DEVELOPING "MAGIC SAGA" GAME AS A MEDIUM FOR ENRICHING VOCABULARY OF ELEVENTH GRADERS

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Abstrak

Penelitian ini bertujuan untuk mendeskripsikan proses pengembangan yang meliputi validasi kualitas dan kegunaan permainan *'Magic Saga'* sebagai media untuk memperkaya kosakata siswa kelas XI. Untuk mengembangkan media ini, penelitian ini mengadopsi pendekatan ADDIE menurut Branch (2009). Penelitian ini berlangsung di sekolah menengah atas dengan melibatkan 8 siswa dan 1 guru untuk menguji kepraktisan permainan. Di sisi lain, seorang dosen bahasa Inggris memvalidasi kualitas permainan. Nilai validasi konten dan desain adalah 3,98 yang dapat dikategorikan 'sangat baik'. Berdasarkan hasil observasi dan wawancara, siswa menunjukkan interaksi yang menarik dan juga memberikan komentar yang baik terhadap permainan *Magic Saga*. Siswa juga mengatakan bahwa mereka termotivasi untuk belajar dan berlatih kosakata. Permainan *Magic Saga* mendapat penilaian bagus dari guru dan juga dosen. Pada saat bermain game, tujuan awal bisa terpenuhi serta dapat disimpulkan bahwa game *Magic Saga* dapat digunakan untuk proses belajar mengajar bahasa Inggris.
Kata Kunci: Kosakata, *Magic Saga*, ADDIE

Abstract

This study aimed to describe the development process, including the quality validation and the practicality of the 'Magic Saga' game as a medium for enriching the vocabulary of eleventh graders. This study adopted the ADDIE approach by Branch (2009) to develop the media. This study took place at a high school by involving eight students and one teacher to test the game's practicality. On the other hand, one of the English lecturers validated the quality of the game. The validation score for content and design was 3.98 that categorized as 'excellent.' Based on observation and interview results; the students showed attractive interactions. Also, they gave good comments toward the Magic Saga game. Moreover, Students said that they were motivated to learn and practice vocabulary. Magic Saga game got good appraisal from the teacher and also a lecturer. While playing the game, the primary goals had met, and it concluded that the Magic Saga game was applicable for the English teaching and learning process.
Keywords: Vocabulary, Magic Saga, ADDIE.

INTRODUCTION

Developing and enriching vocabulary are important things while learning English. Nowadays, students are expected to have sufficient skills to English mastery, including reading, writing, listening, and speaking. According to Li, Meng, Tian, Zhang, & Xiao (2019), there is a fundamental building component for EFL learners' four vocabulary skills. Vocabulary influences their four certain areas of skills, namely speaking, reading, listening, and reading. Therefore, the mastery of language skills is supported by having a good vocabulary (Cahyono, 2008). Another statement from Nafi (2016) said that students' ability to encounter ideas and think

more logically is sustained by acquiring more vocabulary.

Success in vocabulary learning depends on the learners' active involvement. This involvement can be seen in language learning activities made by teachers. Thus, language learning activities should be developed well to engage students' participation. If the teachers have better preparation and provide better facilities, vocabulary learning will get maximum results.

Vocabulary teaching

The ain of vocabulary teaching is to understand ideas by using woard meaning and deliver opinions by using word use in language production. Cahyono (2008) stated that the general purpose of vocabulary learning for students is to understand the concept of familiar words, gain a higher number of dictions, and use it for a communicative purpose. Zhang and Anual (2008, as cited in Vahdat, 2013) stated that each student must be able to read low-frequency passages that contain 2000-3000 words of knowledge, and it is necessary. Based on this statement, comparing students' demand to have more vocabulary and the strategy being used are not equal in vocabulary learning.

In the Indonesian curriculum, vocabulary teaching aims to produce sentences and utterances by using several vocabularies that have been learned. It has been explained in linguistic competence, students are expected to build their ability in terms of grammar, vocabulary, pronunciation, and spelling in the text correctly (Permendikbud, 2016). However, in the Indonesian curriculum, vocabulary learning activities are integrated into English skills. For example, in basic competence (3.8 and 4.8) of the 2013 curriculum, students are demanded to differentiate a social function, structure of the text, and language features of narrative text (Permendikbud, 2016). As a result, students need long time to learn vocabulary because they are used to make a list of unfamiliar words and meaning while learning vocabulary. Yazdi & Kafipour (2014) added that many vocabulary instructions are usually incidental; when students encountered new words or phrases, most students are leading to open and find meaning in the dictionary.

