THE EFFECT OF WORD CHAIN GAME ON VOCABULARY MASTERY AT THE VIII GRADE STUDENTS OF SMP N 6 PADANGSIIDMPUAN

Thesis

Submitted to the English Education Department of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan as a Partial Fulfillment of the Requirement for the Graduate Degree of Education (S. Pd) in English Department

Written By
KHOIRUNNISA
Reg. Num. 20 203 00036

ENGLISH EDUCATION DEPARTMENT
TARBIYAH AND TEACHERS TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF SYEKH ALI
HASAN AHMAD ADDARY
PADANGSIDIMPUAN
2025

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2025

LETTER OF AGREEMENT

Term: Thesis
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Padangsidimpuan, 3 Januari 2025
To:
Dean Tarbiyah and Teacher Training Faculty
In –
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Assalamu'alaikum Wr. Wb.

After reading, studying and giving advices for necessary revision on thesis belongs to *Khoirunnisa,* entitled *"The Effect of Word Chain Game on Vocabulary Mastery at The VIII Grade Students of SMP N 6 Padangsidimpuan.".* we approved that the thesis has been acceptable to complete the requirement to fulfill for the graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of Enlgish Department of Tarbiyah and Teacher Training Faculty UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

Thank you
Wassalamu'alaikum Wr. Wb.

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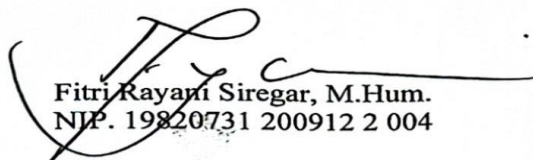
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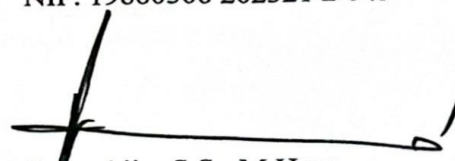NIP. 19820731 200912 2 004

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Title : The Effect of Word Chain Game on Vocabulary Mastery at The VIII Grade Students of SMP N 6 Padangsidimpuan.

ABSTRACT

This research investigates the effect of using the Word Chain Game on vocabulary mastery among eighth-grade students at SMP N 6 Padangsidimpuan. The study aims to evaluate students' vocabulary mastery before and after learning with the Word Chain Game and determine whether the Word Chain Game has a significant impact on their vocabulary mastery. A quantitative approach was applied using an experimental design, specifically a pretest-posttest control group design. The population of the study consisted of 180 students, and a sample was randomly selected: class VIII-1 (30 students) as the experimental group using a Word Chain Game, and class VIII-3 (31 students) as the control group. Data were collected through pre-tests and post-tests in the form of multiple-choice questions. The data were analyzed using an independent t-test. The findings revealed that the average score of the experimental group, which used the Word Chain Game, was higher than that of the control group. The t-test analysis showed that $t_{count} > t_{table}$ (6.463 > 2.000), confirming the alternative hypothesis. This indicates that the Word Chain Game had a significant positive effect on students' vocabulary mastery. In conclusion, the study demonstrates that the use of the Word Chain Game significantly enhances vocabulary acquisition among eighth-grade students at SMP N 6 Padangsidimpuan.

Keywords: Word Chain Game, Vocabulary Mastery, Experimental Research

Nama	: **Khoirunnisa**
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Judul	: **Pengaruh Game Rantai Kata terhadap Penguasaan Kosakata Siswa Kelas VIII SMP N 6 Padangsidimpuan.**

ABSTRAK

Penelitian ini menyelidiki pengaruh penggunaan Permainan Rantai Kata terhadap penguasaan kosakata di antara siswa kelas delapan di SMP N 6 Padangsidimpuan. Penelitian ini bertujuan untuk mengevaluasi kemampuan kosakata siswa sebelum dan sesudah belajar dengan Permainan Rantai Kata dan menentukan apakah Permainan Rantai Kata secara signifikan berdampak pada penguasaan kosakata mereka. Pendekatan kuantitatif digunakan dengan menggunakan desain eksperimen, khususnya desain kelompok kontrol pretes-postes. Populasi penelitian ini terdiri dari 180 siswa, dan sampel dipilih secara acak: kelas VIII-1 (30 siswa) sebagai kelompok eksperimen yang menggunakan Permainan Rantai Kata, dan kelas VIII-3 (31 siswa) sebagai kelompok kontrol. Data dikumpulkan melalui pre-test dan post-test dalam bentuk soal pilihan ganda. Data dianalisis dengan menggunakan uji-t independen. Hasil penelitian menunjukkan bahwa nilai rata-rata kelompok eksperimen, yang menggunakan Permainan Rantai Kata, lebih tinggi daripada kelompok kontrol. Analisis uji-t menunjukkan bahwa t $_{hitung}$> t $_{table}$ (6.463 > 2.000), yang mengkonfirmasi penerimaan hipotesis alternatif. Hal ini menunjukkan bahwa Permainan Rantai Kata memiliki pengaruh positif yang signifikan terhadap penguasaan kosakata siswa. Kesimpulannya, penelitian ini menunjukkan bahwa penggunaan Permainan Rantai Kata secara signifikan meningkatkan penguasaan kosakata di antara siswa kelas delapan di SMP N 6 Padangsidimpuan.

Kata Kunci: Game Rantai Kata, Penguasaan Kosakata, Penelitian Eksperimen

الاسم:	خويرونيسا
رقم التسجيل:	٢٠٢٠٣٠٠٠٣٦
عنوان البحث:	أثر لعبة سلسلة الكلمات على إتقان المفردات لدى طلاب الصف الثامن من المرحلة الإعدادية ٦ بادانغسيدايمبوان

ملخص البحث

يبحث هذا البحث في تأثير استخدام لعبة سلسلة الكلمات على إتقان المفردات بين طلاب الصف الثامن في المرحلة الإعدادية ٦ بادانغسيدايمبوان. تهدف الدراسة إلى تقييم إتقان الطلاب للمفردات قبل وبعد التعلم باستخدام لعبة سلسلة الكلمات وتحديد ما إذا كان للعبة سلسلة الكلمات تأثير كبير على إتقانهم للمفردات. تم تطبيق منهج كمي باستخدام تصميم تجريبي، وتحديدًا تصميم مجموعة تحكم قبل الاختبار وبعده. تألف مجتمع الدراسة من ١٨٠ طالبًا وطالبة، وتم اختيار عينة عشوائيًا: الصف الثامن – ١ (٣٠ طالبًا) كمجموعة تجريبية باستخدام لعبة سلسلة الكلمات، والصف الثامن – ٣ (٣١ طالبًا) كمجموعة ضابطة. تم جمع البيانات من خلال اختبارات قبلية وبعدية في شكل أسئلة متعددة الخيارات. تم تحليل البيانات باستخدام اختبار جدول مستقل. كشفت النتائج أن متوسط درجات المجموعة التجريبية، التي استخدمت لعبة سلسلة الكلمات، كان أعلى من متوسط درجات المجموعة الضابطة. أظهر تحليل اختبار الجدول أن ٦,٤٦٣ > ٢,٠٠٠، مما يؤكد الفرضية البديلة. وهذا يشير إلى أن لعبة سلسلة الكلمات كان لها تأثير إيجابي كبير على إتقان الطلاب للمفردات. في الختام، أظهرت الدراسة أن استخدام لعبة سلسلة الكلمات يعزز بشكل كبير اكتساب المفردات لدى طلاب الصف الثامن في المرحلة الإعدادية ٦ بادانغسيدايمبوان

الكلمات المفتاحية لعبة سلسلة الكلمات، إتقان المفردات، بحث تجريبي

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ABSTRACT

This research investigates the effect of using the Word Chain Game on vocabulary mastery among eighth-grade students at SMP N 6 Padangsidimpuan. The study aims to evaluate students' vocabulary mastery before and after learning with Word Chain Game and determine whether the Word Chain Game significantly impacts their vocabulary mastery. A quantitative approach was applied using an experimental design, specifically a pretest-post-test control group design. The population of the study consisted of 180 students, and a sample was randomly selected: class VIII-1 (30 students) as the experimental group using a Word Chain Game, and class VIII-3 (31 students) as the control group. Data were collected through pre-tests and post-tests in the form of multiple-choice questions. The data were analyzed using an independent t-test. The findings revealed that the average score of the experimental group, which used the Word Chain Game, was higher than that of the control group. The t-test analysis showed that $t_{count} > t_{table}$, (6.463 > 2.000) confirmed the alternative hypothesis's acceptance. This indicates that the Word Chain Game had a significant positive effect on students' vocabulary mastery. In conclusion, the study demonstrates that the use of the Word Chain Game significantly enhances vocabulary acquisition among eighth-grade students at SMP N 6 Padangsidimpuan.

Keywords: Word Chain Game, Vocabulary Mastery, Experimental Research

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Kata Kunci: Game Rantai Kata, Penguasaan Kosakata, Penelitian Eksperimen

الاسم	: إيكا أبريل ليانجا
رقم التسجيل	: ٢٠٢٠٣٠٠٠٣٥
عنوان البحث	: أثر تطبيق اختبار كويزيز على إتقان المفردات لدى طلاب الصف السابع في مدرسة باديري الإعدادية في وسط تابانولي.

ملخص البحث

تناقش هذه الدراسة تأثير تطبيق كويزيز على إتقان المفردات لدى طلاب الصف السابع في مدرسة بديري الإعدادية الأولى في تابانولي الوسطى. لا يزال معظم الطلاب يواجهون صعوبة في فهم مفردات اللغة الإنجليزية، وكان الغرض من هذه الدراسة هو تحديد مدى إتقان الطلاب للمفردات قبل وبعد التعلم باستخدام تطبيق كويزيز واختبار ما إذا كان لتطبيق كويزيز تأثير كبير على إتقان المفردات. استخدمت هذه الدراسة الأسلوب الكمي مع التصميم التجريبي وتصميم المجموعة الضابطة قبل الاختبار وبعده. كان مجتمع هذه الدراسة من طلبة الصف السابع في مدرسة بديري ١ الإعدادية في وسط تابانولي، البالغ عددهم ٢٥٠ طالبًا وطالبة. أُخذت العينة باستخدام تقنية أخذ العينات العشوائية، وهي الفصل السابع –٢ (٣١ طالبًا) كفصل تجريبي والفصل السابع–١ (٣١ طالبًا) كفصل ضابطة. جُمعت البيانات عن طريق إجراء اختبار قبلي واختبار بعدي باستخدام الاختيار من متعدد كأداة. في تحليل البيانات، استخدمت هذه الدراسة الاختبار الجزئي المستقل. ووجدت الباحثة أن متوسط درجات الفصل التجريبي بعد التعلم باستخدام تطبيق كويزيز كان أعلى من متوسط درجات الفصل الضابطة. بالإضافة إلى ذلك، بعد إجراء الحسابات الجزئية للاختبار، وجدت الباحثة أن متوسط درجات الفصل التجريبي أعلى من متوسط درجات الفصل الضابطة. وهذا يعني أن الفرضية مقبولة. يمكن استنتاج أن هناك تأثيرًا كبيرًا لتطبيق كويزيز على إتقان المفردات لدى طلاب الصف السابع في سيكولاه مينينجا بيرتاما ١ باديري تابانولي تنجاه.

الكلمات المفتاحية: تطبيق كويزيز، إتقان المفردات، البحث التجريبي

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Padangsidimpuan,   Februari 2025
Researcher

Khoirunnisa
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CHAPTER 1
INTRODUCTION

A. Background of the Problem

Vocabulary is one of the language aspects that people should learn when they are learning the 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 vocabulary cannot be separated by referring to four skills because when the students listen, speak, read, or write they always involve their vocabulary to express their thoughts, ideas, or opinions.

Vocabulary is needed to increase these four skills because vocabulary functions build the four language skills. Limited vocabulary mastery and knowledge inhibit the student's ability to develop language skills. Without sufficient vocabulary, people cannot communicate effectively or express their ideas in both oral and written form.

