

**THE IMPLEMENTATION OF WORD CHAIN GAME TO
IMPROVE THE MASTERY OF ENGLISH VOCABULARY**

THESIS

Submitted by

ROSMINI YANTI

The Student of Department of English Language Education

The Faculty of Education and Teacher Training

Reg. No. 231324158



FACULTY OF TARBIYAH AND TEACHER TRAINING

AR-RANIRY STATE ISLAMIC UNIVERSITY

DARUSSALAM – BANDA ACEH

2017 M / 1438 H

THESIS

**Submitted to Faculty of Education and Teacher Training
Ar-Raniry State Islamic University, Darussalam Banda Aceh
in Partial Fulfillment of the Requirements for Sarjana Degree (S-1)
on Teacher Education**

By:

ROSMINI YANTI

**Students of Faculty of Education and Teacher Training
Department of English Language Education
Reg. No: 231324158**

Approved by:

Main Supervisor,



Dr. Maskur, M.A.

NIP. 197602022005011002

Co-Supervisor,



Yuni Setianingsih, M. Ag.

NIP. 197906172003122002

It has been defended in Munaqasyah in front of the council of Examiners for Working Paper and has been accepted in Partial Fulfillment of the Requirements for Sarjana Degree S-1 on Teacher Education

On:

**Tuesday, August 1st, 2017
Dzulqaidah 8th, 1438 H**

Darussalam – Banda Aceh

Chairperson,



Dr. Maskur, M.A.

Secretary,



Drs. Amiruddin

Member,



Yuni Setianingsih, M. Ag.

Member,



Nashriyah, M.A.

Certified by:

✓ The Dean of Faculty of Education and Teacher Training 
Ar-Raniry State Islamic University



Dr. Mujiburrahman, M.Ag.

Nip 197109082001121001

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

All praises to ALLAH swt who has given me the health, strength, and opportunity in completing this thesis, entitled “**The Implementation of Word Chain Game to Improve the Mastery of English Vocabulary**”. Peace and salutation be upon our prophet Muhammad saw, who guided humankind from the darkness into the lightness.

First of all, I would like to express my deepest gratitude and appreciation to my advisors: Mr. Dr. Maskur, M.A. and Mrs. Yuni Setianingsih, M.Ag. who have given me their suggestion and guidance in writing my thesis. Without their help, it is impossible for me to finish this thesis. In addition, I wish to express my deep gratitude to all lecturers and staffs of Department of English Education who have taught and assisted me during my study.

Then, my sincere and special gratitude to my beloved father M. Saleh Iman, S.Pd. and my beloved mother Rosna Usman, S.Pd. who always give their love, support, motivation, and everything that cannot be counted. Furthermore, special thanks are to my first sister Evici Herianti, S.Pd.I., M. TESOL. and my second sister Nurlila Wati, S.ST. who have given their love and advice toward my life.

Finally, thanks are to all of my friends and the people who have helped and supported me in finishing my thesis. I as the writer believes my thesis is far from

perfect. Therefore, I will accept any suggestions and critics to make this thesis better.

Banda Aceh, June 2, 2017

Rosmini Yanti

LIST OF CONTENTS

ACKNOWLEDGEMENT
LIST OF CONTENTS
LIST OF APPENDICES
DECLARATION LETTER
ABSTRACT

CHAPTER I: INTRODUCTION

A. Background of study
B. Research Question.....
C. Research Aim
D. Hypothesis.....
E. Significant of Study
F. Terminology
G. Previous Study

CHAPTER II: LITERATURE REVIEW

A. Brief Discussion on Vocabulary
B. Students Learning Mastery Theory
C. Word Chain Game.....
D. The Roles of Word Chain Game to Develop Students' Vocabulary Mastery

CHAPTER III: RESEARCH METHODOLOGY

A. Research Question.....
B. Population and Sample.....
C. Technique of Data Collection
D. Technique of Data Analysis

CHAPTER IV: THE RESULT OF RESEARCH

A. Experimental teaching.....
B. The Analysis of Vocabulary Test
C. The Analysis of Hypothesis
D. The Analysis of Questionnaire.....
E. Discussion

CHAPTER V: CONCLUSION AND SUGGESTION

- A. Conclusion
- B. Suggestion.....

REFERENCES.....

APPENDICES

AUTOBIOGRAPHY

LIST OF TABLES

Table 4.1:	The students' score of pre-test and post-test.....	34
Table 4.2:	The frequency distribution table of students' pre-test score.....	36
Table 4.3:	The frequency distribution table of students' post-test score	37
Table 4.4:	The difference score between pre-test and post-test.....	38
Table 4.5:	Interest in studying English when they played the Word Chain Game	41
Table 4.6:	Word Chain Game helps them to recall their memories about the vocabulary they have known before	42
Table 4.7:	The time passes faster while they study English as a foreign language by applying Word Chain Game.....	42
Table 4.8:	Word Chain Game can enhance their mastery vocabulary	43
Table 4.9:	Word Chain Game is one of the games in which they can express their vocabulary.....	43
Table 4.10:	The implementation of Word Chain Game useful in finding the clue to tell any vocabularies.....	44
Table 4.11:	Self-confidence to tell any English Vocabularies when they use Word Chain Game	45
Table 4.12:	The using Word Chain Game makes them feel enjoy and fun when they learn English vocabulary	45

LIST OF APPENDICES

- I. Appointment Letter of Supervisor
- II. Recommendation Letter from The Dean of Tarbiyah and Teacher Training Faculty for Doing Research in Department of English Language Education
- III. Reference Letter of Doing Research from Department of English Language Education
- IV. Lesson Plan
- V. Pre-test Question
- VI. Post-test Question
- VII. Students' Score in Rubric Presentation
- VIII. Questionnaire
- IX. t Table
- X. Documentation
- XI. Autobiography



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS
Jln Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Email: pbi.ftk@ar-raniry.ac.id, Website: http://pbi.ar-raniry.ac.id/

SURAT PERNYATAAN

Saya yang bertandatangan dibawah ini :

Nama : Rosmini Yanti
NIM : 231324158
Tempat/Tgl. Lahir : Kareung Ateuh/12 Agustus 1995
Alamat : Desa Blang Krueng, Kec. Baitussalam, Kab. Nagan Raya
Judul Skripsi : The Implementation of Word Chain Game to Improve the Mastery of English Vocabulary

Menyatakan bahwa sesungguhnya skripsi tersebut adalah benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya akan menjadi sepenuhnya tanggung jawab saya.

Demikian surat pernyataan ini saya buat dengan sebenar-benarnya

Banda Aceh, 22 Juni 2017

Saya yang membuat surat pernyataan,



Rosmini Yanti

ABSTRACT

Name : Rosmini Yanti
NIM : 2313214158
Faculty/Major : Tarbiyah and Teacher Training/English Language
Education
Title : The Implementation of Word Chain Game to
Improve the Mastery of English Vocabulary
Advisor (I) : Dr. Maskur, M.A
Advisor (II) : Yuni Setianingsih, M.Ag
Key Words : Word Chain Game, Vocabulary Mastery

Vocabulary is an important element in any language teaching learning process. In learning English, mastery of vocabulary is one of the main goals to improve students' English skill. This research is designed to measure the implementation of Word Chain Game in improving the mastery of English vocabulary. The research questions in this research are: (1) What does the Word Chain Game do toward students' vocabulary? (2) What are the ELT students at second year of UIN AR-RANIRY, Banda Aceh responses toward the Word Chain Games in English vocabulary teaching learning process? In collecting the data for this research, the writer used techniques which are: Experimental teaching, test, and questionnaire. The experimental teaching was conducted in five meeting. This research included two tests, there were pre-test and post-test. The questionnaire was given in the last meeting to find out the responses from ELT students. The sample in this research was unit 5 of the ELT students at second year of UIN AR-RANIRY 2016/2017. The result of this research showed that experimental teaching helped the students to improve their mastery of English vocabulary because the students gave the positive respond, they felt enjoyable in learning English vocabulary by applying Word Chain Game, and they felt easily to recall their memories about the vocabulary they have known before. For the tests showed that the mean of post-test score (71,8) was higher than the mean of pre-test (63,8). In answering the questionnaire most of the students gave the good respond in answering questionnaire. The writer also analyzed the hypothesis of this research and it showed that alternative hypothesis (Ha) was accepted and null hypothesis (Ho) was rejected. In this research, the writer will be very pleased to accept any critics and suggestions to make this thesis better.

CHAPTER I

INTRODUCTION

A. Background of the Study

In learning English as a Foreign Language (EFL) or English as a Second Language (ESL), Vocabulary takes important parts to learn at university and vocabulary is one of the important elements taught to students besides the other elements at the university. To learn a foreign language efficiently, it is necessary to know and practice the four important skills, there are: reading, writing, listening, and speaking. To cope the four skills of English learning, students need to improve vocabulary mastery, because vocabulary mastery is a primary language skill. Thornbury (2002) said that; “without vocabulary, nothing can be conveyed”. as well as, Deighton (2005) mentions that the most important element in language learning is vocabulary. It means vocabulary is one of the main goals in learning English to improve their skill to read, write, listen, and speak. In other words, the students will be difficult to study English without understanding the meaning of English words.

Nowadays, many students feel bored when they study English, including for speaking. They do not interest to study English as a foreign language and they feel difficult to speak English because they worry about the rules, such as: grammar, pronunciation, fluency, comprehension, and the important thing they worry about the vocabulary. In addition, most of the students feel confused when they want to choose the vocabulary in speaking. Many of them feel afraid and shy when they want to speak English. Because many of students lack of English vocabulary.

Therefore In teaching English, teachers will find many problems that make students do not interest to learn English and the teachers need to apply the best method and technique that could make students interest to learn English and they feel enjoyable when they study English. From this statement, the writer could see that the English vocabulary has the strong role in English teaching learning process. In this study, the writer will sustain particularly in analyses focused on the practice of improving students' English vocabulary mastery.

So in this research, the writer tries to find a new way to improve the mastery of English vocabulary. There are many ways to improve the mastery of English vocabulary with fun. One of them is by applying the games namely "Word Chain Game" as one of the techniques for improving students' vocabulary mastery. Ayu (2012) mentions that by using game teachers will create an atmosphere that will increase the desire for students to learn the language. In other words, by using game the students will feel enjoy and fun when they study a foreign language and word chain game is one of the games which is suitable to be applied in the classroom to improve students' English mastery. Freeman (1986) mentions that language games give students a valuable communicative practice because they enjoy the language learning process.

