



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

**(An Experimental Study of the Eight Grade Students of SMP Negeri 1
Ambarawa in the Academic Year of 2016/2017)**

**a final project
submitted in a partial fulfillment of the requirements for the degree
of Sarjana Pendidikan in English**

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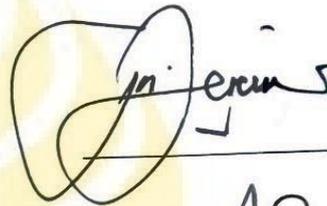
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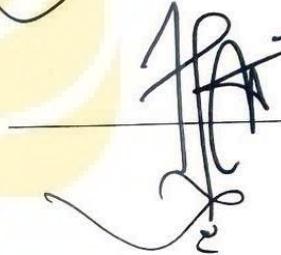
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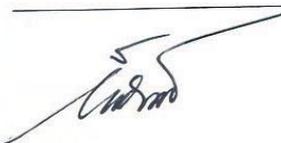
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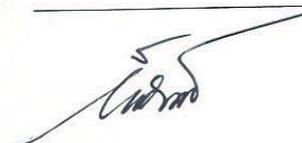
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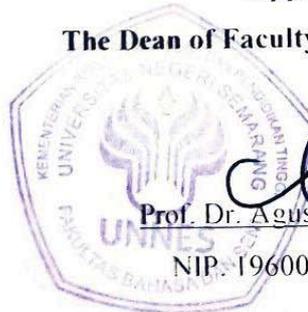
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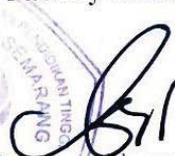
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Semarang, 30 October 2017

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MOTTO AND DEDICATION

“Allah will raise those who have believed among you and those who were given knowledge, by degrees. And Allah is acquainted with what you do.”

[Quran, 58: 11]

“Nothing last forever, we can change the future”

[Alucard]

I dedicate this final project to:

My beloved parents

My beloved brothers

My beloved friends

My beloved teachers and lecturers

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First and foremost, I am sincerely grateful to Allah SWT, for blessing me everything, and finally I can complete this final project.

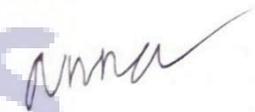
In this occasion, I would also like to express my deepest gratitude and honor to:

- 1) Drs. Amir Sisbiyanto, M.Hum. as my first advisor, and Dra. Indrawati, M.Hum. as my second advisor for their valuable guidance, great patience, and great suggestions so that I am able to finish this final project.
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Finally, I have a great expectation that my study will be beneficial and useful for anyone who is interested in reading this final project.

Semarang, 30 October 2017

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Anna Yunia

ABSTRACT

Yunia, Anna. 2017. *The Effectiveness of Word Wizard Game in Learning Vocabulary (An Experimental Study of Eighth Grade Students of SMP Negeri 1 Ambarawa in the Academic Year of 2016/2017)*. Final Project, English Department, Faculty of Languages and Arts, Semarang State University. First Advisor: Drs. Amir Sisbiyanto, M.Hum Second Advisor: Dra. Indrawati, M.Hum.

Keywords: *Word Wizard Game, Vocabulary, Reading Narrative Text*

This study aimed to investigate the significance difference on the students' comprehending in learning vocabulary for those were taught by using Word Wizard Game for experimental class and were taught by Direct Translation method for control group. The subject of this study was the eighth grade students of SMPN 1 Ambarawa in the academic year 2016/2017. The instruments used to obtain the data were test including pre-test and post-test, and questionnaire. However, the writer conducted try out test to check whether the instrument was reliable and valid to be used for pre-test and post-test. The data were gathered and calculated using Ms. Excel and SPSS. The result of this study revealed that Word Wizard game could improve students' vocabulary mastery by significant improvement of students' achievement. The result analysis of the quantitative data shows that the mean scores of the experimental group increases from 56.00 to 76.31. The t - test of mean difference was 8,875 and t - table was 2.00. The result concludes that the working hypothesis is accepted. It means that there is a significant difference between students who were taught by using Word Wizard game and those who were taught by using Direct Translation method. In addition, the analysis of the questionnaire shows that students were interested in Word Wizard game for reading narrative text (*mean*: 3.25). They recognized that the implementation of the technique for learning narrative text made them enjoy the class (*agree*: 62.5% and *strongly agree*: 37.5%). Thus, the analysis reveals that Word Wizard game was effective in teaching vocabulary.

