

**THE USE OF TRACE EFFECTS GAME TO INCREASE STUDENT'S
VOCABULARY**

THESIS

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THESIS

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Bachelor of Education in English Language Teaching

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The Use of Trace Effects Game to Increase Student's Vocabulary adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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Saya yang membuat surat pernyataan,


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ABSTRACT

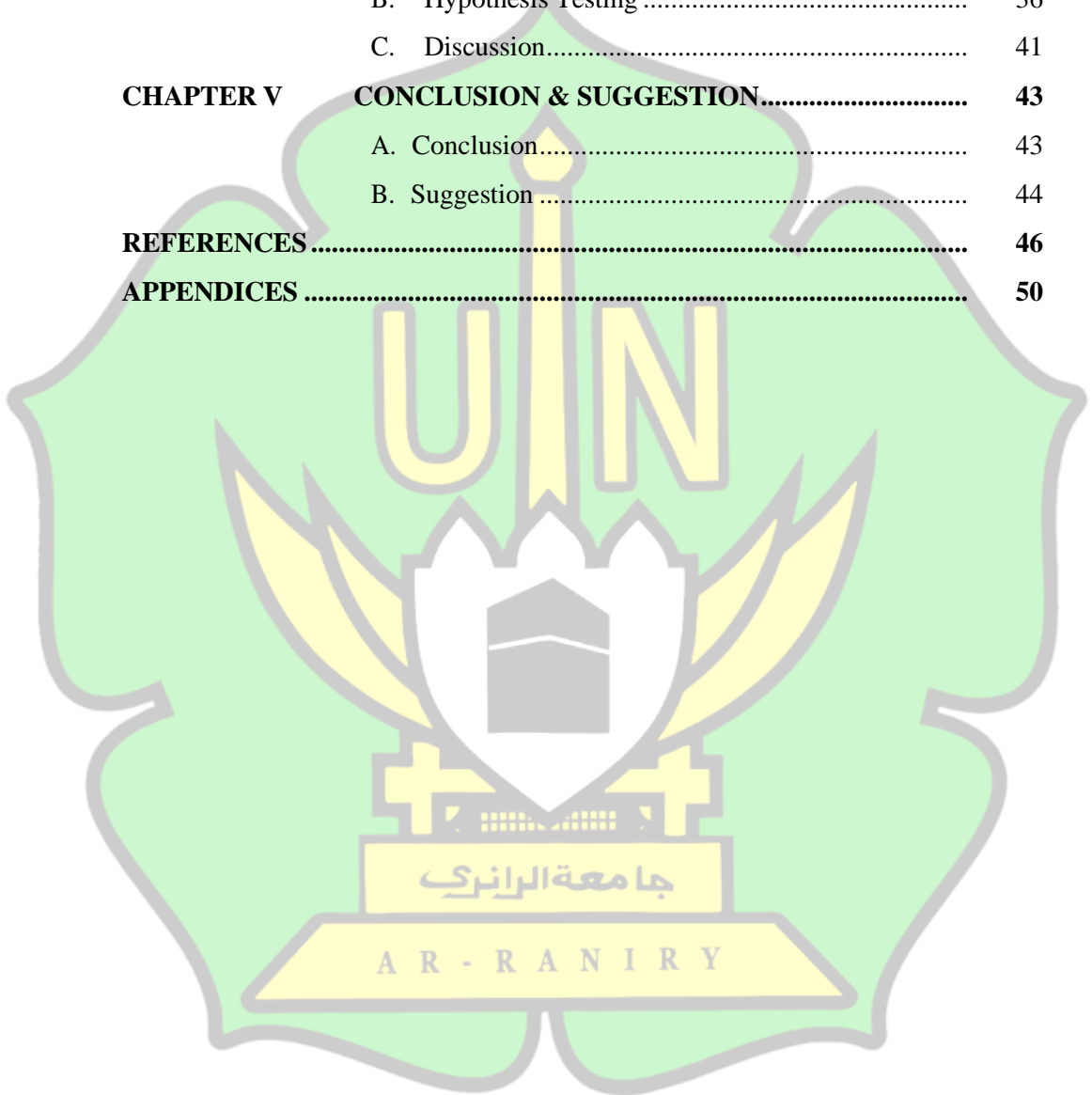
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This research investigated the potential of the Trace Effects Game as a learning media to Increase students' vocabulary. This study used quantitative descriptive design. To collect the data each group was given a pre-test and a post-test and the data analyses used t-test. The research was conducted on 60 students at 2nd grade class in MAN 2 Pidie. The Sample are class 2IPA 1 as experimental class and 2IPA 2 as control class. To collect the data each group was given a pre-test and a post-test and the data analyses used t-test. Data were analyzed using SPSS, the results of the pre-test and post-test obtained a significance level (2-tailed) of $0.000 < 0.05$ after the independent test indicating that the alternative hypothesis (H_a) was acceptable and the null hypothesis (H_o) was rejected. The results showed that there was de increase in student's vocabulary retention after students got treatment through the game. Recommendations were made to enhance English teaching and learning, with a focus on empowering teachers, schools, and students.

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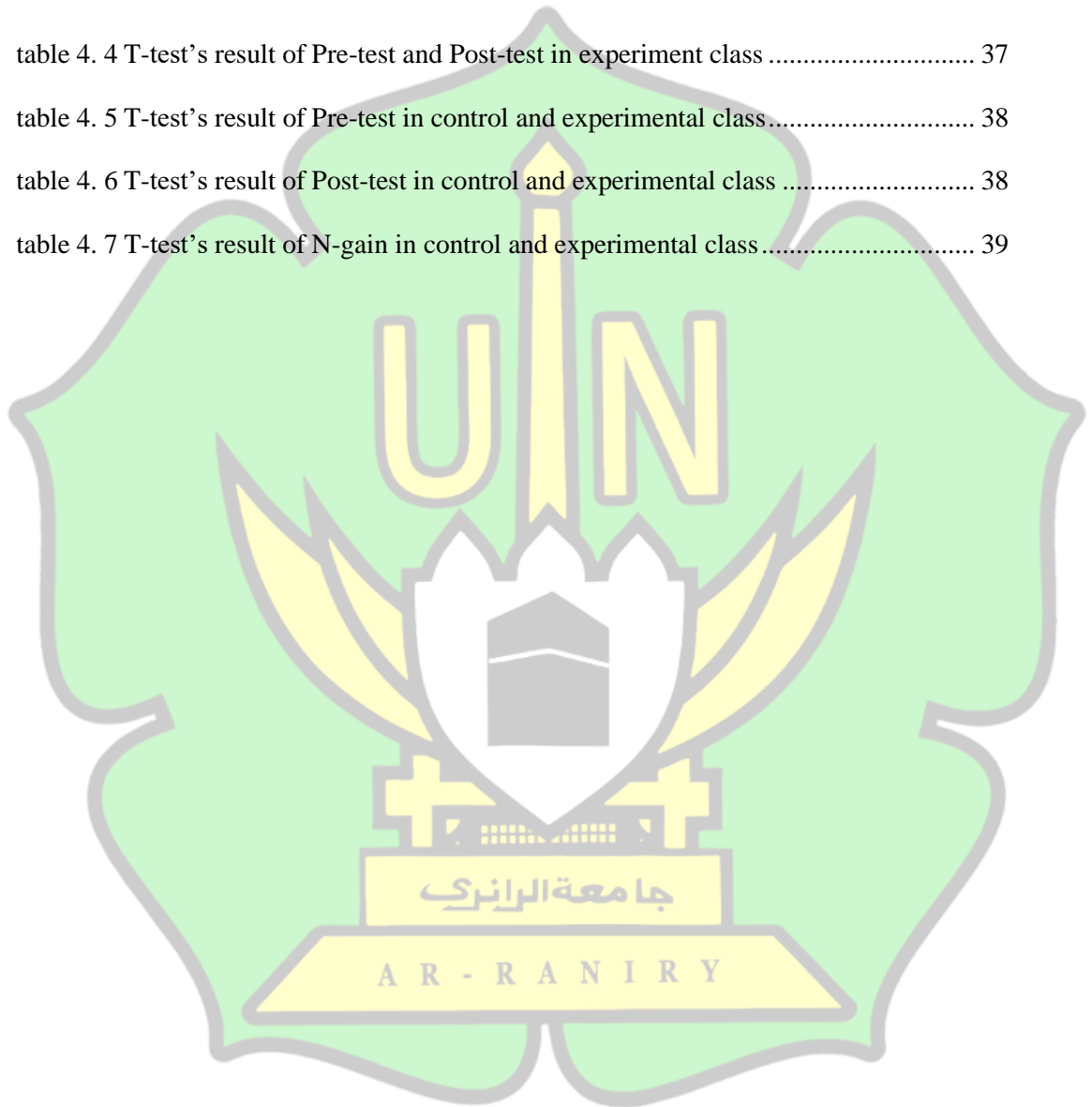
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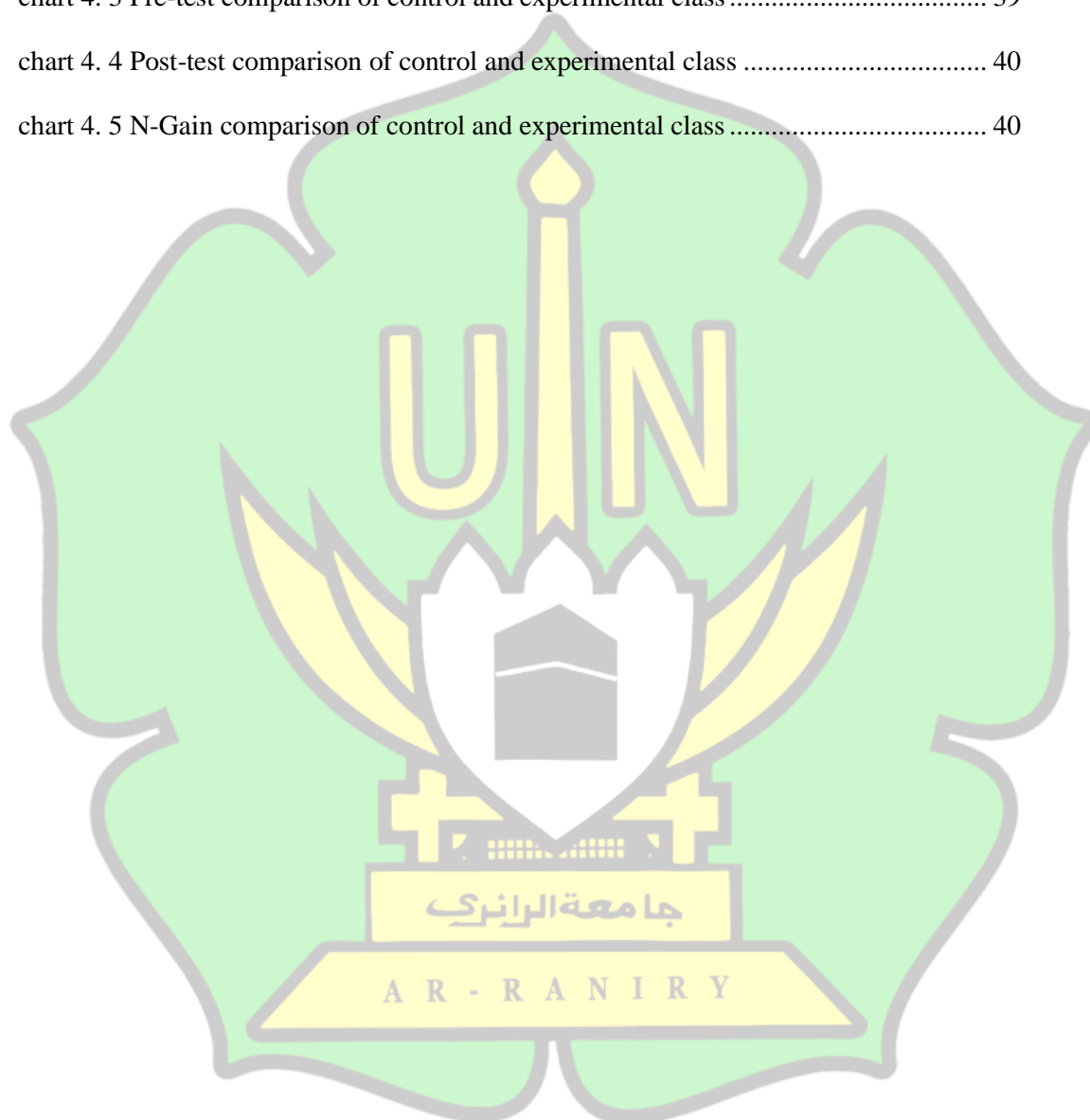
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CHAPTER 1

INTRODUCTION

This chapter describes the reasons for conducting the research. It discusses the background study, research questions, the aim of the study, the significance of the study, and terminologies. The information needed is elaborated on in the following section.