According to Wright (1984) games help and support many students to continue their work and awareness. It means by using game, the students will feel enjoyable, comfortable, and fun in study English. So, it makes students want to continue their study in the classroom when teaching and learning process takes place. While Wright et al (1984) said: "games can help the teachers to create

contexts in which the language is useful and meaningful. The learners, who want to take part in the activities, must understand what others are saying or have written, and in order to do so, the students then must speak or write in expressing their own point of views or given information". From that opinion, the writer can say that games are really useful in teaching and learning process.

As mentioned above, the writer chooses the use of word chain game in English teaching learning process because word chain game is one of the games in which students can express their English vocabulary when they speak in teaching learning process. Therefore, when students play this game they should mention the word. They can say anything but the students should follow the rules of this game and do not run out from the topic that has given by the teacher. By using this game, the students will be more interactive and think critically that will make students more active in English learning process.

Based on the explanation above, the writer is interested in analyzing and conducting a research on the implementation of word chain game to improve the mastery of English vocabulary.

B. Research Questions

Based on the background above, the writer formulates research questions as follow:

1. What does the Word Chain Game do toward students' vocabulary?
2. What are the ELT (English Language Teaching) students at the second year of UIN AR-RANIRY, Banda Aceh responses toward the Word Chain Games in English vocabulary teaching learning process?

C. Research Aim

The aims of this research are as follows:

1. To investigate what the Word Chain Game does toward students' vocabulary.
2. To find out the responses from the ELT (English Language Teaching) students at the second year of UIN AR-RANIRY, Banda Aceh toward the Word Chain Games in English vocabulary teaching learning process.

D. Hypothesis

The writer formulates the hypothesis as follow:

1. Alternative hypothesis (H_a): The implementation of word chain game improves the mastery of English vocabulary.
2. Null hypothesis (H_o): The implementation of word chain game does not improve the mastery of English vocabulary.

E. Significance of Study

The outcome of this research is expected to have theoretical significance and practical significance about the implementation of word chain game to improve the mastery of English vocabulary, as follow:

1. Theoretical significance

This research can be used as the references and theories for people who want to conduct the research about English vocabulary teaching-learning process and could provide the information of technique in English vocabulary teaching learning process.

2. Practical significance

For teachers, this research can be a reference providing the technique in English vocabulary teaching-learning process. For students, this research can improve their mastery of English vocabulary by experiencing this technique in their learning process.

F. Terminology

The researcher thinks that it is necessary to clarify some terms used in this research to avoid misinterpretation as follow:

1. Word Chain Game

Word chain game is the game where its players have to mention the word or a sentence based on a chosen theme simultaneously. The first player mentions a word and the second player has to mention another word whose first letter in the first word is the final letter of the word which is mentioned by the previous player. When this game is played, the teacher can control the class or be the first player that followed by all of the students in the class.

To improve oral vocabulary or speaking skill, the rule of Word Chain Game is a game where the first player has to mention a sentence and the second player has to mention another sentence whose first letter of the first word in the sentence is the last letter of the last word from the previous player.

2. Vocabulary

Vocabulary is the number of words or a set of words in learning foreign language or second language. Vocabulary also all the words contained in the language, such as English. In addition, vocabulary is the stock of words used by the people in their speaking or their writing. For reading and listening, the learner of foreign language or second language also needs the knowledge about vocabulary to help them in understanding the materials from what they read and what they listen. Therefore, in learning English as a Foreign Language (EFL) or English as a Second Language (ESL) vocabulary takes the important role in four language skills; Speaking, listening, reading and writing.

Then, vocabulary is one of the important elements that should be learned in learning a foreign language or second language to understand the stock of words and their meaning of a particular language. In speaking skill, vocabulary should be learned because the students should understand the words and their meaning that used in the ability to communicate in spoken language.

CHAPTER II

LITERATURE REVIEW

A. Brief Discussion on Vocabulary

1. Definition of vocabulary

In Oxford learner's pocket dictionary (2008) states that vocabulary is all the words that a person knows or uses. Vocabulary is all the words in a language. Vocabulary also lists of words with their meaning. Moreover, in Cambridge dictionary (2008) states that vocabulary is all the words that exist in a particular language or subject.

According to Harris and Hodges (as cited in Israel, 2008) "vocabulary is a tool to communicate known words with others". It means vocabulary is the main goals in learning English and vocabulary is the important aspect for students to master their skill to read, listen, write, and speak English.

Richards and Renandya (2006) mention that vocabulary is the center segment of language proficiency and gives a great part of the premise to how well learners speak, listen, read, and write. Furthermore, Nunan (1999) said that vocabulary is a rundown of target language words. It can be said that vocabulary is one of the language components that must be learned in learning English.

From the definition above, the writer concludes that vocabulary is the important aspect in language learning to develop the four skills of students' ability in a process of teaching language. Without knowing any vocabularies, the students will difficult to speak, write, listen, and read English. Because vocabulary is the first element that should be learned by the students of language learning in

improving the mastery of English vocabulary. The other components or skills of English will be easier to study and understand if the students know a lot of vocabularies.

In teaching English, vocabulary should be used consistently. Billmeyer (as cited in Preszler, 2006) said: “Students must use a word between six and fourteen times before they are capable of using it independently”. It means students must be diligent in using the vocabulary that has already known. That is the way the teacher need to apply the best method and the interactive way in teaching English vocabulary to make students interested in developing their vocabulary.

Vocabulary takes an important role in teaching English to build the language proficiency. The student will have a good language proficiency in four language skills if the students know a lot of vocabularies. All that vocabulary will be used by students when they communicate with other people. So, the students in language teaching should use their vocabulary when they speak with other students. In other words, they should improve their speaking skill before the other skills. This skill will be improved by knowing a lot of vocabularies.

2. Kinds of Vocabulary

In the determination of vocabulary, the experts have the different opinion to divide vocabulary into different types. Hatch and Brown (as cited in Alqahtani, 2015) certify two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.

a. Receptive Vocabulary

According to Alqahtani (2015) “Receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce”. Receptive vocabulary is the capacity to comprehend a word when it is heard or seen while (Zhou, 2010). So, receptive vocabulary is words that are found by the students for the first time but the students only understand and recognize that words without the ability to pronounce that words or use that words in their speaking or their writing.

b. Productive Vocabulary

Maskor and Baharuddin (2016) mention that productive vocabulary knowledge accepted as the words that are comprehended and can be pronounced by the learners. Indeed, learners can utilize these words in speech and writing well. Moreover, Zhou (2010) stated that productive knowledge is the ability to produce a word in speaking and writing. It means productive vocabulary is the ability of a person in understanding and pronouncing the words correctly in their speaking and writing. In productive vocabulary, the learners can use the words to express their feelings or their ideas to the other people because they really understanding or apprehend that words.

Meanwhile, Thornbury (2002), mentions that kinds of vocabulary have some categories; word classes, word families, word formation, multi-word units, and collocations.

1) Word Classes

Word classes are known as part of speech. Word classes or part of speech also familiar with morphology and syntax. According to Sihombing and Burton (2007) parts of speech divided into nine classifications. There are follows:

a. Noun.

It refers to the name of a place, person, thing, and idea. For instance: kitchen, mother, eraser, etc.

b. Pronoun.

It takes place to replace a noun in a sentence.

c. Verb.

It is a word to express an action. For instance: read, speak, listen, etc.

d. Adjective

It used to modify a noun or a pronoun. For instance: famous, wonderful, beautiful, interesting, etc.

e. Adverbs

It is a class of words that modifies a verb, an adjective, another adverb, a clause, or a phrase. For instance: commonly, beautifully, deeply, fluently, unfortunately, etc.

f. Prepositions

It is a word used before a noun or pronoun to show position, place, or time. For instance: above, along, behind, between, down, during, from, in, in spite of, like, near, etc.

g. Conjunction

It is the link words, or that connect the words. For instance: However, either-or, neither-nor, if, although, before, except, since, and when.

h. Interjection

It is a word or group of words that used to express emotion or to express strongly. For instance: Oh!, oh my god!, wow!, really!, heavens!, whoa!, ugh!, etc.

i. Article

It is a word used before a noun. The article also used to modify a noun. For instance: The, a, and an.

2) Word Families

Word families are the transformation of word or words formation. It is also called as the affixation. Word families divided into inflexion and derivative.

For instance:

- a. Play – Plays – **Played** – **Playing**. → Inflexion
- b. Play – **Player** – **Replay** – **Playful**. → Derivative

3) Word Formation

Word formation is a process of word combination or the process to create a new word to become a new vocabulary in language by processes of compounding, blending, conversion, and clipping.

Compounding is the process of word formation by combining two or more classes of words into a new vocabulary. Such as: second-hand, paperback, whiteboard, etc.

Blending is the process of word formation by combining two or more words by eliminating certain parts of the original word before combined into a new word.

Such as: breakfast + lunch = brunch; information + entertainment = infotainment; etc.

Conversion is the process of changing the word class without changing the shape of the word. Such as: Hi a good boy, look at me! Right now, I am watering the beautiful flower. (water is a noun but it changes into a verb).

Clipping is defined as the process of formation of a word that has more than one syllable word and gets the cutting process at the beginning word or the end of the word. It is also can be said as the process of word formation by cutting part of the word itself. Such as: Electronic mail = email, dormitory = dorm, influenza = flu, professor = prof, etc.

4) Multi-word Units

Most of the characteristics of multi-word units are **phrasal verbs and idioms**. Phrasal verbs are the combination of a verb and a preposition or adverb that creates a new meaning. Idioms are the group of words with a meaning that is different from the meaning of all the individual words (Oxford learner's pocket dictionary, 2008).

For instance:

Look after → Phrasal verb

Out of the blue → Idiom

5) Collocations

Hausmann (as cited in Seretan, 2011) “we shall call collocation a characteristic combination of two words in a structure like the following: (a) noun + adjective (epithet); (b) noun + verb; (c) verb + noun (object); (d) verb + adverb;

(e) adjective + adverb; (f) noun + (prep) + noun”. For instance: rich vocabulary, once more, heavy coat, strong coffee, etc.

3. Types of Vocabulary

In English as a Second Language (ESL) or in English as a Foreign Language (EFL) learning, vocabulary things assume an indispensable part in all language skills, there are; listening, speaking, reading, and writing (Alhaysony, 2012).

