

A Descriptive Study on the Students' Perception Toward the Use of Board Race Game in Learning English at the Eleventh Grade of SMK PGRI 1 Giri Banyuwangi in the 2022/2023 Academic Year

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ABSTRACT

Perceptions are the results of information which are expressed to other people who have different meanings in each human brain. The purpose of this research is to determine students' perceptions of the use of the Board Race Game in learning English. This research used method research such as descriptive quantitative research. There were 52 students as respondents of a senior high schools on the eleventh grade at SMK PGRI 1 Giri Banyuwangi. The purposive sampling was one of the techniques used in this research. To find out the perceptions on the use Board Race Game in Learning English, the data collection method was done by filling out the questionnaire. Related to the result of research of the students' perceptions on the eleventh grade at SMK PGRI 1 Giri Banyuwangi is a good category with overall percentage 78%. The researcher suggests that English teachers use the Board Race Game as a learning method. Through Games, English teachers can deliver the materials easily and creatively.

Keywords: *students' perception; learning English; Board Race Game.*

A. Introduction

Global pandemic disaster well-known with Corona Virus Disease (Covid-19) has influenced all countries included Indonesia. The impact of this virus was very serious, and one of them hit education system in Indonesia. Finally, the Indonesian government had to have right solution by implementing a special policy that is teaching and class learning process by online for all levels of education. It makes the learning process bring the bad impact for some students. Some students do not use technology as a tool for learning. They just utilize technology for amusement. The classroom becomes boring and the pupils stop paying attention to the teacher's explanations when the teacher merely explains the content. The majority of pupils actually use their phones to

play games during class. This is in line with what the pupils have encountered in SMK PGRI 1 Giri Banyuwangi.

Online education was offered at SMK PGRI 1 Giri Banyuwangi throughout the epidemic. After the Covid-19 pandemic ended, some schools, notably SMK PGRI 1 Giri Banyuwangi, switched to a face-to-face learning environment. The school was conducted via online learning a while back. Now that the most recent curriculum has been adopted, learning activities at SMK PGRI 1 Giri Banyuwangi are returning to normal. Students must improve their skills in order to complete this curriculum. In this case, the function of the teacher is crucial to learning.

Be that as it may, most understudies endured for learning misplaced. After carrying out the online class learning during pandemic, there were so many students who left behind in understanding the school subjects. In this manner, the majority of students' achievement also dropped drastically. Increasingly, the learners' interest and emotion slow down because their boredom always disturb them during their studies. The students think that English language learning was a very hard to learn and make them frustated in learning material. Then all subjects conveyed by educators are meaningless and students got nothing from them all.

Teaching English to students requires careful preparation by teachers in designing classroom learning activities (Wahyuni, 2022). One of the essential aspects in this preparation is the development of effective teaching strategies to make learning activities more engaging and meaningful. In this regard, teachers can utilize various tools to enhance the learning experience, one of which is the use of games (Brianita, 2019). Games can serve as an appropriate approach to facilitate significant classroom learning, particularly in teaching the four main language skills speaking, reading, listening, and writing. By incorporating games into English instruction, teachers can help students better comprehend the structure, function, and components of the language being taught. Furthermore, games can create memorable learning moments, allowing students to understand and retain content more effectively. In line with the school curriculum, one of the objectives of English language learning is to achieve communicative competence in various contexts, both orally and in writing.

With reference to the statement from one of the English teachers at SMK PGRI 1 Giri Banyuwangi that Board Race Game was the proper learning method. Board games are familiar game types, is used in the class by making circles on the board. Board Race Game is a fun game that have board as a method and there is two people or two groups or more to “race” against each other according to a set of rules Nurdina (2021). Board race game is one of the development of board game as a familiar game that use some tools such as board, table, or floor (Kusumawati, 2017). When the learning handle is done within the class, the instructor decides that amid the process of learning all understudies must utilize English dialect without special case. In brief is to form understudies acclimated in practicing English.

By having this reason the researcher needs in conducting the learners’ perception in utilizing Board Race Game in Learning English. Judging from the inclining handle executed within the course at SMK PGRI 1 Giri Banyuwangi, each understudy have to own a diverse perception. Thereby, the reseracher would like to conduct the research entitled “A Descriptive Study Of Students’ Perception Toward Board Race Game in Learning English on The Eleventh Grade at SMK PGRI 1 Banyuwangi in the academic year 2022/2023

B. Research Method

1. Research Design

Research design is the strategy to arrange the setting of the researcher in order to get valid data that is suitable to the variable characteristics and the objective of the research. Research design which is used in this research is descriptive quantitative design. Quantitative research is the process of collecting, analyzing, interpreting, and writing the results of a research (Cresswell, 2002). According to Sudjana & Ibrahim (2012) Descriptive research is a test that is carried out in stages where the researcher describes one or several symptoms and cases that are currently happening, and takes problem or focuses on actual problems. By using descriptive quantitative design, this research identifies perception of students in using board race game in learning English on the eleventh grade at SMK PGRI 1 Giri Banyuwangi in the academic year 2022/2023.

