GAMES AS MEDIA OF LEARNING VOCABULARY IN AN INTENSIVE ENGLISH CLASS: A STUDY AT *PESANTREN DARUL FALAH BESONGO* SEMARANG

THESIS

Submitted in Partial Fulfillment of the Requirement for Gaining the Degree of Education Bachelor in English Language Education

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SEMARANG
2021

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Assalamualaikum Wr. Wb.

I inform you that I have given guidance, briefing, and correction to whatever extent necessary of the following thesis :

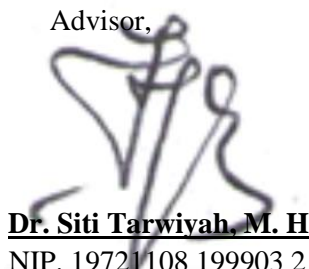|	
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ABSTRACT

Title : Games as Media of Learning English Vocabulary in Intensive English Class: A Study at Pesantren Darul Falah Besongo Semarang

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This research is aimed to explain the process of English teaching using games and was explained the students' response toward the use of games in learning English vocabulary in the second grade of English Intensive Class. This research used a descriptive qualitative research design. The data collection techniques were used for observation and interview. The research results showed that English vocabulary learning in the second grade had applied to some games. Those were looking for a game, guessing game, and saying word game. The looking for games was used to improve memorization and accuracy in spelling. The guessing game was used to explore the students' memories and teamwork. Then the saying word game was recalled their memorization quickly. The findings showed that students' responses have positive and negative responses. Positive responses were about the students felt when games as media applied in the classroom. Students got both knowledge and enjoyment, games could refresh learning condition, games were interesting teaching media, and games could motivate students. Then, the negative responses were about students needing another way to master vocabulary, not all students like games as media, and students seldom felt teachers gave missing instruction in the rule of games. Furthermore, the use of games in teaching and learning English vocabulary is needed for adequate preparation. They were the teacher's creativity, classroom control, and good instruction. This study is implied that using games as teaching media could help the teacher teach English vocabulary and improve students' vocabulary.

Keywords: *games, students' response, learning vocabulary.*

MOTTO

<div dir="rtl">

ومن لم يذق ذلّ التعلم ساعة # تجرع ذلّ الجهل طول حياته

(ديوان الإمام الشافعي: آداب العلم. ٤١)

</div>

"Whoever has never felt the difficulty (suffering) in learning even for a moment, then he will feel the humiliation of ignorance throughout his life. Moreover, for whoever misses learning (seeking knowledge) in his youth, then takbirlah four times over his death."[1]

(Diwan Imam Syafi'i: Adab Ilmu. 41)

<div dir="rtl">

با لجرّ والتّنوين والنّداوال # ومسند للاسم تمييز حصل

(٣ .ألفيّة ابن مالك: الكلام ومايتألّف منه)

</div>

A high degree in the sight of Allah will be obtained by; JER "must be humble," TANWIN "true intention to seek the pleasure of God," NIDA" always pray," MUSNAD ILAIH "real charity or always work."[2]

(Al Fiyyah Ibnu Malik: Bab Kalam. 3)

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[1] Ahmad Rais, "Pembacaan Semiotik Michael Riffaterre Dalam Diwan Al-Imam Al-Syaf'i Tentang Motivasi Belajar Dan Keutaman "Alim," *Diwan: Jurnal Bahsa Dan Sastra Arab* 5 (2019): 26.

[2] Abdul Muhid, Asnawi, and Rangga Sa'adillah, "Pendidikan Moral Melalui Pembelajaran Kitab Alfiyah Ibn Malik Di Pondok Pesantren Langitan Tuban," *Jurnal Pendidikan Agama Islam (Journal of Islamic Education Studies)* 6 (2018): 122.

DEDICATION

This thesis is dedicated to:

1. My beloved parents, Mr. Tauviqurrochman, S.Ag., and Mrs. Siti Norsiyah, S.Ag.

2. My lovely sibling brothers, Yanuar Rosyad Al Afiq and M. Wildan Fahri Nawwaruddin

3. All of My Dad and Mom's family members.

4. My respectable parents in PP Darul Falah Besongo Abah Prof. Dr. Imam Taufiq, M.Ag., and Umi Dr. Arikhah, M.Ag..

5. All of my teacher who has guided and educated me with big gorgeous and sincerity.

Love and respect are always for them. Thanks a billion, there is no word but praying May Allah to multiply reward all your kindness.

ACKNOWLEDGMENT

Bismillahirrahmanirrahim,

In the name of Allah SWT, we praise Him, seek His help, and ask for His forgiveness, who always gives insight, courage, guidance, and strength to finish this research thoroughly. Also, peace and salutation are ever granted to Our Last Prophet Muhammad SAW, who has guided and acquainted Islam in the right way.

The researcher realizes that he cannot complete this final project without support, cooperation, help, and love from many people. Therefore, he would like to express his deepest graduate to:

1. Mrs. Dr. Hj. Lift Anis Ma'shumah, M.Ag., as the Dean of Education and Teacher Training Faculty of Walisongo Islamic State University.

2. Mrs. Sayyidatul Fadlilah, M.Pd., as the Head and Dra. Nuna Mustikawati Dewi, M.Pd., as the secretary of the English Department.

3. As my first advisor, Mrs. Dr. Siti Tarwiyah, M.Hum, was responsible for giving careful guidance and helpful correction during the consultation.

4. All the Education and Teacher Training Faculty lecturers, especially in the English department lecturers for valuable knowledge, had given me advice while conducting this final project.

5. My dearest Rifanu family, beloved Bapak Tauviqurrochman, S.Ag., and Ibu Siti Norsiayah, S.Ag. my dear brothers, Adek Yanu, and Adek Fahri, who always supports me emotionally and materially with their prayers, loves, and patience, for which I thank them sincerely with all my heart. Thank you so much for all.

6. My parents in *Pesantren Darul Falah Besongo* Semarang, Abah Prof. Dr. KH. Imam Taufiq, M.Ag., Umi Dr. Hj. Arikhah, M.Ag., also all the family of *Pesantren Darul Falah Besongo* Semarang, all ustadz and ustadzah, colleagues, and dear family of Asrama B-6 and Takmir Room, especially the family of *Sedulur 2017 and 17 Heyu Heyo* of *Pesantren Darul Falah Besongo*, thank you for the time we spent together. Thank you for the intelligence, foresight, wise, values, and new experiences I met that bring me to be better.

7. Also, Miss Naili Ni'matul Illiyun, MA. is the second-grader of English Intensive Class and beloved younger sisters and brothers generation of 2019 of *Pesantren Darul Falah Besongo* Semarang for having you in conducting this final project. My deepest thank you to Luqman, Fauzan, Hariroh, Syifa, Icha, Annisa, Ghoida, and Fadhil. May Allah SWT always give you success and happiness in life.

8. All of my friends in the English Department and Tarbiyah Faculty, PBI C 2017, may Allah always gives us a chance to do our best in this life and spread us to be better. Thank you for all the challenges we do; meeting with you is the best thing I ever did.

9. All my great informant in conducting this research, Minhatus Saniyah, Nur Chanifah, S.Pd., Dita Indah Cahyani, S.Pd., Zumrotul Wakhidah,

S.Pd., Ummu Habibah, S.Pd., Aisyatul Maghfiroh, S.Pd., for giving me support, pray, motivation, and other things I could not reply one by one. May Allah blesses you all.

10. All of my friends, especially all the members of KKN posko 52 Rt 01/Rw XIV Tambakaji, Ngaliyan, Semarang, thank you! So many new experiences ever. We had done our best in practice sessions. Thank you for the best experience we had.

11. All of crew 'ATH-THULLAB' Jurnalistik TBS, 'AL-IRSYAD' Jurnalistik PPRM and 'AL-QOLAM' Jurnalistik Besongo who teach me better writing.

12. Besides, those who cannot be mentioned one by one who comes and goes in my life intentionally or unintentionally always are a part of this research. Thank you for your support and motivation. Finally, I realize that this final project is far from perfection, so give some suggestions for the next writer to do better than this thesis. May Allah always give us his way, aamin.

Semarang, April 2021
The writer,

M. Aulia Rizal F

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CHAPTER I

INTRODUCTION

This chapter explores the subchapter. It begins with the background of the research and the scope of the study. The next part presents the questions of the study, objectives of the study, and its significances of the study.

A. Background of the Study

Due to industry 4.0 and the international area's importance, English is a familiar language and widely learns worldwide. English also serves as a global language which is very important to learn and master. English is used to communicate and give knowledge as an international language, collect business transactions, broadcast the news, and many more.

Indonesians consider that English is a foreign language. Therefore, the Indonesian government has chosen English as a compulsory subject to teach in school. There are many reasons, mainly because English is the first language used globally. Therefore, at least, least young generation must discover how they communicate with other people in the world. As a result, the government always tries to improve teachers' quality and other components involved in the education process.

Vocabulary is one of the essential parts of creating and understanding language. According to Richard C. Jack, vocabulary is one of the most noticeable language components. One of the first things

applied linguists turned their attention to.[3] Students must be able to apply a lot of vocabulary if they want to succeed in learning English. In the English learning process, a common language makes it difficult for students to understand and express their opinions and ideas. Besides, students will have a limited understanding of speaking, reading, listening, and writing with a limited vocabulary. It might be impossible to learn a language without mastering vocabulary. David Wilkins said that a tiny word could be conveyed; without speech, nothing can get.[4] It means that students must master vocabulary to make it easier to understand grammar. If students mastered grammar, it would get easier to learn English and reduce misunderstandings in communicating with others.

The achievement of instructing learning measure relies upon a few components. Diane Larsen and Freeman said everybody realizes that being a good teacher implies give good input to understudies and being worried about their emotional side or their sentiments.[5] Besides, the main things in the realization of the teaching and learning measure are the teacher and student. Thusly one of the ways, to make the showing learning measure viable, the teacher has agood classroom management which can animate the understudies to be dynamic in after

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[3] Richard C. Jack, *Curriculum Development in the Language Teaching* (New York: Cambridge University Press, 2002), 4.
[4] Scott Thornbury, *How to Teach Vocabulary* (England: Pearson Education Ltd, 2013), 13.
[5] Diane Larsen and Freeman, *Techniques and Principles in Language Teaching* (New York: Oxford University Press, 2000), 5.

the arrangement of showing learning measure. Students as a rule attempt to pass judgment on the initial feeling of the exercise in the pre-action stage. They will be occupied with the exercise when the instructor raises their advantage up.

The teacher additionally ought to be imaginative in conveying material. In the teaching and learning measure, the teacher ordinarily needs media to help the teacher build the classroom armosphere. Accordingly, it isn't dull. There are some English showing techniques, particularly in showing vocabularies, like motion pictures, tunes, media, and games. Games are one of the proper english educating technique. Games help and encourage many learners to sustain their interest and work. Furthermore, games additionally assist teachers with making settings in which the language is valuable and significant. [6]Games can assist instructors with convincing understudies to be more appealing and dynamic in picking up, including learning English. It is fun and offers understudies an agreeable method of learning. Knowing games create students feel excited about the learning process

The teacher can utilize game to draw in students to the exercise. As indicated by the Evans (1979), it's identified with the trait of games. Games are engaging and energizing for students by the opposition and anticipation of the result and the winner of the game.[7] According to Wright, Betteridge, and Bucky (2006). Games have a few benefits in

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[6] Andrew Wright, *Games for Language Learning New Edition* (Cambridge: Cambridge University Press, n.d.), 2.

[7] Evans and D.R., *Games and Simulation in Literacy Training*, 1979.

language instructing. For this situation games give an opportunity for students to encounter the language as opposed to contemplate the language.[8] Games can bring down nervousness, subsequently making the securing of unknown dialect almost certain. They are profoundly persuading and engaging for the understudies. They give an opportunity for bashful understudies to communicate their assessments and feeling in showing learning measure.

There are some references to the games as media used by teachers in the classroom in teaching vocabulary. Like research by Wiwik Andreani, Yi Ying (2019), *"Pow Pow" Interactive game in supporting English Vocabulary Learning for Elementary Students*." The researchers used digital game-based learning to teach vocabulary in the classroom.[9] The researchers choose this game because they think students require more interesting learning media in English education to avoid boredom using the conventional method. Inggil Tiara, Rayinda Eva, Dewi Puspitasari (2019), *"The Use of Codenames Game to Help Students in Learning Vocabulary."* The researchers promoted playing codenames games could help way to enrich and build the students' vocabulary.[10] Moreover, those media games commonly use media to learn English vocabulary.

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[8] Andrew Wright, D Betterdge, and M Bucky, *Games for Language Learning 3rd Ed* (Cambridge: Cambridge University Press, 2006).

[9] Wiwik Andreani and Yi Ying, "'Pow Pow' Interactive Game in Supporting English Vocabulary Learning for Elementary Students," *Procida Computer Science* 157 (2019): 474.

[10] Inggil Tiara Octaviana, Rayinda Eva Rahmah, and Dewi Puspitasari, "The Use of Codenames Game to Help Students in Learning

It can be inferred that there was a significant difference that first research used digital game-based learning to teach vocabulary in the classroom. Therefore, this is a gap between the previous research and the researcher's research, namely the media used. Besides, previous research researchers only focus on making digital games were applied to elementary school students. In contrast to the research, the researchers emphasize student responses to the teacher's games as a media for learning English vocabulary.

The second aim to improve the classroom's learning quality by developing a teaching media facilitated in a codename game. The researcher suggests that codename games can enrich the vocabulary and become an alternative in learning English vocabulary in a more fun way. However, researchers also uttered that the codename game results still needed new enlightenment and strategies to help students learn and enrich English vocabulary. Therefore, based on this research, the researcher found a gap between the previous research and this research. This study aims to increase the reference game as a medium for teachers' learning English vocabulary to improve their English vocabulary. In between those previous studies and the current research, consider the game's importance as a learning medium. The writer believes that these games could help teachers in delivering learning, especially vocabulary. The researcher also intended to elicit the student's responses to the game as a learning medium. Therefore, the

researcher would like to describe how the teacher applies the game as a learning medium and the student's response when using it as a learning medium.

English is regarded as a foreign language; therefore, teachers have to create a pleasant feeling for students. It can be obtained through games, which could be an alternative way of English learning. Some researchers researched the use of games in English learning. However, most of them conducted it in a school, a formal education institution with English as their lesson based on the system. This research gives a different view to the readers because it is conducted in a *pesantren*, a non-formal institution in which education is outside the system. Therefore, teaching English will be a new challenge for some teachers.

Indonesia has fluctuated of race, ethnic group, culture even religion. Islamic religion is one of greatest local area in Indonesia. Practically muslim scattered in all sides of Indonesia. The way that there are so numerous Islamic establishments found in Indonesia. For instance, mosque as the spot of dedication to God until Institution of training. It is formal till non formal institution. Often, some parents send their children to study at Islamic boarding house. They belief that Islamic boarding school can educate their children bout temporal and hereafter lesson. Also, one of islamic training or non proper establishment which worried on creating human asset is pondok pesantren.