Vocabulary is a central of language and of critical importance of typical language. Without sufficient vocabulary, people cannot communicate effectively or express their ideas in both oral and written form. To support the speaker's interaction in communication, vocabulary becomes important because it can be used as a basic foundation to construct a word into a good sequence of sentences. [1] So, Vocabulary is a key element for effective

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[1] Rayani Fitri and Harida Sustri Eka, "*Building a Better Vocabulary by Word Formation Process*" (Padangsidimpuan, 2021), https://repo.uinsyahada.ac.id/980/2/Building a Better Vocab_wm_sample.pdf.

communication, both verbally and in writing. It allows individuals to express their thoughts, feelings, and information clearly and precisely. An extensive vocabulary is critical for success in writing, reading, and speaking, as it aids in conveying meaning and facilitating meaningful interactions.

In line with the explanation above, vocabulary learning is an important and indispensable part of any language learning process to master the four skills in English. It means that vocabulary is needed for all skills, like speaking and listening; students cannot speak and understand without vocabulary. Thus, in reading and writing, students cannot understand a word without knowing its meaning or write a paragraph or sentence without knowing its language.

Without an extensive vocabulary and strategy for acquiring new vocabulary, learners often achieve less than their potential.[2] They may be discouraged from using language learning opportunities around them, such as listening to the radio, listening to native speakers, using the language in different contexts, reading, or watching television. By having an extensive vocabulary, the students can use English easily.

Vocabulary is the most important element that should be taught for the first time in teaching English. It is the basic learning process in teaching and learning English. Teachers should be creative in choosing and simplifying the materials, which can make students interested in mastering the vocabulary. A large vocabulary will help students understand and convey their feelings using

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[2] Jack C Richards and Willy A Renandya, "*Methodology in Language Teaching An Anthology of Current Practice*" Chapter 1 ~ English Language Teaching in the "Post-Method" Era: Toward Better Diagnosis, Treatment, and Assessment, Research Gate, 2022, https://doi.org/10.13140/RG.2.2.36344.72962.

the target language. A learner can communicate with others effectively or express their ideas orally and in writing by mastering vocabulary. Therefore, having a wide vocabulary allows students to use English more comfortably. Vocabulary is a vital component that should be emphasized at the beginning of English instruction, as it serves as the foundation for the learning process. Teachers should implement creative approaches and simplify materials to capture students' interest and encourage them to learn vocabulary. An extensive vocabulary helps students comprehend and express their thoughts and emotions in the target language and improves their ability to communicate effectively with others, both verbally and in writing. Thus, mastering vocabulary is essential for successful language learning and communication.

When the researcher asked the eighth-grade teacher at SMP Negeri 6 Padangsidimpuan, Diana Mila stated that problems in learning and teaching English still exist at school because English is a language with word structures, pronunciation, and vocabulary very different from Indonesian. For example, students tend to forget the meaning of words taught or practiced before.[3] Usually, vocabulary is taught through memorizing words or drilling patterns. For teachers, creating English lessons effectively and efficiently is not an easy job. Therefore, the English teacher must be able to organize teaching and learning activities. They must selectively present the materials and teaching techniques that suit the student's needs. In reality, learning English, especially to memorize vocabulary, is boring for some students. The technique used in

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[3] Diana Mila, "*Problems in Learning and Teaching English in the VIII Grade at SMPN 6 Padangsidimpuan*," Privat Interview 2024.

teaching vocabulary is monotonous. The students memorize the changes in verbs and the words related to nouns, adjectives, and adverbs.

Students struggle with limited vocabulary, impeding their language skill development across listening, speaking, reading, and writing. When questioned about English words, many students showed a lack of knowledge. They have difficulty distinguishing between common and proper nouns in the material and struggle to pronounce or recall newly learned vocabulary.

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

This vocabulary deficit leads to boredom and low engagement in English classes. Pronunciation challenges often discourage students from studying English. However, language learning should be enjoyable, interactive, and stimulating. Incorporating games into the learning process can transform the classroom atmosphere, reinvigorate students, and enhance the brain's capacity for learning.

Using games in a learning environment changes the class dynamic, rejuvenates students, and helps the brain learn more effectively.[4] Therefore, students struggle to identify English vocabulary words and distinguish between common and proper nouns. Furthermore, they often struggle to pronounce or remember the words they learn, which results in boredom and low participation in English classes. This lack of engagement can lead to reluctance to study English. Learning a new language should be fun, interactive, and engaging to overcome these issues.

Game-based learning uses the need and desire to play to make learning more attractive.[5] Teachers dealing with poor classroom learning results, or with students who retain little of the material or have minimal engagement, can find that adding game-based learning to their classes makes all the difference in the world. It also explained that the game gives participants a feeling of competition to participate in learning the vocabulary and motivates them to repeat it enthusiastically. There are many interesting types of games to teach vocabulary. It can probably be solved by using the appropriate teaching technique. As a teaching technique, the researcher chooses a vocabulary game. Games provide learners with communication activities as they play games. Games have frequently been associated with children's leisure activities in informal situations. Vocabulary instruction might take a long time. The

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[4] Dian Rakhmawati, "*The Influence of Vocabulary Journal in Teaching Students' Vocabulary Mastery*," SMART Journal 2, no. 1 (2016): 52–59, https://ejournal.umpri.ac.id/index.php/smart/article/view/148/99.

[5] Antonio Coelho Carlos and Vaz de Carvalho, *Game-Based Learning, Gamification in Education and Serious Games*, *Computers*, 1st edition, vol. 11 (Switzerland: Creative Commons, 2022), https://doi.org/10.3390/computers11030036.

learners' interest will grow with enjoyable, calming, motivating, and confidence-building games.

The Word Chain game is a kind of game purposing to improve the player's ability to master the vocabulary of words.[6] So the researcher argued that using the Word Chain Game seems to be a good alternative and effective way of teaching English in SMPN 6 Padangsidimpuan. This teaching technique can make students active in the teaching and learning process; it also allows students to be creative without being shy. In addition, this technique can improve the students' ability to master vocabulary.

In the word chain game, the participants can use the last letter of the previous words to create a new word. In this game, the player must write a word that begins with the last letter of the previous words. Vocabulary learning techniques through word chain games are included in cooperative games. Students are divided into several small groups that will work together to complete the vocabulary game the teacher gave. The game is a fun, challenging activity that can overcome student boredom in learning English. Besides, learning techniques through games can also increase learning motivation and language skills, including aspects of vocabulary, so that learning will be useful and meaningful.

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[6] Carrol Lewis, *Word Chains-the Game of Subtle Changes*, 2007, www.wordchains.com/faq.php.

B. The Identification of the Problem

Vocabulary has an important role in teaching and learning English. Without understanding the meaning of words, students will have difficulty understanding what students see, read, and learn. By knowing and applying more words, their vocabulary will expand naturally.

Incorporating games into the learning process can transform the classroom atmosphere, reinvigorate students, and enhance the brain's capacity for learning. As mentioned above using games in a learning environment changes the class dynamic, rejuvenates students, and helps the brain learn more effectively.

C. The Limitation of the Problem

Based on the identification of the problem above, incorporating games into the learning process can transform the classroom atmosphere, reinvigorate students, and enhance the brain's capacity for learning. So, the researcher argued that using the Word Chain Game seems to be a good alternative and effective. In the word chain game, the participants can use the last letter of the previous words to create a new word. In this game, the player must write a word that begins with the last letter of the previous words. Vocabulary learning techniques through word chain games are included in cooperative games.

The reason for choosing the Word Chain Game is because the game is a fun, challenging activity that can overcome student boredom in learning English. Besides, learning techniques through games can also increase learning

motivation and language skills, including aspects of vocabulary, so that learning will be useful and meaningful.

D. The Definition of the Operational Variables

In this study, two key operational variables need to be defined clearly to ensure a proper understanding of the research, as follows:

1. Word Chain game

A word chain is a game where players must mention a thing based on a chosen theme simultaneously, or a word game in which players come up with words that begin with the letter or letters that the previous words ended with.

2. Students' vocabulary skills

Vocabulary skills refer to a person's ability to understand, recognize, and use words correctly and effectively in various communication contexts. Vocabulary skills are an important component of language skills, both oral and written.

E. The Formulation of the Problem

Based on the background of the problem and the identification of the issues discussed above, this formulation will guide the direction of the study and help focus on the specific aspects to be investigated. In this research, the problem is formulated as follows:

1. How is students' vocabulary mastery before learning Word Chain Game at grade VIII students SMPN 6 Padangsidimpuan?

2. How is students' vocabulary mastery after learning Word Chain Game at grade VIII students SMPN 6 Padangsidimpuan?

3. What is the significant effect of using the Word Chain Game on students' vocabulary mastery at grade VIII SMPN 6 Padangsidimpuan?

F. The Purposes of the Research

In line with the problem formulation, this study aims to investigate the effectiveness of the Word Chain game in improving students' vocabulary mastery. Specifically, this research seeks to achieve the following objectives:

1. To describe students' vocabulary mastery before using the Word Chain game at grade VIII students of SMPN 6 Padangsidimpuan.

2. To describe students' vocabulary mastery after using the Word Chain game at grade VIII students of SMPN 6 Padangsidimpuan.

3. To examine whether there is or is not a significant effect of students' vocabulary mastery before and after using the Word Chain game on grade VIII students of SMPN 6 Padangsidimpuan.

G. The Significances of the Research

The result of this research gave the benefit to some categories below:

1. Theoretically, the result of the research contributes useful information for the next research with a similar problem of vocabulary skill achievement.

2. Practically, the English teacher can contribute to the teaching and learning Vocabulary process and apply it effectively.

CHAPTER II
LITERATURE REVIEW

A. The Literature Review

This chapter describes some theories related to the variables. The purpose of this chapter is to understand what the basic principles of studying are, therefore the problem in the previous chapter can be answered. The theories must be the basic foundation for conducting this research.

1. Vocabulary Mastery

a. Definition Vocabulary

Vocabulary is one of the most important elements of a language. People use vocabulary in their daily conversations. Vocabulary knowledge in second language learning is imperative in acquiring competence and mastery of the language.[7] It is a fundamental competence that English as a Second Language (ESL) learners need to master, as a wide vocabulary repertoire is necessary for understanding verbal and written communication.

A vocabulary is a collection of words in the English language.[8] It means that vocabulary is a component of language that gives information or explanation in language terms. According to the experts, this study has two clarified aspects of vocabulary. Richard and Renandya mention that

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[7] Syafiqah Hasram et al., "*Online Games for Primary School Vocabulary Teaching and Learning: A Literature Review,*" Creative Education 11, no. 11 (2020): 2327–36, https://doi.org/10.4236/ce.2020.1111170.

[8] Jackson Howard, *Words and Their Meaning*, first (New York: Routledge, 2013), https://doi.org/10.4324/9781315842004.

vocabulary is a great part of the premise of how well learners speak, listen, read, and write and the center segment of language proficiency.[9] In the second, Nunan said vocabulary is part of target language words. It can be said that vocabulary is one of the components of English that must be learned.

From the definition above, the researcher concludes that vocabulary is an important aspect of language learning to develop the four skills of a student's ability to teach language. The students will find it difficult to speak, write, listen, and read English without knowing any vocabulary. Because vocabulary is the first element to be developed when learning English. The other components or skills of English will be easier to learn and understand if the students know a lot of vocabulary.

The other definition is vocabulary, which is part of relationships in language. It is the main element of language because humans will do nothing to put language into practice without any words or vocabulary.[10] Vocabulary is one of the components of language, and no language exists without words.

In English learning, students must be smart and consistently use the vocabulary that they already know.[11] The teacher needs to apply the

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[9] Jack C Richards and Willy A Renandya, *Methodology in Language Teaching An Anthology of Current Practice Chapter 1 ~ English Language Teaching in the "Post-Method" Era: Toward Better Diagnosis, Treatment, and Assessment*, *Research Gate*, 2022, https://doi.org/10.13140/RG.2.2.36344.72962.

[10] Dian Rakhmawati, "*The Influence of Vocabulary Journal in Teaching Students' Vocabulary Mastery*," SMART Journal 2, no. 1 (2016): 52–59, https://ejournal.umpri.ac.id/index.php/smart/article/view/148/99.

