

**THE IMPLEMENTATION OF WORD WIZARD GAME
IN LEARNING VOCABULARY**

THESIS

Submitted by

TRIA AULINA
NIM. 160203080

**Student of Faculty of Education and Teacher Training
Department of English Language Education**



**FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI AR-RANIRY
BANDA ACEH
2020 M / 1441 H**

THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh
in Partial Fulfillment of the Requirements for
The Bachelor Degree of Education in English Language Teaching

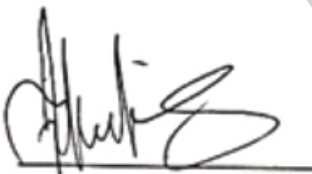
by:

TRIAULIA
NIM. 160203080

Student of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education

Approved by:

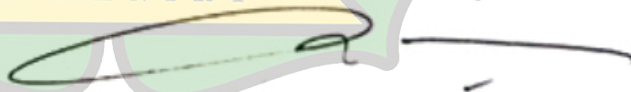
Main Supervisor,



Fitriah, M.Pd

Date: 10/01/2021

Co-Supervisor,



Rahmi Fhonna, MA

Date: 13 January 2021

It has been defended in *Sidang Munaqasyah*
in front of the board of the Examination for the working paper
and has been accepted in partial fulfillment of the requirements
for the Bachelor Degree of Education in English Language Teaching

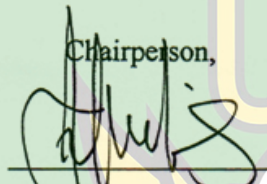
On:

Wednesday, 27 January 2021 M
14 Jumadil Akhir 1442 H

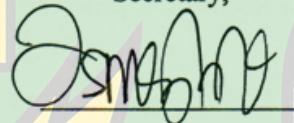
In Darussalam, Banda Aceh

Board of Examiner,

Chairperson,


Fitriah, M.Pd

Secretary,


Asma, M.Ed

Member,


Rahmi Fhonna, M.A

Member,


Siti Khasinah, M.Pd

Mengetahui,

Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry
Darussalam Banda Aceh




Dr. Muslim Razali, S.H., M.Ag
NIP. 195903091989031001

SURAT PERNYATAAN KEASLIAN

(Declaration of Originality)

Saya yang bertandatangan di bawah ini:

Nama : Tria Aulina

NIM : 160203080

Tempat/Tanggal Lahir : Panji Mulia I/ 20 Maret 1998

Alamat : Kampung Kajhu, Baitussalam, Aceh Besar

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

The Implementation of Word Wizard Game in Learning Vocabulary

adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 5 Januari 2021

Saya yang membuat surat pernyataan,



Tria Aulina

ACKNOWLEDGMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

All praised be to Allah, the lord of the world, the almighty and the most exalted God whose mercy and blessing me to finish this thesis. Shalawat and Salam may always be upon our prophet Muhammad Sallahualaihiwasallam, who has guided us from the darkness to the most educated world.

I would like to express my sincere gratitude to my supervisors, Fitriah, M.Pd and Rahmi Fhonna, MA for their invaluable help, guidance, encouragement, motivation, and suggestion. Also, I want to thank to all of English language education lecturers and staff who have inspired, lectured and assisted me during my study in this department.

This journey would be impossible without the support of my family. A special gratitude, I would like to address to my dearest father, Samsul Bahri and my beloved mother, Nina. My parents are indeed my forefront support who prayed, encouraged and motivated me a lot, not only in writing my thesis, but all of good things I have achieved in my life. My appreciation is also extended to my sister, Ika Apriliana and both my brother Dwi Rahmat and Qurbainisyah Zamzami, who always support me in my difficult times in finishing this thesis.

My Special thanks to Aulia Sajibal that someone special who always support me in every situation. My appreciation and thanks are also addressed to my beloved friends, Mahdaliza, Armaya Rizki, Fitrah Tamimi, Nuri Adha,

Sinantin Mahtawarni, Raudharun Hasanah, Sari Ramdayani, Veldry Yusnarsi, Annisa Indah Sari, and Cut R ahmiyati who always lend me their back and listen to my complaints. Thanks for all of my friends that I cannot mention one by one who bring colors in my life, supporting me, and inspiring me. You guys are priceless for me. May Allah bless and reward you heaven.

Banda Aceh, January 5, 2021
Author,

TRIA AULINA



ABSTRACT

Name : Tria Aulina
NIM : 160203080
Faculty : *Fakultas Tarbiyah dan Keguruan*
Major : Department of English Language Education
Thesis working title : The Implementation of Word Wizard Game in Learning Vocabulary
Main supervisor : Fitriah, M.Pd
Co-Supervisor : Rahmi Fhonna, MA
Keywords : Word Wizard; Learning Vocabulary

This research was conducted to discover the student's interest in learning vocabulary and focused to investigate student's perspectives on the implementation of the game in learning vocabulary. This research contain one research question namely how are the student's responses toward the use of Word Wizard game in learning vocabulary. The research employed a qualitative narrative to investigate a student's responses in learning English vocabulary using Word Wizard game. The participants of this research were thirteen students of grade one SMP Terpadu Semayoen Nusantara in Bener Meriah regency. Further, the researcher conducted observation and interview as a research instrument. The interview addressed some questions that were leading the students to interest and responses towards learning English vocabulary with the Word Wizard game. The student interview was then transcribed to analysis this study. Thematic analysis was then used to analyze the student's interest from the script of the interview. The result showed that the students become very excited and interested in learning English vocabulary with Word Wizard game. The game helped students to remember and to find new words of English. Students also assert that learning English vocabulary by using Word Wizard game was much easier. Students agreed that with a Word Wizard, they can learn English vocabulary better and quickly because the media allows students to more enthusiastic in learning vocabulary. This media had a positive impact on students in learning English vocabulary.

TABLE OF CONTENT

PROPOSAL COVER PAGE	
APPROVAL LETTER	i
DECLARATION OF ORIGINALITY	ii
ACKNOWLEDGEMENT	iii
ABSTRACT	v
PROPOSAL TABLE OF CONTENT	vi
LIST OF TABLES	viii
LIST OF APPENDICES	ix
 CHAPTER 1: INTRODUCTION	
A. Background of Study	1
B. Research Question	5
C. The Aim of Study	5
D. Significance of Study	6
E. Research Terminologies	6
 CHAPTER 2: LITERATURE REVIEW	
A. Word Wizard Game	8
1. The Definition of Word Wizard Game	9
2. The Procedure of Word Wizard Game	10
B. Learning Vocabulary	11
1. The Definition of Learning Vocabulary	12
2. The Difficulties of Learning Vocabulary	14
3. Kinds of Vocabulary	19
4. The Important of Learning Vocabulary	20
C. Previous Studies	22
 CHAPTER 3: RESEARCH METHODOLOGY	
A. Research Design	24
B. The Role of Researcher	24
C. Population and Sample	24
D. The Description of Research Location	25
E. Instrument for Data Collection	26
F. Technique of Data Collection	27
G. Technique of Data Analysis	28
 CHAPTER 4: RESULT AND DISCUSSION	
A. Data Analysis	29

B. Discussion	33
CHAPTER 5: CONCLUSIONS AND SUGGESTIONS	
A. Conclusions	36
B. Suggestions	36
REFERENCES.....	38
APPENDICES	



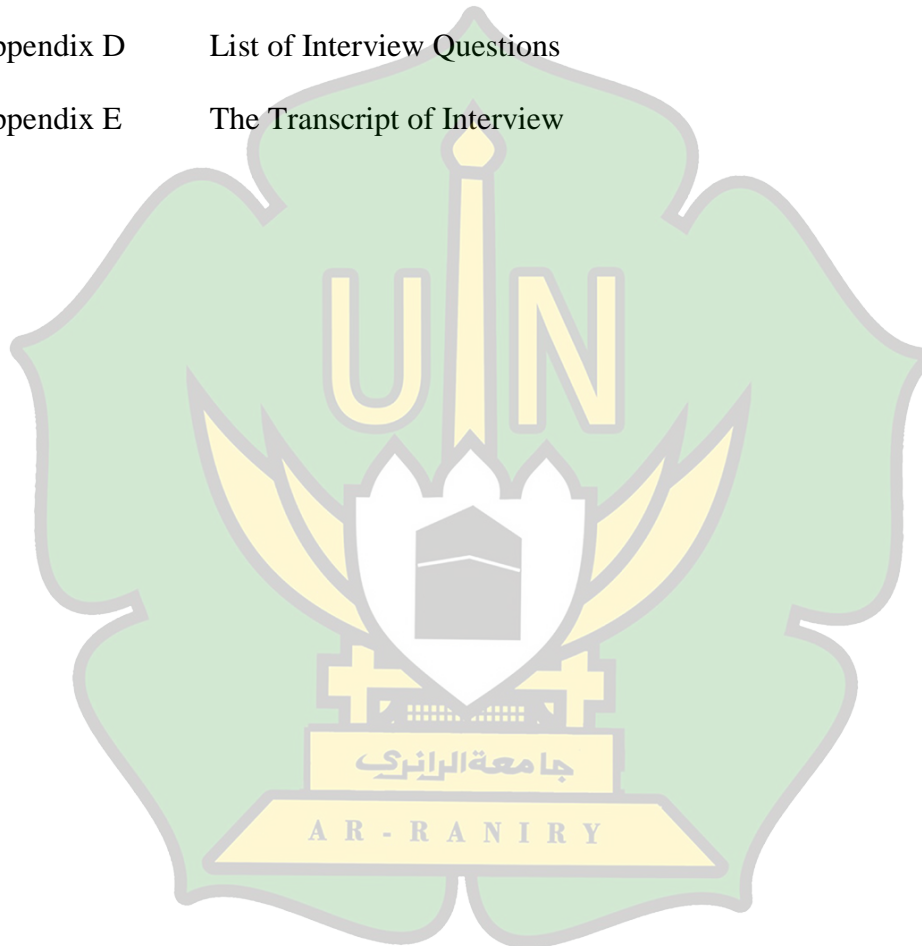
LIST OF TABLES

Table 4.1 : The Specification of The Interviewees



LIST OF APPENDICES

Appendix A	Appointment Letter of Supervisor
Appendix B	Recommendation Letter of Conducting Research from Fakultas Tarbiyah dan Keguruan
Appendix C	Recommendation Letter of Conducting Research from SMP Terpadu Semayoen Nusantara
Appendix D	List of Interview Questions
Appendix E	The Transcript of Interview



CHAPTER I INTRODUCTION

A. Background of Study

Vocabulary is a large collection of words in a language that contributes a lot to the ease of communication. Without a proportional amount of vocabulary, a person will have difficulty in speaking, reading, listening, and writing. Therefore, vocabulary mastery is needed by every learner of a language. This is because vocabulary is an important and crucial element in the communication process. In this case, Schmit (2004) founds that a person can say a lot about this world if they had a number of words to say.