Most of Islamic boarding school or non formal institution haven't standard curriculum of their learning process. According to LukensBull

got by Abdullah Aly, by and large educational plan of Islamic motel partitioned into four sections, 1) Islamic examination 2) Experience and good instruction 3) Science 4) Skill.[11] All aspects of fourth educational plan above has their own program. For example, Islamic investigation center around learning Islamic book (kitab kuning). At that point, insight and good instruction center around learning of significant worth. The following is science, it implies pondok pesantren coordinate with educational plan of public schooling. This educational program applied at the pondok pesantren's school or madrasah. Furthermore, the latter is expertise, it is centered around extracurricular program, for example, lifeskill program and language program incorporates English course, and so forth.

Pesantren (Boarding School) is a unique educational institution.[12] In *pesantren*, students study about religion by learning *Kitab Kuning* as its characteristic. There is modern pesantren with new compulsory which students have to learn a foreign language, such as English and Arabic on a particular day. Learning English at a *pesantren* can allow students to develop more meaningful knowledge than individual learning at a public school.[13] As we know which it is a non-

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[11] Irham, "Pesantren Dan Perkembangan Plitik Pendidikan Agama Di Indonesia," *Ta'lim, Jurnal Pendidikan Agama Islam* 13, no. 1 (2015): 100.

[12] Sadina Zulfiqar Bin Tahir, "English Teaching Methods at Pesantren IMMIM of Makasar," *Jurnal Jupiter Universitas Hasanuddin Makasar* 9 (2011): 34.

[13] Ismail Suardi week and Sanusi Hamid, "Technology on Language Teaching and Learning: A Research on Indonesian Pesantren," *Procedia-Social and Behavioral Science* 83 (2013): 585.

formal education institution, both teachers and students may arrange their classes based on their needs.

Darul Falah Besongo Semarang is one of modern Islamic boarding school. Students in Darul Falah Besongo Semarang learn Islamic education, life skill and also modern education. Language is one of the significant worried there. Other than utilizing Arabic and Kromo Inggil or Javanese, understudies likewise should master English. There are some English program to help the understudies' understanding in English. It is week after week discussion to smooth their talking ability. Another program is serious English class. It is held once in seven days.

The writer observed that most students have low motivation and low ability in learning English especially English vocabulary. They think unknown dialect particularly English is confounded as a result of such countless standards on it. Besides, unique foundation of understudies become one more issue of learning English at pondok pesantren Darul Falah Besongo. That's why the writer is interested in doing this research to find out how is the process of teaching learning English using games as media there and to know the students' responses about games applied in learnig English vocabulary at second grade of intensive English class at pondok pesantren Darul Falah Besongo.

B. Scope of the Study

The scope of this study is the process of teaching vocabulary with games in an English learning class. It is conducted in a course class, English Intensive Class at Pesantren Darul Falah Besongo Semarang. The writer chooses the second grade. The students consist of males and

females; it is based on the students' semester in their study—the students comprise 73 undergraduate students from different majors. The writer leads the teacher and some of the students as the participants in the interview session. The scope is in terms of the teaching vocabulary process; the writer limits the investigation on learning English vocabulary by using the game and its response in learning activities. The writer focuses on the second grade, which applies the game to improve students' vocabulary.

C. Questions of the Study

1. How to teach vocabulary using games in an intensive English class at Pesantren Darul Falah Besongo Semarang?
2. What is the students' response toward using games as media of learning vocabulary in an intensive English class at Pesantren Darul Falah Besongo Semarang?

D. Objectives of the Study

1. To explain the use of games as media of learning vocabulary in intensive English class at Pesantren Darul Falah Besongo Semarang.
2. To describe the students' response toward using games as a media of learning vocabulary in an intensive English class at Pesantren Darul Falah Besongo Semarang.

E. Significances of the Study

This study is expected to give educational practitioners the following benefits: teachers, students, and the writer. Here, the writer divides these benefits into three types:

1. Theoretically

   This study can employ as an additional reference for the following research in the future.

2. Pedagogically

   The writer desires that this study's result would help the teachers learn about using games to learn vocabulary in intensive English class.

3. Practically

   a. The English teachers

   The writer expects that the result of this study may be helpful for additional information.

   b. The students

   The writer expects it to build students more fun and enjoy learning vocabulary in the English class.

   c. The writer

   The writer expects to get many valuable experiences as an English teacher. Besides, the result can improve the writer's knowledge and skill in English learning in the future.

CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter consists of some fundamental theories related to the study and comprises previous research related to this study. It provides some last analysis with almost the same topic as the present study and some theories about the present study.

A. **Literature Review**

1. **Teaching and Learning English Vocabulary at Intensive English Class**

   a. **Definition of Intensive English Class**

   Now, English is not only taught at formal institution but also non formal institution like Islamic boarding school. Based on opinions' Kasihani, there are two function of English subject. *First,* English subject as vehicle to develop of students in the field of science, technology, and culture. *Second,* English as one of local content subject function to improve students' competence based on their region. So that, many Islamic boarding school try to include English subject in their study program. That is some program to prapere students not only learn *kitab kuning* but also students be able to master of English subject.

   There are several ways that Islamic boarding school can do to implement the teaching learning English in the Islamic boarding school, one of which is intensive English class. Class is a group of students who are at the same time

and receive the same lessons, and come from the same teacher. Meanwhile, according to Novan Andi Wiyani, class is defined as a group of students in a certain number under the guidance of the homeroom teacher. The number of each class ranges from 20 to 40 people. Then the students will stay in their class (interact with their classmates) for at least one year. In this case those involved in the planning process are the pesantren caretakers, the person in charge of the intensive class, the intensive class team. Whereas in its implementation, the one who manages is the teacher, which in the future the teacher will know better how to implement appropriate teaching in the class.

The intensive class referred to by the author is a class that is attended by a number of students with different levels of knowledge but who focus on one lesson, namely English. This intensive English class is intended to foster students in developing intelligence, abilities, skills, and potential in the field of English. So that when they graduate from the pesantren they will become graduates not only experts in the field of yellow books, but also mastering the field of language, especially English.

b. **Definition of Vocabulary**

Vocabulary is one of the language components which English learners should master. Vocabulary is a core component of language proficiency and provides a lot of the

basis for how well learners speak, listen, read, and write.[14] As we know, besides their look or attitude, we appraise someone by their way of saying. People that can speak properly, of course, will be easy to communicate with. According to Vygotsky, the word is a microcosm of human consciousness.[15] The creation of new comments never stops. Language grows with age, and new terms will appear in progress.

Vocabulary can be defined, and roughly, as the words, we teach in a foreign language. However, a new speech item may be more than a single name: post office and father-in-law, which are made up of two or three words but express a single idea. [16] Finocchiaro explains that "The students' vocabulary can be divided into two kinds, namely active and passive vocabulary." Active vocabulary refers to how the students can understand and pronounce correctly, use them in speaking or writing or use them to encode their idea. Passive language relates to the words the students can recognize and understand while reading or listening to someone speaking. However, they do not use the words in speaking, but they do

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[14] Richard C. Jack, *Methodology in Language Teaching* (New York: Cambridge University Press, 2010), 255.

[15] Scott Thornbury, *How to teach Vocabulary* (England: Pearson Education Ltd, 2013), 1.

[16] Penny Ur, *Course I Language Teaching* (Cambridge: Cambridge University Press, 1999), 60.

not use names in speaking or writing. The words or vocabulary can be said and talked, and also reported.[17]

Celce and Olshtain give another opinion, "There are two kinds of vocabulary: they are function word and content words."[18] The function words are those vocabulary items that belong to closed word classes (i.e., word classes that do not readily admit new things or lose old ones: pronouns, auxiliary verbs, prepositions, determiners, and adverbs). Each function word either gives some grammatical information on the other terms in a sentence or clause and can not be isolated from other words, or it may indicate what the speaker means in his or her sentence.

The content words are those vocabulary items that belong to open word classes (talks classes that readily accept new terms and discard old ones). The content words can be divided into three general categories. The first are words that refer to a person, a place, or a thing that we might call nouns. The second is words that express an action, an event, or state is called a verb. Moreover, the last are terms used to describe the qualities of a thing or action are called adjectives and adverbs.

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[17] M. Finocchiaro, *English As a Second Language "From Theory to Practice"* (New York: Regent Publishing Company, 1964), 73.

[18] Elite Olshtain and Marianne Murcia-Celce, *Discourse, and Context in Language Teaching: A Guide for Language Teachers* (New York: Cambridge University Press, 2000), 76.

c. The Principles of Teaching Vocabulary

Some teaching principles can help the teacher focus on vocabulary development or another item in English language learning. According to Caroline. There are several principles of teaching and learning vocabulary, as follows:[19]

First, emphasize direct and indirect teaching. Direct and indirect vocabulary instruction should be included as part of the vocabulary development program. Direct interaction refers to teaching words and their meanings. An example of direct instruction would be pre-teaching vocabulary items students will encounter in a reading selection. Indirect education refers to helping children learn appropriate strategies to figure out the meaning of words on their own, for example, teaching the prefixes *uni, bi,* and *tri* to students and then having them point to a picture of a *unicycle bicycle*.

Second, teach vocabulary words before a new activity. When vocabulary words are taught before a recent workout, students benefit in two ways; first, they can comprehend the action. Second, teaching vocabulary words in advance makes it more likely that students will acquire the target vocabulary words. This principle holds for stories (oral and written), songs, and much other language-rich activity.

2. Vocabulary Learning

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[19] Caroline T. Linse, *Practical English Language Teaching: Young Learners* (New York: Mc Graw Hill, 2003), 123–24.

Vocabulary is all the words that a person knows or uses.[20] It plays an essential role in language learning. Without speech, nothing can be conveyed in language. There were three ways of how vocabulary is learned. In learning their first language, the first words that children learn are typically those used for labelling.[21] It is mapping words into a concept; for example, someone has an idea that a dog has a name dog, but not all of the animals with four legs are dogs. The next one is categorizing. In this part, someone not only figures out the concept of a word but also explores the stories themselves, for example, the people's dog, toy's dog, etc. Continued into the last one, network building is constructing a complex web of words. Link all the labels into new related terms. It means that assignments can be linked to more universal words like a dog is a kind of animal.

Learning is remembering. Some researchers distinguish the system of memory workings as follows:

a) The short-term store

The brain's capacity to hold new given information for some time to a few seconds.

b) Working memory

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[20] *New Oxford Learner's Pocket Dictionary Fourth Edition*, 4th ed. (Oxford: Oxford University Press, n.d.), 495.

[21] Thornbury, *How to teach Vocabulary*, 18.

The information is being processed to be studied for about twenty seconds in working memory. Someone who listens to a new word (like *dawn*) will compare it with a similar story from the long-term memory (like *down*) before deciding the difference between them.

c) Articulatory loop

In this section, subvocal repetition is needed. It is more likely audiotape going round and round.

d) Visual mnemonics

Techniques for remembering this are called mnemonics. The best-known mnemonics technique is called the keyword technique. This involves devising an image that typically connects the second language's pronunciation with the first language word's meaning.[22]

e) Long-term memory

Unlike a short-term store, the long-term has an enormous capacity and is durable over time. Some researchers found several following principles needed to ensure that the information moves into permanent long-term memory. Here is a summary of some of the research findings relevant to the subject of word learning.[23]

1) Repetition

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[22] Thornbury, 145.
[23] Thornbury, 24.

Repeating a given the word orally is one of the most effective ways to make the brain remember it.

2) Retrieval

It is a kind of repetition, retrieval practice effect, such as using a new word in written sentences.

3) Spacing

The teacher presents some new words, such as two or three words, goes back to read them, and then offers some more.

4) Pacing

The teacher gives students time to do memory work of the new words given.

5) Use

Students put the new words into a sentence. Trying to apply the terms is essential for the learner.

6) Cognitive depth

Everyone has a different cognitive depth to decide a new word; for example, someone gets to know a new term, "tango," and tries to recall the last known name, "mango," with a similar rhyme. After that, he or she makes relative judgments about the word.

7) Personal organizing

In organizing words, someone can do an activity like making up the sentences then read them aloud.

8) Imaging

Mental visualization of a concept is more effective in learning new words. Other tests have shown that easily visualized stories are more memorable than words that immediately evoke a picture.[24]

9) Mnemonics

The best mnemonics are those that have a visual element and are self-generated. [25] It means the students relate the words by themselves or borrow other teachers' or learners' names.

10) Motivation

It plays a tremendous central role in learning. When someone has a big motivation to learn new vocabulary, they will automatically spend more time practicing.

11) Arousal

It involves a very high degree of conscious attention. A word that triggers a strong emotional response is more easily remembered because attention is involved, such as swear words.

12) Affective depth

Cognitive information is stored along with a helpful point. Someone tries to decide how far he or she likes

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[24] Thornbury, 25.
[25] Thornbury, 145.

the sound of the new word or about the representative of it.

3. **Games for Learning Vocabulary**

   a. **The Definition of Games**

   Games are an activity carried out based on specific rules and methods. It is a natural means for children to understand the world around them. Hadfield (1996) states that games mean activity with directions, a goal, and an element of fun. Also, Wright et al. (2006) emphasize that it is an activity in which the learners play and usually interact with others.[26] They add that by games, students can express their arguments or give some information.

   Every good game contains moral values and gives education to the player. There are some rules in every game that cannot be denied. Besides, the right timing for the implementation of fun in the learning is considered. In individual interactions, it can build language skills, especially listening and speaking skills. It can give them away how to do social business by the exciting and rewarding social education method. In other words, the implementation of games can build on students' energy of informal interaction rather than repress them in the ways more of learning requires.

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[26] Ratna Sari Dewi, "Using Communicative Games in Improving Students Skills," *Canadian Center of Science and Education* 1, no. 10 (2017): 64.

We can say that games are a children's world. They will enjoy their games although they do it in their learning every day. Through games, students can learn how to interact with each other. In other words, games are advantageous and valuable in learning activities.[27] It gives motivation because of the involvement of competition and cooperation in its implementation. Students have the opportunity to work together. They must speak about understanding or responding to what their friends are saying or writing to them. In conclusion, it can improve their learning vocabulary, including learning foreign languages, especially English.

b. The Benefits of Learning Language through Games

One of the ways to increase students' enthusiasm in learning is using an attractive method. The use of the technique not only creates comfort learning but also should be appropriate to their needs. It has many advantages to make students attractive in education. There are some reasons why games can make students attractive in learning.[28]

1. Games are fun, which is extremely important. It can make and change inactive students become active due to more interest. Keeping their enthusiasm is vital because

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[27] Ali Derakhashan and Elham Davoodi Khatir, "The Effects of using Games on English Vocabulary Learning" 2 (n.d.): 40.

[28] Sigridur Dogg Sigurdardottir, *The Use of Games in The Language Classroom* (University of Iceland: Thesis Iceland, t.t.), 7.

the teacher will never teach them anything unless they participate in their learning process.

2. Games play a big part in increasing students' relationships. It can also help create a friendly and positive atmosphere where seat arrangement can differ from games to games and help keep an exciting learning environment.

3. Games can fulfill the need for language learning. Students in language learning may get experience, keeping their minds open, and being willing participants. Games may make it possible.

