ABSTRACT

English syllabus states that by the end of elementary school, the students have to master about 500 vocabulary items: 150 words for fourth grade, 150 words for fifth grade, and 200 words for sixth grade. The fourth grade is the first level that is expected to master 150 vocabulary items. It needs attention more in order to make the students ready in the next level. As a matter of fact, based on the preliminary study, the fourth grade students of SDN Kesatrian II Malang showed that the students faced difficulty in vocabulary learning. It indicated that they felt bored in vocabulary learning or memorizing new vocabulary items, and it made them passive in English learning and brought effect to their score.

Next, to solve this problem, the alternative way that is used to increase the vocabulary learning of fourth grade students at SDN Kesatrian II Malang is board game. This study is to know whether the implementation of board game can improve the vocabulary learning of fourth grade students of SDN Kesatrian II Malang or not.

This study used action research design. The subject of this study is all of fourth grade students at SDN Kesatrian II Malang. There are twenty seven students in class. This study used participant observation in the process of implementing board game that is conducted for three times. Then, interviews with the teacher to get information about the students’ performances before implementing of board game and to the students to know the effectiveness, content of board game, and their general opinion toward this board game. The last, this study used test to know the improvement of the students’ achievement after the implementing of board game.

The research finding in implementing of board game shown that board game succeeded in improving the students’ vocabulary. This can be seen that the students showed the positive responses toward the board game: they were more interested in studying English than before because they memorized easily new vocabulary using board game, their vocabulary-learning atmosphere was really lively. It has effect in their English score. The score mean of the whole students increased from cycle I to cycle II. The last result has reached the curriculum goal of the school. In conclusion, the use of board game as the alternative way to teach vocabulary for the fourth grade students at SDN Kesatrian II Malang can improve the students’ vocabulary learning.