In the teaching and learning process, most of the vocabulary activities process are not appealing, and it makes language learners felt bored because of the vocabulary learning process (Zou, Huang, & Xie, 2019). As Alemi (2010) stated that teachers and students mostly used books that focused on organizing, practicing, and presenting new words to make students easier in accessing and memorizing. According to Brinton (2001, as cited by Anderson, Reynolds, Yeh, & Huang, 2008), most English teachers always use textbooks and notes as the media to teach vocab in the classroom for more than decades. It support a study conducted by Kim (2019) showed that Moroccan EFL teachers agreed that the traditional method makes students bored and affects students' performance in the classroom.

Shahbaz (2018) said that most students said that they easily forget vocabulary items after learning them because of a lack of practice. According to Irawan, Wilson, & Sutrisno (2020), there are two factors influencing vocabulary mastery: teacher's lack of motivation in developing media for teaching vocabulary and students' lack of vocabulary mastery. Because of those ineffective situations factors, it may lead to lack of vocabulary problems.

Lack of vocabulary

One problem related to vocabulary is the lack of vocabulary. It is a situation when learners have a small vocabulary size than they should acquire. Other reason is because of the few opportunities for students to practice new words in actual activities.

For EFL students, the lack of vocabulary makes them having problems in delivering their thought and idea for their performances. (Nafi, 2016). To overcome the problem, most students usually use memory strategy rather than a cognitive approach, as Yazdi & Kafipour (2014) revealed in their study involving Iranian EFL students. If students could not understand the meaning each type of word including (verbs, nouns, adjectives, and adverbs), students would face some problems while comprehending the teachers' explanation.cause Then, they would end up with low proficiency in English language learning.

Traditionally, during language teaching and learning, teachers taught vocabulary within the lesson of speaking, listening, reading, and writing (Mikaili & Branch, 2011). Based on the fact, students learn vocabulary only from a teacher who introduces, and apply several new words unconsciously.

Most teachers used traditional approaches using traditional tools and methods such as drilling, spelling, textbooks, and other (Zhonggen, 2018). After that, students should take note of each vocabulary and memorize it. This activity required much time and inefficient. Another approach that usually used in class is guessing meaning, but it is unreliable, especially for those who do not have 98% of the word in the passage (Schmitt & Schmitt, 2013). This approach may decrease students' creativity in using vocabulary in different forms. Thus, choosing a proper activity or a way for vocabulary learning should be developed.

English games as media

The role of media is important because media could ease students in comprehending and understanding the learning process (Nurapriani, Yanuarsari, Ruswandi, Muchtar, & Hakim, 2019). The English game is one of the teaching media that could increase students' engagement and motivation. The concept of the English game itself comes from edutainment that combines ideas between education and entertainment. It is considered a new concept of learning which offers enjoyment for

students and teachers. It could lead students to learn English while playing the game.

According to Pujirahayu (2018), the English game could combine all language skills and components when students in language classes gradually use it. Games offer several interactive learning activities that provide players with feedbacks and new issues. In this way, teachers will quickly build an attractive atmosphere in learning vocabulary, which is often dull and needs much time. Moreover, learning vocabulary through the game will be more fun and effective because the students could learn new words while playing the game.

Characteristic of good English game

Hill, Sumarniningsih, & Lestari (2013) stated that the English game should fulfil several criteria such as:

1. Enjoyable, English games should offer enjoyment to encourage students to play them gradually. It would help students' vocabulary memorization and grammatical pattern.
2. Educational, a good English game should lead students to reach the linguistic goals of each grade.
3. English promoting, English games have to provide several English practices such as communication and pronunciation. Each game should contain a level of the game itself. There are several levels of difficulty in English games.
    -   Easy – contains daily words, one or two words, and simple tasks (drilling, mimicking, identifying pictures)
    -   Moderately easy – contains survival words, simple sentence, and simple task (answering question)
    -   Moderately hard – contains socializing words, simple and complex sentences, and medium tasks (describing and reporting)
    -   Hard – contains specialized words, long and complex sentences, and difficult tasks (solving problem)
4. Engaging, to make students active in language learning, the English game should promote good activity and engagement for students.
5. Easy to use, simple instructions and rules will help both students and teachers to play the English game. It also makes the material is easier to understand.

Those criteria help the language learning process more fun and enjoyable for students. It also provides a real context in using and expressing language through activities inside the game.