The four skills in English that have mentioned by Alhaysony, it also has the same categories for the four types of vocabulary. Because in improving the mastery of English vocabulary needs to apply four skills of English.

According to Phisutthangkoon and Panich (2016) there are four types of vocabulary;

- a) Listening vocabulary: The understanding words that people hear.
- b) Speaking vocabulary: The words used in spoken language.
- c) Reading vocabulary: The understanding words that found in reading materials.
- d) Writing vocabulary: The words used in writing to express information, idea, feeling, etc.

Meanwhile, Aeborsold and Field (as cited in Nurhasanah, 2015) stated two types of vocabulary, there are: active vocabulary and passive vocabulary. Active vocabulary often used in speaking and writing skill because active vocabulary is the ability of a learner in understanding and pronouncing the words in their speaking and writing. On the other hand, passive vocabulary often used in reading and listening skill. In this type, the learner has the ability to comprehend a word when it is heard or seen while.

4. Teaching and Learning Vocabulary

a. Teaching Vocabulary

Intentionally teaching vocabulary is one of the least effective ways of the least effective ways of development of learners (Nation, 2005). Moreover, Thornbury (2002) states that teaching words are a fundamental aspect of learning a language as languages based on words. It means teaching vocabulary is the first activity that has to do by the teachers before the teachers teach the students four language skills in English language learning; speaking, writing, reading, and listening. By knowing more vocabulary, students will be easy to learn that four language skills.

In teaching vocabulary, the teacher needs to apply some methods that suitable for students. Hernández & Gómez (2011) mention that has some techniques used in teaching vocabulary, as follow;

1). Picture.

Using the picture in teaching vocabulary will help the students to know the shape object of the vocabulary. By showing the picture, the teachers do not need to translate the word to the students.

2). Song.

Lack of interest to study English, especially to remember the English vocabulary will help by applying the song. The teacher can apply this method when they teach English vocabulary. Such as, a song can be used to teach parts of human body. So, the student will feel fun and easy to remember the vocabulary.

3). Realia.

Realia or the real object used as the media for teaching vocabulary. students will more attractive in teaching vocabulary when they see and touch the object of the word they hear at the same time.

4). Story.

The teacher tells the story and students listen to the teacher. During teacher tells students the story, the teacher can use gesture to help the students to build their imagination from that history and they will easy to imagine the words from that story.

5). Game.

Students need some techniques in teaching vocabulary to make them fun and easy in the mastering of English vocabulary. One of that techniques is applying game in their class because any kinds of vocabulary will be easier to be comprehended and understood by students.

b. Learning vocabulary

Nation (2001) said that “when we plan the vocabulary goals of a long-term course of study, we can look at three kinds of information to help decide how much vocabulary needs to be learned: the number of words in the language, the number of words known by native speakers and the number of words needed to use the language”. Words represent complex and have multiple meanings but, that words need to be understood in the context of other words (Hiebert and Kamil, 2005). It means learning vocabulary really complicated and both of teachers and students

need to improve the mastery of English vocabulary in the process of learning four language skills; reading, writing, listening, and speaking.

Vocabulary has many numbers of words that needed to know for the language students and most of the vocabulary complex and have multiple meaning that makes many of students really confuse. Because of that vocabulary need to be learned for students of EFL or ESL in their language learning. The importance thing in learning vocabulary, that is knowing lots of words (Thonbury, 2002). So, in learning vocabulary students will know lots of words.

In learning vocabulary, the teacher needs to improve the mastery of students vocabulary. Edwards (as cited in Aryani, 2015) said we need to improve our vocabulary after we known the source of vocabulary and there are seven ways to improve the students' vocabulary when they in learning process, there are:

- a) be aware of words,
- b) reading,
- c) use dictionaries,
- d) use index cards to study,
- e) review vocabulary words regularly,
- f) try vocabulary-building books,
- g) use the words.

5. The Technique in Testing Vocabulary

After teaching and learning vocabulary, the teacher needs to know how well the students understand about the vocabulary that has been taught before. To know

the students understanding, the teacher can use the test to measure the comprehension or the production of students' words.

As stated by Madsen (1983) kinds of vocabulary tests are divided into four types:

1). Limited Response,

This kind of tests requires a simple physical action such as pointing at an object or giving a verbal response as "yes" or "no". This test can also be used to do a command. Such as: "Touch your nose".

2). Multiple-Choice Completion,

This test is conducted by giving a sentence in which a missing word is presented and the students choose the correct answer from the four options given to complete the sentence.

3). Multiple-Choice Paraphrase,

This test provides a sentence with an underlined word. The students choose the correct answer from the four options that have a meaning most closely with the underlined word.

4). Simple Completion.

This test has a rule which asks the students to write the missing part of the word contained in the sentence.

B. Student Learning Mastery Theory

In teaching learning process, all of the students in the classroom do not have the same characteristics or the same techniques to comprehend the materials that have been given by the teacher. Felder and Brent (2005) said that “Students have different levels of motivation, different attitudes about teaching and learning, and different responses to specific classroom environments and instructional practices”. the teacher will difficult to understand and to conform all of that differences. But, the teacher should strive to overcome it. The teacher task is to establish what is the meaning by mastery of the subject and teacher try to find the method and the materials which will enable the largest proportion of the students in attaining such mastery (Blom, 1968).

Mastery learning is defined as a teaching-learning strategy (Anderson, 1975). Teachers and students have their own responsibility in teaching learning process. To make the teaching learning process successful, both teacher and learners have to cooperate in the implementation of that process. It means, when the teaching-learning process unsuccessful, either teacher or students cannot be blamed.

In understanding the material subject, each of students has different capacity. According to Anderson (1975) mention that different capacity of students in comprehending the material subject because three factors:

- (1) Students previous learning which is related to, required for, and the present learning;

(2) Students interest in learning the skill or ability and confidence in his ability to learn it

(3) The quality of instruction.

According to Bloom (as cited in The Mastery Learning, 1989), mentions three categories of the learning process;

(1) The characteristics of students

(2) The instruction

(3) The learning outcomes.

It means in learning process all of the elements for students learning mastery need to be applied properly and should to be improved at any time. If one of the elements is not executed, it will be difficult to help students learning mastery.

C. Word Chain Game

1. Definition Word Chain Game

Word Chain Game is one of the games used in teaching language learning for English as a Second Language (ESL) or English as a Foreign Language (EFL). Firmansyah and Adi (2015) mentions that Word chain game is a well-known game that has been applied in language teaching class for a long time. Meanwhile, Robico (2015) states that word chain game is a common game that used for English-Speaking game. Based on those opinions, it can be said that word chain game is one of the games can be used by the teacher in language teaching process.

In japan, Word Chain Game well-known as *Shiritori* game. The Japanese give the definition to *Shiritori* game as a Japanese Word Chain Game. Hyakka (2014) argues that *Shiritori* game is a word game played by making a chain of words

and each of players must say a word which is starting with the last syllable of the word that has already given by the previous player.

Word chain game specially used in vocabulary teaching learning process. Adachitoka (2015) said that “someone says a word, and the next person has to say a word that starts with the last letter of the previous word”. Moreover, Robico(2015) define word chain game as a game to create a new word by taking the last letter of the previous word. So, each of players must say word by word when they play this game. In other words, they will try to recollect all of their vocabularies that they have known before. It means, the writer can say that the rule of this game suitable to improve the mastery of English vocabulary.

2. The Roles of The Teacher and The Students

Word chain Game takes the important roles from the teachers and the students. Without a teacher and students, this game will not be able to apply in the context of teaching language learning. Firmansyah and Adi (2015) stated that when the Word Chain Game is played in a class, the first player is most likely the teacher and is followed by the rest of the class. In the class, the teacher can control the students to play this game that related to the theme has been given by the teacher and the teacher can also to be a first player that followed by all of the students in the class. According to Aryani (2015) said that “it is recommended that teachers begin by dictating the words, and then challenges to come up with another way to solve the three and four letter wordchains, while alternative solutions for the five letter wordchains are more limited”.

Besides the teacher takes the important role in playing this game, the students also have the important role in playing word chain game. Without the students, word chain game cannot be played, because students are the main character in playing word chain game in teaching learning process. This game can be played by the students in individual, in pair, and in group. In playing this game the students do not allow to repeat the same words that have been told by his or her friend, in other words they only can tell a word once.

D. The Roles of Words Chain Game to Develop Students' Vocabulary Mastery

In playing Word Chain Game, students try to connect one of English words to another English word. By applying this game, the students will recall all of English words in their mind or the English words that they have memorized or they have known before. Word Chain Game also helps students to explore the linkages among the English words, understand the meaning of the words, and remember the meaning of that words.

According to Eichel (2014), in playing Word Chain Game, each of words does not allow to be repeated. It means in playing this game, students will produce the new English words and they will hear the pronounce of the new words from their friends or from the other students. In other words, they will be familiar and know the words they have never heard before.

Eichel (2014) also states that the first player in saying the first word may start with any letter. To help students to play this game related to the theme that has

been given by the teacher, the teacher can be the first player and this teacher can say the first word that related to the theme that has been chosen.

In other words, when this game is applied in the teaching learning process, the teacher needs to help the students. The teacher helps the students to understand the rule of word chain game and how the word chain game used in teaching and learning English vocabulary.

E. Previous Study

Related to the game that has been mentioned in Background of Study, there are two of previous studies of this research are “The Use of Word Chain Game to Improve Vocabulary Mastery of The Eight Grade Students at SMP N 3 Kalibagor” by Zahrotul ‘izzah an English Education Department student of Teacher Training and Education Faculty, Muhammadiyah University of Purwokerto, 2015, and “The Effectiveness of Using Word Chain Game to Improve Vocabulary Mastery” by Wiwit Aryani an English Department of Education Faculty. State Institute for Islamic Studies, Salatiga, 2015.

The researches mentioned above have similarities and differences toward this research. The similarities among those studies examine the use of the Word Chain Game and apply Word Chain Game in improving students’ vocabulary mastery. The differences are the writer will apply the Word Chain Game in Aceh location, the population of this research is the ELT (English Language Teaching) students at the second year of UIN AR-RANIRY, the rule of Word Chain Game is students have to mention words by words or to play the game students have to

mention some words or a sentence (more than a word for each student), and this study uses the experimental teaching.