A. Background of Study

In recent years, the world has experienced rapid technological advancements, one of which is the ease with which people can access the internet and computers. In this context, the field of education has also seen increases, making learning more accessible. One of the advancements includes enabling students to learn English through media, such as enhancing their understanding of sentences and expanding their vocabulary in foreign languages. Vocabulary is highly significant since learning vocabulary is the main capital for learning sentence construction and other skills in language.

Mastering a lot of vocabulary makes easier for someone to read, write, listen and speak English. To learn English, students need to master vocabulary. Vocabulary is one of the most powerful elements language. Alqahtani (2015) states that the most important tool in learning a foreign language is to understand a lot of vocabulary, without knowing a lot of vocabulary it is impossible to be successful in learning a foreign language. Generally, foreign language learners

assume that vocabulary is the main aspect of language learning. As languages are based on words, teaching words is a crucial aspect in learning a language (Thornbury, 2002). The student who masters a wide range of vocabulary can enhance their English language proficiency more effectively and efficiently. Vocabulary is an important aspect of learning to teach English as a foreign language even in all languages. Students must engage in learning and extensive practice to acquire a lot of vocabulary in the English language. Language cannot be divorced from vocabulary, as vocabulary constitutes a highly significant element in language acquisition.

Based on being an alumnus of MAN 2 Pidie, the researcher found difficulties in learning English. The preliminary survey results conducted by the researcher showed that students struggled and lacked motivation to learn English. Most students felt bored, experienced difficulties in learning, and easily forgot English lessons. One of the reasons was the students' fear in English lessons during the learning process; they struggled to memorize vocabulary, making it difficult for them to receive lessons optimally. Consequently, the students had low vocabulary mastery scores. Therefore, MAN 2 Pidie became the target of the English language study research with the Trace Effect game as a learning medium to engage the students' interest. The researcher hopes that the game can be an engaging and efficient medium for students at MAN 2 Pidie to learn English, especially to absorb and discover new vocabulary.

Instructors can implement more efficient methods in teaching vocabulary to actively engage and motivate students in learning the English language. According

to Sabana (2014), games are activities or exercises that can be applied in the classroom or anywhere that is enjoyable and interesting for learners. Games are effective tools for learning English because they provide a hypothetical environment in which students can explore various alternatives without fear of failure. Martinson and Chu (2008) said playing games teaches us how to strategize, consider alternatives, and think flexibly, furthermore thoughts and actions are combined into intentional activities to achieve a goal.

Games have a lot of instructional value and can be used in the classroom to help students use language more efficiently. Students need to understand a wide range of vocabulary to learn a foreign language. Through games, students have the opportunity to learn while engaging in enjoyable activities, which can help them stay motivated and active in their learning endeavors, while absorbing new vocabulary. Huyen (2003) identifies the advantages of using games to learn vocabulary in the classroom, games add relaxation and fun, so the learners retain words more easily. Games involve friendly competition, so it keeps learners interested and motivated. Vocabulary games bring real world context to the classroom. Furthermore, Mei (2000) says that it encourages active learning, as well as collaboration and interactivity. Interactive learning techniques also hold memory, performance, and social benefits.

Engaging learning media is crucial in the classroom. Its aim is to make students enthusiastic about learning. Moreover, teachers can adapt games to suit the English language material they want to present. Game-based learning has a significant impact on students' cognitive and psychological development. As

expressed by Tanja Heumos and Michael D. Kickmeier-Rust (2017). In this study, the game Trace Effect served as the research medium for enhancing vocabulary through gaming. Trace Effect is a game that follows the story of a student in America who gets lost or stranded in the past due to a malfunction in their time machine. Players must follow clues within the game to complete the storyline and return to the future. This game focuses on selecting specific words as clues to advance through missions. Additionally, it serves as a platform for foreign language learners or students to learn English, particularly absorbing a vast vocabulary in a more innovative and efficient.

In performing this research, the researcher intends to determine the optimum outcome in the foreign language learning of vocabulary employing in a game activities and game resources. This study will be implemented by providing students with game-playing activities to capture their interest in absorbing or recognizing new vocabulary within the games. This is intended to stimulate students' interest in learning English and facilitate their ability to recall English in a more relaxed situation.

B. Research Question

Based on the problems explained above, the researcher provided research questions related to the focus of the research to what extent Trace Effects Game increase students' vocabulary?

C. Research Aim

The aim of this study is to identify the use of Trace Effect game to increase students' vocabulary.

D. Hypothesis

Ho : Trace Effects game do not have an impact to increase vocabulary performance on students of the first-grade student of MAN 2 Pidie.

Ha : Trace Effects game have an impact to increase vocabulary performance on students of the first-grade student of MAN 2 Pidie.

E. Significance of Study

This study would be beneficial for students, teachers, and other learners. For students, it would be beneficial to play games wisely to support English language skills in increasing vocabulary. Additionally, it aims to make students more interested in learning English through gaming media.

Moreover, this study could serve as a starting point for teachers to have a different perspective in developing vocabulary teaching materials or as a means to make the learning process more engaging and innovative.

Furthermore, for researchers, it could lead to more detailed future research on the use of offline story-based games to enhance students' vocabulary.

F. Previous Study

Several such investigations have been undertaken before. First, a study that forms a reference and adaptation for this investigation. A study named "The Use

of Hangaroo Game to Improve Students' Vocabulary Mastery at The Eighth Grade of SMPN 1 BOSSO" was conducted C. Widyatusti (2021). The study was a quantitative descriptive study that sought to evaluate the use of Hangaroo game on English language vocabulary development at the school level. Data and replies for this study were acquired from students' outcomes; the mean score in the pretest was lower than the mean score in the posttest. The researcher found that the use of Hangaroo Game could increase the students' vocabulary.

The other study was conducted by Esin Hazar with the title "The Use of Digital Games in Teaching Vocabulary to Young Learners" in 2020. This study was selected as the experimental group, and another class of 17 students was assigned as the control group. The data for this study were gathered through pre and post-tests. The thesis data demonstrated that the usage of digital games in teaching vocabulary was effective for learners in improving their vocabulary knowledge.

The last one was "Improving Students' Vocabulary Mastery Through Duolingo Game at Ninth Grade of MTsN Al-Ittihadiyah Laut Dendang"(S. Siregar) in 2019. The research was conducted by employing Classroom Action Research. The technique used to assess the data for this research involved qualitative and quantitative methods. Qualitative data were gathered from observation sheets, interviews, diary notes, and photographic evidence. Quantitative data were collected through tests such as the Pre-test and Post-test. The thesis findings showed that the students were more active, passionate, and interested in the learning activities. Therefore, it could be stated that strengthening

students' vocabulary mastery using the Duolingo game was successful in boosting the students' motivation in following the teaching-learning method.

Based on the literature conducted by researchers from previous studies, the research "the Use of Trace Effect Game to Increase Student' Vocabulary" conducted by researchers has fundamental differences from previous research, either the research, the research site, the measuring tools, the participant.

E. Terminologies

1. Trace Effect Game

"Trace Effect" is an educational video game developed by the U.S. Department of State's Bureau of Educational and Cultural Affairs. A type of game that focuses on first-person player solving problems, with intriguing wordplay within a story to be told, a plot to be understood, and a medium to explain something. It was designed to help English language learners improve their language skills, particularly focusing on teaching American English and culture. The game follows the adventures of Trace, a young skateboarder who travels through various iconic American locations.

Trace effect is a digital gaming involves all kinds of activities, both individually and as a team, in an online or offline environment through an electronic device (Esposito, 2005). The storyline in games is often predetermined but allows for variations through user choices. In the Trace Effect game, there are choices that players have to make, which will determine the outcomes of the game's success. This is a core component of the game, where players are given

options to achieve game success. Students can acquire new vocabulary in the game while playing or solving problems that occur within this game.

2. Vocabulary

Vocabulary is list of words and phrase as the component of a language that has meaning. Hornby (1995) defines vocabulary as "the total number of words in a language; vocabulary is a list of words with their meanings". Brown (2006) also state that vocabulary as meaningful words which heard, seen and produced in all kinds of communication. It may be argued that vocabulary is list of words and their meaning which is utilized by a person to communicate in a language. This research focus on the manner of Trace effect Game to increase students' vocabulary mastery which indicate by obtaining new word from the story offline the game.

Vocabulary mastery is important for students. It is more than just grammar for communication purposes, especially in the early stages when students are motivated to learn basic words. Without having sufficient English vocabulary, students can face difficulties in using English. Furthermore, vocabulary comprises the words employed by individuals in their speak and listen communication. In the context of reading and listening, individuals learning a foreign or second language also require a strong vocabulary foundation to comprehend the content they read and hear effectively.

CHAPTER II

LITERATURE REVIEW

This chapter provides several theories used in the research. The focus of the research is Vocabulary and Trace Effect Games.

A. Vocabulary

1. Definition of Vocabulary

Vocabulary is one of most critical components in learning English. To understand English, students need to know a lot of vocabulary or understand the meaning of the word. According to Oxford Advanced Learner Dictionary of Current English, vocabulary is: (1) all the words that a person knows and uses, (2) all the words in a particular language, (3) the words that people use when they are talking, (4) a list of words with their meaning, especially in a book for learning a foreign language (Hornby, 2006). It's very crucial for students to learn about vocabulary, because in vocabulary learning there are many components associated to vocabulary, such as the meaning, pronunciation, affix, and others.

As explained by Richards and Renandya (2002) vocabulary plays crucial part in one's foreign language learning and language proficiency that can affect how well learners speak, listen, read and write. Moreover, vocabulary is very important in learning English so that the four English skills such as speaking, listening, reading, and writing become better and fluent. Then, when learning

vocabulary, there will be numerous components related to vocabulary that may be acquired such as meaning of the word, spelling, grammar, and affixes.

Webster (1980) define vocabulary is “a collection of words and sometimes phrase, usually ordered in alphabetical may be described as having for discrete but largely overlapping components show how vocabulary is processed and how it is utilized”.

2. Type of Vocabulary

Hiebert and Kamil (2005) propose word has two forms, first oral vocabulary is the set of words for which we know the meanings when we speak or read orally. Second, print vocabulary consists of those words for which the meaning is known when we write or read silently. They also describe knowledge of words as having at least two forms, which are as follows:

1) Productive Vocabulary

According to Hebert and Kamil (2005) productive vocabulary is the set of words that an individual can use when writing or speaking. Productive vocabulary is a collection of words that a student can utilize when writing or speaking. There are terms that are familiar, and widely used.

2) Receptive of Recognition Vocabulary

Receptive or recognition vocabulary is a collection of words that can be given meaning by someone when listening or reading. These are words that are generally unknown and rarely used by students. Individuals may be able to give some meaning to them, although they may not know the nuances of the distinctions.

These are also words that are not commonly used spontaneously by humans. However, when humans come across these words, they recognize them, even if inadequately.

