



Linguistics

Developing Board Game Ludo Vocabulary in Optimizing English Vocabulary Mastery

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ABSTRACT

This research was motivated by low student motivation and ineffective English vocabulary learning. The study aimed to develop learning media and test the effectiveness of the Ludo Vocabulary board game to improve English vocabulary mastery of seventh grade students at SMP N 1 Pakis Aji Jepara. The study used the ADDIE Research and Development (R&D) model approach (analysis, design, development, evaluation, and implementation), with interview, observation, questionnaire, and pretest-posttest instruments on a small-scale sample of 8 students from class VII D and a large-scale sample of 28 students from class VII F. Data collection techniques included validity tests, media expert tests, and material expert tests. The percentage of material feasibility test results was 92% and media feasibility was 82%. Student data were collected through pretests, posttests, and questionnaires, then analyzed using qualitative and quantitative approaches. The results of students' pretests and posttests were evaluated using an independent T-Test to assess differences before and after treatment with the Ludo Vocabulary board game media. The small-scale pretest trial score was 54.375 and the posttest score was 80. The large-scale pretest trial score was 54.108 and the posttest score was 82.5. The results of the study indicated that the Ludo Vocabulary board game was effective in increasing student engagement, learning motivation, and vocabulary mastery. The researcher suggested further development to increase the variety and difficulty level of vocabulary so that this game could be used more widely and more appropriately to students' abilities.

INTRODUCTION

Humans need to master English to easily keep up with the times and technological developments (Khoirotunnisa & Retnawati, 2025). Vocabulary plays a crucial role in mastering English. Without vocabulary, we cannot use language structures and functions properly to communicate (Josafat et al., 2021). According to a report from Education First (EF) in 2021, the English proficiency of Indonesian people was only in fifth place among ASEAN countries (Afia et al., 2023). English vocabulary mastery is very important to be applied to junior high school students because it improves language skills, supports academic achievement, encourages effective learning strategies, and prepares them for future opportunities (Ayana et al., 2024). Therefore, vocabulary mastery is very important for students in learning English.

Mastering English at the junior high school stage is frequently seen as challenging since English is a secondary language. Students often struggle because the pronunciation of English words differs significantly from their spelling, leading to confusion and making memorization difficult (Salwa & Bahri, 2024). Psychological factors such as low motivation, laziness in memorizing words, and lack of confidence in using new vocabulary in speaking or writing hinder vocabulary learning (Baharudin et al., 2024). In addition, students who are reluctant to practice English regularly can often forget the words

they have learned (Lam & Yunus, 2023). To overcome this challenge, it is important to create interesting and interactive learning activities that increase students' learning motivation and self-confidence.

Based on the results of observations at SMP N 1 Pakis Aji, students felt that English learning was a difficult subject. The absence of student motivation in learning led to students being less engaged and less eager during the English learning process, making it challenging to fully grasp the material presented. Low motivation made students reluctant to memorize or remember new vocabulary, resulting in limited vocabulary mastery and impacting their overall language skills. Therefore, combining interesting media and learning strategies is very important to overcome low motivation and improve students' vocabulary mastery and overall language skills.

The utilization of educational media increased the effectiveness of the learning process and helped students achieve learning goals optimally (Birru et al., 2021). Learning strategies such as games and presentation of material or contextual interactive media can stimulate and motivate student (Puspitarini & Hanif, 2019). For example, implementing board games as an educational tool can drive students to engage, communicate, and interact more actively (Syakur, 2020). Board games serve as a broad term for games involving the placement, movement, or removal of pieces on a board, following specific rules on a patterned board (Noda et al., 2019). Board games not only make learning more fun but also encourage critical thinking, collaboration, and the use of practical language skills in a fun and engaging environment.

This study is based on constructivist learning theory, which posits that learners actively cultivate knowledge through meaningful interactions and experiences. Vygotsky's social constructivism underscores the importance of social engagement and collaborative learning in cognitive growth, supporting the use of board games to foster peer interaction and thus enhancing students' motivation and knowledge building (Rohman & Fauziati, 2022). In this regard, board games strongly support this theory. The application of board games in teaching vocabulary boosts student participation and enthusiasm, making vocabulary learning more enjoyable and effective.

