An Analysis of Students' Vocabulary Mastery by Using Word Chain Game at Basic Level of AVON English School Kepung Pare

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Abstract
This thesis aims to analyze the implementation of word chain game to the students' vocabulary mastery and to analyze the student's responses toward the word chain game in their vocabulary mastery at the basic level of AVON English School. This research is a type of qualitative (field research), this research is designed to measure the implementation of Word Chain Game in the mastery of English vocabulary. Here Researcher collect data from the field by investigating directly in the field to find various relevance to this research. While the approach used in this research is qualitative approach. Based on the findings of research and discussion on Learning, the students enjoy and have fun in learning English vocabulary. This game helps them recall their memories about the vocabulary they have known before, enhance their mastery vocabulary, and helps them find the clue to tell any vocabularies. The students found it easier to learn vocabulary in the classroom. The students were more and enthusiastic to join the meaningful and contextual activity. They learned to share and co-operate each other in communicative activity in the classroom. After finding and analyzing the data of this study, it can be concluded that Word Chain Game as one of the games in English teaching learning process can be applied to the mastery of English vocabulary and it has a positive influence on vocabulary mastery in the learning. Therefore, Word Chain Game helps the students feel confident in saying any English vocabularies and avoid the tedious situation in English teaching learning process.

Keywords : Word Chain Game, Vocabulary Mastery, Basic Level

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Introduction

One of the important things to learn English is "Vocabulary" because it has a primary role for all language skills. In teaching and learning process, English is taught in four language skills. They are listening, speaking, reading and writing. In order to develop the four skills, vocabulary is needed because the function and role of vocabulary are to build up the four language skills. Limited vocabulary mastery inhibits the students to develop the language skills. Nunan as cited by Sofyan said that stated that vocabulary is one basic component of language, there is not any language exist without words.[3] So, the students will understand the reading text, they can write some notes, they can speak a language if they can master the vocabulary. Students need vocabulary in order to be easy in mastering English. It is impossible for the students to use the English Language better if their vocabulary is low.

Richard and Renandya as cited by Goh Ying Soon and Yee Leong Yeng said that state, "Without an extensive vocabulary and strategy for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning of opportunities around them such as listening to the radio, listening to native speakers, using the language in different contexts, reading or watching television".[4] In other words, by having an extensive vocabulary, the students can use English easily.

The objective of teaching vocabulary for the first grade of junior high school/ Islamic junior high school (SMP/MTs) is to enable students to master vocabulary about functional text and monologue text or paragraph in the form of descriptive and procedure. Moreover, based on Competency Standard – Standar Kompetensi (SK) and Basic Competency – Kompetensi Dasar (KD), the firstgrade students are expected to be able to express meaningful ideas in term of functional text and simple short essay in the form of descriptive and procedure to interact with

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[3] Sofyan Kamil Darojat, Muhammadiyah University of Purwokerto, The Effectiveness of Environmental Mnemonic Technique (EMT) to Improve Students' Vocabulary Mastery in Vocation Highschool, p. 4.
[4] Jack C, Richards and Willy A. Renandya, Methodology in Languange Teaching; An Anthology of Current Parctice, (New York: Cambridge University Press, 2003), p. 255.

people in their nearest environment.[5] The work of vocabulary is presented in the form of text types, usually known as genres.

Problems in learning and teaching English still exist at school, because English language is completely different from the Indonesia language in the system of the structure, pronunciation and vocabulary. For example, students tend to forget the meaning of the word which have been taught or practiced before. Usually vocabulary is taught through memorizing words or drilling patterns. For teachers creating English teaching effectively and efficiently is not an easy job, therefore, that the English teacher must be able to organize teaching learning activities. They have to present the materials by using a suitable teaching technique. A good teaching technique makes students understand and master the lesson like the other lesson which need a suitable technique and methods, teaching language also needs a suitable techniques and methods. In reality, learning English specially to memorize vocabulary is boring for some students. The technique used in teaching vocabulary is monotonous; the students just memorize the changes of verbs, the word related to nouns, adjectives and adverbs. There are many techniques and methods of language teaching that can be selected for teaching vocabulary, some of the teacher is using kind of games such as: stick figure, puzzle, card game, wall cards, picture etc..

Games have been shown to have advantages and effectiveness to improve speaking skill in various ways. First, games bring in relaxation and fun for students. Second, games usually involve friendly completion and they keep learners interested. Using "word chain game" to improve students' vocabulary mastery is appropriate technique to apply in class because word chain game is one kind of medium that can help teacher draw students' interest and arouse their motivation in the teaching learning process effectively. Word chain game is one of games of which we need much concentration to think and procedured words. Here the students' should focus on the last letter of word and continue the last letter to another word. The use of word chain game is also easy to make the student

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[5] Depdiknas, *Panduan Penyusunan Kurikulum Tingkat Satuan Pendidikan Dasar dan Menengah*, (Jakarta: BSNP, 2008), p. 4.

has more knowledge about vocabulary and they can improve their vocabulary easly. It is an interesting that can make the students more active and interested in teaching and learning process. Moreover, word chain game is a funny game which helps the students to remember the new words they have gotten and the students' have a great advantage because it can make them enjoy the learning. From the statement above, the researcher is interested in conducting an action research focusing on **"An Analysis of Students' Vocabulary Mastery by Using Word Chain Game at The Basic Level of AVON English School Kepung Kediri"**.

