

**THE EFFECTIVENESS OF USING WORD CHAIN GAMES TOWARDS
THE STUDENTS' VOCABULARY MASTERY AT SMPN 26 BANDAR
LAMPUNG**

(A Script)

By

Henry Cahaya Meidina



**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
2022**

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**Submitted in a Partial Fulfillment of
The Requirements for s-1 Degree**

In

**The Language and Arts Education Department of
The Faculty of Teacher Training and Education**



**FACULTY OF TEACHER TRAINING AND EDUCATION
LAMPUNG UNIVERSITY
BANDAR LAMPUNG
2022**

ABSTRACT

THE EFFECTIVENESS OF USING WORD CHAIN GAMES TOWARDS THE STUDENTS' VOCABULARY MASTERY AT SMPN 26 BANDAR LAMPUNG

By

Heny Cahaya Meidina

The research aimed to find out whether there was a significant effect of using word chain games towards students' vocabulary mastery in the teaching-learning process. This research was conducted on the eight grade students of SMPN 26 Bandar Lampung in the academic year 2021/2022 in the second semester. Class VIII B consisting of 28 students was chosen as the sample of this research. This research was quantitative. The design used was one group pre-test and post-test. The instrument was a vocabulary test that consisted of two parts that were pre-test and a post-test and the data were analyzed using the Paired Sample t-test in SPSS 23. The results showed that the students' mean score on the pre-test was 41.00 and the mean score on the post-test was 68.43. Besides, the improvement of students' mean scores from the pre-test to the post-test was 27.42 and the p-value of a significant level was 0.000 which was lower than 0.05. Therefore, H1 is accepted that there is a significant effect of using word chain games towards students' vocabulary mastery.

Keywords: vocabulary mastery, word chain games

**Research Title : THE EFFECTIVENESS OF USING WORD CHAIN
GAMES TOWARDS THE STUDENTS'
VOCABULARY MASTERY AT SMPN 26
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CURRICULUM VITAE

Henry Cahaya Meidina was born in Bandar Lampung on May 5th, 2000. She is the second child of a great couple Heru Cahaya and Yunani. She has two siblings, one older brother named Rizky Cahaya Meikatama and one younger sister named Nabila Cahaya Putri.

She began her first education at TK Kartika II-5 in 2004, after that she continued her study at SD Kartika II-5 in 2006 and graduated in 2012. In the same year, she was accepted at SMP Al-Kautsar Bandar Lampung and graduated in 2015. Then, in 2015 she pursued her study at SMA Al-Kautsar Bandar Lampung and graduated in 2018. After graduating from SMA Al-Kautsar Bandar Lampung, she was accepted into the English Education Study Program of the Faculty of Teacher Training and Education at Lampung University through SNMPTN in 2018.

During her study at Lampung University, she enjoyed her experience during the Community Service Program or *Kuliah Kerja Nyata* (KKN) at Kemiling Permai and Teaching Practice Program or *Pengenalan Lingkungan Persekolahan* (PLP) at SMAN 14 Bandar Lampung in 2021. To complete her study, she undertook research related to the effectiveness of using Word Chain games in vocabulary mastery to junior high school students at SMPN 26 Bandar Lampung.

DEDICATION

In the name of Allah, The Most Gracious, The Most Merciful, who always blesses the researcher's life. This thesis is wholeheartedly and sincerely devoted to my beloved parents, family, best friends, all the outstanding lecturers in the English Department, almamater at the University of Lampung, all the kindest people involved, and also to myself.

MOTTO

*Do not falter or grieve, for you will have the upper hand, if you are 'true'
believers (Ali Imran: 139)*

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Alhamdulillahirabbil'alaamiin. First of all, the researcher would like to thank Allah SWT. For his blessing and his guidance, so the researcher could finish this script concerning to “The Effectiveness of Using Word Chain Games Towards Students’ Vocabulary Mastery at SMPN 26 Bandar Lampung”. Which was written to fulfill one of the requirements for the Bachelor Degree of Teacher Training and Education Faculty of Lampung University. The researcher realizes that this script could not be finished without the help and support of other people who have sacrificed their valuable time in giving the advice to complete this research.

In completing this work, the author acknowledges that lots of help and support have been given by them sincerely who have sacrificed their valuable time in providing advice and assistance to compete for this work. Hence, the author would like to express her deepest gratitude and appreciation to:

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Finally, the author believes that her work is still far from perfection. There might be weaknesses in this research. Therefore, comments and suggestions are always acceptable for better research. Somehow, the writer hopes this research would give a positive contribution to educational development, readers, and to those who want to conduct further research.

Bandar Lampung, 15 Februari 2023

The author,

Heny Cahaya Meidina

TABLE OF CONTENTS

ABSTRACT	i
CURRICULUM VITAE	ii
DEDICATION	iii
MOTTO	iv
ACKNOWLEDGMENTS	v
TABLE OF CONTENTS	vii
LIST OF APPENDICES	x
LIST OF TABLES	xi

1. INTRODUCTION.....	1
1.1 Background of the Topic	1
1.2 Research Question	3
1.3 Objective of the Research	4
1.4 The Use of the Research.....	4
1.5 Scope of the Research.....	5
1.6 Definition of Terms.....	5
2. LITERATURE REVIEW.....	6
2.1 Review of the Previous Studies	6
2.2 Concept of Vocabulary	8
2.3 Types of Vocabulary	9
2.3.1 Content Words	10
2.3.2 Function Words.....	15
2.4 Concept of Vocabulary Mastery	15
2.5 Teaching Vocabulary	17

	viii
2.6 Word Chain Games	18
2.7 Procedure of Teaching by Using Word Chain Games	19
2.8 Theoretical Assumption	20
2.9 Hypothesis	21
3. RESEARCH METHODOLOGY.....	22
3.1 Research Design	22
3.2 Variable of the Research	23
3.3 Population and Sample	23
3.4 Data Collecting Technique	24
3.4.1 Quantitative Test	24
3.5 Research Instrument	24
3.6 Research Procedure	25
3.7 Validity and Reliability	27
3.7.1 Validity	27
3.7.2 Reliability	29
3.8 Level of Difficulty	30
3.9 Discrimination Power	32
3.10 Data Analysis	34
3.11 Hypothesis Testing	34
4. RESULT AND DISCUSSIONS.....	36
4.1 The Implementation of Word Chin Games	36
4.2 The Result of Pre-Test	40
4.3 The result of Post-Test	41
4.4 Differences between students' Pre-Test and Post-Test scores.....	42
4.5 The Result of Hypothesis Testing	44
4.6 Discussion	46

