabulary acquisition among junior high school students as measured through pre- and post-test assessments. The results indicated statistically significant improvements in verb knowledge (increasing from 45.25 to 78.5) and adverb comprehension (rising from 42.75 to 69). Statistical analysis using t-tests confirmed these

gains were significant ($t = 11.62$ and $13.72 >$ critical value of 2.093 , $p < 0.05$). While the study primarily focused on cognitive outcomes, qualitative reports from students suggested the intervention also positively influenced affective domains, with participants describing the learning process as more enjoyable.

This study aligns with prior research by Tampubolon et al. (2023) and Nurdina et al. (2021) in its employment of the Board Race Game as a pedagogical tool and implementation of quantitative methods (pre-test/post-test design). However, three critical distinctions emerge: (1) a principal focus on investigating learning interest (affective domain) via standardized questionnaires rather than lexical acquisition (cognitive domain); (2) the distinctive MA/pesantren context necessitating culturally sensitive game modifications; and (3) an exclusively quantitative methodology, contrasting with previous mixed-methods approaches. Whereas extant studies documented 18-25% vocabulary proficiency enhancements, this research evaluates explicitly the intervention's efficacy in fostering intrinsic motivation within Islamic educational environments, thereby bridging a theoretical gap concerning game-mediated affective outcomes in religious pedagogy.

B. Some Pertinent Ideas

1. Board Race Game

a. Definition of Board Race game

Board Race Game is a fun and interactive educational game designed to help students review and reinforce vocabulary that has already been

taught, either from the current or previous lessons. According to Octaviani, Handayani, and Hamer (2019), Board Race Game is “*a fun way for students to practice their English while enjoying some competitions,*” and it is commonly used to revise vocabulary in an engaging manner. Syaputra et al. (2024) also described it as a strategy to create a dynamic and enjoyable learning environment, where students write vocabulary items on the whiteboard in teams while competing under time pressure. This game is typically played in groups, where students take turns completing vocabulary tasks. Its competitive nature not only enhances engagement but also encourages active participation and motivation. With these characteristics, Board Race Game is considered an effective instructional strategy, particularly for enhancing vocabulary acquisition in English language learning.

Board Race Game have been proven to effectively increase students’ interest in learning. As a form of game-based learning (GBL), Board Race Game create a fun, interactive learning environment that allows students to participate actively in the learning process (Putri & Anggapuspa, 2023). In the context of language learning, Board Race Game can be used to develop language skills and expand vocabulary through engaging game mechanics.

According to cognitive learning theory, Board Race Game promotes meaningful learning by involving three main aspects: (1) processing information by linking new concepts with prior knowledge, (2) solving problems through game challenges, and (3) reinforcing memory through

natural repetition during gameplay (Hascan & Suyadi, 2021). These cognitive processes occur naturally as students interact with game elements, making learning more contextualized and memorable.

Besides cognitive benefits, Board Race Game promote character development by promoting teamwork, sportsmanship, honesty, and self-confidence. These values emerge naturally through social interactions during gameplay (Sapulette & Pakniany, 2019), supporting academic achievement and the development of essential social-emotional skills.

b. Game Mechanics and Variations

Board Race Game is a learning activity that combines movement, competition, and vocabulary mastery in an engaging format. In this game, the teacher prepares a set of words or sentences related to the learning material and writes them on the board or provides them in other forms. Students are divided into small groups and take turns writing answers on the board within a limited time. The group that writes the most correct answers in the shortest time becomes the winner.

The mechanism of Board Race Game can be adapted into several variations. For example, in the “word recall” variation, students write down as many vocabulary words as they can remember from the material provided. In the “fill in the blank” variation, they complete missing words in sentences or texts displayed on the board. Another variation is “translation race,” where students translate words from one language to another. Finally, the “word chain” variation challenges students to write

words starting with the last letter of the previous word. These variations not only maintain the excitement of the game but also target different aspects of vocabulary mastery and language use.

c. The relationship between Board Race Game and Game-Based Learning (GBL)

Game-Based Learning (GBL) is a learning approach that integrates game elements into the learning process to achieve specific educational objectives (Huyen & Nga, 2003). The characteristics of GBL include having clear learning goals, structured rules, active student participation, immediate feedback, and healthy competition (Putri & Anggapuspa, 2023). Through the implementation of GBL, students are engaged not only cognitively but also affectively and psychometrically, making the learning process more enjoyable and meaningful (Wright et al., 2006).

Board Race Game is one form of GBL implementation because it possesses these characteristics. In Board Race Game, students are actively involved both physically and mentally, follow clear rules, and participate in competitions that encourage teamwork. This game also provides direct feedback through the scores obtained during the game, allowing students to know their performance in real time.

Several studies have shown that the use of GBL can increase students' interest and engagement in learning. Putri and Anggapuspa (2023) explained that interactive games such as Board Race Game create an enjoyable learning atmosphere, motivate students to participate actively,

and reduce boredom in the classroom. Meanwhile, Wright et al. (2006) emphasized that games in language learning can encourage students to be more focused, motivated, and actively engaged.

Therefore, the application of Board Race Game in this study is expected to increase students' learning interest. In addition to providing an enjoyable learning experience, this game facilitates learning through positive social interaction and contextual vocabulary practice in the classroom.

d. Benefits of Board Race Game

The use of Board Race Game in the classroom is relevant for increasing students' interest in learning. This is because it creates a learning atmosphere that is interactive and competitive while still focusing on the learning objectives. The game allows students to actively participate, move, and think quickly, which helps reduce boredom during lessons. Furthermore, its competitive element encourages students to focus, collaborate, and engage more deeply with the material. As stated by Nur Aisah (2024), interactive games like Board Race Game can foster enjoyment and motivation, leading to increased interest and better learning outcomes.

According to Afifah and Sulaeman (2023), the Board Race Game functions as an instructional medium that creatively and innovatively facilitates enjoyable, active, and educational learning experiences. Integrating the Board Race Game into the learning process enhances students' cognitive engagement and fosters emotional and social

involvement, creating a more dynamic and meaningful learning environment. Furthermore, the game's competitive and interactive nature contributes to increased learning interest and supports the development of critical thinking skills and collaborative competencies among students.

In addition to these findings, the researcher believes that the Board Race Game holds significant potential for creating a fun, interactive, and meaningful classroom atmosphere. Putra et al. (2020) state that games such as the Board Race Game can encourage active student engagement, enhance logical thinking skills, and present learning materials in a more structured and accessible way. Similarly, Wulandari et al. (2023) emphasizes that the use of the Board Race Game increases learning interest, facilitates classroom activities, and supports effective learning through positive interactions between students and the subject matter.

The Board Race Game offers several unique advantages. Its social components stimulate discussion and authentic vocabulary use. The competitive elements boost student engagement, while the visual and kinaesthetic aspects accommodate various learning styles (Felder & Silverman, 1988). Research by Lee (2021) shows that implementing the Board Race Game can improve vocabulary retention by up to 40% compared to traditional methods. Similarly, Wu et al. (2020) found that students learning through the Board Race Game demonstrate higher interest levels and more active use of newly acquired vocabulary.

In vocabulary learning, the Board Race Game is designed to

incorporate various principles of vocabulary acquisition. It promotes deep cognitive processing through picture-word associations and contextual vocabulary in sentence construction. The vocabulary repetition across different levels of the game aligns with the principles of spaced repetition. Furthermore, the game's blend of competition and collaboration creates a low-stress, high-challenge environment that reduces language anxiety while enhancing learning interest.

Therefore, the researcher proposes implementing vocabulary learning through a game-based medium by adapting the Board Race Game to the context of vocabulary acquisition. This approach, called Board Race Game in Vocabulary Learning, integrates competition, spaced repetition, and contextual word usage within an engaging, student-centered learning environment.

e. Board Race Game and Vocabulary Learning

Board Race Game is an effective educational game for teaching English vocabulary. In its implementation, students are divided into groups and take turns writing vocabulary words on the board based on categories or instructions given by the teacher. This activity can be adjusted to suit the material taught, such as procedure texts, narrative texts, or various English expressions.

