THE INFLUENCE OF WORD CHAIN GAME ON INCREASING THE EIGHTH GRADE STUDENTS' VOCABULARY AT MTS BARANA JENEPONTO

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ABSTRACT

The research aims at finding out the influence of Word Chain Game in increasing the students' vocabulary mastery. This research was conducted at MTs Barana Jeneponto Regency in Academic Year 2018/2019. In this research, the population was 60 students in the eighth grade. The sample was 40 students. There were 20 students in Class VIII A as experimental class and 20 students in VIII B as controlled class. The research applied non equivalent control grup design. The instrument used to collect the data was writing test, in fill in the blank form. The research findings showed that there is a significant improvement in the students' vocabulary after being taught using Word Chain Game. It was proved by the result of the statistical analysis of the level significance P = 0.05 with degree of freedom (df) = 38 indicated that the t-test values of the students' vocabulary (2.492) was higher than t-table value (2.042). It is indicated that using Word Chain Game is effective to improve the students' vocabulary at the eighth-grade students' of MTs Barana Jeneponto. Word Chain Game has an effective way to treat students for memorizing vocabulary well and make students glad to learn English especially vocabulary. Word chain game also gives opportunities for the development of teachers, learners, and learning itself. Those opportunities can increase students' motivation and responsibility, a student-centered approach based on individualization, and also accept the new and dynamic learner's and teacher's roles.
Keyword: Word Chain Game, Vocabulary

INRODUCTION

Language is an important aspect of our daily life. It is deemed the language is used to communicate with other people. Language is a set of rules by a human asa tool of their communication. Furthermore, It is used to communicate our thoughts and ideas. It can be concluded that language is a very important means of communication, as a tool used by human to

communicate their thoughts and ideas. Moreover, they can interact one to another communicatively with other people from different countries.

Vocabulary is one of the most important language components in learning English. Learning vocabulary can help students in studying English and support them in mastering the other language components. Comprehension and production will hamper because of lack of vocabulary (Nation, 2001). The great teaching strategy is very important to make the teaching and learning process in the class work fluently and to make a condition in the class more conducive. One of the great strategies in teaching a language is game that helps the teacher maximize the students use language in a less formal situation Sanchez, et al. (2007).

Vocabulary is one of the English sub-skills that must be taught to the students because vocabulary has an important role in all language skills. Wilkins in Hornby (2002:13) stated that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. In other words, the first thing that has to be mastered in learning language is vocabulary.

In learning a foreign language, vocabulary plays an important role. It is one element that links the four skills of speaking, listening, reading and writing all together. In order to communicate well in a foreign language, students should acquire an adequate number of words and should know how to use them accurately.

Usually, vocabulary is taught through memorizing words. For teacher creating English teaching effectively and efficiently is not an easy job, therefore, that the English teacher must be able to organize teaching and learning activities.

As one of the basic parts in English, vocabulary is one of English components or sub-skills that must be taught to the learners and vocabulary has the primary role for all languages. Moreover, some researchers regarding that vocabulary are more important than grammar which underlined "no matter how well the students learns grammar" other words the first that to be mastered for language learner in learning language especially English is vocabulary. (Rahman: 2016).

A good vocabulary is a vital part of effective communication. A command of many words will make you a better writer, speaker, listener, and reader. In contrast, a poor vocabulary can seriously slow your reading speed and limit your comprehension. Studies have shown that students with a strong vocabulary and students who work to improve a limited vocabulary are more successful in school. One research study found that a good vocabulary, more than any other factor, was common to people enjoying successful careers. (Gultom: 2018).

Based on the observation that conducted at MTs Barana Jeneponto on February, 28 2019, the researcher found some problems related to the vocabulary teaching and learning process. The conventional way strategy is usually used in learning English make the students have a problem in mastering vocabulary. They can not pronounce the vocabulary correctly. They also make mistake in writing the vocabulary. These mistakes also make they were lazy to memorize the unfamiliar words that they heard or read in the text.

There are two factors that influence the low level in mastering vocabulary: internal and external. The internal factors are less motivation on the students, lack of practice, learning style, less interest, and etc. The external factors are environment, teacher's performance, teaching approach, friends, strategy, media, tool, etc.