4.6.1 The Improvement and Significant Difference in Students' Vocabularies Mastery by Using Word Chain Games	46
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5. CONCLUSION AND SUGGESTION

5.1 Conclusion	49
5.2 Suggestion	50

REFERENCES.....	51
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APPENDICES.....	53
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LIST OF APPENDICES

Appendix 1 Vocabulary Test (Pre-Test)	54
Appendix 2 Vocabulary Test (Post-Test).....	62
Appendix 3 Lesson Plan	70
Appendix 4 Student's Worksheet	86
Appendix 5 Reliability Analysis of Upper and Lower Group Vocabulary Test ..	89
Appendix 6 Table of Reliability	90
Appendix 7 Table of Validity	91
Appendix 8 The Result of Students' Pre-Test and Post-Test Scores	92
Appendix 9 Repeated Measure T-Test.....	93
Appendix 10 T-Table	94
Appendix 11 Students' Answer Sheet	95
Appendix 12 Letter Permission.....	99
Appendix 13 Documentation	100

LIST OF TABLES

Table 3.1 Specification of The Vocabulary Test	28
Table 3.2 Level of Reliability	29
Table 3.3 Level of Difficulty of Pre -Test	31
Table 3.4 Level of Difficulty of Post-Test	31
Table 3.5 Discrimination Power of Pre-Test.....	33
Table 3.6 Discrimination Power of Post-Test.....	33
Table 4. 1 Distribution Frequency of The Students' Pre-Test Score	40
Table 4. 2 Distribution Frequency of The Students' Post-Test Score.....	41
Table 4. 3 Differences in Students' Vocabulary on Pre-Test and Post-Test.....	42
Table 4. 4 The Differences of Students' Achievement Vocabulary in Pre-Test and Post-Test.....	43
Table 4. 5 The Mean Score Pre – Test and Post-Test.	45
Table 4. 6 The Differences in Students' Vocabulary in Score Pre – Test and Post- Test.....	45

I. INTRODUCTION

This chapter deals with the background of the problems, research question, objectives of the research, uses of the research, scope of the research, and definition of terms.

1.1 Background of the Research

English is an international language used to communicate with people from all over the world. It is considered to be the *lingua franca* of the world hence all people from all over the world are supposed to have the capability to read, write, speak, listen and understand the language, Indonesia is no exception. In Indonesia, English is one of the two most important languages in educational institutions, besides Indonesian as the official language of the country. However, most students in Indonesia still do not realize the importance of English. In addition, English is considered a difficult subject for most students in Indonesia due to their lack of understanding of English vocabulary. In order to learn the English language efficiently, it is necessary to know and master the four important skills, there are: listening, speaking, reading, and writing.

In English, vocabulary is an important element taught to students besides other elements. Learning vocabulary can develop the students' ability in studying English and hence support the students in mastering other language components in English.

Thornbury (2002), without vocabulary, nothing can be conveyed. It means that vocabulary is one of the main goals in learning English to improve their skill to read, write, listen, and speak. In other words, the teacher should use several vocabulary teaching techniques to make it easy for students to understand the meaning of English words.

During this pandemic, various ways are done so that students can easily follow lessons. One way to encourage students to learn vocabulary independently and choose the approach they like is to choose the right media. Media is a tool that can deliver information and support English teaching-learning activity effectively (Sudiran, 2014). For students, it cannot be separated from the fact that really need happiness besides their seriousness to study in school. So, media can be a method to learn something that makes them feel happy and interested.

The selection of appropriate and innovative media and learning techniques can help students overcome vocabulary problems. Seeing the problems faced during the process of learning English at SMPN 26 Bandar Lampung, the researchers found a problem in the method of delivering material related to vocabulary. Based on the pre-observation that has been done by the researcher, that learning vocabulary in class feels students difficult for students to remember words, choose the right words and understand the meaning of words based on context. That way, they feel uninterested and bored when learning English. Therefore, researchers want to try media that make students more interested in learning English, especially in improving students' vocabulary skills.

One of the media that can be used to teach vocabulary is Word Chain. According to Carroll (2007), Word Chain is a kind of game with the purpose to improve the players' ability in vocabulary or words. It means that playing the games makes students easy to increase their ability to comprehend the words. Another expert, Hemscott (2007), that it is also a spelling aid, playing word chain games helps create an interest in words and their spelling. Of course, make it students easy to spell. The advantage of media is they will learn vocabulary by what they hear and read, the learners unsuspected also learn listening and reading from the teacher teach. They also enjoy the word that the teacher brings to make sentences. Teaching vocabulary using word chain games will help the learners to enrich their vocabulary because it is very easy to use in the class and the students easy to remember vocabulary in learning English.

Based on the explanation above, the researcher is interested to use the Word Chain games as a media for teaching-learning vocabulary. The researcher wants to know whether the Word Chain games gives a significant effect on students' vocabulary mastery or not. By using this media, it can be used as a reference guide for teachers in increasing students' vocabulary. Students become more interactive and think more critically, making students more active in learning English.

1.2 Research Question

Based on the background above, the research problems can be formulated as follow:
 “Is there a significant effect of using word chain games towards the students' vocabulary mastery?”

1.3 Objectives of the Research

In relation to the statement of the problem above, the objectives of the research are determined as follow:

“To find out the significant effect of using word chain games towards the students’ vocabulary mastery.”