Based on the research questions above, the research objectives can be formulated as follows: 1) to analyze the implementation of word chain game to the students' vocabulary mastery; 2) to analyze the students responses toward the word chain game in their vocabulary mastery.

The result of the research is to enrich the understanding of method and knowledge on the use of various strategies in English teaching and learning process. Especially in teaching vocabulary mastery by using word chain game. This research is expected to give reference to study method and knowledge by implementing some various strategies in English teaching and learning process, especially in teaching vocabulary mastery by using word chain game. This research can be used as reference for the students English Department who want to conduct research on method and knowledge by implementing some various strategies in English teaching and learning process, especially in teaching vocabulary by using word chain game. This research hopefully gives a contribution method and knowledge by implementing some various strategies in English teaching and learning process, especially in teaching vocabulary by using word chain game.

The target of this research is the application of the word chain game technique in learning vocabulary mastery of students' responses when applying the word chain game technique. In this case, using the word chain game technique for the basic level of AVON English School. Furthermore, this study tries to describe students' vocabulary mastery. Where the scope and limitations are limited to the subject and object of research.

Research Method

In general, the research method is defined as planned scientific activities, structured, systematic, and has specific objectives both practical and theoretical. It is called as 'scientific activity' because of research with aspects of science and theory. 'Planned' because research must be planned with due regard for time, funding, and accessibility to places and data.[6]

This research is a type of field research (field research). Here Researchers collect data from the field by conducting an investigation directly in the field to find various relevance to the this research.[7] While the approach used in this research is qualitative approach. The term qualitative is intended as a type of research whose findings are not obtained through statistical procedures or forms another count.[8]

The reasons for using qualitative methods in this research are because the problem is not clear, complex and full of meaning so it does not maybe the data on the social situation is captured by quantitative research with instruments such as tests, questionnaires, and interview guidelines. Besides that, the researcher intends to understand the social situation in depth. Whereas Quantitative methods are used to calculate the analysis matrix table.

The data of this researcher is the result of observation, interview, and documentation, while the data sources are the key informant and supporting informant.

Data sources are anything that can provide information about Related research. The data used in this study used two types of data sources, namely as follows: I am waiting for you/I am going to home:

1.   Primary Data

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[6] Dr. J. R. Raco, ME., M.Sc. Metode Penelitian Kualitatif. (Jakarta: PT Gramedia Widiasarana Indonesia, 2010), 5.

[7] Noeng Muhadjir , Metodologi Penelitian Kualitatif: Telaah Postivistik, Rasionalistik dan Phenomenologik, Rake Sarasin, Yogyakarta, 2002, Hal. 38

[8] Anslem Strauts dan Juliant Corbin, Dasar-dasar Penelitian Kualitatif Tata Langkah dan Tehnik-tehnik Teoritisme Data, Terj. Moh.Shodiq dan Imam Muttaqiem, Pustaka Pelajar, Yogyakarta, 2003, Hal. 4

Primary data is an original and unique data, which is directly collected by the researcher from a source such as observations, surveys, questionnaires, case studies and interviews according to his requirements.[9] These primary data include; Interview notes, Field observations, Information about informants.

The researcher used the results of interviews obtained from information about the research topic as primary data. Interviews will be carried out according to the plan and have been considered by researchers on March 01st , 2022.

2.   Secondary Data

In simple terms, secondary data sources are data not obtained from the field but from libraries or other places that hold references, documents containing proven data its validity. secondary data in this study were obtained from various agencies such as literature studies, journals, books, articles of previous research results, and internet searches.[10] The secondary data can be books, other research, journals and some references that can support analyzing process.

Data is information that has been collected by conducting research. To get the reliable data, the researcher has to do some techniques for collecting those data. Data collecting technique is an important step in research, because the aim of the research is to get the data. Collecting data can be done in any settings, any sources, and any ways. In this study, the researcher will be collecting the data by doing observation, depth interview, and documentation.

1.   Observation

Observation methods can be grouped in several forms. The types of observations according to Riyanto (2010: 98-100):

a.   Participant observation is an observation in which the person conducting the observation takes part in the life of the person being observed.

b.   Non-Participant Observation Is when the observer does not take part in the observer's life.

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[9] Victor Oluwatosin Ajayi, Primary Sources of Data and Secondary Sources of Data, ResearchGate, September 2017. 02.
[10] Adinda Dian Ramadhani, THE EFFECT OF E-MARKETING WITH AISAS MODEL (Attention , Interest, Search, Action , Share) ON INVESTMENT DECISIONS IN FINTECH SYARIAH, Jurnal Ekonomi dan Perbankan Syariah, Vol. 7. No.2, Oktober 2019.

c. Systematic Observation (Structured Observation) If the observer uses a guide as an instrument of observation.

d. Non-systematic observation Observations made by observers without using observation instruments.

The type of observation that will be applied by the researcher is the type of non-participant observation and the type of systematic observation. Researcher using non-participant observation because in the research it is not take part in all kinds of activities that observe.

