

**THE EFFECTS OF WORD CHAM AND XO GAME ACROSS STUDENTS'  
MOTIVATION LEVELS ON ENGLISH VOCABULARY MASTERY AT SMKN 2  
KOTA KEDIRI**

**THESIS**



**By:**

**AYUNA NUR INSANI**

**NIM. 21202072**

**STATE ISLAMIC INSTITUTE OF KEDIRI**

**FACULTY OF TARBIYAH**

**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION**

**2025**

**THE EFFECTS OF WORD CHAM AND XO GAME ACROSS STUDENTS'  
MOTIVATION LEVELS ON ENGLISH VOCABULARY MASTERY AT SMKN  
2 KOTA KEDIRI**

**THESIS**

Presented to:

State Islamic Institute of Kediri

In Partial Fulfillment of the Requirements

For the Degree of *Sarjana* in English Language Education

**By:**

**AYUNA NUR INSANI**

**21202072**

**STATE ISLAMIC INSTITUTE OF KEDIRI**  
**FACULTY OF TARBIYAH**  
**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION**

**2025**

## DECLARATION OF AUTHENTICITY

### DECLARATION OF AUTHENTICITY

Name : Ayuna Nur Insani  
Student's ID Number : 21202072  
Study Program : Department of English Language Education  
Faculty : Tarbiyah  
Title of Thesis : The Effects of Word Cham and XO Game across Students'  
Motivation Levels on English Vocabulary Mastery at SMKN 2  
Kota Kediri

I hereby state that this thesis is genuinely my own work and the result of my personal research efforts. All information, data, and ideas taken from other sources have been properly cited and referenced. This thesis does not contain any material written or published by others, except where clearly acknowledged. Moreover, no part of this thesis has been submitted for the attainment of another academic degree or diploma at this or any other university or institution of higher education. Therefore, I fully accept responsibility for the contents of this thesis should any disputes or claims arise in the future.

This thesis is submitted in partial fulfilment of the requirements for obtaining a Bachelor's degree (Sarjana/S1) in the English Study Program at State Islamic Institute of Kediri.

Kediri, 2<sup>nd</sup> of June 2025

  
Ayuna Nur Insani

NIM. 21202072

## APPROVAL PAGE

### APPROVAL PAGE

This is to certify that the *Sarjana's* Thesis of Ayuna Nur Insani has been approved by the thesis advisors for further approval by the board examiners.

THE EFFECTS OF WORD CHAM AND XO GAME ACROSS STUDENTS'  
MOTIVATION LEVELS ON ENGLISH VOCABULARY MASTERY AT SMKN  
2 KOTA KEDIRI

Ayuna Nur Insani

NIM. 21202072

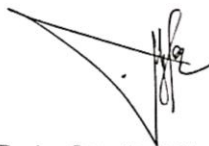
Approved by:

Advisor I

Advisor II



Dr. Dewi Nur Suci, S.S., M.Pd  
NIP: 198909142023212040



Dr. Ary Setva Budi Ningrum, M.Pd  
NIP: 198204302008012011

# RATIFICATION SHEET

## RATIFICATION SHEET

THE EFFECTS OF WORD CHAM AND XO GAME ACROSS STUDENTS'  
MOTIVATION LEVELS ON ENGLISH VOCABULARY MASTERY AT SMKN

2 KOTA KEDIRI

AYUNA NUR INSANI

NIM. 21202072

Has been examined by the board of examiners of State Islamic Institute of Kediri  
Kediri, On June 16<sup>th</sup>, 2025

1. Main Examiner

Dr. Ima Fitriyah, M.Pd.I  
NIP: 198607022015032003

(.....)

2. Examiner I

Dr. Dewi Nur Suci, S.S., M.Pd  
NIP: 198909142023212040

(.....)

3. Examiner II

Dr. Arv Setva Budi Ningrum, M.Pd  
NIP: 198204302008012011

(.....)