2. Research Area

This research is conducted at SMK PGRI 1 Giri Banyuwangi. It is located on Jl. Simpang Gajah Mada, Ligkungan Cungking, Mojopanggung, Giri sub- distric, Banyuwangi regency.

3. Research Respondent

The respondents in this study were 52 eleventh-grade students at SMK PGRI 1 Giri Banyuwangi during the 2022/2023 academic year. The researcher used purposive sampling to examine the students' perceptions. These students were chosen because their teacher had previously implemented the Board Race Game as a learning strategy. The study focused on observing students' activities during the learning process using this method.

4. Data Collection Method

The researcher used a questionnaire to collect data in this study. According to Sugiyono (2017), data collection methods are important steps in research to obtain relevant information. A questionnaire is a technique of data collection by giving a set of questions or written statements to be answered by the respondents (Sugiyono, 2017). In this study, 52 respondents were given 15 questions derived from three indicators of learners' perceptions of using the Board Race Game during the learning process. The questions focused on three aspects: (1) students' motivation, (2) students' interaction during the use of games in the learning process, and (3) challenges faced in using games. These questions were adopted from Gardner's Socio-Educational Theory (Gardner, 2007) to assess motivation, Vygotsky's Sociocultural Theory (Vygotsky, 1978) to understand interaction, and a systematic review of Game-Based Learning by Lester et al. (2023) to identify implementation challenges. The distribution of questionnaire items are as follows :

Table 1. The Distribution of Questionnaire Items

No	Indicator	Positive statements	Item test	Negative statements	Item test	Total
1	Students' perceptions regarding motivation	3	1,3,4	2	2,5	5

	subsequent to the implementation of the Board Race Game in the process of English language acquisition.					
2	Students' perspectives regarding the engagement experienced subsequent to the implementation of the Board Race Game in the process of acquiring the English language.	2	6,8,	3	7,9,10	5
3	The students' viewpoints regarding the difficulties encountered subsequent to the implementation of the Board Race Game in the acquisition of the English language.	2	11,14	3	12,13,15	5
Total						15

The researcher used Likert scale to find the level of questionnaire with four options of answer for the statement. It is used to analyze the perception about the use of Board Race Game in Learning English at SMK PGRI 1 Giri Banyuwangi.

Table 2. Scoring for Questionnaire Answer

Respondents Answer	Score
Strongly Disagree	1
Disagree	2
Agree	3
Strongly agree	4

The participants involved in this investigation are the students enrolled at SMK PGRI 1 Giri Banyuwangi. Conversely, the focus of this research endeavor is to

elucidate the students' perceptions regarding the efficacy of the Board Race Game Strategy in the context of English language acquisition.

5. Data analysis method

This investigation employs a quantitative research design characterized by a descriptive methodology. Given that the instrument utilized is the Likert scale, this study is categorized as a quantitative analysis. Descriptive quantitative analysis is employed to scrutinize the data by depicting it, as it has been collected without establishing generalizations or conclusions that may be applicable to a broader demographic (Sugiyono, 2017). This research elucidated the results of data collection comprehensively, utilizing a questionnaire for quantitative assessment. To ascertain the percentage level of perception, the researcher applied the following formula:

$$\text{Index \%} = N/Y \times 100$$

Index % = Percentage of Level

N = Total Score

Y = Maximum Score

C. Research Finding and Discussion

1.The Research Findings

The primary aim of this study was to investigate students' perceptions of using the Board Race Game as a learning tool for English among eleventh-grade students at SMK PGRI 1 Giri Banyuwangi. Data were collected via a questionnaire consisting of 15 items focused on three indicators: motivation, interaction, and challenges. The questionnaire was administered to a sample of 40 students, selected purposively from a total population of 52 students. This sampling approach is supported by Sugiyono (2017), who states that for populations under 100, researchers may use either the entire population or a representative sample. The findings revealed that students generally had positive perceptions toward the Board Race Game, with an overall approval rate of 78%. Detailed results and discussion for each indicator are presented in the following sections.