There are many kinds of game in teaching vocabulary. In this case, the researcher chose one game. The researcher used the word chain game in the learning process. The used of a game in teaching considered is one of the solutions. One of the games can be used to solve the problem in teaching English vocabulary is using the word chain game.

The reason why the researcher chose word chain game is believed as an effective way to increase student's vocabulary achivement. In this case, the writer chosen word chain game in English teaching learning process because according to Adatochika (2015), 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 the students play a game they should mention the word. 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 problems above, the researcher focused on ***"The Influence of Word Chain Game onIncreasing Students' Vocabulary at The Eighth Grade Students at MTs Barana Jeneponto"***. The researcher was looked down on the field to see if Word Chain Game has the Influence or not to increase the vocabulary of the Students.

RESEARCH METHOD

The research used quasi experimental method with non equivalent control group design. Sugiyono (2010) states that A quasi-experimental developed true experimental design which is difficult to do it. This research applied non equivalent Control Group Design as the design. This design is exactly like pre-test post-test control group design except that there is no random

assignment into group (Sugiyono, 2010: 79). The purposes of this method to find out the influence of students' vocabulary by using word chain game. The researcher was found the influence of students' vocabulary by using and without using word chain game. The researcher can see how the students develop the passage or paragraph that the researcher gives.

| Experimental Group: | 0_1 | X | 0_2 |
| Controlled Group: | 0_3 | | 0_4 |

Figure 3.1 Experimental Design (Sugiyono, 2010: 79)

This design took two classes at the eighth grade of MTs Barana Jeneponto which divided as experimental class and controlled class. Experimental class applied *Word Chain Game* in treatment and the controlled class received usual treatment or conventional way strategy as the habitually of the teacher and students in learning process. Both groups were given pre-test and post-test.

Based on Arikunto (2013) population is all subjects in the research. In addition, Creswell (2012) defines population or target population as a group of individuals who have the same characteristic or with some common defining characteristic that the researcher can identify and study. The population of the research was all of eighth grade students of MTs Barana Jeneponto. The eighth grade students at MTs Barana Jeneponto have two classes. The first class was VIII A there were 27 students and the second class was VIII B there were 33 students. The total number of the population was 60 students.

The kind of test is fill in the blank. The test consisted of 20 items of vocabulary infill in the blank. Then order the students to choose the best answer to the test, the post was the same as the pre-test.

FINDINGS AND DISCUSSION

The findings of the research were based on the results of the data analysis. The data analysis was used to collect data. The test consisted of pre-test and post-test. The pre-test was given to find out the students' background knowledge on vocabulary before presenting *Word Chain Game* and the post-test was given to find out the increase of the students' vocabulary after giving the treatment.

The table 1 and 2 showed that, the classification of the students' vocabulary at the eighth-grade students of MTs Barana Jeneponto in pre-test and post test scores in experimental class.

Table 1. The Rate Percentage of Score Experimental Class in Pre-Test

No.	Classification	Score	Frequency	Precentage
1.	Excellent	96-100	0	0%
2.	Very good	86-95	0	0%
3.	Good	76-85	0	0%
4.	Fairly good	66-75	0	0%
5.	Fair	56-65	1	5%
6.	Poor	46-55	13	65%
7.	Very poor	0-45	6	30%
Total			20	100%

Table 1 shows that, the rate precentage and frequency of the student's experimental class in the pre-test, the students got neither excellent and nor very good score, good score, fairly good and 1 (5%) student got fair score, 13 (65%) students got poor score and 6 (30%) students got very poor score. It means that, the students' score before given treatment were low.

Table 2. The Rate Percentage of Score Experimental Class in Post-Test

No.	Classification	Score	Frequency	Precentage
1.	Excellent	96-100	0	0%
2.	Very good	86-95	1	5%
3.	Good	76-85	2	10%
4.	Fairly good	66-75	4	20%
5.	Fair	56-65	10	50%
6.	Poor	46-55	3	15%
7.	Very poor	0-45	0	0%
Total			20	100%

Table 2 shows that, the post-test there were 1 (5%) student got very good, 2 (10%) students got good score, 4 (20%) students got fairly good score, then 10 (50% students got fair score, 3 (15%) students got poor score and there was not student got very poor score. It means that, the using of word chain game was effective to improve students' vocabulary.