Kediri, June 25<sup>th</sup> 2025

Dean of Faculty of Tarbiyah

State Islamic Institute of Kediri



Prof. Dr. Hi. Munifah, M.Pd  
NIP: 197004121994032006

## **DEDICATION**

1. With the deepest gratitude and utmost reverence, I dedicate this humble work to Allah SWT, the Most Gracious and Most Merciful, whose endless blessing and guidance have given me strength, patience, and the opportunity to complete this journey. And to Prophet Muhammad SAW, the noblest messenger, whose light and teachings inspire my path may peace and blessings be upon him always.
2. To my beloved parents, Mr. Andi Purwoko and Mrs. Ilmu Sa'ati, who have always been my greatest supporters and my strongest source of strength. Thank you for your endless prayers that have guided me through every step, your unconditional love that warms my heart, your sacrifices that often go unspoken but never unnoticed, and your unwavering faith in me even when I doubted myself. Your wisdom, patience, and presence in my life are priceless gifts that I will forever cherish. This achievement is as much yours as it is mine for everything I am and everything I hope to become, I owe it to you.
3. To my beloved sibling, Mr. Mochammad Firlie Fauqi Pradipta, who has always been my silent cheerleaders and constant companions through every season of life. Thank you for your words of encouragement, your lighthearted jokes that lifted my spirits, and your quiet reminders to keep going, even when I felt like giving up. Your presence, support, and belief in me gave me strength in moments of doubt. This journey would not have been the same without your love, laughter, and unwavering motivation. I am truly blessed to have you by my side.
4. To my respected thesis advisors, Dr. Dewi Nur Suci, S.S., M.Pd and Dr. Ary Setya Budi Ningrum, M.Pd, I am deeply grateful for your guidance, patience, and unwavering support throughout the process of completing this thesis. Thank you for

your insightful feedback that sharpened my ideas, your encouragement that motivated me to keep improving, and your kind understanding that made this challenging journey more manageable. Your expertise and dedication as mentors have been truly inspiring, and I feel honoured to have learned under your supervision.

5. To my dearest friends, Nanda, Soffi, Naswa, Lu'il, Fasya, Nisak, Widy, Nadia, Shintia, Ainun and all those that I can't mention one by one, thank you for being a constant source of motivation, joy, and unwavering support throughout this academic journey. Your encouraging words, cheerful presence, and genuine friendship have brought light to the darkest moments and made even the toughest days more bearable. Whether through late-night talks, shared frustrations, or simple laughter, you reminded me that I was never alone in this journey. I am truly grateful for every memory we've created and every step we've taken together along the way.
6. To Mrs. Indah Septiningrum, S.Pd., my sincere gratitude goes to you for your valuable support and kind assistance throughout the research process. Thank you for your willingness to facilitate the implementation of this study in your classroom, for your cooperation, and for your thoughtful guidance that contributed greatly to the smooth progress of this research. Your dedication as a teacher and your openness to help are truly appreciated and will always be remembered as part of this meaningful academic journey.
7. To my greatest support system, the one I call home, thank you for standing beside me through every high and low, for your endless patience, calming presence, unwavering belief in me when I struggled to believe in myself. Your encouragement lifted me during the hardest days, and your quiet strength reminded me that I wasn't alone. Thank you for the late-night talks, the gentle reminders to rest, and the love

that kept me grounded. You have been more than a supporter, you've been my peace, my cheerleader, and my motivation to keep going. This milestone is as much yours as it is mine.

8. Lastly, to myself, for enduring every sleepless night, for rising after every setback, and for continuing even when the road felt too heavy to walk. Thank you for choosing growth over fear, persistence over doubt, and hope over despair. You have faced challenges with quiet strength and kept going, even when no one was watching. This journey was not easy, but you made it to the end and that is something to be proud of.