1.4 Uses of the Research

The findings of this research are hopefully beneficial for as follow:

1. Theoretical Use

The result of this research is used as a reference for other researchers, specifically language education researchers, to understand the effectiveness of using word chain games towards students’ vocabulary mastery.

2. Practical Use

The result of this research hopefully can be the consideration for teachers, students, and researchers.

1. For English teachers, this research can enrich the teacher’s strategy in teaching vocabulary by using Word Chain Games.
2. For students, this research hopefully can improve the students’ ability in vocabulary mastery by using Word Chain Games.
3. For the next researchers, this research can enrich researchers’ knowledge related to the use of Word Chain Games on students’ vocabulary skills.

1.5 Scope of the Research

This research was conducted at SMPN 26 Bandar Lampung for the academic year 2021/2022 which consisted 28 of eighth-grade students. This research used quantitative research that focused on the effectiveness of using word chain games for students towards their vocabulary mastery of content words (nouns, verbs, adjectives, and adverbs). Pre-test and post-test in form of multiple choices use in this research to see the significant effect of students' vocabulary achievement.

1.6 Definition of Terms

In relation to the uses of research, there are some definitions clarified to have a similar understanding. The terms can be described as follows:

1. Vocabulary

Vocabulary is a list or set of words for a particular language or a list set of words that an individual speaker of a language might use (Hatch and Brown quoted in Budi Setiawan 2010).

2. Word Chain

Word Chain is a game that is prioritized how the students compete to mention a new word based on the previous player was focused on the last letter in the previous word. These games allow the students to interact with the environs and maximally develop their intellectual capabilities and help the students to become active participants in their learning, especially in vocabulary.

II. LITERATURE REVIEW

The discussion in this chapter is the concept of vocabulary, types of vocabulary, the concept of vocabulary mastery, teaching vocabulary, word chain games, teaching vocabulary by using word chain games, the procedure of using word chain games, theoretical assumption, and hypothesis.

2.1 Review of the Previous Studies

Some research studies have been found to compare the effectiveness of using Word Chain games towards the students' vocabulary mastery. I have read several studies that related to my research, and all those studies were using Word Chain games as the media for learning English.

There are previous studies such as (Fitriani & Rahmadanta 2018; Hasibuan & Lase 2017; Firmansyah, 2015; Abbas 2014) The Effect of Word Chain Game on Students' Vocabulary Mastery. Fitriani and Sitepu (2018) stated to Word Chain games have a positive effect on the first-grade students of SMK Swasta Abdi Negara Binjai in the academic year 2018/2019 in teaching vocabulary. From the known data, then the research calculated the result of the test from the experimental and control group. The t-test is used to know the influence of using a Word Chain game in teaching vocabulary mastery.

The Effect Of Word Chain Game On Students' Vocabulary Mastery. Hasibuan and Lase (2017) investigated whether using a Word Chain games can be successfully implemented in Junior High School. They conducted their research in SMP Negeri 1 Pandan seventh grade in the 2017/2018 academic year. The use method of this research was Classroom Action Research (CAR). Collecting data through observation, it could be seen that the researcher used a Word Chain game on students' vocabulary mastery at seventh-grade students of SMPN 1 Pandan.

Applying The "Word Chain" Game To Teach Descriptive Speaking To The Eight Graders In SMPN 26 Surabaya. Firmansyah (2015) expressed that he would like to know whether Word Chain games can improve teach descriptive speaking skills in the teaching-learning process of the second-grade students of SMPN 26 Surabaya in the Junior High School in the 2015/2016 school year. The method in this research was Classroom Action Research (CAR). Researchers participated in 34 students of VIII H. The test is divided into two sets of data in this study. They are the teacher's actions in implementing the Word Chain games in the speaking class, the student's participation during the activity, and the students' opinion about the class activity

Applying Word Chain Game to Improve Students' Vocabulary Mastery. Abbas (2014) stated that applying a Word Chain game in this research not only could improve the students' vocabulary mastery but also could make the students' learning process to became active, interesting, and enjoyable. The setting of the research was at SMPN 20 Pekanbaru at grade VIII.6. The participants of this research were the students in grade VIII.6 of SMPN 20 Pekanbaru that consists of 39 students (18 male and 21 Female).

By reviewing the previous studies, the researcher found that using Word Chain games can help to improve the student's vocabulary skills. . In addition to finding out whether it significantly improves students' vocabulary mastery, the difference between this study and previous research is that this study focuses on the content words (nouns, verbs, adjectives, and adverbs) and the setting of this research is located at SMPN 26 Bandar Lampung.

2. 2 Concept of Vocabulary

Vocabulary is considered the most important part of learning a language. With a limited vocabulary, anyone can also have a limited understanding in terms of speaking, reading, listening, and writing. According to Napa (1991), vocabulary is one of the language components, and that no language exists without words. Through this statement it can be inferred that the more words we learn, the more ideas we could have, so we can communicate the ideas more effectively. Through vocabulary, people can exchange their thought and ideas.

According to Hatch & Brown (1995), vocabulary refers to a list or set of words for a particular language or a list or group of words that individual speakers of a Language might use. Hatch & Brown also stated that vocabulary is the only system involved in alphabetical order. To communicate effectively using oral and printed Language, learners must flexibly use words they recognize and understand. In other words, vocabulary helps the learners to use a language, including English, in the form of oral and written Language.

According to Richards & Renandya (2002) state the other definition of Vocabulary. They say that Vocabulary is a core component of language proficiency and provides

many bases for learners speaking, listening, reading, and writing. Without extensive Vocabulary and strategies for acquiring new Vocabulary, learners often achieve their potential. They may be discouraged from using language learning opportunities around them, such as listening to the radio, listening to a native speaker, using Language in a different context, reading, or watching television.

From the definition above, the researcher concluded that vocabulary is the basic knowledge and useful materials in the form of words that learners often use when learning a certain language. In the context of foreign language learning, vocabulary is a part of the language components, including content words. If the learner has mastered a lot of vocabulary and can use it effectively, it will be easier for them to communicate effectively with others.