2. **Interview**

The next point in collecting the data is interview. Interviews are conversations with a specific purpose. Interview is data collection technique by way of interviewing selected individual as a respondent. Furthermore, it is a direct face to face attempt to obtain reliable and valid measure in the form of verbal respondents. In-depth interview is a process of digging in-depth, open, and free information with problems and research focus and is directed at the research center. In this case the in-depth interview method is carried out with a list of questions that have been prepared in advance.[11]

Based on the explanations of the experts, it can be concluded that, In in-depth interviews, conducting in-depth exploration of a predetermined topic (based on the purpose and intent of the interview) using open-ended questions. Excavations were carried out to find out their opinions and responses based on the perspective of the respondents in seeing how the material was applied. This interview technique is carried out by an interviewer by interviewing one person face to face.

Researcher will apply the type of informal conversation, The questions asked appear spontaneously. Talks starting from the general to the specific. Researchers submit free questions to the subject towards the research focus. As for the relationship between the researcher and the subject being interviewed is in ordinary atmosphere in everyday life, so it is not visible stiff and scary.

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[11] Lexy J. Moleong. 2005. metodologi penelitian kualitatif, Bandung: Remaja Rosdakarya

3. **Documentation**

Documentation is to find data about things or variables in the form of notes, books, magazines, and so on. The observed method of documentation is not a living object but a dead object. In using the method of documentation, the researcher looks for a predetermined variable.[12]

In this documentation section, also the researcher will take some pictures from the participant during the research process. The results of these pictures, will later become supporters in the research report, so the accuracy of the research will be more visible.

However, the documentation is very supportive of the perfection of our research results to be more accurate.

4. **Questionnaire**

Questionnaire is the list of questions given to other people aimed that the people might give responses in suitable with user's task. The people who are expected to give responses is called respondent.[13] This method is used to obtain information from the respondent in terms of his personality, or other things that he knows. In this study, the author uses a closed questionnaire; this questionnaire is available with a list of questions or statements that have been completed with answer choices at once. This closed questionnaire research is quite effective, because respondents can immediately put a check mark (√) in the answer column provided and according to their choice. The target who will be given a questionnaire is the basic level students of AVON English School.

This questionnaire technique is to obtain data about student respondents regarding the application of the Word Chain Game in the learning process.

Test the validity of the data used in this study are:

1. Triangulation, which is an attempt to check the correctness of data from various sources. In data collection techniques, triangulation is defined as: as a data collection technique, that combines various existing data collection techniques and data sources. Researchers in this case use

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[12] Suharsimi Arikunto, (2010) ProsedurPenelitian, Jakarta: PT RinekaCipta, p. 274
[13] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, Opcit, p. 151

technical triangulation and triangulation source. In technical triangulation, researchers collect data that are mutually exclusive related through observation, interviews, and documentation. Whereas In source triangulation, researchers collect data from different sources different with the same technique.

2. Using reference materials, namely the data found by the researcher must be supported by several documents, such as photos, recording devices and others etc.[14]

Miles and Huberman, argued that activity in qualitative data analysis is done interactively and lasts continuously until complete. Activities in analyzing the data in qualitative research, there are three steps to be passed that is data condensation, data display, and conclusions drawing or verification.[15]

1.   Data Reduction

It is defined as the process of selecting, focusing on simplifying, abstracting, and transforming the "rough" data that emerge from field notes. Reduction is carried out since data collection, starting with summarizing, coding, exploring themes, writing memos, and so on, with the intention of setting aside irrelevant data or information, then the data is verified.

2.   Data Presentation

Presentation of data is a structured description of a set of information that gives the possibility of drawing conclusions and acting. The presentation of qualitative data is presented in the form of narrative text, with the aim of being designed to combine information arranged in a coherent and easy to understand form.

3.   Conclusion Drawing

Drawing conclusions or verification is the final activity of qualitative research. Researcher must arrive at conclusions and carry out verification, both in terms of the meaning and correctness of the conclusions agreed upon by the place

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[14] Mukhamad Saekan Muchith, Metodologi Penelitian Kualitatif, Nora Media Enterprise, Kudus, 2010, hlm. 94-95.
[15] Michel Hurbermen, Qualitative Data Analysis: A Method Sourcebook, Edition 3, Arizona: Arizona State University. p 109

where the research was carried out. The meaning formulated by researchers from the data must be tested for truth, suitability, and robustness. The researcher must realize that in looking for meaning, he must use an emic perspective, namely from the point of view of key information, and not the interpretation of meaning according to the researcher's view (ethical view).

Findings and Discussion

Findings

The research finding is answering of the problem statements that formulated before. The data are presented based on observation in the classroom are interview with the informant, and analysis of the document. In this section, the writer will be present the description of observation at the research site, interview, and documentation.

1. Observation

On February 26, 2022 researcher visited the site research, namely AVON English School which is located in the village of Lorejo, Kepung sub-district, Kediri district, for request permission to conduct research. Researcher meet face to face with the director of the course institution, Mrs. Nova Abriyanti to convey the purpose of the researcher's arrival and ask permission to conducted research at the AVON English School. The director allows researcher to meet the class teacher, Badru Zaman for consult about the research plan to be carried out.

The guidelines for a little discussion of teachers are as follows;

Excerpts of conversations that the researcher did:

R : "How is the learning situation of basic class students in vocabulary subjects during learning?"

T : "They like to be busy and play alone with their friends when learning takes place. Because the basic class students like to be busy, so the teacher must be smart in controlling the class so that students want to follow the process study well."