In this study, researchers developed the ludo game into an effective board game learning media. The Ludo game is a strategy game played by four players with a square game board with four color variations, the player who manages to catch up and place all his pawns on the finish line first becomes the winner (Fauziah et al., 2023). This Ludo game media can cultivate an enjoyable learning environment, enhance cognitive skills, support physical and emotional growth, and foster positive student traits (Rahmawati et al., 2024). The competitive and interactive nature of Ludo engages students actively, providing personal satisfaction and a sense of achievement as they complete challenges in the game (Rakhman et al., 2024). The development of Ludo vocabulary board game media is a solution to overcome student problems in increasing student motivation in learning vocabulary mastery.

Aini et al (2018) developed a "Ludo Flash Game" that blended flashcard elements with Ludo game strategies, targeting seventh-grade learners. The outcome of their research was the Flash Ludo Game, which included three kinds of flashcards: those for words, phrases, and sentences. The findings showed a notable improvement in vocabulary scores, with pre-test averages of 45.8 rising to 84.05 in post-tests, alongside favorable feedback from both students and teachers, highlighting the tool's validity and effectiveness. Despite this, studies that concentrated on crafting and assessing Ludo-based vocabulary learning tools for junior high school students in an Indonesian setting remained scarce, which this research sought to address.

This study uniquely developed an integrated Ludo board game model combined with three cards (question card, puzzle card, and challenge card) specifically designed for students of SMP N 1 Pakis Aji. The cards were designed with simple sentences accompanied by pictures and presented various questions, puzzles, and challenges. This integration aimed to optimize vocabulary acquisition by using the familiar and simple Ludo mechanism with targeted vocabulary learning embedded in the game. The study also focused on the independent curriculum and student needs, providing culturally and contextually relevant learning media.

The objective of this study was to develop and analyze the effectiveness of the Ludo Vocabulary board game and analyze the Ludo Vocabulary board game in vocabulary learning in seventh grade at

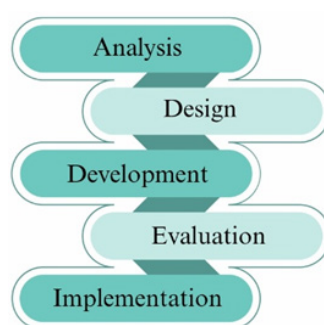
SMP N 1 Pakis Aji Jepara. Based on the facts found, many students have difficulty in mastering and remembering vocabulary. This is often caused by learning methods that are less interesting and less involving active student interaction so that learning motivation is low. By utilizing the Ludo Vocabulary board game, the vocabulary learning process becomes more interesting, fun, and can increase student involvement and motivation in learning. It is hoped that these findings will provide valuable insights into effective teaching practices that can be adopted in similar educational contexts.

This study was an educational strategy that aimed to improve English vocabulary learning through interesting learning media to overcome the low vocabulary mastery among junior high school students. Board games were one of the effective learning media solutions that encouraged active involvement and collaboration centered on student participation in learning (Ding et al., 2019). In particular, board games like Ludo have successfully fostered a playful and engaging learning setting to enhance vocabulary mastery and offer educators solutions for crafting more effective teaching strategies. However, a considerable gap remains in comprehensively understanding the overall effectiveness of the Ludo board game across different student demographics and educational environments. Therefore, this study was important to conduct to fill this gap and provide empirical evidence regarding the effectiveness of using the Ludo Vocabulary board game as an adaptive and inclusive vocabulary learning medium in various educational contexts.