4. Learning language through games brings students a positive learning feeling. In their language learning, they involve their emotions. Strong emotions, such as happiness, excitement, amusement, and suspense, allow them to feel optimistic about their learning situation and positively affect language learning.

5. Games can be a good strategy in teaching various subjects because it is very likely to learn vocabulary among students. Students of all ages can use it. When they use other methods, they can create diversity, which is ideal for school work. Many students complain about the lack of diversity because they want more fun and progressive learning.

According to the benefit of learning language through games is exactly about advantages. The researcher concluded that the use of the game in learning a language has a good effect. It gives an incredible impact to activate understanding, makes students have fun, and brings students to a positive learning feeling.

4. Teaching Vocabulary through Games

A game is an organized activity that usually has the following properties: a particular task or objective, a set of rules, competition between players, and communication between layers by spoken or written language. Byrne in Deesri (2002) defined games as a form of play governed by rules.[29] They should be enjoyable and fun. They are not just a diversion, a break from daily activities, but a way of getting the learner to use the game's language.

Halliwell (1992) state that due to the creative language skill children bring into the classroom, teachers have to provide them with a communicative atmosphere where they could express themselves.[30] A language game is hard work. It takes an extended period, and every moment must require an effort. From games, many learners will help and encourage them to increase their interest and work. Games also help the

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[29] A. Deesri, "Games in the ESL and EFL Class," *The Internet TESL Journal* 8 (January 23, 2014):1.

[30] S. Halliwell, *Teaching English in The Primary Classroom: New Edition* (New York: Longman, 1991), 67.

teacher to create contexts in which the language is valuable and meaningful. Before the learners can take part, they must understand what others are saying or have written, and they must speak or write to express their point of view or give information.

There are many kinds of games that can be used in teaching English. Lewis and Bedson (2002) divided games according to their general character and spirit. They are:

a. Movement games in which children are physically active

b. Card games: games during which children collect, give away, sort, and count cards; the card can have a meaning in a contest or serve as symbols for objects or actions.

c. Board games: All games which mainly involve moving makers along a path.

d. Dice games: Games during which players use one or more dice; a dice can have numbers on the faces or colors, letters of the alphabet.

e. Drawing games: require creativity and sensitivity towards the world; the children must understand instructions and describe their art.

f. Guessing games: These games aim to think the answer to the questions given.

g. Role-play games: They can vary from guided drama to free speaking activities, but it depends on the language level, curiosity, and confidence of players.

h. Team games: They can belong to other categories but also require cooperative teamwork.

i. Word games: This kind of play allows utilizing children's enjoyment with words.[31]

The game as a medium in learning vocabulary is one way to help the teacher to create contexts in which the language is valuable and meaningful. Besides that, the game also makes learners enjoy their learning because it can make the teacher create a communicative atmosphere for the students not to get bored with the classroom atmosphere.

5. **Students' Response to Learning**

a. **Definition of Response**

The response is a feeling or acting produced in answer to a stimulus. Mc Kechine states that response is an act or action of responding (as by an explanation), a responsive or corresponding act or feeling, or a responding act to a motivating force or situation.[32] At the same time, Hulse defines the psychological response as the action of single muscle movements that go into some complicated behaviour

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[31] Lewis G and Bedson, *Games for Children* (Oxford: Oxford University Press, 2002), 16–18.

[32] W.M Rivers, *Teaching Foreign Language Skills* (Chicago: The University of Chicago Press, 1981), 35.

like walking, closing the door, operating a crane, or saying the word psychology.[33] Psychologists use the term response to label the function or result in something described as behavior.

According to Rosenberg and Hovland, as cited in Azwar, three components of attitudes are called the tripartite model. The first component is cognitive. This component can be identified by the representation of what someone believes or thought toward something.[34] The measurable dependent variables from cognitive components are based on perceptual responses and verbal statements of opinions.

The second component is practical, which is defined as an emotional feeling toward something. Generally, emotional reaction is affected by belief or what someone believes of something. It can be favourable and unfavourable toward something. The measurable dependent variables of the affective component are sympathetic nervous responses and verbal statements of affective. The last part is the conative (behaviour). It refers to someone's tendency to act in a particular manner that is harmonious to his/her attitude. The measurable dependent variables from the conative component

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[33] Stephen L Yelon and Weistein Grace W, *A Teacher's World: Psychology on Classroom* (Auckland: Mc Graw Hill, 1977), 38.
[34] S. Azwar, *Sikap Manusia Teori Dan Pengukurannya*, 2nd ed. (Yogyakarta: Pustaka Pelajar, 2012), 56.

are overt action and verbal statements concerning behaviour.[35]

The teaching-learning process's success is affected by many factors such as teacher, students, media, place material, teacher's technique, etc. Those factors have to join together and work as a unity, not separately. Media is seen as one factor determining the teaching and learning process's success, especially the English teaching-learning process. Media can grab students' attention, motivation, and interest. The more attractive press is used, the more students' interest will be.

b. The Factors of Response

Borich states in his book that the reaction of students in the classroom consists of two kinds of responses they are desired and undesired responses.[36] Those responses are seen from the teacher as the center or holder of the teaching and learning process. Linsey, Hall, Delguardi, Greenwood, and Thurston in Borich also state that responses are typically divided into verbal and nonverbal responses.[37] In line with Borich, Yelon says that answer is not desirable; it is essential

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[35] Risma Rahmawati, "Students' Responses Toward The Implementation of Them-Based Teaching in EYL Class," *Journal of English and Education* 2, no. 1 (2014): 79.

[36] Gary D Borich, *Effective Teaching Method, Fourth Edition*, 4th ed. (New Jersey: Prentice-Hall, 2000), 257–66.

[37] Gary D Borich, *Effective Teaching Method, Third Edition*, 3rd ed. (New Jersey: Prentice-Hall, 1996), 267.

to indicate that learning has taken place, that behavior has been modified.[38] If students do not respond, do not suggest that we have no way of knowing whether learning has taken place by the performance they have learned. So, we need to awaken students' responses since responses are essential in the teaching and learning process.

A person's response can happen if the causal factor is met. In the underlying interaction, the person responds to the stimulus caused by the conditions around him. Not all incentives get a singular response since people do the appropriate stimulation and pull out. Consequently, then the individual other than subject to the motivation to rely upon every nation itself. Factors that will get singular stimuli are two factors:

1. Internal factors are the factors that exist in the singular person. It comprises two components: otherworldly (spiritual) and physical. At that point, somebody who responds to something from the stimulus influences one of the elements alone; furthermore, they will stand the consequence of an alternate response of force in the person who responds or contrasts the individual and the other individual's response. Physical or physiological components incorporate the presence, uprightness, and

[38] Yelon and Grace W, *A Teacher's World: Psychology on Classroom*, 175.

functions of tangible gadgets, nerves, and explicit cerebrum pieces. Spiritual and physiological elements of existence, feeling, reason, dream, mental, mind, and motivation.

2. External factors are factors that exist in the climate. It is the force factor, and the stimulant or individuals call it the stimulus factor, as indicated by Bimo Walgito in his book, stating that the psychic factor related to the object due to the stimulus. The stimulus will be about the detecting device.[39]

c. **Students' Responses**

As indicated by Susanto, Response is a reaction. It implies acknowledgment or dismissal and an indifferent attitude to what in particular is passed on by the communicator in his message. The response is separated into opinion and perspective. The idea and philosophy is the apparent response toward an issue communicated by words, spoken or written. While attitude is changed, over-response is emotional and personal. It is an inclination to respond positively or negatively toward individuals, objects, or a particular situation.[40]

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[39] Bimo Walgito, *Pengantar Psikologi Umum* (Yogyakarta: UGM, 1996), 65.

[40] Astrid S Susanto, *Komunikasi Dalam Teori Praktek* (Jakarta: Bina Cipta, 1999), 40.

Harvey and Smith in Ahmadi defined response as a type of preparation in deciding a great attitude in positive or negative toward an object or situation. Ahmadi divides responses into two classes, and they are positive response and negative response.[41]

    a. Positive Response

It is a response, activity, or attitude that acknowledges, shows, demonstrates, supports, concedes, and applies the standards where the individual is found.

    b. Negative Response

It is a response, activity, or attitude that shows or then again shows of dismissals or dislikes the standards where the individual is found.

According to Arikunto, is anybody who is registered as an object of education in the educational institution. Thus, it can be why students' response is a social reaction that the students do to get a stimulus from themselves of a particular circumstance. It tends to be a positive response or a negative response. Students' response primarily supports effective learning and expands the students' accomplishment, positive behaviors, and a feeling of taking all students. Additionally, the teacher needs excellent strategies to create and actualize significant managing classroom behaviors.

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[41] A. Ahmadi, *Psikologi Sosial* (Jakarta: Rineka Cipta, 1999), 37.

B. Previous Study

Various researchers had conducted some research related to games as media of learning vocabulary. As references from the previous studies, the writer in this section.

First, research is written by Wiwik Andreani and Yi Ying[42] (2019), *"Pow Pow" Interactive Game in Supporting English Vocabulary Learning for Elementary Students."* This study was about the effectiveness of games as media in learning vocabulary. This game called "Pow Pow" has been developed to support Indonesian students in learning English Vocabulary. This game consists of three themes and nine sets of games. Each round starts with the knowledge of the specific article. This study involved 35 elementary students aged 7 to 12 years old, were played games; besides that researcher distributed 112 questionnaires to elementary students from three schools in the kemanggisan area. The writer used experimental research with used pre-test and post-test for data collection. The steps of conducting the study used questionnaire are used as input of designing Pow Pow game. Then it is played by the subject, and they gave preception to find out their perception of the Pow Pow game. The similarity between the current study and this research is the game's use as a medium in learning

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[42] Andreani and Ying, "'Pow Pow' Interactive Game in Supporting English Vocabulary Learning for Elementary Students."

vocabulary. The study's strong point is that the game attracts students' interest in learning English and motivates them to learn. Unfortunately, the difference between the current research and the present study used a qualitative method because it was analyzed using students' learning with games. Two techniques, observation, and interview collected the data.

Second, research is written by Inggil Tiara Octaviana, Rayinda Eva Rahmah, and Dewi Puspitasari[43] (2019), *"The Use of Codenames Games to Help Students in Learning Vocabulary."* This research is qualitative in the form of a classroom action research design. This research chooses a qualitative research approach because it relied on text and image data, has unique data analysis steps, and draws on Creswell's diverse designs. According to Burns, the classroom action research design also adapted the steps of action research from Kemmis and McTaggart, namely; 1. Planning, 2. Action, 3. Observation, 4. Reflection. The researcher aims to improve the classroom's learning quality by developing a teaching media facilitated in a codename game. This study's result is that codename games could enrich students' vocabulary and be alternative

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[43] Inggil Tiara Octaviana, Rayinda Eva Rahmah, and Dewi Puspitasari, "The Use of Codenames Games to Help Students in Learning Vocabulary," *Vision: Journal for Language and Foreign Language Learning* 8, no. 2 (2019).

entertainment for English words in a more fun way. The similarity between the writer's research and this study focuses on using the game in learning vocabulary by including the same research method and data collection. Those are observation and interviews. At the same time, the differences found from this research are the subject of the study. In this research, third-semester students majoring in English Language Education, IAIN Pekalongan in the academic year of 2018/2019. The writer's research subject is the first grade English Intensive Class of *Pesantren* Darul Falah Besongo Semarang.

Third, research is written by Sugeng Susilo Adi and Ricky Chandra Wijaya [44] (2018), *"Teaching English Vocabulary Using Spelling Games for Indonesian Kindergarten Students: A Case Study."* This study aimed to describe the use of spelling games in teaching vocabulary to kindergarten students. This study was done to effective in teaching vocabulary using spelling games. The subject of this study is around 30 students at Children Center Brawijaya Smart School Malang, Indonesia. The writer used descriptive research in the qualitative analysis, according to Arikunto, which gathers information about the

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[44] Sugeng Susilo Adi and Ricky Candra Wijaya, "Teaching English Vocabulary Using Spelling Games for Indonesian Kindergarten Students: A Case Study," *Erudio (Journal of Educational Innovation)* 5, no. 2 (December 2018).

status of the phenomenon. The data collected from observation, checklist, questionnaire, interview, and video recording during the teaching and learning process. The study results showed that the category of the effectiveness of spelling games is "excellent." The similarity found from this research is: the researcher used games to teaching vocabulary by using the same research method. Some differences found in this research are the data collecting; the writer's research only uses observation and interview. Besides that, the subject and location of the study. In this research, the issue was early ages students of Children Center Brawijaya Smart School Malang. In contrast, the writer's research subject is the first grade English Intensive Class of *Pesantren* Darul Falah Besongo Semarang.

Fourth, research is written by Veronika U.P, Arianti A, Nurnaningsih, and Astuti P.I (2018) *"Learning English Vocabulary through Online Games: Case Study of Students in 4th Grade of State Elementary School (SDN) Jombor 01, Sukoharjo, Central Java, Indonesia"*. Students in 4th Grade of State Elementary School (SDN) Jombor 01, Sukoharjo as the research subject. The study was to find out the benefits of Clash of Clans Games in teaching English vocabulary. Because students will be projected to get better learning outcomes, their English skills can be better, especially new vocabulary mastery.

Simultaneously, a teacher can also innovate by using other, more interesting English language teaching strategies. The writer used qualitative-descriptive with used interviews, observation, and documentation to data collection. Interview and observation techniques are carried out through making a list checking into several phases, such as viewing and filling out informative data. Then documentation methods in photos and recording data forms. The similarity found from this research is: the researcher used games to teaching vocabulary by using the same research method. Some differences found in this research are the games; the writer's research uses the conventional way. Besides that, the data collecting, the writer's research only uses observation and interview.

Fifth, a thesis was written by Durrotun Nasikhah (2019), *"The Effectiveness of Popular English Songs to Teach Vocabulary of Verb."* The study was about popular English songs to effectively teaching the vocabulary of the verb. The study's objective was to determine the effectiveness and identify the improvement of using themes in the verb's teaching language at eighth grade of SMP N 01 Kangkung Kendal in the Academic Year of 2016/2017. The specific verb that the researcher about simple past tense used. The writer used experimental quantitative research that used two classes as a control

group and an experimental group. The researcher chose the subject based on probability sampling with a simple random sample; the researcher chose VIII C and VIII D. Each class has 30 students. The data collected from trying out tests, Tests, and Documentation. The similarity between the writer's research and this study is focused on teaching English vocabulary. At the same time, the differences found from this object and method that used current research. The recent research used games as media to object of study. Then the recent investigation used qualitative research as a method of analysis.

CHAPTER III
RESEARCH METHOD

This chapter presents the research method of the present study. It consists of a research design, focus of the research, data collecting technique, and data analysis technique.

A. Research Method

1. Research Design

Research design is the researcher's plan of understanding some group or some phenomenon in its context.[45] Besides, it is a plan and research procedure that concludes from broad assumptions to detailed data collection methods and analysis methods. To do a study, the writer is necessary to employ a technique. There are three types of research methods. They are quantitative, qualitative, and mixed research methods.[46]

According to this study's aim and data, the writer utilized qualitative research with a descriptive approach to organizing this study. According to Creswell, Qualitative research focuses on how people make sense of or interpret their experiences.[47] One of the main reasons for conducting qualitative research is which the investigation is exploratory. It means exploring and

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[45] Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen, *Introduction to Education Research English Edition* (Canada: Wadsworth, Cengage Learning, 2009), 431.