Based on the result above, it can be concluded that, the rate percentage in post-test was higher than the rate percentage in pretest.

The following table (table 3 and 4) showed that, the classificaion of the students' vocablary at the eighth grade of MTs Barana Jeneponto in pre-test and post-test scores in controlled class.

Table 3. The Rate Percentage of Score Controlled Class in Pre-Test

No.	Classification	Score	Frequency	Precentage
1.	Excellent	96-100	0	0%
2.	Very good	86-95	0	0%
3.	Good	76-85	0	0%
4.	Fairly good	66-75	0	0%
5.	Fair	56-65	4	20%
6.	Poor	46-55	10	50%
7.	Very poor	0-45	6	30%
Total			20	100%

Table 3 shows that, the pre-test there none of the students (0)% got in excellent,very good score, good score, and fairly good. There were 4 (20%) students got fair score, 10 (50%) students got poor score, and 6 (30%) students got very poor score. It means that, the students' score before giving treatment was very low.

Table 4. The Rate Percentage of Score Controlled Class in Post-Test

No.	Classification	Score	Frequency	Precentage
1.	Excellent	96-100	0	0%
2.	Very good	86-95	0	0%
3.	Good	76-85	1	5%
4.	Fairly good	66-75	2	10%
5.	Fair	56-65	8	40%
6.	Poor	46-55	8	40%
7.	Very poor	0-45	1	5%
Total			20	100%

Table 4 shows that, the post-test there none of the students (0) % got in excellent and very good score, 1 (5%) student got good, 2 (10%) students got fairly good. There were 8 (40%) students in Fair and Poor got same score and, 1 (5%) student got very poor score. It means that, the students score in post-test also was higher a little than pre test in control class.

After calculating the result of the students' score, the mean score and standard deviation of both classes can be presented in the following table:

Table 5. The Mean Score and Standard Deviation of Experimental Class and Controlled Class in Pre-Test and Post-Test

Class	Mean score		Range	Standard Deviation	
	Pre-test	Post-test		Pre-test	Post-test
Experimental	50.5	65.5	-15	7.327	10.374
Control	51.25	57.5	-6.25	8.091	9.934

The table 5 shows that, the mean score of experimental class in pre-test was (50.5) and the standard deviation of experimental class was (7.327), and the mean score of controlled class in pre-test (51.25) and its standard deviation was (8.091). While the mean score of experimental class in post-test was (65.5) and the standard deviation of experimental class was (10.374), the mean score of controlled class was (57.5) and standard deviation was (9.934). It can be concluded from both of the tests; the experimental class gained the greater mean score than controlled class.

The significance score between experimental score and control class can be known by using the t-test. The result of the t-test can be seen in table 6.

Table 6. The t-test and t-table score

Variable	t-test value	t-table value
Post-test	2.492	2.042

The table above showed that t-test value was greater than t-table. The result of the test showed there was significant difference between t-table and t-test (2.492 ›2.042), it means that, t-table was smaller than t-test.

The result of the t-test statistical analysis showed that, there was significant difference between the experimental class which got treatment by using Word Chain Game with controlled class who taught by conventional way strategy. The statement was proved by the t-test value (2.492) which was higher than t-table value (2.042), at the level of significance (α) 0.05 and degree of freedom (df) 38.

The data shows that the using of word chain game is effectife in increasing the eight-grade students' vocabulary at MTs Barana Jeneponto. There are several points that make Word chain game was effective. They are: the student was able to memorize many new vocabulary using word chain game. The researche can increase students' motivate and confidence by giving them

opportunity to demonsrate their mind in front of class. Using Word Chain Game made the students' comprehension clear because the students not only learned the abstract material through explanation but also they could improve their other English competence, they are morphology and grammar. It could help the students to understand learning material expanding their words that they had found. The students were easy to overcome their problems in learning because they were able to share and look for solutions in the class accompanied by the researcher. The students were not only enjoying the procedure but also they gave full attention because they had been given opportunity to do it by her/himself.

