
THE EFFECT OF WORD CHAIN GAME ON STUDENTS' VOCABULARY MASTERY (AN EXPERIMENTAL STUDY AT SEVENTH GRADE STUDENTS OF SMP NEGERI 1 PANDAN 2017/2018 ACADEMIC YEAR)

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Abstract: *The objectives of this research is to know whether there is a significant effect of word chain game on students' vocabulary mastery at seventh grade students of SMP Negeri 1 Pandan. This research uses experimental method with pre-experimental research design; one group pre-test post-test design. The population is all of the seventh grade students which consist of 96 students. Technique sampling that used on this research is systematic sampling and the number of the sample consists of 30 students. In collecting the data, the researcher uses observation sheet to get the data of the application of word chain game and test to get the data of the students' vocabulary mastery. The researcher uses statistic process in analyzing by using t_{test} formula. Based on the data that had been analyzed, the result of data analyzing showed that t_{count} is higher than t_{table} ($t_{count} 2.33 > t_{table} 2.04$). So, the hypothesis is accepted. It means that there is a significant effect of word chain game on students' vocabulary mastery at seventh grade students of SMP Negeri 1 Pandan.*

Keywords: word chain game, vocabulary mastery.

Abstrak: Tujuan penelitian ini adalah untuk mengetahui apakah ada sebuah pengaruh yang signifikan dari *word chain game* terhadap penguasaan kosakata siswa di kelas tujuh SMP Negeri 1 Pandan. Penelitian ini menggunakan metode eksperimental dengan rancangan penelitian *pre-experimental; one group pre-test post-test design*. Populasi penelitian terdiri dari 96 siswa di kelas tujuh. Teknik penarikan sampel yang digunakan dalam penelitian ini adalah penarikan sampel sistematis sederhana dan jumlah sampel terdiri dari 30 siswa. Dalam pengumpulan data, peneliti menggunakan lembar observasi untuk menjangkau data dari pengaplikasian *word chain game* dan tes untuk menjangkau data mengenai pencapaian pada penguasaan kosakata. Peneliti menggunakan proses statistik dalam analisis data, yaitu rumus tes t . Berdasarkan data yang telah di analisis, hasil analisis data menunjukkan bahwa t_{hitung} lebih besar daripada t_{table} ($t_{hitung} 2.33 > t_{table} 2.04$).

Jadi, hipotesis diterima. Hal ini berarti ada sebuah pengaruh yang signifikan dari word chain game terhadap penguasaan kosakata siswa di kelas tujuh SMP Negeri 1 Pandan.

Kata Kunci: *word chain game, vocabulary mastery.*

I. INTRODUCTION

Vocabulary as one of the language aspects which the people should learn when they are learning language. Vocabulary is one of the language components that is important to support to be taught to use the language well. So that, the students must understand word by word. Vocabulary has its own component. So that vocabulary cannot be separated with refer four skills, because when the students listen, speak, read, or write they always involve their vocabulary to express their thought, idea or opinion.

Vocabulary is the words that support communication and language learning. So, this case must be give the implication for us especially for students that learn English. In order to achieve those goals in learning of English class, students must be able to mastered the vocabulary because it is one of a part of language components.

Word knowledge has particular importance in literate societies. It contributes significantly to achievement in the subject of the school curriculum, as well as in formal and informal situation.

For example, students who studied at seventh grade of junior high school in 2017-2018 Academic years. They are still weak in English class mainly on vocabulary. This is seen in average value of students, especially students of the seventh grade of junior high school. Their score of pre-test in vocabulary mastery, when the researcher take the preliminary data is 58. Meanwhile, the English lesson criteria of minimum learning mastery is 75. Vocabulary is one aspect that is learned in the English lesson. It is a fundamental one, because all skills in English need vocabulary.

This suggest that students in seventh grade of junior high school in 2017-2018 Academic years, still have not mastered in Vocabulary. By seeing

this condition, the researcher see that their subject ability is far from expectation.

Whereas, some efforts that has done by the teacher or prior researcher. Such as, using books that contain the English vocabulary, giving motivation to students to learn a lot of English vocabulary. However, in fact it does not get a positive response to students in the learning process. In other words, the efforts undertaken by the teacher still looks monotonous, and not efficient in process of learning. It can make students bored, they will be lazy and not interested to learn vocabulary or they don't have motivation in learning vocabulary.