Meanwhile, Zahratul applied the Word Chain Game in Puworkerto location, the population of her research is the eight grade Students at SMP N 3 Kalibagor, the rule of Word Chain Game is students have to mention word by word or to play the game students have to mention a word for each student, and her research was a classroom action research (CAR). In addition, Wiwit Aryani applied the Word Chain game in Salatiga, the population of her research is the eight years students of Mts Yaspia Ngroto Gubug Grobogan, Word Chain Game has the same rule as Zahratul's research, and her research also was a classroom action research (CAR).

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the writer used quantitative research in analyzing and collecting data. The quantitative research is a research that uses the data in the form of figures and for the analysis use the statistical method (Sugiyono, 2014). In collecting the data needed, the writer used experimental teaching. Creswell (2003) said: “In an experiment, investigators may also identify sample and generalize to a population: however, the basic intent of an experiment is to test the impact of a treatment (or an intervention) on an outcome, controlling for all other factors that might influence that outcome”.

Furthermore, in this research the writer used a game that applied in the experimental teaching. The game namely Word Chain Game, which is used to improve the mastery of English Vocabulary.

B. Population and Sample

1. Population

According to Ary (as cited in Sukardi, 2013) states that population is all members of well-defined class of people, objects, or events. This research conducted in UIN AR-RANIRY, Banda Aceh. The population in this research was all of ELT (English Language Teaching) Students at the second year of UIN AR-RANIRY in the academic year 2016/2017. The ELT students at the second year of

UIN AR-RANIRY had several classes or units, there are 6 units. In each class that had 31 or 35 students

2. Sample

The sample in this research was one of the ELT (English Language Teaching) students at the second year of UIN AR-RANIRY, Banda Aceh. That was unit 5 in the academic year 2016/2017 that consist of 31 students. For using the class, the researcher used the random method to decide students. The simple random sampling used in this research. According to Gay (2006) stated that random sampling technique is the process of choosing a sample in such way that all individuals in the defined population have an equal and independent chance of being selected for the sample.

Besides the random method used by the writer in choosing the unit 5 as the sample of her research, she also found that only the unit 5 who still have several meetings before they follow their final examination. In that time, the other classes were really close to their final examination and the class only remainder two or three meetings.

C. Technique of Data Collection

In collecting the data for this research, the writer used techniques which are: Experimental teaching, test, and questionnaire.

1. Experimental teaching

The experimental teaching is one of the techniques to find the data. The experimental teaching research used by the writer to measure students' ability in

mastering English vocabulary by using word chain game. For the experimental teaching, the writer used Pre-Experimental design type of One-Group Pretest and Posttest. According Bergsma et al (2009) “The one-group, pretest-posttest design is represented as $O_1 X_e O_2$. In this diagram, the symbol O_1 refers to the distribution of pretest and O_2 to the distribution of the posttest for the same group, with X_e occurring in between pre and posttest. The purpose of the pretest-posttest design is to evaluate the influence of X_e on the dependent by analyzing the difference between O_1 and O_2 ”.

The main activity of the experimental teaching was held five meetings to teach English vocabulary by applying Word Chain Game. For each meeting, the allocated time was 90 minutes study and the aim of the experimental teaching was to answer the first research question about what does the Word Chain Game do toward students' vocabulary.

2. Test

Arikunto (2013) said test is several questions, exercises or tools use to measure students' ability, knowledge, intelligence, or talents that have by a person or group. This research included two tests, there were pre-test and post-test.

Pre-test distributed in the first meeting or before doing the treatment. By giving pre-test, the researcher will find out the early achievement of the mastery of English vocabulary of the students' before the treatment of word chain game applied by the researcher. Then, post-test distributed in the last meeting or after doing the treatment. By giving post-test, the researcher will find out how far the mastery of English vocabulary of the students' will be improved.

Both of pre-test and post-test used the oral test. The instruction of pre-test and post-test; each of the students had to mention some words. The minimum of word must be 2 words and the maximum was 25 words, that words had to mention in a sentence, and each of students had to say the vocabulary related to the theme. In other words, each of them had to say oral vocabulary. The theme of pre-test was about “Emotion” and for the post-test was about “Inspiration”. However, in post-test the students had to mention the words by applying Word Chain Game. For the theme of post-test was taken from one of the meetings in doing the treatment or the theme of post-test was the same as the theme in meeting IV.

3. Questionnaire

Questionnaire is one of the techniques in conducting data for a research. It is aimed to know students’ responds about the implementation of word chain game to improve the mastery of English vocabulary. In this study the researcher conducted the questionnaire in four ordinal levels, there are “strongly agree, agree, partly agree, and disagree”.

The questionnaire was distributed to the experimental class at the last meeting. The writer used close-ended questionnaire to make the students easily in answering the questionnaire and the students did not get miscomprehension about the statements or the questions in questionnaire. The questionnaire was in English (see appendix VIII) and the writer did not translate the questionnaire into *bahasa*, because her respondents were English Language Teaching (ELT) students.

D. Technique of Data Analysis

1. Test

In analyzing score of test, the writer calculated the mean of students' score in both pre-test and post-test by using statistical formula (Sudjana, 2002).

$$X = \frac{\sum fixi}{\sum fi}$$

X = middle score of interval class

fi = frequency

fixi = the amount of the multiplication between frequency and middle interval

Σ = sum of frequency.

Before the writer calculated the mean of students' score, that had some steps are used. There was:

a. The range of data

The range of data used to know the difference of the highest score with the lowest score. This formula found in Arikunto's book, there are:

$$R = H_s - L_s$$

R = the range score

H = the highest score

L = the lowest score

b. Number of interval class

It is used in determining the number of interval and the formula used to find the score (Sudjana, 2002).

$$K = 1 + 3,3 \log n$$

n = the amount of sample

c. Class interval

To know the class interval, the writer used the formula:

$$I = \frac{R}{K}$$

I = length of interval class

R = range the score

K = amount of the interval class

2. Hypothesis

In analyzing hypothesis, the writer used T-test. By using T-test, it helped the writer to know the difference between means of pre-test and post-test. The following formula is used in calculating T-test as follow:

$$t = \frac{M_D}{SE_{MD}}$$

M_D = mean from the differences between pre-test and post-test

SE_{MD} = standard error from mean of difference

3. Questionnaire

To analyze the result of questionnaire, the writer used a simple statistic formula as follow:

$$P = \frac{f}{N} \times 100\%$$

P = percentage

f = frequency

N = number of respondents

100 = constant value

CHAPTER IV

THE RESULT OF RESEARCH

A. Experimental Teaching

In this research, the writer did the experimental teaching in applying Word Chain Game to improve the mastery of English vocabulary for ELT (English Language Teaching) students at the second year of UIN AR-RANIRY in the academic year 2016/2017. The class for experimental teaching was unit 5 and the subject was Public Speaking. The experimental teaching was conducted in five meetings but the activities in the first meeting and the second meeting were held in a meeting because the time was very limited and the students were really close to their final examination.

In the first meeting and the second meeting on April 25th 2017, the class was started by the writer to introduce herself and explain the purpose of the research class. The students' attendance list was checked to know the students' name by calling them one by one. Afterward, the class was greeted and the communication was begun with the students by asking students' motivation in learning English vocabulary. Then, the pre-test was distributed to students. The pre-test instruction was about telling some words for each of the students. The minimum of word must be 2 words and the maximum was 25 words, that words had to mention in a sentence, and each of students had to say a vocabulary related to the theme. In other words, each of them had to say oral vocabulary. The theme for the pre-test was about "Emotion".

After giving Pre-test, the writer continued her research to teach students in experimental class by applying Word Chain Game. She explained about Word Chain Game and the rules to play that game in teaching learning process. The writer also gave the example in playing this game and the topic for the second meeting was about “Education”. In this meeting, the writer divided students into five groups to make them easier to understand the rule of Word Chain Game and they could help each other for each member of a group. Then, the writer began the game and she said: “Each of students has to study diligently if they want to be a successful person”. The second player must be a student from group one and that student must say some words and the first word must begin with N, because the first player (the writer) ended the statement by saying the word “person”. The game still continued to the player in the five group and then returned again to the group one. The point for each group depends on the quantity or the number of words they told and how well they pronounced the words. The minimum of the word must be 2 words and the maximum was 25 words.

Then third meeting on May 3rd 2017, the writer greeted the class and checked the students’ attendance list. Then, the writer continued her research about Word Chain Game, but in this meeting the writer did not divide the students into the group. In other words, the writer told the students to work in pair in playing Word Chain Game and the writer also explained the rule of it. In this meeting, each of students with his or her partner played this game in front of the class and this game will be ended for both students until one of students did not able to say the words or a sentence whose first letter of the first word in the sentence is the last

letter of the last word from his partner. The topic of the game was about “Fiction” and the rules of the game were still the same with the previous meeting.

In fourth meeting on May 10th 2017, the writer greeted the class and checked the students’ attendance list and then the writer continued her research about Word Chain Game. In this meeting, the writer asked the students to play the game individually. The topic of the game was about “Inspiration”. The number of the players depended on the number in the small scroll that had been taken by the students randomly. The rules of the game were still the same with the third meeting and the second meeting.

For the last meeting or the fifth meeting on May 17th 2017, the writer also greeted the class and checked the students’ attendance list. Then, the writer gave the post-test. She asked the students to say some words. The minimum of the word must be 2 words and the maximum was 25 words, that words had to mention in a sentence and applied Words Chain Game. The point for each student depending on the quantity of words he or she told, how well he or she pronounced the words, and their ability at identifying word meaning. The topic of the game was about “Inspiration”. For the theme of post-test was taken from one of the meetings in doing the treatment or the theme of post-test was the same as the theme in meeting IV. Before the writer ended the class, she gave the students Questionnaire and asked them to answer it.

B. The Analysis of Vocabulary Test

Pre-test and post-test distributed by the writer are to measure the students’ achievement of the mastery of English vocabulary after and before the students

were given the treatment. Pre-test was given in the first meeting and post-test was given in the last meeting.

In calculating the score of both tests, the writer used the rubric for Vocabulary assessment to know students' score (see appendix IV). The score of pre-test and post-test could be seen in the following table:

Table 4.1 The students' score of pre-test and post-test

NO	Student's Initial	Pre-Test	Post-Test
1	AF	67	80
2	ARD	67	70
3	FM	67	80
4	M	60	67
5	N	57	63
6	CRF	60	67
7	RR	67	73
8	TS	67	73
9	SNA	60	67
10	PZB	73	80
11	SKM	67	73
12	PP	60	67
13	SIO	67	73
14	DR	60	73
15	Z	57	73
16	HAR	60	77
17	RNS	57	70
18	AR	80	93
19	AZH	73	87
20	AM	60	70

	Highest Score	80	93
	Lowest Score	57	63

The data in table 4.1 only showed the students' score who followed both of pre-test and post-test, some of the students did not come to the class when the pre-test was given and some others did not come to the class when the post-test was given. Therefore, among 31 students in the class there were only 20 students who followed both of tests.