Brown (2001, p. 377) stated that a list of boring words that every student must memorize and define the vocabulary. Lexical forms are seen in their central role in contextual and meaningful language. Vocabulary is one of the important aspects of learning English, as stated by Kamil & Hiebert (2005, p. 13), vocabulary is generally defined as word knowledge and word meaning. More specifically, vocabulary was used to refer to the types of words. Students must know to read texts that are increasingly demanding with understanding. Richard & Renandya (2002) considered vocabulary as an important element of language skills and is a benchmark of how well a language learner speaks, hears, reads, and writes. Vocabulary mastery is the most important skill to facilitate learning language skills because vocabulary is one of the language elements that need to be mastered. If the students master vocabulary, they can easily improve language skills such as listening, speaking, reading, and writing (Cahyono & Widiati,

2008). However, teachers must be creative in teaching vocabulary to make their students easy to remember or remember foreign words. Even though students have mastered English vocabulary well, it does not guarantee that they can use English perfectly, because their vocabulary is only a basis for learning English.

In junior high school, English lessons are mandatory because English is the language spoken all over the world. In junior high schools to provide students with knowledge of the language and teach them how to speak and communicate with other people around the world properly and fluently is the first goal of teaching English. Vocabulary is an important component for students and teachers cannot deny this. In learning vocabulary, students must know the meaning used in a context. Tozcu & Coady (2004, p. 473) stated that learning vocabulary is a very important aspect of foreign language acquisition and academic achievement, it is very important for reading proficiency and students' understanding which is closely related.

In general, vocabulary is taught by remembering new words by looking at the meaning of those words in a bilingual dictionary (Ivone, 2005). Teachers usually ask their students to translate new words into their native language and memorize them. This traditional method is applied to most schools in Indonesia. There are two main problems in using this method in learning vocabulary. Ivone (2005, p. 4) founds that the first limitation of the dictionary method is that the two languages rarely correlate with each other. The word "rice", for example, has various meanings because there are many types of rice in Indonesia. The second problem is that in obtaining the target language, translation can slow down the

process. When students are given text in the target language, they need to translate it into their native language first, because it will spend more time and more process in accessing the target language.

According to John (2000, p. 16), vocabulary is knowledge to know the meaning of words, and therefore the purpose of the vocabulary test is to find out whether students can match each word with synonyms, dictionary - definition of ribbons, or their equivalents. Words in their own language in learning vocabulary they must automatically know the meaning of the word itself and be able to use it in sentences.

The key to understanding what students hear and read is vocabulary because vocabulary is grammar. According to Astya (2010, as cited in Cahyono & Kusumaningrum, 2011, p. 127) what students need to master is vocabulary, because when studying English vocabulary is a language component that must be mastered by students. Without having sufficient vocabulary, students will find it difficult to be able to know the meaning of a language.

Furthermore, the mastery of vocabulary required several efforts that must be done. According to Graves (2000), there are four components of an effective vocabulary program:

1. wide or extensive independent reading to expand word knowledge
2. instruction in specific words to enhance the comprehension of texts containing those words
3. instruction in independent word-learning strategies, and

4. word consciousness and word-play activities to motivate and enhance learning

Problems in learning and teaching English still exist in schools, because English is really different from Indonesian in the system of structure, pronunciation, and vocabulary. Teaching English both effectively and efficiently is not an easy job, therefore English teachers must be able to manage teaching and learning activities well. They must present the material using appropriate teaching techniques in order to empower students to understand and master the lessons. Teaching language also requires techniques and methods that can attract students' attention. In fact, learning English especially to memorize vocabulary is very boring for some students.

Students have difficulty in distinguishing word forms grammatically, such as parts of speech including nouns, verbs, adjectives, and adverbs. In addition, students will be bored and they choose not to participate in class. The vocabulary problem must be solved because it will be difficult for students to continue to the next level or class. Furthermore, students will have boredom in English classes and they will feel that English is an unattractive subject.

The use of games in learning vocabulary is one of the solutions that can be applied in the class because it will help students to learn easily as well as to develop their brain more effectively. The more interesting and interactive the teacher creates the class, the easier the students understand the materials given. Playing game, in addition, allows students to work cooperatively that they may

compete with each other well, and it also allows students to have fun while learning the lessons.

Wardaningsih (2014) stated that one thing that can make students happy and not bored in the class is games. Accordance with the statement, this research focused to investigate students' perspectives on the implementation of the game in learning vocabulary. One of the games that related to vocabulary mastery is Word Wizard Game. Word Wizard is a game where the teacher asks the students to write down a few words then each student must come to the front of the class to give some clues about the word that has been written, and the other students must be able to guess the word with the instructions that have been given correctly. If the other student's answer is still wrong, then the student standing in front of the class must give another clue that refers to the word written down until the other students guess it true. Ideally, if students can play many games in English, their vocabulary mastery will increase. This can be seen from the less vocabulary they memorized and they cannot mention the meaning of simple vocabulary. This research was conducted under the title **"THE IMPLEMENTATION OF WORD WIZARD GAME IN LEARNING VOCABULARY"**.

B. Research Question

There is one research question formulated to investigate this research that is how are the students' responses toward the use of Word Wizard game in learning vocabulary?

C. The Aims of Study

In accordance to the formulation of the topic that leads to the question above, this research specifically aims to discover how are the students' responses toward the use of Word Wizard game in learning vocabulary.

D. Research Significance

1. For students, this game will be a good experience of vocabulary learning, and it will also enrich their knowledge about learning vocabulary in an easy and fun way. For English teachers who want adopt this method of teaching vocabulary, it can be used as an alternative strategy and get the new experiences in teaching vocabulary by using games.
2. For the researchers, who interest in this study to get information about vocabulary learning and the Word Wizard game.
3. For the readers who learn English, the Word Wizard game is one of the media to improve English vocabulary and it can be used as additional material for regular exercises, such as speaking, reading, and writing.

E. Research Terminology

There are some terms in this study that need to be explained as the following:

a. Word Wizard

The Word Wizard game is a game that the students must have a high focus to gather letters into the right words. In this game, students are encouraged to be active and creative in finding words.

b. Teaching

According to Brown (2000), Teaching can be defined as "showing or helping someone to learn how to do something, giving instructions, guiding in learning something, giving knowledge, causing knowing or understand

c. Learning

Houwer (2013, p. 1) stated that functionally, learning is defined as a change in human behavior resulting from their experience, or mechanically learning is defined as a change in the organism resulting from the perceived experience.

d. Vocabulary

According to Richards & Renandya (2002), vocabulary is an important part of language proficiency and provides a lot of basis for how students speak, listen, read, and write. Without vocabulary, students will have difficulty speaking writing, and listening to all things related to English.

Choyimah (2011, p. 202) stated that the building blocks of language are vocabulary. Language or English cannot be understood and have no meaning without vocabulary. That is why students need to learn more about vocabulary as a pillar of language.

CHAPTER II

LITERATURE REVIEW

This chapter presents a literature review related to this study. The literature review has the purpose of providing previous studies and information concerned with the research questions. It consists of Word Wizard Game, Vocabulary, and Learning Strategies.

A. Word Wizard Game

In learning English, especially for junior high schools, teachers must have an interesting strategy. Teachers who only focus on manuals for teaching English will make students feel bored. To overcome this, the teacher must use interesting and different strategies, for example by giving games. Cahyono & Mukminatien (2011, p. 40) claimed that games are activities that have rules, goals, and an element of fun. In-class activities, the fun element of a game serves to make the teaching and learning process more interesting and doesn't make students bored.

Wardaningsih (2014, p. 12) stated that game is an activity that can bring happiness to students, by playing games can get rid of the burden on the mind. Games can be used as one's physical means for pleasure. In the process of teaching and learning English, games are an interesting and good medium, especially for young students such as junior high school students and high school students. If the teacher wants a different classroom atmosphere, then games are one of the best solutions and can be a successful medium to be applied in the classroom. Teaching in the language class must have interesting teaching

techniques, such as using game media. Games have many features, so games really need to be used in language classes. According to Nurhajati & Wicaksono (2011, as cited in Cahyono & Mukminatien 2011, p. 41), the advantages of using games in class include games that can make the class more fun, playing games in class has good goals and results for students, students can use language as long as the time during the game to train students' self-confidence, and games will prevent them from becoming restless and bored in the classroom so that students become more enthusiastic about learning English.

Cahyono & Mukminatien (2011) added, "If the teacher is connected to the world of student material, in language preparation the students will find it easier to communicate". When students are introduced to games that make them excited, they don't know that they are learning because the teaching techniques are more interesting. To get to know the language taught by the teacher, the teacher must be able to provide a pleasant and motivating experience for them. So that students want to be excited and follow lessons well, games are the right solution because games make learning more interesting and fun.

1. The Definition of Word Wizard Game

Klippel (1984, p. 77) made a game called Word Wizard which was adapted from Brandes & Phillips (1997). In his book, he explained that the teacher will ask students to imagine that a magician has taken some important words in the world.

Nowadays, the use of games as a medium in teaching and learning is increasing. Games have been developed to provide many benefits to the process.

