Chapter I
Introduction

A. Background of The Study

One of the most crucial aspects of learning a language was mastering vocabulary of the target language. Foreigners who studied a new language without first becoming proficient with the vocabulary found it difficult to understand and if they could not understand, they were not able to grasp the language. According to (Alqahtani, 2015), Vocabulary was one of the components that had to be taught to students when learning a new language, such as English, because vocabulary played an important role in all languages. Furthermore, some experts or academics believed that vocabulary was more important than grammar because if your interlocutor could understand what you were talking about even though your grammar was wrong, it didn't matter. According to (Hornby, 2006), vocabulary was defined as "all the words a person knows or uses, as well as all the words in a specific language."

The researcher discovered that in SMA Hang Tuah 1 Surabaya, at the grade XI-2, after a few lessons, and after conducting a pre-test, the researcher became aware that upon examining the pre-test results, the mean score was 65.88. The problem identified at the research location was that the teacher learning methods didn't vary, and the teacher's teaching was solely based on the school-provided textbook, resulting in the students having little enthusiasm for learning and comprehending English.

A teacher had to be innovative when selecting methods and media to improve students' enthusiasm to learn vocabulary when teaching a language in the past. Students had to be able to play an active role in the method and medium chosen, not only in memorizing new vocabulary but also in practicing using the words they had just acquired. Practicing or using the words they had just learned made it easier for them to remember the words.

There were many types of games for teaching vocabulary in the past. In this case, the researcher chose the word chain game. The teacher could have used the word chain game in the learning process. The use of games in teaching was expected to be one of the solutions. One of the games that could have been used to solve the problem of teaching English vocabulary was using word chain games.

(Wafiroh, 2020), Based on the result, it can be concluded that the implementation of word chain game could improve the students' speaking skill. It can be seen from the comparisons result between preliminary study and cycle 1, there was increasing on speaking skill. Generally, students are so attracted to this technique. The writer suggested that English teachers at Mts. Annuriyyah use word chain game as an alternative way in teaching vocabulary to improve their students' speaking skill. It is also suggested for future researchers to conduct a similar study in other levels of the students to see whether it is applicable and effective for improving the students' speaking skill. As well as the research result from (Nufus, 2019), It means thus, there is a significant effect between the students' score in students' vocabulary test using Word Chain Game and the students' score in vocabulary test without using Word Chain Game at the seventh-grade students of SMP Negeri 13 South Tangerang. Based on the research findings, it can be concluded that implementing the Word Chain Game has a noteworthy effect on students' Vocabulary knowledge of describing things.

From the problem above, the researcher was interested in the title. "The Influence of Word Chain Games on the student's vocabulary achievement".

B. Limitation of The Study

The researcher focused on the 1st semester of grade XI-2, the learning material was about Invitation Letter taught by using word chain game.

C. Statement of The Problem

Based on the limitation of the study, the formulation of the problem in this research is: Is there any influence of using word chain games on the grade XI-2 class student's vocabulary achievement?

D. The Objective of The Study

The objective of the study is to find out the influence on student vocabulary achievement taught through word chain games over without word chain games.

E. Significance of The Study

The findings of this research will hold significance in both theoretical and practical aspects. Theoretically, this study is useful for the theory of knowledge, especially the student's vocabulary achievement. Practically, this study is useful for student and teacher to influence on students' vocabulary achievement.

For student: the students can use word chain games outside the class for the student's vocabulary achievement.

For teacher: as an alternative way to teach vocabulary for the students'.

Chapter II
Review of Related Literature

A. Theoretical Framework

This research is conducted based on the related theories in this study, In this case, the theoretical framework aims at giving a clear concept applied in this research in order to avoid the misinterpretation of some terms related to the research.

I. Teaching Vocabulary

Teaching vocabulary is a crucial aspect of language acquisition, according to (Alqahtani, 2015), because language is dependent on vocabulary, and it is difficult to learn a language without acquiring vocabulary. According to (Kabiel, 2012), some teachers and students are unaware of the importance of vocabulary and vocabulary learning practices in learning English. In fact, in order to communicate effectively, students must have a vast vocabulary in order to articulate what they want to say. According to (Thornbury, 2002), without grammar, very little can be communicated, and without vocabulary, nothing can be communicated. This is because vocabulary is an essential component of learning a new language and is present in all language skills. According to several researcher, learning a second language places a high value on vocabulary knowledge, and a lack of vocabulary knowledge is a significant barrier to overcome.

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 states that vocabulary is all the words that exist in a particular language or subject.