2.3 Types of Vocabulary

In English, there are several types of vocabulary. Hatch and Brown (1995) classify vocabulary into two types, there are;

1. Receptive Vocabulary

Receptive vocabulary is a word that the students recognize and understand when they occur in a context, but which they cannot produce correctly.

2. Productive Vocabulary

Productive vocabulary is a word that the students understand, can pronounce correctly, and use constructively in speaking and writing. Productive vocabulary can be addressed as an active process because the students can produce the words to express their thought to others.

2.3.1 Content Words

Content words are words that have meaning and give the most important information to understand a language. Content words are *nouns*, *verbs*, *adjectives*, and *adverbs*. A noun tells which object and a verb tells about the action happening or the state. An adjective provides details about the objects and people and an adverb present how, when, or where something is done. *Nouns*, *verbs*, *adjectives*, and *adverbs* deliver important information required for understanding, respectively, clarified like the followings:

a. Nouns

Nouns are words used to identify people, places, things, and ideas. It is also a word that occurs as a part of the subject of a sentence or an object of a verb. Crystal (1995) defines eight kinds of noun as follows:

1. Adjectival Noun

Adjectival noun is an adjective that functions as a noun. The examples of adjectival noun are highlighted, 1) *The other* is still on the way, 2) *The poor* asked for any food from the rich.

2. Animate Noun

Animate noun refers to a person, animal, or other creature. This sometimes has different noun endings which make the gender clear. Examples of animate noun are: 1) *The dancer* dance perfectly, 2) *The teacher* is writing on the whiteboard.

3. Collective noun

Collective noun is a word used to define a group of objects, where the objects can be people, animals, emotions, concepts, or other things. It is a

noun that refers to things or people as a unit. Example: 1) *The team* joins the match; 2) *The visitor* comes to see the artifact.

4. Concrete noun

Concrete noun refers to entities that can be observed and measured. Example: 1) She holds many *books*. 2) My parents buy a *house*. 3) They drive the *car* quickly.

5. Abstract noun

Abstract noun refers to unobservable nations, such as difficulty, idea, certainty, etc. Example: Her *argument* is logic.

6. Countable noun

Countable noun refers to individual, countable entities, such as books, houses, and flowers, for example: He bought three *books* of psychology.

7. Uncountable noun

Uncountable noun refers to an undifferentiated mass or notion, such as butter, water, or sugar. For example: I add some *sugar* to his coffee.

8. Proper noun

Proper nouns are names of specific people, places, times, occasions, events, publications, and so on. Proper nouns are not usually used with determiners. It is also written with an initial capital letter. The examples of proper nouns are: 1) I live in *Lampung* 2) I went to a beach on *Sunday* 3) They watch *Jumanji* at the theater.

b. Verb

It is the words that express an action or help to make a statement. The verb is perhaps the most important part of the sentence. A verb or compound verb asserts something about the subject of the sentence and expresses actions, events, or state of being. It occurs as a part of the predicate of a sentence and sometimes carries some grammatical categories, such as tense, aspect, and mood. There are some types of verbs. They are:

1. Auxiliary verb

Auxiliary verb is also called as helping verb. This helping verb assists the main verb in a clause to express several basic grammatical contrasts, such as in a person, number, and tense. They do not follow the same grammatical rules as the main verb, which is why they must be considered a separate class. Auxiliaries can be used before the word “not”. It is also put before the subject in order to ask a question. The examples are: 1) They do not *understand* what he said. 2) Does she have a boyfriend? 3) Sinta does not want to *meet* her anymore.

2. Inchoative verb

Inchoative verb is a verb that describes a change of state. The examples of inchoative verbs are freeze, dry, burn, rise, etc. The examples in the sentences are: 1) The refrigerator freezes everything in it. 2) The fire burns the wood.

3. Modals

Modal verbs convey a range of judgments about the likelihood of events. The function of modals is only as an auxiliary verb, expressing meaning which is much less definable, focused, and independent than those of lexical verbs. There

are nine verbs in this class: can, could, may, might, will, would, shall, should, and with a dare, need, ought to, and use to have a very similar function. Here are the examples of using modals in sentences: 1) I *will* go to the beach. 2) You *should* obey your parents.

4. Phrasal verb

Phrasal verb is a set of verbs that demonstrate some unique properties. It appears with what looks to be a preposition, traditionally refer to as a particle. Here are the examples of phrasal verb: 1) The plane *took off*. 2) I am *looking* for my watch.

5. Regular and Irregular verb

A regular verb is a verb that follows the pattern of taking –ed for the past tense and past participle or –d if the word ends in e, such as walk=walked, for example: He walked alone to school. An irregular verb is a verb that does not take the –ed ending for the past tense and past participle forms. Some irregular verbs do not change: put=put=put, while others change completely: drink, drank, drunk, for example: 1) He put my book on the table, 2) She drank a cup of milk.

c. Adjectives

An adjective is a word used to qualify nouns and pronouns. An adjective revises a noun or a pronoun by describing, identifying, or quantifying words. An adjective usually abates the noun or the pronoun, which it modifies. There are two types of an adjective,

1. Possessive adjective

A possessive adjective (my, your, her, his, its, our, and their) is similar or identical to a possessive pronoun; however, it is used as an adjective and modifies a noun or a noun phrase, as in the following sentences: 1) I can't complete *my assignment* because I don't have the text book. 2) What is *your phone number*?