Most of the teachers use games to develop and improve students' knowledge as well as entertain them. The use of games can improve students' abilities, especially in learning English because students will get information and material from the teacher easily.

2. The Procedure of Word Wizard Game

The students will only save one important word and they will write those words on the teacher's paper. Word Wizard is a game where the teacher asks the students to write down a few words then each student must come to the front of the class to give some clues about the word that has been written, and the other students must be able to guess the word with the instructions that have been given correctly. If the other student's answer is still wrong, then the student will stand in front of the class to give another clue that refers to the word written down until the other students guess it true.

The characteristics of the word wizard game:

1. Materials: to play the word wizard game we need one paper for each student
2. Dynamic: The games will be played individually by students.
3. Time: Time will depend on how quickly students finish the game by telling the clues

Based on the theory above, the researchers concluded that Word Wizard is a game that can be used in the teaching and learning process of English. Word Wizard is not only a great game to use as a medium for teaching vocabulary but also an interesting method for creating a pleasant classroom atmosphere.

B. Learning Vocabulary

Learning is one of the basic human needs. This is because humans will be able to increase their knowledge, abilities, understanding, skills, and thinking power through the learning they have done. As a result, it can guide humans to improve their quality of life. Wilson & Peterson (2006, p. 1) stated that, learning is an active construction process, learning is a social phenomenon, as well as individual experiences, and that student differences are a resource, not a barrier. Based on the description of Wilson and Peterson above, researchers concluded that human learning will improve their personal abilities. Furthermore, learning is for all humans who live on earth without exception. Every human being has the same right to learn and understand.

English is a very important subject in this global era. English is widely used and poured into scientific journals. Apart from journals, the most important human needs such as technology also use English. This is because English is the language spoken in the world. Therefore, people all over the world use English as a common language. Khairani (2001, p. 6) stated how important to learn English, children who are able to learn foreign languages will have many abilities such as better intellectual, academic, communication, and social skills. That way, when they enter the social context, they are ready with various languages and cultures.

Macaro (2001) said that to get good vocabulary mastery, students need more practice. Learning vocabulary in the classroom requires students to have time to review lessons at home. With Word Wizard the game makes it easy for students to remember and memorize easily. In language skills and determining

how well learners speak, listen, read, and write, vocabulary is a core component of these four abilities Richards (2002, p. 213). Mastery of vocabulary is closely related to the successful mastery of these four skills. In speaking vocabulary greatly affects the fluency and variety of word choices. In having a conversation, one must understand what is being said in order for the conversation to be meaningful. If someone lacks vocabulary in listening, it is very likely that someone is unable to understand messages and ideas about what is heard. With a lack of knowledge of vocabulary to read, the information that has been conveyed by the author in the text, one cannot understand the meaning of what the author describes. Moreover, in writing, the way the writer conveys ideas through text, the mastery of vocabulary will affect this. In doing so, it can make the existing text clear or even biased. This is because the written language vocabulary is much larger and more diverse than the spoken language vocabulary Hayes, Wolfer, & Wolfe (1996, as cited in Hiebert & Kamil, 2005, p. 7). Therefore, vocabulary has an important role in mastering English language skills.

1. The Definition of Vocabulary

Cameron (2001, p. 73) said that vocabulary is about learning words; children are not only expected to know a word but also have to know what the word means. Learning languages cannot be separated from learning vocabulary. Vocabulary will help the speaker to express their opinions, ideas, and feelings in communicating. Vocabulary is the most important language unit because it affects four language skills, namely listening, speaking, reading, and writing. Related to the importance of vocabulary learning is important for language acquisition,

whether first, second, or foreign languages (E-Murcia, 2001, p. 285). In general, vocabulary is knowledge of the meaning of words (Elfrieda, *et.al*, 2005, p. 3).

According to Beck, McKeown & Kucan (2002, as cited in Haynes & Zacarian, 2010, p. 58), individual vocabulary consists of three levels. Level one has the most basic words, such as the pillow, sister, sun, and path. Most students already know the meaning of Level One words. Level Three consists of rare words such as apogee, precinct, peninsula, and ecclesiastical which tend to be confined to certain domains. Level Two, in the middle, consists of words such as compromise, conscientious, diligent, and typical which have a high frequency for adult users and are found across multiple domains.

Many experts interpret the term vocabulary in many ways. In general, all notions have the same idea, namely the number of words used to communicate. Vocabulary (which is identical to 'lexis' or 'lexicon') is seen as a "collection of words" or "a sub-set of words used in a particular context" (Siriwan, 2007). Vocabulary is a word that we used in our daily life to communicate. Its means that vocabulary is the most important in learning a second language, but acquiring a large amount of vocabulary is one of the most difficult aspects of learning a second language for most second language learners (Pikulski & Templeton, 2004).

Learning vocabulary needs tactics. For more effective learning, students must be in an effective condition and ready to gain vocabulary mastery. Furthermore, Thornbury (2002, p. 2) stated that conditions will help students to get a large number of important words to use in understanding and producing

language. In addition, it will be easier for them to remember the words. It can develop strategies to overcome gaps in words, including overcoming words that the students did not know or using unknown words. Like the other expert opinions, Coxhead (2006) stated that vocabulary is a major part of the language. The more vocabulary mastered by students, the easier they can communicate in various conditions and circumstances.

From the definition above, it can be concluded that vocabulary is the center of language and is very important in learning English. The speakers of language need to communicate and express the speaker's intent. That is the reason why vocabulary is important in learning English. Vocabulary can support the learner to learn language skills. Vocabulary helps students to express their ideas because vocabulary is very supportive of students to learn target language skills.

2. The Difficulties of Learning Vocabulary

Vocabulary is an aspect of basic language that must be mastered before mastering English language skills. There are several definitions of vocabulary by several experts. According to Hornby (2000), vocabulary is all words that a person knows or uses and is all words in a particular language.

Vocabulary is an important point in achieving the successful use of a second language because with small vocabulary students will find it difficult to communicate Nunan (1995, as cited in Putri, 2012). In addition Engkos (2008, as cited in Putri 2012) said that mastering vocabulary has several benefits. First, students can finish reading quickly because they understand the vocabulary. Second, students express themselves more effectively in written and spoken

English. Third, students can improve their scores on exams and assignments. Fourth, students must make sure students are involved with the subject given by the teacher. Fifth, connect students with communities around the subjects given by the teacher.

Vocabulary is the words of a language that are used to establish communication. Students who do not use English as their native language may experience some difficulties when they learn English vocabulary. Therefore, it is important to classify the difficulties that learners may face in learning vocabulary. There are several reasons why learning vocabulary is difficult. After learning vocabulary, students tend to forget the words they had just learned. Generally, difficulties also come from teaching vocabulary that does not recognize problems, and teachers do not realize that developing vocabulary is useful for communication (Thornbury, 2002). It appears that the teaching and learning process tends not to emphasize the importance of learning vocabulary, but tends to only emphasize learning grammar. As a result, students experience difficulties in learning vocabulary, which can also cause students to have difficulty learning grammar due to the lack of vocabulary they know.

Hornby (2000, p. 349) added that difficulty is an effort that involves something or circumstances and conditions or qualities that are difficult to understand and difficult to do. In addition Rahmawati (2005, p. 48) founds that VIII grade students of SMP Negeri I Borobudur in the 2011/2012 academic year had experienced difficulties in learning vocabulary. They have difficulty doing the test. Understanding the meaning, pronunciation, and usage of words becomes a

difficulty for students at that time. The spelling of words is another aspect of the difficulty that students experience.

To know a word Nation in Schmitt (2000, p. 5) proposes various types of knowledge that must be mastered by a person such as a written form of words, word artist, and spoken form of words, grammar, word behavior, word collection, word register, word association, and word frequency. Identifying the difficulties faced by students when learning vocabulary is the first step that must be taken by the teacher. Thornbury (2002, p. 27) suggested several factors that make some words more difficult as follows:

a. Pronunciation

Research shows that words that are difficult to learn are the words that difficult to pronounce.

b. Spelling

The most likely cause of mistakes, either pronunciation or spelling, and one that can cause word difficulties is mismatched sound-spelling. Although most English spellings are fairly law-abiding. There are several important deviations. Words that contain silent letters are especially problematic: foreign, listening, headache, climbing, boredom, honest, cupboard, muscle, etc.

c. Length and complexity

Long words seem easier to learn than short words. However, as a rule of thumb, high-frequency words tend to be short in English, and therefore students tend to meet more frequently, a factor that contributes to their "learning ability."

d. Grammar

The grammar related to the word is also problematic, especially if it is different from the L1 equivalent. Remembering whether a verb like *enjoy*, *love*, or *hope* is followed by an infinitive (swim) or a form (swimming) can add to the difficulty.

e. Meaning

In studying vocabulary, students are often confused when they find two words that overlap in meaning. Make and do is an example: *you make breakfast* and *make appointments*, but *you do homework* and *do questionnaires*.

f. Range, connotation, and idiomaticity

Words that are commonly used in various contexts will generally be considered less difficult than their narrower range synonyms. So *put* is a very broad verb, compared to *impose*, *place*, *position*, and so on. Likewise, *thin* is a safer bet than *skinny*, *slim*, *slender*. Uncertainty about the connotations of some words can cause problems as well. So, *propaganda* has a negative connotation in English, but the *equivalent* can mean *publicity*. On the other hand, the *eccentric* does not have a negative connotation in English, but its closest equivalent in other languages may *deviant*. Finally, idiomatic words or phrases (like *make up your mind*, *keep an eye on...*) will generally be more difficult than words whose meaning is transparent (*decide*, *watch*).

From the results of the study, it was found that almost all students experienced difficulties in pronouncing words, how to write and spell, how to use grammatical patterns correctly. The different grammatical form of a word called

an inflection is one of the reasons students have difficulty learning vocabulary this is supported by Haryanto (2007). Furthermore, Sedita (2005) also founds several types of students who have problems in mastering vocabulary at school: first, students who have limited knowledge of English; second, students who did not read outside of the school after they go home; third, students with reading and learning disabilities; fourth, students who enter school with limited vocabulary knowledge.