From the explanation above, the researcher interested in doing a research about how to make the students to be mastered in vocabulary mastery. In this case, the researcher focuses on the strategy when teaching vocabulary, the researcher believes the students more interested to study about English.

The researcher tries to give an alternative ways of teaching English vocabulary through Word Chain Game. Word chain game is one of several ways, that easy to apply in learning process, through this game the students can be motivate to build their vocabulary and also make the students to be mastered their knowledge about English word. Hopefully, by using this strategy to the students at seventh grade of junior high school, their ability to enlarging the students vocabulary.

Word Chain Game as the independent variable that is symbolized with X, and then Vocabulary Mastery as the dependent variable which is symbolized with Y. Based on explanation above, the researcher is interested in doing a research entitle, "The Effect of Word Chain Game on Students Vocabulary Mastery (An Experimental Study at Seventh Grade students of SMP Negeri 1 Pandan 2017/2018 Academic year)".

1. Nature of Vocabulary Mastery

a. Definition of Vocabulary

Vocabulary is a key to master English because by masteringvocabulary, it is easier for students to understand English.

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

Vocabulary is at the center while learning a new language. English being a second language or foreign language, one needs to learn vocabulary in the systematic way. Vocabulary is a very important means to express our thought and feeling, either in spoken or written form. Indeed, neither literature nor language exist without vocabulary.

According to Gutlohn in Alqahtani (2006), "Vocabulary is the knowledge of words and word meanings". It means that vocabulary for anyone who learns the language used in listening, speaking, writing, and reading. A learner of a foreign language spoke fluently and accurately write easily, or understand what the learners reads or hears if they have enough vocabularies and have the capability of using accurately. All skills demand much on the vocabulary mastery.

According to Bull (2008: 495), "Vocabulary is all the words that a person knows or uses. Vocabulary is all the words in a language". Vocabulary also lists of words with their meaning. Moreover, in Cambridge dictionary (2008) states that vocabulary is all the words that exist in a particular language or subject.

Based on the some definitions of vocabulary above, the researcher concludes that vocabulary is the total number of the words or all of the words that the people use in daily communication. It is the words of a language including single items and phrases of chunks of several words which convey a particular meaning, the way individual words do. Without knowing any vocabularies, the students will difficult to speak, write, listen, and read English. Because vocabulary is the first element that should be learned by the students of language learning in improving the mastery of English vocabulary. The

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

They need to learn what words mean and how they are used. It is obvious that vocabulary is very important in learning a language, especially English, because the English vocabulary is extremely large and varies as well.

McCarten (2007: 3) says, the essential vocabulary can be divided as follows:

- a) Frequency: Which words and expressions are most frequent and which are rare
- b) Differences in speaking and writing: Which vocabulary is more often spoken and which is more often written
- c) Context of use: The situations in which people use certain vocabulary
- d) Collocation: Which words are often used together
- e) Grammatical patterns: How words and grammar combine to form patterns
- f) Strategic use of vocabulary: Which words and expressions are used to organize and manage discourse.

Based on above explanation, the researcher concludes vocabulary as a pantry of words that should be up grade and develop by learning especially in practice. It is words of a language, including single items and phrases of several words which convey a particular meaning, the way individual words do.

a. The Kinds of Vocabulary

There are at least five kinds of vocabulary (Thornbury, 2002: 3-12), mentions that kinds of vocabulary have some categories; word classes, collocations, homonyms, synonyms and antonyms, and also lexical field.

1. Word classes

Word classes are known as part of speech . word classes or part of speech also familiar with morphology and syntax. It is known well as parts of speech such as noun, pronoun, verb, adverb, adjectives, prepositions, conjunctions, and determiner.

According Cyssco (2009) parts of speech divided into the eight classifications. There are follows :

a. Noun

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

b. Pronoun

It takes places to replace a noun in a sentence. For instance : me, them.

c. Verb

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

d. Adjective

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

e. Adverbs

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

f. Prepositions

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

g. Conjunctions

It is a link words, or that connect the words. For instance : however, either-or neither-nor, if, although, before, not only... but also, etc.

h. Determiner

It is a word used before a noun. The determiner also used to modify a noun. For instance : a, an, the, this, and last.