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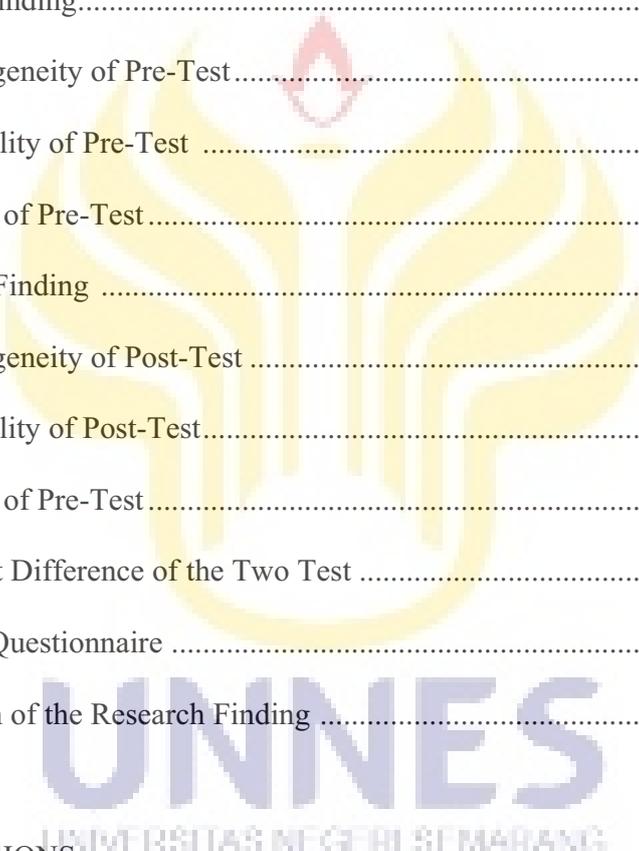
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CHAPTER 1

INTRODUCTION

Chapter I presents an introduction. It includes general background of the study, reasons for choosing the topic, research problems, purposes of the study, limitation of the study, hypotheses of the study, significance of the study and the outline of the study.

1.1 General Background of the Study

English as an important language means both communications in oral and written form. It is the international language in international communication. It is used in many sectors, such as international trades, tourism, business and other important international affairs. This language is also issued as a medium of the flow of information on science, technology, and culture. Considering its importance, English is also taught at schools. People use it in most international events to associate or to cooperate among people in different countries in the world.

Realizing the importance of English, the Indonesian government stipulates English as the first foreign language and sets it as a compulsory subject at junior high school, senior high school, and university and also at elementary school as a local content. As stated in school-based curriculum (Depdiknas, 2006), the aim of

English teaching and learning at schools is to develop students' English skills so as to communicate and discourse in English on certain literacy level.

To make the English teaching and learning process becomes effective, there are many things to be considered by teachers. Teachers should pay attention to the techniques, the instrument, class organization, and so on. Moreover, teachers are not only required to explain the course materials to the students, but also to stimulate them to learn.

Languages have three main components namely; sound phonological, grammatical and lexical ones. This project deals with vocabulary as lexical item. To make the teaching English vocabulary more interesting and joyful, it is important to consider teachers' quality, students' interest and other supporting factors. In this case, to attract students' attention and interest in learning vocabulary teachers can use a game as a media in conducting materials.. If teachers using a method or technique appropriately students not only interested in following the lesson, but also the result will be satisfactory.

There are more than a million words in the English language. One of the key indicators of the students' success in English classroom based on standardized test is their vocabulary. Vocabulary is all the words known and used by people. In learning activity students are dependent on vocabulary knowledge, and they can access it by learning from their teacher or other media such as books or films. "Learning, as a language based activity, is fundamentally and profoundly dependent on vocabulary knowledge. Learners must have access to the meanings of words that teachers, or their surrogates (e.g., other adults, books, films, etc.),

use to guide them into contemplating known concepts in novel ways (i.e. to learn something new)". (Baker, Simon, & Kame'euni (1998:3))

Vocabulary is a very important thing, no matter how good the speakers in grammar. Without sufficient vocabulary the speakers cannot deliver their meaning. I believe that by using Word Wizard game in teaching vocabulary to students, students will find vocabulary learning more enjoyable. Through Word Wizard game students will be more interested and enthusiastic to give attention in the teaching learning process. It is easier for them to understand and memorize the lesson because students will use their imagination in doing this game.

1.2 Reasons for Choosing the Topic

The topic of this research deals with students' vocabulary. In this research, the writer intended to explore the effectiveness of using Word Wizard Game in learning vocabulary. When she was doing PPL (Praktik Pengalaman Lapangan) in the eighth grade students of junior high school in SMPN 1 Ambarawa, she faced some problems with students' vocabulary. There are several reasons which become her concern in choosing the topic. Those are as follows:

- 1) The students always use the same idiomatic expression to express different sort of things, especially in writing and reading skill.
- 2) The students forget the word soon after they have looked up in the dictionary.

- 3) Most students feel bored and do not pay attention during English course because the materials presented by the teacher are not interesting. Word wizard is supported by some activities to learn vocabulary, so it is hoped to be an effective way in learning vocabulary.