According to Gardener (2009, as cited in Adger, 2002) vocabulary is not only limited to the meaning of words but also includes how the vocabulary in a language is structured: how people use and store words and how they learn words and relationships between words, phrases, word categories, and phrase. Harmer (2001, p.155) stated that there are several techniques and broad explanations of vocabulary teaching techniques so that students can understand them easily, as follows:

1) Demonstration

The teacher demonstrates the language the teacher wants students to learn by being directly involved in the learning activity.

2) Explanation

The teacher explains the language construction in the diagram, using a textbook, using a blackboard.

3) Discovery

Students are encouraged to understand new forms of language by finding them on tests or by looking at grammar evidence to construct grammar rules.

4) Check Questions

The teacher can check the questions to see if students have understood the meaning and usage in the text or paragraphs.

5) Presentation

The teacher shows something and does not present words to students, for example, pictures, videos, and also uses pantomimes, actions, and gestures to convey these words.

3. Kinds of Vocabulary

English is determined by the government as a compulsory subject for high school and junior high school students, this is because of how important it is to learn English. Students are required to learn English language skills. There are four English skills that students must possess, those are speaking, listening, reading, and writing. Even though before mastering these four skills, the most important thing is to master vocabulary. According to Brown (2001), there are several types of vocabulary, they are:

- a. Reading Vocabulary: A person's reading vocabulary is all the words that he or she recognizes while reading.
- b. Listening vocabulary: A person who listens to vocabulary is all the words that he or she can recognize when listening to speech. This vocabulary measure is aided by the context and tone of voice.
- c. Writing Vocabulary: A person who writes vocabulary is all the words he can use in writing. Contrary to the two previous types of vocabulary, vocabulary writing is stimulated by the user.

- d. Speaking Vocabulary: A person who speaks vocabulary is all the words that he or she can use in speech. Due to the spontaneous nature of the spoken vocabulary, words are often misused, although slight and unintentional can be compensated for by facial expressions, tone of voice, or hand movements.

4. The Important of Learning Vocabulary

Learning vocabulary is very important, no matter how good the speaker is at grammar. Without adequate vocabulary, speakers cannot convey meaning. The researcher believes that by using the Word Wizard game to teach vocabulary to students, students will find vocabulary learning more enjoyable. Through the Word Wizard game, students will be more interested and enthusiastic about paying attention to the teaching and learning process. They find it easier to understand and memorize lessons because students will use their imagination in playing this game.

There are four skills that students must master in learning English. They are speaking, listening, reading, and writing. In addition to the four English skills, to support the mastery of the four language skills the students should have a good understanding of English components such as vocabulary, pronunciation, and grammar. Vocabulary as a component of English is very important to learn. Before students master these four skills, they must know some vocabulary to support them in learning English. Richards & Renandya (2002, p. 255) states that vocabulary is a core component of listening, speaking, reading, and writing.

Vocabulary is very important for students who want to master a language. Thornbury (2002, p. 2) stated that without grammar very little words can be conveyed, without vocabulary nothing words can be conveyed. This means that someone can speak English even though it is lacking in grammar as long as the keywords are easy to understand. On the other hand, a person cannot say something if they never know the vocabulary, meaning they cannot communicate properly.

Cameron (2001, p. 71) said that words are important for developing the skills and knowledge of children, and building useful words for learners is fundamental in foreign language learning at the elementary level. Vocabulary is needed to be able to communicate with other people. Mastery of good vocabulary can also make many people, especially students, have a good understanding of themselves and all aspects of life such as society, history, economy, and so on. If a person lacks vocabulary or has very little vocabulary, they will face difficulties in communication and achievement because vocabulary will be needed not only in speaking but also in reading, listening, and writing. This is in line with Xu and Pan (2011) who stated that vocabulary is the basic material that will be inserted into a pattern because there are no sentences, no essays, and even no language without vocabulary.

From some of the explanations of the experts above, it is clear that vocabulary is very important to learn for everyday life. Without vocabulary, it will be difficult for someone to communicate with those around. By learning vocabulary in daily life it will be easier for them to communicate with other

people of different languages, especially for students, which is very important to master vocabulary so that everything related to language becomes easier for them to understand and understand.

C. Previous Study

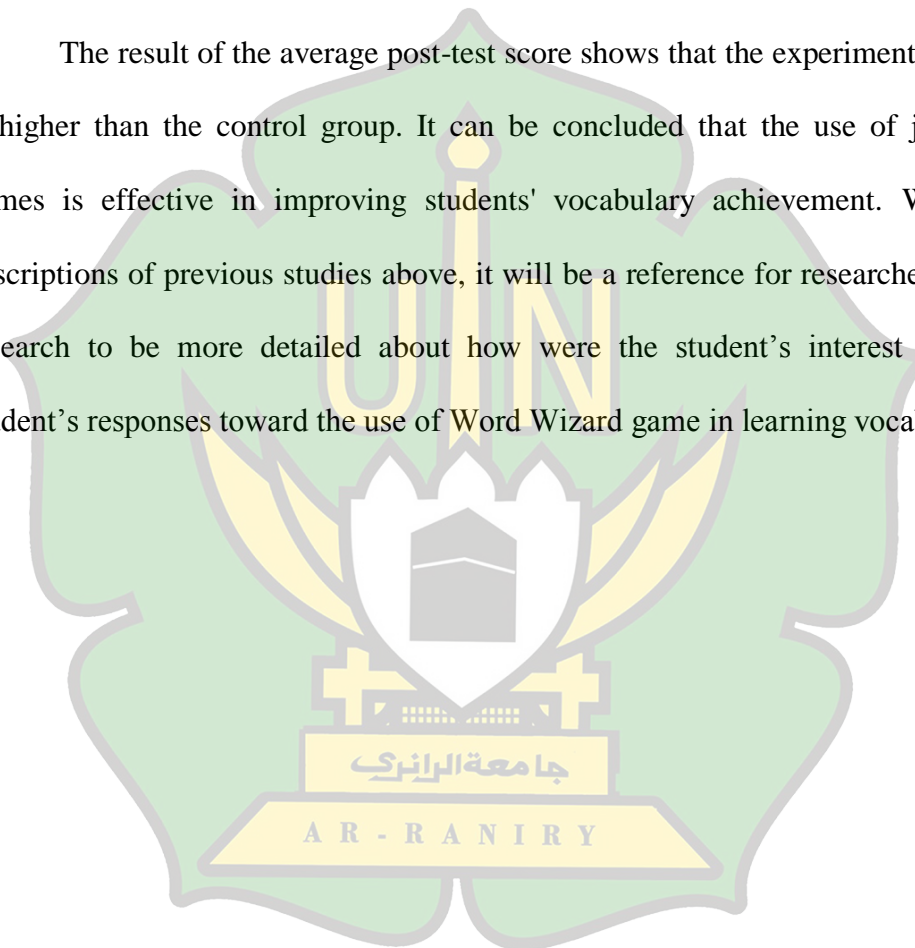
To support this research, the researcher presented several previous studies related to this research. The first study came from Anna Yunia in 2017 from the English Department of the Faculty of Languages and Arts Semarang State University entitled "The Effectiveness of Word Wizard Game in Learning Vocabulary". By determining the significant differences, the effectiveness of the Game Word Wizard in the study can be proven. In this study, it was explained that the results of the research from the mean value of the pre-test and post-test of the experimental group showed that it statistically increased from 56.00 to 76.31. Meanwhile, the control group's score only increased from 56.56 to 67.44.

Based on the results of this study, it can be concluded that there are significant differences between the two groups after being given several treatments. Thus, the analysis of significant differences shows that the Word Wizard Game is effective in learning to read a narrative text for the research subject.

Research that uses games as another vocabulary learning medium belongs to Muhammad Ado Rizqi Marhaditya entitled "The Effectiveness of Jeopardy Game in Teaching Vocabulary in Seventh Grade Students" in 2018. Based on the results of research conducted by Muhammad Ado Rizqi Marhaditya using the t-

test, the researcher concluded that there is a significant difference between students who are taught using the Jeopardy game and those who are not taught using the Jeopardy game to increase vocabulary in class VII students of SMPN 1 Geger in 2017 / 2018. Students who were not taught the Jeopardy game got lower scores than students who were taught the Jeopardy game.

The result of the average post-test score shows that the experimental group is higher than the control group. It can be concluded that the use of jeopardy games is effective in improving students' vocabulary achievement. With the descriptions of previous studies above, it will be a reference for researcher in this research to be more detailed about how were the student's interest and the student's responses toward the use of Word Wizard game in learning vocabulary.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In completing this study, the researcher conducted the research by using qualitative narrative methods. Qualitative methods, according to William (1970, as cited in Moleong, 2008), are data collection in a natural background by using a natural method and was done by the researcher who was interested naturally.

B. The Role of the Researcher

In this research, the role of the researcher was as a planner, observer, data collector, analyzer, and research originator. The researcher and everyone involved in it are the main data collection tools. The first thing the researcher did was the researcher introduced the Word Wizard game to the teacher by provided explanations and examples of how to play before the Word Wizard game was implemented in the classroom. Furthermore the researcher not only acted as a observer, data collector, data processor, and research answer finder, but also acted as a friend of the research subject. Thus, the research results be more accurate and valid, because the more trust the research subject has in the researcher, the more valid the data be obtained.

C. Population and Sample

The population of this study was all students of SMP TERPADU Semayoen Nusantara in Bener Meriah. The researcher took the first-grade

students which consisted of only one class as a group of participant there are 26 students in this study. The sampling technique used was purposive sampling. The first-grade students were chosen because they were at the first level with a standard capacity of mastering English and the researcher assumed that they were the right sample because they not master too much vocabulary yet.