[11] Dinatul Amaliyah, "*The Effect of Using Word Chain Game on Students' Vocabulary Mastery at VII Grade of SMP Ma'arif 1 Ponorogo*," Skripsi (IAIN Ponorogo, 2020),

best method and the most interactive way to get students interested in developing their vocabulary. Based on the definition above, the researcher can conclude that vocabulary plays an important role in building language proficiency in teaching English. The student will have good language proficiency in four language skills if they know a lot of vocabulary. In language teaching, all of the vocabulary should be used by students when they communicate and speak with other students. This skill will improve their speaking skill by knowing a lot of vocabulary.

b. Kinds of Vocabulary

Vocabulary is divided into two categories: function words and content words, words of these kinds of articles, prepositions, conjunctions, auxiliaries, etc. The vocabulary cannot be added to the word with prepositions, auxiliaries, modals, or structure. This is a function word mean. Conversely, content words can be added to at any time as a scientific advance makes a new word, e.g., words that mean a quality or size will add "a" and follow "of". Example: A piece of bread, a head of lettuce, a spoon of sugar. Below are two parts of vocabulary:[12]

1. Receptive vocabulary: Knowing a word involves being able to recognize it when it is heard (what is the sound like?) or when it is seen (what does she like?) and expecting what grammatical pattern the word will occur in. Receptive vocabulary means words

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[12] Ian Stephen Paul, "*Learning Vocabulary in Another Language*," Cambridge University Press, 2012, 25, https://doi.org/https://doi.org/10.1017/CBO9781139524759.

that learners recognize and understand when they are used in context, but which they cannot produce.[13] The type of vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing.

2. Productive vocabulary: knowing a word involves being able to pronounce the word, how to write and spell it, and how to use it in a grammatical pattern along with the word usually collocates with; it also involves not using the word too often it is typically a low- frequency word, and using it in a suitable subtitle for the word if there any. Productive vocabulary is the words that the learners understand and are able to pronounce correctly and use constructively in speaking and writing.[14] It consists of what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Productive vocabulary can be addressed as an active process because the learners can produce the words to express their thoughts to others.

Another equally important account for the vocabulary types is their contribution to the growth of receptive skills and productive skills. Many studies testified such effect on those language skills domains, like oral ability, reading competence, and cloze test ability. The vocabulary knowledge positively predicted reading comprehension. This spells out that it functions as a predictor of reading comprehension competence, the

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[13] Alpino Susanto, "The Teaching of Vocabulary: A Perspective," *Jurnal KATA* 1, no. 2 (2023): 182, https://doi.org/10.22216/jk.v1i2.2136.
[14] Susanto.

evidence for the receptive skill. More specifically, the vocabulary knowledge that seems to influence the research result comprises knowledge of word form, meaning, and use. It can be concluded that productive vocabulary is a word that the students know and can pronounce correctly.[15] Learners recognize and understand these two kinds of vocabulary when they are used in context.

c. Classification of Vocabulary

Vocabulary can be categorized into function words and content words. Function words, such as prepositions, auxiliaries, and modals, form a closed class—they cannot be added to. Content words, however, can be expanded over time, especially with new scientific discoveries and inventions requiring new terms for communication. This implies that while vocabulary comprises words integral to language, they vary in combinability; some stand-alone while others can be combined. Moreover, words are further classified into parts of speech, including nouns, pronouns, verbs, adjectives, prepositions, conjunctions, and interjections, aiding in clearer comprehension of language.[16]

Wren and Martin say that words are divided into different kinds or classes, called Parts of Speech, according to their use; [17] that is,

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[15] Saniago Dakhi and Tira Nur Fitria, "The Principles and the Teaching of English Vocabulary: A Review," *JET (Journal of English Teaching)* 5, no. 1 (2021): P. 21-22, https://doi.org/10.33541/jet.v5i1.956.

[16] TTAC W&M, "*A 'Word' About Vocabulary*," Ttac W&M, 2000, 1–14, https://education.wm.edu/centers/ttac/documents/webinars/languageinstructionsupportdocs/Lesson 9/awordaboutvocabulary.pdf.

[17] Wren and Martin, "*English Grammar & Composition*" (New Delhi: S.Chand & Company

according to the work they do in a sentence. The parts of speech they are nouns, adverbs, prepositions, pronouns, conjunctions, verbs, and interjections.

Researchers see vocabulary as being a very important part of language learning and one of the difficulties in planning the vocabulary component of a course is making sure that it does not overwhelm another essential part of the course. The best way to avoid this is for the teacher and course designer to have set guiding principles that can be applied in a variety of teaching and learning situations. Based on what the researcher said before the focus of this research that only on common and proper nouns.

1) Common Noun

A common noun refers to no particular person, animal, place, or thing, but to anyone at all.[18] Common nouns are nouns that discuss general things. A common noun is not capitalized. As we mentioned already, a noun can be an object or an abstraction. [19] It can also refer to a quality (darkness, pride, smoothness), an action (swimming, effort, operation), or a concept (art, minority, belief).

LTD,2015),https://icsefriends.weebly.com/uploads/1/0/1/0/101025636/english_grammar__by_wren_and_martin_-_kush_kansal.pdf.

[18] Auditi Chakravarty (eds) and Bonnie Boehme, "*Grammar & Usage for Better Writing*", Review Literature And Arts Of The Americas (United States of America: Amsco School Publications, Inc. Bonnie, 2004), www.amscopub.com.

[19] Stripling J R Baldwin E, "*Common Nouns & Proper Nouns Common Nouns & Proper Nouns*," ESL Resources, 2011, 2–3, https://walton.uark.edu/business-communication-lab/resources/downloads/nouns.pdf.

Common nouns are words that name people, places, things, or ideas, but they are not the names of specific people, places, or things. A common noun begins with a lowercase letter unless it is at the beginning of a sentence. [20] For example: boy, girl, hospital, store, pencil, car. The important thing to remember is that common nouns are general names. They are not capitalized unless they begin a sentence or are part of a title.

2) Proper Noun

A proper noun refers to one particular person, animal, place, or thing, proper nouns refer to a person, place, or thing that is formal and specific. The first letter of a proper noun is always capitalized. Proper nouns are words that name a specific person, place, or thing. A proper noun begins with an upper-case letter because it is the name of a particular person, place, or thing.[21] Examples: George Washington, California, Monday.

Based on the definition above, the researcher concludes that concrete nouns have been included, proper include common nouns, common nouns include collective nouns and other kinds included in proper nouns are countable, uncountable, and material nouns. In the abstract, nouns have been included as uncountable nouns. Thus, each

[20] Judita Preiss and Mark Stevenson, "*Distinguishing Common and Proper Nouns*," SEM 2013 - 2nd Joint Conference on Lexical and Computational Semantics, Proceedings of the Main Conference and the Shared Task: Semantic Textual SimilaritySEM 2013 - 2nd Joint Conference on Lexical and Computational Semantics, Proceedings of the Main Conf 1 (2013): 80–84, https://aclanthology.org/S13-1010.pdf.

[21] Santa Ana College Learning Center, "*What Are Nouns?*," Oregon State University, 2015, 9–10, http://blogs.oregonstate.edu/linuspaulinginstitute/2014/04/10/phytochemicals/.

kind of noun relates to other types, but to make nouns clearer to comprehend, a noun is divided into several parts, as above. In this research, the researcher only focuses on common and proper nouns.

d. Principle of Teaching Vocabulary

Teaching vocabulary is one of the most discussed parts of teaching English as a foreign language.[22] Teaching English to young learners is different from teaching it to adults. Vocabulary can be the first thing taught in the classroom. Learning foreign vocabulary comes along with knowing the first language.

Teaching vocabulary effectively involves several principles to ensure that students learn new words and retain and use them appropriately. Here are some key principles: [23]

a) Focus on vocabulary

By giving it a high profile in the syllabus and classroom. This ensures that students see its importance and understand that learning a language is not just about mastering grammar.

b) Offering variety in teaching methods

Offering variety in teaching methods can significantly enhance vocabulary learning. Teachers can use different ways to present vocabulary, including pictures, sounds, and various text types such as

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[22] Mofareh Al-qahtani, "*The Importance of Vocabulary in Language Learning and How to Be Taught,*" International Journal of Teaching and Education III, no. 3 (2015): 21–34, https://doi.org/10.20472/te.2015.3.3.002.

[23] Mariise Horst, "*Teaching Vocabulary*," The Routledge Handbook of Second Language Acquisition and Speaking, no. c (2022): 273–84, https://doi.org/10.4324/9781003022497-24.

stories, conversations, web pages, questionnaires, and news reports. This variety helps students identify with and retain new words.

c) Repetition and Recycling

Repetition and recycling are essential, as learning vocabulary is largely about remembering. Students generally need to see, say, and write newly learned words multiple times before being said to have mastered them.

d) Providing opportunities to organize vocabulary aids for memory retention

Textbooks often present new vocabulary in thematic sets, but other types of organization can also be effective. These can be categorized under three broad headings: real-world groups, language-based groups, and personalized groups. Teachers can effectively enhance their students' vocabulary acquisition by following these principles.[24]

e) Not to introduce other unknown

It is advisable not to introduce other unknown or poorly known related words, such as near-synonyms, opposites, or members of the same lexical set, to avoid confusion and overload.

Other strategies for teaching vocabulary are translation, explanation, enumeration, realia, mime, content, and presentation strategies. However, teaching vocabulary to junior high school first-

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[24] Jeanne McCarten, "*Teaching Vocabulary: Lessons from the Corpus, Lessons for the Classroom*", Domínios de Lingu@gem (United States of America: Cambridge University Press, 2014), 18–20, https://doi.org/10.14393/dl15-v8n1a2014-39.

grade students is not easy. Junior high school students still lack concentration in their studies. Teenagers also have certain characteristics and need particular treatment.

e. Testing Vocabulary

In assessing students' vocabulary skills, teachers consider several key aspects, as follows:[25]

a) Interpret the Vocabulary

Teachers evaluate how well students can interpret vocabulary, distinguishing between those who can understand words effectively and those who struggle.

b) Read the Vocabulary

Pronunciation is another crucial factor, with teachers noting whether students can read English vocabulary correctly or if they have difficulties.

c) Recite the vocabulary

Fluency in reciting vocabulary is also assessed, identifying students who can smoothly recall words versus those who cannot.

d) Write the Vocabulary

Writing skills are examined, too, focusing on students' ability to write vocabulary accurately and swiftly in their notebooks.

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[25] E. Dujardin et al., "Tools and Teaching Strategies for Vocabulary Assessment and Instruction: A Review," *Social Education Research*, 2021, 34–66, https://doi.org/10.37256/ser.3120221044.

e) Using Vocabulary in Learning

Teachers observe how students apply their vocabulary knowledge in practical classroom settings, recognizing those who can effectively use English vocabulary during lessons and those who face challenges. These criteria provide a comprehensive view of students' vocabulary proficiency, helping teachers identify areas of strength and improvement for each student.

2. Word Chain Game

a. Game

A game is an entertaining and engaging activity that is often challenging. It is an activity in which the learners play and usually interact with others.[26] A game is an activity with rules, a goal, and an element of fun. There are two kinds of games: competitive games, in which players or teams race to be the first to reach the goal, and cooperative games, in which players or teams work together towards a common goal.[27] Competition against others is not essential to games, but challenge often is. Competition may be stimulating for some, but it can also be destructive, making players anxious, with losers categorizing themselves as 'no good' and the winners categorizing themselves as

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[26] Michael Buckby Andrew Wright, David Betteridge, "*Games for Language Learning*", Cambridge University Press, Third Edit, vol. 4 (United States of America: Cambridge University Press, 2017), https://erwinwidiyatmoko.wordpress.com/wp-content/uploads/2012/01/games-for-language-learning-3rd-editionby-andrew-wright-et-al.pdf.

[27] Jill Hadfield, *Intermediate Vocabulary Games*, ed. Liz Hornby (Spain: Genevieve Talon, 1999) 5-6.

'very good'. Neither of these things may be true, and neither helps learning.

Game-based learning is about providing joyful activities for students to play and preparing activities that introduce concepts and guide users toward a learning objective. [28] The use of educational games is viewed as fulfilling the needs of today's children. This means that playing educational games can accommodate children who tend to play while learning. This also shows that children will not realize they are learning the materials while playing.

The implementation of teaching vocabulary using a word chain game is that the class is divided into groups, and the board is divided into group members. [29] One of the students from each group comes up to the board and gives them time to write a word, and another student from each group comes up to the board and writes another word beginning with the last letter.[30]

b. **The Definition of Word Chain Game**

Word Chain game is a kind of game purposing to improve the player's ability to master the vocabulary of words.[31] This is a game

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[28] Ahmad Ghazy et al., "*The Use of Game-Based Learning in English Class,*" Journal of Applied Studies in Language 5, no. 1 (2021): 67–78, http://ojs.pnb.ac.id/index.php/JASLhttp://ojs.pnb.ac.id/index.php/JASL.

