A STUDY ON THE IMPLEMENTATION OF WORD CHAIN GAME IN TEACHING VOCABULARY MASTERY

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ABSTRAK

Penelitian ini dilakukan melalui metode Library Research yang mendeskripsikan penerapan Word Chain Game dalam Pengajaran Penguasaan Kosakata. Word Chain Game adalah jenis permainan yang dirancang untuk membantu siswa meningkatkan penguasaan kosakata mereka. Tujuan dari penelitian ini adalah untuk mendeskripsikan langkah-langkah penerapan Word Chain Game dalam pengajaran penguasaan kosakata dan mendeskripsikan penguasaan kosakata siswa setelah penerapan Word Chain Game. Sumber data diambil dari Lewis Carroll (1879) sebagai data primer dan penulisan ilmiah tentang implementasi Word Chain Game dari tahun 2010-2021 sebagai data sekunder. Hasil penelitian metode kepustakaan menunjukkan bahwa terdapat 5 (lima) karya tulis ilmiah. Hasil analisis deskriptif menunjukkan bahwa implementasi Word Chain Game di lima penelitian yang berbeda menggunakan langkah-langkah yang berbeda dalam mengimplementasikan prosedur yang dihasilkan oleh para pendukung game yang terdiri dari 4 langkah. 1) Kata-kata yang digunakan harus berasal dari kamus. Nama dan kata yang tepat tidak diperbolehkan. 2) Kata berikutnya harus dibentuk dari kata sebelumnya dengan melanjutkan kata dengan huruf terakhir di dalamnya untuk membentuk Kata Rantai. 3) Tidak ada kata yang dapat digunakan sebagai Tautan kecuali jika (atau, jika merupakan infleksi, kata dari mana kata itu berasal) tercantum dalam Daftar Istilah berikut. Ketika kata sifat dan kata keterangan dibentuk secara teratur, perbandingan dan superlatifnya dianggap sebagai 'infleksi' dari bentuk positif dan tidak diberikan secara terpisah: misalnya, jika kata 'baru' diberikan, harus dipahami bahwa 'lebih baru' dan 'terbaru' juga dapat diterima. Namun, kata benda yang dibentuk dari kata kerja (seperti 'reader' dari 'read') tidak dianggap demikian, dan tidak boleh digunakan sebagai Link kecuali jika ditemukan dalam Glosarium. 4) Saat dimainkan dalam grup, orang yang tidak dapat memberikan tautan kata dieliminasi, dan pemenangnya adalah satu-satunya yang tersisa. Ketika ada dua pemain, pemain yang paling banyak membuat tautan kata menang. Salah satunya meminta siswa untuk menulis, mengeja, dan mengucapkan kata. Dua dari mereka hanya meminta siswa untuk menulis kata, dan peneliti lain hanya meminta siswa untuk mengucapkan kata. Penguasaan kosakata siswa EFL meningkat setelah penerapan Word Chain Game di kelas. Menurut temuan, ini memberikan metode yang menarik untuk keterampilan dan strategi membangun kosa kata, menghafal kata, mengingat daftar kata atau pengenalan kosa kata, dan kerja kelompok. Disimpulkan bahwa penggunaan Word Chain Game dalam pengajaran kosa kata efektif. Dengan kata lain, perbedaan dalam prosedur pengajaran tidak berdampak negatif pada penguasaan kosakata siswa.

Kata Kunci: Game Rantai Kata, Penguasaan Kosakata

ABSTRACT

This study was conducted through Library Research method which describes the application of Word Chain Game in Teaching Vocabulary Mastery. Word Chain Game is type of game designed to help players improve their vocabulary mastery. The objectives of this research are to describe the steps on the implementation of Word Chain Game in teaching vocabulary mastery and describe the students' vocabulary mastery after the