[46] Jhon W. Creswell, *Research Design (Pendekatan Kualitatif, Kuantitatif, and Mixed)* (Yogyakarta: Pustaka Pelajar, 2010), 3.

[47] Ary, Jacobs, and Sorensen, *Introduction to Education Research English Edition*, 424.

understanding the meaning of individuals or groups describing a social or human problem.[48] This study discussed the use of games as media in learning English vocabulary. The process of research involved emerging questions and procedures, data types collected in the participants' setting. It usually means which the writer is ready to listen to participants and understand what the teacher and students hear.

2. **Research Setting**

The research conducted in *pesantren* Darul Falah Besongo Semarang. It is located on Bank Niaga housing B 9, Ngaliyan, Semarang.

The research object was the students of the second grade of the English Intensive Class of *Pesantren* Darul Falah Besongo Semarang in the academic year of 2020/2021. The students consisted of 73 students with different majors in Universitas Islam Negeri Walisongo.

3. **Source of Data**

The primary sources in the qualitative study are actions and words. The additional sources are served in the form of documents, pictures, or statistical information.[49] This study's objects are teachers and students of the second grade of English Intensive Class in *Pesantren* Darul Falah Besongo Semarang.

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[48] John W. Creswell, *Qualitative, Quantitative, and Mixed Methods Approaches*, 3rd ed. (Thousand Oaks: Sage Publications, 2009), 1.

[49] Lexy J Meleong, *Metode Penelitian Kualitatif* (Bandung: Remaja Rosdakarya, 2005), 216.

There are four classes of English Intensive Classes. The researcher chose the second grade for conducting this study. Second grade is one of the most interactive classes in this study because the writer got the data from the teacher and the students.

4. Data Collection Technique

Many techniques can be applied to collect data, either primary or supporting data. According to Donald Ary, the most common data collection techniques applied in qualitative research are observation, interviewing, and document or artifact analysis.[50] However, in this study, conducting data does some ways to collect data, such as observation and interviews. The writer applied all of these data collection methods.

a. Observation

On the observation, the researcher employed an observation checklist as the instrument for collecting data. An observation checklist will be gathering data on how the games are a medium of learning English vocabulary. The researcher observes the teacher and students during the teaching and learning process

Observation also is a method employed to conduct the data by doing observation toward language use.[51] It is a

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[50] Ary, Jacobs, and Sorensen, *Introduction to Education Research English Edition*, 431.

[51] Muhammad, *Metode Penelitian Bahasa* (Yogyakarta: Arruzz Media, 2016), 194.

primary method to gather qualitative research data and is more than just "Hanging Out." Observation is a way to investigate the sequence of activities in the teaching-learning process. The researcher organized almost two months to seek valuable information based on the teaching-learning process's natural situation during the action.

In the observation process, the writer found some games applied in the classroom. The writer applied observation guidelines (see Appendix 1), which observed teaching vocabulary with games, including preparation, learning, and evaluation.

b. Interview

Stewart and Cash said that it is interactional because there is an exchanging or sharing of roles, responsibility, feelings, motives, and information.[52] Ary states that the interview is one of the most widely employed methods for obtaining qualitative data. Interviews are employed to gather data on subjects' opinions, beliefs, and feelings about the situation in their own words. The qualitative interview is typically more probing and open-ended and less structured.[53]

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[52] Haris Herdiansyah, *Wawancara, Observasi, Dan Focus Group: Sebagai Instrumen Penggalian Data Kualitatif* (Jakarta: PT Raja Grafindo Persada, 2013), 30.
[53] Ary Donald, *Introduction to Research in Education*, 8th ed. (Belmont: Wadsworth, 2010), 480.

Ms. Naili Ni'matul Illiyun interviewed the researcher as an English teacher in the second grade of intensive class at *pesantren* Darul Falah Besongo Semarang. In the interview session, a researcher usually could apply three ways to gather the data; there is face-to-face with the informant, then by phone, and a focus group interview. In this research, the researcher chose the first way to gather the teacher and students' data. The writer employed interview guidelines (look at appendixes 5 and 7) to obtain the data needed. The participants of this research were the teacher and the students.

The researcher inquired the teacher about the learning process and the games applied in the classroom. Then the researcher interviewed the students about the opinion about games and difficulties when understanding and memorizing vocabulary. Then the researcher obtained support information for both of the data and their opinion or comments needed.

B. Data Analysis Technique

The analysis of qualitative data goes through some stages. The researcher began by collecting and comparing the data, coding the data that begins organizing ideas that emerge from the data. For the next step, the writer moved from a description of the case to explain why it is. Miles and Huberman (1989) suggest that the process of data analysis involves three

activities. [54] They are data reduction, data display, and conclusion drawing or verification.

a. Data Reduction

Data reduction refers to the process of selecting, refining, simplifying, segregating, and transforming "raw" data visible in field written notes. Therefore, data reduction took place during the research activities carried out. Here, the researcher will sharpen, select, focus, discard, and organize data in one way, where the conclusions can describe and verify. [55] The researcher collected many data; therefore, it is important to record it carefully and straightforwardly. The longer the writer is in the field, the more data obtained. It is essential to analyze data through data reduction.

Then, the process of reducing data applying all data gathered through observation and interviews categorized as follows: teacher readiness, student readiness, teaching process, learning process, student response, teaching methods, and game implementation. Therefore, the last researcher gathered a triangulation process in which the study chose essential data.

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[54] Muhammad Ali, *Memahami Riset Perilaku Dan Sosial* (Jakarta: Bumi Aksara, 2014), 440.

[55] A. Muri Yusuf, *Metode Penelitian Kuantitatif, Kualitatif, Dan Penelitian Gabungan* (Jakarta: Pena Media, 2014), 407.

b. Data Display

In this second step, the set of information compiled, the researcher would begin drawing conclusions and taking action. In this research, the activity is carried out by displaying data descriptions or charts of the data reduction results. Thus, researchers could not more easily understand what is happening. Then from that, further work is schemed based on what is already comprehended. Data displays are employed to analyze the data which are taken from the data collection.

The result of the data display pointed to accurate data. It made the product explained more comfortable by displaying data, which happens in the place that observes. This step is after the data from researchers has been reduced and then produce a data presentation. The presentation of data does in the form of a brief description, explanation of the relationship between categories, etc. The most frequent form of data display for qualitative research data has been a narrative text in the past. The data is organized by data display, arranged in a pattern of relationships that would be easily understood.[56] Therefore, the researcher has provided accurate data and create the

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[56] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2008), page 249.

study results to be illustrated to the reader so that it is easier to understand.

c. Conclusion/Verification

The next step was to create conclusions or verification. This model deems an interactive relationship between the changes processes significant components of the analysis. Therefore, the verification step in this research was done by looking back at the data reduction and display so that the conclusion does not deviate from the data analyzed.[57]

In this step, the researcher rechecked the data. Because in this research conclusion drawing conclusions or verification was done by analyzing the findings in the field, the decisions illustrated were previously checked and searched for useful facts to support the conclusions. Therefore, the closing was drawn, which can be said to be a credible conclusion.

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[57] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta, 2009), 252.

CHAPTER IV

RESULT OF THE RESEARCH AND DISCUSSION

This chapter presents the findings and discussion. In this chapter, the researcher provided the data from the classroom observation and gathered data from interviews. More precisely, the data are collected from the English learning in *Pesantren Darul Falah Besongo*. It is a life skill *pesantren* whose curriculum and many activities support the students in their education life. One of the essential skills is language and communication.

A. Finding

Some programs of every educational institution gave to help students to enhance their skills. In this pesantren, students were English and Arabic Intensive Class. To support these programs, three official languages should be applied by students or santri. Those are *Kromo Inggil*, Arabic, and English. Despite it, the students were supplied some vocabulary, and it was supplied every night to them. Then students should compile it to tutor every Sunday morning. It is the program was named muhadatsah, or conversation club. The researcher described English's teaching and learning process in *Pesantren Darul Falah Besongo* Semarang in teaching materials and games used in teaching.

1. Teaching English Vocabulary at Second Grade of English Intensive Class in *Pesantren Darul Falah Besongo* Semarang

English learning in *Pesantren Darul Falah Besongo* had been changed year to year. Based on the first observation on October 27th, 2020, the writer found that the teacher gave English learning material about Finding Vocabulary on The Place. Students should discover vocabulary in some public places and then provide them with a challenge. The teacher divided students into 6 to 7 groups. Then, every group should discover ten vocabularies in the area that the teacher has chosen. Market, campus, dormitory, garden, library, hospital were places that the teacher distributed to students. Not only discover ten vocabularies, but every group should also spell that vocabulary in front of the class. Explicit material could be seen in the table below.

Table 4.1. Observation result

No	Date of observation	Teaching material	Allocation time
1	October 27th, 2020	Public Places	60 minutes
2	November 17th, 2020	Sign Something	60 minutes
3	November 24th, 2020	How to say Something	60 minutes

Based on the second-grade observation on November 17th, 2020, the researcher found that the teacher gave material about vocabulary and students' practice by spelling the language. The teacher gave some reference to all of the languages in another place then invited them to spell together, continued by a game. It was an excellent way to create learning appropriately to the students' aim of education and acceptance.

Than, based on the third-grade observation November 24th, 2020, the researcher found that teacher applied games as media which makes students explore all of vocabulary they have. The teacher gave limited vocabulary that should mentioned, so students focus on one topic. Vocabularies of verb are chosen by teacher in this section, because vocabularies of verb usually used in daily activity.

The researcher interviewed the teacher on December 16th, 2020. The researcher gave the teacher about seven questions to receive some information about the class condition. The researcher inquired about using games as learning media, games' impact on student's motivation, and using games as teaching media. The interview's objective was to know more about the teacher's opinion about teaching-learning with games. Based on the teacher's response within the interview, it was found that the students were very interested in

learning by play, and they enjoyed learning by play. There was some information that the researcher got here.[58]

Based on the interview see appendix 6, the researcher found that the teacher has good preparation to succeed in English learning, especially in second grade. The teacher persuaded the students to locate vocabulary and should find out how to spell it. Also, the students had big intentions to attend the games because they got the motivation to get the reward. So they should focus on games so as not to get punishment.

According to the observation, the researcher found some games that applied in English learning here. There were looking for games, guessing games, and saying word games.

A. Looking For Games

The beginning game which the teacher played to students was finding the vocabulary to deliver public place material. The teacher applies these games to invite the students to think then spelling. In this activity, all of the student's teachers created some groups to control and learn. The teacher divided some themes or topics into each group; therefore, one group got a different piece.[59]

The students must do the following instructions:

1) The teacher divided them into seven groups consisting of 10 - 11 students.

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[58] Interview with Miss Naili, as the teacher, on Dec, 16th 2020
[59] Classroom observation on Oct, 27th 2020.

2) The teacher purveyed ten themes or topics about public places.

Table 4.2. Grouping in Finding Vocabulary

Group A	Group B	Group C	Group D
Widodo	Fuadi	Mekka	Annisa
Ulis	Hadziq	Zakiyul	Iin
Fatah	Khabib	Awwaliyah	Qoni'atul
Fahrizal	Nurul	Indana	Lailatul
Hilmi	Khusni	Ifti	Suci
Iqbal	Bahar	Fadlilah	Faridkofilah
Ulin	Yusuf	Wafiqoh	Okta
Zanet	Habib	Putri	Agis
Fauzan	Jadid	Hilalin	Ghaida
Wahyu	Alifian	Eha	Ulfa
Azkiya	Hafadoni		
Rieza			

Group E	Group F	Group G
Maulida	Ardaniya	Afro
Jauharotun	Zaimah	Eha
Rofida	Nanda	Sinta
Choironi	Alya	Amrina
Vinna	Syifa	Nailis
Batrisya	Mafriha	Ati

Nia	Layyin	Hafidhoh
Mulyawati	Anis	Anny
Sabila	Hariroh	Muzayyin
Alya		

3) Every group found ten vocabularies related to the theme or topic.
4) The teacher gave a limited time of 15 minutes to discuss and found the spelling of vocabularies which students chose.
5) Then the teacher invited one by one group to express the vocabularies and spelling of languages.
6) The best ten vocabularies spoke the winner of the group on the correct spelling.

At the end of this game, the teacher and the researcher evaluated the appropriate spelling. It was necessary because the teacher does not desire to let them do something wrong again. According to the activity, this game was beneficial to increase their understanding and memorize vocabulary. Students were challenged to discover the correct spelling. Therefore, students should discover ten languages, but students also should discover the genuine spelling of languages. One person in each group should speak up about one language, and it is

spelling. If students created the wrong spelling in the group, students would obtain punishment from the teacher.

B. Guessing Games

Guessing games are games applied by the teacher to convey sign something material. Students should think and speak up were teachers' way when playing this game. In this activity, the teacher created some groups to make easy handling and learning. The teacher applied the counting game to point students who played this game. To establish this game enjoyable to students, students were chosen to lead a rolling ball game to gain vocabulary which students desire to guess.[60]

The rules of this game were:

1) The teacher divided them into five groups consisted of 10 - 16 students.

Table 4.3. Grouping in Guessing Game

Group A	Group B	Group C	Group D	Group E
Bahar	Fuadi	Mekka	Rofida	Maulida
Yusuf	Hadziq	Zakiyul	Choironi	Jauhara
Habib	Khabib	Awwaliya	Vinna	Nanda
Jadid	Nurul	Indana	Batrisya	Alya
Alifian	Khusni	Nailis	Nia	Syifa
Hafadoni	Widodo	Ati	Faridkofila	Mafriha

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[60] Classroom observation on Nov, 17th 2020.

Ulin	Ulis	Hafidhoh	Okta	Ifti
Zanet	Fatah	Anny	Agis	Fadlilah
Fauzan	Fahrizal	Muzayyin	Ghaida	Wafiqoh
Wahyu	Hilmi	Zaimah	Ulfa	Putri
Azkiya	Iqbal	Anis	Mulyawati	Afro
Rieza		Hariroh	Sabila	Eha
		Sinta	Hilalin	Lailatul
		Amrina	Eha	Suci
		Alya	Annisa	Ardaniya
		Iin	Layyin	Qoni'atul

2) All students count 1 – 20; every multiple of 3, they should say "Yuhuu."

3) The student who is not focused would play a rolling ball game to lug the vocabulary.

4) The student who got vocabulary should give a mark without speaking up to other students.

5) Other students in each group should answer vocabulary, which a student marked in front of the class.

6) The students or group whom the correct answer and spelling would get 100 points, but the wrong answer and spelling would get punishment minus 50 points.

From the activity above, the teacher gave a challenge to students should focus, provide the right sign, and quickly answer. Focus when the teacher asked them to count 1 – 20, then they should say "Yuhuu" in every multiple of 3. Give the good sign when a student who loses should practice vocabulary with the correct sign according to the language. Therefore, the other students also could give the correct answer. A quick response was required to get the reward, but not only fast but also students should be precise not to be punished. Team working is very needed in this game, so as a group to produce the correct answer and not get punished.