[29] Rini Listyowati, Sitti Anis Jumatus Solehah, and Jaftiyatur Rohaniyah, "*The Utilization of Chain Word Games to Improve Senior High School Students' English Vocabulary Mastery,*" English Education:Journal of English Teaching and Research 8, no. 2 (2023): 156–62, https://doi.org/10.29407/jetar.v8i2.19727.

[30] Howard, *Words and Their Meaning.*

[31] Carrol Lewis, "*Word Chains-the Game of Subtle Changes*", 2007, www.wordchains.com/faq.php.

where players must simultaneously name something based on a chosen theme or participate in a word game where they come up with words that begin with the last letter of the previous words.

Word chain games are variations on the Japanese game Shiritori (literally "bottom taking") is a language game in which the players must develop a noun that begins with the final mora of the previous noun.[32] Although this principle of shiritori is simple, some groups of people use different local rules because different interpretations are possible about what counts as "the bottom."

Word chain games are specially used in the vocabulary teaching-learning process. When this game is played in a class, the first player is most likely the teacher and is followed by the rest. The theme can be decided based on the player's level (player's grade and vocabulary mastery). In other words, the difficulty of this game is adjustable. Animals, fruit and vegetables, cities and countries worldwide, and food are common themes.

In a word chain game, the participants can use the last letter of the previous words to create a new word. In this game, the player must said a word that begins with the last letter of the earlier words, as in the following example:

Love - Eat – Tea - Apple – Ear, and so on.

[32] Kazuko Shinohara, "*Designing Language Games*," Journal of Documentation 53, no. 1 (1997): 69–73, https://doi.org/10.1108/EUM0000000007192.

c. The Procedure of Word Chain Game

Word chain games play an important role for the teachers and the students. Without the teacher and the students, this game would not apply to teaching language learning. According to Rini, the steps of the Word Chain game are as follows:[33]

a. Determine the category of the word you will play. For example: Fruit, Animal, Profession, and so on.

b. Point out one player to say one word about the topic. For example: Banana.

c. The next player should say the name of the other word, which begins with the word's last letter. For example: Artist.

d. Then, the third player said Tiger, and so on.

e. The player that could not answer should be out of the game.

When the word chain game is played in a class, the first player is most likely the teacher and is followed by the rest of the class. In the class, the teacher can control the students to play this game related to the theme that has been given by the teacher; the teacher also can be the first player followed by all of the students in the class. The researcher concluded that the word chain procedure is the step to make students understand how to play it in the classroom.

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[33] Ayu Rini, *Excellent English Games*, Forth edit (Jakarta: Kesaint Blanc, 2009), https://perpustakaanunbara.web.id/index.php?p=show_detail&id=2391&keywords=.

d. The Advantages of Word Chain Game

Word Chain is a kind of game purposing to improve the players' ability to master vocabulary or words. According to Hemscott as cited by M. Fadhly Farhy Abbas that said states that, "It is also a spelling aid, playing word games help create an interest in words and their spelling".

Based on the experts' statements above, it can be concluded that the Word Chain Game offers many advantages. It allows students to work cooperatively, compete with one another, strategize, think differently, compare and share knowledge, learn from others, and learn from mistakes. The game also helps create a less stressful and more productive learning environment while making learning fun. Additionally, the Word Chain Game enhances players' vocabulary mastery.

e. Teaching Vocabulary by Using Word Chain Game

Teaching vocabulary requires creative and innovative techniques because they play an important role in the student's success in mastering vocabulary.[34] It also helps the students learn better. One technique that can motivate and increase learning enthusiasm is a game. A game is a play that consists of rules, goals, and fun. The study explained that there are two games to be played such as a competitive game in which players or teams compete to be the winner and a cooperative game in which players or teams work together to reach the goals.

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[34] Listyowati, Anis Jumatus Solehah, and Rohaniyah, "The Utilization of Chain Word Games to Improve Senior High School Students' English Vocabulary Mastery." https://www.semanticscholar.org/paper/The-Utilization-of-Chain-Word-Games-to-Improve-High-Listyowati-Solehah/b2b16506a592e63d792532f9a13adbccd0e23f82

Vocabulary learning techniques through word chain games are included in cooperative games. Students are divided into several small groups that will work together to complete the vocabulary game given by the teacher. The game is a fun, challenging activity that can overcome student boredom in learning English. Besides, learning techniques through games can also increase learning motivation and language skills including aspects of vocabulary, so learning will be useful and meaningful. Teaching vocabulary by using Word Chain Games can be described as follows:

Table II.1 Teaching Procedure in Using Keyword Method

Teachers' activities	Procedures	Students' Activities
Pre-Teaching		
1. The teacher explains to students about the Word Chain Game.	1. Explain the Word Chain Game.	1. Students pay attention to the teacher. 2. Students follow the instructions from the teacher.
1. The teacher gives the rules and how to play the game, and asks the students to start to play the game.	1. Forming a circle position	1. The students follow the instructions from the teacher. 2. The students find their group. The students follow the rules that have been explained by the teacher.
While -Teaching		
1. The teacher chooses important and difficult words from the material.	1. Say the word that was chosen or from the material.	1. Students pay attention to the words that the teacher says before 2. Students say the new word from the

		last letter of the word that the teacher said before
Post-Teaching		
1.The teacher reviews the Word Chain Game that has been played by the students	1. Guides the students to pronounce the vocabulary well.	1. Students repeat the vocabulary after the teacher reviews the pronounce

B. Review of Related Findings

Many researchers were talking about students" vocabulary mastery, and there were some researchers that have used the Word Chain Game. Related to this research, some research has been done as follows:

First, Medina Mutiara (2021) demonstrated that using the Word Chain Game to teach vocabulary mastery significantly improved the scores of eighth-grade students.[35] The experimental group, which utilized this method, showed a substantial increase in their mean scores from 59.7 on the pre-test to 81 on the post-test. Meanwhile, the control group, which did not use the Word Chain Game, had a less pronounced improvement, with mean scores rising from 56.6 to 74.9. The statistical analysis, with a t-value of 2.425 compared to the critical t-table value of 2.020 at a significance level of 0.025, indicates that the null hypothesis is rejected, confirming that the Word Chain Game effectively enhances vocabulary mastery.

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[35] Fitri Yulianti Mutiara Medina, Siti Lestari, "*Improving Students' Vocabulary Mastery by Using Word Chain Game for the Eighth Grade Students of SMP N 2 Bumiayu at Academic Year 2020/2021*," 2021, 337–53, https://conference.upgris.ac.id/index.php/allure/article/view/2023.

Second, Zakia Nufus's (2019) research showed the Word Chain Game significantly improved students' vocabulary knowledge, corroborating findings from previous studies.[36] Initially, the control class had a higher mean score of 64 on the pre-test compared to the experimental class's 61.5, indicating a greater initial vocabulary knowledge in the control group. However, after the intervention, the experimental class outperformed the control group on the post-test, with a mean score of 82.5 compared to the control class's 77. This marked a significant improvement in the experimental class's vocabulary knowledge.

Third, Dinatul Amaliyah (2020), in her research, found significant differences in vocabulary mastery between students taught using the Word Chain Game and those who were not.[37] The analysis revealed that the experimental class had a higher mean score of 87.1 compared to the control class's 80.1, indicating better vocabulary mastery in the experimental group. The t-test results further supported this finding, with a calculated t-value of 3.482, exceeding the t-table value of 2.019 at a 5% significance level and a degree of freedom of 41. Consequently, the alternative hypothesis (Ha) was accepted, and the null hypothesis (H0) was rejected, confirming the effectiveness of the Word Chain Game in enhancing vocabulary mastery.

The researcher concluded that Using the Word Chain is more influential for being implemented than the conventional strategy because the Word Chain

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[36] Zakia Nufus, "*The Effect of Word Chain Game on Students ' Faculty of Educational Sciences*" *(UIN Syarif Hidayatullah, 2019)*, https://ejournal.stkipbudidaya.ac.id/index.php/jd/article/view/85.

[37] Amaliyah, "T*he Effect of Using Word Chain Game on Students' Vocabulary Mastery at VII Grade of SMP Ma'arif 1 Ponorogo*."

Game increased the students' vocabulary. The student's vocabulary before using Word Chain Gamel was very poor (6 or 30%). It was different from the students' vocabulary after using the Word Chain Game. In the data analysis there was a significant improvement in the students' post-test of the experimental class from 20 students, where there was no student got excellent. There was 1 (5%) student got very good score, 5 (25%) students got good score, 5 (25%) students got fairly good score, 2 (10%) students got good score 4 (20%) students got fairly good score, 10 (50%) students got fair score, 3 (15%) students got poor score and there were not students got very poor score. The main score of the students increased from the Fair (50.5) become fairly good (65.5). The test value was 2.492 and the table was 2.042, This means that H1 was accepted explaining that the Word Chain Game is effective in increasing students' vocabulary in the eighth grade of MTs Barana Jeneponto. The null hypothesis (H0) was rejected.

The difference between this research and the previous studies is the selection of material and grades that will be integrated into the classroom. This research will focus on nouns using the word chain game that will be conducted at junior high school with eighth-grade students as the participants to know whether the word chain game can affect students" vocabulary when they are learning vocabulary.

C. The conceptual framework

Vocabulary is all about words, the words in a language, or a special set of words you are trying to learn. Many people have difficulty memorizing new

vocabulary, and so do students of SMP Negeri 6 Padangsidimpuan, especially in the second grade. They have some problems with vocabulary mastery, for instance, difficulty memorizing new vocabulary, lack of vocabulary, and lack of motivation. Word Chain Game is a game that can help students enrich their vocabulary. So, by applying this technique, the students will find it easier to remember the new vocabulary. The researcher illustrates the conceptual framework as follows:
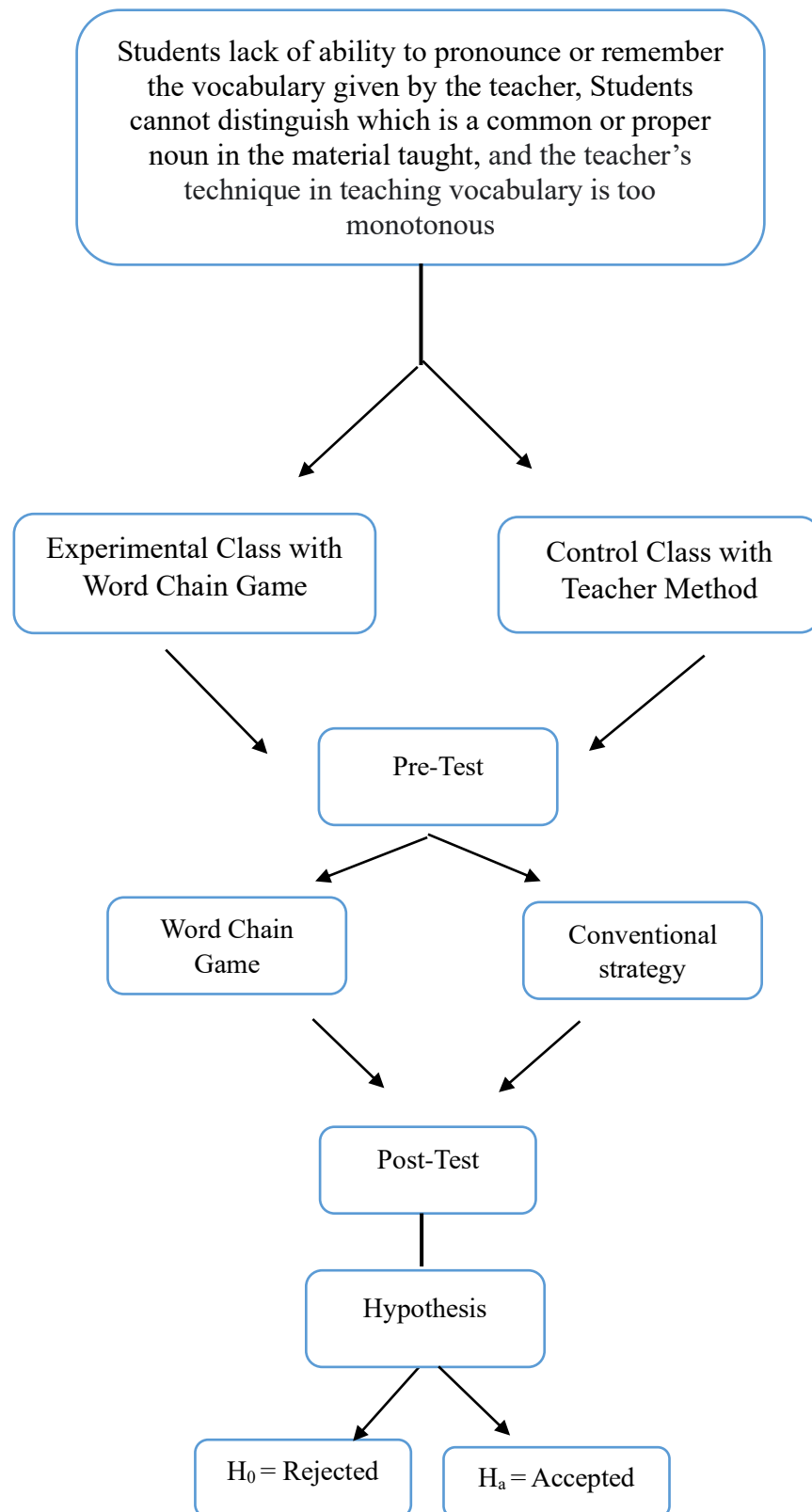
Figure II.1 Conceptual Framework

D. Hypotheses of the Research

Based on the research questions, the hypothesis was formulated:

Null Hypothesis (H_0): There is no significant effect of using the Word Chain game on students' vocabulary mastery at grade VIII of SMPN 6 Padangsidimpuan.