Hukom (2021) states that Board Games can be an alternative and effective strategy in vocabulary instruction. They create an enjoyable learning environment and encourage students to be active in the classroom.

In addition, research shows that the use of Board Games has a positive impact on vocabulary mastery through direct student involvement in the learning process.

This game encourages students to recall previously learned vocabulary and apply it in a competitive and collaborative atmosphere. It promotes active repetition of vocabulary, strengthens memory, and increases students' overall engagement in the learning process.

2. Learning Interest

a. Definition of Learning Interest

Learning interest is an essential factor that various elements can influence. Some studies show that certain factors can affect students' interest in learning, both in religious education and other subjects such as English. Research by Mustafa and Salim (2012) found that student interest in learning can be influenced by situational and individual factors.

A similar concept can be applied to English language learning, where factors such as parental influence, the role of the English teacher, and the diversity of learning styles also play an essential role in shaping students' interest in the subject. In general, interest in learning various subjects, including English, is influenced by similar factors. In other words, situational factors such as parental support and the role of the teacher, as well as individual factors such as initial interest and diversity of learning styles, influence how much students are interested in learning English.

Moreover, according to research by Grossnickle (2014), interest in the

context of education can be defined as a relationship between individuals and an object involving both cognitive and affective components. Interest is divided into two main types: situational interest, triggered by environmental factors, and individual interest, which lasts for a long time depending on the object. Interest is also associated with positive emotions, increased attention, and perseverance in learning.

According to a study conducted by Harefa et al. (2023), learning interest is the feeling of pleasure, curiosity, and desire to learn, which arises when they realize the benefits and goals of learning. This learning interest is believed to enhance students' learning outcomes. "Utilizing all forms of interest in classrooms may be one way to achieve such an increase" (Hidi & Renninger, 2006).

Learning interest refers to students' emotional and cognitive engagement in the learning process. It encompasses feelings of pleasure, curiosity, and interest in learning, which are triggered when students recognize the value and purpose of the learning material. This interest is critical in enhancing students' learning outcomes by fostering greater attention, persistence, and interest involvement.

b. Learning interest indicators

Students' learning interest is measured using a questionnaire distributed by the researcher to the participants. According to Safari (2005), learning interest is assessed through several indicators formulated into questionnaire statements. These indicators include:

1) Feeling of enjoyment

One of the leading indicators of students' interest in learning is the feeling of enjoyment during the learning process. Enjoyment refers to the emotional experience of happiness or satisfaction that students perceive in learning activities. Students who feel enjoyment are more likely to continue learning and participate actively.

Hidi and Renninger (2006) emphasized that enjoyment, curiosity, and focused attention play a crucial role in developing sustained interest in learning. It fosters engagement and persistence, especially when students recognize the relevance and value of the content. Similarly, Harefa et al. (2023) define learning interest as a combination of pleasure, curiosity, and the desire to learn, which emerges when students realize the purpose and benefits of learning. Therefore, enjoyment is a gateway to deeper learning engagement, as it encourages students to stay involved and motivated throughout the educational process.

2) Enthusiasm participation

Enthusiasm for participating in learning activities is critical to students' learning interest. This enthusiasm appears through eagerness to explore content, willingness to complete tasks, and emotional involvement in classroom activities. According to Pekrun & Linnenbrink-Garcia (2012), positive academic emotions such as enthusiasm enhance cognitive performance and self-regulated

learning. Schunk et al. (2014) also state that enthusiastic learners show greater effort and persistence in academic challenges, which supports long-term academic achievement.

Furthermore, enthusiasm reflects a deep affective bond with the learning process. Deci and Ryan (2000) assert that when students experience personal relevance and satisfaction in learning, their enthusiasm strengthens intrinsic interest. Skinner et al. (2009) explain that enthusiastic students are likelier to maintain focus, resist distractions, and collaborate effectively. Observing signs of enthusiasm—such as active participation, emotional energy, and verbal or nonverbal excitement—helps teachers assess students' interest states and adapt instruction accordingly.

3) Active involvement

Active involvement plays an essential role in shaping students' learning interests. Fredricks, Blumenfeld, and Paris (2004) explain that when students participate actively in learning activities—such as answering questions, discussing in groups, and completing tasks with focus—it shows that they are emotionally and behaviorally engaged. This form of engagement is a strong indicator of learning interest because it reflects a willingness and internal interest in being part of the learning process.

Hidi and Renninger (2006) also emphasize that active participation becomes more visible as students' progress from

situational to individual interest. Their model shows that students who feel personally connected to the content tend to voluntarily concentrate, contribute, and sustain involvement. In line with this, Djamarah & Zain (2013) identify active engagement as one of the characteristics of students who demonstrate high learning interest, enjoyment, and curiosity. Therefore, encouraging active involvement is a strategic way to develop and maintain students' interest in learning.

4) Focused attention

Focused attention and sustained concentration during learning activities are vital indicators of academic engagement and self-regulation. Sardiman (as cited in Fitriani et al. 2021) describes attention as the ability of students to direct their cognitive resources toward learning tasks without being distracted. This form of engagement reflects cognitive readiness and emotional investment, as students who concentrate effectively often demonstrate deeper comprehension and longer information retention. According to Posner and Rothbart (2007), attention control plays a fundamental role in academic development because it enables learners to filter irrelevant stimuli and maintain task-oriented focus.

Furthermore, attention and concentration closely relate to executive function, which supports goal-directed learning behaviour. Schunk et al. (2014) state that learners who manage their

attention efficiently are likelier to engage in self-regulated learning, resulting in higher achievement. Pekrun & Linnenbrink-Garcia (2012) add that students who experience positive emotions—such as interest or enjoyment—tend to show greater attentional control during learning, enhancing comprehension and interest. Therefore, maintaining concentration throughout the learning process is a core psychological component that supports long-term academic persistence and success.

c. Factors Influencing Learning Interest

Students' learning interest is influenced by various factors that can be categorized into internal and external factors. Internal factors originate from within the students, including learning readiness, personal drive, and feelings of enjoyment during the learning process (Slameto, 2010). Learning readiness encompasses physical, mental, and emotional conditions that support effective learning. Internal drive encourages students to actively participate, while feelings of enjoyment help maintain their attention and engagement.

External factors come from the learning environment, which include teaching methods, learning media, and classroom atmosphere (Sardiman, 2011). Varied and interactive teaching methods can attract students' attention and reduce boredom. Relevant learning media, such as educational games or instructional technology, can also enhance curiosity and engagement. In addition, a conducive classroom atmosphere—both in terms

of peer relationships and teacher-student interactions-can provide positive emotional support for the learning process.

C. *Hypothesis*

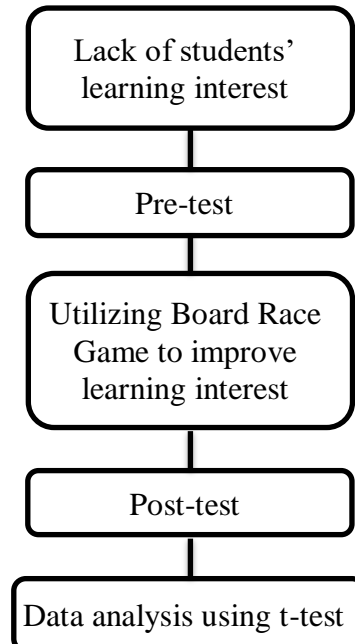
The hypothesis of the research is formulated as follows:

H₀ : There is no significant effect of utilizing the Board Race Game on twelfth-grade students' interest in learning English at MA DDI Baruga.

H₁ : There is a significant effect of utilizing the Board Race Game on twelfth-grade students' interest in learning English at MA DDI Baruga.

D. *Theoretical Framework*

The researcher designs a theoretical framework as a foundation to understand the relationships between research variable elements.