C. Saying Word Games

The other game applied was the saying word game. It was to help the teacher deliver material on how to say something. All students played the game. The student chosen by the teacher had to mention a vocabulary. Before doing the game, the teacher had given material about all of the vocabularies. Besides that, the teacher also adopted a ball to the point of students for mentioning the vocabulary.[61]

The steps of this game were:

1) The teacher gave material to all of the vocabulary.

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[61] Classroom observation on Nov, 24th 2020.

2) The teacher not divided students into some groups, but this game played individually.
3) The teacher prepared balls as properties to play this game.
4) The teacher started throwing a ball to the students.
5) The student who got that ball should mention one vocabulary. Then students directly threw a ball at other students.
6) One student to another should mention different vocabulary and must verb 1.
7) If students incorrectly said vocabulary, the student would get punishment.

Based on the activity above, the students were challenged to fast response. Also, the activities in this game were beneficial to create the students recall their memorization. Most of them said that they felt happy to play this game. The one reason is that making surprise students did not discover whether to obtain a throw from a friend or not. Therefore, students should prepare the first vocabulary, which includes verb 1. If students lost or wrong and got the punishment when students said language, which should be verb one, but students mention V3. The punishment they would get is to write another vocabulary on the whiteboard.

The implementation of games in this class was the right way. It could build students feel happy, fun, and enjoy it. The interview transcript between the researcher and the teacher determines how games are implemented in teaching vocabulary in the second grade of English Intensive Class could see appendix 6. Students were delighted with learning to use the game as media. Moreover, students felt when the learning that the teacher applied seems boring. They will be requested the teacher to use a different learning model, and of course, it was fun. Games were considered suitable for teachers because English is a second language, not our native language. Therefore, it was necessary to use strategies that create students comfortable learning to feel happy to learn. Games could also help solve problems when students felt confused in understanding and memorizing English vocabulary. It could happen most students felt comfortable when learning in the sense of familiarity and memorizing vocabulary using media such as games, rather than being immediately given independent assignments without the help of game media and any other.

2. **Students' Responses toward English Learning Activity in Second Grade of English Intensive Class in** *Pesantren Darul Falah Besongo* **Semarang**

In this study, the researcher divided the response into two categories: positive and negative. Therefore, the explanation of those two categories will be described in the following section.

Table 4.4 Students' Responses toward English Learning Activity

Positive Response	Negative Response
Students get both knowledge and enjoyment at the same time	What students need is not only a game. They also need another way to master vocabulary
The games could refresh the learning condition	Not all students like games
The games are kind of interesting teaching media	Missing game instructions make students confused
Students get more motivation to learn	

As illustrated in table 4.4, some students sense different responses when the game as a medium is applied in learning English vocabulary. There are positive responses and negative responses. Positive responses mean that the students

like the media because of the games as media in learning English vocabulary get both knowledge and enjoyment simultaneously. The games could refresh learning conditions, the games are interesting for teaching media, and students learn more. While negative responses mean that students need is not only game, students also need another way to master vocabulary, not all students like games, and missing game instructions making students confused. Before knowing the students' response toward the game's implementation as media in learning English vocabulary, the researcher desires to sight students' think about games as media in teaching through the students' answers. The evidence can be strengthened in the students' response below:

"*Very effective, especially for beginners who are learning English.*" (Student 1)

"*Not only in learning English, but other lessons if presented using games will also definitely make students happy.*" (Student 2)

"*Using games as a learning media is fun.*" (Student 3)

"*The Games is one of the media that makes students interested in learning vocabulary.*" (Student 4)

"*Learning to use games has an enjoyable effect.*" (Student 5)

"*Learning English using the game is more exciting and easier to understand.*" (Student 6)

"Games help teachers in delivering English learning so that teachers are not serious in delivering lessons." (Student 7)

"Learning to use games is very important because it can increase the student's learning spirit." (Student 8)

The finding shows that games a media in learning English vocabulary in the second grade of intensive English class. From the students' answers above, researchers concluded that the students' think about the game is a medium that can support teachers deliver lessons. In the game, it also has a pleasant impression, so it does not bore students.

After knowing the students' answers about their opinions' games as media in learning English vocabulary, the researcher continued their games as media in the teaching-learning process. At the same time, the teacher used games as media in learning English vocabulary. All of the respondents who were interviewed were from students' second-grade intensive English class. Among them said that games as media in learning vocabulary got both knowledge and enjoyment simultaneously. It was helpful for them to learn and improve their English study. One of them said that games as media in learning vocabulary were bored and needed severe material. The testimony can be strengthened in the students' answers below completed with the student utterances to support the data.

"I like games in learning because in addition to games they have a pleasant impression. Games as media of learning are also able to provide education and insight." (Students 1 and 2)

"I strongly agree that games are used as a learning media because it can make students interested and happy in learning." (Students 4 and 7)

"I think games are enjoyable, especially games that are a group. There we can build interaction and exchange thoughts with other friends." (Students 5, 6, and 8)

Besides the students' responses to the interview transcript above, the positive responses of games as media in learning English vocabulary are getting both knowledge and enjoyment at the same time. It is shown from the interview result. Students argued that games as media in learning English vocabulary besides knowledge, students also enjoyed and not bored because they could be discussed and studied together with other friends.

Another invention shows lest one student does not like games as media in learning English vocabulary. The first meet always applies games to deliver material and involve serious material like pre-test TOEFL.

"I feel bored if the game is applied in continuous learning. Try new methods or other teaching strategies, such as learning exercises - TOEFL practice exercises or answering

practice questions that may also contain some foreign vocabulary." (Student 3)

As represented in the students' answer above, reading the game's responses as a medium in learning English vocabulary is a negative response. The student felt boring games as media in learning English vocabulary used continuously.

Then, positive students' responses could refresh the learning condition. Students' expressed that the games as media in learning English vocabulary could refresh learning condition. It happened when the class situation was very boring, and students needed some enjoyment to learn. It can be referred from the students' answer below:

"Games can be refreshing, so the mind is not too stressed with the material presented. Although, students do not like English lessons, with games as media of learning they become happy." (Student 1)

"Games make students unsatisfied, make our minds happy, make us happy, and also lessons when delivered through games will be easy to enter and effective." (Student 2)

"Games make learning more relaxed, and enjoy. Therefore, we are easier in responding to the lessons delivered." (Student 4)

It can be read that students felt that the games as media in learning English vocabulary could refresh learning

condition. It helps them enjoy learning, especially learning English vocabulary.

Another finding shows that one student stated that not all students like games because students who like reading and writing are less respectful than a game.

"Sometimes, a person who has a character who does not like to read, he prefers games. It is different if I prefer to read and write, so I prefer to work on questions. Probably less interested in playing games." (Student 3)

As shown in the students' answer above, it can be read that student does not like or disagree with games as media in learning English vocabulary. It caused the student to enjoy reading and writing, and the student aspired to carry out tasks or challenging questions.

The following students' responses about games as media in learning English vocabulary are interesting teaching media. Here the yield of the interview with the students.

"Games are an exciting learning media because not all students can take lessons seriously. The existence of games as learning media can help students be more comfortable when there is a teacher delivering lessons." (Student 2, 6, & 7)

"My interest in games used as media for learning English vocabulary is when the game contains punishment. From the punishment, we are challenged to think about and add new vocabulary so as not to get the punishment." (Student 4)

"The existence of games as media for learning English vocabulary makes me more interested in enriching vocabulary and can be more helpful in learning English." (Student 5)

It can be concluded from the students' transcript that it showed a positive response. The student argued that games were one of the media in learning English vocabulary, which was very interesting because games helped students' learning, improved students' vocabulary, and games, including punishment in rules, create students more active to increase their vocabulary.

Another finding shows that one student felt that missing game instructions in learning English vocabulary. Therefore, it makes students confused to respond to teachers in delivering material. It can be read from the student answer below.

"Games are an exciting media. But sometimes we are still confused in practicing it because sometimes the environmental conditions are less supportive and the teacher's instructions are less clear." (Student 1)

It can be read that student one showed a negative response that happened from missing game instructions from the teacher in guiding and delivering material to students. Besides that, the student also felt the classroom's situation was not supported in learning with games.

The continuation of students' responses is positive. The students stated that games as media in learning English vocabulary could motivate students to learn. The evidence can be strengthened in the students' answers below.

"Games can motivate us to learn more vocabulary - vocabulary. Because in the game there are some challenges - their challenges to drive our brain to think faster."(Student 3)

"Games can motivate me, because if we learn vocabulary just seriously memorize it does not come in." (Student 6)

"In the game, there is a vocabulary that we do not yet know what it means. So it can motivate us to find out and memorize more vocabulary." (Student 7)

"Games can motivate students to learn vocabulary because games are one of the fun media, so it can eliminate the feeling of boredom in learning English." (Student 8)

From the students' answers above, it can be understood that games are one of the media that could motivate students to learn English vocabulary. Students ' positive response could be seen that games helped students fast-thinking, improve English vocabulary, and lost boredom in learning English.

All of the responses above can be seen from the teacher as the center or holder of the learning process capable of creating a pleasant classroom atmosphere. Therefore that students sense comfortable and not bored with the learning

delivered by the teacher. Besides that, teachers also get more attention from students because they desire to focus on learning combined with media.

Based on the students' answers above, the researcher found that every activity in a game may be right built-in circumstances and gave their attention, which they may learn while playing the games. It made them sense comfortable and enjoyed. It also might decrease their boredom, exhaustion, and even their stress. As described in the previous chapter, there were some reasons why students were very attracted to learning when using games.

1) The games were fun. This class made and changed students to be more active and interested. It kept their enthusiasm in the learning process.

2) Games had a significant role in increasing students' relationships. The learning process here helped them to have a positive vibe and be friendly to each other. It also kept an exciting learning surrounding.

3) Games brought students to practice language skills, in particular, listening and speaking skills. The use of games gave a big part and positive things by allowing them to take more responsibility.

4) Games fulfilled the essence of language learning. In this class, the students got experience, then they kept their minds open and were more active.

5) Learning of language through games brought students to have positive learning feelings and thinking. Also, they involved their emotions because they got happiness, excitement, amusement, and suspense to feel positive in a learning situation.

6) Learning to use games was a combination of learning and playing. When students were not very enthusiastic about learning, games would refresh and increase their interest in responding and actively participating in the teacher's lessons.

7) Games were a good strategy in teaching various subjects, especially in English learning. Some students complain about the lack of difference because they wished for more fun and increased their education.

B. Discussion

1. Teaching English Vocabulary at Second Grade of English Intensive Class in *Pesantren Darul Falah Besongo* Semarang

Teaching English vocabulary in intensive English class *pesantren Darul Falah Besongo Semarang* was a significant development of English learning. It could be known by system class, curriculum, and teacher's innovation. The syllabus in *Pesantren Darul Falah Besongo* is unorganized, but every class has a different learning purpose. It could be a way for teachers to make a classroom strategy that they can enjoy when learning.

One of the strategies was considered by the teacher, and the teacher felt that was appropriate. The reason the teacher has chosen games as media as appropriate with the student's interest is proved from the interview with the English teacher as: *"Saya fikir game sangatlah cocok, dan tepat jika siswa belajar menggunakan media game. Karena Kita tahu Bahasa Inggris itu Bahasa kedua, Bukan Bahasa Asli Kita. Jika Kita tidak tahu Kosa katanya Kita nantinya Kalau mau bicara seperti apa. Maka dari itu, harus dipelajari, apapun strateginya siswa – siswa perlu mendapatkan Kosa kata yang banyak ketika belajar Bahasa Inggris."* (I think games are very suitable, and it is appropriate if students learn to use the game as media. Because we know that English is a second language, not our native language, if we do not know the vocabulary, we will later If we want to talk like what. Therefore, it must be studied, whatever the strategy, students need to get much vocabulary when learning English.)

As media learning, especially learning vocabulary, games could assist the teacher transfer knowledge without making students sense bored. Then, the games also could help students understand the English language as a foreign language. The students also were very interested in learning by game, and they felt they enjoy learning by game.

According to Halliwell (1992), in teaching English vocabulary, teachers should create and provide students with a

communicative atmosphere to express themselves, which the teacher at second grade intensive English class in *pesantren Darul Falah Besongo* did. The teacher has to prepare and succeed in making comfortable and fun English learning. Therefore, the students are interested in learning combined with games.

The teaching of English vocabulary was also in line with Byrne's statement in Deesri (2002) that rules control games. The teacher also applied game rules to cause students to understand more why the authorities play games. Then the teacher also rewards students if students win and punishment if students lose. It was rules of games; students get a happy situation and challenge to focus on games' learning and management. One of the teacher's games also lines with Lewis and Bedson (2002) that games are divided into their general character and spirit. One of them was a guessing game, and the teacher in the classroom applied it as the game. The guessing game aims to guess the answer to the question given—the problem given which the teacher applied in her game was a sign. The teacher asked the student to come forward and make a sign related to the vocabulary. Therefore, another student should answer related to a signal.

2. **Students' Responses toward English Learning Activity in Second Grade of English Intensive Class in *Pesantren Darul Falah Besongo* Semarang**

This study's primary finding indicated that games as media in learning English vocabulary at second grade of intensive English class had positive responses and negative responses. The students gave the responses in terms of the feeling, the teaching media, and learning activity. The positive response was a response, action, or attitude that acknowledged, showed, demonstrated, supported, conceded, and applied the standards where the individual was found. The negative response was a response, activity, or attitude that showed or then again showed dismissals or dislikes the means where the individual was located.

In terms of the feeling, the first are two positive responses and two negative responses. The students who gave positive responses stated that besides getting knowledge, learning with games also meant enjoyment, and games could refresh the learning condition. At the same, students could also be active and responsive in learning, which helped teachers deliver the material. This is also confirmed by Halliwell (1992) that due to the creative language skills children bring into the classroom, teachers have to provide them with a communicative atmosphere where they could express themselves. Teachers should apply more innovative learning media, such as games, to create a fun and active classroom atmosphere. These learning activities could be known from; students pay more attention to English learning, especially

learning English vocabulary because they could learn English with enjoyment and pleasure.

However, the students who gave negative responses stated that what students need is not only a game, they also need another way to master vocabulary and not all students like games applied in education. Moon said that keeping the students' feelings is one essential thing that should be considered when teaching learners. *"If they are happy and secure, they are more likely to enjoy and benefit from their language learning."[62]* When they felt comfortable with games as the teacher applied media, they would be invited to participate in learning activities.

Then, in terms of teaching media, the students also gave a positive response and a negative response. The students who gave positive responses stated that the media, especially games used, is interest. The interview's answer can exhibit that students are interested in games as media in learning English vocabulary. It can support them to easy in understanding and improve English vocabulary.

Although, the students who gave negative responses stated that students seldom teacher missing games instructions. It can make students confused when playing games. The

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[62] Moon J., *Children Learning English. Macmillan Heinemann. English Language Teaching* (Oxford: Macmillan Heinemann ELT, 2000), 80.

classroom's situation is unsupported to successful games because it is so crowded or overloaded with students.