Alternative Hypothesis (Ha): The Word Chain game significantly affects students' vocabulary mastery at grade VIII of SMPN 6 Padangsidimpuan.

They are formulated in a way that can be statistically tested: the null hypothesis (H_0) assumes no effect of the treatment (Word Chain game), and the alternative hypothesis (Ha) suggests that there is an effect of the treatment.

CHAPTER III
RESEARCH METHODOLOGY

A. Place and Time of the Research

The researcher is located in SMP Negeri 6 Padangsidimpuan. This is located Kenanga Street, No. 66, Ujung Padang, Padangsidimpuan. This research will be started from December 2023 until it is finished.

B. Research Design

The kind of this research is quantitative research with experimental methods. The researcher divides this research into two variables that are, independent (Word Chain Game) and dependent (Students' Vocabulary Mastery). The researcher used two classes in this research. One of the classes is taught with a Word Chain Game, and it is called an experimental class or a treatment. Meanwhile, the other class is taught with the Teacher Technique and is called a control class.

The research design used is a true experimental design based on using control and experimental classes. It is a pretest-posttest Control Group Design.[38] The pretest-posttest control group design requires at least two groups, each of which is formed by random assignment. Both groups are administered a pretest, each group receives a different treatment, and both groups are post-tested at the end of the study. Posttest scores are compared to determine the effectiveness of the treatment.

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[38] Louis Cohen et al., Research Methods in Education, Sixth edit (USA: Routledge, 2007), http://repository.unmas.ac.id/medias/journal/EBK-00127.pdf.

Table III.1 Pretest – Posttest Control Group Design

Class	Pre-test	Treatment	Post-test
Experiment Class	01	X	02
Control Class	03	-	04

Source: Donald Ary, Introduction to Research in Education

With the formula:

R= The sample of the research

01= Pre-test in experimental class

02= Post-test in experimental class

X= Treatment

03= Pre-test in control class

04= Post-test in control class[39]

C. Population and Sample

a. Population

The population for this research is all of the grade VIII students of

SMP Negeri 6 Padangsidimpuan, which consists of nine classes.

Table III.2 The Population of the Grade VIII Students in SMP Negeri 6 Padangsidimpuan

No	Class	Students
1	VIII – 1	30
2	VIII – 2	31
3	VIII – 3	31
4	VIII – 4	30

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[39] Donald Ary, *et al, Introduction to Research in Education, Sustainability (Switzerland)*, vol. 11 (USA: Wadsworth Cengage Learning, 2019),http://repository.unmas.ac.id/medias/journal/EBK-0A0127.pdf

5	VIII – 5	29
6	VIII – 6	29
Total		180

b. Sample

In this research, the researcher chose two classes as a sample. The classes are divided into experimental and control classes. The class selected by the researcher is VIII-1 class with 30 students as the experimental class and VIII-3 class with 31 students as the control class. The total sample of this research is 61 students. The research used Random sampling to make it easier for researchers to choose samples with different classes so researchers choose to use random sampling.

Table III.3 Sample of research

No	Class	Sample
1	VIII-1	30
2	VIII-3	31
TOTAL		61

D. The Instrument for Collecting Data

The instrument of data collection is the chosen equipment for the researcher to collect data more easily and tidily.[40] Data means evidence or observations. In scientific research in the world of education, data should consist of several tools or instruments that are designed independently and are standardized.

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[40] Kumar Ranjit, *Research Methodology*, *Universitas Nusantara PGRI Kediri*, Third Edit, vol. 01 (London: SAGE Publication Asia-Pacific Pte Ltd, 2017), http://www.sociology.kpi.ua/wp-content/uploads/2014/06/Ranjit_Kumar-Research_Methodology_A_Step-by-Step_G.pdf.

In this research, the researcher uses a test as the instrument to collect data on students' vocabulary mastery. The test used is 20 items for the pre-test and 20 for the post-test. The test used in this research is a multiple-choice test consisting of four options: a, b, c, and d. The credit for the item is obtained using the following formula:[41]

Score = $\frac{B}{N}$ x 100

Where:

B = Number of question answers correctly

N = Number of questions

Score = $\frac{1}{20}$ x 100 = 5

Table III.4 The Indicators of Vocabulary Pre-test

No	Indicators	Number of Items	Total Item	Score	Total Score
1	Students can translate the meaning of vocabulary well	1,3,4,6,7,8,10,14,15,16	10	**5**	50
2	Students determine Common and Proper nouns well	2,5,9,11,12,13,17,18,19,20	10	5	50
	Total		20 items		100

The following is a table of vocabulary indicators in the research post-test:

Table III.5 The Indicators of Vocabulary Post-test

[41] Ananda Rusydi, *Evaluasi Pembelajaran*, First Edit, vol. 16 (Jl.Cijotang Indah II Bandung: Citapustaka Media, 2022).

No	Indicator	Number of Items	Total Item	Score	Total Score
1	Students can translate the meaning of vocabulary well	1,2,3,5,6,7,9,10,15,17	10	**5**	**50**
2	Students determine Common and Proper noun well	4,8,9,11,12,13,14,16,18,19,20	10	5	50
	Total Score				100

E. The Validity and Reliability of Instrument

a. The Validity

In this research, the researcher used item validity. It is concerned with whether the test items are relevant to measuring the intended content area. Validity means how a test is validated because a good test is valid. The researcher validated the test by using item validity. used to test the feasibility of research instruments is used to determine whether a test is valid or not researcher uses the following formula: [42]

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

Where :

r_{xy}: Pearson correlation coefficient between the instrument item to be used and the variable in question

X: Score of instrument items to be used

Y: The score of all instrument items in the variable

[42] Sugiyono, *Statistika Untuk Penelitian* (Jl. Gegerkalong Hilir No. 84. Bandung: ALFABETA, 2021).

n: Total number of respondents

After the researcher calculated using the formula above, it was found that the Pre-test questions that were valid were items: 1, 2, 3, 5, 6, 14, 16, 22, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35. There were 20 out of 40 invalid questions. There were: 4, 7, 8, 9, 10, 11, 12, 13, 15, 17, 18, 19, 20, 21, 23, 36, 37, 38, 39, 40. More detail can be seen in the appendix x. Besides post-test, valid questions were item: 1, 6, 7, 8, 16, 17, 18, 19, 20, 21, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39. There were 15 out of 40 valid questions. Where item: 2, 3, 4, 5, 9, 10, 11, 12, 13, 14, 15, 22, 23, 24, 40. More detail can be seen in the appendix x. So valid question items for the pre-test were 20 questions. Then, for the post-test, the valid question items were 25 questions. Therefore, the researcher re-arranged the valid questions into the order in the instrument student worksheet. It has been presented on pages 29 and 30 in table III.4 for the pre-test and Table III.5 for the post-test.

b. **The Reliability**

An instrument of the research must be reliable. In particular, the concept of reliability refers to the consistency of the score results on the items contained in your questionnaire so that the reliability test tests the accuracy of the measurement scales of the research instrument. Thus, the main purpose of the research instrument reliability test is to measure

the consistency of the measuring instrument used by quantitative research. The formula is as follows:[43]

$$R_{11} = \left(\frac{k}{k-1} \right) \left(\frac{S_{t^2} - \sum pq}{S_{t^2}} \right)$$

R_{11}: Reliability of the instrument

N: Total of questions

St: Variants total

$\sum p\,q$: Total of the result times p and q

P: Proportion of Subject who is right Answer

q: Proportion of Subject who is Wrong Answer

Reliability is a good characteristic of the test that refers to the consistency of the measurement.

F. The Procedures of the Research

In collecting data, the researcher uses tests for students. This kind of test is a multiple-choice test. In giving the test is divided into two kinds: pre-test and post-test. The procedure is as bellow:

a. Pre –test

It is a test that is given to the students before they undergo treatment. It is necessary to know the students' ability in the experiment and control class before the research gives the treatment to the experiment class. It is also

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[43] Sugiyono.

used to determine the sample's homogeneity and normality level. The researcher uses some steps in giving a pre-test. They are:

a) Prepare 20 items for the multiple-choice test.

b) Distribute the test paper to both classes: experimental and control class.

c) Explain what the students need to do.

d) Give the time to the students to answer the questions.

e) Collect the students' test papers.

f) Check the answer and count the students' scores

b. Treatment

The treatment will do after the test. The experimental class received the treatment through a word chain game, while the control class was taught by conventional strategy. The experimental class uses a word chain game, while the control class is taught by conventional technique. The researcher uses some procedures in treatment class. They are:

a) For the beginning, the researcher starts the learning activity with a greeting.

b) Then, ask the students to pray. Next, explain the indicators and give them motivation.

c) Give the students an example of a word chain game.

d) Introduce the word chain game and explain how to play it.

e) Give feedback on students' tasks.

c. **Post-test**

After giving treatment, the researcher conducts a post-test. The function is to know the difference score of the experiment and control class and the effect of treatment, whether it has an impact. The researcher uses some steps in giving a pre-test. They are:

a) Prepare 20 items for the multiple-choice test.

b) Distribute the test paper to both classes: experimental and control class.

c) Explain what the students need to do.

d) Give the time to the students to answer the questions.

e) Check the answer and count the students' score

G. **Technique of Data Analysis**

The experimental research design was done through the experimental class and control class. After the experimental process, two of the classes were tested by using the technique of data analysis as follows:

a. **Normality Test**

The normality test is used to determine whether the distribution is normal or not. The researcher used Kolmogorov-Simirnov. The data was calculated using SPSS 23.0. It is a statistical program for social science that is used to analyze statistical data with computer applications. The criteria for acceptance and rejection of the normality test are:

The distribution is normal, if sig <0.05

The distribution is not normal, if sig >0.05

The result of the normality test can be seen in Table IV.9 page 48, which shows the significance is 0.128, where 0.128>0.05. It means that the data is normal.

b. Homogeneity Test

The homogeneity test is used to know whether the control class and experimental class have the same variant or not. If both classes are the same, it is can be called homogeneous. Homogeneity is the similarity of variance of the group will be compared. So, the homogeneity test has a function to find out whether the data is homogeneous or not. The researcher used a test of homogeneity of variance using SPSS 23.0.

The criteria of acceptance and rejection of the homogeneity test are: If sig>0.05, the variance is homogeneous If sig<0.05, the variance is not homogeneous the result of the homogeneity test can be seen in Table IV.10 page 48, based on the mean of post-test experimental class and post-test-test control class, sig is,0.065. Where 0.065>0.05. It means that the variances are homogeneous.

c. Hypothesis Test

The technique for analyzing the data was used by the t-test because it aimed to examine the difference between two variables. Such examination was performed both on pre-test and post-test scores from the experimental class and control class. The hypothesis test stated that: there is a significant effect of using Word Chain Game on students'

vocabulary mastery ($\mu_1 > \mu_2$) and there is no significant effect of using Word Chain Game on students' vocabulary mastery ($\mu_1 = \mu_2$).