3. Kind of Vocabulary

According to Thornbury (1991), he explained that there are six kinds of vocabulary. They are :

1) Word Classes

Word classes is more familiar in morphology and syntax, however some individuals know this subject in grammatical. This subject usual termed part of speech like noun, pronoun, verb, adjective, adverb, preposition, conjunction. These material is usual explain in grammar book.

a. Noun

Noun are words used to name or mention persons, objects, locations, and concepts. In other words, it relates to both real items and abstract notions.. Nouns can be classed as either countable noun and uncountable noun. Example:

Countable Nouns : Handphone, Laptop, Keyboard, TV, etc.

Uncountable Nouns : Rice, Sugar, Dust, Salt, etc.

b. Pronoun

Pronouns are words that are used instead of nouns or noun phrases, Pronouns are employed so that in writing or speaking, we do not reference the same noun twice. There are 8 pronouns, with examples:

- Personal pronouns : I, you, we, they, he, she, it
- Possessive pronouns : My, her, their, ow
- Reflexive pronouns :Myself, Yourself, These, That, This, Those
- Demonstrative pronouns : Who? which? whom? where? when?
what? how?
- Interrogative pronouns : That, which, whose, what
- Relative pronouns : That, which, whose, what
- Indefinite pronouns : All, Any, Someone
- Reciprocal pronouns : One another, Each other

c. Verb

Verbs are action words whose use refers to the actions taken, events that occur to someone or something, and circumstances.

d. Adjective

An adjective modifies a noun or a pronoun by describing, identifying, or quantifying words. Adjectives are words that describe the quality or state of being of a noun.

Example : old, weak, strong, hospitality, etc

e. Adverb

An adverb expresses manner, time, location, cause, or degree and answerqueries such as how, when, where, and how much.

Example:

- The adult can't answer all question well (manner).
- The water to hot when it summer come (degree)
- Afterwards we decided to go by car (time).

f. Preposition

A preposition is a word or group of words that is used before a noun, pronoun, or noun phrase to indicate a direction, time, place, location, spatial relationship, or to introduce an object.

Example : I watch gamer streaming during the evening

g. Conjunction

Conjunction is an element of speech that connect two words, phrases or clauses together. Conjunction can be classed as coordinating or subordinating conjunction.

Example:

- Intan likes to read novels and newspaper (coordinating)
- He will sing a song till the audience give applause (subordinating)

In this case, researcher limit the research focus on word classes vocabulary.

2) Word Families

Same with word classes, word families also more familiar in morphology and syntax, this kind discuss about affix or shift of a word. A word family is a group of

words that may share a common root word with different prefixes and suffixes in morphology.

Example:

- Play – plays - played : inflected
- Blowie - blows – blower : inflected
- Play - replay - playful : derivates
- Blame – came - name : derivates

3) Word Formation

Word formation is a word formation process that is done by adding a prefix or suffix in a word to give it a new meaning. In this case, there are several ways that can be done to apply word formation in one word. Such as :

a. Compounding

Compounding is a process of combining words into new words. These words have separate meanings, but when combined they can become new words.

Example, second-hand, word processor, type- writer

b. Blending

Blending is the process of blending in English is combining two words into one word that is easy to understand. Such as,

Information + entertainment = infotainment

emotion + icon = emoticon

c. Affixations

Affixations is the act of attaching or affixing something, that have several types, such as prefixes, suffixes, and circumfixes. Example, cycloheptane(prefix), accretor(suffix) and colonialism(circumfix)

d. Borrowing

Borrowing is word formation by borrowing words from other languages without changing the word. Some example that are,

sofa (Arabic), tycoon (Japanese), Yogurt (Turkish), Garage (French), Concerto (Italian).

e. Folk Etymology

Folk etymology is is a change in words that involves changes in the form or pronunciation of words or phrases resulting from erroneous assumptions about their composition or meaning, or often also called popular etymology.

Some example that,

asparagus, aspatron, falcial and peperoncinis.

f. Abbreviation

Abbreviation is shortened words, example

BRB=be right back,IMO=In my opinion and TY=thank you.

g. Acronym

Acronym is pronounceable word that is form using the first letter of words. Example,

ASAP=As soon as Possible and YOLO=You only live once.

h. Clipping

Clipping is a process whereby a new word is created by shortening the previous word. Example, plane from airplane, phone from telephone and flu from influenza.

4) Multi Words Unit

Multi-word unit is a type of vocabulary item which consists of a sequence of two or more words. This sequence of words semantically and/or syntactically makes a meaningful and indivisible entity. Example:

- phrasal verbs : TURN IN (= go to bed)
- prepositional verbs : CARE FOR (= look after)
- complex prepositions : ACCORDING TO
- complex subordinators : AS SOON AS
- correlative coordinators : EITHER...OR
- inserts : THANK YOU

5) Collocation

Collocation is a combination of two or more words that are virtually usually used together to generate a certain meaning. Using a different mix of words sounds odd or awkward., example: This week, once again, once more, as well, etc.

6) Homonyms, Homophone and homograph

Homonym may be used to refer to either homophones or to homographs. Some people consider that the use of homonym should be restricted to terms that are written alike but are different in sound and meaning, such as the bow of a ship and the bow that shoots arrows.

Homophones are words pronounced alike but differing in meaning or spelling. These words may be spelled differently from one other (such as to, too, and two), or they may be spelled the same way (as in quail meaning 'to cower' and quail meaning a sort of bird).

Homographs are words that are spelt alike but are different in meaning or derivation or sound. Occasionally these phrases sound distinct (as in the bow of a ship, and the bow that shoots arrows), and sometimes these words sound the same (as in quail meaning 'to cower' and quail meaning a sort of bird).

4. Importance of Vocabulary

Vocabulary is a association of words that make up a language, and the importance of vocabulary in reading comprehension cannot be emphasized. Without a thorough working grasp of words and their meanings, both written and verbal communication will be hard to understood. Teachers and parents should prioritize reading and verbal engagement with students to help them establish a solid working vocabulary.

Thornburry (2002) states that vocabulary means a large collection of items. He adds that learning vocabulary is important because it enriches someone

knowledge of words. The success of the students in learning language depends on not only the size of vocabulary but also vocabulary building. Moreover, Cameron (2002) believes building a useful vocabulary is a central to the learning a foreign language. Building vocabulary means understanding meaning and learning word decoding.

Sufficient number of words obtained by students will enable them to master English skills effortlessly. It will be easy for students to communicate their ideas either in written or spoke form and understand what people are saying if they have high vocabulary mastery.

5. Vocabulary Mastery

Vocabulary mastery refers to the number of words someone knows. The phrase mastery is not constrained to simply recognize the meaning of particular terms. In other words, it is more accurately defined as „to know a word“ since the learners are considered to have a strong vocabulary mastery if they are able to detect the meaning but also to know form, grammar, collocation, meaning and word formation (Ur, 1991). In relation to writing subskills, vocabulary mastery can be defined as a number of vocabulary or words in the memory of users or learners.

According Collier (1971) told that when a student has arrived at learning the grammatical basic patterns of language, the objective of a student is to determine the vocabulary or the vocabulary that he requires. Furthermore, Burton (1982) stated that it is impossible to utilize strong and clear English without having a big vocabulary. While, Coulson et al (1987) stated that mastery is the ability to use

knowledge. In another sense, mastery is skill, use, or intelligence. Hornby (1995) Stated that mastery is to have great skills and completed mastery.

From the explanation above, discuss about how to receive and create language. Students have to learn very large vocabulary to understand or respond to language, students' vocabulary will grow as long as students increase their vocabulary and they want vocabulary mastery.

B. Concepts of Game

1. Digital Game

The game has progressed to the present day by going through numerous stages with the growth of technology. It is thought that the original appearance of the game is based on natural behaviors inspired by archaic hunting techniques (Yengin, 2010). Mayer and Johnson (2010) stated that an educational computer game should have four features: rule-based, responsive, challenging, and cumulative. Prensky (2001) explained these characteristics as follows: 1) rules, 2) goals and objectives, 3) outcomes and feedback, 4) challenge, 5) interaction, and 6) representation. As a new media, digital games are remakes of reality developed and transferred using coding reading systems through a sign system, linked with sound. Digital games, delivering active role-playing situations to participants, are user-directed. Digital games have numerous notifications during user accomplishment of the task that requirement to end the game. The phenomena of digital gaming is characterized in according to the definition of conventional games and digital games are classified. Digital game is a more advanced integrity. Digital

games comprise the Atari games, the computer games, the console games, the mobile games and all distinct kinds (Binark & Sütçü, 2009). In this situation, digital games are personal media that contains aspects of digitality, interactivity, virtuality, variety, modularity new media and incorporate those features into the action of playing games. Teaching vocabulary through the use of games is beneficial as games provide enjoyment and interest in learning (Bakhsh, 2016). games with animated graphics and impacts of audio provide a good motivation for vocabulary learning.

2. Story game as learning media

Games have a lot of instructional value, and they can be implemented in the classroom to help children use the language more efficiently. Games allow learners to communicate, cooperate, and be creative in applying the language in a meaningful way. The learners desire to participate in activities; they enjoy playing games and are often ambitious. In order to participate, participants need to be able to understand and communicate in the target language. Games can assist keep learners motivated in their language study, and a teacher can exploit them to create beneficial situations. Offline games are games that can play offline without an internet connection. Offline games are also available on a computer or smartphone. In offline games there is a more complex gameplay. The plot or plot is the storyline, so from the beginning to the end of the story, it is necessary to be guided by this plot, so that what is told or what is to be conveyed can be achieved. students can absorb new foreign languages readily, if proper instruments are provided to learn vocabulary. Vocabulary study is seen as a tough effort because of memorizing

unique terms and spelling. In order to motivate and include students more in the learning process, games could be a beneficial strategy.

Moreover, a study performed by Calvo-Ferrer (2017) indicated that students utilized computer games scored substantially better than the ones who used other means of training vocabulary. In a meta-analysis of 17 studies by Yuditseva (2015) results revealed that foreign language vocabulary is boosted when learners engage in playing video games. Moreover, most digital games employ English to provide directions for completing the game. This motivation drives players or young learners to know the meaning of words in the sentences displayed in the game, this makes the students understand the meaning of sentences or words and retain the phrases so that they are able to find and acquire additional vocabulary.

3. Advantages use game to learning media

The advantage of learning through games is vocabulary absorption. Story offline game contain English as conversation, item description text, skills, monsters and sometimes serve as clues in solving task. Because with a long story, of course the number of words that can be learned is also large. In learning any language, combining it with fun activities is usually good motivation. In addition, the more interaction with English through games, of course students will become more familiar with the words and eventually understand them.

According to J. Haldfield (2003), “a game is an activity with rules, a goal and an element of fun.... Games should be treated as an important part of the language syllabus”. This definition strongly values the relevance of games in teaching.

Games assist teachers to create circumstances in which language is helpful and meaningful. Although play is typically linked with fun, we must not ignore its pedagogical importance, especially in foreign language teaching and learning. Games are beneficial because they build motivation, lower student stress, and give language learners with opportunity for genuine conversation.

Games boost students' language acquisition. Through to the motivation and interaction produced by games, students can gain knowledge faster and more efficiently than in any other way. Games can inspire and encourage kids to participate in activities since they naturally want to win. Besides having fun, students also study. They acquire a new language. Students begin to comprehend that they must utilize language if they want others to understand what they are saying. Games boost student achievement. Games can incorporate all of the essential language abilities, including listening, speaking, reading, and writing, and a variety of skills are typically involved in the same game. Games can excite learners, improve learner interaction, and enhance learner acquisition. As a result, games can boost student learning achievement, which means that student exam results, communication skills, vocabulary knowledge, or other language skills can improve.

4. Disadvantages use game to learning media

The first disadvantages of the application of games in the teaching and learning process is to attract students' interest in games, all of them are active and make noise. Sometimes they move and talk too much. This condition makes it difficult for teachers to control them. Apart from that, because implementing story

offline games also requires high costs, so not all schools or teachers are able to implement this system in teaching and learning activities. Also, there are differences in the character of each student which means that not all students are able to learn English through games because of the lack of some students' interest in playing games.