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.(Israel, S. 2008) 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.

II.   Kinds of Vocabulary

(Hiebert & Kamil, 2005) use the term "knowledge" to describe vocabulary. Vocabulary is separated into two categories: expressive vocabulary and receptive vocabulary, and the term "vocabulary" has various different connotations. Some teachers use this term to describe kids' ability to instantly understand written words based on their visual vocabulary, while others use it to describe students' ability to understand vocabulary based on their own words. They should be able to speak effectively and convey their thoughts and feelings via the use of vocabulary. They also say that there are at least two kinds of knowledge of words:

a.   Receiver vocabulary

According to (Webb, The Effects of Receptive and Productive Learning of Word Pairs On Vocabulary Knowlege, 2009) is the list of the file's least frequently used terms. When hearing or reading, the person might ascribe meanings Words that students understand and identify are referred to as receptive vocabulary and use. It is employed in context, but it is not capable of producing it. It is the vocabulary of the pupils. They identify when they see or meet something while reading a text, but they do not use it while writing or speaking.

b.   Productive vocabulary

According to (Webb, Receptive and Precetive and Productive Vocabulary Learning, 2005), many words may a person use in their writing or speaking. These are well-known, widely-accepted, and frequently-applied words. A student's ability to express themselves orally and in writing is directly related to their command of a functional vocabulary. This

includes having a receptive vocabulary and having the capacity to speak or write at the appropriate moment. Students may develop words to convey their thoughts and connect with one another, thus, it's possible to think of the process of building a new vocabulary as an active one.

According to (Judy, 2007) there are four types of vocabulary:

1. **Listening Vocabulary**

   Throughout our lives, we hear and comprehend these words. As early as 16 weeks into gestation, a developing baby may sense noises. Moreover, youngsters listen continuously for the rest of their lives, and we, in turn, continue to acquire new words in this way for the rest of ours. When we're adults, we'll have a wide vocabulary that we can use to communicate effectively with others.

2. **Speaking Vocabulary**

   Every phrase we can use when we speak with the other. Our speaking vocabulary is relatively limited. Adults use this type of vocabulary only when they talk, teach, and communicate with each other.

3. **Reading Vocabulary**

   Every word we understand when we read the text or stories…etc. We can read and understand many words by reading texts and books. This reading will help us acquire a lot of new vocabulary.

4. **Writing Vocabulary**

   Every word we can take back when we write or express ourselves. In general, we find it easiest to do this by writing vocabulary that can express our attitudes and feelings or our ability to explain ourselves orally, using facial expressions and intonation to help communicate our thoughts to others.

III. Vocabulary Achievement

Achievement refers to (Allam, 2000) "the mastery of what has been learned or a degree. The acquisition that the student has reached in any educational subject and educational field". Achievement according to (Webster, 2005) means the

outcomes or the result gained or the degree reached by the effort and the quality of the student's work' in the scholastic field.

IV. Games

According to (Rahma, 2019) game is every activity carried out by a child that causes feelings of pleasure. For children game is a serious but exciting activity, they do it voluntarily without it external coercion or obligation. The game gives children the freedom to imagine, explore their potential/talent, and be creative. Children's motivation comes from within themselves, they play to enjoy their activities, to feel that they are capable, and to perfect what they have gotten good that they have known before as well as new things.

(Lewis & Bedson, 2009) stated that games should be more than just for fun. Although teachers should always focus on the language objective. Games are highly motivating and entertaining, and if the teacher finds some of the students who are not confident, they can give students more opportunities to express their opinion. They also give learners to get new experiences during learn English that English is not always difficult.

a. Word Chain Game

(Wetsley, 2004) says, "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.". Playing Word Chain Game is one way to get to know new people and become comfortable with new surroundings. (Ball, 2012) states "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 skills. 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 give prompt feedback, and develop their appetite for further learning.

Word Chain Game is one of the games used in teaching language learning for English as a Second Language. (Firmansyah A. Y., 2009) mentions that Word chain game is a well-known game that has been applied in language teaching classes for a long time.

Based on the explanation above, it can be seen the significance of using games in the teaching and learning process, especially in the teaching and learning of vocabulary.

b. **Procedure of Word Chain Game in Classroom**

(Firmansyah & Adi, 2015) state 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 that has been given by the teacher and the teacher can also be a first player followed by all of the students in the class. According to (Aryani, 2015), "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 letters word chain, while alternative solutions for the five letters word chain are more limited". It means that to make students increase in vocabulary should use problem and solving in vocabulary.