The table showed that the lowest scored of pre-test was 57 and the lowest scored of post-test was 63. Meanwhile, the highest score of pre-test was 80 and the highest score of post-test was 93. After the writer knew the score of both tests, she had to find the mean of pre-test and post-test. In calculating the mean of pre-test and post-test, that had some steps are used:

- a. The Range of Data for Pre-Test

$$\begin{aligned} R &= H_s - L_s \\ &= 80 - 57 \\ &= 23 \end{aligned}$$

- b. The Range of Data for Post-Test

$$\begin{aligned} R &= H_s - L_s \\ &= 93 - 63 \\ &= 30 \end{aligned}$$

- c. Number of interval class

$$\begin{aligned} K &= 1 + 3,3 \log n \\ &= 1 + 3,3 \log 20 \\ &= 1 + 3,3 (1,301) \end{aligned}$$

$$= 1 + 4, 293$$

$$= 5, 293$$

$$= \text{Taken } 6$$

d. Class interval for Pre-Test

$$I = \frac{R}{K}$$

$$I = \frac{23}{6}$$

$$I = 3,8 \rightarrow 4$$

e. Class interval for Post-Test

$$I = \frac{R}{K}$$

$$I = \frac{30}{6}$$

$$I = 5$$

After the writer found the result of the range of data, number of interval class, and class interval, the writer presented the frequency distribution table of students' pre-test and post-test scores as follow:

Table 4.2 The frequency distribution table of students' pre-test score

Class Interval	Frequency (fi)	Median (xi)	Fixi
57-60	10	58,5	585
61-64	0	62,5	0
65-68	7	66,5	465.5
69-72	0	70,5	0

73-76	2	72,5	147
77-80	1	78,5	78,5
Total	20	408,7	1276

Table 4.3 The frequency distribution table of students' post-test score

Class Interval	Frequency (fi)	Median (xi)	Fixi
63-67	5	65	328
68-72	3	70	210
73-77	7	75	475
78-83	3	80	246
84-88	1	86	86
89-93	1	91	91
Total	20	467	1436

Based on the frequency distribution tables above, the mean of pre-test and post-test score were:

1). The mean of pre-test

$$X = \frac{\sum fixi}{\sum fi}$$

$$X = \frac{1276}{20}$$

$$X = 63,8$$

2). The mean of post-test

$$X = \frac{\sum fixi}{\sum fi}$$

$$X = \frac{1436}{20}$$

$$X = 71,8$$

From the formula above, it showed that the mean of pre-test score and post-test score were different. Despite, the mean of pre-test score and post-test score were close enough, but the result of research showed that the students' vocabulary mastery has improved after the treatment of Word Chain Game. The result of research in pre-test and post-test were close enough because the students in saying the words have to follow the theme that has been given by the writer, so the students have the limited words to say in their speaking.

C. The Analysis of Hypothesis

In analyzing hypothesis, the writer needs to determine alternative hypothesis (H_a) and null hypothesis (H_o) and the writer used "t" formula. But, before the writer analyses the hypothesis, she presented the differences score between pre-test and post-test:

Table 4.4 The difference score between pre-test and post-test

NO	Student's Initial	Pre-Test (X)	Post-Test (Y)	Y-X (D)	(D) ²
1	AF	67	80	13	169
2	ARD	67	70	3	9
3	FM	67	80	13	169
4	M	60	67	7	49

5	N	57	63	6	36
6	CRF	60	67	7	49
7	RR	67	73	6	36
8	TS	67	73	6	36
9	SNA	60	67	7	49
10	PZB	73	80	7	49
11	SKM	67	73	6	36
12	PP	60	67	7	49
13	SIO	67	73	6	36
14	DR	60	73	10	100
15	Z	57	73	16	256
16	HAR	60	77	17	289
17	RNS	57	70	13	169
18	AR	80	93	13	169
19	AZH	73	87	14	196
20	AM	60	70	10	100
Total				187	2.051

After the writer had found the differences score, she analyzed the hypothesis by using the following formula:

$$t = \frac{M_D}{SE_{MD}}$$

$$M_D = \frac{\Sigma D}{N} = \frac{187}{20} = 9,35$$

$$SE_{MD} = \frac{SD_D}{\sqrt{N-1}}$$

$$SD_D = \sqrt{\frac{\Sigma D^2}{N} - \left(\frac{\Sigma D}{N}\right)^2}$$

$$\begin{aligned}
&= \sqrt{\frac{2051}{20} - \left(\frac{187}{20}\right)^2} \\
&= \sqrt{102,55 - (9,35)^2} \\
&= \sqrt{102,55 - 87,42} \\
&= \sqrt{15,13} \\
&= 3,889 \\
SE_{MD} &= \frac{3,889}{\sqrt{20 - 1}} = \frac{3,889}{\sqrt{19}} = \frac{3,889}{4,358} = 0,892 \\
t &= \frac{9,35}{0,892} = 10,48
\end{aligned}$$

Then, for the next step the writer examined *t-score* by using the following formula:

$$df = N - 1$$

where:

df: degree of freedom

N : Number of subject

$$df = 20 - 1 = 19$$

After getting *df* score, the writer found the *t-table* was 1,73 because in this experiment used 5% (00,5) level (see appendix XI). Therefore, the writer concluded between *t-table* (1,73) and *t-score* (10,48) showed the difference scores and the *t-score* was higher than *t-table* ($t\text{-score} = 10,48 > t\text{-table} = 1,73$). It means H_a (the implementation of word chain game improves the mastery of English vocabulary) was accepted and H_o (the implementation of word chain game does not improve the mastery of English vocabulary) was rejected.

D. The Analysis of Questionnaire

The questionnaire was given in the last meeting or after the writer gave the treatment. The purpose of the questionnaire was to find out the responses from the ELT (English Language Teaching) students at the second year of UIN AR-RANIRY, Banda Aceh toward the Word Chain Games in English vocabulary teaching learning process. Before collecting the data by using questionnaire, the writer had piloted the questionnaire for the ELT students in UIN AR-RANIRY. The aim of piloting the questionnaire was to find out the validity and comprehensibility of the questionnaire.

In analyzing the questionnaire, the writer used the following formula:

$$P = \frac{f}{N} \times 100\%$$

Further, the writer showed the data in the following tables:

Table 4.5. Interest in studying English when they played the Word Chain Game

No	Option	Frequency	Percentage (%)
1	a. Strongly agree	5	25%
	b. Agree	9	45%
	c. Partly Agree	6	30%
	d. Disagree	0	0%
Total		20	100%

According to Oxford Learner's Pocket Dictionary (2008) "most" is the largest number in amount, "some" is the part of an amount, "any" is some amount, and "none" is not any or not at all. It means the table above shows most of the students were interested to study English by applying Word Chain Game. In addition, by applying game in teaching learning process, it is a great way to revive

students' interest in their learning activity and help them to govern more information about the vocabulary (Rohani & Pourgharib: 2013).

Table 4.6. Word Chain Game helps them to recall their memories about the vocabulary they have known before

No	Option	Frequency	Percentage (%)
2	a. Strongly agree	11	55%
	b. Agree	8	40%
	c. Partly Agree	1	5%
	d. Disagree	0	0%
Total		20	100%

Oxford Learner's Pocket Dictionary (2008) stated that "most" is the largest number in amount, "some" is the part of an amount, and "none" is not any. Therefore from the table above, it can be seen that most of the students stated that Word Chain Game really helps them to recall their memories about the vocabulary they have known before, some of the students agreed with that statement, only one student stated partly agree, and no one stated disagree. According to Al Neyadi (2007) "using games to practice and recycle vocabulary seems to increase word memorization". Therefore, the game that has rules to recall and practice English words can help students' memory in remembering vocabulary.

Table 4.7. The time passes faster while they study English as a foreign language by applying Word Chain Game

No	Option	Frequency	Percentage (%)
3	a. Strongly agree	1	5%
	b. Agree	7	35%
	c. Partly Agree	10	50%

	d. Disagree	2	10%
Total		20	100%

The table above shows that students had the various opinion about Word Chain Game. It shows some of the students felt time passes faster while they study English by applying Word Chain Game and for the other felt different things. As well as Oxford Learner's Pocket Dictionary (2008) stated that "some" is the part of an amount. The students felt time passes faster because they love to learn English vocabulary by applying Word Chain Game. Firmansyah and Adi (2015) also agree with this statement, it can be shown in their journal. They said their students love to play the Word Chain Game when they applied this game in the class.

Table 4.8. Word Chain Game can enhance the mastery of English vocabulary

No	Option	Frequency	Percentage (%)
4	a. Strongly agree	5	25%
	b. Agree	13	65%
	c. Partly Agree	2	10%
	d. Disagree	0	0%
Total		20	100%

According to Oxford Learner's Pocket Dictionary (2008) "most" is the largest number in amount. Therefore, the result means most of the students thought Word Chain Game can enhance the mastery of English vocabulary. Izzahh (2015) also stated in her thesis that Word Chain Game could improve the students' vocabulary mastery in the English teaching learning process.

Table 4.9. Word Chain Game is one of the games in which they can express their vocabulary

No	Option	Frequency	Percentage (%)
----	--------	-----------	----------------

5	a. Strongly agree	6	30%
	b. Agree	13	65%
	c. Partly Agree	1	5%
	d. Disagree	0	0%
Total		20	100%

The definition in Oxford Learner's Pocket Dictionary (2008) stated that "most" is the largest number in amount, "some" is the part of an amount, and "none" is not any or not at all. Thereupon, the table above indicates that most of the students can express their vocabulary by applying Word Chain Game and some of the students stated that Word Chain Game could help them very much to express their vocabulary. While one of the students stated "partly agree" and none of the students "disagree". In addition, Leber (1999) stated that Chain Game as one of spelling games can promote words analysis and build vocabularies.