1.3 Research Problems

The problem that is going to be discussed in this study is as follow:

- 1) How effective does Word Wizard Game give contribution to improve the students' vocabulary mastery of reading narrative text at eighth grade students of SMPN 1 Ambarawa in the academic year of 2016/2017?
- 2) What are the students' responses towards the implementation of Word Wizard Game in the teaching vocabulary?

1.4 Objectives of the Study

Dealing with the research questions above, the objectives of this research are:

- 1) To find out whether there is any significant difference in the achievement between students who were taught using Word Wizard Game and those who were taught using Direct Translation Method in learning vocabulary through reading narrative text.
- 2) To describe the students' response to Word Wizard Game an alternative technique that were considered better than using Direct Translation Method in learning vocabulary through reading narrative text for the eighth grade of junior high school students.

1.5 Limitation of the Study

This study is limited to the tier 2 and 3 vocabularies which were appropriate with one of the learning materials in the basic competence of narrative text for the eighth grade students.

1.6 Hypotheses of the Study

In this study, the hypotheses are as follows:

- 1) Working Hypothesis (H_a) = the eighth grade students of SMPN 1 Ambarawa taught with Word Wizard Game gain significantly better vocabulary mastery of reading narrative texts than students taught with Direct Translation method.
- 2) Null Hypothesis (H_0) = the eighth grade students of SMPN 1 Ambarawa taught with Word Wizard Game do not gain significantly better vocabulary mastery of reading narrative texts than students taught with direct translation method

1.7 Significance of the Study

Theoretically, for researcher the result of this study is hoped to be able to give contribution to educational research development, especially in experimental research. For school, the result of the study will be used as academic review especially in teaching vocabulary. For students, the result of the research can be

an additional knowledge for them to understand two cooperative learning techniques.

Practicality, the result of this study is hoped to give advantage for teachers to improve methods and techniques in writing learning program. For school, the result of this research is hoped to be able to be used as reference material in conducting vocabulary classroom activity in the future. The students can be more active, interested, and enthusiastic in following the lesson. For the researchers, this study will be one of the alternative references in providing the information for other researchers.

Pedagogically, the study of this project has some implicit value for the students that they will see the enjoyment of learning English and the students will feel that writing in English is not much difficult as they think. For school, the result of the study can be developed English teaching and learning strategy in the future.

For researcher, this research would like to call for further researches and developments dealing with the topic.

1.8 Outlines of the Study

This research is organized within five chapters. Each of them can be explained as follows:

The first chapter is introduction which includes the background of the study, reasons for choosing the topic, research problems, purposes of the study, limitation of the study, hypotheses of the study, significance of the study and the outline of the study.

The second chapter deals with the review of related literature. It consists of review of previous studies, review of related theories and framework of analysis.

The third chapter discusses the method of investigation. It contains research design, population and sample, research variables, instruments for collecting data, method of collecting data, and method of analyzing data.

The fourth chapter deals with the research findings and discussion of the research findings which cover analysis of the treatment implementation and statistical interpretation.

The fifth chapter presents the conclusions and suggestions of the study.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses the review of previous studies, review of related theories, and framework of analysis.

2.1. Review of the Previous Study

Many researchers have done research related to vocabulary mastery. It proves that vocabulary mastery is important in learning English besides grammar. There are some previous studies related to the topic which inspire the writer to take the same vocabulary analysis using game.

One of the studies about using game as a strategy to improve students' vocabulary mastery was from Jauhari, final project in 2010 entitled *The Use of Bingo Game Technique to Improve Students' Vocabulary Mastery (A Case Study of Eighth Grade Students of SMPN 1 Batealit, Jepara in the Academic Year 2014/2015)*. The purpose of this study was to describe the use of Bingo Game Technique in improving vocabulary mastery. The result of this study, during the process the researcher found that the students' achievement increased from the first meeting to the last meeting. The conclusion was that the average of the experimental group increased 16.14, whereas the control group only increased 9.12 point, the students' achievement improved. Based on the researcher's data

analysis, it can be concluded that Bingo Game Technique could improve students' ability in mastering vocabulary to the eighth graders of SMPN 1 Batealit, Jepara.

Another study about improving students' vocabulary mastery was conducted by Nugroho entitled *The Use of Circle Games as A Strategy to Improve The Student's Mastery in English Vocabulary (An Action Research in the Case of Elementary School Students of SDN 01 Banyumanik Semarang in The Academic Year 2007/2008)* final Project In 2007 .The objectives of the study were to describe what circle game was like and how it worked in the process of learning vocabulary. The research was about how it worked in the learning process and to find out the students' achievement in vocabulary related to noun. The result of this study showed that the achievement of the students in learning vocabulary through this way improved. It was supported by the significant result of the test.