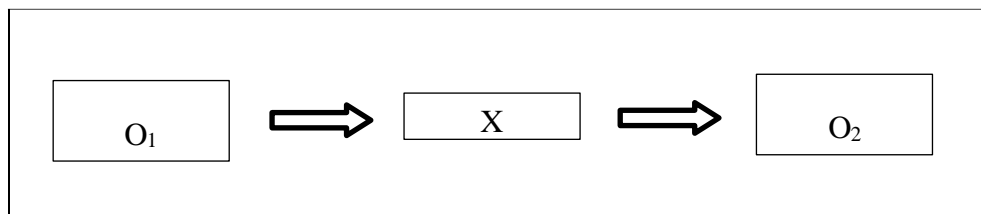


CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study employed a quantitative approach using a pre-experimental design, specifically the one-group pre-test and post-test design. The treatment effect was assessed by comparing students' learning interest levels before and after the intervention, following Sugiyono's (2017) methodology.



O1 : Pre-test administered before the treatment to measure students' initial learning interest.

X : Treatment, referring to the Board Race Game implemented during the learning process.

O2 : Post-test administered after the treatment to assess students' learning interest following the Board Race Game.

B. Population and Sample

1. Population

The population in a study refers to all individuals sharing specific characteristics relevant to the research focus. According to Fadillah (2023), a population comprises all elements- including objects and subjects- that

possess identical properties and attributes. This study's population consisted of all twelfth-grade students at MA DDI Baruga, totalling four classes with 136 students.

2. Sample

The sample in this study consisted of students from class XII-3, selected using purposive sampling, a non-probability sampling technique conducted based on specific criteria. Sugiyono (in Tarissyaa et al, 2024) states, "*Purposive sampling is a technique to choose sample based on specific considerations.*"

Class XII-3 was selected based on preliminary observations and informal interviews, indicating low student interest in learning English. This class was considered representative of the four other twelfth-grade classes, as it demonstrates similar characteristics and problems. This is consistent with the principle of purposive sampling, which aimed to select the most informative and relevant sample for the study's focus.

C. Research Variable

The research consists of two variables, the independent and the dependent variable. The independent variable is the utilization of the Board Race Game to teach vocabulary, while the dependent variable is the students' interest in learning English.

D. Research Instrument

The research instrument used in this study was a Likert scale questionnaire. It consisted of 15 statements designed to measure students' learning interest

based on four indicators: feeling of pleasure, enthusiasm, attention, and engagement (Safari, 2005). This questionnaire helped the researcher find out how much students showed interest in learning English.

According to Sugiyono (2017), questionnaires can be used in pre-experimental research when the variable studied is non-cognitive, such as learning interest. Similarly, Arikunto (2019) explains that the Likert scale is suitable for measuring affective aspects like students' interest in learning.

In this study, a Likert scale questionnaire was used to collect data on students' learning interest. It provided five answer choices: strongly agree, agree, neutral, disagree, and strongly disagree. The questionnaire also included positive and negative statements to obtain more objective responses from students.

Table 3. 1 Likert scale

Positive statement		Negative statement	
Score	Category	Score	Category
5	Strongly agree	1	Strongly agree
4	Agree	2	Agree
3	Neutral	3	Neutral
2	Disagree	4	Disagree
1	Strongly disagree	5	Strongly disagree

(Sugiyono, 2017)

The questionnaire used to measure students' learning interest was developed based on four key indicators: feelings of pleasure, enthusiasm, attention, and engagement, as presented in the following table.

Table 3. 2 Learning interest questionnaire layout

No.	Observed aspects	Statement item	
		Positive	Negative
1	Feelings of pleasure	1,2	3,4
2	Enthusiasm	6,7	5
3	attention	8,10	9,11
4	engagement	12,13,15	14

E. Validity and reliability

1. Validity

Before distributing the questionnaire, the researcher tested the validity of the instrument to ensure that every item accurately measured students' learning interest. The validity test helped confirm that the statements in the questionnaire truly reflected what was being studied. To analyze the validity, the researcher used the Pearson Product Moment correlation through the SPSS version 27 program. Each item was considered valid if the significance value (Sig.) was less than 0.05, and invalid if the Sig. value was greater than 0.05. In this study, the validity results were obtained are as follows:

Table 3. 3 results of the validity test of the student learning interest questionnaire

Statements	Sig.	Information
Saya merasa senang ketika jam Pelajaran Bahasa Inggris dimulai.	0,004	Valid
Saya merasa sedih Ketika mendapatkan nilai Bahasa Inggris yang kurang memuaskan.	0,409	Invalid

Saya merasa senang ketika guru memberikan tugas.	0,021	Valid
Saya merasa bosan saat pembelajaran Bahasa Inggris berlangsung.	0,044	Valid
Saya tidak tertarik dengan adanya Pelajaran Bahasa Inggris.	0,010	Valid
Saya sering melamun ketika mengikuti pembelajaran Bahasa Inggris.	0,001	Valid
Saya selalu berusaha memahami pembelajaran Bahasa Inggris.	0,396	Invalid
Saya bersemangat belajar karena guru mengajar dengan menyenangkan.	0,020	Valid
Saya mengerjakan tugas dari guru dengan sangat baik.	0,059	Invalid
Saya memperhatikan dengan sungguh – sungguh saat pembelajaran Bahasa Inggris berlangsung.	0,001	Valid
Saya akan bertanya kepada guru ketika ada materi yang belum saya pahami.	0,002	Valid
Saya tidak peduli kepada teman yang kesulitan dalam memahami materi yang disampaikan.	0,090	Invalid
Saya mengobrol dengan teman saat guru menyampaikan materi.	0,001	Valid
Saya berdiskusi dengan kelompok tentang Pelajaran.	0,018	Valid
Saya keluar masuk kelas saat pembelajaran Bahasa Inggris berlangsung.	0,001	Valid
Saya mempelajari materi sebelum guru masuk kedalam kelas.	0,001	Valid
Saya senang mengemukakan pendapat dalam setiap kegiatan diskusi.	0,001	Valid

Apabila guru memberikan tugas, saya mengerjakannya dengan cara menyontek dari teman.	0,001	Valid
Saat guru mengajukan pertanyaan, saya suka menjawab pertanyaan.	0,001	Valid
Saya lebih suka mendengarkan penjelasan guru daripada terlibat dalam diskusi.	0,065	Invalid

2. Reliability

Reliability refers to the consistency or stability of an instrument in measuring a particular construct across different conditions or over time (Sugiyono, 2017). This study assessed reliability to ensure that the questionnaire items used to measure students' learning interest yielded consistent results.

The reliability analysis uses Cronbach's Alpha, a statistical method that evaluates the internal consistency of the questionnaire. A higher Cronbach's Alpha value indicates that the items are more interrelated and consistently measure the same construct. Arikunto (2019) states that an instrument is reliable if the alpha coefficient is ≥ 0.60 .

Reliability testing used SPSS version 27.0. The results indicated whether the instrument provided stable and consistent data. If necessary, items with low item-total correlations undergo revision or removal to improve the overall reliability of the scale.

The reliability test in this study was conducted by the researcher. The results are as follows:

Table 3. 4 results of the reliability test

Reliability Statistics	
Cronbach's Alpha	N of items
0.844	15

Based on the table image above, it shows that the Cronbach's Alpha value is 0.844, meaning that the Cronbach's Alpha value is greater than 0.60, so the item is declared reliable.

F. Procedure Collecting Data

This section explains how the data were collected in this study. The process consisted of three stages: pre-test, treatment, and post-test.

1. Pre-test

The pre-test was conducted before the treatment to measure the students' initial learning interest in English.

2. Treatment

The treatment was carried out in four sessions, as described below:

- a. First Treatment: Students were asked to memorize vocabulary related to the topics *Suggestions and Offers, Expressing Opinions, and Procedure Texts*. After the memorization task, they participated in the Board Race Game. The students were divided into two groups and competed to write as many relevant vocabulary items as possible on the board based on the words they had memorized.
- b. Second Treatment: Students read texts related to *Narrative text and Recount text*. After reading, the Board Race Game was conducted using a different variation, namely *fill in the blanks*. The students

competed to complete the missing words accurately and quickly based on the given context.

- c. Third Treatment: Students memorized vocabulary along with their Indonesian translations. The vocabulary was taken from the materials used in the first and second treatments. During the game session, students competed to write the correct translations of the vocabulary items provided by the researcher.
- d. Fourth Treatment: Students were asked to identify vocabulary they already knew and vocabulary that was new to them. After this, they played the Board Race Game with another variation, *word chain*, in which students took turns writing a vocabulary word that began with the last letter of the previous word.