METHOD

This study used a Research and Development (R&D) design, which was one of the research methods that produced products for educational purposes (Dewi et al., 2022). This study used the Ludo game which was developed into Ludo Vocabulary (DOLAR), a learning media designed to improve the optimization of students' mastery of English vocabulary. The development process in the study used the ADDIE model. This model consisted of five phases, namely analyzing, designing, developing, implementing, and evaluating (Nita et al., 2022). This model ensured the creation of effective and learner-centered instructional materials and had been successfully applied in various educational contexts, including the development of language learning media (Syam & Ermawati, 2024). The following was the sequence of the ADDIE model process in developing the Ludo Vocabulary media:

Figure. 1 Ludo Vocabulary Development Process



This study began with interviews and observations of teachers and students of class VII F SMPN 1 Pakis Aji to analyze field needs, as well as with the filling out of questionnaires to determine students' difficulties in learning vocabulary and the characteristics of the media created. Then, the researcher created designs and developed product designs, starting from images, shapes, colors, and materials. Furthermore, the product was validated by material experts and media experts to determine the validity and feasibility of the product. There were revisions to the initial product that were carried out to perfect the Ludo Vocabulary board game. After the revisions were made, the media was tested on selected samples. This research model allowed an approach to create and assess the effectiveness of the Ludo board game as a learning aid to optimize English vocabulary mastery in class VII students of SMPN 1 Pakis Aji.

The population of this study was all students of class VII of SMP N 1 Pakis Aji, with a sample of 8 students from class VII D and 28 students from class VII F who were selected by purposive sampling

because the focus was on students who participated in the research. In this case, the selected classes VII D and VII F included students who were directly involved in the focus of the study, namely, the development and use of the Ludo Vocabulary board game to improve English vocabulary mastery. This approach ensured that the data collected was accurate and relevant, allowing researchers to understand the phenomenon and solve problems more effectively. The research instruments included interviews, observations, questionnaires, and tests, and data were collected through validity tests, media expert tests, and material expert tests. Student data were gathered using pre-tests, post-tests, and questionnaires, then analyzed with the Independent T-Test to determine the differences before and after the implementation of Ludo Vocabulary. Data analysis combined qualitative and quantitative approaches to mutually test and strengthen the research findings.

RESULTS AND DISCUSSION

The results of this study discussed the stages of the product development process for the learning media Ludo Vocabulary for English vocabulary material for grade VII of SMP N 1 Pakis Aji. This stage explored and analyzed data from the results of media development using the Ludo Vocabulary board game. The stages of product development in the form of Ludo Vocabulary learning media were explained as follows:

Media that Enhances Vocabulary Mastery

The first stage in this research was observation, interviews, and the completion of questionnaires with 29 students of class VII F at SMP N 1 Pakis Aji by analyzing the level of student needs. Observations were conducted during the English learning process in class VII F, with the targets of observation being teachers who taught in the class, students, and the learning process itself. The findings indicated that teachers relied primarily on books for teaching materials and that the integration of media into the learning process was still quite limited. A lack of student learning motivation resulted in less active student participation in English learning. Quite a few students had difficulty in pronouncing, composing, and remembering English vocabulary, which was observed during the learning process.

For this study, interviews were carried out with three students from class VII F, as well as the English teacher for that class, Mrs. Oka Hanum Pratiwi, S.Pd. According to the students, they struggle with comprehending sentences in English due to their limited vocabulary knowledge. They found it difficult to remember every word that had been learned due to the lack of practice in using it. This was further supported by interview findings with the teacher, who mentioned that students often struggle with English due to challenges in memorizing vocabulary. The deficiency in vocabulary hindered students' ability to comprehend English sentences, which led to lower scores on English exams. The teacher also stated that the use of interesting media made a significant difference compared to learning without media. These results indicated that it was important to use more interesting vocabulary learning methods so that students could more easily master English and get better grades.

Table 1. Difficulties In Vocabulary Learning

No	Statement	Score (%)
1	I have difficulty learning English vocabulary.	91.3%
2	I feel bored when learning English vocabulary with monotonous methods.	86.2%
3	I have difficulty distinguishing words that are similar but have different meanings.	84.1%
4	I have difficulty remembering English vocabulary.	82.7%
5	I have difficulty understanding English vocabulary	82.1%
6	I find it difficult to motivate myself to continue adding new vocabulary.	85.5%
7	I am less confident in using English vocabulary in speaking or writing.	88.9%
8	I feel less interested in learning English vocabulary if only through books or notes.	88.3%
9	I rarely ask or discuss English vocabulary because I feel embarrassed and afraid of making mistakes.	83.4%
10	I feel confused about using English vocabulary in the right sentences.	86.7%

From the findings of the questionnaire regarding student difficulties, an average of 85.92% was obtained, and it could be concluded that the majority of students in class VII F of SMP N 1 Pakis Aji experienced various obstacles in learning English vocabulary. These difficulties included aspects of understanding, remembering, motivation, self-confidence, and less varied learning methods. Therefore, teachers were advised to develop and apply more creative and enjoyable learning methods so that student difficulties could be minimized.