The third study was conducted by Wijayanti final project 2010 entitled *Using Motion Pictures as An Aid For Teaching English Vocabulary (A Case of The Fourth Graders of SD N 1 Sekaran Gunungpati in The Academic Year of 2009/2010)*. The conclusions of this study were the students' progress during the teaching and learning activity by using motion pictures in language learning video was good. The students' achievement in mastering English vocabulary improved. It was supported by the significant differences of the pre-test was 58% and the post-test was 88%. It meant that after the students were taught by using this media, the result was better than before.

According to those reviewed previous studies that show positive result, it is proved by that there have been so many researchers who did researches on

using media in teaching English. In this study, I also used media in teaching vocabulary. I would like to start a new study with the different media to know the effectiveness of Word Wizard game for students' vocabulary mastery. I conducted an experimental study by using Word Wizard game for eighth grade students of SMPN 1 Ambarawa.

2.2. Review of the Theoretical Study

In order to make the concept of this study clearer, I refer to theories from the experts. Those include general concept of vocabulary, general concept of game, and learning vocabulary using game.

2.2.1. General Concept of Vocabulary

This part discusses definition of vocabulary, the various types of vocabulary, learning vocabulary, and teaching vocabulary at junior high school. The descriptions of them will be presented below:

2.2.1.1 Definition of Vocabulary

Language as a communication means when we are using language, we deliver a message. People will need their vocabulary words in communication for building the sentences and delivering the meaning of their ideas. In learning language, vocabulary is the important component because students learn the four skills of listening, speaking, reading and writing using vocabulary.

Hervinia (2015) stated vocabulary is knowledge of word and list of words that we can find in our daily life and it used by people to communicate either in

verbal or written communication. There is also another definition coming from Collins. He states that the vocabulary of a language is the total number of words in it (Collins, 1989: 1629).

In addition, Thornburry (2002:4) states that based on word classes we can make a crude division of vocabulary into two groups those are grammatical words (or function words) that include the grammatical structure of the sentence and content words that carry a high information. Further, he states that:

In term of the meanings associated with these word classes, we can make a crude division into two groups. On the one hand, there are words like *for, and, those, to* that mainly contribute to the grammatical structure of the sentence. These are called grammatical words (or function words) and are generally prepositions, conjunctions, determiners, and pronouns. On the other hand, there are content words, those that carry a high information load. Content words are usually nouns, verbs, adjectives, and adverbs

Thornburry, 2002:4

Hornby (1995) states that vocabulary is total number of words in a language with their meaning and known to a person and used in particular book. From the definitions above the writer conclude that vocabulary is all the word that used by people to communicate or deliver their meaning or idea in daily life since it is one of the primary things in building sentence of language. Vocabulary is a list of the words used in a language which can be divided into two main groups; they are function and content words.

2.2.1.2 The Various Types of Vocabulary

Finnoccharo (1974:79) states that the students' vocabulary is divided into two kinds, namely active and passive vocabulary. Active vocabulary is vocabulary that is used in speaking or writing by the students' correctly where passive vocabulary is vocabulary that can be understood correctly by the students' in reading or listening to someone speaking or writing.

From the statement above the writer concluded that vocabularies are used actively by particular students' and passively understood in reading or listening.

2.2.1.3 Learning Vocabulary

Fanocchairo (1974: 12) states that learning a foreign language is different from learning native language because the students' environment in achieving their first language and a foreign language also different. Some students do not understand how to speak English because they are surrounded by their mother language at home, at school, or even in communication with other people. Introducing an English language by learning vocabulary can help them to learn English language as their foreign language.

As we know that the skill of students reading is based on their vocabulary mastery. It will be an important task for the teachers to make them know and understand the using of vocabulary in learning English. Teaching vocabulary is necessary for all English teachers in all grades. The main problem is the students' difficulty of memorizing some vocabularies and understands its meaning since every word of English has more than one meaning.

According to Hubbard as cited by Uberman (1998: 20), the teachers make sure that the students have understood the new words, which will be remembered better if they are introduced in a “memorable way”. If the teacher wants the students to remember new vocabulary, it needs to be learnt in context, practiced, and then revised to prevent students from forgetting.

Cohen (1998:5) states that in language learning strategies there are: strategies for identifying material, repeated contact with the material, and formally committing the material. Further, he states that:

“language learning strategies include strategies for identifying the material (e.g. grouping vocabulary by category into nouns, verbs, adjectives, adverbs, and so forth), having repeated contact with the material (e.g. through classroom tasks or the completion of homework assignments), and formally committing the material to memory when it does not seem to be acquired naturally (whether through rote memory techniques such as repetition, the use of mnemonics, or some other memory technique)”

Cohen, 1998:5

Here is the types of vocabulary presentation techniques suggested by Ngaraj (1996: 168-171):

a) Realia/ object

Object in the classroom or from outside can be used to teach vocabulary.