The practicality of the English game

The practicality of English games depends on the implementation of it. An English game succeeds when students are happy while playing it, they could learn and feel the enjoyment of games at the same time. According to Kusuma, Adnyani, & Taharyanti (2017), when playing English games, students are happy. After that they acquiring more vocabulary of the target language at the same time. As Rohdiana (2017) said, one of the game's advantages is developing students' motivations while learning in the classroom. The game's practicality could be seen when teacher and student understand the rule of the game and play it well. In short, there are some indicators that could be used to determine whether the game was applicable or not (Suprianti, Padmadewi, Jayanta, & Fatini, 2020). Thus, all of the game components should be clear described.

There are Several English games that have been successfully applied in the classroom. Guessing games and matching picture-word games are the most common games used in small group classrooms. A study conducted by Zhonggen (2018) shows that there is a lot of teaching aid in the form of a game which is used in vocabulary teaching and learning process such as "Bingo" and "The SIMS." The "Bingo" game concept leads students to arrange the alphabets into correct words and memorize them. Meanwhile, "The SIMS" game gives meaningful language learning through experiencing real-life events. The "Spelling Puzzle," developed by Akdogan (2017), is similar to the "Bingo" game. It makes students re-arrange several alphabets in good order then spell them correctly. Serious game-aided English vocabulary learning conducted by adaptive and independent vocabulary leads to students' satisfaction (Zhonggen, 2018). The "Crossword Puzzle" also helps students find and remember words by guessing provided clues, then fill some blank squares using these words (Akdogan, 2017). In conclusion, teaching vocabulary using games produces positive impact on English vocabulary learning.

Based on the problem described above, this study aims (1) to describe the development process of 'Magic Saga' game for the eleventh graders, (2) to evaluate whether this game is playable or not, (3) to find out the students' response toward the "Magic Saga" game.

METHOD

This study used the ADDIE approach by (Branch 2009) as the research design to develop the "Magic Saga" game because it was suitable for an intentional environment. There were five stages in the ADDIE approach; analyzing, designing, developing, implementing, and evaluating. A detailed explanation of stages is described below.
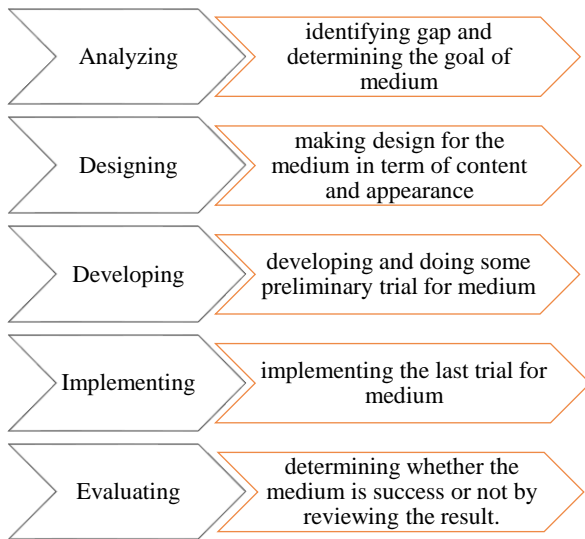
Figure 1. ADDIE Approach Stages

Analyzing

The first step that the researcher did was identify the gap and determine the medium's goals by spreading the need analysis questionnaire for eight students and one teacher. All the results determined the goal of the medium being developed by the researcher. Concerning the result of the need analysis questionnaire, the medium developed should contain components that could increase their interest in vocabulary learning. The medium aimed to enrich students' vocabulary knowledge and motivate them to produce sentences using vocabulary they already learned before. After that, the goals of the medium were determined. (1) To help students enrich their vocabulary by mentioning vocabulary from the game. (2) To help students felt relax and enjoy vocabulary learning. (3) To help students could increase their creativity by playing the game

Designing

After determining the goal of the medium, the preliminary product was designed. There were two set inside of the game. The first set consisted of cards, rules, and boxes. The cards included a character card, story card, end card, item card, and black card. All of the card sizes were 8 cm x 13 cm.


Picture 1. Magic Saga Cards

The character card explained the main character description and orientation of the short story. This card could build students' activeness by imaging and role-playing the character card. The Story card had the alphabet inside that students use in making a sentence. Students could find vocabulary that had the first letter in the story card. It helped them in producing sentences using that vocab. The story card also gave the following story that students made before. Thus, they could ease to continue their story. The Black card was an additional exercise for students who could play it for a given time. It contained several questions and instructions to mention narrative vocabulary or producing a sentence. Item card also appeared in this game. This card consisted of a picture and vocabulary completion task to help students in finding more vocabulary. There was also the End card to finish up the story that they made. The aim of this game was for students could produce a sentence by using action verbs that they know and acquire. By playing all of the components inside the Magic Saga game, the researcher hoped students would overcome their lack of vocabulary and enrich their vocabulary in language learning.