R : "What model or method have you been using when you teach?"

T : "Lectures and assignments."

R : "Have you ever used fun learning models such as word chain games in learning vocabulary?"

T : "Never, sir."

The description:

R: *Researcher*　　　　　　T: *Teacher*

Based on the results of discussions with the teacher in class, the researcher has obtained some information that the use of fun learning methods such as word chain games has never been done in learning vocabulary in basic classes, and the learning that has been done in class is still simple or conventional so that sometimes it makes students feel bored.

Then, the researcher also discussed with the basic level teacher regarding the general description of students in the class regarding the number of students in the class students, the condition of students, and the background of students. Based on the data obtained, the total number of students at the basic level is 15 children consisting of 4 boys and 11 girls. In accordance with class conditions in general. The ability of students is very heterogeneous or consists of a mixture of student abilities, gender, and ethnicity. it is useful to train students to accept differences and work with friends from different backgrounds.

The researcher said that those who would act as the implementer of the action is the teacher in the classroom, and the researcher will act as an observer. Observer here on duty to observe all the activities of researchers and students in the classroom during the learning activities whether it is in accordance with the plan or not. The researcher also said that the research was carried out in 2 meetings

A. Research Implementation

At the stage of implementing this action, the researcher conducted action during 1 meeting, it was on Tuesday March 1, 2022. Researcher asks the teacher to start the research action at 15.00-16.30 WIB. The researcher has carried out research by making *learning implementation plans* (RPP). *Learning implementation plan* (RPP) is as attached

Preliminary Activities

In this initial activity, the researcher started the learning by greetings (salam) and then the teacher leads the students to read Basmalah together before the lesson begins.

Then the teacher checks the attendance of students, by always checking attendance, indirectly the teacher has motivated students, is disciplined in following lessons, and gets used to notifying his absence to the teacher either directly or through his friends orally or in writing, the teacher also asks students to prepare the equipment and tools needed in the learning process.

Then the teacher talks about things related to the material/theme/learning activities that will be carried out, in this case the teacher gives apperception to students:

"*Have you ever learned vocabulary by playing word chain games?*".

In this apperception, all students answered "*Never, sir*". After knowing the answers from students in class, the researcher thought that this would be a new thing in the classroom by applying the vocabulary learning method using word chain games. followed by the next step, the teacher gives motivation about what will be obtained (objectives & benefits) by reviewing the material. Before proceeding to the plan in the main activity, the teacher explains the things that will be studied, the competition that will be achieved, and the method that will be taken.

Main Activities

In the main activity, the researcher observed the teacher in the class explaining the theme/lesson material (activity) and helping participants to understand the stage of the activity that would take place, this was to make sure students understood the activities that would be carried out during the process of applying the method.

The steps for implementing the method. firstly, the teacher invites the students to stand up from their seats. then the teacher forms the students into two groups, each group consisting of seven participants

line up to the back. The researcher has prepared the media needed for the application of the method, after that the teacher gives several choices of small paper that has been prepared by the researcher which contains vocabulary to be pasted in front of the answer to the previous word.

Then the first student can start by sticking a paper containing vocabulary, and followed by the next participant. For example, '*fly*' while mentioning its meaning, then the next participant must paste the vocabulary in English starting with the last letter of the previous word, namely '*y*'. For example, students will paste '*yellow*', then continue with the next friend, and so on until all participants in one group answer.

If there is a student who does not continue this chain of words quickly within three or five seconds, he is considered disqualified and is invited to return to the back row, and is thrown to his next friend. Students are not allowed to help answer their friends, if they help their friends they will be considered disqualified and have to sit down. After the 3-word chains are finished, the student who had failed comes to the front of the class to lead his friend to sing a song in English as a 'punishment'.

At the end of the activity, the teacher gives a reward to the group that wins the game, by giving rewards to students, students will increase motivation and will also increase their self-confidence. With the rewards received, children feel confident and confident in all the actions they do. So, reward is a method used by the teacher to give an award to students because they have been rewarded for something that is right, so that students can be enthusiastic again in doing the deed or task.

Closing Activities

In the closing activity, the teacher evaluates students as a means of measuring the achievement of lesson objectives, knowing students' weaknesses and being able to solve student learning difficulties. with the evaluation that the teacher does to the students, the teacher can make

decisions regarding the implementation and learning outcomes that have been carried out by the teacher.

In the evaluation session, the teacher gives students the opportunity to ask questions related to the vocabulary being taught and students' difficulties during the learning process, then the teacher and students make conclusions regarding the learning material in class and finally the teacher also conveys the material to be taken for the next meeting.

2.   **Interview**

Apart from observation. Researchers also conducted interviews with some students. It has conducted to get clearer information about success during the process learning takes place, to be better and achieve greater success. This interview was conducted after the observation, the interview was conducted to the interview subject consisting of several participants who have been selected based on some research considerations.

Interviews with students were conducted on different days, interviews were conducted on March 29, 2022 at 15.00 - 15.45 WIB. Researcher hopes to get information directly to explain a certain thing or situation and condition. and researchers also need data so that they can find out certain situations or people and complete a scientific investigation that has been carried out.