Table 2. Media Requirement in Teaching Vocabulary

No	Statement	Score (%)
1	I prefer English learning using media.	92.4%
2	I need interesting and fun learning media	90.3%
3	I like visual board game learning media	88.3%
4	I like learning media with pictures	91.7%
5	I like colorful learning media.	88.9%
6	I like board games that are equipped with clear and easy-to-understand instructions.	86.8%
7	I prefer board games that can be played with friends (in groups).	82.7%
8	I want there to be challenges or competitions in board games.	83.4%
9	Board game media makes me more enthusiastic about learning English vocabulary	89.6%
10	After using learning media, I find it easier to understand and remember the material given by the teacher.	87.9%

From the findings of the questionnaire, which showed an average of 88.16%, it was concluded that most 7th grade junior high school students really needed interesting, interactive, and fun learning media to learn vocabulary. Media such as board games that were visual, illustrated, colorful, and easy to understand were very popular with students because they could increase their motivation, understanding, and memory of English vocabulary. In addition, elements of togetherness, challenges, and competition in board games were also very much needed by students to create a more lively learning atmosphere and to encourage learning enthusiasm. With this, it was concluded that students were more interested in interactive learning models using media, especially board game media.

Developing Ludo Vocabulary Board Game

The design stage was obtained through the results of the analysis in the previous stage based on student needs. This stage was carried out by designing a sketch of the Ludo Vocabulary board game using the CorelDraw application. The design of this game was adjusted to the results of the student needs questionnaire analysis. The selection of colors, fonts, images, and layouts was designed attractively to support student learning motivation and effectiveness in optimizing English vocabulary mastery.

This board game had components, namely pawns, dice, game boards, question cards, challenge cards, puzzle cards, and was equipped with game rules. The colors of the three cards were designed with different colors and signs on each card. Each card was presented with simple sentences and images so that students could more easily understand and remember English vocabulary material. Cards using different colors and simple images were effective in helping students improve vocabulary retention and increase student learning motivation (Dineshika & Jayasinghe, 2024). The material in this study was presented in the form of printed paper sheets that had been adjusted to the English vocabulary of class VII semester 2 material, by classifying adjectives, nouns, verbs, and adverbs.

The researcher designed the material presented in the development of the Ludo Vocabulary board game learning media. The material was adjusted to grade VII material and had been validated by the validator, namely a UNISNU Jepara lecturer. The results of the validation were described as shown in table 1:

Table 3. Result of Material Validation

No	Assessment Item	Score (1-5)
1	Concept of Relevance to Independent Curriculum.	5
2	Suitability of Material to Learning Objectives.	4
3	The language used in the material is in accordance with the target students.	5
4	The material is varied and appropriate to attract students' attention.	5
5	This material helps students learn vocabulary.	4
6	This material can be used to develop vocabulary skills.	5
7	The media offers opportunities for cooperative learning.	4
8	The material is well organized and easy to understand.	4
9	Growing learning motivation.	5
10	The actuality of the material presented.	5
11	The attractiveness of the material display.	5
12	The material is relevant to the needs of students.	4

The results of the material validation showed a figure of 92%, thereby stating that it was valid but with a revision note to simplify the sentences in the material. After the material was validated, media validation was continued. Validation of appearance, function, and usability was carried out by the media validator, namely a lecturer at UNISNU Jepara. The validation results are described in Table 2 :