2. Collocation

It can be called as two words usually found together or there is a looser kind of association two words namely collocation. For instance : once more, repeat again, once again, as well.

3. Homonyms

It has the words that share the same form but have unrelated meanings. For instance : a) well = sumur

well = baik

b) like = suka

like = seperti

4. Synonyms and Antonyms

Synonyms are words that share a similar meaning. Thus : old, ancient, antique, aged, elderly, are all synonyms in that they share the common meaning of *not young/new*. While antonyms are words with opposites meanings like old and new, sweet and bitter, etc.

5. Lexical Field

The words that have the kinds of thematic relationship are said belongs to lexical field. Words can have the same or similar meanings but be used in different situations or for different effects. For instance : Tree, carols, fireplace, and light all belong to the lexical field 'Christmas' although all of them, with the possible exception of carols- belongs to other lexical field as well. We may concluded, lexical field is some words can be defined in terms of their relationship with other words.

6. Importance of Vocabulary

In every language, vocabulary is very important to convey the idea, express and feelings, and to communicate with others. Vocabulary is one of the components, which supports the speakers in communication, whenever we want to communicate with other people using a language. The knowledge of word meanings and the ability that knowledge efficiently are recognized as important factors in reading and listening comprehensions, speaking and writing fluency.

Thornbury (2002: 13) opinions, "If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement, if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words. It means that language is made up of words. If we want to use language effectively, we must have a good stock of vocabulary. We cannot use the language, if we don't know the words of that language.

Nation (2001) states that vocabulary knowledge implies knowing a word in the spoken form of the word and the spoken form can be recognized and understood it in and out of context rather than guessed at. It means that someone uses the vocabulary to listen, read, speak, and write effectively also must have the comprehend about the vocabulary. Students learn vocabulary indirectly and directly. They can express their ideas and comprehend other people idea if they have good vocabulary mastery.

Based on explanation above, there are some reasons why vocabulary is important: 1) Increasing their vocabulary allows people to use more descriptive words to better communicate their thought, 2) Understanding the meaning of more words will help their verbal communication flow and allow people to start eliminating noises, 3) Being able to use more colorful words in speaking to others will allow people to project a more intelligent image, 4) Knowing more words will make people a better, 5) Without vocabulary the students won't know or understand numerous words, 6) Without mastering vocabulary they will get trouble in developing their language skills, and 7) The ability of understanding target language greatly depends on one's knowledge of vocabulary.

7. The Elements of Vocabulary

Students use different elements of vocabulary in a classroom setting daily. Implement vocabulary in the classroom is implemented in a variety of ways. Receptive vocabulary includes all of the words that a student recognizes when they hear them. Productive vocabulary refers

to all the words that students use when writing. These two categories can be split into four components. Teachers and students use these different elements in the classroom.

There are many classifications made by expert in language area about the kinds of vocabulary. The elements of vocabulary that explained by King (2012) are as follow:

a) Reading Vocabulary

Reading vocabulary refers to the range of the words that a students recognizes and comprehends while reading. A students may use skill such as context clues (guessing a word's meaning by reading the words around it) to learn unfamiliar words. A teacher will provide reading material that should be near the student's current reading abilities. Vocabulary within the passage. For example, will not include complex words that are reserved for students in higher grade level.

b) Listening Vocabulary

Listening vocabulary refers to all of the words a students can recognize and comprehend when listening to speech. Vocabulary can enhanced by the visual aids a speakers is using with hand and facial gestures. The person's tone of voice may also aid toward while listening. For example, a person may use an upset tone with using words such as "vex", "abrade". "pique". A students may learn based your tone and gestures that the word means bother or distress someone.

c) Writing Vocabulary

A writing vocabulary refers to the comprehensive list words that a student can utilize while writing. In contrast to reading and listening vocabulary, a writing vocabulary is gathered from the student's internal memory. A students will formulate several sentence using his vocabulary when writing essays and short stories. A student's writing vocabulary is more limited than his reading and listening vocabulary. Students have to correctly spell their words and use

them in correct and tense for the words to be considered a part of their writing vocabulary.

d) Speaking Vocabulary

Speaking vocabulary refers to all the words a student can use in speech. Whether in regular conversation with peers, class discussion, or special presentations, to describe a point of view in discussion or even to explain the correct answer to a problem. Much like listening vocabulary, speaking vocabulary is enhanced by the hand and facial gestures used and the context in which the sentences are used.