This is especially effective to be used in teaching primary level, for example bag, book, pencil, table, chair, leaf, flower, stone, sand, fruits, etc.

b) Pictures

Another effective technique in teaching vocabulary is through the use of pictures. The technique is very effective at the primary level. In initial stage, pictures can be used for learning vocabulary orally. At later stage, they can be used for further work for example matching words or writing composition based on picture given.

c) Texts

They are often used by the teachers in teaching vocabulary to their students. The teacher can have any modifications in teaching vocabulary using texts for example selecting words in the text and give their meaning.

d) Vocabulary Games and Crosswords

These are useful vocabulary expansion. Learners will have to think of all the words they know and try to complete the tasks. If they do not know the words they can guess and then check their answers.

From the technique suggested above the writer used the last type of vocabulary presentation in this research, because game is one of the easy ways to learn English language for the students as a second language and it can be the fun way for their English classroom.

2.2.1.4 Teaching Vocabulary at Junior High School

English is taught as a compulsory subject at junior high school remember that English as a world English. The goal of teaching English in junior high school is

to give the students knowledge about language, teach them how to speak the English language and to teach them how to communicate with other people around the world fluently and correctly. It means that the students have to master the four skill of language: listening, speaking, reading and writing and also they have to master the English component such as, grammar, pronunciation, and vocabulary.

Teachers cannot deny that the important component of teaching English is vocabulary. In learning vocabulary the students' have to know the meaning used in a context. Reading is one of the good techniques in developing the students' vocabulary.

2.2.2 Narrative Text

This part discusses definition of narrative text, generic structure of narrative text, and lexicogrammatical features of narrative. The descriptions of them will be presented below:

2.2.2.1 Definition of Narrative Text

Narrative is a text type whose purpose is to tell stories while amusing the readers/listeners. As stated by Gerot and Wignell (1995), the basic purpose of narrative is to amuse, entertain and to deal with actual or vicarious experience in different ways; Narratives deals with the problematic events which lead to a crisis or turning point some kind, which in turn finds a resolution. As a text type,

narrative has a specific generic structure that differentiates narrative from other text types.

2.2.2.2 Generic Structure of Narrative

According to Gerot and Wignell (1995), the generic structure of narrative is as the following:

- 1) Orientation that sets the scene and introduces the participants, this part provides information about ‘who’, ‘where’, and ‘when’;
- 2) Evaluation that is a stepping back to evaluate the plight;
- 3) Complication that is when a crisis arises, usually followed by a sequence of events where the characters react to it;
- 4) Resolutions that is when the crisis is resolved, for better or worse;
- 5) Re-orientation that is an optional part, usually contains a comment or moral value.

2.2.2.3 Lexicogrammatical Features of Narrative

The significant lexicogrammatical features of narrative according to Gerot and Wignell (1995) are the following:

- 1) Focus on specific and usually individualized participants;
- 2) Use of the material processes;
- 3) Use of relational processes and mental processes;
- 4) Temporal conjunctions and temporal circumstances.

2.2.3. General Concept of Game

This part discusses definition of game, Word Wizard game, and learning vocabulary using game. The descriptions of them will be presented below:

2.2.3.1 Definition of Game

Wardaningsih (2014:12) states that game is an activity that can bring happiness. People love to play a game to relieve stress. Game is a physical and mental tools for someone pleasure that have a rule.

Game is one of the good media to be used in teaching and learning English, especially for young learners. Game can be successful media to bring an interesting atmosphere to the language classroom. According to Merriam-Webster.com game for students is playful activity: something done for amusement. While Deighton (1971: 106) says that a game can be defined as something enjoyable, but serious, involving competition for specified objectives and observing rules. It means that in learning process the teachers should give an opportunity for the students to express their ideas, participation in the classroom.

Based on the theories above, I conclude that games are the best media in learning teaching English.

2.2.3.2 Word Wizard Game

Nowadays, the use of the game as a media in learning teaching process is getting increased. The game has been developed to give many benefits to its process. Most of the teachers use games to develop and improve students' knowledge and entertain them. Using games may improve students' ability especially in learning English language because students will get the information and materials from the teachers easily.

According to Beck, McKeown, and Kucan (2002) in Haynes and Zacarian (2010: 58) that individual's vocabulary comprises three tiers. Tier one has the most basic words, such as pillow, sister, sun, and walk. Most learners already know the meanings of Tier One words. Tier Three consists of rare words such as apogee, precinct, peninsula and ecclesiastical which tend to be limited to specific domains. Tier Two, in the middle, consists of words like compromise, scrutinize, diligent and typical which are of high frequency for mature users and found across a variety of domains.

Klippel (1984:77) created a game called Word Wizard which adapted from Brandes and Phillips (1997). The situation is the teachers will ask the students to imagine that a wizard has taken some important words in the world. The students will keep only four important words and they will write those words in a paper from the teachers. After that, the teacher will ask the students to work in pairs and try to tell a story using all important words so the students in pairs will get 8 words. They have to find another group until they get 64 important words so they can make a narrative using the words.