implementation of Word Chain Game. The data source were taken from Lewis Carroll (1879) as the primary data and scientific writing on the implementation of Word Chain Game from 2010-2021 as the secondary data. The result of the library research method indicate that there are 5 (five) scientific writing. The result of descriptive analysis show that the implementation of Word Chain Game in five different studies used different steps in implementing the procedures produced by the proponents of the game which consist of 4 steps. 1) The words used must be derived from dictionary. Proper names and words are not permitted. 2) The next word must be formed from the previous word by continuing the word with the last letter in it to form a Chain Word. 3) No word may be used as a Link unless it (or, if an inflection, the word from which it comes) is listed in the following Glossary. When adjectives and adverbs are regularly formed, their comparatives and superlatives are regarded as 'inflections' of the positive form and are not given separately: for example, if the word 'new' is given, it is to be understood that 'newer' and 'newest' are also admissible. However, nouns formed from verbs (such as 'reader' from 'read') are not considered to be so, and may not be used as Links unless they are found in the Glossary. 4) When played in a group, the person who cannot provide the word link is eliminated, and the winner is the only one who remains. When there are two players, the one who makes the most word links wins. One of them ask the students to write, spell, and pronounce the word. Two of them just ask the students to write the word, and other researchers only ask the students to pronounce the word. The vocabulary mastery of EFL students improved after the implementation of Word Chain Game in the classroom. According to the findings, it provides an interesting method for vocabulary building skill and strategies, word memorization, word list recall or vocabulary recognition, and group work. It is conclude that using Word Chain Game in teaching vocabulary is effective. In other words, differences in the teaching procedures do not negatively impact the students vocabulary mastery.

Keywords: Word Chain Game, Vocabulary Mastery

INTRODUCTION

Vocabulary takes an important part in learning English either as a second or a foreign language. In order to learn and acquire the language skills of listening, speaking, reading, and writing efficiently, EFL learners need to have rich vocabulary. Having an extensive vocabulary enables students to express themselves clearly and communicate effectively. Viera (2017:92) points out, "The knowledge of vocabulary is essential in learning languages. Not only does it contribute in the comprehension and production of the language, but it also works as a good indicator of the performance and acquisition of any language skills." It means that mastery of vocabulary is critical when learning a language. It is also a good predictor of the acquisition of any language skills.

Considering the importance of vocabulary in language skills development, teaching English vocabulary at schools never be in isolation. It is always integrated with macro and other micro language skills including grammar and pronounciation. Tovar (2014) argues that no matter how good the students grammar and pronountiation, communication cannot happen in a meaningful way without vocabulary. Therefore,

teachers should find teaching instructions that allow students learning the new vocabulary as well as improving their language performance. There are at least two problems related to students' vocabulary. First, most students learn vocabulary only when they find new words, that they do not know the meaning. Second, most students learn to increase vocabulary in a boring way, such as memorizing. As a result, students' vocabulary is not effectively increased.

However, on many occasions teaching vocabulary at schools, especially to secondary school students lies on words memorization. Consecuently, they tend to forget the words easily because those are not stored in their long-term memory. Cahyono and Widiati (2008) state that by memorizing students may acquire small number of words they already expose to. Another drawback of words memorization is that the students find it boring, wasting time and energy. Thus, it is nessessary to provide them with a teaching instruction which is fun, yet effective like games.

Games are considered a good way in motivating students to learn a particular language. Caganaga (2016:127) asserts, "Games provide learners encouragement to interact and communicate succesfully, for permanence to carry on the effort of learning and create a context to use the language meaningfully, decrease anxiety, and allow learners to study in a relaxed and enjoyable atmosphere." Students learn in a relaxed and enjoyable environment by playing games. As a result, students' self-confidence grows, which can motivate them to communicate effectively. Besides, games make students behavior more positive toward learning. Clearly, games offer many benefits like more motivation, make student feel enjoy, class cooperation, friendly fun, etc. when using in EFL classroom.

There are several word games that can be applied in teaching and learning vocabulary, such as picture games, magic tricks, caring and sharing game, card and board games, story games, sound games, word games, word zap, word map, word splash, and etc. Word chain is a well-known game where the players have to mention a thing based on a simultaneous chosen theme and has been used in many languages' classes for a long time. The Word Chain Game was invented in the late 19th century by Carroll, author of Alice in Wonderland. He states that word chain is a kind of game purposing to improve the players' ability in mastering vocabulary or words. Word Chain Game is believed as an effective way to increase student's vocabulary

achievment. In English teaching learning process this game is one of the games in which students can express their English vocabulary when they speak in learning process. Therefore, when students play this game they should mention the word. By using this game, the students will participate actively and think critically in English learning process.