2. Demonstrative Adjective

The demonstrative adjective this, these, that, those, and what are identical to the demonstrative pronouns, but are used as adjectives to modify nouns or noun phrases, as in the following sentences: 1) When the librarian tripped over that cord, she dropped a pile of books. 2) This apartment needs to be *fumigated*.

d. Adverb

Harmer (2004), an adverb is a word (or group of words) that describes or adds to the meaning of a verb, an adjective, another adverb, or whole sentence. As stated by Thomson and Martinet (1986) there are eight varieties of adverbs. As following:

- | | |
|------------------------|--|
| a. Manner | : bravely, fast, happily, hard, quickly, well. |
| b. Place and direction | : down, far, here, near, there, up, west |
| c. Time | : now, soon, still, then, today, yet |
| d. Frequency | : always, never, occasionally, often, twice |
| e. Sentence | : certainly, definitely, luckily, surely |
| f. Degree | : fairly, hardly, rather, quite, too, very |
| g. Interrogative | : when? where? why? |
| h. Relative | : when, where, why |

2.3.2 Function words

Function words are those words which one is used as a means of expressing relation of grammar or structure, such as conjunction, prepositions, auxiliary verbs, particles, e.g:

- a. Prepositions : of, at, in, without, between.
- b. Determiners : the, a, that, my, more, much, either, neither.
- c. Conjunctions : and, that, when, while, although, or.
- d. Auxiliary verbs : (is, am, are), have, got, do.
- e. Particles : no, not, nor, as.

In regard to kinds of vocabulary, the researcher focused on content words that consist of nouns, verbs, adjectives, and adverbs. Those four kinds of content words are crucial words in the part of speech or word order.

2.4 Concept of Vocabulary Mastery

In order to understand the language, vocabulary is crucial to be mastered by people. Vocabulary mastery is one of the factors for mastering English as a foreign language. That is, each individual has the ability to grasp and employ the words and their meanings contextually. Hatch and Brown (1995) say that the term vocabulary refers to a list or a set of words that individual speakers of language might use. It is in line as stated by Sunarti (2010) that vocabulary means a group of words, which have been mastered by the students after the teaching and learning process. Furthermore, Mukti (2012) says that vocabulary mastery is the ability to use knowledge of words that are taught when students are learning a foreign language

and it is not only understanding the meaning of words, but also having no difficulty in pronouncing, spelling, and using them in context.

Allen (1983) says that students will make mistakes if they learn the meaning of many words without learning how to put them together in a sentence. It means that to obtain the meaning of words someone needs to process learning in context. In other words, learning vocabulary cannot be focused on the use of a dictionary. Learners also need to know the context of the word in the real context.

The indicators for students who have mastery of vocabulary are that they understand the meaning, pronunciation, spelling, and use of the words in context. The learners are said to have good vocabulary mastery if they are able to recognize not only the meaning, but also the word form, pronunciation, and spelling. Mastery of a large vocabulary is very important for foreign language learners because if they do not master it, they will have difficulties in developing the four language skills—reading, listening, writing, and speaking. Therefore, success in learning English requires a proportional mastery of vocabulary.

It can be concluded that vocabulary mastery is the competency in understanding the meaning and the use of words. The purpose of vocabulary mastery is to make the learners have good language proficiency in the language skills. It depends on the quality and quantity of the vocabulary that they have mastered. The richer the vocabulary that can be mastered by the students, the better skill that can be reached in using the language.

2.5 Teaching Vocabulary

Vocabulary is a basic component of the four skills—reading, listening, writing, and speaking; therefore, without mastery of vocabulary, students will face difficulties in studying the English language and cannot communicate effectively in expressing their ideas in both oral and written form.

According to Schaefer (2002), good vocabulary teaching is the creation of a context in which students constantly use relevant vocabulary in their reading, listening, writing, and speaking. Teaching vocabulary in context can help the learners to understand the word properly as stated by Marzano (2011) that illustrating or explaining the word in context helps students gain a clearer understanding of the word and how it is generally used. Accordingly, students are able to use the word in the real situation in which it is commonly used.

According to Hornby (1995), teaching is defined as giving instruction to somebody's knowledge, skill, etc. Based on the explanation, it can be concluded that teaching vocabulary is an activity where the students acquire knowledge from the teacher about vocabulary and how to use it in its actual context. In addition, there are five essential steps in learning vocabulary according to Brown and Payne in Hatch and Brown (1995).

Here are the steps mentioned previously:

- 1) Having sources for encountering new words;
- 2) Getting clear image, either visual or auditory or both, for the form of the new words;
- 3) Learning the meaning of the words;

- 4) Making a strong memory connection between the forms and meaning of the words;
- 5) Using the words.

Based on the statement, the very first step in learning vocabulary is by deriving new words from some sources. After that, the learners know the words' form in the real life by visual, auditory illustration, or even audio-visual. By looking at the illustration, the learners can assume the appropriate meaning of the words. The teacher's task in the vocabulary teaching process is to make consolidation of word form and meaning in students' memory. The last step is using the words in real context to give learners a chance for using them and checking up their vocabulary mastery.

2.6 Word Chain Games

Because games are more interesting and can provide an easy way for students to recall or memorize English vocabulary, they are one of several media that are very easy to apply in the learning process. According to Bucky (2006) state that games is an activity which is entertaining and engaging, often challenging and an activity in which the learners play and usually interact with others. A game is not a new technique in learning English vocabulary. Many researchers had done their research by using classroom games in teaching English to young learners. According to Kuzu and Ural (2010), when games and education are combined, it can be educative and education environments can be entertaining. The learners who learned with the use of games, gain positive attitudes and can be more motivated while learning.

Many kinds of games can be used to teach students to improve their vocabulary mastery. One of them there is a Word Chain game. According to Carrol in Ten (2007), Word Chain game is a kind of game purposing to improve the players' ability in mastering the vocabulary of words. This is a game where the player has to name something based on a simultaneously selected theme or wordplay in which players make words that start with letters that end with that word.

Based on the opinions, it can be said that the word chain game is one of the games that can be used by the teacher in the language teaching process. Word chain game is well-known games that have been applied in language teaching class for a long time.

2.7 Procedure of Teaching Vocabulary by Using Word Chain Games

There are many ways of teaching vocabulary; one of the good media is Word Chain Games. For effective learning, teacher and students should have a good collaboration in playing these games. Word Chain will give the students chance to improve their vocabulary by feeling curiosity. The more students are curious about the lesson the more they focus on the learning process.