Table 4.10. The implementation of Word Chain Game useful in finding the clue to tell any vocabularies

No	Option	Frequency	Percentage (%)
6	a. Strongly agree	6	30%
	b. Agree	12	60%
	c. Partly Agree	2	10%
	d. Disagree	0	0%
Total		20	100%

"Most" is the largest number in amount (Oxford Learner's Pocket Dictionary, 2008). Therefore, this data showed that most of the students agreed about the implementation of Word Chain Game very useful for the students to find the clue to tell any vocabularies. In this game, the students find the clue to tell any vocabularies from his or her friend. The rule of Word Chain Game that a player

tells the word and the next player has to tell the other word with the last letter of the previous player's word (Cullen: 1998).

Table 4.11. Self-confidence to tell any English Vocabularies when they use Word Chain Game

No	Option	Frequency	Percentage (%)
7	a. Strongly agree	2	10%
	b. Agree	9	45%
	c. Partly Agree	8	40%
	d. Disagree	1	5%
Total		20	100%

Each of the students in the class has to tell any vocabularies because of that they feel confident and do not feel ashamed. Firmansyah and Adi (2015) also stated in their research that each of students played the Word Chain Game in turns and none of the students who was dominant in the class. Because none of the students was dominant in the class, it makes students brave to say any vocabularies.

Table 4.12. The using Word Chain Game makes them feel enjoy and fun when they learn English vocabulary

No	Option	Frequency	Percentage (%)
8	a. Strongly agree	6	30%
	b. Agree	10	50%
	c. Partly Agree	4	20%
	d. Disagree	0	0%
Total		20	100%

The table above shows most of the students feel enjoy and fun in learning something because they are interested in that situation. This opinion in line with

Oxford Learner's Pocket Dictionary (2008) mentions "most" is the largest number in amount. In addition, Leber (1999) stated Chain game as one of Spelling Games able to develop students interest. It means, the students interested to play Word Chain Game to develop their English vocabulary.

E. Discussion

This research is about the implementation of Word Chain Game to improve the mastery of English vocabulary. The writer has done some procedures to know the result of this research, there were teaching-learning process, giving pre-test and post-test, distributing questionnaire, and analyzing the hypothesis of this research.

There are two research questions for this research; "what does the Word Chain Game do toward students' vocabulary" and "What are the ELT (English Language Teaching) students at the second year of UIN AR-RANIRY, Banda Aceh responses toward the Word Chain Games in English vocabulary teaching learning process".

In answering the first research question, the writer used experimental teaching, gave pre-test, and post-test. The result of experimental teaching or teaching learning process shows the positive response from the students. They felt enjoyable in learning English vocabulary by applying Word Chain Game. They felt easy to recall their memories about the vocabulary they have known before. For pre-test and post-test also showed the positive side, because the result of test presented there was a difference between pre-test and post-test result. Therefore, this experimental teaching helped the students improve their mastery of English vocabulary. Blachowicz and Cobb (2007) said "Word Chain allow students to

advance their word and spelling knowledge by creating new words based on preceding words”. From this statement, it shows Word Chain Game gives the rule to help the students in improving English vocabulary.

The second research question was answered by giving the questionnaire for the students. As shown in table 4.5 up to 4.12 most of the students gave the positive responses in answering questionnaire. Therefore, the mastery of students’ English vocabulary increased after the writer applied the Word Chain Game in teaching learning process. In analyzing the result of questionnaire, the writer also found that there were some reasons why the post-test score higher than the pre-test score. They felt enjoy, fun, and interested to learn English vocabulary by applying Word Chain Game. Hadfield (as cited in Firmansyah and Adi, 2015) stated that game has an element of fun. Therefore, Word Chain Game enhanced their mastery of English vocabulary and expressed their vocabulary. Then, Word Chain Game helped the students find the clue to tell any vocabularies and helped them recall their memories about the vocabulary they have known before.

In addition, the implementation of Word Chain Game to improve the mastery of English vocabulary has the strength and the weakness. As well as, Aryani (2015) said “the strength of the use of Word Chain Game which can improve the vocabulary mastery of the students and make the situation of the class is more active. Then, the weakness of Word Chain Game is when students who play Word Chain Game poor of vocabulary, so they will have difficulties to give clues for their team member”.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After finding and analyzing the data of this study, it can be concluded that Word Chain Game as one of the games in English teaching learning process can be applied to improve the mastery of English vocabulary. The students' students enjoy and have fun in learning English vocabulary. This game helps them recall their memories about the vocabulary they have known before, enhance their mastery vocabulary, and helps them find the clue to tell any vocabularies. Therefore, Word Chain Game helps the students feel confident in saying any English vocabularies and avoid the tedious situation in English teaching learning process.

Based on the result of pre-test score and post-test score and the result in analyzing hypothesis, the implementation of Word Chain Game improves the mastery of English vocabulary. Word Chain Game gives the positive effect in improving the students' vocabulary mastery in learning process because the students interested to learn English vocabulary by applying Word Chain Game.

B. Suggestion

In this research, the writer would like to give some suggestion for teachers and researchers. It is good for English language teachers to apply good strategies in teaching learning process to help the students enjoy and have fun in the learning activity. Therefore, the students will be easy in understanding the learning materials. For the researchers in doing their research, this research can be used for their references. The writer also suggests for further research is needed to examine the use of Word Chain Game in other samples, such as the students in junior high school or senior high school who still need to study and master more deeply about the English vocabulary.

REFERENCES

- Adachitoka (2015). *Noragami: Stray God Volume 5: Stray God 5*, Volume 8.. Retrieved March 8th, 2017 from books.google.co.id.
- Al Neyadi, O. (2007). *The Effects of Using Games to Reinforce Vocabulary Learning*. Cambridge: Cambridge University Press.
- Alhaysony, M. (2012). Vocabulary Discovery Strategy Used by Saudi EFL Students in an Intensive English Language Learning Context. *International Journal of Linguistics* 4(2), 1-18. Retrieved March 8th, 2017 from macrothink.org/journal/index.php/ijl/article/viewFile/1724/pdf.
- Alqahtani, M. (2015). The Importance of Vocabulary in Language Learning and How to Be Taught. *International Journal of Teaching and Education*, 3(3), 1-14. Retrieved March 15th 2017 from www.iises.net/international-journal-of-teaching-education/publication-detail-213.
- Anderson, L. W. (1975). *Major Assumptions of Mastery Learning. Annual Meeting of the Southeast Psychological Association*. Georgia: Meeting Papers.
- Arikunto, S. (2013). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Aryani, W. (2015). *The Effectiveness of Using Wordchain Game to Improve Vocabulary Mastery*. (Bachelor's thesis, State Institute for Islamic Studies Salatiga, Indonesia). Retrieved June 20th 2017 from perpus.iainsalatiga.ac.id/docfiles/fulltext/3491857186.pdf.
- Ayu, L.D., & Murdibjono. (2012). The Use of Game in Teaching English at SMAN 2 Pare *Jurnal Online Universitas Negeri Malang*, 2(2), 1-8. Retrieved August 2nd 2016 from <http://jurnal-online.um.ac.id/>.
- Bergsma, w. Marcel A, C. & Jacques A, H. (2009). *Marginal Models: For Dependent, Clustered, and Longitudinal Categorical Data*. Springer Science & Business Media. Retrieved March 3rd, 2017 from <https://books.google.co.id/books>.
- Blachowicz, C. L. Z & Cobb, C. (2007). *Teaching Vocabulary Across the Content Areas ASCD action tool*. ASCD. Retrieved June 13th 2017 from <https://books.google.co.id/books>.

- Bloom, B. S. (1968). Learning for Mastery. *UCLA - CSEIP Evaluation Comment, center for the study of Evaluation of Instructional Programs*,1(2), 1-12. Retrieved March 3rd 2017 from *programs.honolulu.hawaii.edu.intranet*.
- Cambridge Advanced Learner's Dictionary. (2008). Cambridge: Cambridge University Press.
- Creswell, J. W. (2003). *Research Design: Qualitative, Quantitative, and mixed Method Approaches*. Boston: University of Massachusetts.
- Cullen, A.T. (1998). *50 Wonderful Word Games: Easy and Entertaining Activities That Build Essential Language- Arts Skills*. Scholastic Inc. Retrieved June 13th2017 from *books.google.co.id*.
- Deighton.(2005). *Vocabulary Development: A morphological analysis*. Morphograph Society for research Children.
- Eichel, C. (2014). *Grade 4 Word Chains and Games Critical Thinking Activities*. Retrieved March 2nd, 2017 from *books,google.co.id*.
- Felder, RM & Brent, R. (2005). Understanding Student Differences. *Journal of Engineering Education*, 94 (1), 57-72. Retrieved March 15th, 2017 from *www4.ncsu.edu/unity/lockers/users/f/felder/public/.../Understanding_Differences.pdf*
- Firmansyah, A.Y. & Adi, H (2015). Applying The "Word Chain" Game To Teach Descriptive Speaking To The Eight Graders In Smpn 26 Surabaya. *Jurnal Mahasiswa UNESA*, 3 (2), 1-7. Retrieved March 2nd, 2017 from *http://jurnalmahasiswa.unesa.ac.id*.
- Freeman, D.L. (1986). *Technique and Principles in Language Teaching*. New York: Oxford University Press.
- Gay, L. R. (2006). *Educational Research: Competencies for Analysis and Application*. Upper Saddle River: Pearson Prentices Hall.
- Hernandez, R. I. T. & Claudia. L. (2009). Ways to teach EFL vocabulary to children. *Thesis*. (Universidad Veracruzana Facultad De Idiomas). Retrieved March 3rd, 2017 from *http://core.ac.uk./download/pdf*.
- Hiebert, E. H. & Kamil, M. L (2005). *Teaching and Learning Vocabulary: Bringing Research to Practice*. London: Lawrence Erlbaum Associates, Publishers.