Based explanation above, the researcher can concludes that the elements of vocabulary is the word referred another in purpose enrich the public speakers in mastery vocabulary in specially in terminology of vocabulary. And also, the types of vocabulary that to use the productive vocabulary, through the listening, speaking, reading, and writing vocabulary.

2. Teaching With Word Chain Game

Word Chain Game is a word game in which players come up with words that begin with the letter or letters that the previous word ended with. A category of words is usually chosen, there is time limit such as five seconds, and words may not be repeated in the same game. An example chain for noun would be : book, knife, eraser, ruler, etc.

Word Chain is a kinds of game purposing to improve the player's ability in mastering vocabulary of words (Carroll. 2007: 4). Furthermore, Hemscott (2007:4) state that, "it is also an aid to spelling, playing word games help create an interest in words and their spelling". In addition, Word Chain is a list of words where each word differs from its neighbor by exactly one letter (Vetter. 2006: 4).

2. 1. Theory of Word Chain Game

In teaching vocabulary, we need some ways that interested doing in process of learning. Games is one of several way that very easy to apply in

process of learning because game is more interesting and can give the easy way to the students to recall or memorize English vocabulary.

According to carrier (1984) the variety of games can be in the form of words from words, word chain, word pyramids, and passwords. Furthermore, the researcher has one game that can be used in teaching vocabulary that is Word Chain Game.

Word Chain Game is interesting medium that is used to improve the students' vocabulary mastery. It means that word chain game can be used as primary media, when they try to make the word that begin with the letter or letters that previous word ended. Word chain game is one kind of media that can make students learn actively and enjoyable.

According to Westly (2004) says, "Working with word chain helps children grow in their understanding of words and their common spelling pattern. It also helps to focus children's attention on identifying differences in words that are almost the same (*sit or set*, for example) and identifying the letters that represent those different sounds.

That technique, the students can do as a result of having learned certain English word. Word chain game is one of methods for teaching vocabulary. It is helpful, because this technique make the students easier to improve their vocabulary. It can also make students fell that the words are important and necessary, because without those words, the object of word chain game can't be achieved.

2. 2. The steps of Word Chain Game

According to Dave (2009), the ways to teach vocabulary by using word chain game are :

This steps of this game are:

1. Students work in pairs or groups (approx 4-5 per group) or whole class if appropriate.
2. The first student, or the teacher, writes down the first word.
3. The next student must add a word using the last letter of the previous word. The word chain should focus on the vocabulary of a particular topic.

4. The chain continues around the group for a fixed period of time (for example 10 minutes).
5. When a chain has been completed, review the words used and get students to explain the word(s) that they contributed (textbook may be necessary again).

In addition, Cullen (1998: 25) the way to teach vocabulary by using word chain game are :

1. In the spoken version, one player starts the game by saying any word, for example, 'cat.'
2. The next player has to say a word that starts with the last letter of the previous our player's word. With cat, the last letter is *t*, so the next player might say "table."
3. The next player does the same, this time looking for a word that starts with *e*- for example, *elephant*.
4. The game continues does like this. It can stop when exhaustion sets in!
5. The written version is the same, except that the words are written on a sheet of paper that is passed from player to player.

Variations : Whole-Class Word Chains :

1. Everyone in the class has a sheet of paper of the same size and writes a word on it at the same time.
2. When everyone is ready, each child passes his or her paper to the closets child. Each player writes a word starting with the last letter of the word on the sheet of paper he or she received. Then, when everyone's ready, they pass the papers on again.
3. This goes on until the players get their own sheet of paper back.

From explanation above, the writer can concludes that these word chains can make very interesting classroom displays. And if students

succeed in word chain game, their vocabulary will increased and they can learn English language well.

2.3. The Advantages of Using Word Chain Game

Word chain game is one of the methods in teaching vocabulary which is chosen by researcher to make the students more interested in learning vocabulary. This method can help the students in remembering the new words. By playing word chain game, we not only improve our vocabulary but also explore language.

There are some expert's statement dealing with the advantages of wordchain game. "Games allow students to: work co-operatively, compete with each other, strategize, think in a different way, compare and share knowledge, learn from others, learn from mistakes, work in a less stressful and more productive environment, and allow people to have fun" (Agoestyowati, 2007:3).