The characteristics of Word Wizard Game:

1) Materials

To play Word Wizard Game, we need two papers for each student.

2) Dynamic

The game will play individually and pairs by the students.

3) Time

The time will depend on how fast the students finish the game by telling a story.

Based on the theories above, I conclude that Word Wizard is one of the games that can be used in teaching and learning English. Word Wizard is not only a good game to be used as a media in teaching vocabulary but also an interesting method to make a fun classroom's atmosphere.

2.2.3.3 Learning Vocabulary Using Game

Teaching and learning is a unity in classroom activity. Successful learning and teaching is only way to lead the process. In fact that teacher face in teaching is getting students' attention is something crucial in the process. So, the teacher should create a good atmosphere to bring the students get the entire lesson meaningful.

Taken from Vernon (www.teachingenglishgames.com), there are some reasons why games are useful to be used in teaching and learning language. They are as follows:

- 1) The first reason why games are so useful is that since games make learning fun, children are willing participants and are not just present in class because they have to be. Students pay more attention because when they enjoy themselves, they do better, feel better about them, and do even better – it is a learning cycle working in their favor.

- 2) Next reason is playing a game has a purpose and an outcome. In order to play, students have to say things. Therefore, they have a reason to communicate and this makes them want to know and learn more. In addition to this, games stimulate and motivate children to a new level. They know that if they do not pay attention, they will not be able to play the game well and they will let their team down so they make more effort to join in and learn as much as possible.
- 3) The proverb 'repetition is the mother of skill' becomes very meaningful during the games in children's language class as students get to use the language all the time with a lot of repetition. Although repetition is boring in some cases, during games it is fun for children. Also because of the fun involved in the game a massive amount of vocabulary and grammar can be revised in a short time because it is very difficult for learners to remember vocabulary if they never use it. Furthermore, the physical movement involved in some of the games also helps keep children stimulated and alert. Children naturally have a lot of energy and are not good at attending formal lessons for long periods, and so if they participate in a game involving physical movements from time to time, they will never get impatient and bored. Most importantly, the philosophy of encouragement incorporated into these games increases confidence in all students. Usually this does not just mean they get better at only English, but in all subjects in school. This in turn makes the teachers more motivated and optimistic, and they can really make a difference in their lessons.

- 4) Apart from all this, language games like any other games involve learners in a healthy competition that can help them learn more. “As long as no one is forced to participate, competition can be positive and encourage player discovery, examination and learning.”
- 5) Finally language games create a bond between the teacher and their students, which is fulfilling for the teacher and students alike. In short, if used properly by the teacher, games are excellent ways whereby children have fun and at the same time acquire a language.

Based on the reasons above, I conclude that game as a useful media for teachers since games make the students participate the lesson so the teacher could deliver the material properly. The advantages of using game are it can make a fun learning, able to involve learners in a healthy competition that can help them learn more, and create a bond between the teacher and their students.

2.3. Framework of Analysis

Vocabulary is all the word that exists in language. It means that every person have to understand the meaning for every words they know. English language is a second language in Indonesia. In junior high school, English language is one of the foreign language subjects. Teachers always face the same problem while teaching English because English words are difficult to understand.

According to Ngaraj (1995: 171) that vocabulary through games or crosswords can be useful vocabulary expansion for the student by make them thinking and participating the activity in the classroom. In my opinion, the Word

Wizard game could improve the students' vocabulary mastery not only by translating the words use picture but also their participating and this game through their own imagination by make their free-dictionary across the picture or sign.

In order to prove that my assumption about Word Wizard game is more effective compared to direct translation method to improve the vocabulary mastery of eighth grade students of SMPN 1 Ambarawa, I used this experimental study involving two group of participants. The first group was the experimental group, while the other one was the control group. Students in experimental group were used Word Wizard game, while students from control group were use direct translation method.

Pretest was held before the learning process began and the score of the pretest was used as a reference to conclude whether Word Wizard game or Direct Translation Method help students to improve their vocabulary mastery or not. The pretest score of both groups were also analyzed by using t-test formula to see if the students had the same ability before the treatment was given.

After pretest, treatment was given to the students of both experimental and control group. In this treatment the writer used tier II and tier III of vocabulary. During the treatment, students learnt a new English vocabulary by using different method; those were Word Wizard game for experimental group and direct translation method for control group.