According to (Rini, 2008), the steps of Word Chain game as follow; For the first step, Determine the category of the word you will play. For example: Fruit. The next, point out one player to say one word about fruit. For example: Banana. Then, the next player should say the name of other fruit which begin with the last letter of the previous word. For example: Avocado. Next, the third player said Orange and so on. Next, the player that could not answer should out of the game.

In other words, when this game is applied in the teaching learning process, the teacher needs to help the students.

B. Influence of Using Word Chain Games in Teaching Vocabulary

In the Word Chain Game, students attempt to link one English word to another. Through this game, students are able to recall the English words they have memorized or are familiar with. Additionally, the Word Chain Game helps students to discover connections between English words, comprehend the meaning of words, and retain the meanings.

According to Eichel (2014), in playing the Word Chain Game, words cannot be repeated. This means that students will come up with new English words and hear the pronunciation from their classmates or other students. In other words, they will become familiar with and learn words they have never heard before.

According to Eichel (2014), the first player can start with any letter when playing the Word Chain Game. To make the game more relevant to the theme chosen by the teacher, the teacher can serve as the first player and say a word related to the chosen theme.

In essence, when incorporating the Word Chain Game in the teaching and learning process, the teacher must provide assistance to the students. The teacher helps the students comprehend the rules of the game and how it can be utilized in teaching and learning English vocabulary.

C. Review of Related Previous Study

(Wafiroh, 2020), "The Implementation Of Word Chain Game To Improve Students' Speaking Skill Of The Second Grade At Mts. Annuriyyah Jember", the findings indicate that the utilization of the word chain game has the potential to enhance the speaking proficiency of students. This is supported by a comparison between the preliminary study

9

and cycle 1, which demonstrated an improvement in speaking skill. The game appears to captivate the students, and as such, the author recommends that English educators at Mts. Annuriyyah integrate the word chain game as an alternative approach for teaching vocabulary in order to promote the speaking abilities of their students. Furthermore, it is recommended that future research endeavors explore the feasibility and effectiveness of implementing the word chain game in different student levels.

As well as the research result from (Nufus, 2019), "The Effect Of Word Chain Game On Students' Vocabulary Knowledge Of Describing Things (A Quasi-experimental Study at the Seventh Grade Students of SMP Negeri 13 South Tangerang in Academic Year of 2017/2018)", Thus, it can be inferred that a significant effect exists between the scores of students in the seventh grade of SMP Negeri 13 South Tangerang in vocabulary tests that utilize the Word Chain Game and those that do not. As per the research, the use of the Word Chain Game has a significant effect on the student's ability to describe things in their vocabulary knowledge.

The difference between this research and the previous study is, that Lu'luul Wafiroh, that research focused on Speaking Skills, and Zakia Nufus, that research focused on Vocabulary Knowledge of Describing Things. This research focused more on Student's Vocabulary Achievement.z

D. Conceptual Framework

The majority of students think that study about vocabulary is a very difficult thing. So, teaching it needs an attractive game to make it easier. The teacher's chosen game is so important to the teaching and learning process because it influences the students to join the lesson and improves their interest in learning vocabulary.

In learning vocabulary, we need games in the teaching process. Choosing the right games can help the teacher to make the teaching-learning process run well. The game in this research is using word chain games. This game can make the students be enjoyable in learning vocabulary. The teacher should use the appropriate games in English teaching because it can make students interested in joining the lesson so that they can study more willingly and their vocabulary achievement will be better. -

Word Chain Games **(X)**	**Student's Vocabulary Achievement** **(Y)**
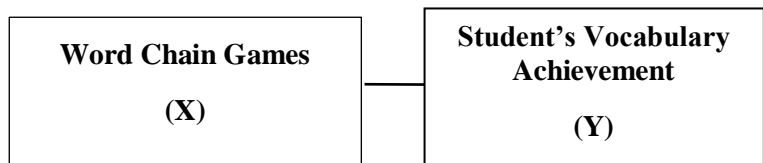
The diagram above is from (Sugiyono, 2013), the researcher's process in implementing the word chain games in one group, pre-test before giving the treatment and post-test after giving the treatment.

E. Hypothesis

Ha: There is a significant influence of using word chain games on the grade XI-2 class student's vocabulary achievement.

Ho: There is no significant influence of using word chain game on the grade XI-2 class student's vocabulary achievement.

Chapter III
Research Method

This chapter consists of the research design, population and sample, research variables and operational definition variables, research instrument, data collection technique, and data analysis.