In the last term of the learning activity, the students gave a positive response. The students who gave positive responses argued that games as media in learning English vocabulary could motivate students to learn, especially learning English vocabulary. Students gave the impression that learning English is so complex that games as media learning English were very convenient. Then, games also motivated students to improve and memorize English vocabulary.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the significant point of the whole discussion in this research. The conclusion and suggestions are presented here.

A. Conclusion

The researcher has several things to conclude things related to the result of this research. Those things were the English teaching-learning process and the student's response to English learning in the second grade. The conclusion is summarized as follows.

1. Based on the observation in the teaching-learning process at the second grade of intensive English class in *Pesantren* Darul Falah Besongo Semarang, the teacher applied games to teach English vocabulary. The teacher used looking for games, guessing games, and saying words games in learning English vocabulary. From those games, teachers tried to build the students' activeness and interactiveness in the classroom. Thus, the teacher desires to create a way for students to enjoy and be happy to learn English, especially English vocabulary.

2. Based on the research result, the finding shows two different responses conveyed by students: positive responses and negative responses. The positive responses are about the student's sense when games as media in learning English vocabulary are appropriate. It could be looked upon as students

get an education. Students also get to be happy in learning English vocabulary. Students also get a refreshing situation, from the boredom atmosphere to an enjoyable and satisfying condition. Students also respond positively that games as media are engaging in teaching media that could be applied to students learning English, especially English vocabulary. Then, students argued that learning English vocabulary from games as media could motivate them to improve and learn more about English.

Moreover, the negative responses are about the students. The students need another way to master vocabulary, and not all students like to use games as media in learning English vocabulary. Then, students also gave responses negative to missing games instruction when the teacher gave rules of games. The problem was that students felt confused about playing that game as a medium in learning English vocabulary.

B. Suggestion

After drawing all the discussions, then the researcher has several great points and will be presented as follow:

1. For English teachers, this thesis showed that games could influence students to be more attractive in learning. Hence, as English teachers, using games in teaching and learning is not bad. Therefore, it improved students' interest that their better achievement could be seen in every cycle.

2. For the students, in teaching and learning English, it is not only students who have to develop and improve their competence, but also have the bravery to be more active in teaching and learning activity.

3. For the next researcher, I recommend you to do some related research on other objects and more profound, further, and better techniques.

4. For the readers and others, by reading this final project, the reader could get more considerable knowledge and information about English teaching-learning through games. It could be applied as one of the references to conduct other research in the same field.

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APPENDICES

Appendix 1. Observation Guideline

No.	Aspects of being Observed	Descriptive of the Result
A.	The Students	
	1. The students' number	
	2. The characteristic	
B.	The Learning Process	
	1. The teacher's name	
	2. The language use	
	3. The teaching material	
	4. The learning activity	
	5. The type of game	
	6. The allocation time	
	7. The class management	
C.	The Teacher Evaluation	

	8. The Assessment	
	9. The Evaluation	
D.	The Additional Notes	

Appendix 2. Observation Result on October, 27th 2020

No.	Aspects of being Observed	Descriptive of the Result
A.	The Students	
	3. The students' number	73 students
	4. The characteristic	Smart, active, creative, crowded
B.	The Learning Process	
	10. The teacher's name	Naili Ni'matul Illiyun, MA.
	11. The language use	Mixed English – Indonesia
	12. The teaching material	Public Places
	13. The learning activity	Teacher gave material about all of public place. Teacher divided students into 7 group consisted of 10 – 11 students. Before that, teacher has ready 10 theme or topic about public places for shared to students. Every students should find 10 vocabuliries relate to the thame or topic. teacher gave a limited time of 15 minutes to discuss. Every

		group not only found 10 vocabularis, but also they should found the spelling that vocabularies. All of students come forward one by one group to present the 10 vocabularies and spelling of vocabularies. The winner of the game was spoken by the best 10 vocabularies and right spelling.
	14. The type of game	Looking for games.
	15. The allocation time	60 minutes
	16. The class management	Grouping.
C.	The Teacher Evaluation	
	17. The Assessment	Before closing prayer, the teacher gave some corrections about spelling and wrong pronunciation.
	18. The Evaluation	Giving some advice to increase students' learning attention, then pray together.

D.	The Additional Notes	All of the students could join the class and they play the game with happy and interactive.

No.	Aspects to be Observed	Descriptive of the Result
	The Students	
	The students' number	73 students
	The characteristic	Smart, active, creative, crowded
B.	The Learning Process	
	The teacher's name	Naili Ni'matul Illiyun, MA.
	The language use	Mixed English – Indonesia
	The teaching material	Describing Something
	The learning activity	The teacher prepared some words in a paper clink. The paper clink put on some glass in Rolling Ball Game. Then she divided the students to make 5 groups consisted of 14-15 students. She asked to students count 1 – 20, every multiple of 3 said "Yuhuu". Students who were not focused with count, got punishment to play Rolling Ball Game. Students who got the word in a paper clink should practice without speak up but just

		use signs. Then another student in every group should answer what she/he practices. The winning group got 100 points, but the losing group – 50 points.
	The type of game	Guessing Game
	The allocation time	60 minutes
	The class management	Grouping
C.	The Teacher Evaluation	
	The Assessment	Before closing prayer, the teacher gave some corrections about spelling and wrong pronunciation.
	The Evaluation	Giving some advice to increase students' learning attention, then pray together.
D.	The Additional Notes	All of the students could join the class, and they play the game with enjoyment and fun.

Appendix 4. Observation Result on November, 24ᵗʰ 2020

No.	Aspects of being Observed	Descriptive of the Result
A.	The Students	
	1. The students' number	67students
	2. The characteristic	Smart, active, creative, crowded
B.	The Learning Process	
	3. The teacher's name	Naili Ni'matul Illiyun, MA.
	4. The language use	Mixed English – Indonesia
	5. The teaching material	Say Something
	6. The learning activity	The teacher gave material about all of the words that included the verb and how to use it. After that, she prepared a ball to play a game saying word game. The game's role was for the teacher to throw a ball at students whose student got the ball should 1 one word of the verb after that student threw a ball again to other students. The word that students said must be V3. Who

		students wrong said a word, she/he got punishment to write some word other than a verb on the whiteboard.
	7. The type of game	Saying word Game
	8. The allocation time	60 minutes
	9. The class management	Individual
C.	The Teacher Evaluation	
	10. The Assessment	Before closing prayer, the teacher gave some corrections about spelling and wrong pronunciation.
	11. The Evaluation	Giving some advice to increase students' learning attention, then pray together.
D.	The Additional Notes	Some students were absent because there were sick and take a rest.

Appendix 5. Interview Guideline (For the Teacher)

1. Is it useful to use games in learning English vocabulary?

2. How do you use the games as media to learn vocabulary in English Intensive Class?

3. Do you think games are appropriate for students in learning English vocabulary? Why?

4. What is your reason for using games as media in learning vocabulary?

5. What impact do educational games used have on students' motivation?

6. Why can games create an interactive environment in the classroom?

7. Why can games encourage students to solve unstructured problems, evaluate, and use the second language effectively?

Appendix 6. Transcript of Interview with the Teacher

Interviewer   : M. Aulia Rizal F
Teacher   : Ms. Naili Ni'matul Illiyun, MA.
Date and Time : Wednesday, Descember 16th 2020 at 2 pm.

Researcher	Is it useful to use of games in learning English vocabulary?
Teacher	Saya fikir sangat berguna, karena kebanyakan siswa – siswa didalam kelas suka bermain game, khususnya bagi pembelajaran bahasa Inggris, sebagai bahasa asing. Jadi itu membuat suatu ketertarikan bagi mereka dan bagi saya sendiri.
Researcher	How do you use the games as media to learn vocabulary in English Intensive Class?
Teacher	Di dalam beberapa pertemuan kelas bahasa Inggris, saya menerapkan beberapa cara untuk mengajar dengan menggunakan media game. Di pertemuan pertama saya buat small group discussion, kemudian saya tentukan topik atau tema. Misalnya grup pertama menentukan kosa kata tentang kampus, grup kedua tentang pasar, dan grup ketiga tentang asrama. Jadi mereka mencari kosa kata – kosa kata yang berhubungan dengan asrama. Di situ mereka mencari kosa kata yang didalam asrama itu apa saja. Biasanya mereka mengumpulkan 10 kosa kata kemudian mereka bertukar pikiran dalam satu grup itu. Biasanya dalam satu kelas saya bentuk 6 – 7 small group, jadi mereka secara berkelompok mencari 10 kosa kata itu dan spelling nya harus benar. Jadi mereka dituntut selain bisa mencari kosa kata juga harus tahu spelling nya seperti apa untuk lebih menekan pembelajaran kepada para siswa. Game nya siswa – siswa berkerja kelompok lalu menentukan kosa kata terkait kosa kata sesuai dengan tema, dan tak ketinggal dengan spelling nya. Kemudian yang terakhir, mereka harus mempresentasikan 10 kosa kata itu apa saja, disitu pula saya mengecek spelling dari

	kosa kata tersebut seperti apa. Jadi jika dalam satu kali pertemuan itu ada 7 kelompok dan setiap kelompoknya mencari 10 kosa kata, berarti mereka dapat memperoleh 70 kosa kata baru beserta spelling nya di satu kali pertemuan. Yang kedua biasanya saya memakai guessing vocabulary, jadi saya bentuk lagi small group berjumlah 4 grup. Setelah itu bergilir maju kedepan, diberikan kata kunci atau kosa katanya, kemudian mereka memperagakan didepan tanpa bersuara dan siswa yang lainnya menebak. Jadi dari situ mereka merasa senang dengan game. Saya fikir ketika mereka sudah senang, pelajaran bahasa Inggris akan masuk dengan mudah.
Researcher	Do you think games are appropriate for students in learning English vocabulary? Why?
Teacher	Saya fikir game sangatlah cocok, dan tepat jika siswa belajar menggunakan media game. Karena kita tahu bahasa Inggris itu bahasa kedua, bukan bahasa asli kita. Jika kita tidak tahu kosa katanya kita nantinya kalau mau bicara seperti apa. Maka dari itu, harus dipelajari, apapun strateginya siswa – siswa perlu mendapatkan kosa kata yang banyak ketika belajar bahasa Inggris.
Researcher	What is your reason for using games as media in learning vocabulary?
Teacher	Karena ketika awal pertemuan pasti saya tanya siswa – siswa di kelas, ternyata tidak semua siswa suka dengan bahasa Inggris. Jadi dengan adanya game sebagai media pembelajaran itu mungkin akan membantu siswa yang suka maupun tidak suka dengan bahasa Inggris dapat termotivasi belajar bahasa Inggris dengan cara yang fun, dengan cara yang ringan tapi tetap esensinya itu dapat.
Researcher	What impact do educational games used have on students' motivation?
Teacher	Mereka lebih senang pembelajaran kosa kata jika dikemas dengan menggunkan game, dibandingkan dengan ketika mereka langsung diberikan 50 kosa kata bahasa Inggris

	tanpa menggunakan game karena sangat membosankan. Jadi, mereka secara aktif terlibat, perasaan senang ketika bermain game dan ada juga reward dan punishment dalam game, sehingga impact nya itu adalah lebih membekas kepada siswa dalam belajar kosa kata. Misalnya jika dikemas menggunakan game mereka akan mencoba mencari tahu dengan sendirinya dan dapat membekas. Beda halnya jika hanya disampaikan atau ditulis di papan tulis, itu malah tidak memiliki kesan apapun, dan setelah itu ya sudah.
	Salah satu letak students' motivation nya adalah ketika game tersebut terdapat punishment nya. Dari situ akan terlihat siswa akan memperhatikan secara serius dari pada ketika saya mengajar biasa. Kalau belajar menggunakan game jika siswa tidak fokus maka mereka akan mendapat punishment dari teman – teman. Dari situlah mereka akan berlomba – lomba untuk menghindari punishment tersebut, dan berlomba untuk mencari reward nya. Jadi ketika kita mengemas pembelajaran menggunakan game perhatian siswa – siswa itu akan diberikan kepada guru dan teman – teman, dari pada guru hanya mengajar, ceramah dan sebagainya.
Researcher	Why can games create an interactive environment in the classroom?
Teacher	Jadi di dalam game siswa itu tidak pasif, dituntut untuk aktif. Jadi mau gak mau, suka gak suka, terutama bagi siswa yang tidak suka. Kalau siswa yang suka pasti ia akan memperhatikan, kalau yang tidak suka jika tidak bisa dikemas sebaik mungkin itu susah masuknya. Jadi sebisa mungkin guru dalam memilih strategi yang bisa membuat suasana kelas menjadi senang, dan dikemasnya agar dapat membuat siswa nyaman ketika belajar bahasa Inggris.
Reseacher	Why can games encourage students to solve unstructured problems, evaluate, and use the second language effectively?

Teacher	Saya kira entah itu gurunya atau pun siswanya perlu mempelajari penggunaan game dalam pembelajaran. Saya merupakan salah satu yang merasakan manfaatnya pengunaan game sebagai media pembelajaran dibandingkan dengan menggunakan cara yang lain. Sebisa mungkin ketika saya memberikan pembelajaran bahasa Inggris, saya berusaha membuat suasana se-interaktif mungkin dan ketika saya tidak mencoba untuk itu, terkadang siswa – siswa menuntut saya untuk bermain game. Jadi mereka menginginkan cara – cara yang menyenangkan dalam belajar. Apalagi waktu pembelajaran bahasa Inggris dari pondok ini kan mendapatkan jadwal di jam – jam lelah. Bagaimana cara kita masuk dan menyampaikan materi kepada siswa dengan mudah diterimanya. Jadi, sebisa mungkin guru memiliki strategi tersendiri untuk menyamapikan materi yang ringan tapi membekas kepada siswa, subtansinya dapat tapi dengan cara yang menyenangkan. Agar dapat memecahkan masalah, kebingungan dalam memahami dan menghafalkan kosa kata, dicobalah menggunkan game agar lebih seru dan menciptakan kesan kesenangan bagi siswa. Khusunya bagi mereka yang tidak senang, menggukan kosa kata nya itu seperti apa. Misal dipaksakan menggunakan pengajaran dengan cara konvensional (ceramah) tidak bisa, coba memakai cara lain yang lebih menarik, dan dapat membantu dalam menyampaikan pembelajaran. Jadi itu merupakan tantangan bagi guru, agar bisa lebih memikirkan kedepannya akan menyampaikan pembelajaran seperti apa, dan menggunakan strategi apa. Seperti saya sendiri pasti setiap minggunnya sudah akan merencanakan akan membawakan materi seperti apa, agar mereka tidak merasa bosan. Jadi, sebisa mungkin tetap belajar dengan cara yang menyenangkan.