In addition, the usage of story offline game media by students for schools also puts limits on disadvantaged school infrastructure and the ability of teachers who are less able to comprehend or keep up of technical changes. Also an unfavorable perspective of games by some parents who think games will merely make students addicted and do not get the main purpose of learning activities. Another disadvantages of using several games in the teaching and learning process is that by playing games the teacher only has a little time to explain the material and provide some new vocabulary. So there is no more time for the teacher to explain further and help them to memorize all the new vocabulary.

5. Trace Effects Game

"Trace Effect" is an educational video game developed by the U.S. Department of State's Bureau of Educational and Cultural Affairs. It was designed to help English language learners improve their language skills, particularly focusing on teaching American English and culture. The game follows the adventures of Trace, a young skateboarder who travels through various iconic American locations. Key features of Trace Effect include:

1). Language Learning: The game incorporates language learning into the gameplay. Players are required to solve puzzles, engage in conversations, and complete tasks, all of which contribute to language acquisition.

2). Cultural Immersion: Trace Effect provides players with exposure to American culture, landmarks, and history. This immersion helps learners understand cultural context alongside language skills.

3). Interactive Storytelling: The game's narrative-driven approach makes learning engaging and fun. Players are motivated to progress through the story, which keeps them invested in the learning process.

4). Problem Solving: Players must use critical thinking and problem-solving skills to navigate challenges within the game. This approach promotes active learning and cognitive engagement.

5). Accessible Learning: The game can be accessed online, making it widely available to learners with an internet connection. It is designed to be user-friendly and accessible to a broad audience.

Trace Effect is an example of how educational games can be used as effective tools for language learning, combining entertainment with educational objectives to engage learners and enhance their language skills and cultural knowledge.

CHAPTER III

RESEARCH METHODOLOGY

The research approach that was utilized in this study is discussed in this chapter. The research design, participants, methods of data collecting, and methods of data analysis were the topics that were covered in this chapter.

A. Research Design

This study looks at how story of offline games can help students learn more effectively. Accorded to Sugiyono (2008), quantitative research is a sort of study that employs research methods to collect data and then analyzes it quantitatively or statistically in order to evaluate the applicable hypothesis. Carr and Kemmis (1999) Stated that quantative research is only a form of self-reflective inquiry made by involved in a social situation in purpose to improve the rationality and justice of their own practices, their understanding of these practices and the situations in which the practices are carried out. Nunan (1992) stated that action research is a shape of a self-reflective investigation conducted by the practitioner, aiming at solving issues, improving practice, or enhancing understanding.

The purpose of using quantitative methods is to test the increase in students' vocabulary mastery through media games. Then in quantitative research there are three kinds of approaches, including correlation, survey, and experiment. In this study, the researcher employed an Experimental Research which tries to determine the effect of media games on increase students' vocabulary. According to Sugiyono

(2012) experimental design is divided into 3 namely, pre-experimental, quasi-experimental and true experimental. In this paper, researcher employs pre-experimental with type of Nonequivalent Control Group Design. In this design, there is a pre and post-test to see more accurately the data obtained between the two; after the pre-test, there will be some treatment and after that, a post-test is given.

B. Research Participant

1. Population

According to Sugiyono (2008, p.117), “population is defined as a generalization area consisting of: objects/subjects that have particular features and attributes designated by the researcher to be investigated and then draw conclusions”. The population of this research was the students of Madrasah Aliyah Negeri (MAN) 2 Pidie located in the Pidie district, which has 16 classrooms divided into 3 grade. This research conducted to 2nd grade class, which MAN 2 Pidie has five 2nd grade classes with around 160 students. Due to the larger size of the population and to emphasize the use of costs and time, it's be reasons of researchers utilized purposive sampling.

2. Sample

According to Cohen, et.al, (2007) the larger the sample of the size of the existing population the better, however there is a minimum number that must be taken by researchers. There are two types of quantitative sampling techniques, random and non-random said by Darmawan (2015). In this research, researcher

employs purposive sampling which is part of non-random sampling. The researcher selected the group of students who would participate in the study based on the consideration of their basic understanding of English and access to the multimedia room. this research involved a total of 60 students from 2 classes at 2nd grade class MAN 2 Pidie, where XI Ipa 1 class was the experimental class and XI Ipa 2 class was the control class.

C. Method of Data Collection

According to Kabir (2016) “Data collection is the process of gathering and measuring information on variables of interest, in an established systematic fashion that enables one to answer stated research questions, test hypotheses, and evaluate outcomes”.

The activities of a researcher to gather or collect various field data needed to answer research questions are sometimes referred to as data collection strategies. The experiment is used as a source of data collecting in this study.

The experiment was used as a method of data collection in this study. Experimental research aimed to investigate whether a certain treatment had an effect on an outcome. The researcher evaluated this by giving a group specific therapy and providing treatment to increase students' vocabulary mastery. The experiments included true experiments, with the random assignment of subjects to treatment conditions, and quasi-experiments that used nonrandomized assignments, as described by Keppel (1991). As a method of acquiring data, the researcher chose to conduct a true experiment in order to investigate students while they played

games to improve their vocabulary and learn new language concepts. Data were collected throughout the pre-test and post-test phases, which were then examined. The data were gathered in such a way that the researcher may observe the students' learning activities as they play the game. The researcher conducted two kinds of test, pre-test and post-test. A pre-test was conducted before the researcher gave the experimental teaching. After treating the students 2nd grade class in Madrasah Aliyah Negeri 2 Pidie, the researcher conducted the Post-test.

- a. Pre – test is given to determine the students' vocabulary mastery before the treatment about Trace Effect Game. The test is given to measure students' knowledge about how many vocabularies they know in learning English.
- b. Treatment is given to experimental class. The experimental class received the treatment, which involved introducing the game Trace Effects and its gameplay as a learning tool, particularly to explore and master new vocabulary.
- c. Post – test is given to the students after being given treatment in the last meeting. Post-test is given to measure the students' vocabulary mastery after treatment based on the material or game taught to students.

D. Method of Data Analysis

In the first step of the data analysis process, the researcher started. The researcher would give a pre-test question to the experimental class and the control class. After conducting the pre-test, the experimental class would receive treatment

of an introduction to the game Trace Effects. Participants in the experimental group were given the opportunity to use a computer in the multimedia room to play the Trace Effect game, game based on story in collage or school. During the treatment period in the game, the researcher guided and monitored the experimental class, using the game as a learning tool. In contrast, the control class did not receive any treatment in this study.

After the experimental class received the treatment, both the experimental class and the control class were given a post-test, which was then followed by the researcher collecting the test results so that they could be evaluated using SPSS program. The findings obtained from the two classes were later compared using a T-test model. According Mujis (2010) T-test is a statistical test that is compared means of two group. As a statistical data processing tool so that data processing can run automatically, and the results will be interpreted. SPSS is a computer program used for statistical analysis, a software package for data processing and analysis.

E. Statistical Hypotheses

A hypothesis is a prediction made by the researcher about the expected outcome of the relationship between the pre-test and post-test. The purpose of hypothesis testing in this study is to determine whether games can enhance students' interest and ability in expanding their vocabulary, as well as how the game Trace Effect improves students' English language learning skills. When a hypothesis is employed, null and alternative hypotheses are used (Creswell, 2013). So researcher

use T-test to know the difference students ability in learning English before and after treatment through Trace Effect game.

Ho : The use of Trace Effect game does not increase vocabulary performance on students of the 2nd student of MAN 2 Pidie.

Ha : The Use of Trace Effect games increase vocabulary performance on students of the 2nd student of MAN 2 Pidie.



CHAPTER IV

FINDINGS & DISCUSSION

This chapter presents the explorations of the student progression in increasing their vocabulary performance. It provides the results of the pre-test and posttest and. The findings of the analysis are discussed further as an attempt to answer the research questions proposed in the first chapter.

A. Findings

To analyze the data that has been collected, the researcher used the results of the pre-test, post-test. The researcher used the results to see the increase of students in their vocabulary performance through Trace Effect games. The researcher used the average results obtained from the students' pre-test and post-test. The findings of this study were presented based on the research questions. Does the use of trace effects game increase students' MAN 2 Pidie vocabulary performance? In this research, the researcher selected two classes, XI ipa 2 as the control class, and XI ipa 1 as the experimental class, both classes were each given an allocation of 3 meetings.

In the control class, the researcher held 3 meetings. In the first meeting, the researcher introduced themselves for 10 minutes and held a Q&A session with the students about the introduction. This was followed by an introduction to a game for the control class students. Finally, a pre-test was given to the students. In the second meeting, the researcher briefly reviewed the lesson from the last meeting and then

proceeded to provide a lesson on vocabulary to the students, followed by giving tips and tricks for learning English. In the last meeting, the researcher briefly discussed vocabulary and English language learning. They provided vocabulary related to the trace effect without explaining the game itself, and then gave a post-test to the students.

In the experimental class, the researcher held 3 meetings. In the first meeting, the researcher introduced themselves for 10 minutes and held a Q&A session with the students about the introduction. This was followed by an introduction to a game for the experimental class students. Finally, a pre-test was given to the students. In the second meeting, the researcher briefly reviewed the lesson from the last meeting and then proceeded to provide a treatment in the form of conducting the trace effect game in the multimedia room. This was followed by explaining the game to the students. In the third meeting, the researcher briefly discussed the trace effect and then provided a little understanding of vocabulary in the trace effect game. After that, the researcher gave a post-test to the students.

a. The Result of Students' Pre-test and Post-test score in Control Class

The researcher used two tests in collecting the data: Pre-test and Post-test. The following explanation is the result of the pre-test, post-test, and the mean score of the control class in table 4.1

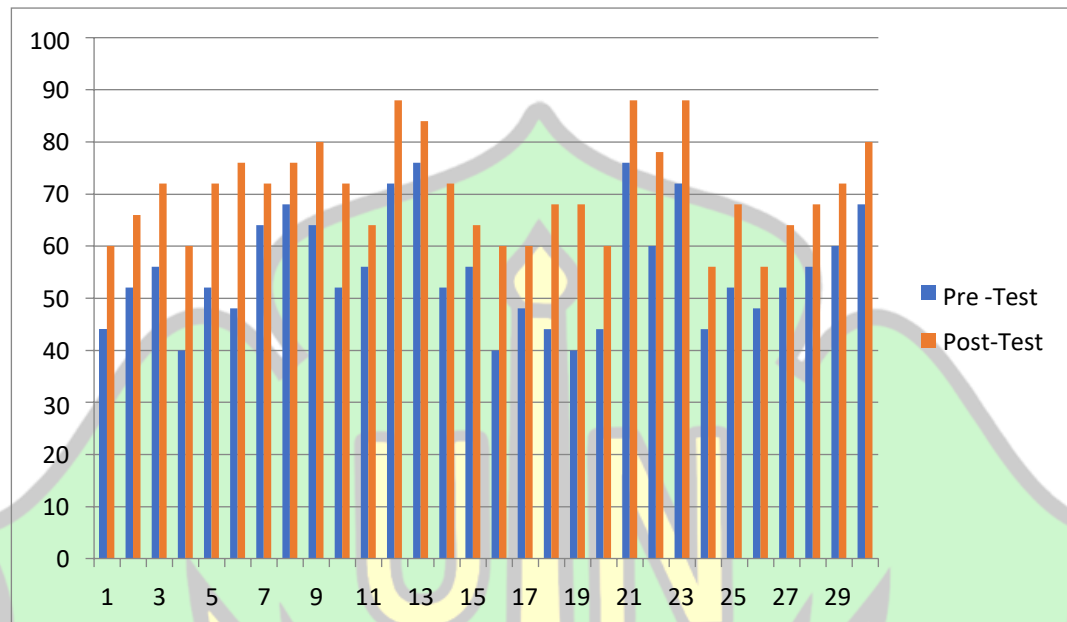
table 4. 1 The result of Students' Prel-test and Post-test scores in Control class

| Students | Control Class | |
|----------|---------------|-----------|
| | Pre-Test | Post-Test |
| 1 | 44 | 60 |
| 2 | 52 | 66 |
| 3 | 56 | 72 |
| 4 | 40 | 60 |
| 5 | 52 | 72 |
| 6 | 48 | 76 |
| 7 | 64 | 72 |
| 8 | 68 | 76 |
| 9 | 64 | 80 |
| 10 | 52 | 72 |
| 11 | 56 | 64 |
| 12 | 72 | 88 |
| 13 | 76 | 84 |
| 14 | 52 | 72 |
| 15 | 56 | 64 |
| 16 | 40 | 60 |
| 17 | 48 | 60 |
| 18 | 44 | 68 |
| 19 | 40 | 68 |
| 20 | 44 | 60 |
| 21 | 76 | 88 |
| 22 | 60 | 78 |
| 23 | 72 | 88 |
| 24 | 44 | 56 |
| 25 | 52 | 68 |
| 26 | 48 | 56 |
| 27 | 52 | 64 |
| 28 | 56 | 68 |
| 29 | 60 | 72 |
| 30 | 68 | 80 |
| Mean | 55.20 | 70.40 |

The data above shows that the mean score of the pre-test was 55.20, while the mean score of the post-test was 70.40. If the two scores are compared, it can be seen

that the difference between the two tests is 15.20. The following chart presents the differences between the pre-test and post-test in the Control class.

chart 4. 1 The differences between Pre-test and Post-test in Control class.



b. The Result of Students' Pre-test and Post-test score in Experimental Class

The following are the results of the pre-test, post-test, and the results of the pre-test, post-test, and the average value of the experimental class can be seen in table 4.2.