A. Research Design

In this case, using the pre-experimental research design method, type one group pre-test and post-test to collect the data.

To collect the data, type one group pretest-posttest was used. One group was given some treatment or independent variable manipulation, then post-tested. If the pretest and post-test scores differ significantly, then the difference may be attributed to the independent variable.

The design is as follows (Sugiyono, 2013):

$$0_1 \qquad X \qquad 0_2$$

Where:

0_1 : pre-test score before treatment

0_2 : post-test score after treatment

X : treatment

I employed this design as I was assigned to teach one class at SMA Hang Tuah 1 Surabaya.

B. Population and Sample

This research population was grade XI at SMA Hang Tuah 1 Surabaya, there are 5 class, with a total of 170 students, the sample was selected using cluster sampling. The sample size was 34 students from a single class, chosen because the researcher was conducting PLP (*Pengenalan Lapangan Persekolahan*) at the time, the teacher assigned me 1 class in

grade XI-2. The teaching approach involved collaboration and cooperative learning, where students worked in groups during the lesson.

C. Research Variables and Operational Definition Variables

The research is focused on the study of the influence of treatments, in accordance with (Arikunto, 2013) that there are two variables, Independent and dependent variables.

1. Independent Variable

(Schreiber & Kimberly, 2011) defined as an Independent variable (X) is a variable that is stated to cause some outcome.

In this research, the independent variable was using Word Chain Games, the use of word chain game was a game that emphasized competition among students to mention a new word based on the last letter of the previous word. This game was conducted in several groups, each consisting of 5 members. The group that finished the game the quickest was declared the winner.

2. Dependent Variable

Also, according to (Schreiber & Kimberly, 2011), the dependent variable (Y) is the outcome of the independent variable; it is the effect. The dependent variable observes in this research is students' vocabulary achievement.

Student Vocabulary Achievement referred to the students' ability to use words effectively, including their ability to construct words and recall words in the appropriate context.

D. Research Instrument

According to (Arikunto, 2013) a research instrument is a tool selected and utilized by researchers to collect data in a systematic and efficient manner. The researcher in this case used a test as the research instrument. The test consisted of a

set of questions that were used to measure various variables such as capabilities, skills, intelligence, attitudes, or talents of individuals or groups.

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

E. Data Collection Technique

To collect data, the researcher used some procedures as follows, such as pre-test, treatment, and post-test. Before giving treatment, the students were tested using a pre-test to know the students' comprehension. The pre-test was given in the first meeting. The treatment was given after the pre-test, and the post-test was given in the last meeting, after the treatment Word Chain Games used.

F. Data Analysis

The researcher collected the data through pre-test and post-test, the data analysis T-test used was IBM SPSS Statistic ver. 29.

CHAPTER IV
RESEARCH RESULT AND DISCUSSION

This chapter presented the data analysis. The data for the research was obtained from pre-test and post-test scores and aimed to demonstrate the influence of using word chain games on the vocabulary achievement of students at SMA Hang Tuah 1 Surabaya. This chapter, therefore, included both the results and discussion.

A. Research Result

This study collected data through objective tests administered to grade XI-2 students at SMA Hang Tuah 1 Surabaya to assess their vocabulary achievement. The tests were administered in the form of pre-tests and post-tests, with the aim of providing information that would address the statement of the problem outlined in the previous chapter.

To gather data on students' vocabulary achievement through the use of word chain games, the researcher administered tests to the grade XI-2 in the SMA Hang Tuah 1 Surabaya. The results were presented in the form of scores, and a complete overview of the students' vocabulary achievement can be found in the accompanying table:

Table 4. 1 Students' data score

No.	Pre-test Score	Post-test Score
1	65	80
2	70	80
3	80	90
4	65	75
5	60	80
6	50	70
7	55	80
8	50	75

No.	Pre-Test Score	Post-Test Score
9	70	90
10	75	85
11	85	100
12	60	80
13	70	75
14	75	85
15	70	85
16	50	75
17	80	100
18	60	85
19	55	70
20	40	80
21	65	75
22	60	80
23	70	85
24	80	100
25	60	80
26	65	80
27	75	85
28	75	80
29	55	80
30	50	75
31	70	80
32	75	80
33	80	95
34	75	90

As indicated by the pre-test and post-test scores shown in the table, the average score of students before being taught using Word Chain Games (pre-test) was 65.88, while

the average score of students after using Word Chain Games (post-test) was 82.50. The lowest pre-test score of students was 40, and the highest score was 85. Furthermore, the minimum post-test score was 70, with a maximum score of 100. It can be inferred that the students' post-test scores were better than their pre-test scores.