Based on Agoestyowati's statement, the researcher can concluded there are some advantages for the students while using word chain game in learning vocabulary, as follows: (1) make the students more interested to learn vocabulary, (2) can improve the students' ability in vocabulary, (3) can be easy to remind their vocabulary, (4) their new words will stand longer in their mind, (5) can be easy to make the students more active in teaching and learning process, (6) can make students more active in teaching and learning process, (7) it will increase their vocabulary, and (8) giving the students inspiration and motivation to be more participates in learning vocabulary.

1. The Disadvantages of Word Chain Game

This game is needs high concentrate, focus, and understanding of the test, because there are many clues to help the students while doing the word chain, they can't do this word chain game well. There will be many blanks in word chain game. Thus, the students can't improve their vocabulary.

II. METHODOLOGY OF THE RESEARCH

This research had been conducted in SMP Negeri 1 Pandan that located on Jl. KihajarDewantara No 2 Pandan. The process of this research of was conducted for three months from April until July 2018.

According to Arikunto (2017: 203), "Method of the research is the way that used a researchers to collecting data in a research".

Method is a way, system, procedure, and rule by researcher to make the process of studying to be simple and should be followed by evaluate the research. Arikunto (2017: 2) said that there are three kinds of method of the research, such as 1) description research, 2) operation research (action research), 3) experimental research. Based on opinion above, the researcher used experimental method because this method is very suitable to find out the cause-effect relationship between two factors.

Arikunto (2017: 9) says, "The experimental method is the way to find out the relation of cause and effect (cause relation) between two factors that is raised by the researcher with eliminating the other factors.

According to Arikunto (2017: 173), "Population is all of subjects research". Population contain of object or subject that has certain quality and characteristic that should by the researcher to learn and get the conclusion.

Sugiyono (2014: 80), said that "populasi adalah wilayah generalisasi yang terdiri atas: obyek/subyek yang mempunyai kualitas dan karakteristik tertentu yang ditetapkan oleh peneliti untuk dipelajari dan kemudian ditarik kesimpulannya.

Based on the quotation above, the population of this research was the seventh grade of SMP Negeri 1 Pandan which consists of three classes has specific number of students. The total of population was 96 students.

Arikunto (2017: 174) said that sample is a part of or presenting of population. Priyono (2016: 104) says, "Sampel merupakan bagian dari populasi yang ingin diteliti". Oleh karena itu, sampel harus dilihat sebagai suatu pendugaan terhadap populasi dan bukan populasi itu sendiri.

Sugiyono (2014: 81) says, "There are some technique of selecting sample, namely: *simple random sampling, proportionate stratified random*

sampling, disproportionate stratified random, sampling area (cluster) sampling, (sampling menurut daerah).

In addition, Ary (2010: 150-155) says that there are some techniques in taking sampling, such as: 1) simple random sampling, 2) stratified sampling, 3) cluster sampling, 4) systematic sampling.

Based on kinds of technique of sampling previous, the researcher takes Systematic sampling as the technique sampling in this research.

Ary (2010: 155) stated that the Systematic sampling is done by taking element to n in population which is started by the element which is chosen randomly. The steps that can be done to reach the sample are: 1) select total number of members in population (N); 2) divide N by n and determine the sampling interval (K) to apply to the list; 3) Select the first K member randomly from the first K members of the list and then select every K th member of the population for the sample; 4) $k = N/n = \text{total sample}$.

Based on the explanation of the expert above, the researcher concludes that $N=96$, $n=30$, and $k=3$ and the sample of this research is every sequence 3 until the total sampling is 30 students.

The instrument means a tool that is used to test or to measure the both variable. According to Arikunto (2017: 203) says, "Instrument of the research is tool of activity used by researcher in collecting data, so that the process becomes easier and better more careful, complete and systematic". The instrument was by observation sheet and multiple choice test.

A research of course used needs data, without collecting the data it was impossible to do research. Data is one of the very important roles. Without collecting the data the researcher cannot conduct this research. The researcher to collect the data by using observation sheet (word chain game) and multiple choice (vocabulary mastery).

To analyze the data the researcher uses descriptive analysis formula or descriptive method. Descriptive analysis, it will describe the central tendency (mean, median, mode, histogram and so forth). After the data are

collected, it is important to analyze the data using statistical analysis, the formula that will be used is t_{test} formula.