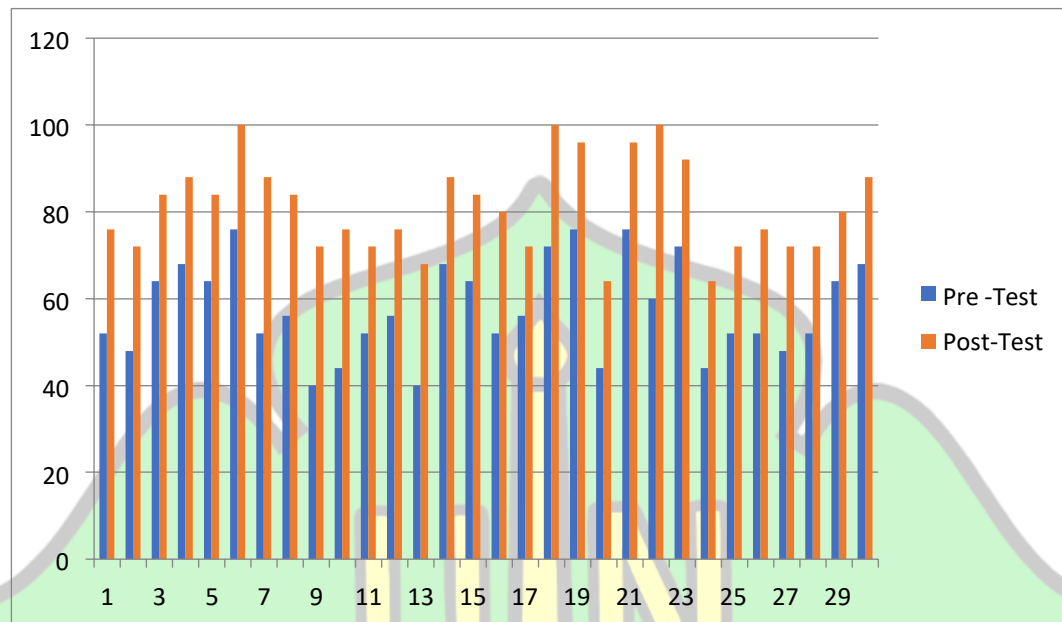
table 4. 2 The result of Students' Prel-test and Post-test scores in Experimental class

| Students | Experimental Class | |
|----------|--------------------|-----------|
| | Pre-Test | Post-Test |
| 1 | 52 | 76 |
| 2 | 48 | 72 |
| 3 | 64 | 84 |
| 4 | 68 | 88 |
| 5 | 64 | 84 |
| 6 | 76 | 100 |

| Students | Experimental Class | |
|----------|--------------------|-----------|
| | Pre-Test | Post-Test |
| 7 | 52 | 88 |
| 8 | 56 | 84 |
| 9 | 40 | 72 |
| 10 | 44 | 76 |
| 11 | 52 | 72 |
| 12 | 56 | 76 |
| 13 | 40 | 68 |
| 14 | 68 | 88 |
| 15 | 64 | 84 |
| 16 | 52 | 80 |
| 17 | 56 | 72 |
| 18 | 72 | 100 |
| 19 | 76 | 96 |
| 20 | 44 | 64 |
| 21 | 76 | 96 |
| 22 | 60 | 100 |
| 23 | 72 | 92 |
| 24 | 44 | 64 |
| 25 | 52 | 72 |
| 26 | 52 | 76 |
| 27 | 48 | 72 |
| 28 | 52 | 72 |
| 29 | 64 | 80 |
| 30 | 68 | 88 |
| Mean | 57.73 | 81.20 |

The data above shows that the post-test score increased dramatically compared to the pre-test. It can be seen in the table above, which shows. The pretest score was 57.73, while the post-test score was 81.20. If these two averages are compared, it can be seen that the difference between the two is 23.47.

chart 4. 2 The differences between Pre-test and Post-test in Experimental class



B. Hypothesis Testing

The hypothesis in this research is to examine the impact of "The use of trace effect game to increase vocabulary mastery in students of MAN 2 Pidie." This hypothesis is the alternative hypothesis (H_a). The alternative hypothesis is used as a substitute for the null hypothesis (H_o) to test the hypothesis. The null hypothesis (H_o) is "The use of trace effect game to increase vocabulary mastery in students of MAN 2 Pidie."

The researcher used the T-test on the SPSS program to determine whether there was a significant difference between the pre-test and post-test in the two classes. The following are the T-test results of the pre-test and post-test of the two classes. The researcher compared the results in the following table.

1. Paired Sampel T-Test

table 4. 3 T-test's result of Pre-test and Post-test in control class

| Paired Samples Test | | | | | | | | | |
|---------------------|----------------|--------------------|-----------|---------|-----------------|----------|--------|----|----------|
| | | Paired Differences | | | | | | | |
| | | | | | 95% Confidence | | | | |
| | | | | Std. | Interval of the | | | | |
| | | | | Error | Difference | | | | Sig. (2- |
| | | Mean | Deviation | Mean | Lower | Upper | t | df | tailed) |
| Pair | Pre Test | - | 5.62261 | 1.02654 | - | - | - | 29 | .004 |
| 1 | Control - Post | 15.20000 | | | 17.29952 | 13.10048 | 14.807 | | |
| | Test Control | | | | | | | | |

The data above shows the Pre-test results from both classes. The test value shows the value in the Sig. (2-tailed) the column is 0.004, smaller than 0.05 (=5%), so H_0 is accepted. It means there is no significant difference post-test pre-test value in control class.

table 4. 4 T-test's result of Pre-test and Post-test in experiment class

| Paired Samples Test | | | | | | | | | |
|---------------------|-----------------------------------|--------------------|----------------|----------------|----------------------------|----------|--------|----------|-------|
| | | Paired Differences | | | | | | | |
| | | | | 95% Confidence | | t | df | Sig. (2- | |
| | | Mean | Std. Deviation | Std. Error | Interval of the Difference | | | | Upper |
| Pair | Pre Test | - | 5.72793 | 1.04577 | - | - | 29 | .000 | |
| 1 | Experiment - Post Test Experiment | 23.46667 | | | 25.60551 | 21.32782 | 22.440 | | |

The data above shows the Pre-test results from both classes. The test value shows the value in the Sig. (2-tailed) the column is 0.000, smaller than 0.05 (=5%),

so H_a is accepted. It means Post Test value is greater than pre test value in experiment class.

2. Independent Sampel T-Test

table 4. 5 T-test's result of Pre-test in control and experimental class

| | | t | Df | Sig. (2-tailed) | Mean Difference | Std. Error Difference |
|----------|-----------------------------|-------|--------|-----------------|-----------------|-----------------------|
| Pre Test | Equal variances assumed | -.901 | 58 | .371 | -2.53333 | 2.81267 |
| | Equal variances not assumed | -.901 | 57.977 | .371 | -2.53333 | 2.81267 |

The data above shows the Pre-test results from both classes. The test value shows the value in the Sig. (2-tailed) the column is 0.371, greater than 0.05 (=5%), so H_0 is accepted. It means students' vocabulary comprehension in control and experimental classes has no significant difference.

table 4. 6 T-test's result of Post-test in control and experimental class

| | | T | Df | Sig. (2-tailed) | Mean Difference | Std. Error Difference |
|-----------|-----------------------------|--------|--------|-----------------|-----------------|-----------------------|
| Post Test | Equal variances assumed | -4.163 | 58 | .000 | -10.80000 | 2.59442 |
| | Equal variances not assumed | -4.163 | 57.075 | .000 | -10.80000 | 2.59442 |

The data above shows the Post-test results of both classes. It can be seen from the value in the sig. (2-tailed) the column is 0.000, smaller than 0.05 ($\alpha = 5\%$), so H_0 is rejected. Students' vocabulary mastery in control and experimental classes significantly differs

table 4. 7 T-test's result of N-gain in control and experimental class

| | | T | Df | Sig. (2-tailed) | Mean Difference | Std. Error Difference |
|--------|-----------------------------|--------|--------|-----------------|-----------------|-----------------------|
| N-Gain | Equal variances assumed | -5.936 | 58 | .000 | -.24003 | .04044 |
| | Equal variances not assumed | -5.936 | 48.344 | .000 | -.24003 | .04044 |

The data above shows the N-Gain results of both classes. It can be seen from the value in the sig. (2-tailed) the column is 0.000, smaller than 0.05 ($\alpha = 5\%$), so H_0 is rejected. Students' vocabulary mastery in control and experimental classes significantly differs.