3. Post-test

After completing the treatment sessions, the post-test was administered using the same questionnaire as in the pre-test.

The pre-test and post-test results were then compared to determine whether there was a significant difference in students' learning interest before and after the treatment.

G. Technique Analyzing Data

This study analyses the data obtained from the pre-test and post-test by employing both descriptive and inferential statistical methods. Descriptive statistics are used to present the students' mean, minimum, maximum, and standard deviation scores, while inferential statistics are applied to determine

the significance of the difference between the pre-test and post-test results. The detailed explanation is presented below:

1. Descriptive Statistics

Descriptive statistical techniques are used to describe the results of students' interest scores based on the Likert scale obtained from the questionnaire distribution.

a. The formula score:

$$\text{Interval} = \frac{\text{Score max} - \text{Score Min}}{\text{Number of categories}}$$

b. The percentage formula:

$$\text{Percentage} = \frac{\text{Number of students in Category}}{\text{Total Number of Students}} \times 100$$

c. Student classification rating scale

Table 3. 5 Classification of student score

No.	Score	Classification
1	15 – 27	Very low
2	28 – 39	Low
3	40 – 51	Neutral
4	52 – 63	High
5	64 – 75	Very high

2. Inferential Statistics

a. Normality test

Normality test is a test performed on data to determine whether the data is normality distributed or not. The normality test is carried out on

the pre-test and post-test results obtained from the results of the questionnaire distributed during the implementation of learning.

The data was declared normally distributed if $r \text{ count} < r \text{ table}$ at a significant level $\alpha = 0,05$. In addition, normality testing was done with the help of the SPSS application with the analysis of the one-sample *Shapiro-Wilk* test at a significant level $\alpha = 0,05$, with the following test criteria:

- 1) Sig value $\geq 0,05$, H_0 was accepted, so it was concluded that the sample come from a normally distributed population.
- 2) Sig value $\leq 0,05$, H_0 was rejected, so it was concluded that the sample come from a population that was not normally distributed.

b. T-test

To examine whether a significant difference exists between students' learning interest before and after the treatment, the study used a paired sample t-test with SPSS version 27.0. this test was chosen because the data being compared came from the same respondents at two different times, namely pre-test and post-test. Before t-test was conducted, the data were tested for normality to ensure the conditions for using parametric tests were met. The decision-making criteria were as follows: if the significance value (Sig. 2-tailed) $< 0,05$ then there was a significant difference between the pre-test and post-test scores. Conversely, if the significance value $> 0,05$ then there was no significant difference (Sugiyono, 2017).

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

This chapter presents the findings that address the problem formulation stated in Chapter 1, namely to examine whether the utilization of the Board Race Game could increase the learning interest of Class XII-3 students in English learning. The results of data analysis were obtained from the scores of the pre-test and post-test conducted by the researcher. The pre-test was administered to measure students' interest prior to the treatment, while the post-test was administered to determine whether there was an improvement in their interest in learning English after the treatment. The results of the data analysis were presented as follows:

a. Pre-test result

The pre-test was administered on July 29, 2025, to identify students' interest in learning English before the implementation of the Board Race Game. This activity aimed to obtain initial data based on four indicators of learning interest, namely feeling of pleasure, enthusiasm, attention, and engagement. The pre-test results served as a baseline to observe any changes in students' learning interest after the treatment. This section presents the students' pre-test scores, which indicate their initial level of interest in learning English before using the Board Race Game treatment.

Table 4. 1 Frequency and Percentage of Students' Pre-Test Score

No.	Classification	Score Range	Frequency	Percentage
1	Very low	15 – 27	0	0 %
2	Low	28 – 39	0	0 %
3	Neutral	40 – 51	9	30 %
4	High	52 – 63	18	60 %
5	Very high	64 – 75	3	10 %
Total			30	100 %

Table 4.1 shows the classification of students' pre-test scores based on their level of learning interest. The table reveals that no students or 0 % were in the *Very Low* and *Low* categories, 9 students or 30 % were in the *Neutral* category, 18 students or 60 % were in the *High* category, and 3 students or 10 % were in the *Very High* category. These findings indicate that before the treatment, most of the students had a high level of learning interest in learning English.

b. Treatment

The pre-test results indicated that the students' interest in learning English was varied. Following the administration of the pre-test, the researcher provided treatment to the students. The materials used during the treatment were taken from the Grade XI curriculum, as they had been previously taught. This allowed the students to build on their prior knowledge, enabling the learning process to focus more on vocabulary

enrichment. Moreover, the selection of these materials also considered the limited time available for conducting the research. The researcher re – evaluated the previously learned topics, namely suggestions & offers, expressing opinions, procedure text, narrative text, and recount text. This research was carried out over four meetings, from July 30, 2025, to August 9, 2025, at MA DDI Baruga, with the schedule presented in the following table:

Table 4. 2 Statement schedule

Day/ date	Statement	Materials
Wednesday/ July 30, 2025	1	Suggestion and offer, Expressing Opinion, and procedure text
Monday/ August 04, 2025	2	Narrative text and Recount Text.
Wednesday/ August 06, 2025	3	Learning vocabulary together with its translations from all materials
Friday/ August 08, 2025	4	Students' vocabulary check

In this study, the researcher acted as the teacher. Before delivering the material on the first day of treatment, which took place on July 30, 2025, the teacher informed the students that a Board Race Game would be conducted after the lesson.

- a. In the first meeting, vocabulary learning was carried out using Grade XI materials (suggestions and offers, expressing opinions, and procedure text) with a duration of two lesson hours (60 minutes). Students were given a material sheet containing one procedure text and a short conversation, which they read together while engaging in a brief discussion on pronunciation and word translation. Afterward, the

teacher asked the students to memorize 19 vocabulary items from the material sheet. Ten vocabulary items were taken from the procedure text material, and nine vocabulary items were taken from the suggestions & offers and expressing opinions materials. Following the memorization session, students were divided into two groups to participate in the first variation of the Board Race Game namely word recall activity, in which they competed to write the memorized vocabulary on the board within three minutes. The group that wrote the most correct vocabulary items was declared the winner. The list of vocabulary memorized by the students is presented as follows:

Table 4. 3 The first treatment result

Group	Result	Percentage
1	Was able to write 16 vocabulary words	84.21 %
2	Was able to write 12 vocabulary words	63.15 %

The table above shows the results of the first treatment. Group 1 successfully wrote 16 out to 19 vocabularies (84.21 %), while Group 2 wrote 12 out to 19 vocabularies (63.15 %). Both groups also demonstrated enthusiasm, attention, and engagement during the activity. The activity was conducted using the Word Recall in Board Race game.

- b. The second meeting was held on August 4, 2025, with the materials taught covering recount text and narrative text, which had previously

been studied in Grade XI. In this meeting, the teacher instructed the students to carefully read the narrative and recount texts, paying attention to the vocabulary used in both texts. The teacher then read the texts aloud and explained their translations, while the students listened and paid attention. afterward, the students were asked to memorize the vocabulary related to these materials. Students were then divided into two groups to participate in the second variation of the Board Race Game, namely the fill-in-the-blank activity with 15 vocabulary words. In this variation, each group completed the missing words in a text posted on the board within three minutes. The activity generated a high level of student engagement and created an enjoyable learning atmosphere. At the end of the session, the teacher asked the students to reflect on the day's activities.

Table 4. 4 The second treatment result

group	result	percentage
1	Was able to write 14 vocabulary words	93.33 %
2	Was able to write 12 vocabulary words	80 %

The table above shows the results of the second treatment. Group 1 successfully wrote 14 out to 15 vocabularies (93.33 %), while Group 2 wrote 12 out to 15 vocabularies (80 %). The activity was conducted using the Fill in the Blank in Board Race game.

c. The third meeting was held on August 6, 2025. In this session, the teacher reviewed the materials from the first and second meetings and tested the students on the vocabulary they had previously learned. The Board Race Game was conducted again, this time using the third variation, which involved translating translation race. The class was divided into four groups, and each student was given a pen. The teacher placed a vocabulary sheet on the board, and each group lined up in front of it. On the count of three, the game began and lasted for three minutes. After the game ended, the teacher checked the students' work. The group that translated the highest number of vocabulary items correctly was declared the winner.