## **ACKNOWLEDGEMENTS**

Alhamdulillah, all praises be to Allah SWT for his endless guidance, mercy, and blessings that have enabled me to complete this thesis. Peace and blessings be upon the final Prophet, Muhammad SAW. who has been a source of inspiration for all of us. On this occasion, I would like to convey my deepest gratitude and sincere appreciation to all individuals who have significantly supported and contributed to the completion of this thesis. My heartfelt thanks are especially addressed to:

1. Dr. Wahidul Anam, M. Ag as the Rector of State Islamic Institute of Kediri
2. Prof. Dr. Hj. Munifah, M. Pd as the Dean of Tarbiyah Faculty, State Islamic Institute of Kediri
3. Nur Afifi, M. App. Ling. Ph. D as the Head of English Department State Islamic Institute of Kediri
4. Dr. Ima Fitriyah, M. Pd. I., Dr. Dewi Nur Suci, S. S., M. Pd and Dr. Ary Setya Budi Ningrum, M. Pd my respectable advisors who guided me throughout my thesis. They made invaluable contributions and supported me during this study.
5. All of my lectures in State Islamic Institute of Kediri.

The Researcher

Ayuna Nur Insani

## **MOTTO**

“Those who stop learning will become the owners of the past. Those who keep learning will become the owners of the future.”

- Mario Teguh

## ABSTRACT

**Ayuna Nur Insani**, (2025). *“The Effects of Word Cham and XO Game across Students’ Motivation Levels on English Vocabulary Mastery at SMKN 2 KOTA KEDIRI”*. Thesis. Department of English Language Education. Faculty of Tarbiyah. State Islamic Institute (IAIN) of Kediri. Advisors: (I) Dr. Dewi Nur Suci, S. S., M. Pd. (II) Dr. Ary Setya Budi Ningrum, M. Pd.

**Keyword:** *Word Cham, XO Game, motivation level, vocabulary mastery, language board games, vocational school*

This study investigates the effects of two language board games, Word Cham and XO Game, across students’ motivation levels on English vocabulary mastery among eleventh-grade accounting students at SMKN 2 Kota Kediri during the academic year 2024/2025. The research employs a quantitative method using a 2×2 factorial design, with class XI AK 1 as the experimental group taught using Word Cham, and class XI AK 3 as the control group taught using XO Game. Students’ vocabulary mastery was assessed using a 30-item multiple-choice test, while their motivation was measured using a 25-item Likert-scale questionnaire adapted from Gardner’s socio-educational model.

Data were analyzed using Two-Way ANOVA and Independent Sample t-Tests. The results show that both groups experienced improvement in vocabulary mastery after the treatments. However, there was no statistically significant difference between the post-test scores of students taught using Word Cham and those taught using XO Game ( $p > 0.05$ ). In contrast, motivation had a significant main effect on vocabulary mastery ( $p < 0.05$ ), with highly motivated students outperforming those with low motivation, regardless of the instructional strategy used. Moreover, the interaction effect between game type and motivation level was not statistically significant ( $p > 0.05$ ).

These findings suggest that while both Word Cham and XO Game are effective tools in supporting vocabulary development, students’ motivation levels play a more critical role in determining learning outcomes. The study emphasizes the importance of fostering student motivation alongside the integration of interactive learning strategies in vocational English education.