D. The Description of Research Location

The writer conducted this research at SMP Terpadu Semayoen Nusantara, one of the junior high schools in Reje Guru Simpang Tiga Redelong, Bener Meriah. The school stands on an area of 2,824 m² opened in 2007 and is located at Kompleks Pesantren Jln. Empun Semayoen Reje Guru Simpang Tiga Redelong, Bukit Bener Meriah District. To the west of this school stands the Semayoen Nusantara Integrated Senior High School, while to the north and east are the residents' villages. Now, this school is led by Raudhah S.Pd and has received B accreditation.

Another advantage that this school has is adequate educational resources. Currently, there are 20 teachers at SMP Terpadu Semayoen Nusantara with 19 undergraduate education backgrounds, 1 person with D3 education. This can motivate all school members to become human learners wherever they are, who continuously learn to improve their quality and can invite all teachers to always be present as educators and leaders for their students, teachers who are present send messages of hope, teachers are increasingly becoming examples of toughness, optimism, and cheerfulness.

E. Instrument for Data Collection

The researcher is the main key in this research. This research still needs to be developed because everything in this study does not yet have a definite form. As previously mentioned, this study used observation and interview of all conversations with data sources for data collection, the results of the interview are recorded properly and the researcher has evidence of informant interviews or data sources.

Researchers use interviews as an appropriate method to gather in-depth information about people's opinions, experiences, thoughts, and feelings. Data collection was carried out by semi-structured interviews. Semi-structured interviews were chosen by researchers because they not only provided answers but also reasons for the answers. So that researchers get further understanding and information from the participants.

In this research, the researcher used interview guide questions based on research problems to know the students' responses of word wizard game in learning vocabulary. In addition, semi-structured interviews allow for variations in order and disclosure of questions and additions to protocols, such as additional questions and investigations for specific individuals (Creswell, 2007). The interview questions were prepared and created by the researcher. The interview consisted of 6 questions that involved students' opinions about this research problem. Furthermore, the researcher used Indonesian Language to get the deep information from the participants easily.

F. Technique of Data Collection

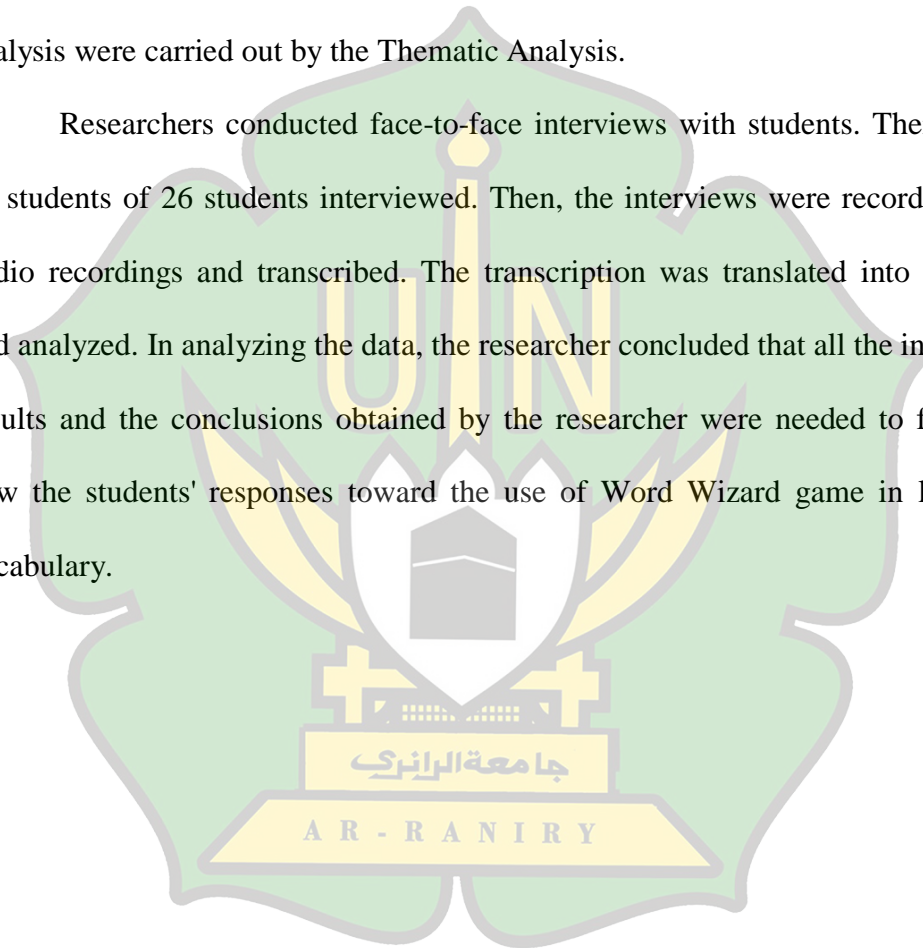
This research used the observation and interview to collect the data. Observation is a type of qualitative research method that not only includes participant observation, but also includes ethnography and research work in the field. Observation data can be integrated as additional research or confirmation (Gray DE, 2009). The researcher observed the teacher as implementers and the students in the classroom when the Word Wizard game was applied. Furthermore the researcher interviewed 13 students of 26 students to find out students' responses in learning English vocabulary using the Word Wizard game. The interview consists of 6 open-ended questions and interview questions made by the researcher herself. This was necessary to obtain detailed information from students.

Interviews were recorded using a smartphone to produce authentic results. During the interview, the language used was Indonesian because of its efficiency to students more understand the questions because they are in junior level in the school. Semi-structured interviews run formally. The interviewer used the interview guide to cover a list of questions and topics about students' perspectives about the word wizard during classroom learning. In any case, because the interview can deviate from the guide, the interviewer can follow the topic as long as it is considered appropriate (Kabir, 2016). In other words, it was included in an open-ended interview.

G. Technique of Data Analysis

The process of data analysis is organizing and sorting data into patterns, categories, and description units, so as to produce findings or conclusions as suggested by the data and in line with research objectives (Fatchan, 2009). Data analysis will be carried out together with data collection. The stages of the analysis were carried out by the Thematic Analysis.

Researchers conducted face-to-face interviews with students. There were 13 students of 26 students interviewed. Then, the interviews were recorded with audio recordings and transcribed. The transcription was translated into English and analyzed. In analyzing the data, the researcher concluded that all the interview results and the conclusions obtained by the researcher were needed to find out how the students' responses toward the use of Word Wizard game in learning vocabulary.



CHAPTER IV

RESULT AND DISCUSSION

A. Data Analysis

As has been explained in the previous chapter, the interview is a data collection technique in this research. In this interview, the researcher tried to find out what are the students' responses in mastering English vocabulary using the Word Wizard game. There are 6 (six) questions that are asked to be answered by students based on their own perspective. There were 13 first graders out of the 26 students interviewed; they are 8 (eight) males and 5 (five) females. Following are the specifications of the interviewees:

Table 4.1 the Specification of the Interviewees

No.	Initial
1.	AR
2.	FAS
3.	Y
4.	ZCA
5.	F
6.	DB
7.	YI
8.	ZH
9.	Fd
10.	PA
11.	Ab
12.	Sh
13.	JF

The following is the analysis of students' answers in the interview section:

1. How did you learn English vocabulary without using any media such as word wizard game?

Based on the interview answer, there were 6 students AR, Y, YI, ZH, Ab, and JF explained that usually they learned English Vocabulary by writing the vocabulary and after that they memorized it. Then 4 students that are F, DB, Fd, and PA showed that they learn English vocabulary by writing and reading it. Then ZCA said that she only memorized the vocabulary without writing it, and there is a student only who read and memorized without writing it first. However, there is one student that is Sh said that he is still confused about how to learn English vocabulary well.

From this question, the researcher concluded that more students who learned vocabulary used the writing and memorizing method, and then some students used the written and repeated reading method to learn vocabulary. Then there are students who are still confused about how to learn vocabulary.

2. What is the problem you may encounter while learning the English vocabulary without using media?

In these questions, 5 students answered the problem that they encounter in learning English vocabulary is hard to pronounce the vocabulary. Then 5 students said that they did not find any problems in learning English vocabulary. However, there were 3 students AR, ZCA, and ZH who answered that they still had difficulty remembering the vocabulary they learned. From the students' answers above, the researcher concluded that some students still had difficulty in how to

pronounce and how to read vocabulary in English, although there are also some of them who did not find any problems in learning vocabulary in English.

3. What do you think about learning the English vocabulary by using media such as the word wizard game?

Based on the results of interviews with the participants, it was found that after using the Word Wizard as a learning media for English vocabulary 6 students, FAS, F, YI, JF, Ab, and Sh said that learning circumstances will be more fun by using the Word Wizard game. Other 5 students stated that it became easier for them to understand vocabulary, and two other students Fd and PA stated that it was fun and challenging to learn English vocabulary using the Word Wizard game.

From the students' answers, the researcher concluded that most of the students said it was fun and exciting and they could more easily understand every word given when learning English vocabulary using the Word Wizard game.

4. Are there any problems in learning the English vocabulary by using the word wizard game?

Based on the students' answers, 11 out of 13 students answered that there were no difficulties they faced after learning English vocabulary using the Word Wizard game. There was one student FAS who said that there was still a number of English vocabulary that he did not know. Then another student JF said that he still had difficulty reading words in English. The researcher concluded that the average students did not experience such difficulty when learning English vocabulary using the Word Wizard game.

5. Can you explain is it interesting to learn the English vocabulary by using the word wizard game?

From the fifth question, 11 students said that they were interesting for different reasons. One student AR said that *it is moderate, because it is easier to think but still difficult to pronounce the word in English*. Other students FAS said that *it was very interesting because I could play while studying*. Student F also said that *it is interesting and easy because it is not difficult after knowing the word*. Two students, ZH and JF, answered the questions with almost similar answers that are *it is interesting because it can communicate with friends while studying* and *it is interesting because learning with friends is more fun*. Furthermore, 8 students with the initials Y, ZCA, DB, YI, Fd, PA, Ab, and Sh answered almost the same, *interesting, because it is fun, fun, and easier to remember every word*.

From all the students' answers above, the researcher concluded that 12 out of 13 students stated that it was interesting and very interesting to learn English vocabulary using the Word Wizard game. They conveyed their answers for a variety of reasons, and most students answered that it was fun to use the word wizard game in learning vocabulary because they could easily remember each word by using that kind of game.