2. The Results of Questionnaire

The questionnaire was utilized to assess students' perceptions of the use of the Board Race Game in learning English among eleventh-grade students at SMK PGRI 1 Giri Banyuwangi. It is consisted of three indicators of students perceptions on the use Board Race Game in learning English, they are 1. Students' perception about their motivation after using Board Race Game in Learning English, 2. Students' perception about interaction after using Board Race Game in Learning English, and 3. Students' perception about challenge after using Board Race Game in Learning English. The students' perceptions of the Board Race Game in learning English among the eleventh-grade students at SMK PGRI 1 Giri Banyuwangi are generally positive, with an overall approval rate of 78%. The detail result about those three indicators are described in this following data :

A.The Students' Perception of Motivation in the Use of the Board Race Game

In assessing students' perceptions of the Board Race Game in learning English, the respondents were provided with statements regarding their motivation after using the game. The statements included five items, categorized into three positive statements and two negative ones. The analysis of the data is presented in the table below:

Table 3. The Result of Questionnaire in Motivation Indicator

No	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	Total Likert Scale
1	Engaging in English language acquisition through the utilization of board race games significantly enhances my motivation for continuous learning.	34	10	6	2	180
2	Engaging in the acquisition of the English language through the implementation of board race games significantly enhances my self-assurance when responding to inquiries posed by the educator.	28	22	2	0	182
3	Learning English by using	6	28	15	3	141

	board race games makes my point better in English subject.					
4	Learning English by using board race games makes me lazy.	2	5	23	22	169
5	Learning English by using board race games makes me bored.	0	2	31	19	173
Total						845

The result for the first statement showed that 34 respondents (65.4%) strongly agree, 10 respondents (19.2%) agree, 6 respondents (11.5%) disagree, and 2 respondents (3.8%) strongly disagree with the statement “Learning English by using board race games makes me want to learn continuously.” The result for the second statement showed that 28 respondents “strongly agree”, 22 respondents “agree”, 2 respondents “disagree”, and 0 or no one respondent “strongly disagree” in “learning English by using board race games makes me more confident when answering questions that given by the teacher”. The result for the third statement showed that 6 respondents “strongly agree”, 28 respondents “agree”, 15 respondents “disagree”, and 3 respondents “strongly disagree” in “learning English by using board race games makes my point better in English subject”. The result for the forth statement showed that 2 respondent or no one respondents “strongly agree” 5 respondents “agree”, 23 respondents “disagree”, and 22 respondents “strongly disagree” in “learning English by using board race games makes me lazy to study”. The results for the fifth statement indicated that no respondents (0) "strongly agreed," 2 respondents "agreed," 31 respondents "disagreed," and 19 respondents "strongly disagreed" with the statement, "Learning English through the use of Board Race Games makes me bored.

In conclusion, the total score for the first indicator of students' perceptions regarding motivation in the use of the Board Race Game was 845. Based on the data collected from 52 respondents, the overall approval rate for all statements is 81%, with an average score of 845, which falls within the "strongly agree" range. Therefore, it can be concluded that the students hold a positive perception of the statements under this indicator.

B. Students' Perception of Interaction in the Use of the Board Race Game

In examining students' perceptions of the Board Race Game in learning English, respondents were presented with statements regarding the interaction involved in using the Board Race Game for learning. The five statements were categorized into two positive statements and three negative ones. The data analysis is presented in the table below:

Table 4. The Result of Questionnaire in Interaction Indicator

No	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	Total Likert Scale
1	Engaging in the acquisition of the English language through the utilization of board race games facilitates a more effortless dialogue with peers throughout the educational experience.	32	17	1	2	183
2	Engaging in the study of the English language through the application of board race games enables me to respond effectively to inquiries posed by educators.	17	28	4	3	163
3	I never ask the question when I learn English by using board race games.	3	2	26	20	165
4	The challenges associated with responding to inquiries posed by educators while acquiring proficiency in the English language through the utilization of board race games are notable.	2	2	30	18	168
5	The information disseminated by the instructor during the lecture is not readily comprehensible.	1	4	12	35	185
Total						864