The researcher used the independent sample T-test using SPSS 23.0. The results can be seen from the mean score. The mean score shows whether there is a difference between the mean score of the control class and the mean score of the experimental class, researchers make a hypothesis from the data that has been analyzed by looking at the t count and comparing it with the t table. If t count > t table means the alternative hypothesis is accepted, while if t count < t table means the alternative hypothesis is rejected. By testing the hypothesis, the formulation of the problem be answered based on making a decision method based on data analysis. From the explanation above, to test the hypothesis researcher used the formula as follows:

$$t = \frac{x_1 - x_2}{\frac{s_1{}^2}{n_1} + \frac{s_2{}^2}{n_2} - 2r\left(\frac{s_1}{\sqrt{n_1}}\right)\left(\frac{s_2}{\sqrt{n_2}}\right)}$$

Where:

X_1 = Sample mean 1

X_2 = Sample mean 2

S_1 = Sample standard deviation 1

S_2 = Sample standard deviation 2

$S_1{}^2$ = Sample variance 1

$S_2{}^2$ = Sample variance 2

R= Correlation between two samples

H. The outline of the Thesis

The systematics of this research is divided into five chapters. Each chapter consists of many sub-chapters as follows: chapter one consists of the background of the problem, identification of the problems, limitation of the problem, definition of the operational variables, formulation of the problem, the purpose of the research, and significance of the research. Chapter two consists of the theoretical description, and the sub-chapters consist of the theoretical description of vocabulary and word chain game. Then, review of related findings, conceptual framework, and hypothesis. Chapter three consists of the research methodology, which consists of the time and place of the research, research design, population, sample, instrument of collecting data, validity, and reliability, procedures of the research, and the last is the techniques of analyzing data. Chapter Four comprises the data description, hypothesis testing, discussion, and analysis of the research findings. The final chapter presents the conclusion of the research results and offers suggestions for students, teachers, and the school provided by the researcher.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presents the study's findings and addresses the research questions outlined in Chapter I. The results are explained based on the data that has been analyzed, as follows:

A. Description of Data

Data description refers to explaining or interpreting data within a specific context. This includes identifying the type of data, its source, its structure, and its significance or purpose.

1. The Description of Data Before Using Word Chain Game

a. Pre-Test Score of Experimental Class

As the experimental class, class VIII-1 was selected. In the pre-test for the control class, the researcher calculated the students' results based on their responses to the test questions. The researcher gave 20 questions prepared in the paper for students to answer, and then the researcher gave a score after answering the questions. In the pre-test for the experimental class, the researcher calculated the students' results based on their answers to the test questions. Researchers obtain the range, interval, mean, median, modus, variation, and standard deviation. The pre-test scores for the experimental class are presented in the following table:

Table IV. 1 The Score of Experimental Class in Pre-Test

No.	Descriptive	Statistics
1.	Total Score	1.805
2.	Highest Score	75
3.	Lowest Score	45
4.	Range	30
5.	Interval	6
6.	Mean	59
7.	Median	60.0
8.	Mode	53.5
9.	Variant	65.5
10.	Standard Deviation	8.09

The total score of the experimental class in the pre-test was 1.805, the range was 30, the interval was 6, the mean was 59, the median was 60.0, the modus was 53.5, the variant was 65.5, and the standard deviation was 8.9 The researcher found that the highest score was 75, and the lowest was 45

The students' score in interval class between 45-50 was 4 students (13.33%), interval 51-56 was 9 students (30%), interval 57-62 was 4 students (13.33%), interval 63-68 was 8 students (26.67%), interval 69-74 was 3 students (10%), interval 75-80 was 2 student (6.67%). The frequency distribution of the students' scores of the experimental class in the pre-test could be into table frequency distribution as follows:

Table IV.2 Frequency Distribution of Students' Score

Class Interval	Midpoint	Frequency	Percentage
45-50	47.5	4	13.33%
51-56	53.5	9	30%
57-62	64.5	4	13.33%
63-68	65.5	8	26.67%
69-74	71.5	3	10%
75-80	77.5	2	6.67%
		30	100%

Then, the computed frequency distribution of the student's scores in the experimental class can be applied to form a histogram, the histogram is as follows:
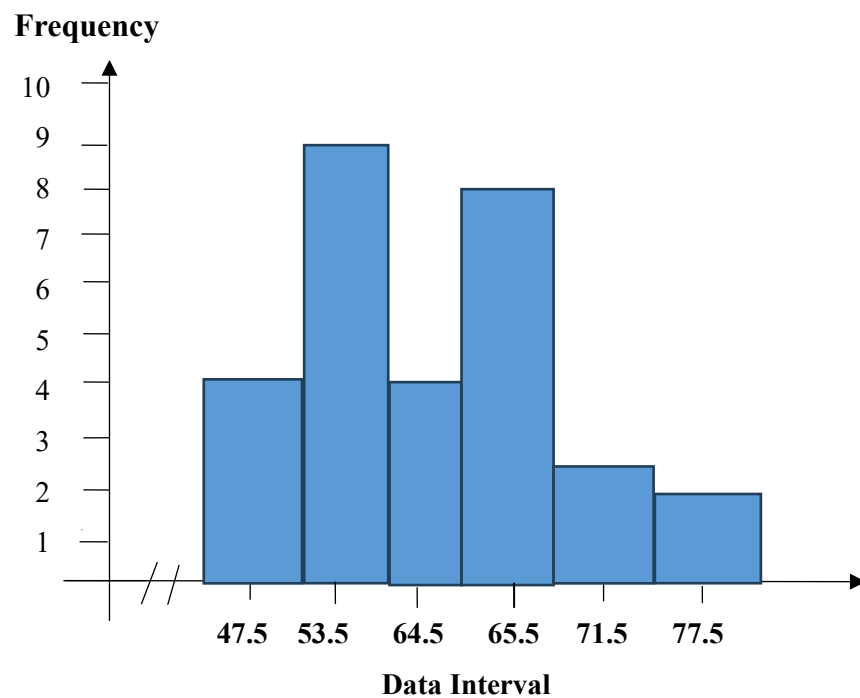
Figure IV.1 The Pre-Test Score of Experimental Class

From the histogram above, we can see that the X-axis shows the score obtained by the students, while the Y-axis indicates the number of students who got the score. 4 students got scores in intervals 45-50, 9 students got scores in intervals 51-56, 4 students who got scores in intervals 57-62, and 8 students who got scores in intervals 63-68, 3 students who got score in interval 69-74, and 2 students who got score 75-80.

b. The Pre-Test Score of Control Class

As the control class, class VIII-3 was selected. In the pre-test for the control class, the researcher calculated the students' results based on their responses to the test questions. The researcher gave 20 questions prepared in the paper for students to answer, and then the researcher gave a score after answering the questions. Researchers obtain the range, interval, mean, median, modus, variation, and standard deviation. The pre-test scores for the control class are shown in the following table:

Table IV.3 The Score of Control Class in Pre-Test

No.	Descriptive	Statistics
1.	Total Score	1.250
2.	Highest Score	65
3.	Lowest Score	30
4.	Range	35
5.	Interval	6
6.	Mean	53.06
7.	Median	50
8.	Mode	52.9
9.	Variant	53.06

10.	Standard Deviation	12.11

The table shows that the total score of the control class in the pre-test was 1.250, the range was 35, the interval was 6, the mean was 53.06, the median was 50, the modus was 52.9, the variant was 53.06, and the standard deviation was 12.11. The researcher found that the highest score was 65, and the lowest was 30.

The students' score in interval class between 30-35 was 3 students (9.68%), interval 36-41 was 3 students (9.68%), interval 42-47 was 6 students (19.35%), interval 48-53 was 10 students (32.26%), interval 54-59 was 3 students (9.68%), and interval 60-65 was 6 student (19.35%). The frequency distribution of the students' scores of the control class in the pre-test could be into table frequency distribution as follows:

Table IV.4 Frequency Distribution of Students' Score

Class Interval	Midpoint	Frequency	Percentage
30-35	32.5	3	9.68%
36-41	38.5	3	9.68%
42-47	44.5	6	19.35%
48-53	50.5	10	32.26%
54-59	56.5	3	9.68%
60-65	62.5	6	19.35%
		31	100%

Then, the computed frequency distribution of the student's scores in the experimental class can be applied to form a histogram, the histogram is as follows:

F

Frequency

V
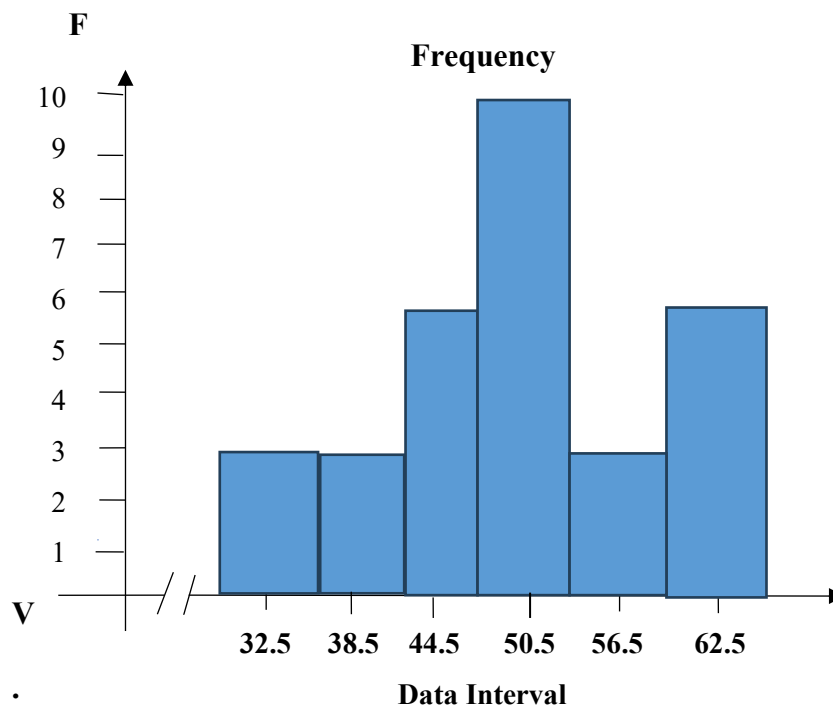
Data Interval

2 The Pre-Test Score of Control Class

From the histogram above, we can see that the X-axis shows the score obtained by the students, while the Y-axis indicates the number of students who got the score. 3 students got scores in interval 30-35, 3 students who got scores in intervals 36-41, 6 students who got scores in intervals 42-47, 10 students who got scores in intervals 48-53, 3 students who got score 54-59, and 3 students who got score 60-65.

2. The Description of Data After Using Word Chain Game

a. The Post-Test Score of Experimental Class

As the experimental class, class VIII-1 was selected. In the post-test for the experimental class, the researcher calculated the students'

results based on their responses to the test questions. The researcher gave 20 questions prepared in the paper for students to answer, and then the researcher gave a score after answering the questions. Researchers obtain the range, interval, mean, median, modus, variation, and standard deviation. The post-test scores for the experimental class are shown in the following table:

I

NO.	Descriptive	Statistics
1.	Total Score	2.110
2.	Highest Score	95
3.	Lowest Score	50
4.	Range	45
5.	Interval	8
6.	Mean	70.33
7.	Median	75
8.	Mode	75.9
9.	Variant	105.99
10.	Standard Deviation	10.29

he Score of Experimental Class in Post-Test

Based on the above table, the experimental class's total post-test score was 2.110, the range was 45, the interval was 8, the mean was 70.33, the median was 75, the modus was 75.9, the variant was 110.99, and the standard deviation was 10.29. The researcher found that the highest score was 95, and the lowest was 50.