6. How is your experience after learning the English vocabulary by using the media word wizard game?

In the last question, 2 students, AR, and Fd answered that they felt happy after learning English vocabulary using games. Then 9 students ZH, FAS, Y,

ZCA, DB, YI, PA, Ab, and JF gave almost the same answers, their feelings after learning English vocabulary using the Word Wizard game became more enthusiastic, more excited, easier, and less bored in learning English. Furthermore, one student F said "happy and proud" and another student Sh said, "There was no feeling whatsoever". From the answers that have been described, the researcher concluded that most students had almost the same feelings, those are making them feel more excited and less bored in learning English.

B. Discussion

The highlights of the research and interviews are discussed below. This section is also provided to answer research questions about the implementation of the Word Wizard game in learning vocabulary. With 13 from 26 participants from grade 1 students of SMP Semayoen Nusantara.

After the researchers conducted interviews with students before they got to know the Word Wizard game, the teacher taught them by writing the vocabulary on the whiteboard, and then the students take notes and memorized them. The average student answered in learning their writing vocabulary was then read over and over and then memorized. Kapur (2018) states that "memorizing is regarded as one of the rare techniques, hence, the teachers encourage students to acquire an understanding of the concepts instead of memorizing". In accordance with Kapur's opinion, in learning that students must be better understanding the concept of learning so that what has been conveyed by the teacher can be well received. The learning concept given by the teacher must also be interesting as a game so that students are able to learn without feeling overwhelmed. This is in

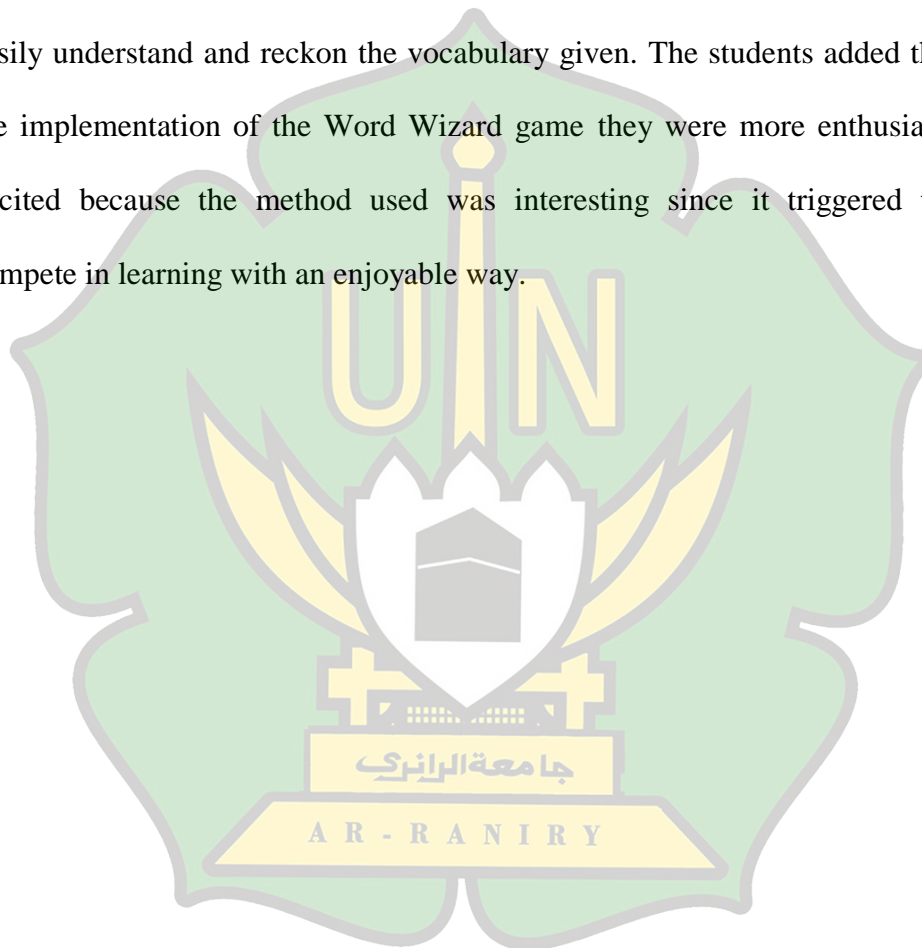
accordance with Wardaningsih's (2014, p.14) stated that games are one of the methods used to make classroom learning more enjoyable and happier. After the students learned the vocabulary using word wizard games, they were more enthusiastic in learning and it was easier for them to remember what has been taught by the teachers regarding the vocabulary.

In the interview section, for the question '*how they felt and their interest in this game*', all students answered that they were interested and their responses were very good in receiving the games that the researchers applied in their class. Almost all students interviewed agreed that the Word Wizard game was an interesting method to apply in the classroom and Word Wizard game is a fun game for the students. This is in accordance with Nurhajati & Wicaksono (2011, as cited in Cahyono & Mukminatien 2011, p. 41), who said that there are many functions of games that are used as a learning method in the classroom, the class becomes more fun, students will not feel bored in the classroom and students become more enthusiastic in the classroom when English learning takes place.

With the Word Wizard game students can understand each word more quickly and make it easier for them to remember every word, as Cameron (2001, p. 73) stated that vocabulary is learning about words, so students are expected to being able to understand the meaning of a word that has been given is not just knowing but they can apply new words they know in a sentence or conversation.

From the explanations above, the researcher concluded that before the students getting to know the word wizard game, the teacher taught them by writing the words on the whiteboard and asking the students to take notes and

memorizing them. From the students' perspective, the previous method was monotonous therefore they had the tendency to be bored while learning. After the implementation of word wizard game, the researcher saw that the responses given by students were very good. Their vocabulary learning goes well with the game implementation. Particularly, the games applied by the teacher lead them to easily understand and reckon the vocabulary given. The students added that after the implementation of the Word Wizard game they were more enthusiastic and excited because the method used was interesting since it triggered them to compete in learning with an enjoyable way.



BAB V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

Based on the results of interviews about the implementation of the word wizard game in learning vocabulary, the researcher concluded that the Word Wizard game was interesting to be applied in the classroom to increase students' focus in learning vocabulary. The reason is that before students know about the existence of games that make the classroom atmosphere fun during learning, they learn English monotonously and that makes them boring in the classroom. With the Word Wizard game, they admit that learning English, especially learning English vocabulary, is easier and it allows them to remember every word faster. The students added that the Word Wizard game made them more enthusiastic about learning English vocabulary.

B. Suggestions

Some suggestions are given that hopefully will be useful for students and teachers as follows:

1. Students are expected to be able to improve their vocabulary in many ways through reading and listening to basic English conversations
2. Students are expected to focus more when the teacher is explaining how to play the game to make it easier to understand the material being taught.
3. Teachers are advised to pay attention to the needs of students and the weaknesses of the study group to implement appropriate teaching methods.

4. Teachers are advised to be able to develop a variety of fun teaching methods such as the application of the Word Wizard game to improve students' skills in learning vocabulary.



REFERENCES

- Adger, C.T. (2002). *What teachers need to know about language*. McHenry, IL: Center for Applied Linguistics.
- Adji, D. S., & Wardaningsih, S. (2014). *Hubungan antara kecemasan mahasiswa psik umy saat menghadapi ujian objective structured clinical examination (osce) terhadap skor osce*. Naskah Publikasi. Yogyakarta: FKIK UMY.
- Brown, H. D. (2000). *Principles of language learning and teaching fourth edition*. New York: Pearson Education.
- Brown, H. D. (2001). *Principles of language learning and teaching*. New Jersey: Prentice Hall.
- Cahyono, B. & Kusumaningrum, S. (2011). *Practical techniques for English language teaching*. Malang: State University of Malang Press
- Cahyono, B.Y., & Mukminatien, N. (Eds). (2011). *Techniques and Strategies to enhance English language learning*. Malang: State University of Malang Press
- Cahyono, B.Y., & Widiati, U. (2008). The teaching of efl vocabulary in indonesian context. *The State of the Art TEFLIN Journal*, 19(1), 54-63.
- Cameron, L. (2001). *Teaching languages to young learners*. New York, NY: Cambridge University Press.
- Choyimah, N. (2011) *Teaching vocabulary through discourse: The step to improve students' productivity vocabulary in teaching and strategies to enhance English language learning*. Malang: State University of Malang Press.
- Coxhead, A. (2006). *Essentials of teaching academic vocabulary*. Massachusetts, MA: Houghton Mifflin Company.
- Creswell J., & Clark VLP. (2007). *Designing and conducting mixed methods research*. California, CA: SAGE.
- E-murcia, M. C. (2001). *Teaching English as a second or foreign language*. Massachusetts, MA: Heinle & Heinle.
- Fatchan, A. (2009). *Metode penelitian kualitatif*. Malang: Jengjala Pustaka.

- Graves, M. F. (2000). *Vocabulary learning and instruction*. In E.Z. Rothkopf (Ed.). *Review of Research in Education*. New York, NY: Teachers College Press.
- Gray, D. E. (2009). *Doing research in the real world*. California: Sage Publications.
- Harmer, J. (2001). *The practice of English language teaching*. London: Longman.
- Haryanto, T. (2007). *Grammatical error analysis in students' recount text: The case of the twelfth year students of SMAN 1 Siawi, Tegal in the academic year of 2006/2007 English department faculty of languages and arts*. Semarang state University. Retrieved on December 16, 2020 at <http://digilib.unnes.ac.id>
- Haynes, J., & Zacarian, D. (2010). *Teaching English language learners across the content areas*. Alexandria, Va.: ASCD.
- Hiebert, E. H., & Kamil, M. L. (2005). *Teaching and learning vocabulary*. New Jersey, NJ: Lawrence Erlbaum Associates, Inc.
- Hornby, A. S. (2000). *Oxford advanced learner's dictionary*. UK: Oxford University Press.
- Houwer, J. D. (2013). *What is learning? on the nature and merits of a functional definition of learning*. Belgium: Psychonomic Society, Inc.
- Ivone, F. M. (2005). Teaching English as a foreign language in Indonesia: The urge to improve vocabulary instruction. *TEFLIN Journal*, 16(2), 5-8.
- John M. E., & Shadily H. (2000). *Kamus Inggris Indonesia: An English Indonesia dictionary*. Jakarta : PT. Gramedia.
- Kabir, S. M. (2016). *Methods of data collection basic guidelines for research*. Malaysia: Curtin University.
- Khairani, A. I. (2011). *Pendidikan bahasa Inggris untuk anak usia dini*. Unpublish.
- Klippel, F. (1984). *Keep talking: communicative fluency activities for language teaching*. Cambridge [Cambridgeshire]: Cambridge University Press.
- Macaro, E. (2001). *Language strategies in foreign and second language classrooms*. London: Continuum.