Developing

When developing the cards, the box and packaging were designed well. For the box of the medium, the researcher made a big logo on the box. Therefore, people could recognize 'Magic Saga' by seeing the logo of it. The rule was written both in Indonesian and English. It made the media was easier to play even though the player had different backgrounds of English knowledge.
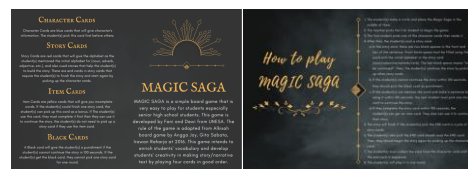
Picture 3. Rules Magic Saga

Implementing

After developing the primary medium, the implementing stage was conducted by doing a one-to-one trial, small group trial, and field trial. First, a one-to-one trial was done to remove several apparent errors. The trial participated by four groups consisted of 2 students. After revising several obvious parts of the medium, a small

group trial that participated by four groups consisted of 2 students. The time limit was 60 seconds, and participants must mention a word. After that, they made a sentence using that word. a worksheet must be filled by participants to collect sentences that already they had made before. Thus, participants knew how many words and sentences that they produced. Lastly, the medium was implemented again in the field trial, but several rules already had changed. The researcher asked the participants to play the medium again for one round but 100 seconds. The trial was also participated by eight students.

Evaluating

For evaluating stage, there were content validation and medium validation. Those validations were done after conducting the trials. The content and medium validation expert was an English education lecturer from the State University of Surabaya. The lecturer had to fill the validation questionnaire because it was needed to evaluate how the game was played directly.

Data Collection Technique

Qualitative research was done to gain data that concerned in the development of magic saga game as a medium to enrich eleventh graders' vocabulary. Three instruments were used to collect the data which were questionnaire, interview, and observation. There were four questionnaires. There were four questionnaires; students' need analysis questionnaire, teacher's need analysis questionnaire, content validation questionnaire, media validation questionnaire. The need analysis questionnaire aimed to determine the game's goals and design a preliminary product of the medium. The content validation questionnaire aimed to determine whether the medium is suitable and understandable or not.

Meanwhile, a media validation questionnaire aimed to validate whether the media was good enough to encourage student's interest in learning vocabulary through the medium. Both content and media validation questionnaire results helped the researcher to revise the game both the content and appearance of the game. There is also described feedback for each aspect in the questionnaire. If the questionnaire score around 87.5 – 100, it could be concluded that the media was valid and applicable.

A semi-partially structured interview was conducted to gather participants' responses and opinions towards the Magic Saga game, whether it could help students on enriching vocabulary size or not. There are eight students and one teacher involved in this interview. An interview guideline consists of 21 questions covering several aspects of implementation games, students' problems

while learning vocabulary, and students' responses toward the Magic Saga game.

A semi-structured observation was conducted to determine whether the Magic Saga game was applicable or not for eleventh graders. An observation guideline had eight questions that cover students' engagement, difficulty, and behaviour while playing the Magic Saga game. There was also a field note that described the process of implementation. The result of observation helped the researcher answer two research questions in this study.

Data Analysis

After collecting data, the researcher analyzed the data using a qualitative approach following several steps; classifying, coding, reducing, and interpreting. All the gathered data was organised for several aspects of the developing Magic Saga game, such as vocabulary learning, vocabulary game, and response toward Magic Saga game. Each element had its code to conclude the result. After that, all the result was reduced and interpreted for describing the result of this research thoroughly. To analyze the data, qualitative data was done by following orders and steps taken in this study. Qualitative research was done to gain data describing the behaviours, the interaction, and the setting in narrative or words (Ary, 2010).

RESULTS AND DISCUSSION

The development process of 'Magic Saga' game

To describe the development process of the 'Magic Saga' game for the eleventh graders, students' opinions were gathered by spreading the need analysis questionnaire. Based on their views, vocabulary was essential to increase their English skills and also helped them in delivering their opinion to others. Moreover, they said that vocabulary was necessary to understand the passage that they read. They often found issues when understanding passages because they found many unfamiliar words and did not know the meaning. In addition, they often felt it difficult while making spoken or written sentences in English because they do not know how to convey it from Indonesian into English. Switching vocabulary from Indonesian into English was being one of the problems that the participant handled. They said they were often miswriting and mistranslating passages because English was not their mother tongue. Because of those difficulties, they unconsciously had a lack of vocabulary problem.