Table 4. Result of Media Validation

No.	Assessment Item	Score 1-5
1	The composition of the chosen color is good.	4
2	The pictures used are clear.	4
3	The pictures' size is acceptable.	3
4	The font and its size are appropriate and easy to read.	4
5	The designs are attractive for the target learners.	4
6	The instructions are clear.	4
7	The design questions on the cards are clear and varied.	3
8	The media can be used easily.	4
9	The layout of the media is appropriate (text and image layout)	4
10	Media is useful in learning Vocabulary.	5
11	Media can improve vocabulary mastery.	5
12	Media can increase students' interest in learning motivation.	5

The media validation results showed a figure of 82%, hereby declared valid but with revision notes. After going through several revisions that needed to be perfected, this board game learning tool is now suitable for use as a medium to enhance grade 7 students' mastery of English vocabulary at SMP N 1 Pakis Aji. To start the game, students can read the rules of the game listed on the game board. The following is the form of the Ludo vocabulary board game learning media:

Figure 2. Board Game Ludo Vocabulary

Figure 2 shows the form of a board game ludo vocabulary consisting of game rules, pawns, and dice. Before starting the game, students could read the game rules listed on the game board. There were 16 pawns divided equally into 4 bases according to their respective colors. Players had to roll the dice first to determine the pawn's move.

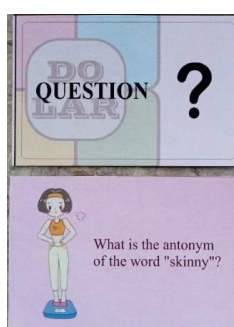
Figure 3. Question Card

Figure 3 was a form of question card. The question card was a card that was added with questions and images that were used to improve English vocabulary. The questions were presented with simple sentences so that they were easy to understand. Students could answer question cards individually or discuss them in groups.

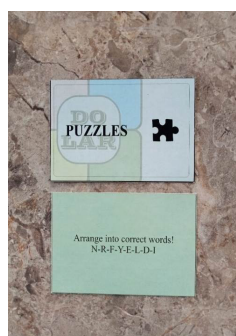
Figure 4. Puzzle Card

Figure 4 was the form of a puzzle card. Puzzle cards were cards that had various puzzles added, which encouraged students to find answers based on the clues that had been given. Students could answer the puzzle cards individually or discuss them in groups.

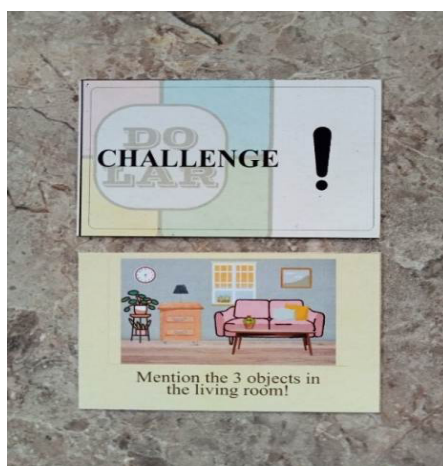
Figure 5. Challenge Card

Figure 5 was the form of a challenge card. A challenge card was a card that had various challenges added, which encouraged students to think critically and hone their vocabulary mastery skills. Students could answer the challenge card individually or discuss it in groups.

Implementation and Evaluation of Ludo Vocabulary

This study was conducted to trial the use of the Ludo Vocabulary board game media that had been validated by material experts and media experts. Before being tested on a sample of class VIIF students, the product was tested on a small group first, namely 8 students from class VIID. The implementation of this trial was carried out in one meeting, with the stages of pre-test, material presentation, implementation of Ludo Vocabulary, material reflection, and finally post-test. From this process, the results showed that students experienced an increase in post-test scores. After being tested on a small group, it was then tested in a large group on the actual sample, namely class VIIF.

The product trial in class VIIF was carried out on 28 students. The implementation of this trial was conducted in stages over 2 meetings with adjective, noun, verb, and adverb material that had been adjusted to the English material for class VII of SMP N 1 Pakis Aji. The first meeting included adjective and noun material. Students were divided into four groups and continued with the delivery of material that had been prepared by the researcher. After the delivery of the material, the use of the Ludo Vocabulary board game learning media was continued. Each group took turns using the Ludo Vocabulary game. Students who got cards answered by discussing with their group. In the second meeting, the material was verbs and adverbs. The student groups were the same as the groups in the first meeting. After the delivery of the material, the product trial was continued and also reviewed the previous material that had been delivered.