Appendix 7. Interview Guideline (For Students)

1. What is your opinion about games in learning English?

2. Do you think games can motivate you to learn vocabulary? Why?

3. Do you think learning English using games is fun? Why?

4. Why do you think that games make you happy and easy in understanding and memorizing vocabulary?

5. Why do you think use games as media learning considered to be very helpful in learning vocabulary?

6. Do you often find difficulties in understanding and memorizing each vocabulary? When?

Appendix 8. Transcript of Interview with the Students

Interviewer   : M. Aulia Rizal F
Learner 1   : Luqman Maulana Ibrahim
Date and Time   : Thursday / 10 Descember 2020

No.		Questions / Answers
1.	Researcher	What is your opinion about games in learning English?
	Learner 1	Sangat efektif, khususnya bagi para pemula yang sedang belajar bahasa Inggris. Ketika ingin belajar menghafal kosa kata dapat menggunakan *game*. Karena sifatnya bisa membuat senang, jadi salah satu cara agar siswa dapat belajar dan menghafal kosa kata yaitu dengan cara *game*.
2.	Researcher	Do you think games can motivate you to learn vocabulary? Why?
	Learner 1	Iya bisa, karena *game* dapat me-*refresh*, jadi pikiran tidak terlalu tertekan dengan materi yang disampaikan. Walaupun, siswa tidak begitu suka dengan pelajaran bahasa Inggris, dengan adanya *game* sebagai media pembelajaran mereka menjadi senang.
3.	Researcher	Do you think learning English using games is fun? Why?
	Learner 1	Iya, karena selain *game* memiliki kesan menyenangkan. *Game* sebagai media pembelajaran juga mampu memberikan edukasi dan wawasan. Sehingga kita mampu menghafalkankosa kata dalam bahasa Inggris dengan sempurna.
4.	Researcher	Why do you think that games make you happy and easy in understanding and memorizing vocabulary?
	Learner 1	Menyenangkan karena selain kesan yang ditampilkan dari *game* adalah berupa permainan, akan tetapi juga ada efek edukasinya. Sehingga pikiran kita jadi fresh dan lingkungan di sekitar pun ikut mempengaruhinya.

No.		
5.	Researcher	Why do you think use games as media learning considered to be very helpful in learning vocabulary?
	Learner 1	Sebenarnya *game* merupakan salah satu media untuk menghafal kosa kata khusunya bahasa Inggris. Akan tetapi, ketika hendak mempraktikkannya masih bingung. Karena terkadang kondisi lingkungan kurang mendukung. Maka dari itu, perlu di bentuk suatu permainan yang dapat menarik dan membuat siswa suka atau tertarik. Karena kuncinya belajar adalah mulai dari kesukaan.
6.	Researcher	Do you often find difficulties in understanding and memorizing each vocabulary? When?
	Learner 1	Jika ditanya pernah menemukan kesusahan. Jelas pernah, karena bahasa Inggris bukanlah bahasa keseharian kita. Mungkin bisa jadi mudah jika kita terbiasa mendengarkan lagu atau percakapan bahasa Inggris. Salah satunya juga bisa dengan cara bermain seperti spelling bee, dan sebagainya.

Interviewer   : M. Aulia Rizal F
Learner 2   : Fauzan Sidik
Date and Time   : Thursday / 10 Descember 2020

No.		Questions / Answers
1.	Researcher	What is your opinion about games in learning English?
	Learner 2	Sebenarnya bukan hanya dalam pembelajaran bahasa Inggris, pelajaran lain pun jika di sampaikan menggunakan permainan pasti akan membuat siswa menjadi senang. Ketika ia sudah merasa senang maka dalam memperoleh ilmu akan lebih baik dan positifnya ilmu yang didapatnya akan mudah masuk.
2.	Researcher	Do you think games can motivate you to learn vocabulary? Why?
	Learner 2	Iya bisa, karena siswa yang awalnya belom bisa dan tidak begitu tertarik dengan bahasa Inggris, dengan adanya *game* menjadikan suatu

No.		Questions / Answers
		ketertarikan tersendiri bagi siswa untuk semangat dalam belajar dengan bermain.
3.	Researcher	Do you think learning English using games is fun? Why?
	Learner 2	Iya menyenangkan sekali, karena kita mendapat dua nilai plus. Yang pertama adalah belajar, yang kedua bermian. Keduanya ini sangat penting dan saling berkiatan, selain mendapatkan ilmu kita juga mendapatkan kesenangan melalui permainan tersebut.
4.	Researcher	Why do you think that games make you happy and easy in understanding and memorizing vocabulary?
	Learner 2	*Game* membuat siswa tidak jenuh, membuat pikiran kita *happy*, membuat kita bahagia, dan juga pelajaran ketika disampaikan melalui *game* akan mudah masuk dan efektif.
5.	Researcher	Why do you think use games as media learning considered to be very helpful in learning vocabulary?
	Learner 2	Sangat perlu sekali, karena tidak semua siswa dapat memahami pelajaran dengan cara serius. Ada juga siswa yang merasa nyaman ketika ada guru menyampaikan pelajran menggunakan permainan.
6.	Researcher	Do you often find difficulties in understanding and memorizing each vocabulary? When?
	Learner 2	Mungkin kalau kesulitan tidak, cuman kerajinannya itu. Karena yang namanya bahasa jika sering dipakai maka kita akan mudah dan terbiasa untuk menghafal dan memahaminya.

Interviewer   : M. Aulia Rizal F
Learner 3   : Hariroh Nur Fariha
Date and Time : Thursday / 10 Descember 2020

No.		Questions / Answers
1.	Researcher	What is your opinion about games in learning English?
	Learner 3	Sebenarnya menggunakan *game* sebagai media pembelajaran itu menyenangkan, tapi di sisi lain

		ada kebosanan tertentu. Soalnya dari awal sudah sering diterapkan model pembelajaran menggunakan *game*. Pengennya kita tidak hanya bermain game,tapi ada pelatihan TOEFL , jadi kita juga bisa belajar tentang soal – soal TOEFL. Jadi, *game* itu hanya buat refreshing saja. Lebih di banyakkan dalam latihan soal. Karena dari latihan soal kita juga akan menemukan beberapa kosa kata asing juga. Menurut saya juga *game* hanya menimbulkan efek seingat kita, atau tidak bisa membekas.
2.	Researcher	Do you think games can motivate you to learn vocabulary? Why?
	Learner 3	Iya bisa memotivasi kita untuk lebih mempelajari kosa kata – kosa kata. Karena dalam *game* kan ada beerapa tantangan – tantangan tersendiri agar memacu otak kita berfikir lebih cepat. Apalagi dalam game ada *punishment* nya jadi mau tidak mau, jika kita tidak ingin terkena *punishment* harus mengikuti peraturan dalam *game* tersebut.
3.	Researcher	Do you think learning English using games is fun? Why?
	Learner 3	Iya menyenangkan. Karena terkadang ada yang terkena hukuman, dari situ juga kita mampu belajar ternyata salahnyaada disini seharusnya seperti ini, dan paling serunya bikin mendebarkan lalu seringnya tidak sesuai yang kita inginkan atau salah prediksi.
4.	Researcher	Why do you think that games make you happy and easy in understanding and memorizing vocabulary?
	Learner 3	Karena dalam *game* sudah terpetakan dan diklasifikasikan seusai temanya. Jadi misal dari *game* kita tambah tahu ini ikut dalam kosa kata *verb, noun* ataupun *adjective*.
5.	Researcher	Why do you think use games as media learning considered to be very helpful in learning vocabulary?
	Learner 3	Karena dalam *game* menimbulkan efek seru, asik. Terkadang seorang yang meiliki karakter yang tidak suka membaca, ia lebih memilih

No.		Questions / Answers
		game. Beda kalau saya pribadi tipenya lebih suka membaca dan menulis, jadi lebih suka mengerjakan soal. Mungkin kurang bergitu tertarik jika bermain *game*.
6.	Researcher	Do you often find difficulties in understanding and memorizing each vocabulary? When?
	Learner 3	Ada beberapa, terutama ketika kurang dalam pengusaan kosa kata. Jadinya, terkadang masih kurang mengerti. Soalnya disini juga belom begitu maksimal dalam penerapan bahasanya. Sebenarnya belajar bahasa Inggris itu enak jika mempunyai lawan bicara dan dia mampu berbicara bahasa Inggris secara lancar, otomatis kita mampu mengikutinya meskipun sedikit – sedikit.

Interviewer   : M. Aulia Rizal F
Learner 4   : Ghaida Sophia Khairiyyah
Date and Time   : Thursday / 10 Descember 2020

No.		Questions / Answers
1.	Researcher	What is your opinion about games in learning English?
	Learner 4	Menurut saya *game* itu merupakan salah satu media yang membuat tertarik bagi siswa yang sedang belajar kosa kata. Jadi, menjadi daya tarik bagi siswa untuk semangat dalam belajar bahasa Inggris.
2.	Researcher	Do you think games can motivate you to learn vocabulary? Why?
	Learner 4	Iya pasti, karena *game* dapat menciptakan susana senang. Di situlah situasi dimana kita lebih mudah memperoleh kosa kata – kosa kata baru.
3.	Researcher	Do you think learning English using games is fun? Why?
	Learner 4	Iya pasti, karena dalam belajar bahasa Inggris itu salah satunya kita juga belajar tentang gramatical, misalnya tenses. Jika penjelasan tenses tersebut dibawakan tanpa media terkesan bosen. Misalnya dibawakan dengan media seperti *game* akan lebih berkesan dan tertarik.

No.		
		Apalagi dalam *game* juga ada *punishment* yang membuat siswa menjadi tertantang dan memiliki manfaat tersendiri bagi siswa.
4.	Researcher	Why do you think that games make you happy and easy in understanding and memorizing vocabulary?
	Learner 4	Karena dengan *game* menjadikan belajar lebih *relax*, dan *enjoy*. Maka dari itu, kita lebih mudah dalam merespon pelajaran yang disampaikan.
5.	Researcher	Why do you think use games as media learning considered to be very helpful in learning vocabulary?
	Learner 4	Karena menghafalkan kosa kata tanpa di selingi *game* terkesan membosankan, tapi jika dipadukan dengan *game* akan lebih menambah semangat. *Game* juga mampu memicu kita agar menambah kosa kata, apalagi ketika *punishment* nya juga diminta untuk kita agar memikirkan kosa kata baru.
6.	Researcher	Do you often find difficulties in understanding and memorizing each vocabulary? When?
	Learner 4	Jika untuk menghafal kosa kata yang sering dipakai dalam aktivitas sehari – hari tidak begitu susah, karena kita sering menjumpai di sekitar kita. Beda kalau kosa kata yang berbau sains dan ilmiah itu mungkin sedikit susah, karena kita jarang menemuinya dalam kehidupan sehari – hari.

Interviewer   : M. Aulia Rizal F
Learner 5   : Jauharotun Nafisah
Date and Time   : Thursday / 10 Descember 2020

No.		**Questions / Answers**
1.	Researcher	What is your opinion about games in learning English?
	Learner 5	Pembelajaran menggunakan *game* memiliki kesan yang enak. Sehingga dalam mempelajari kosa kata yang asing menjadi lebih mudah dan menyenangkan.

No.		Questions / Answers
2.	Researcher	Do you think games can motivate you to learn vocabulary? Why?
	Learner 5	Iya bisa. Karena *game* dapat menimbulkan efek kesenangan. Monoton dalam belajar juga akan menimbulkan kejenuhan dalam diri siswa.
3.	Researcher	Do you think learning English using games is fun? Why?
	Learner 5	Iya menyenangkan, apalagi *game* yang bersifat kelompok. Disitu kita mampu membangun interaksi dan saling tukar pikiran dengan teman yang lain.
4.	Researcher	Why do you think that games make you happy and easy in understanding and memorizing vocabulary?
	Learner 5	Karena lebih asik dan lebih mudah diingat. Apalagi jika dalam *game* ditambah dengan lagu , sehingga dapat menambah hafalan kosa kata baru lagi.
5.	Researcher	Why do you think use games as media learning considered to be very helpful in learning vocabulary?
	Learner 5	Karena menurut saya adanya *game* dapat memperkaya kosa kata, dan lebih bisa memperlancar dalam belajar bahasa Inggris.
6.	Researcher	Do you often find difficulties in understanding and memorizing each vocabulary? When?
	Learner 5	Iya masih menemukan kesulitan dalam memahami kosa kata, terutama di bagian *listening*, dan di beberapa kosa kata yang sukar digunakan dalam kegiatan sehari – hari.

Interviewer : M. Aulia Rizal F
Learner 6   : Annisa Azzahra
Date and Time : Saturday / 12 December 2020

No.		**Questions / Answers**
1.	Researcher	What is your opinion about games in learning English?
	Learner 6	Menurut saya pembelajaran bahasa Inggris itu lebih seru dan lebih mudah dalam

		memahaminya. Karena biasanya kalau siswa – siswa belajar bahasa Inggris di kelas itu lebih monoton tidak ada seru – serunya, jadinya mereka bosen dan akhirnya tidak faham.
2.	Researcher	Do you think games can motivate you to learn vocabulary? Why?
	Learner 6	Iya bisa memotivasi saya, karena seandainya ketika kita belajar kosa kata hanya menghafalkan secara monoton itu tidak masuk. Jika adanya *game* terkadangkan masih teringat, contoh setelah selesai main *game* ini, dapat kosa kata baru ini.
3.	Researcher	Do you think learning English using games is fun? Why?
	Learner 6	Iya, karena seru dan menyenangkan, bermain *game* juga tidak terkesan sendiri banyak teman – teman yang juga ikut berpartisipasi dalam pembelajaran dengan menggunakan media *game* tersebut.
4.	Researcher	Why do you think that games make you happy and easy in understanding and memorizing vocabulary?
	Learner 6	Karena jika kita inginmenghafalkan kosa kata yang banyak banget tanpa ada bantuan apa – apa terkesan susah masuknya. Beda jika diselingi dengan *game,* kosa kata yang kita hafal lebih membekas karena teringat kemarin selesai main *game* ini, jadi ada kosa kata baru ini.
5.	Researcher	Why do you think use games as media learning considered to be very helpful in learning vocabulary?
	Learner 6	Karena misal ada guru mengajar di kelas dan susananya monoton, sesekali perlu juga diselingi dengan adanya *game*. Ada orang yang sering merasa bosen jika pembelajaran sepaneng, jadi perlunya *game* agar memecahkan susana agar lebih seru dan menyenangkan saat pembelajaran berlangsung.
6.	Researcher	Do you often find difficulties in understanding and memorizing each vocabulary? When?

	Learner 6	Iya sering, dari dulu menghafalkan kosa kata sedikit yang masih ingat. Mungkin karena menghafalkan di satu tempat saja, dan hanya sebatas hafalan tidak ada prakteknya. Lalu terlalu banyaknya kosa kata yang perlu dihafalkan dan kosa katanya hampir sama, jadinya bingung dan malas.