chart 4. 3 Pre-test comparison of control and experimental class

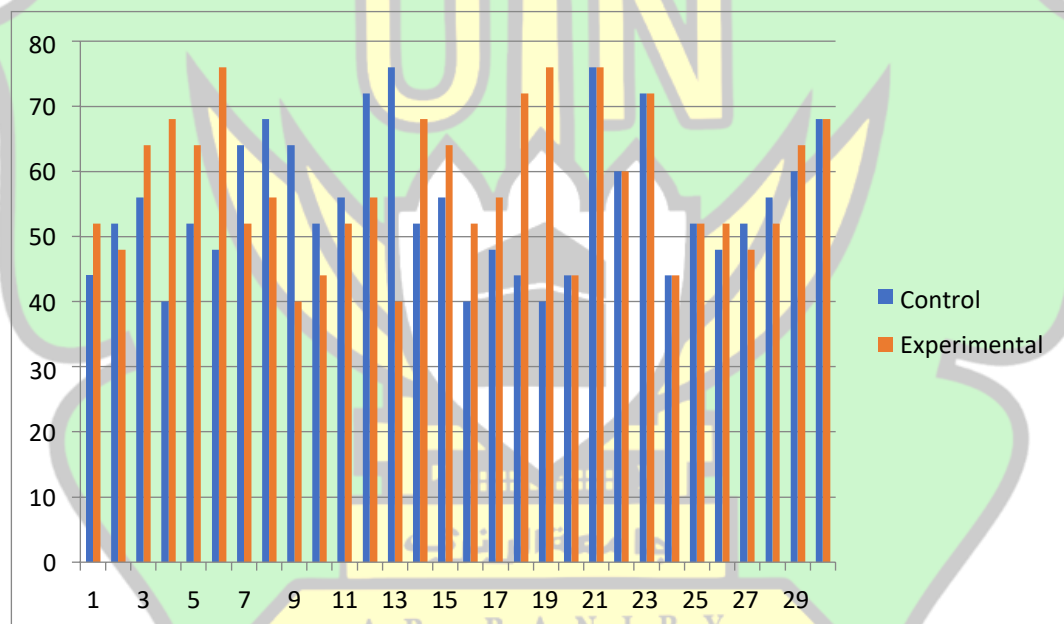


chart 4. 4 Post-test comparison of control and experimental class

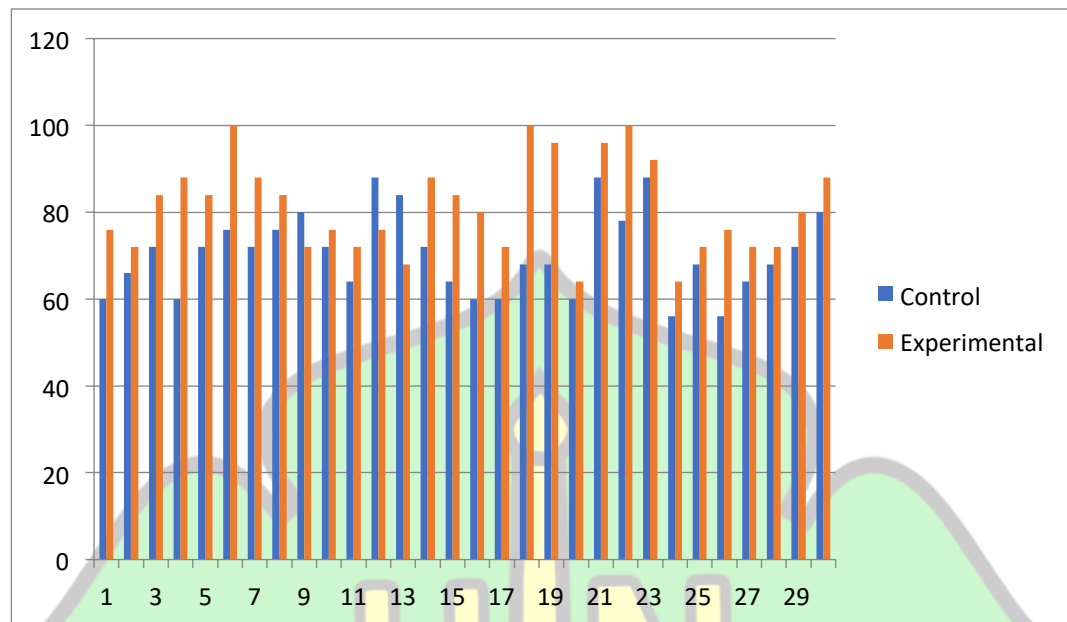
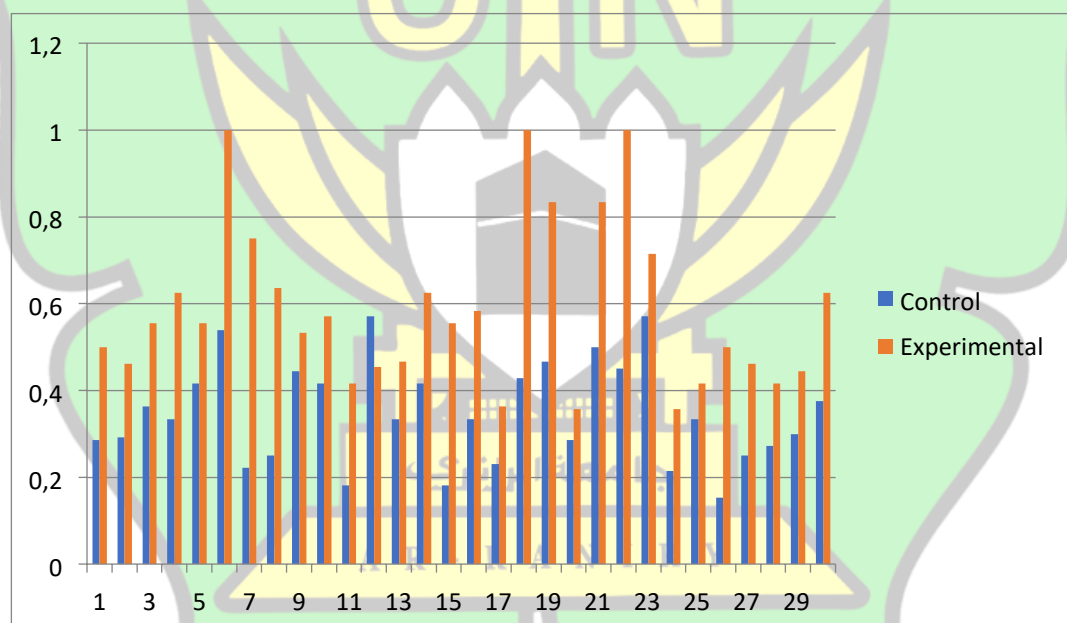


chart 4. 5 N-Gain comparison of control and experimental class



C. Discussion

Based on the research results, the analysis result were used to answer the research question about does the use of Trace Effects game increase students' MAN 2 PIDIE vocabulary performance. The research question was answered by conducting a pre-test and post-test, given before and after the treatment. The pre-test was administered to both classes to assess their vocabulary mastery levels. The results indicated that there was no significant difference between the two classes in the pre-test, suggesting they had similar levels of vocabulary knowledge before the treatment. However, after the post-test, there was a significant difference between the two classes, indicating that the experimental class improved their vocabulary knowledge better than the control class after playing Trace Effect. This finding suggested that using Trace Effects game can be an effective and innovative way to enhance students' vocabulary learning. This result can be seen from Table 4.2 and Chart 4.2. students from the experimental class showed a significant increase from the pre-test to the post-test, with an average difference of 23.47. Consequently, students engaging in Trace Effects game had higher score those who did not receive this treatment, this showed the potential of Trace Effect games to enhance students' vocabulary results.

Playing the game Trace Effect can be an efficient and innovative way to enhance students' vocabulary skills. The findings so far state that Trace Effect, a contextual game, aids students in absorbing and discovering new vocabulary. This is because Trace Effect creates an active environment and increases students' motivation to learn English. It's evident where students can easily interact with the

information presented in the game. Additionally, the game presents obstacles that require students' engagement to complete it. This situation makes students enthusiastic about achieving their goals by finishing each storyline, indirectly motivating them to discover and understand new vocabulary.

The results found here concur with those discovered by S. Siregar (2019). that the students were more active, passionate, and interested in the learning activities. Therefore, it could be stated that strengthening students' vocabulary mastery using the Trace Effect game was successful in boosting the students' motivation in following the teaching-learning method. Another found by Esin Hazar (2020), demonstrated that the usage of digital games in teaching vocabulary was effective for learners in improving their vocabulary knowledge, Teachers can present more ways to teach vocabulary, and students can discover new paths to absorb vocabulary in a more enjoyable and active ways.

The Trace Effect game is one of the contextual games that require players to read texts and choose instructions to complete the game. This game, similar to hangman, enhances reading interest and helps discover new vocabulary. Both Trace Effect game and Hanggaro game can increase students vocabulary mastery as present by C. Widyatusti (2021). Based on the research findings, games can be one of the options to be used as an enjoyable English language learning media, especially in expanding vocabulary. In this digital era where the world is constantly evolving, it would be beneficial if these new media forms are utilized as learning tools. Additionally, rapidly advancing technology has immensely beneficial aspects to educate and assist students in delving deeper into knowledge.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter describes the result of research. The findings and previous chapter discussions. Here, the analysis and discussions are summarized, and recommendations for future researchers are provided.

A. Conclusion

Based on the result of pre-test and result of post-test in both of class, it can be seen that the vocabulary mastery skills in the experimental class increased more significantly. This indicates an increase in students' abilities that occurred during the learning process using the Trace Effect game. From the results of this research, it can be concluded that there is a significant difference between the pre-test and post-test in the experimental class, indicating that the experimental class shows a better increase compared to the control class.

furthermore, playing Trace Effects game can be an efficient and innovative way to enhance students' vocabulary skills. The findings so far state that Trace Effect, a contextual game, aids students in absorbing and discovering new vocabulary. Additionally, the game presents obstacles that require students' engagement to complete it. This situation makes students enthusiastic about achieving their goals by finishing each storyline, indirectly motivating them to discover and understand new vocabulary. Education will certainly evolve with the times and become more responsive to new learning media. Games have become

one of the media that allows for a more democratic education for students and foreign language learners. Specifically, students can engage in individualized learning processes on their own, especially with innovative and efficient game-based learning techniques being introduced more frequently. This allows them to acquire more information according to their abilities and capacities. Furthermore, teachers will easier tailor lessons more to the needs and interests of their students.

B. Suggestion

Based on the study's conclusion, several recommendations are proposed for enhancing English teaching and learning, specifically aimed at empowering teachers, school and student. These suggestions are outlined as follows

a. School

For schools or intuitions, Introducing games can be an option as an innovative and efficient teaching media for students. Games like Trace Effect can serve as an effective learning tool for students, helping them learn more creatively and enjoy the absorption of knowledge, especially vocabulary acquisition. However, schools need to have supportive infrastructure and programs to integrate games as a learning medium. Schools should have appropriate technology, and teachers and staff should receive training on the skills and knowledge necessary for successful learning using games.

b. Student

Students should be motivated to learn English because it's an international language. By mastering English, students can access more opportunities in

education or the workforce. However, due to a lack of motivation, games can become one of the learning mediums. With games tailored to students' interests, gaming media should be able to boost students' motivation to learn, especially English. Games containing a lot of vocabulary help students absorb more words without feeling pressured, allowing them to absorb according to their own abilities and capacities.

c. Teacher

English lessons often become a challenge for students; feelings of boredom and difficulty in understanding frequently lead students to dislike English. This prompts teachers to become more creative in the teaching process. One way is for teachers to use Trace Effect or other digital games as a means of teaching English. Teaching English using Trace Effect game for vocabulary instruction can help teachers create an engaging and entertaining learning environment that can enhance students' motivation to learn.



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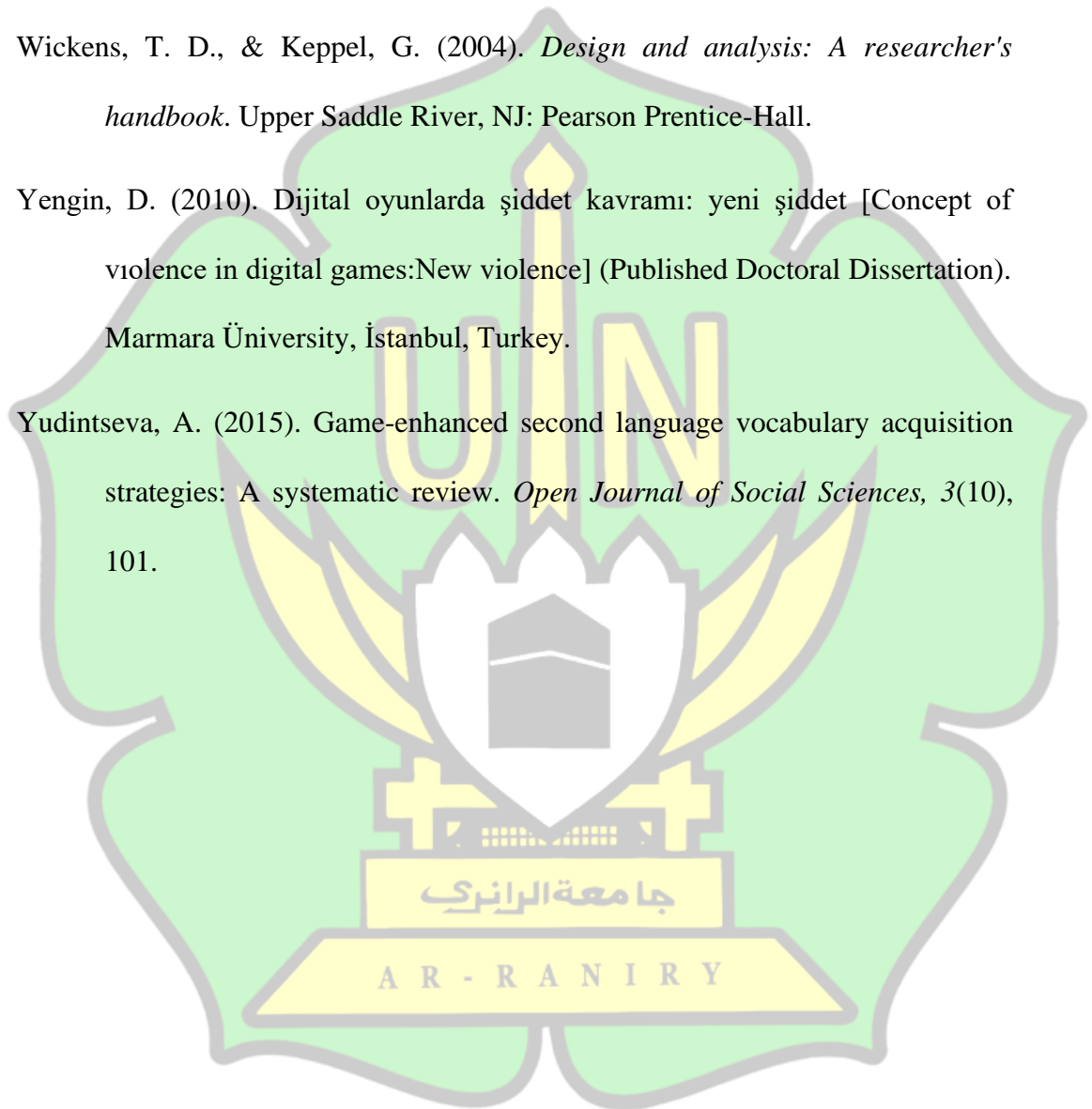
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APPENDICES