In relation to the issues raised above, games can be a good option because they make the classroom more enjoyable. According to Yolageldili and Arikan (2011), playing games while learning provides enjoyment and relaxation. Word Chain Game is reliable. Yanti (2019) indicated that Word Chain Game can be apply to improve the mastery of English vocabulary. The game allows students to easily recall the words they have learnt. Students can have a more enjoyable learning environment by playing games, which allows them to be more active in teaching and learning activities.

METHOD

In this research, the researchers used qualitative research design which is Library Research method. Library research is a research activity carried out by collecting information and data with the help of various materials in the library such as reference books, similar results of previous research, articles, notes, and various journals related to the problem to be solved. Activities are carried out systematically to collect, process, and conclude data using certain methods in order to find answers to the problems faced. Sarwono (2006) states that Library research is a study that analyzes various reference books and research findings to get a theoretical basis for the problem studied.

The researchers applied content analysis method to analyze the data. Haggarty (1996) states that content analysis is a research method which allows the qualitative data collected in research to be analyzed systematically and reliably so that generalizations can be made from them in relation to the categories. Result of data analysis was presented descriptively.

After the data obtained from the data source, the researchers analyzed them through the following procedures:
1. Reading and identifying the data sources to find the information needed.
2. Understanding the content and key information of the data sources.
3. Describing the information found in the data sources.

4. Organizing the information and explanations.
5. Making conclusion of the data sources' descriptions which were obtained.

FINDINGS AND DISCUSSION

FINDINGS

In collecting the data the researchers used two types of data; they are primary data and secondary data. The primary data was taken from a book written by the proponent of Word Chain Games, Lewis Carroll (1879) entitled *Doublets: A Word-Puzzle*. Meanwhile, the secondary data were obtained from academic writing including three skripsi of Sulistiawati (2020), Maulani (2020) and Sakinah (2017); two theses of Ramadani (2019) and Yanti (2017). The following are findings of both primary and secondary data.

Using games in teaching vocabulary is one of the ways to help increase students' vocabulary. Games are beneficial in vocabulary learning because they enhance students' ability to memorize words, encourage students' interaction, improve their communicative skills and enhance students' motivation (Wilkins, 2015). Games also help a teacher creates a fun environment in the teaching and learning process. After learning and practicing new vocabulary through games, students have the opportunity to use language in a non-stressful way (Uberman, 1998).

Word Chain is one of the games created by Charles Lutwidge Dodgson, more well-known by his pen name, Lewis Carroll. He invented and introduced the Word Chain Game using a pamphlet in 1877. Indeed, the original name of Word Chain Game was 'Word Links' but later switched to 'Doublets'. The game was known by a variety of names, such as Word Ping Pong and Transformations. Even, Vladimir Nabokov, also known as Vladimir Sirin (1962) mentioned the game as 'Word Golf' in his novel *Pale Fire*. Today it is better known as Word Ladders.

Carroll wrote in his diary that he began to teach the Word Chain Game to guests at a dinner party on March 12, 1878. Then, he wrote about the game entitled *Word-links: a game for two players, or a round game* in April 1878. The game appeared in the

journal of *Word Ways* in February 1979. There was an article discussed about chains that reverse a word such as TRAM to MART, FLOG to GOLF, LOOPS to SPOOL, and so on.

By using this game, the students' can improve their ability in vocabulary and think critically that make students' more active in English learning process. Carroll (1879) states that Word Chain is a kind of game purposing to improve the players' ability in vocabulary of words. Furthermore, Hemscott (2007:4) states, "it is also an aid to spelling, playing word games help create an interest in words and their spelling." It means that with playing game makes students easy to increase their ability in comprehending the words.

There are any constraints on the selection of "chain links", as in an association game, or whether certain time limits have to be kept. Nevertheless, Chain Games are easy to play because their simple rules do not need much explanation at the start of the game. Since their language content is usually restricted to certain words or sentence types, they are suitable for slow learners and beginners with a limited command of the foreign language.