Interview with the Teacher

Based on research data found by researcher, the following interview results obtained:

R: *How long have you been an English teacher?*

T: *Approximately two years*

Firstly, the researcher wants to know how long the teacher has been a teacher, based on the teacher's answer, the teacher has been a teacher for quite a long time and has quite a lot of experience on how to teach English with a good method.

R: *How was your experience as an English teacher?*

T: *My experience of two years so far is good. Being a teacher for me is not*

easy. Because we have to master the material to be taught, mentally prepare to convey the material so that it is easy to understand and other possibilities that exist. However, beyond that aspect, I am very proud to be able to convey knowledge to others even if it is only one word.

As the researcher thought before, the teacher has learned from various situations that arise in the classroom, preparation before entering the classroom is also important for a teacher, including the material, mentality, and right methods for certain materials.

R: May I hear how you started learning English?

T: The first thing I do is say "greetings", then continue with reciting Basmalah, after that i greet my students. After that I will repeat the material on the previous day that I have conveyed. And I will deliver new material with a new method.

It has become a habit before starting the learning process, the teacher starts learning by "greeting" and reciting *Basmalah*, hoping that the learning process will run without obstacles. Then repeat a little of the previous material, the goal is to remember the material that has been taught in class, increase students' understanding of the lesson and connect the subject matter that has been taught with the material to be taught.

R: What steps do you take to create a pleasant classroom atmosphere?

T: By combining some games that can be applied to my material. And sometimes I also add ice breaking to add to the spirit of the atmosphere in the classroom.

The way teacher makes the classroom atmosphere good is by applying a game and ice breaking. This method has been proven to be a solution to improve class atmosphere, because monotonous teaching methods can make students bored.

R: Have you ever applied Word Chain Game as a teaching method in class?

T: Yes, I have

Based on the teacher's answer above, the teacher has applied the method that the researcher gave before. Therefore, the researcher thinks that the teacher has no difficulty in applying the method that the researcher has provided, and can

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minimize any obstacles.

> *R: After applying the Word Chain Game method to students, what do you think about this method?*

> *T: This method is very helpful for students. Besides being fun to play, this method also helps students to be active in thinking, memorizing and pronouncing words correctly.*

The teacher opinions about the application of the method that is the material of this research is good enough to be applied in vocabulary learning, because the target in learning vocabulary is not only being able to memorize, but also correct pronunciation is also considered in this method.

> *R: Is this method easy to apply in learning English?*

> *T: This word chain game method is an easy method to implement. With affordable media, it is easy for teachers to apply and practice with students in the classroom.*

As the teacher has said before, the teacher has applied the method before, and thinks this method is easy to apply in the classroom. not only for the teachers interviewed by the researcher, but also for other teachers who want to apply this method in course institutions or in schools.

> *R: In your opinion, how do students respond to this method?*

> *T: Students feel helpful and enthusiastic in memorizing and pronouncing a vocabulary through this method.*

The researcher was grateful to hear that, based on the teacher in the class, the student's response was very enthusiastic and the students felt helped by the method that the teacher applied.

> *R: Can the Word Chain Game method help students in mastering vocabulary?*

> *T: Of course. As I have explained, word chain game is very helpful for students to master the material about vocabulary in English. In terms ofmemorizing and pronouncing.*

Almost the same as the teacher's answer just now, that the word chain game method can help in terms of pronunciation, memorization, and active thinking.

> *R: What are your obstacles when implementing the Word Chain Game method in class?*
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> *T: For implementation in classroom, I don't think so, but the problem that often arises is that students have not been able to fully memorize some of the vocabularies that has been conveyed.*

This phenomenon often appears during the process of learning English, especially in students' vocabulary mastery. In some cases, memorizing is something that some students do not like. In addition, many teachers are constrained by this problem. Meanwhile, to be able to speak English it is necessary to master many vocabularies, when students master a lot of vocabularies it is easier in the future to assemble sentences and conversations. However, it is not easy to memorize foreign words that must be translated into the mother tongue. If you do not memorize it, it might be the method you are currently doing is wrong

Interview with the Students

Based on research data found by researcher, the following interview results obtained:

R: *Do you think English is important? What is the reason?*

Student 1: *Yes, I think learning English is very important, the first reason is, because English is an international language. Second, if we are good at speaking English we can add insight, experience and a good career. Fourth, sound cooler when they speak English.*

Student 2: *Yes important, because not only as an international language, some electronic products also use English to explain the steps of product operation, such as; Television, laptops, computers, etc.*

Based on the interview above, students said that learning English is important, this is because students have a perception that English is an international language, with English students can add insight, experience, and a good career. Student 2 said that English is important because in the electronic era, many products use English.

R: *Do you think English is easy or difficult? Why?*

Student 1: *I think it's a bit difficult, because of lack of interest, sometimes it goes up and down. and also, because English is only learned in school while in everyday life it is not applied, so it is easy to forget the vocabulary that was taught.*

Student 2: *It could be easy and can also be difficult, because it depends on the ability of students to understand the material. If students can understand the material well, students feel that English is easy or not, and also teachers who deliver the material well, will be easily understood by students.*

The long duration of studying at school is an aspect of students becoming bored in learning English. In other cases, English is rarely used in daily life, lack of time to practice English makes students forget about memorized vocabulary. Students 2 said that learning English can be easy or not, depending on the students' ability to understand the lesson, and the most important thing is the teacher who is competent in teaching students.