## TABLE OF CONTENTS

COVER .....	ii
DECLARATION OF AUTHENTICITY .....	iii
APPROVAL PAGE .....	iv
RATIFICATION SHEET .....	v
DEDICATION .....	vi
ACKNOWLEDGEMENTS .....	ix
MOTTO.....	x
ABSTRACT .....	xi
TABLE OF CONTENTS .....	xii
LIST OF TABLES .....	xiv
CHAPTER I .....	<b>Error! Bookmark not defined.</b>
INTRODUCTION.....	<b>Error! Bookmark not defined.</b>
A. Background of the Study.....	<b>Error! Bookmark not defined.</b>
B. Research Question.....	<b>Error! Bookmark not defined.</b>
C. Objective of the Study.....	<b>Error! Bookmark not defined.</b>
D. Hypotheses of The Study .....	<b>Error! Bookmark not defined.</b>
E. Scope and Limitation of the Study .....	<b>Error! Bookmark not defined.</b>
F. Significance of the Study .....	<b>Error! Bookmark not defined.</b>
G. Definition of the Key Terms.....	<b>Error! Bookmark not defined.</b>
CHAPTER II.....	<b>Error! Bookmark not defined.</b>
LITERATURE REVIEW .....	<b>Error! Bookmark not defined.</b>
A. English Vocabulary Mastery .....	<b>Error! Bookmark not defined.</b>
B. Students' Learning Motivation and Levels in ELT .....	<b>Error! Bookmark not defined.</b>
C. Language Board Games .....	<b>Error! Bookmark not defined.</b>
D. Previous Studies .....	<b>Error! Bookmark not defined.</b>
CHAPTER III.....	<b>Error! Bookmark not defined.</b>
RESEARCH METHODOLOGY .....	<b>Error! Bookmark not defined.</b>
A. Research Design.....	<b>Error! Bookmark not defined.</b>
B. Population and Sample.....	<b>Error! Bookmark not defined.</b>

C. Research Variables .....	<b>Error! Bookmark not defined.</b>
D. Research Instrument .....	<b>Error! Bookmark not defined.</b>
E. Data Collection.....	<b>Error! Bookmark not defined.</b>
F. Data Analysis .....	<b>Error! Bookmark not defined.</b>
CHAPTER IV .....	<b>Error! Bookmark not defined.</b>
FINDING AND DISCUSSION .....	<b>Error! Bookmark not defined.</b>
a. Research Finding .....	<b>Error! Bookmark not defined.</b>
b. Discussion .....	<b>Error! Bookmark not defined.</b>
CHAPTER V.....	<b>Error! Bookmark not defined.</b>
CONCLUSION AND SUGGESTIONS .....	<b>Error! Bookmark not defined.</b>
A. Conclusion.....	<b>Error! Bookmark not defined.</b>
B. Suggestions .....	<b>Error! Bookmark not defined.</b>
REFERENCES.....	<b>Error! Bookmark not defined.</b>
APPENDICES.....	<b>Error! Bookmark not defined.</b>

## LIST OF TABLES

Table 3. 1 Experimental matrix .....	<b>Error! Bookmark not defined.</b>
Table 3. 2 The Design of 2x2 Factorial-Experimental Study.....	<b>Error! Bookmark not defined.</b>
Table 3. 3 The motivation score data .....	<b>Error! Bookmark not defined.</b>
Table 3. 4 Classification Scale of Motivation Scores.....	<b>Error! Bookmark not defined.</b>
Table 3. 5 The Result of Reliability Test.....	<b>Error! Bookmark not defined.</b>
Table 3. 6 The Blueprint of Pre-Test.....	<b>Error! Bookmark not defined.</b>
Table 3. 7 The Result of Reliability Test.....	<b>Error! Bookmark not defined.</b>
Table 3. 8 The Blueprint of Post-Test .....	<b>Error! Bookmark not defined.</b>
Table 3. 9 Result of Reliability Test.....	<b>Error! Bookmark not defined.</b>
Table 3. 10 The Blueprint of Pre-Questionnaires.....	<b>Error! Bookmark not defined.</b>
Table 3. 11 The Blueprint of Post-Questionnaires .....	<b>Error! Bookmark not defined.</b>
Table 4. 1 Test of Normality based on Strategy .....	<b>Error! Bookmark not defined.</b>
Table 4. 2 Test of Normality Based on Motivation Level.....	<b>Error! Bookmark not defined.</b>
Table 4. 3 Test of Homogeneity .....	<b>Error! Bookmark not defined.</b>
Table 4. 4 The Result of RQ 1.....	<b>Error! Bookmark not defined.</b>
Table 4. 5 The Result of RQ 2.....	<b>Error! Bookmark not defined.</b>
Table 4. 6 The Result of RQ 3.....	<b>Error! Bookmark not defined.</b>
Table 4. 7 The Result of RQ 4.....	<b>Error! Bookmark not defined.</b>