III. RESULT

Based on the observation general view, it could be seen that the researcher used word chain game on students vocabulary mastery at seventh grade students of SMP Negeri 1 Pandan through 12 statement about the steps and the mean score was 4. So that the mean was included in the "Very Good". It means that the researcher has successful in conducting pre-activity steps.

The score the students' vocabulary mastery before using word chain game, it was found the highest score was 75 and the lowest score was 40, the mean score was 63.8 categorized as the "Enough" ability.

And the score the students' vocabulary mastery after using word chain game, it was found the highest score was 80 and the lowest score was 40, the mean score was 72.8 it is categorized as "Good" achievement. After collecting the data. The researcher is going to test the hypothesis. However the testing hypothesis can be found after finding the score of each variable in mean, median, and mode. The data which is taken in accordance to the participants score on the instrument test responses were tabulated as the purpose of hypothesis testing that is mentioned previously, the data is analyzed by using t_{test} is 2.33 and t_{table} is known as number 2.04. After finding the score of t_{test} and t_{table} both of the scores are compared. It was found that t_{test} was higher than t_{table} ($t_{\text{count}} 2.33 > t_{\text{table}} 2.04$).

From the result of calculation above it was shown there is a significant effect of word chain game on students' vocabulary mastery at seventh grade students of SMP Negeri 1 Pandan. The researcher can say that Alternative Hypothesis (H_a) is received.

IV. DISCUSSION

Based on the observation sheet result of cooperative script mode on students' Vocabulary Mastery, the researcher found that the score is 4. The score is categorized as "Very Good" criterion. Furthermore, the result of students' Vocabulary Mastery before taught by using word chain game was 63.8 and it is included in "Enough" criterion. While, the result of students' Vocabulary Mastery after taught by using word chain game is 72.8. It is included in "Good" criterion. It means that there is an improvement on students' vocabulary mastery after taught by using word chain game.

The improvement is happened because the application of word chain game in teaching the student vocabulary mastery is very good, so that the students were more active to follow the teaching and learning process, and the teaching and learning process will be more fun and not boring because in learning the students give their motivation each other, even the result is not too good, but they had tried to created and improve their vocabulary mastery. It means that word chain game has the big effect to make the students easier to create their own word in English.

By looking the review of related findings which had been discussed in chapter II, and if they were compared with this research result, it could be concluded that students' vocabulary mastery after using word chain game. It means that event though the using of word chain game in vocabulary mastery gave the improvement, but the using of word chain game was more effective to make students mastering vocabulary. From the result t-test also proven that t_{count} is higher than t_{table} ($t_{\text{count}} 2.33 > t_{\text{table}} 2.04$), so that the hypothesis is received. The researcher concludes that the students' Vocabulary Mastery after taught by using word chain game is higher than before taught by using word chain game at seventh grade students of SMP Negeri 1 Pandan.

Why it could be happened, and why the students achievement after using word chain game was better than before using word chain game, it was because based on the theory that had been discussed in chapter II and

conceptual framework, the researcher thought and presumed that word chain game is good and effective strategies which will give the big effect on the students' vocabulary mastery. From that conceptual framework, finally the researcher made the hypothesis and the hypothesis which had been made the researcher was received by proving it with statistical process. From the previous explanation, the researcher concluded that the word chain game has good effect in vocabulary mastery. That's why the hypothesis is received.

CONCLUSIONS

Based on the result of the research in chapter IV, the researcher concluded that 1) The application of word chain game on student's vocabulary mastery at seventh grade students of SMP Negeri 1 Pandan is 4. It was included "Very Good" category. 2) The students' Vocabulary Mastery before taught by using word chain game at seventh grade students of SMP Negeri 1 Pandan was 63.8. it was included as "Enough" category, and the students' Vocabulary Mastery after using word chain game at seventh grade student of SMP Negeri 1 Pandan was 72.8 and it was included as "Very Good", 3) There is a significant effect of word chain game on student's vocabulary mastery at seventh grade students of SMP Negeri 1 Pandan. Based on the calculation of t_{test} is greater than the value of t_{table} (calculation of $t_{\text{test}} 2.33 > t_{\text{table}} 2.04$). So, hypothesis in this research can be accepted.

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