The results for the first statement revealed that 32 respondents "strongly agreed," 17 respondents "agreed," 1 respondent "disagreed," and 2 respondents "strongly disagreed" with the statement, "Learning English through the use of Board Race Games makes it easier for me to discuss with friends during the learning process." For the

second statement, 17 respondents "strongly agreed," 28 respondents "agreed," 4 respondents "disagreed," and 3 respondents "strongly disagreed" with the statement, "Learning English through the use of Board Race Games allows me to answer questions from the teacher." Regarding the third statement, 3 respondents "strongly agreed," 2 respondents "agreed," 26 respondents "disagreed," and 20 respondents "strongly disagreed" with the statement. " in "I never ask a question when I learn English by using board race games". result for the forth statement showed that 2 respondents "strongly agree", 2 respondents "agree", 30 respondents "disagree", and 18 respondents "strongly disagree" in "I find the difficulty to answer questions from the teachers when learning English by using board race games". The result for last statements showed that 1 respondent "strongly agree", 4 respondents "agree", 12 respondents "disagree", and 35 respondents "strongly disagree" in "interaction is the material conveyed by the teacher in the class cannot be understood easily".

In conclusion, the total score for the second indicator of students' perceptions regarding interaction in the use of the Board Race Game was 864. Based on the data collected from 52 respondents, the overall approval rate for all statements is 83%, with an average score of 864, which falls within the "agree" range. Therefore, it can be concluded that the students hold a positive perception of the statements under this indicators.

C. The Students' Perception of the Challenges in the Use of the Board Race Game

In assessing students' perceptions of the Board Race Game in learning English, respondents were presented with statements regarding the challenges encountered while using the Board Race Game in the learning process. The five statements were divided into two positive statements and three negative ones. The data analysis is provided in the following table :

Table 5. The Result of Questionnaire in Challenge

No	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	Total Likert Scale
1	The privilege of responding to inquiries posed by the educator is not monopolized by	17	23	8	4	165

	high-achieving students.					
2	It is imperative that I expedite my pace in order to inscribe the response upon the whiteboard.	13	29	8	2	175
3	I encounter challenges in comprehending the directives provided by the educator.	0	5	37	10	161
4	The duration allocated for responding to inquiries is excessively brief, thereby precluding me from having the opportunity to provide answers to the questions presented.	9	21	16	6	123
5	The scope of my English vocabulary is somewhat restricted, thereby rendering it challenging for me to respond adequately to inquiries.	12	29	10	1	104
Total						728

The findings pertaining to the initial statement indicated that 17 participants "strongly concurred," 23 participants "concurred," 8 participants "disagreed," and 4 participants "strongly disagreed" with the assertion that "the opportunity to pose inquiries to the instructor is not predominantly influenced by academically proficient students." The outcomes for the subsequent statement demonstrated that 13 participants "strongly concur," 29 participants "concur," 8 participants "disagree," and 2 participants "strongly disagree" with the assertion, "I must write quickly to inscribe my responses on the whiteboard." The findings related to the third statement revealed that no participants "strongly concurred," 5 participants "concurred," 37 participants "disagreed," and 10 participants "strongly disagreed" with the assertion, "I experience difficulty in comprehending the directives provided by the instructor." The results for the fourth statement indicated that 9 participants "strongly concurred," 21 participants "concurred," 16 participants "disagreed," and 6 participants "strongly disagreed" with the assertion, "The allocated time to respond to inquiries is insufficient, hindering my

ability to formulate an adequate response." The findings for the concluding statement suggested that 12 participants "strongly concurred," 29 participants "concurred," 10 participants "disagreed," and 1 participant "strongly disagreed" with the assertion, "My restricted English lexicon impedes my ability to respond to inquiries."

In summary, the cumulative score for the initial indicator of students' perceptions regarding engagement in the implementation of the Board Race Game was 728. Based on the data acquired from 52 participants, the overall approval rate for all assertions stands at 70%, with an average score of 728, which resides within the "agree" spectrum. Consequently, it can be deduced that the students possess a favourable perception of the assertions encompassed within this indicator.

D. Conclusion

Based on the findings, the percentage results from each indicator in the questionnaire highlight students' positive perceptions toward the use of the Board Race Game in learning English. Specifically, 81% of the respondents expressed that the game significantly increased their motivation, suggesting that the dynamic and interactive nature of the activity encouraged consistent engagement and a greater willingness to participate in English learning. Furthermore, 83% of the students reported that the game fostered interaction, indicating that the Board Race Game effectively enhanced communication between peers and between students and teachers, thereby facilitating a more collaborative and comfortable learning environment. Meanwhile, the challenge indicator yielded a 70% approval rate, implying that although students encountered some difficulties—such as time constraints and limited vocabulary—these were not perceived as major barriers to learning. Overall, the high percentage of positive responses across all three indicators underscores that the Board Race Game serves as an effective and engaging pedagogical tool in enhancing student motivation, interaction, and resilience in overcoming challenges during English language learning.

E. References

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