- Hyakka, Y. (2014). *Kazuhide: Nihon'nobunka kanko rekishi jiten*. Retrieved March 2nd, 2017 from books.google.co.id.
- Israel, S. (2008). *Vocabulary Lists and Activities for the PreK-2 Classroom: Integrating Vocabulary, Children's Literature, and Think-Aloud to Enhance Literacy*. Retrieved February 15th, 2017 from books.google.co.id.
- Izzah, Z. (2005). *The Use of Word Chain Game to Improve Vocabulary Mastery of The Eight Grade Students at SMP N 3 Kalibagor* (Bachelor's thesis, Muhammadiyah University of Puwokerto, Central Java, Indonesia). Retrieved August 25th 2016 from <http://fkip.ump.ac.id/>.
- Leber, N.J. (1999). *25 Super-Fun Spelling Games*. Scholastic Professional Books: USA. Retrived June 13th 2017 from content.scholastic.com/collateral_resources/pdf/84/9780545279284.pdf.
- Madsen, H. (1983). *Techniques in Testing*. Retrieved March 7th 2017 from books.google.co.id.
- Maskor, SM. & Harun B. (2016). Receptive Vocabulary Knowledge or Productive Vocabulary Knowledge in Writing Skill, Which One Important?. *International Journal of Academic Research in Business and Social Sciences* 6(11), 1-11. Retrieved February 7th, 2017 from http://hrmars.com/hrmars_papers.
- Nation, P. (2005). Teaching Vocabulary. *Asian EFL Journal*. Retrieved March 9th, 2017 from www.asian-efl-journal.com/sept_05_pn.pdf.
- _____. (2001). *Learning Vocabulary in Another Language*: Cambridge University Press. Retrieved March 10th 2017 from books.google.co.id.
- Nunan, D. (1992). *Designing Task for the Communicative Classroom*. New York: Cambridge University Press. Retrieved December 25th 2016 from <https://www.slideshare.net/zoneanan/nunan-designing-tasks-for-the-communicative-classroom>.
- _____. (1999). *Second Language Teaching & Learning*. Retrieved February 15th 2017 from books.google.co.id.
- Nurhasanah. (2015). *The Study on the Vocabulary Mastery of LP3I Students*. (Bachelor's thesis, Syiah Kuala University, Banda Aceh, Indonesia). Retrieved June 20th 2017 from etd.unsyiah.ac.id.
- Oxford Learner's Pocket Dictionary. (2008). New York: Oxford University Press.

- Phisutthangkoon & Panich (2016). *Effectiveness of English Song Activities on Vocabulary Learning and Retention*. Retrieved March 8th, 2017 from papers.iafor.org/papers/ecll2016/ECLL2016_28332.pdf.
- Preszler, J. (2006). *On Target: Strategies to Build Student Vocabularies*. USA: Black Hills State University.
- Richards, C.J., & Renandya, A.W. (2006) *Methodology in Language Teaching: An anthology of current practice*. USA: Cambridge University Press.
- Rohani, M. & Pourgharib, B. (2013). The Effect of Games on Learning Vocabulary. *International Research Journal of Applied and Basic Science*, 4 (11), 1-4. Retrieved June 10th 2017 from <https://www.researchgate.net/file.PostFileLoader.html>.
- Seretan, V. (2011). *Syntax-Based Collocation Extraction*. Retrieved March 7th, 2017 from books.google.co.id.
- Sihombing, B. & Burton, B. *English Grammar Comprehension*. Jakarta: PT Grasindo.
- Sudjana (2002). *Metode Statistika*. Tarsito : Bandung.
- Sugiyono.(2014). *Metode penelitian kuantitatif, kualitatif, dan R&D*. Bandung : CV Alfabeta.
- Sukardi. (2013). *Metodologi Peneletian Pendidikan*. Jakarta : PT Bumi Aksara.
- The mastery learning manual. (1989). United Stated of America: Tranfford Publishing.
- Thornbury, S. (2002). *How to Teach Vocabulary*. England: Pearson Education Limited.
- Wright. (1984). *From games for Language Learning*. New York: Cambridge University Press.
- Zhou. S. (2010) Comparing Receptive and Productive Academic Vocabulary Knowledge of Chinese EFL Learners. *Asian Social Science*, 6(10), 1-6. Retrieved March 2nd, 2017 from www.ccsenet.org.

SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : UN.08/FTK/PP.00.9/11798/2016
TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang : a. bahwa, untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Agama Islam Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 23 November 2016

MEMUTUSKAN

- Menetapkan :
PERTAMA : Menunjuk Saudara:
- | | |
|----------------------------|----------------------------|
| 1. Dr. Maskur, M.A | Sebagai Pembimbing Pertama |
| 2. Yuni Setianingsih, M.Ag | Sebagai Pembimbing Kedua |
- Untuk membimbing Skripsi :
- | | |
|---------------|--|
| Nama | : Rosmini Yanti |
| NIM | : 231324158 |
| Program Studi | : Pendidikan Bahasa Inggris |
| Judul Skripsi | : The Implementation of Word Chain Game To Improve The Mastery of English Vocabulary |
- KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2016;
- KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2017/2018
- KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 5 Desember 2016

An. Rektor
Dekan.



Dr. Mujiburrahman, M. Ag
NIP. 197109082001121001

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBİYAH DAN KEGURUAN
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telp: (0651) 7551423 - Fax. (0651) 7553020 Situs : www.tarbiyah.ar-raniry.ac.id

Nomor : B- 3842 /Un.08/TU-FTK/ TL.00/ 04 / 2017

18 April 2017

Lamp : -

Hal : Mohon Izin Untuk Mengumpulkan Data
Menyusun Skripsi

Kepada Yth.

Di -
Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a : Rosmini Yanti
N I M : 231 324 158
Prodi / Jurusan : Pendidikan Bahasa Inggris
Semester : VIII
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t : Blang Krueng, Aceh Besar

Untuk mengumpulkan data pada:

Prodi Bahasa Inggris FTK UIN Ar-Raniry

Dalam rangka menyusun skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

The Implementation of Word Chain Game To Improve The Mastery of English Vocabulary

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.


An: Dekan,
Kepala Bagian Tata Usaha,
M. Said Farzah Ali

Kode: 6144

BAG.UMUM BAG.UMUM



DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
AR-RANIRY STATE ISLAMIC UNIVERSITY
DARUSSALAM – BANDA ACEH

Surat Keterangan

No: B-4527/ Un.08/ FTK/ TL.00/05/2017

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh, Nomor: B-3842/ Un. 08/ TU-FTK/TL.00/04/2017 tanggal 18 April 2017, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : **Rosmini Yanti**
NIM : **231324158**
Prodi /Jurusan : Pendidikan Bahasa Inggris

Telah melakukan penelitian dan mengumpulkan data terhadap mahasiswa jurusan Pendidikan Bahasa Inggris UIN Ar-Raniry dalam rangka penyusunan thesis yang berjudul:

The Implementation of Word Chain Game to Improve The Mastery of English Vocabulary

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 22 Mai 2017

Ketua Prodi Pendidikan Bahasa Inggris



Dr. T. Zulfikar. S.Ag.,M.Ed

LESSON PLAN

Name of University : Uin Ar-Raniry
Subject : Public Speaking
Unit / Semester : 5 / 4
Time Allocation : 5 x 90 Minutes (Five Meetings)

I. The Purpose of Teaching

- To improve the mastery of English Vocabulary

II. Method of Teaching

- Communicative Language Teaching Method
- Conversation Method
- Student-centered Method

III. Class Activities

• Meeting I

- Pre Activity
 - Greeting the class
 - Introducing herself and explaining the purpose of the research class
 - Checking the students' attendance list to know the students' name by calling them one by one

- Main Activity
 - Asking the students about their motivation and their difficulty in learning English vocabulary
 - Giving Pre-Test
 - Telling the instruction to the students to say some words. The minimum of word must be 2 words and the maximum are 25 words, that words have to mention in a sentence, and each of students had to say a vocabulary related to the theme. In other words, each of them has to say oral vocabulary. The theme for the pre-test is about “Emotion”
- Post Activity
 - Explaining the purpose of Pre-test
 - Conclusion
- **Meeting II**
 - Pre Activity
 - Greeting the class
 - Checking the students’ attendance list
 - Main Activity
 - Explaining about Word Chain Game and the rules to play that game in teaching learning process
 - Giving the example in playing Word Chain Game
 - Telling the topic for the second meeting is about “Education”

- Dividing students into five groups to make them easily to understand the rule of Word Chain Game and they can help each other for each member of a group
- Beginning the game by saying: “Each of students has to study diligently if they want to be a successful person”. The second player must be a student from group one and that student must say some words and the first word must begin with N, because the first player (the teacher) ended the statement by saying the word “person”. The game still continues until up to the player in the five group and then returned again to the group one.
- Correcting the student’s mistake
- Post Activity
 - Concluding the material
 - Suggesting the students to study diligently

➤ Meeting III

- Pre Activity
 - Greeting the class
 - Checking the students’ attendance list
- Main Activity
 - Telling the students they will continue their last week activity
 - Telling the topic for the third meeting is about “Fiction”

- Telling the students to work in pair in playing Word Chain Game and telling the rule of it
- Asking the students to begin the learning process by applying Word Chain Game
- Correcting the student's mistake
- Post Activity
 - Concluding the material
 - Suggesting the students to study diligently

➤ **Meeting IV**

- Pre Activity
 - Greeting the class
 - Checking the students' attendance list
- Main activity
 - Telling the students they will continue their last week activity
 - Telling the topic for the fourth meeting is about "Inspiration"
 - Telling the students if they have to play the game individually and also telling the rule of it
 - Asking the students to take the number of the players, that is depended on the number in the small scroll that will be taken by the students randomly
 - Asking the students to begin the learning process by applying Word Chain Game
 - Correcting the student's mistake

- Post Activity
 - Concluding the material
 - Suggesting the students to study diligently

➤ **Meeting V**

- Pre Activity
 - Greeting the class
 - Checking the students' attendance list
- Main Activity
 - Giving Post-Test
 - Telling about the rules
 - Telling the topic. That is about “Inspiration”
 - Asking the students to begin the pre-test by applying
Word Chain Game
- Post Activity
 - Concluding the material
 - Saying thanks for the students for their participation

IV. Assesment

➤ Oral Presentation

V. Rubric for Vocabulary Assesment

Excellent (100-90)	Complete knowledge of vocabulary. Excellent at identifying word meaning. No spelling problems.
-----------------------	--

Very Good (89-80)	Good vocabulary knowledge. Good at identifying word meaning. No problems with spelling
Good (79-70)	General vocabulary knowledge. Able to identify word meaning. Some spelling problems without interfering understanding
Fair (69-60)	Still acceptable vocabulary knowledge. Still able to identify word meaning. Some spelling problem without fully interfering understanding.
Fail (59 or fewer)	Lack of vocabulary knowledge. Misspelled words. Unable to identify word meaning.