- Moleong, L. J. (2008). *Metodologi penelitian kualitatif*: Edisi Revisi. Rosda. Bandung.
- Nation, I. S. P. (2000). *Learning vocabulary in another language*. Cambridge: Cambridge University Press.
- Pan, Q., & Xu, R. (2011). *Vocabulary teaching in English language teaching. In theory and practice in language studies*. Finland: Academy Publisher Manufactured.
- Pikulski, J. J., & Templeton, S. (2004). *Teaching and developing vocabulary; Key to long-term reading success*. Massachusetts, MA: Houghton Mifflin Company.
- Putri, H. M. (2012). *Improving students' vocabulary mastery by using direct method to the eleventh grade science of SMAN1 Muara Jambi*. Indonesia.
- Renandya, W. A., & Richards, J.C. (2002). *Methodology in language teaching*. New York, NY: Cambridge University Press.
- Schmitt, N. (2000a). *Vocabulary in language teaching*. New York, NY: Cambridge University Press.
- Schmitt, N. (2004b). *Vocabulary in language teaching* (4th Ed.). Cambridge, England: Cambridge University Press.
- Sedita, J. (2005). *Effective vocabulary instruction: Insight on learning disabilities*. London.
- Siriwan, M. (2007). *English vocabulary learning strategies employed by Rajabhat University students*. Thailand: Suranaree University of Technology.
- Thornbury, S. (2002). *How to teach vocabulary*. Hallow: Pearson Education Limited.
- Tozcu, A., & Coady, J. (2004). *Succesful learning of frequent vocabulary through call also benefits reading comprehension and speed*. Retrieved from <http://www.tandfonline.com>.
- Wilson, S.M., & Peterson, P.L. (2006). *Theories of learning and teaching: What do they mean for educators*. Washington, DC: National Education Association.

APPENDICES

Appendix A: Appointment Letter of Supervisor

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-6649/UN.08/FTK/KP.07.6/07/2020

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 29 Juni 2020
- Menetapkan :
PERTAMA : Menunjuk Saudara:
1. Fitriah, M.Pd
2. Rahmi Fhonna, MA
Untuk membimbing Skripsi :
Nama : Tria Aulina
NIM : 160203080
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Implementation of Word Wizard Game in Teaching Vocabulary
Sebagai Pembimbing Pertama
Sebagai Pembimbing Kedua
- KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2019; No.025.04.2.423925/2019 tanggal 5 Desember 2019.
- KETIGA : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2020/2021
- KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 15 Juli 2020
An. Rektor
Dekan,


Muslim Ruzali

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip.

**Appendix B: Recommendation Letter of Conducting Research from Fakultas
Tarbiyah dan Keguruan**





**KEMENTERIAN AGAMA UNIVERSITAS
ISLAM NEGERI AR-RANIRY FAKULTAS
TARBIYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-8361/Un.08/FTK.1/TL.00/09/2020
Lamp : -
Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,
SMP Terpadu Semayoen Nusantara Kec. Bukit Kab. Bener Meriah

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **TRIA AULINA / 160203080**
Semester/Jurusan : IX / Pendidikan Bahasa Inggris
Alamat sekarang : Jl. Laks. Malahayati Gampoeng Kajhu Kec. Baitussalam Kab. Aceh Besar

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak pimpin dalam rangka penulisan Skripsi dengan judul ***The Implementation of Word Wizard Game in Learning Vocabulary***

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 08 September 2020
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,



Berlaku sampai : 08 September
2021

Dr. M. Chalis, M.Ag.

جامعة الرانيري

AR - RANIRY

**Appendix C: Recommendation Letter of Conducting Research from SMP
Terpadu Semayoen Nusantara**



PEMERINTAH KABUPATEN BENER MERIAH
DINAS PENDIDIKAN
SMP TERPADU SEMAYOEN NUSANTARA
Alamat : Kompleks Pesantren Terpadu Semayoen Nusantara KP.24581, Reje Guru –Indonesia

Nomor : 421.2 / SKSMP / 016 / X / 2020

Bener Meriah, 16 Oktober 2020

Lampiran : -

Perihal : **Surat Keterangan Sudah Melakukan
Pelatihan dan Pengumpulan Data
Menyusun Skripsi**

Kepada Yth,

Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam

Program Study Pendidikan Bahasa Inggris

Di

Banda Aceh

Kepala Sekolah Menengah Pertama (SMP) Terpadu Semayoen Nusantara dengan ini menerangkan bahwa :

Nama : Tria Aulina

NIM : 160203080

Program Study : Pendidikan Bahasa Inggris

Benar yang nama tersebut diatas telah melakukan penelitian dan pengumpulan data di SMP Terpadu Semayoen Nusantara dalam rangka penyusunan disertai guna penyelesaian studi pada program study pendidikan jurusan Bahasa Inggris Universitas UIN Ar-ARANIRY yang berjudul **The Implementation Of Word Wizard Game In Learning Vocabulary**. Demikian surat keterangan ini dibuat untuk dipergunakan seperlunya.

Reje Guru, 16 Oktober 2020
Kepala Sekolah

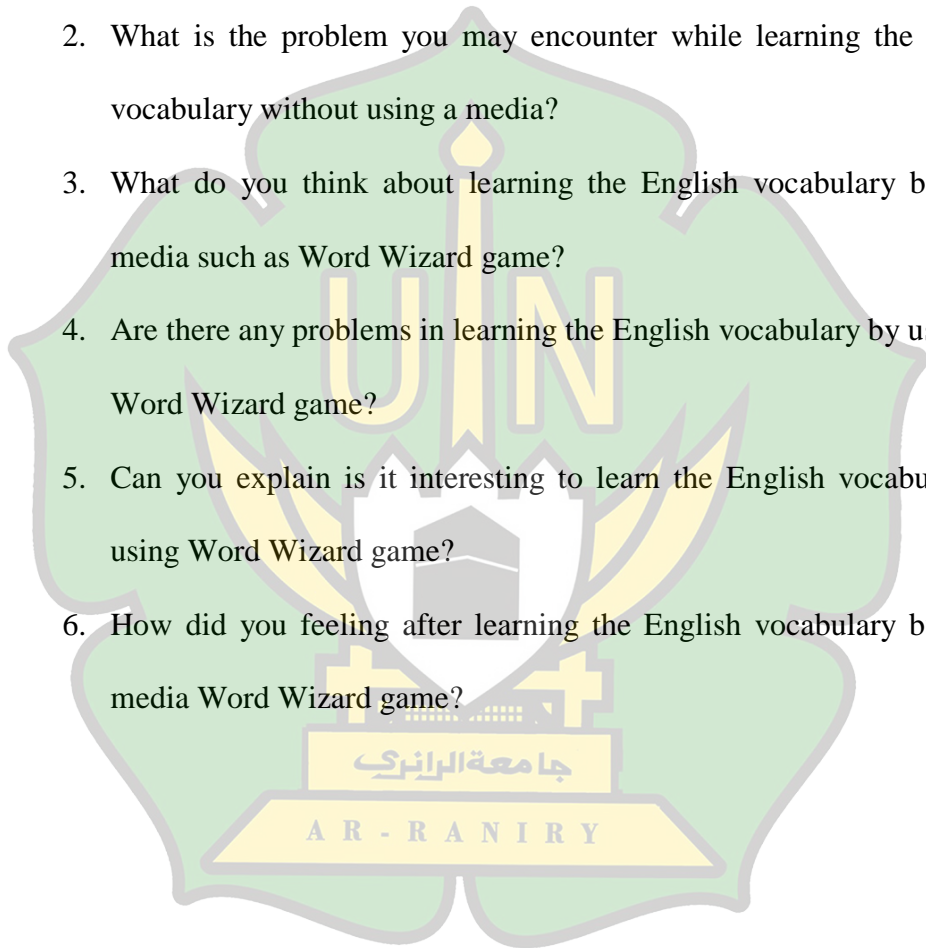


Raudhah
RAUDHAH, S.Pd
Nip.196501011992032010

Appendix D: List of Interview Questions

List of Interview Questions

1. How did you learn English vocabulary without using any media such as word wizard game?
2. What is the problem you may encounter while learning the English vocabulary without using a media?
3. What do you think about learning the English vocabulary by using media such as Word Wizard game?
4. Are there any problems in learning the English vocabulary by using the Word Wizard game?
5. Can you explain is it interesting to learn the English vocabulary by using Word Wizard game?
6. How did you feeling after learning the English vocabulary by using media Word Wizard game?



Appendix E: The Transcript of Interview

The Transcript of Interview

1. AR/VII (P1)

TA: Okay, how do you learn English vocabulary without using anything like a game?

AR: It was difficult, first writing then remembering, then memorizing

TA: Are there any problems you have in learning vocabulary without using games?

AR: It's a bit difficult to learn, miss

TA: Okay, what do you think about learning English vocabulary using the Word Wizard game that applied by the teacher?

AR: It's better

TA: how is it better?

AR: So it's easier to memorize miss

TA: Are there any problems you have when learning English vocabulary using this Word Wizard game?

AR: There is no problem, miss

TA: Do you think learning while playing this Word Wizard game is interesting or not?