The students' score in interval class between 50-57 was 1 student (3.33%), interval 58-65 was 6 students (20.00%), interval 66-73 was 6 students (20.00%), interval 74-81 was 14 students (40.00%), interval

82-89 was 1 student (0.00%), and interval 90-97 was 3 student (16.67%). The frequency distribution of the students' scores of the experimental class in the post-test could be into table frequency distribution as follows:

Table IV.6 Frequency Distribution of Students' Score

Class Interval	Midpoint	Frequency	Percentage
50-57	53.5	1	3.33%
58-65	61.5	6	20%
66-73	69.5	5	16.67%
74-81	77.5	14	46.67%
82-89	85.5	1	3.33%
90-97	93.5	3	10%
	i=8	30	100%

Then, the computed frequency distribution of the student's scores in the experimental class can be applied to form a histogram, the histogram is as follows:

Frequency

Figure IV.3 The Post-Test Score of Experimental Class
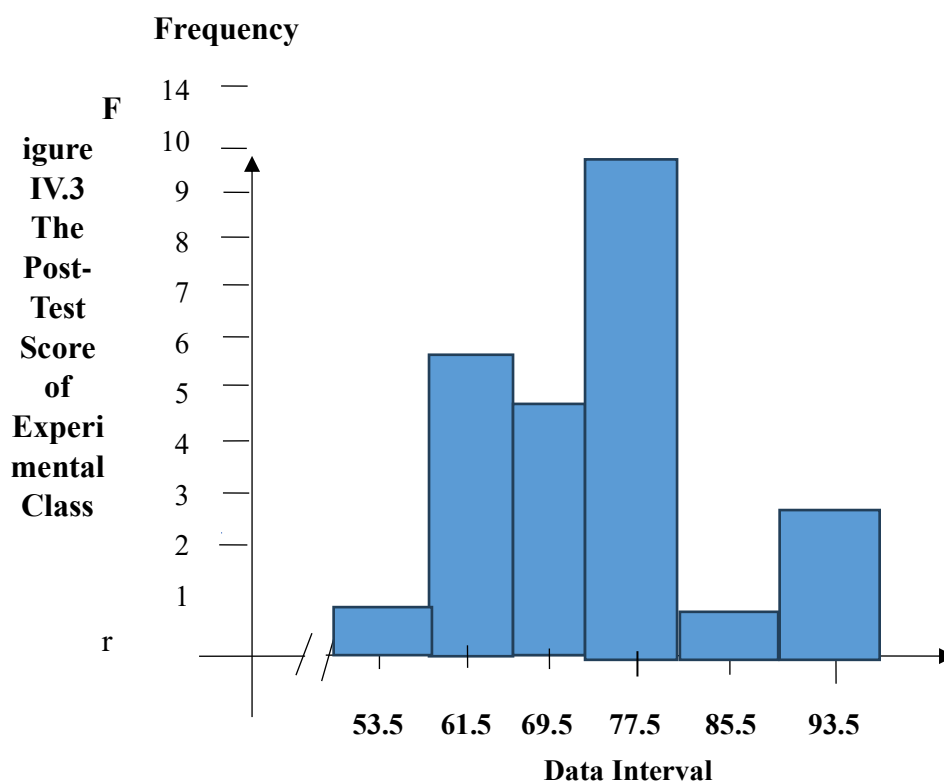
Data Interval

om the histogram above, we can see that the X-axis shows the score obtained by the students, while the Y-axis shows the number of students who got the score. 1 student got scores in interval 50-57, 6 students who got scores in intervals 58-65, 5 students who got scores in intervals 66-73, and 14 students who got scores in intervals 74-81, 1 student who got score 82-89, and 3 students who got score 90-97.

b. The Post-Test Score of Control Class

As the control class, class VIII-3 was selected. In the post-test for the control class, the researcher calculated the students' results based on their responses to the test questions. The researcher gave 20 questions prepared in the paper for students to answer, and then the researcher gave a score after answering the questions. Researchers obtain the range, interval, mean, median, modus, variation, and standard deviation. The post-test scores for the control class are shown in the following table:

T

No.	Descriptive	Statistics
1.	Total Score	1.940
2.	Highest Score	90
3.	Lowest Score	35
4.	Range	55
5.	Interval	9
6.	Mean	62.58
7.	Median	60
8.	Mode	57.27
9.	Variant	174.77
10.	Standard Deviation	13.22

V. 7 The Score of Control Class in Post-Test

Based on the above table, the total score of the control class in the post-test was 1.940, the range was 55, the interval was 9, the mean was 62.58, the median was 60, the modus was 57.27, the variant was 174.77, and the standard deviation was 13.22. The researcher found that the highest score was 90, and the lowest was 35.

The students' scores in interval class between 35-43 was 3 students (9.68%), interval 54-62 was 8 students (25.81%), interval 63-71 was 9 students (29.03%), interval 72-80 was 8 students (25.81%), interval 81-89 was 1 student (3.23%), and interval 90-98 was 2 student (6.45%). The frequency distribution of the students' scores of the control class in the post-test could be into table frequency distribution as follows:

Table IV.8 Frequency Distribution of Students' Score

Class Interval	Midpoint	Frequency	Percentage
35-43	39	2	6.45%
44-52	48	4	12.90%
53-61	57	11	35.48%
62-70	66	5	16.66%
71-79	75	5	16.66%
80-88	84	3	9.67%
89-97	93	1	3.22%
	i=9	31	100%

Then, the computed frequency distribution of the student's scores in the experimental class can be applied to form a histogram, the histogram is as follows:

Frequency

igur e IV.4 The Post - Test Sco re of Con trol Cla ss

F
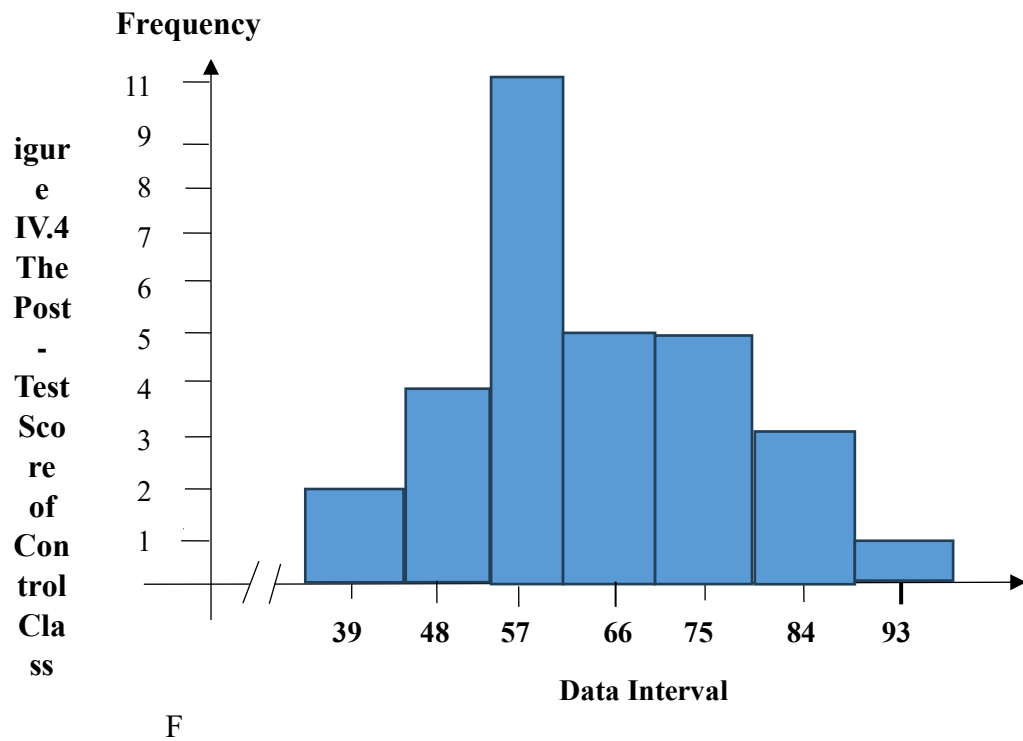
rom the histogram above, we can see that the X-axis shows the score obtained by the students, while the Y-axis indicates the number of students who got the score. 2 students got scores in intervals 35-43, 4 students got scores in intervals 44-52, 11 students who got scores in intervals 53-61, 5 students who got scores in intervals 62-70, 5 students who got score 71-79, 3 students who got score 80-88, and 1 student who got score 89-97.

3. Normality Test

The normality test in this research used kolmogorov-simirnov. The data was calculated using SPSS 23.0. The normality test result is shown in the table below:

Table IV.9 Test of Normality

Class	df	Sig
Pre-Test Experimental	30	.128
Post-Test Experimental	30	.086
Pre-Test Control	31	.066
Post-Test Control	31	.078

Source: SPSS 23.0 Version

From the table test of normality above, can be seen that the significances are .128, where 128>0.05. It means that the data is normal. Detail calculation can be seen on appendix (XII).

4. Homogeneity Test

A homogeneity test is performed to assess whether variances are homogeneous. In this analysis, the researcher used SPSS version 23.0. The results from the data analysis are presented in the table below:

Table IV.10 Homogeneity Test of the Variance

	Levene Statistic	Df1	Df2	Sig.
Based on Mean	3.573	1	59	.065
Based on Median	2.829	1	59	.098
Based on the Median and with adjusted df	2.829	1	58.609	.098

Based on trimmed Mean	3.524	1	59	.062

Source: SPSS 23.0 Version

From the table of homogeneity test of the variance, based on the mean of the post-test experimental and control classes, sig is 065. Where .065>0.05. It means that the variances are homogeneous. Detailed calculations can be seen in Appendix XII.

B. Hypothesis Test

Based on the data analysis requirements test results, it was determined that both classes are normally distributed and have homogeneous variances. Therefore, the hypothesis can be tested using an independent samples t-test. The researcher used SPSS version 23.0 to perform the statistical calculations to examine the effect of the Word Chain on students' vocabulary mastery. The data is presented in the table below:

Table IV.11 Hypothesis Test

Students Learning Outcomes	Levene's Test for Equality of Variances		t-test for Equality of Means	
	F	**Sig.**	**t**	**df**
Equal variances assumed	2.752	.064	6.463	58
Equal variances not assumed			2.965	58.500

Source: SPSS 23.0 Version

To see whether the research is successful, it can look at the t_{count} and t_{table}, if $t_{count} > t_{table}$ then H_a is accepted and H_o is rejected, and if $t_{count} < t_{table}$ then H_a is rejected and H_o is accepted.

For the hypothesis of this research, we can see from the table above that the t count is 6.463, and the t table is 2.000. This means that t $_{count}$ > t $_{table}$ (6.463 > 2.000), so Ha is accepted, and H$_o$ is rejected. So, there is a significant effect of the Word Chain Game on vocabulary mastery among the VIII grade students of SMP N 6 Padangsidimpuan. Detailed calculations can be seen in Appendix XII.

Table IV.12

Gain of Score in Experimental Class and Control Class

	Pretest	Posttest	Enhancement	Percentage	Gain Score
Experimental Class	59	70.33	48.07	0.4807%	0.75
Control Class	53.06	62.58	40.2	0.4020%	

The score of the control class for the pre-test was 53.06 and the post-test was 62.58. Then, the enhancement was 40.2 with a percentage of 0.4020. In the experimental class, it was 59 for the pre-test and 70.33 for the post-test. Then, the enhancement value was 48.07 with a percentage of 0.4807 and the difference in scores between the control class and experimental class was 0.75.

Table IV.13 Effect Size Gain Score Criteria

Effect Size	Criteria
$0 < d \leq 0,2$	Low
$0,2 < d \leq 0,8$	Medium
$d > 0,8$	High

Source: Wahab et al[44]

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[44] Wahab Abdul *et al*, "Efektivitas Pembelajaran Statistika Pendidikan Menggunakan Uji Peningkatan N-Gain Di PGMI," *Jurnal Basicedu* 5, no. 2 (2021): 1039–45, https://doi.org/10.31004/basicedu.v5i2.845.

C. Result

Based on the data described above, the research results are as follows:

1. Before using the Word Chain Game, the average score of the experimental group in the pre-test was 59, with the highest score being 75 and the lowest score being 45.

2. After using the Word Chain Game, the average score of the experimental group in the post-test increased to 70.33, with the highest score reaching 95 and the lowest score remaining at 50. This indicates that the post-test scores are higher than the pre-test scores.

3. From the above data, it can be concluded that the increase in students' scores is both drastic and significant. Further details are presented in the table below.