Table 4.5 The third treatment result

Group	Result	percentage
1	21	52.5 %
2	26	65 %
3	40	100 %
4	35	87.5 %

Table 4.5 shows that group 3 achieved the highest score or 100%, followed by Group 4 with 87.5 %, Group 2 with 65 %, and Group 1 with 52.5 %, indicating an improvement in students performance after the third treatment. This activity was carried out using the Translation Race in the Board Race Game.

d. The fourth meeting, which was also the final treatment, was held on August 8, 2025. In this session, the teacher once again implemented the Board Race Game. The activity began with a review of the vocabulary learned from the first to the third meetings. The teacher then explained the variation of the Board Race Game to be used in this session, namely the word chain, where students write vocabulary starting with the last letter of the previous word. For examples *class – sleep – prepared – drove – enjoy* and so on. The teacher explained that the vocabulary written was not restricted to the list memorized in the previous meeting. After the students understood the rules of the game, the teacher divided them into three groups. The rule was that if a student could not provide an answer, they were not allowed to think for too long and had to immediately pass the turn to the next teammate. The time allocated for this game was three minutes. This final meeting created a lively and engaging atmosphere, with students demonstrating a very high level of enthusiasm for learning.

Table 4. 6 fourth treatment result

Group	Score
1	30 words
2	39 words
3	42 words

c. Post-test result

On August 8, 2025, the researcher conducted a post-test to evaluate students' interest after they had participated in four treatment sessions. The post-test consisted of the same 15 statements used in the pre-test. A total of 30 Twelfth-grade students at MA DDI Baruga took part in this post-test. The results, presented in the table below, show the development of students' learning interest after the Board Race Game treatment. The data were analyzed descriptively, and the summary is provided in the table.

Table 4. 7 Frequency and Percentage of Students' Post-Test Score

No.	Classification	Score Range	Frequency	Percentage
1	Very low	15 – 27	0	0 %
2	Low	28 – 39	0	0 %
3	Neutral	40 – 51	0	0 %
4	High	52 – 63	0	0 %
5	Very high	64 – 75	30	100 %
Total			30	100 %

Based on the post-test results, all 30 students fell into the Very High category. This indicates that every student achieved a very good level of learning interest after participating in the Board Race Game treatment. This condition suggests that the method used was highly effective in enhancing students' interest, as no student was placed in a lower category. Overall, the

post-test results demonstrate a significant increase in learning interest among all students.

1) Comparison between pre-test and post-test

The comparison of the pre-test and post-test frequencies based on the Likert scale is presented in the following table:

Table 4. 8 Comparison between pre-test and post-test

Level categories	Frequency pre-test	Frequency post-test
Very low (15-27)	0	0
Low (28-39)	0	0
Moderate (40-51)	9 students	0
High (52-63)	18 students	0
Very high (64-75)	3 students	30 students
Total	30 students	30 students

The table above shows the comparison of students' learning interest levels in the pre-test and post-test. In the pre-test, most students (18) were in the high category, and 9 students were in the moderate category, while only 3 students were in the very high category. After the implementation of the Board Race Game, the post-test results showed a significant improvement, with all students (30) reaching the very high category. This indicates that students' learning interest increased after the treatment.

2) Descriptive statistics

The descriptive analysis of the mean, maximum, minimum, and standard deviation values for the pre-test and post-test results was conducted using the SPSS application, as suggested by Sugiyono (2017), to provide an overview of the data distribution and central tendency, as presented in the following table:

Table 4. 9 Descriptive statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic
Pre-test	30	40	66	54	6,09
Post-test	30	64	73	68,16	2,74

Based on the table 4.9, the descriptive analysis shows that in the pretest, there is an increase in the mean score from the pretest to the posttest by 14,16. This increase of approximately 20 % proves that the utilization of the Board Race Game is effective in increasing students' interest in learning.

3) Inferential statistics

a) Normality test

The researcher conducted a normality test to determine whether the pre-test and post-test data were normally distributed. A normal distribution is one of the assumptions that must be met before performing parametric statistical tests, such as the paired sample t-test (Ghasemi & Zahediasl, 2012). In this study, the Shapiro-Wilk test was employed because the sample size was less than 50, making this method

more appropriate for small samples (Razali & Wah, 2011). The decision-making criterion is that if the *Sig.* value is less than or equal to 0.05, the data are considered not normally distributed. The results of the normality test are presented in the following table:

Table 4. 10 Tests of normality

	Shapiro-Wilk		
	Statistic	df	Sig.
Pre-test	0,973	30	0,634
Post-test	0,931	30	0,053
*. This is a lower bound of the true significance.			
a. Lilliefors Significance Correction			

Based on the table above, the Shapiro–Wilk normality test was used because the sample size in this study was less than 50 respondents. The results indicate that the significance value (Sig.) for the pre-test was 0.634, and for the post-test was 0.053. Since both values are greater than 0.05, it can be concluded that the data from the pre-test and post-test are normally distributed. These results indicate that one of the requirements for conducting a parametric statistical test, such as the paired sample t-test, has been fulfilled.

b) Paired test

The t-test was used to address the research problem formulated in Chapter 1. A paired sample t-test was conducted on the pre-test and post-test results to determine whether there was a significant difference in students' interest in learning before and after the treatment using the Board Race Game. The results of the paired sample t-test are presented in the following table:

Table 4. 11 Paired sample test

Paired differences									
		Mean	Std.Deviation	Std.Error Mean	95% Confidence Interval of the Difference		t	df	Sig.(2-tailed)
					Lower	Upper			
Pair 1	before treatment-after treatment	-36.40000	7.03489	1.28439	39.02687	33.77313	28.340	29	<.001

The table above shows that the significant level obtained is 0.001 with sig. 0,05. Thus, the paired sample t-test results show a significance value <0, 05 or in other words 0.001 <0.05. Thus, H0 is rejected and Ha is accepted. It means that there is a significant difference between the pre-test and post-test results after the utilization of Board Race Game to increase students' interest in learning class XII 3 at MA DDI Baruga.

B. Discussion

Game-based learning has been proven to be an effective approach to enhance students' interest in learning English. In this study, the Board Race Game was implemented as a strategy to foster students' learning interest. The game created a fun and interactive classroom atmosphere, encouraging students to participate actively, as emphasized by Putri & Anggapuspa (2023). By integrating the Board Race Game, the learning process became more varied, which in turn increased students' enthusiasm, attention, and engagement.

During the implementation, students were divided into several groups and competed to write correct vocabulary or answers on the board within a time limit. This activity encouraged students to think quickly, recall prior knowledge, and apply new vocabulary in meaningful contexts. The vocabulary tasks were related to previously learned materials, including suggestions & offers, expressing

opinions, procedure texts, recount texts, and narrative texts. Various challenges were provided, such as forming words from specific letters, continuing word chains, and identifying vocabulary from given definitions.

The analysis of students' learning interest shows a clear improvement from the pre-test to the post-test. Among the indicators, attention consistently showed the highest level in both tests, indicating that students were highly focused and actively engaged during the learning activities. This high level of attention is driven by the competitive and fast-paced nature of the game, making students feel they must listen to the teacher's instructions and watch their opponents' moves to avoid losing the race. This strong focus indicates that using educational games can fully capture students' attention, remove external distractions, and direct their mental energy entirely toward English tasks. This is in sharp contrast to ordinary teaching methods that are often monotonous, where students tend to daydream or lose focus more easily due to a lack of active involvement in learning.

Theoretically, this consistently high level of attention aligns with Safari's (2005) statement in Chapter II, which defines attention as the centering of mental energy on a specific object. In this context, the Board Race Game serves as a powerful trigger for students' thinking. Furthermore, this is supported by the theory from Djamarah (2008), who explains that interest and attention are inseparable; when students are interested in an engaging learning method, their attention will automatically be directed toward the lesson. This high level of attention becomes the main asset for students to absorb material more effectively

because they are mentally ready to receive information, while also proving that a dynamic classroom atmosphere can prevent the boredom that usually arises in lecture-based teaching.