AR: Just so so, miss.

TA: What do you mean about just so so? You think that there are conveniences and difficulties too?

AR: It's easy to think because I enjoy the game, miss

TA: What difficulties did you find?

AR: When memorizing the word, it's a bit difficult because of the pronunciation, miss.

TA: Ok, how did you feel after learning vocabulary using the Word Wizard game?

AR: I am happy

TA: happy? Okay, thank you.

2. FAS/VII (P2)

TA: Okay, how do you learn English vocabulary without using any media such as games?

FAS: I have an English dictionary, and then I often read and memorize it because since I was a child I love English and I am interested in anything about English, miss.

TA: Oh yeah? Good, how about learning the vocabulary with the English teacher?

FAS: When she was taught, I understand miss.

TA: How about learning vocabulary?

FAS: Write it down first on the whiteboard, and then memorize it.

TA: Ok, then was there any problem you faced before learning vocabulary using games?

FAS: Not too much, but sometimes the pronunciation is still wrong, miss.

TA: Then what do you think about learning English vocabulary using the Word Wizard game that the teacher applied?

FAS: It gets even more exciting

TA: Oh yeah? Are there any problems you did when learning vocabulary using a game?

FAS: No, it's just I don't know a lot of words

TA: Is it interesting to learn vocabulary using games?

FAS: Very interesting

TA: Why do you think it is interesting?

FAS: Because I can play while learning to, miss

TA: Is it easier to memorize it?

FAS: Yes, easier to remember because we use the game

TA: Ok for the last, how did you feel after learning vocab using a Word Wizard game?

FAS: More exciting and more enthusiastic about learning vocabulary, usually when studying there is a feeling of boredom, but after getting to know the game, I become more enthusiastic

TA: Okay, thank you so much for a great answer.

3. Y/VII (P3)

TA: How do you learn English vocabulary without using any media such as games?

Y: Usually write it down first then memorized it, miss.

TA: There any problems you faced before learning vocabulary using a game?

Y: No, miss

TA: Hmm, then what do you think about learning English vocabulary using the Word Wizard game that has been applied by the teacher?

Y: It was more fun and I got a lot of knowledge

TA: Are there any problems that you face when you learn vocabulary with the games?

Y: No miss

TA: Are you sure?

Y: Yes miss

TA: Okay good, do you think this game is interesting to use to learn vocabulary?

Y: It's interesting miss, because it's fun, it's easier to memorize and it also adds to my knowledge

TA: Last, how do you feel after learning vocabulary using the game?

Y: Its fun miss, it's really fun because learning to use the Word Wizard game makes me easy to memorize vocabulary

TA: Ok, thank you.

4. ZCA/VII (P4)

TA: Well, how do you learn English vocabulary without using any media such as games?

ZCA: Memorizing

TA: Memorizing like what?

ZCA: Read first, and then write down miss

TA: Are there any problems you have when learning vocabulary without using games?

ZCA: Quite difficult to memorize

TA: What do you think about learning English vocabulary using media such as the Word Wizard game that has been applied by the teacher?

ZCA: Easier to memorize, and easier to remember

TA: Good, were there any problems you faced when learning vocabulary using a game?

ZCA: No.

TA: Really?

ZCA: yes miss

TA: Okay, then is learning vocabulary using a game interesting for you?

ZCA: Interesting

TA: Why?

ZCA: because it's more fun, so it easier for me to remember and memorize easily

TA: Ok last question, how did you feel after learning vocabulary using a game?

ZCA: happy because it's easier

TA: Thank you

5. F/VII (P5)

TA: How do you learn vocabulary without using any media such as a game?

F: Write then read over and over

TA: What problems did you face when you learning English vocabulary without using media like a game?

F: It's hard

TA: What do you think about learning English vocabulary using a game ?

F: Exciting

TA: How exciting?

F: Because we can playing while we learning

TA: Are there any problems you have when learning vocabulary using games?

F: Nothing

TA: Are you sure?

F: Yes miss.

TA: Isn't it interesting to learn vocabulary by playing games?

F: Interesting

TA: Why is it interesting?

F: interesting because it's not too difficult

TA: Is it easier?

F: Very easy

TA: The last question, how do you feel after learning English vocabulary using game media?

F: Happy

TA: Just happy?

F: Proud Hehe

TA: Thank you.

6. DB/VII (P6)

TA: How do you learn vocabulary without using any media such as a game?

DB: Write and read repeatedly, miss

Q: Are there any problems that you face when learning vocabulary without using game media?

DB: Not really, the most difficult is how to read it miss

TA: Then, what do you think about learning vocabulary using a game that has been applied by the teacher?

DB: It's easier

TA: Are there any problems you faced when learning vocabulary while playing a game?

DB: Nothing

TA: Is it easier for you?

DB: yes miss

TA: Can you explain whether learning vocabulary using this game is interesting?

DB: It's interesting because I can easily remember the vocabulary, miss

TA: Ok last question, how did you feel after learning vocabulary using the Word Wizard game?

DB: It's been fun and easy, miss.

TA: Thank you

7. YI/VII (P7)

TA: How do you learn English vocabulary without using anything?

YI: Write it down first, and then memorize it

TA: What problems did you face when learning vocabulary without using any media such as a game?

YI: Nothing, miss

TA: Then what do you think about learning English vocabulary using Word Wizard game?

YI: Interesting and exciting.

TA: Are there any problems you faced when learning vocabulary while playing a game?

YI: So far no problem

TA: Can you explain whether this game interesting for you to learn vocabulary?

YI: Yes miss because it makes me easier to memorize the words

TA: How did you feel after learning vocabulary using Word Wizard game?

YI: I'm happy because learning while playing the game more interesting.

TA: Okay, thank you

8. ZH/VII (P8)

TA: How do you learn English vocabulary without using media such as a game?

ZH: Previously it was difficult, write it down first then memorize it

TA: What problems did you face when you learned vocabulary without using any media such as a game?

TA: What do you think about learning vocabulary using Word Wizard game?

ZH: It's easier miss

TA: Are there any problems you face when learning vocabulary using a game?

ZH: Nothing

TA: Can you please explain whether learning vocabulary using the Word Wizard game is interesting or not?

ZH: interesting miss

TA: Why is it interesting?

ZH: Because we can talk with friends while studying

TA: How did you feel after learning vocabulary using the Word Wizard game?

ZH: My feeling is better and easier to learn vocabulary

9. Fd/VII (P9)

TA: How do you learn English vocabulary without using media such as a game?

Fd: Write it down first, then read it over and over

TA: What problems did you face learning English vocabulary without using any media such as a game?

Fd: Nothing

TA: Then what do you think about learning English vocabulary using a game that has been applied?

Fd: More fun

Q: Are there any problems you face when learning vocabulary using games?

Fd: No miss

TA: Please explain is it interesting or not learning vocabulary with the Word Wizard game?

Fd: Interesting miss

TA: Why is it interesting?

Fd: It's more fun to use a game, makes it easier for me to remember the vocabulary

TA: How do you feel after learning vocabulary using the game?

Fd: Happy miss

TA: Well thanks, please sit back

10. PA/VII (P10)

TA: How do you learn English vocabulary without using media such as games?

PA: Write it down first, and memorize it

TA: Then, what problems did you face when learning vocabulary without using any media?

PA: Difficult

TA: What do you think about learning using games that have been applied?

PA: More challenging and exciting

TA: Are there any difficulties you have when learning vocabulary using a game?

PA: No, miss

TA: Is it interesting to learn vocabulary with Word Wizard game?

PA: Interesting miss

TA: Why is it interesting?

PA: Easier for me miss

TA: okay last, how did you feel after learning vocabulary using the Word Wizard game?

PA: It's good because it makes me easy to learning vocabulary

11. Ab/VII (P11)

TA: How do you learn English vocabulary without using media such as a game?

Ab: Write and memorized it miss

TA: What problems did you face when learning vocabulary without using a game?

Ab: Nothing, miss

TA: What do you think about learning vocabulary using the Word Wizard game that has been applied?

Ab: Exciting miss

TA: So far, any problems that you found when you learning vocabulary using a game?

Ab: Nothing, miss

TA: Can you explain whether this game is interesting for learning English vocabulary?

Ab: Yes interesting, because it is more exciting and easier to memorize

Q: The last question, how did you feel after learning English vocabulary using the Word Wizard game?

Ab: fun, and easy to remember

TA: Ok, thank you

12. Sh/VII (P12)

TA: How do you learn English vocabulary without using any media such as a game?

Sh: I don't remember

TA: How come you don't remember? How do you usually learn English vocabulary?

Sh: I don't remember how miss

TA: OK, are there any problems you face when learning vocabulary without using any media such as a game?

Sh: Nothing

TA: What do you think about learning English vocabulary using the Word Wizard game?

Sh: Fun miss

TA: Are there any problems or difficulties you face when you learning vocabulary by playing the game?

Sh: Nothing

TA: Can you explain how interesting learning vocabulary is with the game?

Sh: Interesting miss, because it's fun and easy

TA: How did you feel after learning English vocabulary using the Word Wizard game?

Sh: I don't have any feelings

TA: How can?

Sh: Yes I don't have any feeling

TA: Ok, thank you. Please sit down

13. JF/VII (P13)

TA: Hi, how do you learn English vocabulary without using any media such as games?

JF: Write and memorized afterwards miss

TA: Furthermore, were there any difficulties you faced when learning vocabulary without using any media such as a game?

JF: Yes, reading the words in English was difficult, miss

TA: What do you think about learning English vocabulary using a game?

JF: More easy miss

TA: Are there any learning problems using the game that have been applied?

JF: Yes, I have difficulty reading the words into English

TA: Oh that means it is still difficult to read and remember it in English?

JF: Yes miss

TA: Okay, is it interesting to learn vocabulary using a game?

JF: Yes because it's more fun with friends while studying

TA: Ok fine, how did you feel after learning vocabulary using Word Wizard games?

JF: More enthusiastic and exciting of course miss

TA: Ok, thank you, have a seat.