Appendix A

(Appointment Letter of Supervisor)



SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-2282/UN.08/FTK/KP.07.6/01/2023

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 03 Januari 2023
- MEMUTUSKAN
- Menetapkan :
PERTAMA : Menunjuk Saudara:
1. Dr. Nashriyah, M.A. Sebagai Pembimbing Pertama
2. Yuni Setia Ningsih, M. Ag. Sebagai Pembimbing Kedua
Untuk membimbing Skripsi :
Nama : Amsal Alfaizin
NIM : 180203106
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Use of Trace Effect Games to Increase Student's Vocabulary
- KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor: SP DIPA. 025.04.2.423925/2023, tanggal 30 November 2022.
- KETIGA : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2022/2023
- 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: 30 Januari 2023
Dekan

Saiful Muluk

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;

Appendix B

(Reccomendation Letter from the Fakultas Tarbiyah dan Keguruan)

11/5/23, 3:26 PM

Document



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-10424/Un.08/FTK.1/PP.00.9/09/2023

Lamp : -

Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
 Madrasah Aliyah Negeri 2 Pidie
 Assalamu'alaikum Wr.Wb.
 Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **AMSAL ALFAIZIN / 180203106**
 Semester Jurusan : XI / Pendidikan Bahasa Inggris
 Alamat sekarang : Tibang, Syiah Kuala, Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *The Use of Trace Effect Game to Increase Students' Vocabulary*

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

Banda Aceh, 15 September 2023
 an. Dekan
 Wakil Dekan Bidang Akademik dan Kelembagaan,



Berlaku sampai : 19 Oktober 2023


Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

جامعة الرانيري

AR - RANIRY

Appendix C

(Recommendation Letter from School MAN 2 Pidie)



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN PIDIE
MADRASAH ALIYAH NEGERI 2
KABUPATEN PIDIE
 Jl. Banda Aceh – Medan Km. 125 Telp. (0653) 821696

SURAT KETERANGAN PENELITIAN
 Nomor : B.1023/Ma.01.05.002/PP.006/11/2023


Kepala Madrasah Aliyah Negeri 2 Kabupaten Pidie dengan ini menerangkan bahwa :

| | |
|----------|---------------------------------------|
| Nama | : Amsal Alfaizin |
| NIM | : 180203106 |
| Jurusan | : Pendidikan Bahasa Inggris |
| Fakultas | : Tarbiyah dan Keguruan UIN Ar-Raniry |

Benar yang namanya tersebut di atas telah mengadakan Penelitian Ilmiah pada MAN 2 Kabupaten Pidie Tanggal 07 s/d 14 November 2023 dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan, dengan judul *"The Use of Trace Effect Game to Increase Students"*.

Demikianlah surat keterangan ini kami berikan untuk di gunakan seperlunya.

Beureunuen, 14 November 2023



Appendix D

(RPP)

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : SMA...

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : X/ Ganjil

Materi Pokok : Teks Interaksi Transaksional

Alokasi Waktu : 3 x 45 (3 Meetings)

A. Kompetensi Inti

- **KI-1 dan KI-2: Menghayati dan mengamalkan** ajaran agama yang dianutnya. **Menghayati dan mengamalkan** perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
- **KI 3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

| Kompetensi Dasar | Indikator |
|---|--|
| 3.3 Menerapkan fungsi sosial, struktur-teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>be going to, would like to</i>) | <ul style="list-style-type: none"> • Mengidentifikasi ungkapan-ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan • Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks • Memahami struktur teks ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan |

| | |
|---|--|
| | <ul style="list-style-type: none"> Memahami unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan |
| 4.3 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks | <ul style="list-style-type: none"> Menyusun kalimat pernyataan niat melakukan suatu tindakan/kegiatan Menanggapi pernyataan niat melakukan suatu tindakan/kegiatan yang ditujukan kepadanya. |

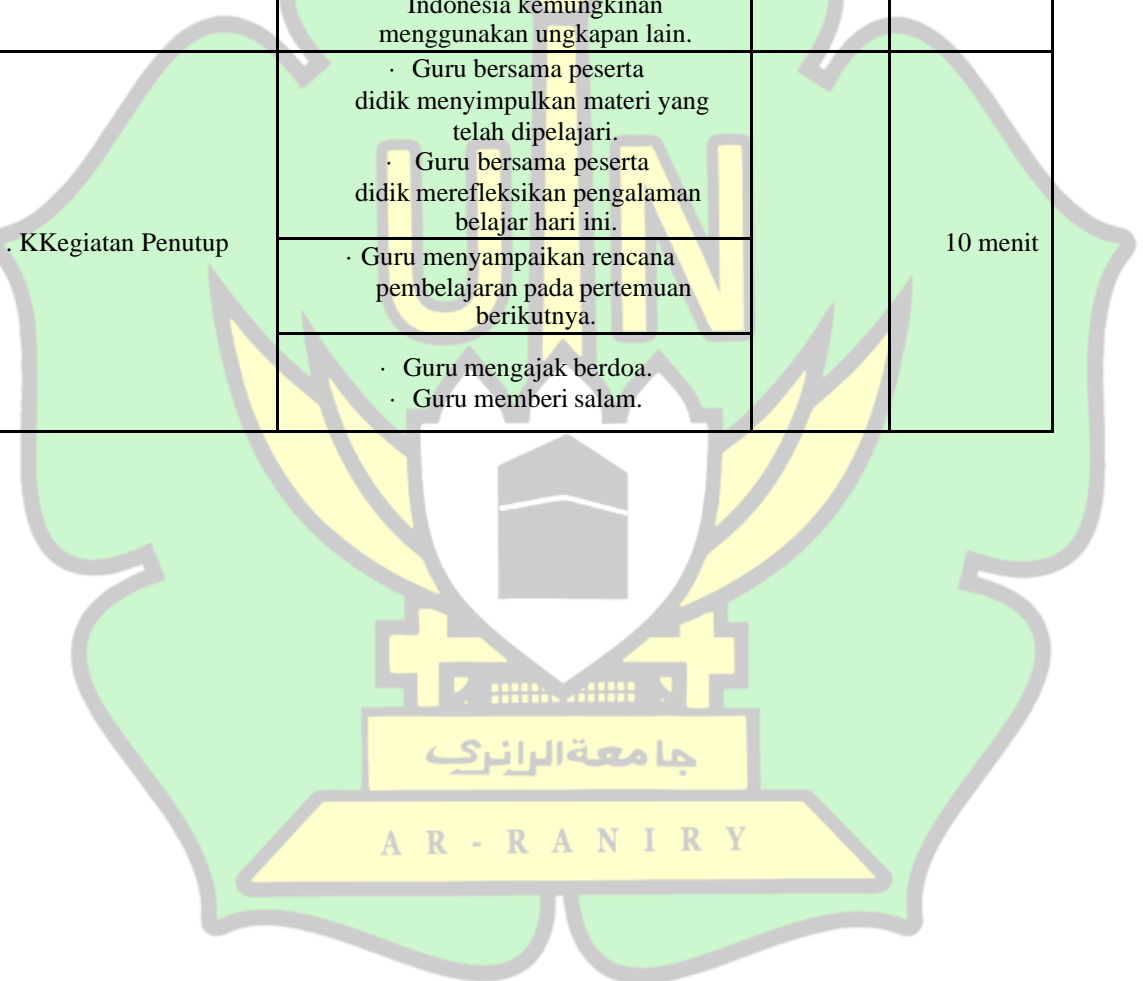
C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat Mengidentifikasi dan memahami ungakapan-ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan

D. Kegiatan Pembelajaran

| KEGIATAN PEMBELAJARAN Langkah Pembelajaran | Deskripsi | Materi | Alokasi Waktu |
|---|--|--------|---------------|
| Kegiatan Pendahuluan | <ul style="list-style-type: none"> Guru menyapa peserta didik. | | 15 Menit |
| | <ul style="list-style-type: none"> Guru mengajak peserta didik untuk berdoa. | | |
| | <ul style="list-style-type: none"> Guru memeriksa kehadiran peserta didik. | | |
| | <ul style="list-style-type: none"> Guru menyampaikan kompetensi yang harus dicapai setelah pembelajaran. | | |
| | <ul style="list-style-type: none"> Peserta didik menyampaikan manfaat pembelajaran topik yang akan dibahas dengan panduan guru. Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan | | |

| | | | |
|---------------------|--|--|----------|
| | latihan-latihan dan tugas dalam pembelajaran. | | |
| p. Kegiatan Inti | 1. Siswa melihat dan mengamati Game mengenai kalimat yang menyatakan dan menanyakan tentang niat melakukan sesuatu dalam berbagai konteks | | 60 menit |
| | 2. Siswa diminta untuk dapat menemukan kata-kata baru dalam game. (Memperkuat karakter Tanggung Jawab) | | |
| | 3. Siswa diberikan pertanyaan kata-kata atau kalimat dalam game yang mereka amati, perbedaan ungkapan dengan yang ada dalam Bahasa Indonesia kemungkinan menggunakan ungkapan lain. | | |
| . KKegiatan Penutup | <ul style="list-style-type: none"> · Guru bersama peserta didik menyimpulkan materi yang telah dipelajari. · Guru bersama peserta didik merefleksikan pengalaman belajar hari ini. | | 10 menit |
| | <ul style="list-style-type: none"> · Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya. | | |
| | <ul style="list-style-type: none"> · Guru mengajak berdoa. · Guru memberi salam. | | |



Appendix E
(Pre-test questions)

Pre-Test

Name:

A. Translate the list of words below into Bahasa Indonesia

| | |
|-------------|---------------|
| 1. Machine: | 2. Gate: |
| 3. Clue: | 4. Hear: |
| 5. Quick: | 6. Chef: |
| 7. Repeat: | 8. Exit: |
| 9. Library: | 10. Curious: |
| 11. Repair: | 12. Friendly: |
| 13. Buddy: | 14. Again: |
| 15. Office: | 16. Leave: |
| 17. Quad: | 18. Allow: |
| 19. Unlock: | 20. Deliver: |

B. Choose the best answer!

1. You must (repair / destroy) time machine.
2. Hallo, can you (hear / walk) me?
3. (Leave / Throw) the key under the pot !
4. Do you (want / take) a sandwich?
5. Thank you I (will / exit) go to office right now!