Other indicators, including feeling of pleasure, engagement, and enthusiasm, also showed noticeable improvement. Overall, the results reflect that the Board Race Game was effective in fostering students' learning interest.

The frequency analysis further highlights this improvement. In the pre-test, students' learning interest was varied: 9 students were neutral, 18 were high, 3 were very high, and none were in the low or very low categories. In contrast, the post-test results show that all 30 students reached the "very high" category. This indicates a uniform and significant increase in overall learning interest after the implementation of the game.

These findings align with previous studies. Putri & Anggapuspa (2023) emphasized that board games create enjoyable and interactive classroom environments that actively involve students. Nur Aisah (2024) and Syaputra (2024) similarly found that using the Board Race Game encourages participation and makes learning more engaging, thereby increasing students' interest in English. Tampubolon (2023) highlighted that educational games enhance students' focus and engagement, which is reflected in the high attention scores observed in this study. Meanwhile, Nurdina (2021) pointed out that interactive learning media can reduce boredom and increase participation, which was supported by the students' enthusiastic responses during the game sessions.

This study differs from many previous studies that focused primarily on

language skills or vocabulary mastery. Here, learning interest was the main variable measured, making the findings a new contribution. Moreover, the game variations were adapted to previously learned Grade XII materials at MA DDI Baruga, making the learning experience more contextual and relevant.

One limitation encountered during the implementation was that students' voices were louder than the teacher's, making it slightly challenging to maintain classroom control. However, this did not significantly affect the effectiveness of the Board Race Game. Overall, the findings suggest that the Board Race Game is not only useful for reinforcing learning materials but also highly effective in fostering students' learning interest.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the utilization of the Board Race Game in increasing students' interest in learning English in Grade XII at MA DDI Baruga, the researcher concludes that there is a significant improvement in students' learning interest after the utilization of the game. This is evidenced by the difference in the average scores between the pre-test and post-test, where the average post-test score is higher than the average pre-test score. The average pre-test score was 54.00, which is included in the moderate category, while the average post-test score was 68.16, which is included in the high category. This conclusion is supported by the results of the Paired t-test, which produced a significance value (2-tailed) of $0.001 < 0.05$, meaning that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. These findings show that the utilization of the Board Race Game can increase students' interest in learning English in the Twelfth Grade at MA DDI Baruga.

B. Suggestions

1. For Teachers

English teachers can use the Board Race Game as one of the creative and enjoyable strategies to improve students' learning interest, particularly in vocabulary mastery. However, it is important to prepare the materials, game rules, and scoring system in advance to ensure the activity is

effective and the learning goals are met.

2. For Students

Students are encouraged to take advantage of game-based learning activities such as the Board Race Game to actively participate in class and expand their English vocabulary. They should also maintain a positive attitude, work well with their team members, and stay focused throughout the activity.

3. For Future Researchers

This research focused only on learning interest. Future researchers could explore other variables, such as vocabulary mastery or speaking skills. It is also recommended to conduct the research over a longer period or with more sessions so that the impact of the game on students' learning interest can be observed more optimally.

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APPENDICES

Appendix 1 Instrument Questionnaire

Format angket minat siswa

ANGKET (MINAT SISWA) LEARNING INTEREST, ENGLISH EDUCATION STUDY PROGRAM

A. Identitas

Nama :

Kelas :

B. Petunjuk dalam pengisian

Untuk setiap pernyataan-pernyataan dibawah ini terdapat beberapa pilihan jawaban. Untuk setiap pilihan jawaban berikan tanda (√) sesuai dengan kenyataan yang ada. SS (sangat setuju), S (setuju), N (netral), TS (tidak setuju), dan STS (sangat tidak setuju). Jawaban anda tidak mempengaruhi nilai pada mata pelajaran Bahasa Inggris anda.

NO.	Pernyataan	SS	S	N	TS	STS
1	Saya merasa senang ketika jam Pelajaran Bahasa Inggris dimulai.					
2	Saya merasa senang ketika guru memberikan tugas.					
3	Saya merasa bosan saat pembelajaran Bahasa Inggris berlangsung.					
4	Saya tidak tertarik dengan adanya Pelajaran Bahasa Inggris.					
5	Saya sering melamun ketika mengikuti pembelajaran Bahasa Inggris.					
6	Saya bersemangat belajar karena guru mengajar dengan menyenangkan.					

7	Saya memperhatikan dengan sungguh – sungguh saat pembelajaran Bahasa Inggris berlangsung.					
8	Saya akan bertanya kepada guru ketika ada materi yang belum saya pahami.					
9	Saya mengobrol dengan teman saat guru menyampaikan materi.					
10	Saya berdiskusi dengan kelompok tentang Pelajaran.					
11	Saya keluar masuk kelas saat pembelajaran Bahasa Inggris berlangsung.					
12	Saya mempelajari materi sebelum guru masuk kedalam kelas.					
13	Saya senang mengemukakan pendapat dalam setiap kegiatan diskusi.					
14	Apabila guru memberikan tugas, saya mengerjakannya dengan cara menyontek dari teman.					
15	Saat guru mengajukan pertanyaan, saya suka menjawab pertanyaan.					

Appendix 2 English Teaching Module

RENCANA PELAKSANAAN PEMBELAJARAN	
A. IDENTITAS MODUL	
Guru Mapel	: Rima Sufriadi
Instansi	: MA DDI BARUGA
Kelas	: XII 3
Materi Pembelajaran	: Vocabulary “Suggestions and offer, expressing opinion, dan procedure text”
Pertemuan	: 1
Alokasi waktu	: 3 x 30 menit
B. TUJUAN PEMBELAJARAN	
Siswa mampu: Menghafal kosakata yang berhubungan dengan materi-materi seperti suggestions & offer, expressing opinion, dan procedure text.	
C. LANGKAH LANGKAH PEMBELAJARAN	
I. Kegiatan Pendahuluan (10 MENIT) <ol style="list-style-type: none">1. Guru menyapa siswa menyampaikan tujuan pembelajaran.2. Apersepsi ringan “apakah kalian masih ingat, apa itu suggestions and offer, expressing opinion dan prosedure text?”3. Guru menjelaskan bahwa akan dilakukan permainan “Board Race Game” setelah kegiatan menghafal telah selesai.	
II. Kegiatan Inti (70 MENIT) <ol style="list-style-type: none">1. Guru meminta siswa menghafalkan vocabulary yang berhubungan dengan topik Suggestions and offer, expressing opinion, dan procedure text.2. Setelah kegiatan menghafal, siswa akan dibagi menjadi dua kelompok.3. Kemudian, siswa akan berpartisipasi dalam Board Race Game.	

<p>4. Caranya, siswa akan berlomba untuk menulis sebanyak mungkin vocabulary yang relevan di papan tulis berdasarkan kata-kata yang telah dihafalkan.</p> <p>1. Setelah itu, guru menjelaskan aturan permainan Board Race Game:</p> <p style="text-align: center;">Aturan permainan Board Race Game</p> <p>- Durasi: 3 menit.</p> <p>III. Penutup (10 MENIT)</p> <p>1. Tinjauan kembali apa yang sudah dipelajari.</p>
D. PENILAIAN
1. Partisipasi siswa terhadap Board Race Game.

A. IDENTITAS MODUL
Materi Pembelajaran : Vocabulary “narrative text dan recount text”. Pertemuan : 2 Alokasi waktu : 3 x 30 menit
B. TUJUAN PEMBELAJARAN
Siswa mampu: Membaca dan mengidentifikasi kosakata dari materi narrative text dan recount text.
C. LANGKAH LANGKAH PEMBELAJARAN
<p>I. Kegiatan Pendahuluan (10 menit)</p> <ol style="list-style-type: none"> 1. Guru menyapa siswa menyampaikan tujuan pembelajaran. 2. Apersepsi ringan “apakah kalian masih ingat, apa itu narrative text dan recount text?” 3. Guru menjelaskan bahwa akan dilakukan permainan “Board Race Game” setelah kegiatan membaca telah selesai. <p>II. Kegiatan Inti (70 menit)</p> <ol style="list-style-type: none"> 1. Guru membagi siswa menjadi 2 kelompok 2. Guru meminta masing- masing kelompok membaca dengan seksama narrative text dan recount text yang dibagikan guru.