In improving students' vocabulary mastery, the researcher applied the Word Chain games as the media. The procedure of teaching vocabulary by using Word Chain games are as follows:

1. Pre-Activity

In the pre-activity, the researcher comes to the classroom and does agreeting; the researcher asks students to pray together, and the researcher checks the

students' attendance list. After that, the researcher asks about their previous material; then, the teacher gives questions to students randomly regarding the material to be taught.

2. While-activity

During while-activity, the researcher explains the material of that day and makes a group that consists of 2 students; after that, the researcher informs the students to see the video that will be shown and must pay attention and focus. When the video is playing, students must write randomly the English vocabulary in the video and make a word chain game on a worksheet. The students guess what the Vocabulary means and choose one English vocabulary to make sentences with the previously selected word in word chain games.

3. Post-activity

In post-activity, the researcher asks the students to make sure that they got the new material of that day. Of all the existing students, the researcher gave a gift to the student who got the best vocabulary achievement as a form of appreciation. The researcher and students concluded the lesson, asked the students about the learning material that had been learned, and answered their questions from the students after the teacher closed the class.

2.8 Theoretical Assumption

Vocabulary is a list of sets of words for a particular language or a list or group of words that individual speakers might use Hatch & Brown (1995). Based on the theories above, the researcher assumes that vocabulary is crucial in language learning especially foreign language. Most students avoid learning English as they do not have a sufficient vocabulary and do not know how to enhance their

vocabulary mastery. Therefore, suitable media is needed for students to master vocabulary easier. The advantage provided by using games as a media in vocabulary learning is that it influences students in increasing their interest in learning by engaging the students' senses. So, it can help students to have a meaningful learning experience because the more senses are used, the longer they will be stored in memory. Referring to that, word chain game is a suitable media that impact students' understanding of learning vocabulary because it influences students in increasing their interest in learning by engaging the students' senses. Hence, the students easily accept the information and are interested and active in the teaching-learning process. Therefore, the researcher is interested in applying the word chain games that could improve students' vocabulary mastery for the eight grade students at SMPN 26 Bandar Lampung.

2.9 Hypothesis

The hypothesis should be stated in clear terms. Furthermore, the hypothesis can make a clear question of this research. The hypothesis in this research is the alternative hypothesis (H_a). The formulated hypothesis is described:

H_0 : There is no significant effect of using word chain games towards the students' vocabulary mastery

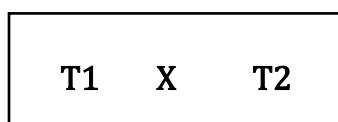
H_1 : There is a significant effect of using Word Chain games towards the students' vocabulary mastery.

III. RESEARCH METHODOLOGY

In this chapter, the researcher discusses the research design, variable, data source, data collecting technique, instruments of the research, validity and reliability, data analysis, and hypothesis testing.

3.1 Research Design

This research is intended to investigate whether there is a significant effect of students' vocabulary mastery after applying the word chain games in learning vocabulary. In order to answer the research question, the researcher used the one-group pre-test-post-test design. In this research, the pre-test was given to the students to measure their vocabulary mastery before the treatment and the post-test was given after the treatments to find out whether there is a significant difference in students' vocabulary mastery after the treatment. There were five meetings; the first meeting was pre-test; the second till the fourth were the treatments; the last meeting was post-test. The research design is illustrated as follows:



Notes:

T1: Pre-test for students' vocabulary mastery before treatment is given

T2: Post-test for students' vocabulary mastery after treatment is given

X: Treatments (using the word chain games)

(Setiyadi, 2018)

3.2 Variable of The Research

In this study, there are two kinds of variables, they are independent variable (X) and dependent variable (Y). The independent variable is the variable that causes or changes the dependent variable. This variable affects another variable. Therefore, the independent variable of this research was word chain games. The dependent variable is the variable to determine the effect between the phenomenon and the object which is observed. The dependent variable of this study is a significant effect towards the students' vocabulary mastery.

3.3 Population and Sample

The population of this research was the eighth-grade students of SMPN 26 Bandar Lampung in the academic year 2021/2022. Meanwhile, the sample was one class as an experimental class. Furthermore, the researcher chose one class as the sample of this research which consisted of 28 students using purposive sampling. As stated by Bernard, H. R. (2002), The purposive sampling technique, also called judgment sampling, is the deliberate choice of a participant due to the qualities the participant possesses. It is a non-random technique that does not need underlying theories or a set number of participants. The researcher decides what needs to be known and sets out to find people who can and are willing to provide the information through knowledge or experience. It is applied based on the consideration that students of the population have the same chance to choose and in order to avoid subjectivity in the research (Setiyadi, 2006).

3.4 Data Collecting Technique

This research used techniques of collecting quantitative data. The techniques of collecting data were vocabulary tests. The vocabulary test was used to find the difference in students' vocabulary mastery. Those techniques are described as follows:

3.4.1 Quantitative Data

1. Test

There were two categories of tests that were given in this research—pre-test and post-test. Each test consisted of 50 questions in multiple-choice form. The words tested were contents words (nouns, adjectives, verbs, and adverbs) taken from the vocabulary range of a junior high school English textbook that had been selected using systematic random sampling. The pre-test aimed to find out the students' vocabulary mastery before the treatment. On the other hand, the post-test was to determine whether there is a difference in the students' vocabulary mastery after the treatments.

3.5 Research Instrument

Instruments refer to the measuring tools that were used by the researcher to measure the variable items in the data collection process. The researcher used two instruments in collecting data as below:

a) Pre-test

The pre-test was administered in the first meeting before the students gave the treatment. It aims to measure the students' mastery of English vocabulary before applying the word chain games. The tested vocabulary was content words—nouns,

adjectives, verbs, and adverbs taken from the 8th-grade English textbook. The tested words were taken randomly from the vocabulary range in the book using systematic random sampling. The test consists of 50 multiple-choice questions, in which students must choose one of the four options provided (A, B, C, or D).

b) Post-test

The post-test was administered in the fifth meeting after the students gave the treatments by using word chain media. The post-test is given in order to find out the result of the teaching-learning process to know the difference between students' vocabulary mastery after applying the word chain games media. The result of the post-test was compared with the score of the pre-test to know whether there was a different or not.