They also got less difficulty in modifying the words they had found, identifying the class of words, and using it in appropriate context. The students found it easier to learn vocabulary in the classroom. The students were more active and enthusiastic to join the meaningful and contextual activity. They learned to share and co-operate each other in communicative activity in the classroom.

Some definitions about word chain also was explained by Cullen-Trussell (2012:4) said that, Word Chain Games is one of fun, enjoyable and creative games which it plays with words. Word Chain Game can make very interesting classroom displays. Playing Word Chain Game is one way to get to know new people and become comfortable with new surroundings. Westley (2004:4) said that, Word Chain Game is the game to build words from other words to help children to grow in their understanding of words and spelling patterns. Ball (2012:59) said that, Word Chain Game is a brilliant game designed for kids to build and enhance their vocabulary skill. So, this game is challenging enough to perform with any group of children of any age. And it is useful if you want to review some vocabulary you have previously introduced. Word Chain Game can also develop oral language and improve writing skill. It can help children with spelling and grammar skills, punctuation, and creativity. As a result, Word Chain Game practices in logic and thinking of students, gives the prompt feedback, and develops their appetite for further learning.

The researcher can conclude from above findings and theory that Word Chain Game is a game that is suitable to be applied in class or outside the classroom in teaching vocabulary in the eighth grade of MTs Barana Jeneponto. The results of this study indicate that this word chain game has an influence on the increase in memorizing vocabularies in the reading and the text given. This game is deliberately taken and used as a way to attract students so that they understand English is not difficult as said people out there. They were also taught to maximize the internet in the use of

network-based electronic dictionaries on mobile phones to the maximum so that they did not view mobile phones as mere means for chatting, selfie, and watching youtube. So, they are more addicted to using mobile phones with maximum learning.

The researcher found that applying *Word Chain Game* was effective in increasing the students' vocabulary (see the table 2 and table 4). It was indicated by the total pre-test of experimental group that was 1.010 with the mean score 50.5 (Fair) and the post-test was 1.310 with mean score was 65.5 (Fairly Good). Meanwhile, the total of the pre-test and post-test of the controlled group was 1.025 with the mean score was 51.25 and it's the post test was 1.150 with mean score 57.5. The result of the t-test both groups, experimental and controlled group was higher than t-table result 2.492 › 2.042).

The researcher concluded that the using of *Word Chain Game* in teaching vocabulary is effective. It was proved by the result of the data analysis after being with t-table (2.042) with the t-test (2.492).

To sum up, based on the result of this study, which showed the students' scores were higher after the treatment in experimental class using Word Chain Game. The use of Word Chain Game for teaching English was surely beneficial to increase students' vocabulary. In summary, the researcher asserted that Word Chain Game was important to apply on teaching English vocabulary.

CONCLUSSION AND SUGGESTION

The data analysis there was significant improvement of the students' post-test of experimental class from 20 students, where there was not student got excellent. There was 1 (5%) student got very good score, 5 (25%) students got good score, 5 (25%) students got fairly good score, 2 (10%) students got good score 4 (20%) students got fairly good score, 10 (50%) students got fair score, 3 (15%) students got poor score and there were not students got very poor score.

The main score of the students increased from the **Fair** (50.5) become **fairly good** (65.5). The test value was 2.492 and the table was 2.042, it means that H1 was accepted explaining that Word Chain Game is effective to increase students' vocabulary at the eighth grade of MTs Barana Jeneponto. The null hypotheses (H0) was rejected. So, using Word Chain Game is possible to make students using their phone not only for chatting, streaming videos and playing games, but also using their phone to learn. Word Chain Game also give opportunities for development of teachers, learners and learning itself. Those opportunities can increase students' motivation and

responsibility, a student-centered approach based on individualization, and also accepting the new and dynamic learner's and teacher's roles.

The researcher concluded that *Using Word Chain* is more influential for being implemented than conventional strategy because *Word Chain Game* increased the students' vocabulary. The students' vocabulary mastery before using *Word Chain Gamel* was very poor (6 or 30%). It was different from the students' vocabulary after using Word Chain Game.

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