<ol style="list-style-type: none"> 3. Setelah itu, guru memulai permainan Board Race di papan tulis dengan variasi yang berbeda yaitu Fill in the blank. 4. Siswa akan berlomba untuk melengkapi kata yang hilang dengan benar dan cepat berdasarkan konsep yang diberikan durasi 3 menit. <p>III. Penutup (10 menit)</p> <ol style="list-style-type: none"> 4. Guru memberikan pujian kepada kelompok yang aktif. 5. Guru menanyakan pendapat siswa mengenai kegiatan hari ini.
D. PENILAIAN
<ol style="list-style-type: none"> 1. Jenis : observasi partisipasi dan keaktifan 2. Fokus: kerja sama dalam kelompok, antusiasme dalam bermain, mahir dalam mengingat kosakata yang dipelajari.

E. IDENTITAS MODUL
Materi : Vocabulary Pertemuan : 3 Alokasi waktu : 3 x 30 menit
F. TUJUAN PEMBELAJARAN
Siswa mampu: Menghafal vocabulary beserta terjemahannya.
G. LANGKAH LANGKAH PEMBELAJARAN
<p>I. Kegiatan Pendahuluan (10 menit)</p> <ol style="list-style-type: none"> 1. Guru menyapa siswa menyampaikan tujuan pembelajaran. 2. Apersepsi ringan “apakah kalian masih ingat, vocabulary yang telah dipelajari sebelumnya?” <p>II. Kegiatan Inti (70 menit)</p> <ol style="list-style-type: none"> 1. Penjelasan Aturan Permainan (5 menit) <ol style="list-style-type: none"> a) Guru menunjukkan dua daftar kosakata di papan tulis b) List vocabulary diambil dari materi yang digunakan pada pertemuan 1 dan 2.

- c) Di sebelah daftar itu, disediakan kolom kosong untuk menuliskan arti/terjemahan dari kosakata.
- d) Siswa dibagi menjadi 4 kelompok.
- e) Setiap kelompok membentuk barisan.
- f) Setiap anggota hanya boleh menulis satu arti dalam satu giliran.
- g) Waktu dibatasi selama 3 menit.
- h) Kelompok yang paling banyak menjawab benar dinyatakan sebagai pemenang.

2. Pelaksanaan Permainan (10–15 menit)

- a) Permainan dimulai dengan aba-aba dari guru.
- b) Guru memastikan semua anggota mendapat giliran.

3. Koreksi dan Evaluasi Ringan (5 menit)

- a) Guru memeriksa isi kolom jawaban dengan siswa.
- b) Guru mengoreksi bersama dan memberi apresiasi kepada semua kelompok, khususnya yang menang.

III. Penutup (10 menit)

- 1. Guru mengajak siswa merefleksikan pengalaman bermain:
 - “Apa yang kalian pelajari hari ini?”
 - “Apa yang paling menyenangkan?”
- 2. Guru memberi penguatan bahwa belajar kosakata bisa menyenangkan dan membantu memahami teks.
- 3. Guru menutup pelajaran dengan memberi motivasi untuk tetap mengingat kosakata tersebut.

E. PENILAIAN

- 1. Jenis : observasi dan unjuk kerja
- 2. Fokus:
 - Partisipasi dalam kelompok
 - antusiasme saat bermain

A. IDENTITAS MODUL
Materi Pembelajaran : Vocabulary
Pertemuan : 4
Alokasi waktu : 3 x 30 menit
B. TUJUAN PEMBELAJARAN
Siswa mampu: Mengidentifikasi vocabulary yang sudah mereka ketahui dan, kosakata yang baru bagi mereka.
C. LANGKAH LANGKAH PEMBELAJARAN
<p>I. Kegiatan Pendahuluan (10 menit)</p> <ol style="list-style-type: none"> 1. Guru memberi sapaan hangat dan mengingatkan bahwa ini adalah pertemuan terakhir dari kegiatan pembelajaran menggunakan game. 2. Guru memancing ingatan siswa dengan pertanyaan seperti: “Masih ingat permainan Board Race Game minggu lalu?” “Kosakata apa yang paling kalian ingat?” <p>II. Kegiatan Inti (70 menit)</p> <ol style="list-style-type: none"> 1. Permainan Variasi Akhir Board Race Game, yaitu rantai kata. 2. Siswa bergiliran menulis vocabulary yang dimulai dengan huruf terakhir dari kata sebelumnya. <p>III. Penutup (10 menit)</p> <ol style="list-style-type: none"> 1. Guru memfasilitasi refleksi ringan: <ul style="list-style-type: none"> - Apa yang mereka sukai selama bermain Board Race Game? - Apakah mereka merasa belajar kosakata jadi lebih menyenangkan? - Guru menutup pelajaran dengan harapan agar siswa tetap semangat belajar bahasa Inggris.
D. PENILAIAN
<ol style="list-style-type: none"> 1. Jenis : Observasi sikap dan partisipasi umum 2. Fokus: Penguasaan kosakata dan Minat antusiasme belajar

Appendix 3 Procedure Text and Short Conversation

Teks pendek (procedure text)

Title : How to Make a Simple Sandwich

Steps :

1. Prepare two slices of bread, some cheese, lettuce, and tomato.
2. Put the cheese on one slice of bread.
3. Add the lettuce and tomato on top of the cheese.
4. Cover with the second slice of bread.
5. Cut the sandwich in half and serve.

Vocabulary list (procedure text):

Prepare	= menyiapkan	tomato	= tomat
Slice	= irisan	cover	= menutupi
cheese	= keju	cut	= memotong
lettuce	= selada	serve	= menyajikan
put	= meletakkan	half	= setengah

Short Conversation

Topic : Planning a School Event

Characters : Dinda and Raka

Dinda : Hi Raka, I think we should organize a small event for English Week.

Raka : That sounds great! Do you have any suggestions?

Dinda : How about a storytelling competition?

Raka : Hmm... In my opinion, a quiz might be more fun for everyone.

Dinda : That's a good idea. Maybe we can do both.

Raka : Sure! Do you want me to talk to the teacher about it?

Dinda : Yes, please. Thanks for offering

Vocabulary list (Suggestions & offer, Expressing opinion)

Organize	= menyelenggarakan	That's a good	= itu ide yang bagus
Event	= acara	Idea	= menawarkan
Suggestions	= saran	Offer	= tentu saja
How about...	= bagaimana kalau...	Sure	= terimakasih atas
In my opinion	= menurut saya	Thanks for offering	penawarannya

Appendix 4 List Vocabulary

Suggestions & Offers, Expressing Opinion, Procedure Text

vocabulary	terjemahan	vocabulary	terjemahan
organize		prepare	
event		slice	
suggestion		put	
offer		cover	
idea		cut	
sure		serve	
opinion		tomato	
I think...		lettuce	
In my opinion		bread	
That's a good idea		cheese	

Recout & Narratice Text

vocabulary	terjemahan	vocabulary	terjemahan
went		relaxed	
played		enjoyed	
collected		mocked	
unforgettable		challenged	
woke up		agreed	
drove		stopped	
sunny		fell asleep	
set up		walked	
brought		won	
sleeping		congratulated	

Appendix 5 Recount Text and Narrative Text

Teks 1 – Recount Text

My holiday at the beach

Last weekend, I went to the beach with my family. We woke up early in the morning and drove by car for about two hours. When we arrived, the weather was very sunny and the sky was clear. We set up a small tent and brought some food. After that, my brother and I played in the water while my parents relaxed under a tree. It was a very fun day. I really enjoyed the trip and I hope we can go there again.

Teks 2 – Narrative Text

The Rabbit and The Turtle

Once upon a time, there was a rabbit and a turtle. The rabbit always mocked the turtle because he was slow. One day, the turtle challenged the rabbit to a race. The rabbit agreed and soon left the turtle far behind. Confident of winning, the rabbit stopped under a tree and fell asleep. Meanwhile, the turtle kept walking slowly but surely. In the end, the turtle won the race while the rabbit was sleeping. The rabbit was very surprised and praised the turtle for his hard work and patience.