Posttest was given to the students after the treatment to see the progress of the learning process. Same as pretest, the posttest was also analyzed by using t-

test in order to figure out which one is more affective to improve junior high school students' vocabulary. Through this study, the writer used Word Wizard game as the strategy to teach the students. The research framework could be figured out as follows:



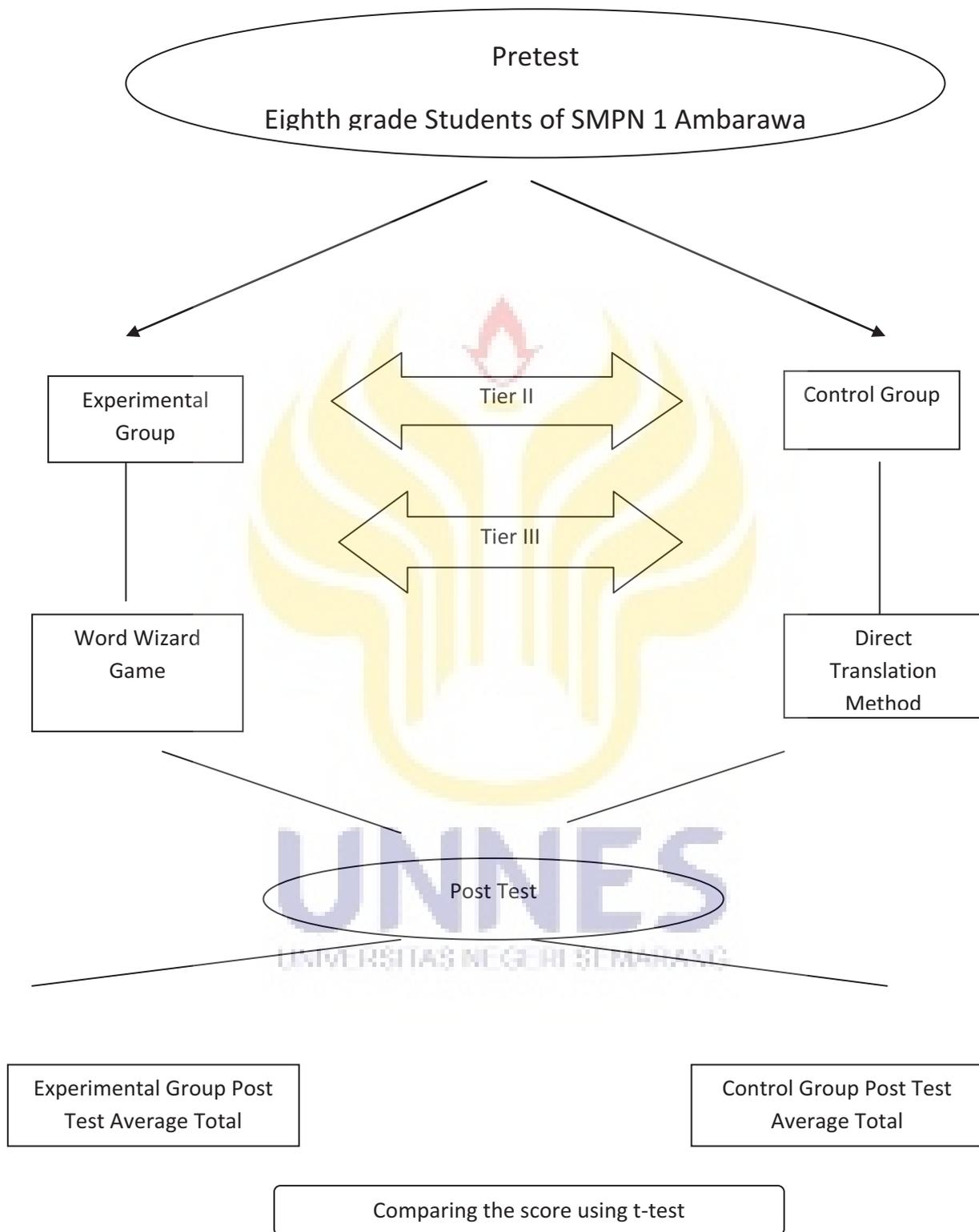


Figure 2.1 Theoretical Framework

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the important points from the whole discussions in the study. It also suggests some recommendations for the teachers, the students and as well as for further researchers.

5.1 Conclusions

The first objective of conducting the research was to describe the difference achievement between eight grade students of SMP Negeri 1 Ambarawa in the academic year 2016/2017 who were taught by Word Wizard Game and those who were taught by using Direct Translation Method. By determining the significant difference, the effectiveness of Word Wizard Game could be proven. The research findings from pre-test and post-test mean scores of experimental group showed that it was statistically increased from 56.00 to 76.31. Meanwhile, the scores of control group only increased from 56.56 to 67.44. On the one hand, the data were analyzed by using *Independent Sample T-Test*. The mean scores comparison of both groups in post-test proved that the working hypothesis (H_a) was accepted. The analysis showed that the value of *Sig.(2-tailed)* (0.00) was less than the value of $\alpha = 5\% = 0.05$. In the other hand, the data were also investigated by using *Paired-Sample T-Test*. The analysis showed that both of the groups were improved after the treatments. Through the *mean* scores differences, the *t-value* of the experimental group was -8,953.