Source: *Luis Villalobos* from
<https://www.slideshare.net/lavillal/rubrics-presentation>

PRE-TEST

- Each of the students has to say some words or do an oral vocabulary
- The minimum of word must be 2 words and the maximum are 25 words
- The students have to say some words that are related to the theme “Emotion”
- The students are allowed to say some words or to think about the words within 2 – 3 minutes

POST-TEST

- Each of the students has to say some words or do an oral vocabulary
- In saying some words the students must follow the rule of Word Chain Game, that is; the first player has to mention a sentence and the second player has to mention another sentence whose first letter of the first word in the sentence is the last letter of the last word from the previous player
- The minimum of word must be 2 words and the maximum are 25 words
- The students have to say some words that are related to the theme “Inspiration”
- The students are allowed to say some words or to think about the words within 2 – 3 minutes

Students' Score in Rubric Presentation

Rubric Criteria:

Criteria	Score 5	Score 4	Score 3	Score 2	Score 1
Vocabulary Knowledge	Complete Knowledge of Vocabulary	Good Vocabulary Knowledge	General Vocabulary Knowledge	Still Acceptable Vocabulary Knowledge	Lack of Vocabulary Knowledge
Identify Word Meaning	Excellent at Identifying Word Meaning	Good at Identifying Word Meaning	Able to Identify Word Meaning	Still Able to Identify Word Meaning	Unable to Identify Word Meaning
Spelling	No Spelling Problems	No Problems With Spelling	Some Spelling Problems Without Interfering Understanding	Some Spelling problem Without Fully Interfering Understanding	Misspelled Words

The formula to Calculate the Score:

$$\frac{\text{The number of scores obtained by the student}}{\text{Maximum score}} \times 100$$

➔ Maximum score: 15

Score of Pre-Test :

No	Student's Initial	First Criteria	Second Criteria	Third Criteria	Total	Score
1	AF	3	4	3	10	67
2	ARD	3	4	3	10	67
3	FM	4	3	3	10	67
4	M	3	3	3	9	60
5	N	3	3	2,5	8,5	57
6	CRF	3	3	3	9	60
7	RR	4	3	3	10	67
8	TS	3	4	3	10	67
9	SNA	3	3	3	9	60

10	PZB	4	4	3	11	73
11	SKM	4	4	2	10	67
12	PP	3	4	2	9	60
13	SIO	3	4	3	10	67
14	DR	3	4	2	9	60
15	Z	3	3,5	2	8,5	57
16	HAR	3	3	3	9	60
17	RNS	3	3	2,5	8,5	57
18	AR	4	4	4	12	80
19	AZH	4	4	3	11	73
20	AM	3	4	2	9	60

Score of Post-Test :

No	Student's Initial	First Criteria	Second Criteria	Third Criteria	Total	Score
1	AF	4	4	4	12	80
2	ARD	3,5	4	3	10,5	70
3	FM	4	4	4	12	80
4	M	3,5	3,5	3	10	67
5	N	3	3,5	3	9,5	63
6	CRF	4	3	3	10	67
7	RR	4	4	3	11	73
8	TS	4	4	3	11	73
9	SNA	4	3	3	10	67
10	PZB	5	4	3	12	80
11	SKM	4	4	3	11	73
12	PP	3	4	3	10	67
13	SIO	4	4	3	11	73
14	DR	4	4	3	11	73
15	Z	4	4	3	11	73
16	HAR	4	3,5	3	11,5	77
17	RNS	4	3,5	3	10,5	70
18	AR	5	4,5	4,5	14	93
19	AZH	5	4	4	13	87
20	AM	4	4	2,5	10,5	70

QUESTIONNAIRE

STUDENT NUMBER : _____

UNIT : _____

DATE : _____

In this questionnaire, you will tell the researcher how much agree or disagree with the following statements by giving () in column from 1 to 4.

1 : Strongly agree

2 : Agree

3 : Partly agree

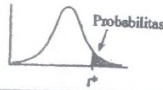
4 : Disagree

NO	Statement	1	2	3	4
1	I feel more interested to study English when I apply the Word Chain Game				
2	Word Chain Game helps me to recall my memories about the vocabulary I have known before				
3	I think time passes faster while I study English as a foreign language by applying Word Chain Game				
4	Word Chain Game can enhance my mastery of English vocabulary.				
5	Word chain game is one of the games in which I can express my vocabulary.				
6	The implementation of Word Chain Game really useful for me to find the clue to tell any vocabularies.				

7	I feel confident to tell any English vocabularies when I use this game				
8	By using Word Chain Game I feel enjoy and fun when I learn English Vocabulary				

Thank you for your participation

(Data pada tabel adalah t^* dengan probabilitas bersyarat p yang berada di atasnya.)



df	P											
	0,25	0,20	0,15	0,10	0,05	0,025	0,02	0,01	0,005	0,0025	0,001	0,0005
1	1,000	1,376	1,963	3,078	6,314	12,71	15,89	31,82	63,66	127,3	318,3	636,6
2	0,816	1,061	1,386	1,886	2,920	4,303	4,849	6,965	9,925	14,09	22,33	31,60
3	0,765	0,978	1,250	1,638	2,353	3,182	3,482	4,541	5,841	7,453	10,21	12,92
4	0,741	0,941	1,190	1,533	2,132	2,776	2,999	3,747	4,604	5,598	7,173	8,610
5	0,727	0,920	1,156	1,476	2,015	2,571	2,757	3,365	4,032	4,773	5,893	6,869
6	0,718	0,906	1,134	1,440	1,943	2,447	2,612	3,143	3,707	4,317	5,208	5,959
7	0,711	0,896	1,119	1,415	1,895	2,365	2,517	2,998	3,499	4,029	4,785	5,408
8	0,706	0,889	1,108	1,397	1,860	2,300	2,449	2,896	3,355	3,833	4,501	5,041
9	0,703	0,883	1,100	1,383	1,833	2,262	2,398	2,821	3,250	3,690	4,297	4,781
10	0,700	0,879	1,093	1,372	1,812	2,228	2,359	2,764	3,169	3,581	4,144	4,587
11	0,697	0,876	1,088	1,363	1,796	2,201	2,328	2,718	3,106	3,497	4,025	4,437
12	0,695	0,873	1,083	1,356	1,782	2,179	2,303	2,681	3,055	3,428	3,930	4,318
13	0,694	0,870	1,079	1,350	1,771	2,160	2,282	2,650	3,012	3,372	3,852	4,221
14	0,692	0,868	1,076	1,345	1,761	2,145	2,264	2,624	2,977	3,326	3,787	4,140
15	0,691	0,866	1,074	1,341	1,753	2,131	2,249	2,602	2,947	3,286	3,733	4,073
16	0,690	0,865	1,071	1,337	1,746	2,120	2,235	2,583	2,921	3,252	3,686	4,015
17	0,689	0,863	1,069	1,333	1,740	2,110	2,224	2,567	2,898	3,222	3,646	3,965
18	0,688	0,862	1,067	1,330	1,734	2,101	2,214	2,552	2,878	3,197	3,611	3,922
19	0,688	0,861	1,066	1,328	1,729	2,093	2,205	2,539	2,861	3,174	3,579	3,883
20	0,687	0,860	1,064	1,325	1,725	2,086	2,197	2,528	2,845	3,153	3,552	3,850
21	0,686	0,859	1,063	1,323	1,721	2,080	2,189	2,518	2,831	3,135	3,527	3,819
22	0,686	0,858	1,061	1,321	1,717	2,074	2,183	2,508	2,819	3,119	3,505	3,792
23	0,685	0,858	1,060	1,319	1,714	2,069	2,177	2,500	2,807	3,104	3,485	3,768
24	0,685	0,857	1,059	1,318	1,711	2,064	2,172	2,492	2,797	3,091	3,467	3,745
25	0,684	0,856	1,058	1,316	1,708	2,060	2,167	2,485	2,787	3,078	3,450	3,725
26	0,684	0,856	1,058	1,315	1,706	2,056	2,162	2,479	2,779	3,067	3,435	3,707
27	0,684	0,855	1,057	1,314	1,703	2,052	2,158	2,473	2,771	3,057	3,421	3,690
28	0,683	0,855	1,056	1,313	1,701	2,048	2,154	2,467	2,763	3,047	3,408	3,674
29	0,683	0,854	1,055	1,311	1,699	2,045	2,150	2,462	2,756	3,038	3,396	3,659
30	0,683	0,854	1,055	1,310	1,697	2,042	2,147	2,457	2,750	3,030	3,385	3,646
40	0,681	0,851	1,050	1,303	1,684	2,021	2,123	2,423	2,704	2,971	3,307	3,551
50	0,679	0,849	1,047	1,299	1,676	2,009	2,109	2,403	2,678	2,937	3,261	3,496
60	0,679	0,848	1,045	1,296	1,671	2,000	2,099	2,390	2,660	2,915	3,232	3,460
80	0,678	0,846	1,043	1,292	1,664	1,960	2,088	2,374	2,639	2,887	3,195	3,416
100	0,677	0,845	1,042	1,290	1,660	1,984	2,081	2,364	2,626	2,871	3,174	3,390
1000	0,675	0,842	1,037	1,282	1,646	1,962	2,056	2,330	2,581	2,813	3,098	3,300
∞	0,674	0,841	1,036	1,282	1,645	1,960	2,054	2,326	2,576	2,807	3,091	3,291

Documentation



The writer explained the purpose of her research and the rule of pre-test



The students did the pre-test



The students played the Word Chain Game in the groups



Each student in a group played the Word Chain Game



The writer explained the rule of Word Chain Game for the third meeting



The students worked in pair in playing Word Chain Game



A student asked the writer about an English vocabulary



The writer explained the rule of the game in the last treatment



For the last treatment, each of the students played Word Chain Game individually



Each of students played Word Chain Game individually (post-test)



The writer distributed the questionnaire for the students



The students answered the questionnaire

AUTOBIOGRAPHY

1. Name : Rosmini Yanti
2. Place/Date of birth : Kareung Ateuh/August 12th, 1995
3. Sex : Female
4. Religion : Islam
5. Nationality : Indonesian
6. Marital Status : Single
7. Occupation : Students
8. Address : Blang Krueng, Kec. Baitussalam,
Kab. Aceh Besar
9. Email : rosminiyanti@yahoo.com
10. Parents' Name
 - a. Father : M. Saleh Iman
 - b. Occupation : PNS
 - c. Mother : Rosna Usman
 - d. Occupation : PNS
 - e. Address : Nigan, Kec.Seunagan, Kab.Nagan Raya
11. Educational Background
 - a. Elementary School : SDN 1 Lamno (2001-2007)
 - b. Junior High School : MTsS Oemar Diyan (2007-2010)
 - c. Senior High School : SMAN 1 Seunagan (2010-2013)
 - d. University : UIN Ar-Raniry (2013-2017)