R: *Regarding question no. 1, do you actually enjoy learning English?*

Student 1: *Honestly, actually I am very happy and like English lessons, but sometimes I don't like it when the teacher conveys the material too quickly which makes me confused.*

Student 2: *I don't really enjoy it, because when I studied at school, English lessons were made in one day for 3 hours in a row and I think it was boring.*

After knowing the students' answers, the researcher concluded that students felt like learning with the teacher who explained the material in detail and was not in a hurry. If the teacher explains the material quickly, students cannot understand it well. Student 2 said that studying English in a long time is make the students boring.

R: *Does your teacher always give the purpose of the material taught in the first session?*

Student 1: *yes, always.*

Student 2: *Yes, always sir.*

For sure, it has become a habit in every learning teaching. The teacher always gave some purposes in every meeting as the students said.

R: *What kind of teaching and learning process do you like the most? Why?*

Student 1: *I prefer a teacher whose teaching method is different. for example, interspersed with games, so the atmosphere in the class becomes more fun, more enthusiastic and not boring. especially if the teacher is fun, then the way of delivering the material is explained until you really understand it, and also one more thing, I really like the teacher who gives the opportunity to his students to ask questions.*

Student 2: *I prefer the teacher who explains the material in detail, because the teacher who explains the material in detail can make students understand more and master the material.*

The students respond with the perception that learning fun is learning with different methods and one example is learning while playing. This activity is liked by every student who learns, and the teacher must also be able to see the students' ability to listen to explanations. Students 2 said it is comfortable with the teacher who explains in detail and also often gives students the opportunity to ask questions.

R: *Do you think that the success of a student in English language skills really depends on the teaching method applied by the teacher? Why?*

Student 1: *Yes, it really depends because as answered in number 5, if the teacher conveys and explains the material to the students until they really understand, the students will automatically understand. So, whether the student understands or not depends on the teacher. and the teacher must also be good at knowing the character of each child.*

Student 2: *Yes, friends are also the same, like the teacher who explains the material in a different way, the way also does not make you sleepy. So, it can make students excited to listen to the teacher.*

A teacher is required to meet targets in the teaching and learning process, with that the teacher must try and know how the character of the students will be faced, so that students can also learn comfortably and not get bored. Student 2 also assumed that when the teacher taught with a different method from other teachers,

the students did not feel sleepy and the students would be enthusiastic about listening to the teacher's explanation.

R: *Have you ever had a vocabulary lesson in class, when?*

Student 1: *yes, during English subjects at school.*

Student 2: *Once, in a formal school, sir.*

Students said that they had received vocabulary material because they also studied in formal schools. Most of them are from junior high school and senior high school students.

R: *(If so) did the teaching help you in mastering vocabulary?*

Student 1: *Yes, quite helpful.*

Student 2: *Yes, that's right, that's helpful.*

Based on the answers of students who followed the process of applying the word chain game method, the first student answered that the application of the word chain game method was quite helpful. Meanwhile, other students answered that this method helps in the learning process.

R: *Have you heard about word chain game before?*

Student 1: *Never before, this is the first time I know a word chain game*

Student 2: *Lately it hasn't been given.*

The students said they had never heard of and learned with the word chain game method before, that's why when students found out the fun learning method, they were very enthusiastic to learn.

R: *Did your teacher's method motivate you to learn new vocabulary? Why?*

Student 1: *Yes, because the teacher will give us a reward if we are able to memorize the vocabulary that has been taught, and win the game.*

Student 2: *Yes, it's true, because besides getting new vocabulary, we also learn while playing, that's what makes my friends like the learning process.*

This is where the role of the teacher is to encourage students to compete in

learning, the reward system is also very liked by students at school and in course institutions. The purpose of giving rewards to students is to educate them and make them happy for the actions or work done. In addition, rewards can also increase students' ability to improve or enhance the achievements that have been achieved.

> R: *Does the word chain game method really help in mastering your vocabulary?*

> Student 1: *Yes. It is very helpful because my friends in class are actively memorizing and not boring.*

> Student 2: *Yes, that's right, I feel helped for memorizing, even though the first impression is to play, but after playing, I memorized it by itself.*

According to the conversation above, students felt very comfortable and helped by the Word Chain Game method. They are helped in memorizing, thinking and growing interest in English

3.   Questionnaire

To produce answers to the research problem, researchers have also observed student responses by giving questionnaires to all students who have participated in the learning process. Of course, this has been done after the implementation of the Word Chain Game method with the teacher. The results of the findings will be described by the researcher so that the reader can be easier to read, the researcher also provides a graphic table in the discussion below.

Picture 1

The first question in the questionnaire is the opinion about the general implementation of the Word Chain Game. As can be seen in the table, the results in

the table show that out of 15 students, 7 of them responded (easy) and 7 of them also responded (quite easy). Therefore, the results show that almost all students perceive that the Word Chain Game is easy to use.