Meanwhile, the *t-value* of the control group was -19,679. Based on the results, it can be concluded that there was a significant difference between the two groups, after being given several treatments. Thus, the analysis of significant difference revealed that Word Wizard Game was effective in teaching reading narrative texts for the subjects of this research.

The second objective, in order to describe further about how the strategy effects on the objects, the researcher gave a questionnaire. The questionnaire was used to recognize the responses of students towards the implementation of Word Wizard Game. The questionnaire with *Likert-type* items was delivered for students. The analysis showed that 96.88% of the students agreed that the implementation of the strategy assisted them to learn narrative text through Word Wizard game. In addition, 3.12% of them even strongly agreed towards the statement.

5.2 Suggestions

From the further discussion and result of the study, I would like to offer some suggestions to be considered by the readers.

Theoretically, teachers should be able to use the technique. For students, they can learn another technique in cooperative learning. For researchers, this study should be one of the contributions to educational research development.

Practicality, teachers should be able to be a good model and facilitator for the students; they should be creative in choosing strategy and technique used in the

teaching and learning process; they should make the teaching learning process more interesting, enjoyable and educative. For students, they are expected to practice their vocabulary in English. By implementing Word Wizard Game, the students had enthusiasm in improving their vocabulary mastery because they learnt using a new technique. Hopefully, Word Wizard Game could be an interesting way for obtaining higher achievement. For researchers, it is expected that this study can be used as their reference to conduct other researchers in the same field. I suggest for the next researcher to apply another effective way when doing the same research.

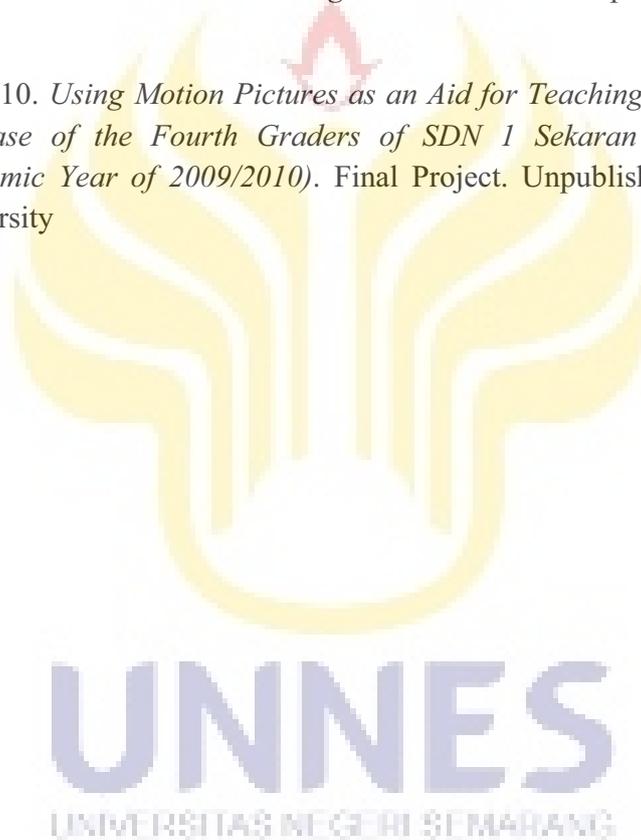
Pedagogically, teachers should be able to develop English teaching and learning technique in the future and encourage students to use another cooperative learning technique to share students' ideas, since Word Wizard Game is proven to improve the students' vocabulary mastery in reading narrative text. For students, they are able to learn English more so their skills will be improved. For researchers, they should be able to develop other research dealing with the topic.

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Word	Antonym	Synonym	I know the meaning	I don't know the meaning
Mascot ¹			✓ Curiga ¹	
Swelling ²			✓ bengtak ²	
Treasurer ³			✓ bendahara ³	
Crul ⁴			✓ kejam ⁴	
Flash ⁵			✓ cepat ⁵	
River ⁶			✓ Sungai ⁶	
Slippery ⁷			✓ licin ⁷	
Competition ⁸			✓ heboh ⁸	
Giant ⁹			✓ Patisasi ⁹	
Crown ¹⁰			✓ Mantora ¹⁰	
page sheet ¹¹			✓ lambat ¹¹	
Leaf ¹²			✓ daun ¹²	
Flag Ceremony ¹³			✓ Upacara Bendera ¹³	
Cold ¹⁴			✓ dingin ¹⁴	
Rain ¹⁵			✓ hujan ¹⁵	
hot ¹⁶			✓ panas ¹⁶	
hill ¹⁷			✓ bukit ¹⁷	
Towers			✓ bunga	
blowing			✓ bermetaran	

Word	Antonym	Synonym	I know the meaning	I don't know the meaning
Calendar			✓	
Money			✓	
Sharp			✓	
air plane			✓	
ambush			✓	
measured			✓	
staid			✓	
angry			✓	
leary			✓	
Beautiful	Handsome		✓	
zero			✓	
wireless			✓	