

**THE EFFECTIVENESS OF VELCRO DART GAME IN TEACHING
VOCABULARY AMONG SEVENTH GRADE STUDENTS AT SMPN 1
BARABAI IN HULU SUNGAI TENGAH REGENCY**

**THESIS
BY
M. HILMI FAUZAN**



**ANTASARI STATE ISLAMIC UNIVERSITY
BANJARMASIN
2026 M / 1448 H**

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VOCABULARY AMONG SEVENTH GRADE STUDENTS AT SMPN 1
BARABAI IN HULU SUNGAI TENGAH REGENCY**

Undergraduate Thesis

**Presented to Faculty of Tarbiyah and Teacher Training
in partial fulfillment of the requirements for the degree of
*Sarjana Pendidikan***

**By
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**ANTASARI STATE ISLAMIC UNIVERSITY
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Banjarmasin, 25 June 2026

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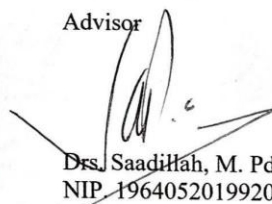
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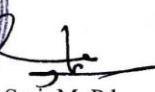
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ABSTRACT

Fauzan, M. Hilmi. 190101030989. *The Effectiveness of Velcro Dart Game in Teaching Vocabulary Among Seventh Grade Students at SMPN 1 Barabai in Hulu Sungai Tengah Regency.* Supervisor: Drs. Saadillah, M. Pd. Undergraduate Thesis, Department of English Language Education, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University Banjarmasin. 2026

Key Words: Effectiveness, Vocabulary, Velcro Dart Game, Game-based learning, Quasi-experimental, EFL

This study examines the effectiveness of the Velcro Dart Game in improving English vocabulary mastery among seventh-grade students at SMPN 1 Barabai, Hulu Sungai Tengah Regency. The research is driven by the need to bridge the gap between the government's mandate for engaging, interactive learning and the widespread use of monotonous, teacher-centered methods that diminish student motivation in English language learning. A quasi-experimental non-equivalent control group design was used, involving 51 students split into an experimental class (27 students, Class VII-C) receiving the Velcro Dart Game treatment and a control class (24 students, Class VII-B) taught conventionally. Data were collected via pre-tests and post-tests, then analyzed using an independent t-test at a 5% significance level, supplemented by Cohen's d Effect Size analysis. The experimental group's mean score rose from 46.1 to 65.0, while the control group improved from 45.1 to 62.2. Despite this upward trend, the t-test yielded an observed value (t_o) of 0.550, below the critical t-table value of 2.010, resulting in the rejection of the Alternative Hypothesis. No statistically significant difference was found between the two groups. The Effect Size analysis returned a Cohen's d value of 0.156, indicating a low but positive practical effect of the game on vocabulary development. Classroom observation also identified four implementation difficulties: inattention during peers' turns, unproductive peer reactions that raised students' affective filters, insufficient focus during vocabulary explanations, and time inefficiency caused by poor throwing accuracy. These challenges collectively limited the game's pedagogical impact. In conclusion, the Velcro Dart Game offers a positive but limited effect on vocabulary learning and does not statistically outperform traditional instruction under this study's conditions. Its success depends heavily on strong classroom management and supportive peer dynamics.

ABSTRAK

Fauzan, M. Hilmi. 2026. *The Effectiveness of Velcro Dart Game in Teaching Vocabulary Among Seventh Grade Students at SMPN 1 Barabai in Hulu Sungai Tengah Regency*. Pembimbing: Drs. Saadillah, M.Pd. Skripsi, Jurusan Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Antasari Banjarmasin. 2026.

Kata Kunci: Efektivitas, Kosakata, Permainan Velcro Dart, Pembelajaran Berbasis Permainan, Kuasi-eksperimen, EFL

Penelitian ini bertujuan untuk mengetahui efektivitas Permainan Velcro Dart dalam meningkatkan penguasaan kosakata bahasa Inggris pada siswa kelas VII SMPN 1 Barabai, Kabupaten Hulu Sungai Tengah. Penelitian ini dilatarbelakangi oleh adanya kesenjangan antara tuntutan pemerintah terhadap pembelajaran yang menyenangkan dan interaktif dengan masih maraknya penggunaan metode pembelajaran yang monoton dan berpusat pada guru, yang berdampak pada menurunnya motivasi siswa dalam belajar bahasa Inggris. Penelitian ini menggunakan desain kuasi-eksperimen dengan model *non-equivalent control group*, yang melibatkan 51 siswa yang dibagi menjadi kelas eksperimen (27 siswa, Kelas VII-C) yang mendapatkan perlakuan berupa Permainan Velcro Dart, dan kelas kontrol (24 siswa, Kelas VII-B) yang menggunakan metode konvensional. Data dikumpulkan melalui *pretest* dan *posttest*, kemudian dianalisis menggunakan uji-t independen pada taraf signifikansi 5%, dilengkapi dengan analisis *Effect Size* menggunakan rumus Cohen's d. Nilai rata-rata kelas eksperimen meningkat dari 46,1 menjadi 65,0, sedangkan kelas kontrol meningkat dari 45,1 menjadi 62,2. Meskipun keduanya menunjukkan peningkatan, hasil uji-t menghasilkan nilai t-hitung sebesar 0,550 yang berada di bawah nilai t-tabel sebesar 2,010, sehingga Hipotesis Alternatif ditolak. Tidak ditemukan perbedaan yang signifikan secara statistik antara kedua kelompok tersebut. Analisis *Effect Size* menghasilkan nilai Cohen's d sebesar 0,156, yang menunjukkan pengaruh positif meskipun tergolong rendah terhadap perkembangan penguasaan kosakata siswa. Observasi kelas juga mengidentifikasi empat kendala dalam pelaksanaan permainan, yaitu kurangnya perhatian siswa saat giliran teman, reaksi teman sebaya yang tidak produktif sehingga meningkatkan *affective filter* siswa, kurangnya fokus saat penjelasan kosakata berlangsung, serta pemborosan waktu akibat kurangnya akurasi lemparan. Kendala-kendala tersebut secara keseluruhan membatasi dampak pedagogis permainan ini. Kesimpulannya, Permainan Velcro Dart memberikan pengaruh yang positif namun terbatas terhadap pembelajaran kosakata, dan secara statistik tidak lebih unggul dibandingkan metode pembelajaran konvensional dalam kondisi penelitian ini. Keberhasilan permainan ini sangat bergantung pada pengelolaan kelas yang baik serta dinamika antar siswa yang saling mendukung.

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Finally, the writer hopes that this research will be useful for the next researchers. The writer admits that this research paper is not perfect yet. Therefore, suggestion will be expected to make it better.

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M. Hilmi Fauzan

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