Appendix F
(Post-test questions)

Post-Test

Name:

A. Translate the list of words below into Bahasa Indonesia

| | |
|---------------|--------------|
| 1. Clue: | 2. Quick: |
| 3. Machine: | 4. Buddy: |
| 5. Repair: | 6. Repeat: |
| 7. Gate: | 8. Unlock: |
| 9. Hear: | 10. Leave: |
| 11. Chef: | 12. Office: |
| 13. Curious: | 14. Library: |
| 15. Again: | 16. Unlock: |
| 17. Friendly: | 18. Allow: |
| 19. Quad: | 20. Deliver: |

B. Choose the best answer!

1. You must (repair / destroy) time machine.
2. Do you (want / take) a sandwich?
3. Hallo, can you (hear / walk) me?
4. Thank you I (will / exit) go to office right now!
5. (Leave / Throw) the key under the pot!

Appendix G

(Script Trace Effect game)

Script for Chapter One

Following is the complete script for your reference. Please do NOT share this script with students. It is for teachers to use if needed.

| Character | Line |
|--------------------|--|
| Tour Guide | Welcome, first year students! Let's begin our tour of the university. Here is the science lab. Our team is working on time travel. Cool, huh? Now let's continue our tour... |
| Trace | Wow! A real time machine! |
| Professor Peterson | Hello, Eddie. Enjoying your lunch? |
| Eddie | Hi, Professor Peterson! Yes, I... |
| Professor Peterson | Good heavens! Quick, Eddie, help me. Let's carry this boy to my lab. He's hurt! |
| Eddie | He's waking up! |
| Professor Peterson | Trace? Can you hear me? Are you okay? |
| Trace | Huh? You know my name? |
| Professor Peterson | Yes, I know your name. We found your student ID. |
| Trace | What happened? |
| Eddie | Dude! You're from the future! You used a time machine! |
| Time Machine | ...Trace...are you...okay? Can you hear me? This is very important... You must... or you can't come home! I repeat... find Emma Fields... You have to so that you can come home... You must...or you'll have to stay in the past! Hello?Can you hear me? Find Emma Fields. Trace? Trace? |
| Professor Peterson | I have so many questions, but we have no time. Trace, you must find Emma Fields, or you won't return home to the future. Eddie, help Trace find Emma Fields. I'll stay here and fix the time machine. |
| Eddie | Okay, Professor Peterson. I'll ask Kit to help, too. She's my sister, and she's very smart. Come on, Trace. Let's go get my sister. She can help us find Emma Fields. |
| Trace | Hi, Eddie. |
| Eddie | Halo |

| Character | Line |
|----------------------|--|
| Trace | Let's go. |
| Eddie | Okay, come with me. |
| Eddie | I'll go this way, and you go that way and look for Kit. Here's a picture of her. See you later. |
| Welcome Booth | Hello, and welcome to campus! Student Services can give you good information. How can I help? |
| Trace | Hi. Where's Kit? |
| Welcome Booth | I can help you. Can I see your ID first? |
| Trace (action) | Show the Student ID (Future) |
| Welcome Booth | Great. But the date is wrong. Go to the Student Services office in the Student Union. They'll make you a new ID. |
| Trace | Okay. But where is Kit? |
| Welcome Booth | Maybe at the library, but you need a new ID. Then you can go into the library. |
| Trace | Thank you. I'll go to the office. |
| Welcome Booth | Bye! Come back if you need more information. |
| Student Services Rep | Hello! Can I help you? |
| Trace | Hi. I need a new student ID. |
| Student Services Rep | I can help you. Can I see your ID? |
| Trace (action) | Show the Student ID (Future) |
| Student Services Rep | Thank you. Oh! Someone put the wrong date. I'll make a new one. Please wait here. |
| Student Services Rep | Please give me your old ID. |
| Trace (action) | Give the Student ID (Future) |
| Student Services Rep | Thanks. Here's your ID. |
| Trace | Thanks for your help. |

| Character | Line |
|----------------------|--|
| Student Services Rep | No problem. |
| Trace | See you. |
| Student Services Rep | Bye. |
| Girl Student | Excuse me, where can I get a student ID? |
| Trace | At the Student Services office. |
| Girl Student | Great. Do you know where the Student Services office is? |
| Trace | In the Student Union. |
| Girl Student | Great, thanks! |
| Librarian | Hello, young man. Where is your student ID? |
| Trace (action) | Show the Student ID (Present) |
| Librarian | Thank you. Please come in. |
| Trace | I'm looking for Kit and Eddie. Do you know where they are? |
| Librarian | Maybe in the Reading Room up the stairs. |
| Trace | Thank you. |
| Librarian | You're welcome. |
| Trace | Hi, Eddie. |
| Eddie | Hey, good to see you again. Here's Kit. Kit, this is Trace. |
| Trace | Hi. |
| Kit | Nice to meet you, Trace. I did some research. We need to find Emma Fields to get you home. She's at the farmers' market. |
| Eddie | You need to find Chef Mark. He goes to the farmers' market every day. |
| Trace | How do I find Chef Mark? |
| Kit | Find the food map. He works in different food places. |

| | |
|-------|------------------------|
| Trace | Where is the food map? |
|-------|------------------------|




| Character | Line |
|-------------------|---|
| Kit | It's near the librarian's desk. |
| Trace | Okay. Bye, Kit. Bye, Eddie. |
| Kit | Bye, Trace. Good luck! We're going to class now. |
| Trace | Are you Chef Mark? |
| Chef Mark | Yes, I am. Do I know you? |
| Trace | I'm Trace. I'm a student here. |
| Chef Mark | Pleased to meet you. What can I do for you? |
| Trace | Can you take me to the farmers' market? |
| Chef Mark | I'm too busy right now. I need someone to deliver sandwiches. Help me, and I can help you. |
| Trace | What do you need? |
| Chef Mark | I need a delivery person. You help me, I help you, okay? |
| Trace | What do I need to do? |
| Chef Mark | I'll make a sandwich. You give it to the right person. Here's a peanut butter and jelly sandwich. Deliver it to Pat. She's in the quad. She's wearing blue jeans and a red shirt. |
| Trace | Did you order a sandwich? |
| Pat | Yes, I did. |
| Trace | Are you Pat? |
| Pat | Yes, that's me. |
| Trace (action) | Give the Sandwich |
| Pat | Thanks a lot! I love sandwiches! |
| Trace | Hi, Chef Mark. I delivered the sandwich. |
| Chef Mark | Great! Here's the next one. This is a tomato and cheese sandwich. Deliver it to Jess. He's in the quad. He's wearing a yellow baseball cap and a blue t-shirt. |

| Character | Line |
|----------------|---|
| Boy Student | Who makes the sandwiches? |
| Trace | Chef Mark. |
| Boy Student | Cool. Thanks. |
| Trace | Did you order a sandwich? |
| Jess | Yes, I did. |
| Trace | Are you Jess? |
| Jess | Yes, that's me. |
| Trace (action) | Give the Sandwich |
| Jess | Thanks a lot! I love sandwiches! |
| Trace | Hi, Chef Mark. I delivered the sandwich. |
| Chef Mark | Great! Here's the last one. It's a turkey sandwich with cranberry sauce. Deliver it to Sam. She's in the quad. She's wearing a black shirt. |
| Trace | Did you order a sandwich? |
| Sam | Yes, I did. |
| Trace | Are you Sam? |
| Sam | Yes, that's me. |
| Trace (action) | Give the Sandwich |
| Sam | Thanks a lot! I love sandwiches! |
| Trace | Hi, Chef Mark. I finished all the deliveries. |
| Chef Mark | Hi, Trace! Good job! Let's go to the farmers' market. I'll find Kit and Eddie. You go to the parking lot. The key is under the flower pot. Unlock the gate with the key. Then, please leave the key under the flower pot. |
| Trace | Okay. I'll meet you in the parking lot. |
| Chef Mark | Bye! |
| Ava Summersby | I'm Ava Summersby. I'm the new student body president. |

| Character | Line |
|------------------|--|
| Trace | Hi. I'm Trace. I'm new here. |
| Ava Summersby | Hi Trace. So nice to meet you. Why are you going into the parking lot? |
| Trace | I have to go to Chef Mark's car. |
| Ava Summersby | Why do you want to do that? |
| Trace | Chef Mark is taking me to find Emma Fields. |
| Ava Summersby | Sounds like fun! I'll come too! |
| Trace (action) | Look under the flower pot. |
| Flower Pot | You find a key! |
| Trace (action) | Unlock With the Key |
| Parking Lot Gate | The gate is unlocked! |
| Trace (action) | Leave the Key |
| Flower Pot | The key is returned. |
| Chef Mark | Come on! Get inside! |
| Trace | Eddie, Kit, and Chef Mark, this is Ava. She is the student body president. She would like to come with us to the farmers' market to help find Emma Fields. |
| Chef Mark | Sure. That sounds like a great idea. The more the merrier! |
| Ava Summersby | Thank you for letting me come with you. |
| Chef Mark | We are happy you could come with us. Next stop, the farmers' market! |

Vocabulary in Chapter One

| Word | Example from Trace Effects | Meaning of Word in Context |
|-----------------|---|--|
| (To) Allow | “No food is allowed in the library!” | When it is okay to do something (verb) |
| Buddy | “Not so fast, buddy. What are you doing?!” | A word that means “friend” or “guy” (noun) |
| Customer | “The customer called.” | Someone who buys something (noun) |
| (To) Deliver | “I need someone to deliver sandwiches.” | To carry something to someone (verb) |
| (To) Enter | “You can’t enter without your student ID” | To walk into a building (verb) |
| Farmers’ market | “Can you take me to the farmer’s market?” | A market where farmers bring fresh fruit and vegetables to sell (noun) |
| (To) Finish | “I can’t drive you to the farmer’s market until we finish.” | To stop doing something or to complete something (verb) |
| Flower pot | “The key is under the flower pot.” | What a flower sits in (noun) |
| Future | “You want to go home to the future, right?” | The time period after the present; has not happened yet (noun) |
| Gate | “Unlock the gate with the key.” | A door-like structure in a fence that can swing open to allow someone to pass through (noun) |
| (To) Give | Trace gives his ID to the worker in Student Services | To place what a person has in someone else’s hands—this is more than showing (verb) |
| Key | “The key is under the flower pot.” | An object used to open a house or car door (noun) |
| Kind | “What kind is it?” | A type of something, like a type of sandwich or a type of rice dish (noun) |
| (To) Leave | “Leave the key under the flower pot” | To put something down for another person to pick up later (verb) |
| Let’s go | “Let’s go and get out of here.” | A way to say it is time to leave |
| | | |

| | | |
|---------------------|--|---|
| Map | "Did you find the food map?" | A picture showing where things are (noun)  |
| No, thank you | "No, thank you, but thank you for asking." | A polite thing to say if the person does not want something |
| Parking lot | "You go to the parking lot." | A place to put a car when not driving it (noun)  |
| Pleased to meet you | "Pleased to meet you." | A polite way to say you are happy to meet a person |
| Quad | "Pat's in the quad. She's wearing blue jeans and a red shirt." | An open area in the middle of a university campus that looks like a park (noun)  |
| Research | "I did some research." | Studying or learning about something (noun) |
| See you! | "See you!" | A way to say "goodbye" to a friend |
| (To) Show | Trace shows his ID to the librarian | To let someone see something but not to give it to them (verb) |
| So long! | "So long! See you later." | A way to say "goodbye" to a friend |
| Sounds great! | "Yes, sounds great!" | An excited way to say "yes" |
| Student ID | "You can't enter without your student ID" | A card that shows that someone is a student (noun) |
| Student Services | "Go to Student Services." | An office that helps students (noun) |
| (To) Unlock | "Unlock the gate with the key." | To open a door or gate with a key (verb) |
| (To) Vote | "Don't forget to vote next time!" | When a person chooses whom they want in government (verb) |
| Wrong | "You gave the sandwich to the wrong person," and "Someone put the wrong date." | Something that is not correct, not right (adjective) |
| Yuck! | "Yuck!" | Something someone says if a food does not taste good |

Appendix H
(Pre-test situations)



(Treatment Situations)



(Post-test Situations)