DISCUSSION

Games can be used as a tool to complement teaching methods to improve the learning experience of the learners, while at the same time teaching other skills such as following rules, adaptation, problem solving, interaction, critical thinking skills, creativity, teamwork, and good sportsmanship. Perotta, Featherstone, Aston, and Houghton (2013) assert that the utilization of games in classroom can support teaching and learning process. Because learning should not feel dull where the students learn and grasp concepts through repetition or cramming, teachers can take advantage of their energy and innovative thinking using game to improve their learning performance.

Games play crucial role in teaching and learning in the classroom. The use of games in education aims to help students remember what they have learnt as their active participation is encouraged. Although learning should not mean as rote learning or memorization, the students can use games to understand concepts which they can apply in their examinations as well as in real-world situations. Zirawaga, Olusanya and Maduku (2017) state that the use of games in teaching learning process helps students

remember what they have learnt and remember the critical points which they can apply in their exercise.

Learning vocabulary using games is quite effective because the students are assigned to work in groups. Group working can make study more efficient and fun. According to Brown (2001), Group work is a broad term that encompasses a variety of techniques in which two or more students are assigned a task that requires collaboration and self-initiated language. Working with others enables students to pool their ideas and see problems from different perspectives. In a group working, students can attempt tasks that could not be accomplished by an individual, combining a variety of skills and expertise to tackle more complex and larger scale problems.

Word Chain Game is one of the games used in teaching English either as a second or foreign language. Firmansyah and Adi (2015) mention that Word Chain Game is well-known game that has been applied in language teaching class for a long time. This game aims to increase vocabulary mastery of the players (Carroll, 1879). In this game the players have to mention a word related to the topic discussed. They must come up with words that begin with the letter ended with. It is done simultaneously in groups until one player left as the winner.

How to apply Word Chain Game in teaching vocabulary and How is the vocabulary mastery after the implementation of Word Chain Game?

Having reviewed five academic writings in the form of skripsi and thesis, it was found that not all researchers followed the rules provided by the proponents (Carroll, 1879). Although the papers reviewed use either adopted or adapted teaching procedures, the results remain the same, that using Word Chain Game in teaching vocabulary is effective. In other words, differences in the teaching procedures do not negatively impact the students vocabulary mastery. Undeniably, there are some reasons contributing to the effectiveness of this game. The researchers will describe the implementation of the Word Chain Game in the classroom and some factors that contribute to the game's effectiveness using primary and secondary data in this section. He divided the discussion into four parts, which are as follows;

Yanti's Study (2017)

applying Word Chain Game in teaching vocabulary, yanti followed the proponent's procedure which means she is adopted, the steps she used are; 1) The

teacher determined the category of words the students were playing. 2) She appointed one student to say one word about the topic. 3) The next student was supposed to mention another word which begins with the last letter of the previous word, and so on. 4) The students who could not provide the word was expelled from the game.

Yanti (2017) found that using Word Chain Game can improve vocabulary mastery of the students for some reason. The game allows students to easily recall the words they have learnt. Rixon (1992:82) asserts, "Games helps students revise vocabulary and recalling something that happened in the game may help a student remember the language connected with it." Besides, this game helps the students find the clue to tell any vocabulary words as mentioned by Blachowicz and Cobb (2007) that Word Chain allows students to advance their word and spelling knowledge by creating new words based on preceding words.

Sakinah's Study (2017) and Sulistiawati's Study (2020)

In applying word chain games in teaching vocabulary, Sakinah and Sulistiawati have the same rules, they are adapted from the proponent. 1) The Teacher Introduced and explained about Noun. 2) The students divided into several groups by the teacher. 3) The teacher gave a different topic for each group. 4) She asked the representative of each group to write a first word related to the topic. 5) She asked the next student from each group to come up and write another word that begins with the same letter as the ending letter of the previous word. Words cannot be used more than once. 6) She gave a chance to other groups to correct their friends' answers. 7) She guided the students to correct the answer. 8) She asked the students to pronounce all the unfamiliar words. 9) She gave exercises. 10) She asked students to make several sentences related to the topic.

Furthermore, Sakinah (2017) and Sulistiawati (2020) asked the students to write the word instead of saying it. They followed the procedures suggested by Sperling (2009), in which the teacher asks the leader of a group to come up and write a first word related to the topic. The next student of the group writes down another word that begins with the same letter as the ending letter of the previous word. Example, word "B", the first student writes "Bottle" and the next students write "Ear-Radio-Owl". This goes on until the end of time.