The results of the students' tests were evaluated through a t-test (Paired Samples T-Test) to determine if there was a significant change in their Vocabulary achievement before and after being taught using Word Chain Games. The Paired Samples T-Test specifically compares the means of two sets of data from the same subjects or related groups. The criteria for the hypothesis testing were as follows:

1. if value Sig (2-tailed) < 0,05, there is a significant

2. if value Sig (2-tailed) > 0,05, there is no significant

The significance of the test was analyzed using Statistical Product and Service Solution (SPSS) a computer program.

Table 4. 2 Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Test	65.8824	34	10.97315	1.88188
	Post Test	82.5000	34	7.80938	1.33928

The descriptive statistics table indicated that the mean for pre-test scores was 65.88 and for post-test scores was 82.50. The standard deviation for the pre-test was 10.973, while for the post-test was 7.809.

The standard error represents the magnitude of the error in the data used to estimate the size of the population represented by the sample. The mean and standard error

were used to calculate the average population score, which was 1.881 before treatment and 1.339 after treatment.

Table 4. 3 Paired Samples Correlations

				Significance	
		N	Correlation	One-Sided p	Two-Sided p
Pair 1	Pre Test & Post Test	34	.734	<.001	<.001

The paired samples correlations table above showed that 0.734 indicated the magnitude of the correlation coefficient of the data installed with a p value of 0.001 < 0.05.

Table 4. 4 Paired Samples Test

		Paired Differences								Significance	
					95% Confidence Interval of The Difference						
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	One-Sided p	Two-Sided p
Pair 1	Pre Test-Post Tes	-16.61765	7.45904	1.27921	-19.22023	-14.01507	-12.991	33	<.001	<.001

The significance of one-sided and two-sided p value was 0.001, with the significance level used 0.05 (0.001<0.05). This leads to the rejection of the null hypothesis (Ho) there was no significant influence of word chain games used on students vocabulary achievement. and acceptance of the alternative hypothesis (Ha) There was a significant influence of word chain games used on the students vocabulary achievement. The significance level (Sig) of 0.001 means lesser than 0.05, indicating that the average difference is

statistically significant, meaning that the use of Word Chain Games has a positive influence on the students' vocabulary achievement.

B. Discussion

Based on the explanation above, the results of the study showed that the use of Word Chain Games there was a significant influence on students vocabulary achievement among students at SMA Hang Tuah 1 Surabaya. The average score on the pre-tests was 65.88, while the average score on the post-tests was 82.50, indicating an increase. Furthermore, the one-sided and two-sided p value was 0.001, which was less than 0.05, as said alternative hypothesis (Ha) = there was a significant influence of word chain games used on the students vocabulary achievement was accepted, whereas null hypothesis (Ho) = there was no significant influence of word chain games on the students vocabulary achievement was rejected. This signifies that the average difference is statistically significant and supports the conclusion that the use of Word Chain Games has a positive influence on students' vocabulary achievement (Sig. = 0.001 < 0.05).

This research proved the previous research by Nufus, Z (2019) she found that using Word Chain Game can influence students vocabulary knowledge on describing things, also from Wafiroh (2020) she found that using word chain game could improve students speaking skill.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

From the data obtained it is seen that the result of word chain games used on students vocabulary achievements is higher than word chain games used at SMA Hang Tuah 1 Surabaya. The average score on the pre-tests was 65.88, while the average score on the post-tests was 82.50, indicating an increase. Furthermore, the one-sided and two-sided p value was 0.001, which was less than 0.05, as said alternative hypothesis (Ha) = there was a significant influence of word chain games used on the students vocabulary achievement was accepted, whereas the null hypothesis (Ho) = there was no significant influence of word chain games on the students vocabulary achievement was rejected. This signifies that the average difference is statistically significant and supports the **conclusion** that the use of Word Chain Games has a positive influence on students' vocabulary achievement (Sig. = 0.001 < 0.05).

B. Suggestion

Based on the conclusion above, the researcher gives some suggestions as follows:

1. For English Teachers: Alternative way to teaching and learning process, the teacher need to have a lot of option, so that students don't get bored and also make them passionate about learning English, one of the options is Word Chain Games

2. For Students: Students learning process doesn't end when they are done with school, with a lot of ways to learn, one of which is using word chain games, which can be of use for students vocabulary mastery.

3. For Researchers: The researchers who are interested in doing research related to this study should try to

apply word chain games on different levels of learners through different genres to prove the effect on students' vocabulary achievement.