This evaluation stage is used to see the results of the research conducted, by contrasting the pre-treatment values (pretest) with the post-treatment values (posttest) in class VIID as a small group and class VIIF as a large group. The validation of the questions was tested on class VIID with a total of 31 students, of the 50 questions given, there were 20 questions with a valid status with a value of $r_{\text{count}} > r_{\text{table}}$, from r_{table} of 3.344. The valid status questions were then used as pretest and posttest questions in the study, in order to see and measure the effectiveness of the trial application of the Ludo Vocabulary board game learning media to the subjects at SMP N 1 Pakis Aji in the English subject.

The data was processed using Excel applications, where a paired sample t-test was employed. This test analyzed the product's effectiveness by revealing the alterations in average values before and after implementing the treatment. Before the treatment was conducted on a large group, a product trial was conducted on a small scale of 8 people in class VIID. The results of the treatment obtained from the pretest and posttest results as follows:

Table 5. Small Scale Pretest Posttest Results

	Variable 1	Variable 2
Mean	54.375	80
Variance	310.26786	107.14286
Observations	8	8
Pearson Correlation	0.8618757	
Hypothesized Mean Difference	0	
df	7	
t Stat	-7.137184	
P(T<=t) one-tail	0.00009372	
t Critical one-tail	1.8945786	
P(T<=t) two-tail	0.0001874	
t Critical two-tail	2.3646243	

Based on table 3, the pretest results reached an average value of 54.375 and an average posttest value of 80 for 8 students of class VIID SMP N 1 Pakis Aji. The t-test results show that $t_{\text{count}} > t_{\text{table}}$, the t-value of t_{count} 7.137184 is greater than the t_{table} 2,306 of 2.306 with a significant value of $0.000 < 0.05$, namely H_a is accepted while H_0 is rejected. This shows that there is a change in learning outcomes after learning using the Ludo Vocabulary board game in class VIID of SMP N 1 Pakis Aji. After being tested on small groups, the trial was continued on a large group, namely class VIIF with a total of 28 students. The results of the treatment obtained from the pretest and posttest results are as follows:

Table 4. Large Scale Pretest Posttest Results

	Variable 1	Variable 2
Mean	54.10714286	82.5
Variance	101.9510582	54.62963
Observations	28	28
Pearson Correlation	0.775436545	
Hypothesized Mean Difference	0	
df	27	
t Stat	-23.50961557	
P(T<=t) one-tail	0.00000000000000000008147	
t Critical one-tail	1.703288446	
P(T<=t) two-tail	1.62934E-19	
t Critical two-tail	2.051830516	

Based on table 4, the pretest results reached an average value of 54.10714286 and an average posttest value of 82.5 for 28 students of class VIIF SMP N 1 Pakis Aji. The t-test results showed that $t_{\text{count}} > t_{\text{table}}$, the calculated of t_{count} 23.50961557 is greater than t_{table} 2,048 with a significant value of $0,000 < 0,05$, meaning H_a was accepted while H_0 was rejected. H_a indicated that the changes in the average learning results before (pretest) and after (posttest) implementing the Ludo Vocabulary board game learning media had an effect on increasing vocabulary mastery of English material.

In game-based learning, students not only gained new knowledge but also improved their critical thinking skills, worked together, and overcame obstacles through the challenges and simulations offered (Piñero et al., 2020). This learning media concept used board games with a material focus to improve students' English vocabulary mastery. Games provided students with the chance to collaborate and engage in teamwork, promoting a lively and productive educational setting (Armelia et al., 2024). Moreover, incorporating games as a learning tool generated an enjoyable atmosphere, increasing students' enthusiasm for participating in English lessons.