Sakinah (2017) and Sulistiawati (2020) mentioned that applying Word Chain Game can improve vocabulary mastery of the students because by asking the students to write the words, they can easily remember the new words and learn some new words from their friends. Agoestyowati (2007) state that using games in EFL classroom provide some advantages to students since they can work together in groups while competing each other. They set strategies by comparing and sharing knowledge as well as learning from others mistakes. Through games the students can have enjoyable learning environment which allows them to be more active in teaching and learning activities.

Ramadani's Study (2019)

She followed the procedures outlined by the proponent which means she is adopted. When teaching English vocabulary in class using the Word Chain Game. The first, teacher determined the category of words the students were playing. Next, She appointed one student to say one word about the topic. Then, the next student was supposed to mention another word which begins with the last letter of the previous word, and so on. Last, the students who could not provide the word was expelled from the game.

Furthermore, a study of Ramadani (2019) indicated that using Word Chain Game is more influential in increasing vocabulary mastery than conventional way because the game enables students to memorize words and the meaning of the words. Memorizing is the process of estabilishing information in memory. The term 'memorizing' usually refers to the concius processes. This means the learners use memorization conciously and they think about the process of memorization when they are applying it. According to Oanh, Hoang, and Hien (2006), memorizing is to learn something carefully so that you can remember it exactly.

Maulani's Study (2020)

She used steps that she devised herself to teach vocabulary at the SMTI Vacational High School in Yogyakarta using a Word Chain Game. Maulani made some additional activities in her teaching procedures which means she is adapted. After the teacher wrote the first word on the whiteboard, the first student of a group was asked to write a word that begins with the last letter of previous words. In addition to writing the

word, the students had to spell, pronounce and determine the meaning of the word. The next students ran the same activity until the end of time.

The following steps that Maulani (2020) applied are; 1) The teacher wrote the first word on the whiteboard. 2) The student who got their turn should write a word that begins with the last letter of previous words. 3) The student spelled, pronounced and wrote the meaning of that word. 4) The next students ran the same activity.

A study of Maulani (2020) showed that the implementation of Word Chain Game in teaching vocabulary has a positive impact and beneficial for students learning. It is perceived to be an effective technique in stimulating students' vocabulary building. The activities performed certainly help the students develop their vocabulary mastery. Ball (2012) states that Word Chain Game is an excellent game aiming to build and enhance learners vocabulary skill.

In summary, it can be concluded from the preceding discussion that students find it difficult to learn vocabulary. As a result, the teacher must devise an effective method for engaging them in the teaching and learning process. The Word Chain Game is a fun way to get them involved in the classroom. According to the findings, the implementation of this game has a positive effect on students' vocabulary mastery. It aided students in vocabulary building skill and strategies, word memorization, word list recall or vocabulary recognition, and group work.

Therefore, this technique has implement to the students, teachers, and schools. For starters, this technique can help students improve their vocabulary and make learning more enjoyable. Second, the teacher is merely a guide who guides and assists students when they encounter difficulties. Finally, schools can use this technique as an effective way to help students improve their vocabulary by providing suggestions to teachers as an alternative way to teach vocabulary.

CONCLUSION

Lewis Carroll discovered an effective method in 1879, namely Word Chain Game. According to the findings of studies conducted between 2010-2021, Word Chain Game is an interactive method that is effective in improving students' vocabulary mastery. There are many steps in implementing this game such as the teacher determined the category of words the students were playing, she appointed one student

to say one word about the topic, the next student was supposed to mention another word which begins with the last letter of the previous word, and so on, the students who could not provide the word was expelled from the game. It is an intriguing method for students because it motivates them to learn vocabulary. However, when using this game, the researchers can change the steps based on the materials and the situation of the class. As a result, EFL students' vocabulary skills have increased. It was influenced by the benefits of this game, such as making students more interested in learning vocabulary, improving students' vocabulary ability, reminding students of their vocabulary, allowing students to remember new words for longer periods of time, and making students more active in the teaching and learning process, students will be more engaged in the teaching and learning process, their vocabulary will grow, and they will be inspired and motivated to learn additional vocabulary.

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