Appendix 6 Table Pre-test result

Participant s	Feeling of pleasure					Enthusiasm				Attention					Engagement					Total
	1	2	3	4	T	5	6	7	T	8	9	10	11	T	12	13	14	15	T	
student 1	4	3	3	4	14	4	5	4	13	3	4	4	4	15	3	3	4	3	13	55
student 2	4	3	2	3	12	1	3	4	8	3	2	3	3	11	1	2	3	3	9	40
student 3	4	3	3	3	13	3	5	4	12	3	4	4	4	15	2	4	4	4	14	54
student 4	5	2	4	5	16	3	5	4	12	4	5	4	5	18	3	3	4	3	13	59
student 5	3	3	3	3	12	1	4	4	9	3	5	4	5	17	3	3	4	4	14	52
student 6	3	3	5	3	14	2	4	3	9	4	3	4	5	16	3	4	4	4	15	54
student 7	4	3	3	5	15	3	5	3	11	3	4	4	5	16	3	3	4	3	12	54
student 8	4	4	4	4	16	3	4	4	11	5	4	4	4	17	3	3	4	4	14	58
student 9	5	4	5	5	19	5	5	4	14	4	5	4	5	18	3	4	4	4	15	66
student 10	4	5	4	5	18	4	5	3	12	3	5	4	5	17	3	3	4	3	13	60
student 11	5	5	4	4	18	4	5	4	13	5	5	4	5	19	3	4	4	4	15	65
student 12	4	4	4	5	17	2	5	2	9	3	2	2	2	9	1	1	2	1	5	40
student 13	4	3	5	5	17	4	4	3	11	5	4	4	4	17	3	3	4	3	13	58
student 14	4	4	4	5	17	4	5	4	13	5	5	5	5	20	2	3	4	5	14	64
student 15	4	3	2	4	13	3	4	4	11	4	3	4	4	15	1	3	3	3	10	49
student 16	4	3	2	5	14	4	5	3	12	3	4	3	3	13	1	2	3	3	9	48
student 17	4	4	4	4	16	3	4	2	9	2	4	4	5	15	2	4	3	2	11	51
student 18	4	4	4	4	16	4	5	3	12	4	4	2	5	15	3	3	4	3	13	56
student 19	3	3	4	4	14	3	5	2	10	4	3	4	4	15	3	3	4	3	13	52
student 20	4	4	4	4	16	4	4	3	11	4	4	4	5	17	3	4	3	3	13	57
student 21	4	3	3	4	14	2	4	4	10	5	4	4	5	18	1	2	1	3	7	49
student 22	4	3	4	2	13	4	5	4	13	5	4	4	4	17	1	2	1	3	7	50
student 23	5	3	5	5	18	4	4	4	12	3	3	3	5	14	1	3	4	4	12	56
student 24	5	3	4	5	17	4	5	4	13	4	4	3	5	16	3	3	4	3	13	59
student 25	3	3	3	3	12	4	5	4	13	3	3	3	5	14	1	3	3	3	10	49
student 26	4	4	4	4	16	3	4	4	11	3	4	4	5	16	1	3	3	3	10	53
student 27	4	3	3	4	14	3	5	4	12	3	5	4	5	17	1	2	3	3	9	52
student 28	4	4	4	4	16	4	5	2	11	3	4	4	4	15	1	2	4	3	10	52
Student 29	3	3	3	3	12	4	5	4	13	3	3	4	4	14	2	3	3	3	11	50
Student 30	5	4	1	5	15	4	5	4	13	5	4	5	5	19	1	3	4	3	11	58
Average					15				11					16					12	54
Scor minimum																				40
Scor maximal																				66
Average																				54

Appendix 7 Table post-test result

Participant s	Feeling of pleasure					Enthusiasm				Attention					Engagement					Total
	1	2	3	4	T	5	6	7	T	8	9	10	11	T	12	13	14	15	T	
student 1	5	4	4	5	18	4	5	4	13	4	5	5	5	19	5	4	5	4	18	68
student 2	5	5	4	4	18	5	5	5	15	5	5	5	5	20	4	4	5	4	17	70
student 3	5	5	4	4	18	4	4	4	12	4	5	5	5	19	4	5	5	5	19	68
student 4	5	4	5	5	19	5	4	5	14	5	5	5	5	20	4	4	5	5	18	71
student 5	5	4	4	4	17	4	5	5	14	4	5	5	5	19	4	4	5	5	18	68
student 6	5	5	4	4	18	4	5	5	14	4	5	5	5	19	5	5	5	5	20	71
student 7	5	5	4	5	19	4	4	4	12	4	5	5	5	19	4	4	5	4	17	67
student 8	5	5	4	4	18	5	4	5	14	5	5	5	5	20	4	5	5	4	18	70
student 9	5	5	5	5	20	5	5	5	15	4	5	5	5	19	4	5	5	4	18	72
student 10	5	5	4	5	19	5	5	4	14	4	5	5	5	19	4	4	5	4	17	69
student 11	5	5	4	4	18	5	5	5	15	5	5	5	5	20	4	5	5	4	18	71
student 12	5	4	4	5	18	4	5	4	13	4	4	4	5	17	4	4	4	4	16	64
student 13	5	4	5	5	19	5	4	4	13	5	5	5	5	20	4	4	5	4	17	69
student 14	5	5	4	5	19	5	5	4	14	5	5	5	5	20	4	5	5	5	19	72
student 15	5	5	4	4	18	4	4	4	12	4	4	5	5	18	4	4	4	4	16	64
student 16	5	4	4	5	18	5	4	4	13	4	5	4	5	18	4	4	4	4	16	65
student 17	5	4	4	4	17	4	5	4	13	4	5	5	5	19	4	4	5	4	17	66
student 18	5	5	4	4	18	5	4	4	13	4	5	4	5	18	4	4	5	4	17	66
student 19	5	4	4	4	17	5	5	4	14	4	4	5	5	18	4	4	5	4	17	66
student 20	5	4	4	4	17	5	4	4	13	4	5	5	5	19	4	4	5	4	17	66
student 21	5	5	4	4	18	4	3	4	11	5	5	5	5	20	4	4	4	4	16	65
student 22	5	5	5	4	19	4	5	5	14	5	5	5	5	20	5	5	5	4	19	72
student 23	5	5	5	5	20	4	5	5	14	4	4	4	5	17	4	4	5	5	18	69
student 24	5	4	4	5	18	5	5	4	14	5	4	4	5	18	4	4	5	4	17	67
student 25	5	5	5	5	20	5	5	5	15	5	4	5	5	19	4	5	4	4	17	71
student 26	5	4	5	5	19	5	5	5	15	5	5	5	5	20	5	5	4	5	19	73
student 27	5	5	4	4	18	4	4	4	12	4	5	5	5	19	4	4	4	4	16	65
student 28	5	5	4	4	18	4	4	4	12	4	4	5	5	18	4	4	5	4	17	65
Student 29	5	5	4	4	18	4	4	4	12	4	4	5	5	18	4	4	5	4	17	65
Student 30	5	5	4	5	19	4	5	4	13	5	5	5	5	20	4	4	5	5	18	70
Average					18				13					19					17	68
Scor minimum																				64
Scor maximal																				73
Average																				68

Appendix 8 Documentations





CURRICULUM VITAE



Rima Sufriadi, was born in Majene on February 05, 2003, the eldest of four siblings. She lives in Ratte, Segeri Neighborhood, Banggae Timur District, Majene, West Sulawesi. She attended Elementary School 65 Inpres Galung Selatan and graduated in 2015. She then continued her education at SMPN. 03 Majene, graduating in 2018. After that, she continued her studies at SMKN 2 Majene, graduating in 2021.

In 2021, she was accepted into the English Language Education Study Program at the State Islamic College (STAIN) Majene. During her study at university, she did not participate in any organizational activities, but she actively developed her teaching skills through her experience teaching at an elementary school. This activity provided her with the opportunity to improve her communication skills, manage the classroom, and apply various interesting teaching methods for students. In addition, she also conducted Micro Teaching as part of the teaching practice course at the university.