However, according to the questionnaire result, it was found that they only learned vocabulary from a textbook. Most of the participant used the memorization strategy to

overcome their lack of vocabulary problems, and they got supplementary vocabulary by watching a movie or listening to music. Meanwhile, from the need analysis result, the participants agreed that they needed additional vocabulary learning through a game because it provided enjoyment while learning. It also decreased boredom, and it could motivate students to learn vocabulary more. Based on the questionnaire result, it was relevant to a study conducted by Nurapriani et al. (2019), said that the used of media in the classroom could help to convey the subject. Thus, it can be well comprehended by students. As a result, the Magic Saga game was developed by the researcher.

To develop the Magic Saga game, the researcher followed the ADDIE approach that was described as follows.

Analyzing: In this stage, a need analysis questionnaire was used to gain data before identifying the gap and determining the goal of the medium. The Magic Saga aimed to help students enriching their vocabulary by making sentences from a simple board game.

Designing: All of the ideas from students' responses from the need analysis questionnaire were used to design a primary medium. There were several cards of Magic Saga, such as character card, story card, the end card, black card, and item card.

Developing: After developing all of the cards, there were also rules (written in Indonesian and English), a box, and a package of the Magic Saga game that was appealing for eleventh graders.

Implementing: Several trials were conducted for implementing stage. There were a one-to-one trial, small group trial, and field trial. Those trials result used to evaluate the Magic Saga game was applicable or not.

Evaluating: Evaluating stage was essential to stage after trials. Based on the trial result, several minor revisions should be done. Three aspects should be fixed in term of mechanism and design.

Table 1. First product Evaluation

No	Problems	Explanation	Problem-solving
1.	Mechanism	Students still confused about the rules and could not finish the story card within 60 seconds.	Revised the rules by giving a brief explanation that could be understandable for students— furthermore, giving more time limits for making a sentence. Thus, they could finish

			it.
2.	Design	Students confused because there was no title on the back of the cards. The instruction design was less practical.	Redesigned the title of back cards according to the type of the card. Redesigned the instruction cards so that they could be folded.

After revising several parts of the game, the field trial was done. The results were described below as follows. While playing the medium, they were very enthusiastic and enjoyed it. The students played the game within 100 seconds, and they play with enthusiasm. Moreover, they already did not feel anxious and relaxed. On the other hand, the medium was already good enough and applicable.

Throughout the trial, there was no problem regarding the medium and rules. Participants played the medium with great fun. They could mention the word and make sentence easily because the time limit was long enough. From this trial, participants could make around ten sentences for each group. They said that it was more interesting after the time limit was added than before because they had much time finding a word and making a sentence. They also said "*medianya sangat menarik karena saya baru pertama kali memainkan permainan kartu seperti ini*". The teacher also said "*bahasanya mudah dipahami, jadi mereka bisa memainkannya dengan mudah*".

The evaluation of the Magic Saga game

To evaluate whether this game is playable, there were validation result, observation and interview result that determined the medium was already applicable to use. It was described as follows.

Table 2. Medium Validation Score

No.	Aspects	Range								Score
		A	A-	B+	B	B-	C+	C	D	
1.	Language used		√							7
2.	Grammar and Vocabulary	√								8
3.	Assignment	√								8

5.	The compatibility between game and aims	√									8
6.	The practicality of a game	√									8
7.	Understandable Instructions	√									8

The mean score was 3.98 that categorized as "A" or excellent. It was valid and applicable for vocabulary teaching and the learning process. In terms of effectiveness, the medium was usable and durable because it was in the form of cards. It was also practical to give students vocabulary practices by mentioning words and making sentences from them. The font, size and style were also appealing for individual or group use. The medium helped students enrich and comprehend new vocabularies such as blind, build, widow, tired, etc. The content of the medium is understandable for students. Thus, they could play it quickly and without hesitation. It was also proven while the implementation stage, students were very excited and attracted enough. In the first round, they were awkward and shy. Then they could not finish their story card because they are out of time. In the second round, they already knew the game's flow, but still, they were shy. They acquired fewer vocabularies. In the third round, they felt the medium was challenging, and it boosted the environment. Students' teamwork was also well developed while playing the medium. They discussed the vocabulary and how to make a sentence of it. Although the discussion was not entirely in the target language, they did well in discussing the problem. The main goal of the medium was reached because all of the students could gain more vocabulary, and they practised by making several sentences from those words. In addition, they also practised their listening while the other group was presenting their works. In conclusion, the medium was applicable and appealing for students.