Interviewer : M. Aulia Rizal F
Learner 7   : Syifa Urrachmi Nurul Alfi
Date and Time : Saturday / 12 Descember 2020

No.		Questions / Answers
1.	Researcher	What is your opinion about games in learning English?
	Learner 7	Menurut saya banyak orang yang merasa bosan dengan pelajaran bahasa Inggris. Salah satu sebabnya mungkin karena belum terlalu paham dengan bahasa Inggris. Mungkin jika dikemas pembelajaran bahasa Inggris menggunakan *game* menjadikan mereka lebih tertarik, lebih bisa memahami juga. Karena *game* kan terkadang rasanya deg degan, misalnya ditunjuk dan nantinya kalau gak bisaakan mendapatkan hukuman. Dari situ ketika sudah mendapatkan hal tersebut, mau tidak mau, bisa tidak bisa dia akan mencari jawaban tentang kosa kata tersebut.
2.	Researcher	Do you think games can motivate you to learn vocabulary? Why?
	Learner 7	Iya, karena dalam *game* terdapat kosa kata yang kita belum tahu apa itu artinya. Jadi dapat memotivasi kita untuk mencari tahu dan menghafal kosa kata lebih banyak.
3.	Researcher	Do you think learning English using games is fun? Why?
	Learner 7	Iya, karena banyak orang yang lebih menyukai permainan atau *game* dari pada pembelajaran biasaya yang terkesan monoton.
4.	Researcher	Why do you think that games make you happy and easy in understanding and memorizing vocabulary?

No.		Questions / Answers
	Learner 7	Karena pembelajaran yang disertai dengan *game* lebih seru, jadi membantu kita untuk menghafal kosa kata. Seperti halnya dengan lagu – lagu itu juga membantu untuk memperkaya kosa kata.
5.	Researcher	Why do you think use games as media learning considered to be very helpful in learning vocabulary?
	Learner 7	Karena menyenangkan, karena pembelajaran menggunakan *game* tidak monoton. Jadi, perlu diterapkan apalagi jika siswa tersebut suka dengan yang namanya pembelajaran dengan menggunakan permainan. Beda lagi jika ada siswa yang tidak suka atau tidak begitu tertarik belajar menggunakan *game* pasti dia merasa biasa – biasa aja ketika *game* di gunakan sebagai media pembelajaran.
6.	Researcher	Do you often find difficulties in understanding and memorizing each vocabulary? When?
	Learner 7	Tentu saja pernah menemunakan kesulitan, ketika kosa katanya susah dalam *pronounciation*nya, mungkin bagi kita orang jawa, orang sunda, dan orang lokal kita susah dalam mengucapkan bahasa Inggris.

Interviewer   : M. Aulia Rizal F
Learner 8   : Nur Fadlilah
Date and Time   : Sunday / 13 Descember 2020

No.		Questions / Answers
1.	Researcher	What is your opinion about games in learning English?
	Learner 8	Pembelajaran menggunakan *game* sangat penting. Karena mampu meningkatkan semangat belajar siswa, khusuya untuk mengembangakan dan menambah kosa kata mereka.
2.	Researcher	Do you think games can motivate you to learn vocabulary? Why?
	Learner 8	Iya *game* dapat memotivasi siswa dalam belajar kosa kata. Karena *game* merupakan salah satu media yang menyenangkan, jadi dapat

		menghilangkan rasa bosan dalam belajar bahasa Inggris.
3.	Researcher	Do you think learning English using games is fun? Why?
	Learner 8	Iya menyenangkan. Karena biasanya kalau belajar sendiri itu terkesan sepaneng, kalau diselingi dengan *game* itu bisa lebih menyenangkan, lalu juga kita mampu berinteraksi dengan teman-teman.
4.	Researcher	Why do you think that games make you happy and easy in understanding and memorizing vocabulary?
	Learner 8	Karena biasanya didalam *game* guru mengemasnya sudah sangat menarik, apalagi lebih menariknya siswa lagi untuk belajar kosa kata – kosa kata bahasa Inggris. Karena jika hati para siswa sudah merasa senangkan berarti lebih nyaman dalam mempelajari kosa kata – kosa kata yang didapatnya.
5.	Researcher	Why do you think use games as media learning considered to be very helpful in learning vocabulary?
	Learner 8	Karena kita tahu identek dengan kesenangan. Namun,kalau pembelajaran dengan diselingi *game* yang kita dapatkan bukan hanya permainan. Akan tetapi, kita juga akan memperoleh edukasi yang awalnya penyampaian dari guru membuat jenuh dengan adanya *game* akan me-*refresh* otak siswa, sehingga mereka dapat memunculkan semangat baru.
6.	Researcher	Do you often find difficulties in understanding and memorizing each vocabulary? When?
	Learner 8	Iya saya sering menemukan kesulitan – kesulitan dalam memahami dan menghafal kosa kata dalam bahasa Inggris. Khususnya kosa kata bahasa Inggris yang berkaitan dengan sainstis. Karena saya sendiri tidak terbiasa dengan kosa kata tersebut, sehingga ketika ingin mempraktekannya sulit. Beda halnya jika kosa kata yang berhubungannya dengan aktivitas keseharian akan mudah saya ingat. Karena

		biasanya di pondok pesantren ini juga setiap harinya menerapkan sistem bahasa.

Appendix 9. Reasearch Documentation

Pictures A. Documentation of the classroom observation

Picture of the implementation of looking for games in the class.

Picture of the discussion about 10 vocabularies and spelling.

Picture of the implementation of guessing game in the class.

Picture of the implementation of saying word game in the class.

Picture of evaluate session in the end of the lesson.

Picture of situation students' active in the class.

Pictures B. Documentation of the interview session

Picture of the researcher interviewed the teacher.

Picture of the researcher interviewed the first student.

Picture of the researcher interviewed the second student.

Picture of the researcher interviewed the third student.

Picture of the researcher interviewed the fourth student.

Picture of the researcher interviewed the fifth student.

Picture of the researcher interviewed the sixth student.

Picture of the researcher interviewed the seventh student.

Picture of the researcher interviewed the eighth student.

Pictures C. Documentation of the boarding house of *Pesanten Darul Falah Besongo* Semarang

Picture of the dormitory of B9

Picture of the dormitory of A7

Picture of the dormitory of B5

Picture of the dormitory of C9

Picture of the dormitory of C5

Picture of the dormitory of B17

Picture of the dormitory of B6

Picture of the dormitory of B13

Appendix 10. Silabus English Intensive Class

SILABUS ENGLISH INTENSIF CLASS

PONDOK PESANTREN DARUL FALAH BE-SONGO

Dosen Pengampu   : Naili Ni'matul Illiyyun, M.A.

Kelas   : PA-PI/2

Ruang   : Asrama Be-Songo

Jumlah Pertemuan   : 15 kali

Durasi Waktu   : 90 menit

Semester/ Tahun   : Gasal/ 2020-2021

Tujuan Pembelajaran : Mahasiswa diharapkan memiliki keterampilan pra-TOEFL.

No	Materi	Strategi	Alat
1	Introduction, assessment, pre-test	Identifikasi kebutuhan	Sticky notes/ silabus
2	Vocab, spelling, pronunciation	Games, Q and A	-
3	Parts of speech	Lecturing, Games	White board
4	Guessing vocabularies/ nominal and verbal sentence	Work in group, games	List vocab
5	Simple present tense	Lecturing	White board
6	Describing someone	Lecturing, Games	White board
7	Describing someone	Lecturing, Games	White board
8	Subject verb agreement	Lecturing	White board
9	Making request, accepting, refusing	Small groups, short conversation	-
10	Simple past tense	Lecturing	White board
11	Telling story (unforgettable moment)		Photo
12	Asking question, giving opinion	Discussion, role play	-
13	Passive voice	Lecturing	White board
14	Listening music	Filling the blank	Paper, audio
15	Evaluation	Sharing	Questioner

Appendix 11. Letter of Research Permission

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka Km 2 Telp. (024) 7601295 Fax. 7615387 Semarang 50185

Nomor: B-5166//Un.10.3/D.1/PP.00.9/11/2020   25 November 2020
Lamp : -
Hal   : Mohon Izin Riset
a.n.   : M. Aulia Rizal F
NIM   : 1703046118

Yth.
Pengasuh Ponpes Darul Falah Besongo
di tempat

Assalamu'alaikum.Wr.Wb.,
Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa :

Nama   : M. Aulia Rizal F
NIM   : 1703046118
Alamat   : Ngembalrejo Rt 05/ Rw III Bae Kudus
Judul Skripsi : **Game as Media of Learning Vocabulary in Intensive English Class**

Pembimbing :
1. Dr. Hj. Siti Tarwiyah, M. Hum.

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan di berikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas selama satu bulan, mulai tanggal 15 November 2020 sampai dengan tanggal 15 Desember 2020.
Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terimakasih.
Wassalamu'alaikum.Wr.Wb.

a.n. Dekan,
Wakil Dekan Bidang Akademik

H. Mahfud Junaedi

Tembusan :
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)

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Appendix 12. Letter of Research

PONDOK PESANTREN
DARUL FALAH *Be-Songo* **SEMARANG**
Perum. Bank Niaga B.13 Telp./Fax. 024-7615246 Ngaliyan Semarang
Website: www.be-songo.or.id Email: be.songo@yahoo.co.id

SURAT KETERANGAN
Nomor: 46/A/DAFA-B9/XII/2020

Yang bertanda tangan di bawah ini   :

Nama   : Prof. Dr. KH. Imam Taufiq, M.Ag

Jabatan   : Pengasuh Pondok Pesantren Darul Falah Besongo Semarang

Alamat   : Perum Bank Niaga Blok C13 Ngaliyan Semarang

Dengan ini menyatakan bahwa :

Nama   : M. Aulia Rizal F

NIM   : 1703046118

Fakultas / Jurusan   : Ilmu Tarbiyah dan Keguruan / Pendidikan Bahasa Inggris

Alamat   : Ngembalrejo Rt.5 Rw.III, Bae - Kudus

Benar-benar telah melaksanakan penelitian di Pondok Pesantren Darul Falah Besongo Semarang sejak tanggal 15 Nopember 2020 sampai dengan tanggal 15 Desember 2020 dalam rangka penyusunan skripsi yang berjudul : **"Game as Media of Learning Vocabolary in Intensive English Class."**

Demikian surat keterangan ini dibuat agar dapat digunakan sebagaimana mestinya.

Semarang, 28 Desember 2020

Prof. Dr. KH. Imam Taufiq, M.Ag
Pengasuh

Appendix 13. List of the second grader of English intensive class period 2020/2021

No	Nama	Prodi
1	Zakiyul Warda	PBA/FITK
2	Farid Khofila	EI/FITK
3	Nia Salsabila	HES/FSH
4	Ulfa Khurriyanida	HKI/FSH
5	Layyinatun Nafisah	TP/FUHUM
6	Maulida Aazmy	PBA/FITK
7	Zaimmah	Akutansi/FEBI
8	Ghaida Sophia Khairiyyah	Ilmu Falak/FSH
9	Anis Zahrotun Nadhifah	IAT/FUHUM
10	Sabila Al Haqqi	IAT/FUHUM
11	Ati Auliyaur Rahmah	Pend. Biologi/FST
12	Indana Zulfa	IAT/FUHUM
13	Anny Utia Rachma	Ilmu Gizi/FPK
14	Hurriyatul Hilalin Nisa	SAA/FUHUM
15	Qoni'atul Abidah	Ilmu Psikologi/FPK
16	Agis Monica	PIAUD/FITK
17	Nailis Sa'adah Fiddaroin	PGMI/FITK
18	Nurul Awwaliyah	IAT/FUHUM
19	Mafriha Azida	KPI/FDK
20	Nia Mulyawati	KPI/FDK
21	Nur Fadhilah	PBI/FDK
22	Ade Vina Panduwinata	BPI/FDK
23	Nurul Hafidzoh	Pend. Biologi/FST
24	Nurya Mekka Arfa	PGMI/FITK
25	Nanda Kamalia	PBI/FITK
26	Afro Roisatul Umama	ISAI/FUHUM

27	Sinta Sufairoh	PBA/FITK
28	Amrina Rosyada	PBA/FITK
29	Hariroh Nur Fariha	KPI/FDK
30	Iin Kurnia Sari	PGMI/FST
31	Jauharotun Nafisah	Biologi/FST
32	Syifaurrachmi Nurul Alfi	IAT/FUHUM
33	Putri Rizkyatul Windiarti	Pend. Matematika/FST
34	Ifti Ustadah	Ilmu Hukum/FSH
35	Eha Rizqi Maulida	Ilmu Psikologi/FPK
36	Muzayyinatun Nadlifah	PBI/FITK
37	Rofida Rahmadani	SAA/FUHUM
38	Alya Masarrah	PGMI/FITK
39	Lailatul Fitriyyah	IAT/FUHUM
40	Ardania Qurrota A'yun	IAT/FUHUM
41	Octavina Indriyanti	Pend. Kimia/FST
42	Alya Rahma Falasifah	Ekonomi Islam/FEBI
43	Ulfa Choironi	MD/FDK
44	Suci Sulistiowati	IAT/FUHUM
45	Annisa Azzahra	Akutansi/FEBI
46	Batrisya Sania Firzana	Ilmu Psikologi/FPK
47	Wafiqoh Nur Isnaini	PAI/FITK
48	Hilmi Azmi Labib	HKI/FSH
49	Widodo Febri Utomo	PAI/FITK
50	Hadziq Muhibbuddin	BPI/FDK
51	M Iqbal Fahmi	MD/FDK
52	Habib Khoirul Umam	PBA/FITK
53	M Baharudin Iqbal	BPI/FDK
54	Lukman Maulana Ibrahim	IAT/FUHUM
55	M Fauzan Sidik	IAT/FUHUM

56	Abdul Fatah Irsyadi	Ilmu Hukum/FSH
57	Yusuf Ahmad Tri Utomo	Ilmu Hukum/FSH
58	Marsa Ardannaufal	IAT/FUHUM
59	Wahyu Dwiyanto	MHU/FDK
60	Azkiya Tsani Baharsyah	Aqidah Filsafat/FUHUM
61	Fahrizal Taufiq	Aqidah Filsafat/FUHUM
62	Zanet Taufiq	Ekonomi Islam/FEBI
63	Alifian Arafat	MPI/FITK
64	Muhammad Reiza Faza	HPI/FSH
65	Muhammad Ulin Nuha Al Ajib	SAA/FUHUM
66	Nurul Muttaqin	MPI/FITK
67	Hafadoni Jundya Lamtaroha	HKI/FSH
68	Maulana Jadid	Teknik Informatika/FST
69	Maulana Misbahul Fuadi	Matematika/FST
70	M. Khusni Mutayyib	MD/FDK
71	Ilham Misbahul Qolbi	BPI/FDK
72	Ulis Syifa Muhammadun	IAT/FUHUM
73	M. Khabiburohman	PBA/FITK

CURRICULUM VITAE

A. Personal Details:

1. Name : Muhammad Aulia Rizal Firmansyah
2. Place&date of birth : Kudus, July 13th, 1999
3. Address : Ngembalrejo, 05/03 Bae Kudus
4. Phone : 081931671284
5. E-mail : auliarizal1999@gmail.com

B. Formal Education:

1. MI Darul Ulum 01 Kudus graduated in 2011.
2. MTs NU TBS Kudus graduated in 2014.
3. MA NU TBS Kudus graduated in 2017.
4. UIN Walisongo Semarang graduated in 2021.

C. Non-Formal Education

1. Mahesa Institute, Pare, Kediri.
2. Ponpes Raudlotul Muta'allimin, Kota, Kudus.
3. Ponpes Darul Falah Besongo, Ngaliyan, Semarang.

Semarang,   Maret 2021

M. Aulia Rizal F
SN. 1703046118