Following the ADDIE cycle, this study developed a board game learning media, Ludo Vocabulary, as a strategy to improve English vocabulary mastery of grade VI students of SMP N 1 Pakis Aji. Information was collected through observation and interviews with English teachers and grade VI F students to identify student difficulties in learning vocabulary and to identify student needs. Questionnaire data collection was also conducted on grade VIIF students to strengthen data on students' difficulties in learning vocabulary and students' needs. After that, the Ludo Vocabulary board game media was created, which then underwent media validation and material validation testing. There were several notes that had to be revised to modify the media to be worthy of being tested. After going through the revision process, field tests were conducted on a small and large scale on students of VII SMP N 1 Pakis Aji.

The game began by reading the rules on the board. Ludo Vocabulary could be played individually or in teams, with each player having 4 pawns that matched their base color. The game proceeded clockwise, with the first player chosen randomly or by agreement. Pawns could only move out of their base if the dice rolled a 6, then moved according to the number on the dice. Pawns that were hit by someone else returned to their base, except in the safe zone marked with an arrow. Landing on a spot with a question mark, exclamation mark, or riddle mark required the player to draw and answer the corresponding card. The winner was the first to get all of their pawns into the DOLLAR box.

This media was designed according to the educational needs of grade VII students in vocabulary learning by combining challenging and stimulating activities. Challenging activities optimally increased engagement in learning, thereby supporting student motivation (Cents-Boonstra et al., 2021). In this Ludo Vocabulary board game, students did not just sit passively, but actively moved pawns, took question cards, puzzles, and challenges that required direct interaction with classmates (Azizi & Sofiana, 2025). This physical activity made the learning atmosphere more lively and interesting, so that students felt more motivated to participate (Adi et al., 2025). Based on the reality in the field, students showed high enthusiasm in learning by working together to win the game and answering cards containing questions, puzzles, and challenges. This triggered curiosity and healthy competition, encouraging them to think actively and quickly. Through these interactions and challenges, students found it easier to remember and use new vocabulary in fun and relevant contexts. The combination of motor and cognitive activities in the Ludo Vocabulary game created an effective learning atmosphere, significantly increasing student motivation and engagement.

Ludo Vocabulary was a fun and effective learning support media. Every question on all types of cards that could be answered ensured that students developed their English vocabulary skills (Armelia et al., 2024). Students who answered the questions or puzzles on each card showed that they were directly involved in a learning experience that was not only informative but also entertaining, motivated them to learn, and reinforced the application of game-based learning (Agustina et al., 2024). This approach made students interested in challenging material that they could understand, so they were more motivated to follow the learning. In addition, it also helped them learn to work together and practice critical thinking skills through exciting games.

Based on the research results produced, the results of the first trial on a small scale of class VIID with 8 students showed an increase. This is indicated by the average value before treatment (pretest) of 54.375 and after treatment (posttest) of 80. On a large scale, class VIIF with 28 students showed an increase, with pretest results of 54.108 and posttest of 82.5. These results underline the effectiveness of the educational board game Ludo Vocabulary in learning English vocabulary, which supports the evidence that game-based learning can substantially improve the academic results of class VII students of SMPN 1 Pakis Aji.

CONCLUSIONS

Based on the research results, it was concluded that: 1) The validity of the Ludo Vocabulary board game learning media was tested by media experts and material experts, with a media validation result of 92% and material validation of 82%. After revision, the media was declared feasible to be tested and used in English learning in classes VIID and VIIF of SMPN 1 Pakis Aji. 2) The Ludo Vocabulary board game learning media was effective in optimizing English vocabulary mastery. The first trial in a small

group of class VIID with 8 students showed an increase, indicated by the average score before the pretest of 54.375 and after the posttest of 80. The large-scale trial in class VIIF with 28 students showed pretest results of 54.108 and posttest results of 82.5.

This approach is effective in creating a pleasant learning atmosphere, facilitating understanding of the material and encouraging students to be actively involved in learning. This study had limitations, namely the small number of trial participants, so the results could not represent the larger population, as well as the lack of variation and difficulty levels in understanding the game. Therefore, the researcher suggested that further research should develop variations and levels of vocabulary difficulty so that the board game could be used more widely and effectively according to students' diverse abilities, and integrate digital technology to increase the appeal and interactivity of the learning media

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