Students' responses toward the Magic Saga game

To find out the students' response toward the 'Magic Saga' game, there were many positive feedbacks towards the 'Magic Saga' game. The medium had both attractive illustration and idea. It succeeds in encouraging students' attention to play and learn about vocabulary. Besides, all the participants were curious about the medium because they never knew vocabulary game in cards. As a result, the entire participants agreed that the medium was challenging and fun. The students felt enjoyment while playing the game. They said that it made them felt tense because of the competition with other groups. On the other hand, the medium's instruction or rule is easily understood by students and teacher. One of the students said that the medium was constructive to gain vocabulary knowledge and build teamwork. However, during the first round, they felt difficulty mentioning word and making sentence because of the minimum time limit given. Lastly, most of the students gave opinions towards the medium. One of students said that "*medianya seru sekali, desain nya juga bagus dan bisa menambah pengetahuan kosakata*". Meanwhile, few students were suggesting the time limit. They said that "*waktunya lebih baik ditambah lagi*". Because of the time limit, they felt in a hurry while making sentences. Based on the students' responses, it could be said that the medium was exciting and it could boost the vocabulary learning atmosphere. Thus, they could learn vocabulary quickly.

Based on the result on several trials that had done before, students were more motivated in learning vocabulary while using media in the classroom. Their vocabulary mastery was also increasing. It could be seen when they were active in making sentences hile playing 'MAGIC SAGA' game. It is in line with study conducted by Herlina & Dewi (2017) that students were understanding the vocabulary better while they used flashcard as a media. Both of MAGIC SAGA and flashcard were very useful in enriching students' vocabulary.

Vocabulary learning would be very stressful and full of tension if there were less of various activities in the learning process (Kusuma et al., 2017). Thus, vocabulary learning needed a media that could increase students' vocabulary mastery. Furthermore, it could create supportive atmosphere while the learning process. It was related to the used of media 'MAGIC SAGA' game. After playing 'MAGIC SAGA' game, students were happy and also they enjoyed the vocabulary learning process because there were various activities and challenge cards like black cards inside it.

Comparing students' opinions towards Magic Saga and other games that they had played, Magic Saga game was the first vocabulary game that could encourage students' motivation to learn vocabulary and build their teamwork well rather than other game. Considering the result, the present study is in line with the study conducted by Octaberlina & Anggarini (2020) which stated that students could understand and memorize words easily through flashcard and it motivated them in learning vocabulary. Therefore, they enjoyed vocabulary

learning better than before. They also said that they were happy while playing the Magic Saga game. Based on the teacher opinion, Magic Saga was also one of the creative and straightforward media for boosting vocabulary learning in the classroom rather than other game.

Throughout all the trials that had done by the researcher, this study found that learning vocabulary needed practices gradually. Students also said that they got supplementary vocabulary learning from their English courses. In line with Yudintseva (2015) stated that vocabulary mastery was a kid of knowledge that gained gradually and randomly. Thus, it needed a long process to learn it.

CONCLUSION

Related to the first purpose of this study, developing the Magic Saga game as a medium had followed the ADDIE approach by Branch (2009) by following several stages such as analyzing, designing, developing, implementing, evaluating. After doing all of the steps, several parts had changed after reviewing the trials, such as time limit had transformed into 100 seconds; the design of rule had changed into folded paper (brochure); there is name type of card on the back card.

Regarding the second purpose, the lecturer validated the Magic Saga game, and it got 3.98 that could be categorized as excellent. Because of the attractive design and packaging, students were curious about the game.

Concerning the third purpose, students could enjoy and produce sentences well throughout playing the Magic Saga game. Based on the students' responses toward the medium, most students gave positive feedback and opinions. They were motivated to play because of the appealing character and illustration. As a result, the student wanted to use and play the medium again with their friends.

There are some suggestions toward the medium from the teacher and students. First, the medium is applicable in-group rather than individual. Second, do not set high demand for the learner to make correlate story. Third, it would be better to remind students about the time limit if there is a time keeper. Let students be the timekeeper and also the supervisor of the game to develop their confidence. Also, it could build their independent learning.

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