3.6 Research Procedure

The procedure of the research is as follows:

a) **Determining The Population and Sample**

The researcher chosen population for this research was the eighth-grade students of SMPN 26 Bandar Lampung for the academic year 2021/2022 which consisted of 28 students. The researcher took one group as the experimental class (sample) of this research.

b) **Selecting The Instrument and Material**

The instrument was vocabulary tests. The teaching materials are searched and modified from several sources on the internet, students' English textbooks, also junior high school English syllabus.

c) Administering Pre-Test

The pre-test was administered for about 40 minutes to determine the students' vocabulary mastery before the treatment. The students were given a multiple-choice vocabulary test which consists of 50 items and four options (A, B, C, and D). The researcher focused on content words such as nouns, verbs, adjectives, and adverbs.

d) Conducting The Treatment

The treatments were conducted in second meetings and each meeting lasted 60 minutes. The researcher applied the word chain games as the media in vocabulary learning. The students were guided to understand the single words in form of content words (noun, verb, adjective, and adverb) by providing exercises.

e) Administering Post-test

The post-test was conducted after the treatments to find out the progress of students' vocabulary mastery after being given the treatments. The test was the same as the pre-test.

f) Analyzing The Test Result (Pre-Test and Post-Test)

In quantitative data, after scoring the pre-test and the post-test, the data were analyzed by using Statistical Package for Social Sciences (SPSS) software program. It was used to find out the means of pre-test and post-test and how significant the difference was.

3.7 Validity and Reliability

3.7.1 Validity

A test can be said valid if the test measures the object to be measured and each indicator as a whole represents the material to be measured (Hatch and Farhady, 1982). According to Setiyadi (2018), there are five types of validity of measuring instruments in foreign language teaching research. In this research, the researcher emphasized content validity and construct validity to measure whether the test has good validity, those two types of validity are analyzed. In this research, there are several aspects to measuring the validity of the test, they are.

a. Content Validity

Hatch and Farhady (1982) state that content validity is the extent to which the test measures a representative sample of the subject matter content. If the test had represented all the ideas of the material which would be measured, the test had fulfilled the content validity (Setiyadi, 2018). To fulfill the content validity, the researcher looked at the items or questions and analyzed whether the test represented the whole material that would be measured. The researcher has made the vocabulary test based on the Junior High School English curriculum, and the vocabulary range is taken randomly using systematic random sampling. The distribution of test items for the vocabulary test can be seen in the following table:

Table 3.1 Specification of the Vocabulary Test

No	Aspect of vocabulary	Item Number	Total	Percentage of item
1	Noun	1, 4, 6, 7, 9, 13, 19, 20, 22, 42, 44, 47, 49, 50	14	28%
2	Verb	3, 5, 8, 15, 17, 21, 23, 24, 25, 26, 29, 31, 32, 34	14	28%
3	Adjective	2, 12, 14, 18, 28, 30, 33, 36, 38, 39, 41, 45, 46, 48	14	28%
4	Adverb	10, 11, 16, 27, 35, 37, 40, 43	8	16%
	Total	50 items		100%

b. Construct Validity

According to Nurweni (2019), construct validity refers to test validity in terms of whether test items or tasks have been written based on the theory of what is being tested. Construct validity examines whether the test is completely compatible with the theories about what will be measured, namely vocabulary. A test can be said to be valid if the test items are: measure each aspect that corresponds to the specific purpose of instruction, in this test, each item is designed based on the word classes of vocabulary. If the questions or items have measured the vocabulary, the test has fulfilled the construct validity (Setiyadi, 2018).

In this research, the researcher made the test items related to the type of vocabulary, i.e., content words—noun, verb, adjective, and adverb.

3.7.2 Reliability

In this research, Reliability is the extent to which a test produces consistent results when administered under similar conditions. Setiyadi (2018) says that reliability is a consistency of measurements or that is the extent to which a test can be trusted to produce a stable score, relatively unchanged even though it is tested in different situations. In this research, the researcher used Split-Half Method (odd-even), and the Pearson Product-Moment formula was used to measure the coefficient of the reliability between odd and even groups.

$$r_{xy} = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} - \{N \sum Y^2 - (\sum Y)^2\}}}$$

Notes:

r_{xy} = Refers to the coefficient of correlation between odd and even numbers

n = Total of students

X = the number of half answers from the students in the upper score

Y = the number of half answers from the students with a lower score

As for knowing the level of reliability of the instrument, the researcher use the

following:

Table. 3.2. Level of Reliability

Value	Category
0, 800 - 1, 000	Very high
0, 600 - 0, 799	Higher
0, 400 - 0, 599	Enough
0, 200 - 0, 399	Low
0, 000 - 0, 199	Very low

3.8 Level of Difficulty

The level of difficulty of an item provides the range of the difficulty from the students' points of view who take the test. To calculate the level of difficulty of a test, the researcher uses the following formula (Heaton, 1975) :

$$LD = \frac{U + L}{N}$$

Notes:

LD : Level of difficulty

U : The number of upper groups who answer correctly

L : The number of the lower group who answer correctly

N : Indicate the total number of students in the upper and lower group

The criteria are as follows:

0.00 – 0.30 : Difficult LD

0.31 – 0.70 : Average LD

0.71 – 1.00 : Easy LD

(Heaton, 1975)

To find the result of the level of difficulty and discrimination power of the test, the researcher gave the pre-test before the treatment. A total of 50 items of vocabulary were presented to the junior high school students that participated in this test. The test results are listed in the table below.

Table 3.3 Level of Difficulty of Pre-Test

Criteria	Item Number	Decision
Difficult	2,11,12,19,27,31,34,36,38,39,41,42,	Dropped
Average	1,3,4,5,6,7,8,9,10,14,15,16,17,18,20,21,22,23,24,25,26,28,29,30,32,33,35,37,40,43,44,45,46,47,48,49,50	Administered
Easy	13	Dropped

According to tables 3.3, based on the result of the pre-test, it can be identified that there are 12 difficult items and the decision is dropped, the average there are 13 numbers under the category of average or medium-level difficulty and the decision is administred, the easy criteria is just one number and the decision is dropped.