Picture 2

The second question is about the activities of sticking and saying vocabulary when applying the method. So, the results in the table show that out of 15 students, 7 of them or most of the students responded (easy). Although some students have a (difficult) perception, it is only a small part.
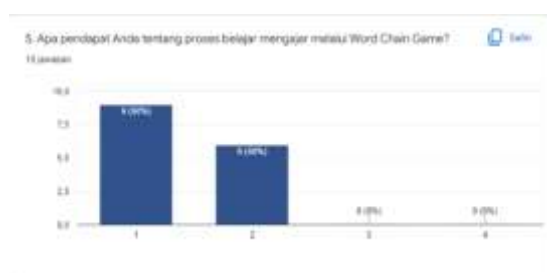

Picture 3

The third question is about creating a pleasant classroom atmosphere while learning vocabulary with the Word Chain Game. The results show a positive thing because a learning atmosphere that is not boring but also serious can make students' enthusiasm improve. So, the results in the table show that out of 15 students, 8 of them or most of the students responded (easy). This is also based on the observations of researchers during the learning process in the classroom.
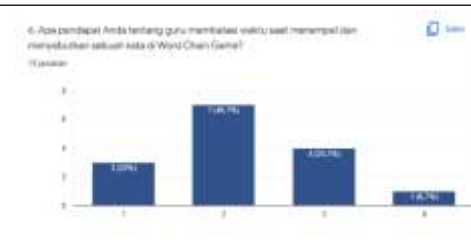
Picture 4

The fourth question is about vocabulary mastery when learning with the Word Chain Game method. So, the results in the table show that out of 15 students, 10 of them or most of the students responded (quite easy). This result means that the application of the Word Chain Game method is quite helpful in memorizing vocabulary, but there are also a small number of students who have a (difficult) perception. The table above shows that the results are quite positive to help mastery vocabulary with this method.

Picture 5

The fifth question is about the teaching and learning process using the Word Chain Game method. The learning and teaching process include many activities, so this statement can describe the process from the beginning to the end of the activity in the classroom. So, the results in the table show that out of 15 students, 9 of them or most of the students responded (easy), because based on the observations of researchers in the classroom, the process runs smoothly even though there are a few undisciplined attitudes from students. However, this result means that the application of the Word Chain Game method really helps the process of learning vocabulary in the classroom.

Picture 6

The sixth question is about the time limitation during the process of sticking and pronouncing vocabulary in the Word Chain Game method. This activity makes students have to think quickly and carefully, because this process determines students' choices when sticking and pronouncing the vocabulary that has been chosen. So, the researcher asked the teacher to have a time limit for sticking and pronouncing the vocabulary. So, at this time it takes the competence of students to think and choose quickly the vocabulary provided. So, the results in the table show that out of 15 students, 7 of them or most of the students responded (quite easy), because the aspects that have occurred in the field are the same as what the researcher has explained.
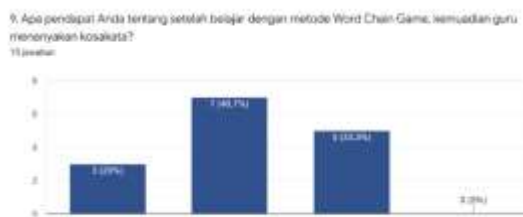

Picture 7

In the seventh question is about students' activities to mention vocabulary and its meaning in the Word Chain Game method. This activity involves students' memory of the vocabulary they have learned in the previous meeting. In this session, students mention the vocabularies that have been pasted and then the students mention the meanings of vocabulary. At this time many students do not have problems because they have memorized vocabulary well. So according to the results in the table, the results in the table show that out of 15 students, 12 of them or most of the students responded (quite easy), because the aspects that have occurred in the field are the same as what the researchers have explained.

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Picture 8

The eighth question is about student activities in making sentences in the Word Chain Game method. The results in the table show that which is different from before, the activity of making sentences sometimes becomes difficult for most students. The most influencing factor is vocabulary mastery, because if you have a lot of vocabulary it will help students to arrange words into a sentence. So, the results in the table show that out of 15 students, 7 of them or most of the students responded (difficult).

Picture 9

The ninth question is about answering some vocabulary questions after learning with the Word Chain Game method. Students have been guided to memorize and assisted by the application of the Word Chain Game method, the researcher believes that students can easily memorize and answer some questions from the teacher. So, the results in the table show that out of 15 students, 7 of them or most of the students responded (quite easy).

Picture 10

In the tenth question is the opinion about learning English vocabulary by the Word Chain Game. As can be seen in the table, the results in the table show that out of 15 students, 7 of them responded (easy) and 7 of them also responded (quite easy). Methods in learning are very influential on students, especially memorization activities. This is why the researcher wanted to know the students' responses to the memorization method using the Word Chain Game at the basic level of AVON English School. Student response is very good to this method. So, the results show that almost all students perceive that the Word Chain Game is easy to use.

4.   Documentation

In order to strengthen the evidence that the researcher actually made observations in the field, in this case such as observations, interviews and documentary evidence covering all matters closely related to administrative activities in the form of notes, reports, documents, etc. In providing various documents by utilizing accurate evidence based on records from various sources, this can guarantee the integrity and authenticity of the information and data contained in the document.

Based on the existing documentation, researcher has observed the implementation of the method in the classroom. In order to be able to understand and know about phenomena based on pre-existing knowledge and ideas, so that information can be used as a basis for research. The researcher can describe that the activity has been completed, and the researcher considers that the classroom atmosphere during the learning process is fun, active, and doesn't look boring.