Table 3.4 Level of Difficulty of Post-Test

Criteria	Item Number	Decision
Difficult	20,39,	Dropped
Average	1,7,10,12,16,17,25,27,28,29,30,33,34,35,37,38,41,42,46,48,49	Administered
Easy	2,3,4,5,6,8,9,11,13,14,15,18,19,21,22,23,24,26,31,32,36,40,43,44,45,47,50	Dropped

According to tables 3.4, based on the result of the post-test, it can be identified that there are two difficult items and the decision is dropped, the average there are 21 numbers under the category of average or medium-level difficulty, and the decision is administred, the easy criteria is just 27 number and the decision is dropped.

3.9 Discrimination Power

Discrimination power is the extent to which the items can differentiate between the good and low-level students on the test. To know the discrimination power of the test, the following formula is used by the researcher:

$$DP = \frac{U - L}{1/2 N}$$

Notes:

DP : discrimination power

U : the number of students from the upper who answer correctly

L : the number of students from the lower group who answer correctly

N : the number of the students

The criteria of discrimination power are:

0.00 - 0.19 = Poor items

0.20 - 0.39 = Satisfactory items

0.40 - 0.69 = Good items

0.70 - 1.00 = Excellent items

- (Negative) = Bad items, should be omitted

(Heaton, 1975)

Here is the result of the discrimination power after the researcher gave a pre-test to the students:

Table 3.5 Discrimination Power of Pre-Test

Criteria	Item Number	Decision
Bad	0	Dropped
Poor	34,39,41	Dropped
Satisfactory	2,6,9,10,11,12,14,15,16,17,18,20,21,22,23,24,25,26,28,29,30,32,33,35,37,40,43,44,45,46,47,48,49,50	Administered
Good	1,3,4,5,7,8,15,17,18,20,22,23,24,25,26,28,29,30,32,40,45,46,49,50	Administered
Excellent	13	Administered

Based on table 3.5, based on the calculation of the discrimination power of the test, one number is categorized as poor. therefore, the items were decided to be dropped; item numbers include satisfactory there are 5 item numbers, the decision was administered; item numbers include good criteria there are 17 item numbers; the decision was administered; of the excellent criteria, they are 27 while none are the bad criteria.

Table 3.6 Discrimination Power of Post-Test

Criteria	Item Number	Decision
Bad	0	Dropped
Poor	20	Dropped
Satisfactory	1,10,27,35,39	Administered
Good	7,12,16,17,25,28,29,30,33,34,37,38,41,42,46,48,49	Administered
Excellent	2,3,4,5,6,8,9,11,13,14,15,18,19,21,22,23,24,26,31,32,36,40,43,44,45,47,50	Administered

Based on table 3.6, based on the calculation of the discrimination power of the test, 3 numbers are categorized as poor. therefore, the items were decided to be dropped; item numbers include satisfactory there are 22 item numbers, the decision was administered; item numbers of good criteria were the decision was administered; of the excellent criteria, they are 13 while none the bad criteria.

3.10 Data Analysis

After conducting a pre-test and post-test, the researcher analyses the data to know whether there is a significant effect of using word chain games towards the students' vocabulary mastery after applying the word chain games as media in teaching-learning in the class. The researcher scored the students' pre-test and post-test answers. After that, the researcher computed the mean score using a formula which is designed by Arikunto (1997) as the following:

$$\bar{x} = \frac{\sum X}{N}$$

Notes:

\bar{x} = Mean score
 N = Number of Students
 $\sum X$ = Sum of Individual Score

(Arikunto, 1997)

3.11 Hypothesis Testing

The researcher analyzed the data to investigate whether there is a significant difference in students' vocabulary mastery after applying the word chain games in the teaching-learning process. The researcher used the Repeated Measures T-Test to determine whether the hypothesis proposed in this research is accepted or

rejected, at the significant level of 0.05. As the result has been found, the H_1 is proven to be valid.

$$H_1 = \text{Sig.} < 0.05$$

The hypothesis of this research is

H_1 : There is a significant effect of using word chain games towards the students' vocabulary mastery.

V. CONCLUSION AND SUGGESTION

In this final chapter, the researcher will draw some conclusions about the research that has been reported in the previous chapters and give some suggestions as a contribution to support the teaching-learning process.

5.1 Conclusions

The objectives of the research are to find out whether the implementation of word chain games can provide a significant effect on students' vocabulary mastery and to find out the students' appraisal during the vocabulary learning process using word chain games. Based on the results and discussions that have been described, the researcher puts forward the following conclusions:

Based on the results of the effectiveness of using word chain games towards the students' vocabulary mastery, there is a significant difference in students' vocabulary mastery after applying the word chain games in learning vocabulary with sig. (2-tailed) $0.000 < 0.05$. The word chain games provide a significant difference in students' vocabulary mastery, in which there is an increase in students' scores on the post-test. Besides that, using word chain games makes it easier for students to understand the material because this strategy is easy to implement and interesting, and makes them more active and enjoy the teaching-learning process. It means that the word chain games are effective in teaching vocabulary.

5.2 Suggestions

Referring to the conclusion above, the researcher would like to recommend some suggestions as follows:

1. Suggestions for English Teacher

The researcher suggests that English teachers provide material using word chain games in order to students interested to learn English as an alternative media in teaching vocabulary. That way, the student can be excited to be actively involved in the class through the use of this media.

2. Suggestions for Other Researchers

Other researchers who want to research in the same way must prepare better material to ensure this method is useful. They have to explain every step clearly to avoid students' misunderstanding.

They also have to know how to solve the students' problems with this strategy. This research was done at the junior high school level/ Therefore, further researchers can try to find out the use of word chain games in different levels of schools.

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