Not only that, the researcher also explained based on the respondents' answers about the learning process in the classroom through interviews that had been conducted. the conversation between the researcher and the respondents have conducted with the aim of collecting data in the form of information. based on the data, there were two students, and one teacher who were interviewed.

Analyzing of Students' Responses

Based on the analysis of the researcher on interview data, the researcher would like to conclude that students have a perception that learning English is quite

difficult, because of the influence of the environment that is less supportive of them. However, students also feel happy when the teacher teaches / delivers the material in detail and is not too fast in giving explanations. In that way, students feel easy to understand and not confused.

The thing that also makes students interested in learning based on answers during interviews is that students are always motivated by the teacher, because the teacher does not forget to provide motivation before the main activity begins. Students also like different learning methods, meaning that the teacher's method in the learning process is not monotonous, there are always new ways to make students not bored in the learning process. With ice breaking and games, students are always enthusiastic and pay attention to the teacher in the classroom. Besides that, the teacher also does not forget to give students the opportunity to ask questions about related material. The success of a student also depends on the teacher in the classroom, this perception is in line with student answers. Students have the perception that the success of a student is highly dependent on the teacher in the classroom, a teacher who can provide good explanations and understanding to students, can indicate success and the achievement of goals in the learning process.

On another question in the interview, the researcher also asked about the experience of learning English at school, the students said that she (the girl) had studied and memorized the vocabulary taught by the teacher and the students felt it was helped by learning English at school. Regarding the Word Chain Game method, students said that this was the first time they heard and practiced this method. Student responses were very good to the method the teacher applied, because the teacher not only taught by playing, but the teacher also gave rewards to students/groups who were able to memorize vocabulary and win the game. Then lastly, the student said that she felt excited and encouraged. His friends are also actively competing to memorize vocabulary, because the class atmosphere is not boring. That means the atmosphere in the classroom is very positive.

Questionnaire

The researcher wanted to know the students' responses about the technique

of Word Cain game. The researcher tried to get more information about it by giving a questionnaire to the students. The researcher conducted the students after the implementation of the strategy done. this strategy has fulfilled the students' participation.

In the questionnaire, the researcher gave 4 frequencies, after all students filled out the questionnaire that the researcher gave, the percentage results that have been found are as follows:

Table 1 Total Frequency			
Easy	**Quite Easy**	**Difficult**	**Very Difficult**
52 (34%)	69 (45%)	28 (18)	2 (1%)

The table above is based on an example from Lu'luul Wafiroh's thesis.16 Based on the questionnaire table, the results obtained frequency 1 (easy) as much as 34%. These results were obtained from 10 questions in the questionnaire and 15 students in the class, the results are an indication that most students who participate in the learning process have a positive response to the Word Chain Game method. On another frequency, 45% of students in the class chose frequency 2 (quite easy) as their perception of the Word Chain Game method, which is more than frequency 1 (easy). That way, most students in the class find it helpful and have no difficulty with the methods applied by the teacher in the classroom.

Meanwhile, frequency 3 (difficult) only got 18% results, few students chose perception 3 (difficult), because their response to the method the teacher applied in the classroom was positive or meant it was easy, and with very few results for frequency 4 (very difficult) which is 1%, this result is very small and it can be concluded that almost no students have difficulty with the Word Chain Game

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16 Lu'luul Wafiroh, *The Implemetation of Word Chain Game To Improve Students' Speaking Skill of The Second Grade* (ANNURIYYAH Jember), 65.

method. That way, most students do not find it difficult to the method applied by the teacher.

The result of the questionnaire is getting positive that the percentage of students who give respond quite easy to the Word Chain Game to improve vocabulary mastery is 45%. This technique made the students easier in memorizing the new vocabulary they have gotten than before to improve their speaking ability. They always showed good development step by step after implementing until the program ends. Students could understand the material quickly in the classroom, students could be spoken little by little although need a directive from the researcher and teacher. Although there were some students asked researcher some vocabulary, they were quickly spoken in front of the class. Students were interested in this technique and having fun when playing this game.

The researcher can conclude from above findings that Word Chain Game is a game that is suitable to be applied in class in teaching vocabulary in the basic level of AVON English School. 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.

Conclusion and Suggestions
Conclusion

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

Based on the results of interviews and the percentage of questionnaires as well as the results of the analysis, the application of the Word Chain Game can create a fun and enthusiastic learning atmosphere. Not only that, but also helps for mastery of English vocabulary. Word Chain Game has a positive influence on vocabulary mastery in the learning process because students are interested in learning English; they are motivated to memorize vocabulary by applying the Word Chain Game.

Suggestions

Some suggestions were delivered not only to the teachers who teach basic level students, but also the future researchers who have similar study in the use of Word Chain Game for teaching English. The researcher realized that this study still far from perfection and still having a limitation. It makes the researcher give some suggestions, as follow:

1. For the English Teacher, it is expected to use Word Chain Game in teaching vocabulary. This research and others proved that Word Chain Game was effective to be applied in classroom.

2. For the Students, it is expected to use Word Chain Game because it can make them to be able to memorize the vocabulary.

3. For further researchers who need to conduct similar research and subject teachers who want to apply word chain games in their classrooms. Because this research contributes to help enrich students' vocabulary, it is researchers must be innovative in teaching students to achieve goals this research was successful.

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