Table IV.12 Pre-Test and Post-Test in Experimental Class

No.	Experimental Class	Pre-Test	Post-Test
1	Highest Score	75	95
2	Lowest Score	45	50
3	Mean	59	70.33

The table above illustrates the comparison of the pre-test and post-test results. It can be seen that the difference between the post-test results is almost twice that of the pre-test results. Furthermore, it can be seen the histogram below:

Figure IV.5 titled "Comparison of Pre-test and post-test experimental class" with values: 75, 45 at 59; 95, 50 at 70.33. Legend: High Score, Lowest Score.
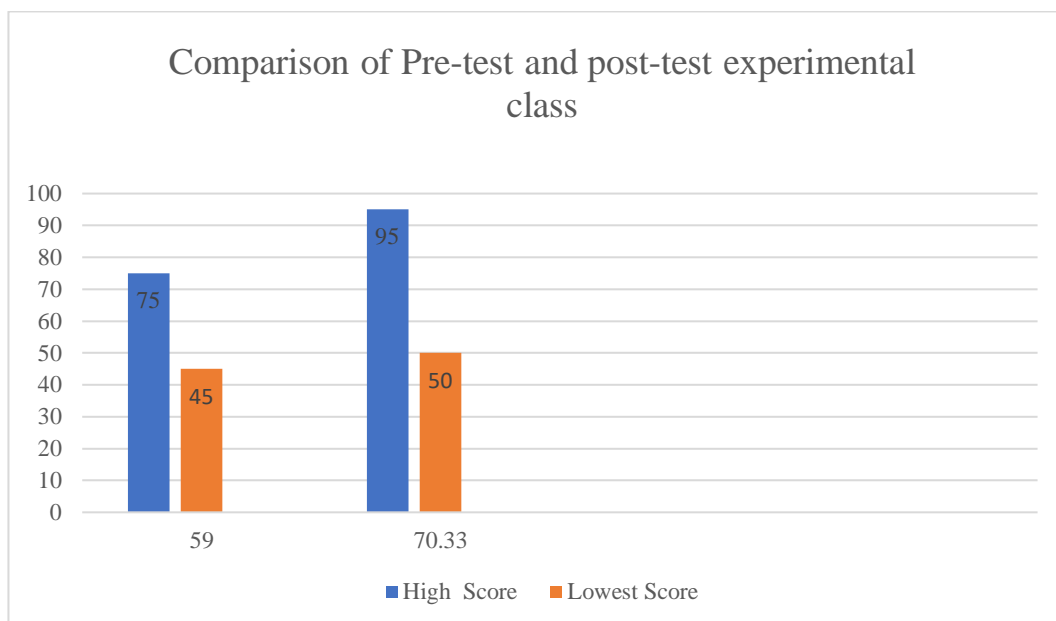
Figure IV.5 The Comparison Pre-Test and Post-Test in Experimental Class

Moreover, the researcher tested the hypothesis in this research using an independent t-test with a significant level of 0.05 and calculated it with SPSS version 23.0. Researchers found that t $_{count}$ > t $_{table}$ (6.463>2.000). It means that the hypothesis is accepted. Thus, "There is a significant effect of Word Chain Game on vocabulary mastery at the VIII grade Students of SMP N 6 Padangsidimpuan".

D. Discussion

The result of this research proves Caroll's theory which states Word Chain game is a kind of game purposing to improve the player's ability to master the vocabulary of words.[45] Students try to connect the words by the way they are spelled, matching the last letter of a word with the first letter of the following

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[45] Carrol Lewis, *Word Chains-the Game of Subtle Changes*, 2007, 68 www.wordchains.com/faq.php.

word. For example, career, relocate, executive, entertain, and neighbor, where each new word has as its first letter the last letter of the word. They can use any words that they know but try to include in the chain all the new words that they are learning.

This research was also enhanced by Jerni[46], the researcher found that the mean of the pre-test in the experiment class was 73.75 and control class was 68.125. The mean of the post-test in the experimental class was 84.625 and the control class was 76.t $_{observed}$ = 2.73 whereas the t $_{table}$ =1.994. It shows that students' vocabulary mastery was significant at 0.05. From the result, the researcher found that the student's vocabulary mastery was significant by using word chain games.

It is also supported by Asriani[47], from the result of the calculation above it was shown there is a significant effect of word chain games on students' vocabulary mastery, the result was found the highest score was 75 and the lowest score was 40, the mean score was 63.8 categorized as the "Enough" ability. The score of the students' vocabulary mastery after using the word chain game, was found the highest score was 80 and the lowest score was 40, the mean score was 72.8 which is categorized as "Good" achievement.

[46] Jerni Ariyanti Lubis, "The Effect of Using Word Chain Game on The," 2018, 1–92.

[47] Asriani Nove , "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)," *Jurnal Liner* 1, no. 3 (2018): 39–65, http://jurna.ipts.ac.id/index.php/LINER/article/download/500/252l.

It is also supported by Sri,[48] who conclude that Word Chain Game is an appropriate technique for vocabulary mastery of students, it can be shown in the result of the research that the mean score of students" vocabulary mastery before using the Word Chain Game was 37.82 and after using Word Chain Game was 60.1. It means there was an effect of using the Word Chain Game on vocabulary mastery.

From the explanation above, it can be concluded that the use of the Word Chain Game is highly effective in improving students' vocabulary. In summary, the study found a significant positive effect of the Word Chain Game on students' vocabulary mastery.

E. Threats of the Research

There were some threats faced by the researcher when conducting this research, as follows:

1. The class is less conducive due to disturbances from students in other classes who want to know the research process.

2. Some students play around and are not serious about practicing Word Chain

3. The students were not fully serious when answering the pre-test and post-test. Some of them were still cheating, which affected the integrity of the results, as the answers were not entirely their work.

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[48] Sri Wahyuningsih, "The Effect of Word Chain Game To Students' Vocabulary Mastery At Grade Viii of Smp Negeri 5 Padangsidempuan," 2020, 1–173, https://etd.uinsyahada.ac.id/2769/1/1520300029.pdf.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research results, the researcher concludes the following:

1. Before using the Word Chain Game, students' vocabulary mastery was unsatisfactory. This is evident from the mean pre-test score in the experimental class, which showed that students' vocabulary mastery was only adequate. It can be seen from the student's mean score on the pre-test was 59 in the experimental class and 53.06 in the control class.

2. After using the Word Chain, students' vocabulary mastery improved significantly. It can be seen from the student's mean score on the pre-test was 70.33 in the experimental class and 62.58 in the control class.

3. There is a significant effect of the Word Chain on the vocabulary mastery of VIII-grade students at SMP N 6 Padangsidimpuan. The researcher found that the t_{count} was greater than the t_{table}, $(6.463 > 2.000)$ indicating that Ha (the alternative hypothesis) is accepted.

B. Implication

Based on the research conclusion there are several implications obtained from the results of the study they are:

1. The results suggest that incorporating interactive games like the Word Chain Game into the curriculum can be an effective teaching strategy for improving vocabulary mastery.

2. The significant improvement in vocabulary mastery after using the Word Chain Game highlights the importance of student engagement in the learning process. Interactive methods that encourage participation can lead to better retention and understanding, suggesting that educators should prioritize student involvement in lessons.

3. Schools, particularly at the middle school level, could integrate vocabulary games such as the Word Chain into regular lesson plans to address deficiencies in language learning. This could help improve overall student performance in vocabulary and other language skills.

C. Suggestion

1. For teacher

   Teachers should integrate vocabulary games such as the Word Chain into their lesson plans to make learning more dynamic and enjoyable for students. This will not only enhance vocabulary mastery but also promote active learning, which can lead to better retention and understanding.

2. For future researchers

   Future research should explore the effectiveness of the Word Chain Game and similar interactive learning tools in different grade levels, subjects, and educational settings. This would help determine the broader applicability and impact of game-based learning on various aspects of student achievement.

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APPENDIX I

LESSON PLAN

EXPERIMENTAL CLASS

Sekolah : SMP N 6 Padangsidimpuan

Mata Pelajaran Kelas : Bahasa Inggris

Semester : VIII / 1 (Satu)

Aspek/ Sub Skill Alokasi Waktu : Vocabulary (Noun)

Alokasi Waktu : 2 x 45 menit

Kompetensi Inti (KI)

1. Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

2. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

3. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

Kompetensi Dasar (KD)

1. 3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait noun, dan mampu menyambung kosa kata noun sesuai dengan konteks penggunaannya.

2. 8.6 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi

terkait noun, fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

Tujuan pembelajaran

Pada akhir pelajaran, siswa diharapkan dapat :

1. Melalui word chain game siswa menemukan kosa kata baru
2. Melalui word chain game siswa mampu menyebutkan macam – macam noun
3. Melalui word chain game siswa mampu mengusai banyak kosa kata
4. Melalui word chain game siswa mampu membedakan kosa kata dalam bentuk proper ataupun common noun

Materi pembelajaran

Common noun and Proper noun (Animal, Fruit, and Profession)

Common noun

Common noun adalah kata benda yang mendeskripsikan nama-nama orang, benda, atau tempat secara umum. Ini artinya, kamu akan menggunakan *common noun* jika tidak ingin menyebutkan suatu kata benda secara spesifik. Biasanya, *common noun* digunakan untuk menjelaskan nama dari sekumpulan nomina yang sejenis atau memiliki kemiripan.

Bisa dikatakan *common noun* adalah istilah umum dari suatu benda, orang, atau tempat. Mengingat *common noun* dalam bahasa Inggris menjelaskan suatu hal secara general, saat menuliskannya, kamu tak perlu menggunakan huruf kapital pada awal kata, kecuali jika kata tersebut berada pada awal kalimat.

Karena *common noun* tidak menamai apa pun secara spesifik, maka penulisannya tidak dengan huruf kapital, kecuali berada di awal kalimat.

Contoh: *Singer, tower, restaurant, theme park, zoo, mountain, etc*

Proper Noun

Jika *common noun* digunakan untuk menjelaskan istilah umum, *proper noun* justru kebalikannya. Maka, *proper noun* dipakai saat ingin menyebutkan suatu benda, lokasi, atau orang secara spesifik. Kelompok kata benda yang satu ini merujuk secara spesifik kepada nama orang, nama lokasi, atau nama suatu benda.

Mengingat *proper noun* adalah nama dari kata benda secara spesifik, kamu harus menuliskannya mengawali penulisan kata ini menggunakan huruf kapital.

Jika *proper noun* terdiri lebih dari satu kata, gunakan huruf kapital pada kata pertama dan kata penting lainnya.

Proper noun dapat terdiri dari satu atau dua kata dan kita harus selalu memulai menuliskannya dengan huruf kapital. Biasanya kata benda ini antara lain digunakan untuk nama institusi, organisasi, hari, bulan, bangsa, agama, dan tempat.

Contoh: Celine Dion, Pizza Hut, Ragunan, Disneyland, Mount Bromo, etc.

Common noun	*Proper noun*
She met an actress at a restaurant yesterday.	She met Emma Watson at Frankie & Benny's yesterday.
She has lived in a city since she was born.	She has lived in London since she was born.
I work at a building in New York City.	I work at the Empire State Building in New York City.
She is taking her master degree in one of the universities in England.	She is taking her master degree in University College London.
He wears a watch everyday.	He wears his Fossil watch everyday.
Rudy can speak several languages.	Rudy can speak English, Spanish, Japanese, and Korean.
I spent my last Saturday night watching a movie.	I spent my last Saturday night watching Cruella.
He is practicing a religion.	He is practicing Hinduism.
She lives in this area.	She lives in Sudirman Street.
The athlete from Spain won the race.	Alex Rinz won the race.

Metode pembelajaran

Word chain game

Media pembelajaran

1. Papan tulis
2. Spidol
3. Buku paket

Sumber belajar

1. Buku paket
2. Kamus Bahasa inggris

Langkah – langkah pembelajaran

		Waktu
Kegiatan Pendahuluan	1. Guru menyapa siswa dalam Bahasa Inggris 2. Guru memeriksa kehadiran siswa 3. Guru mengaitkan materi pembelajaran dengan pengalaman peserta didik atau pembelajaran sebelumnya 4. Guru menyampaikan tujuan pembelajaran 5. Guru mendemontrasikan sesuatu yang terkait dengan tema 6. Guru menyampaikan kemampuan yang akan dicapai peserta didik 7. Guru menyampaikan rencana kegiatan	10 menit
Kegiatan Inti	**Mengamati** 1. Pada langkah pertama, guru memperkenalkan secara singkat definisi dan langkah-langkah Permainan Rantai Kata kepada siswa sebelum menerapkannya dalam pengajaran dan pembelajaran kosakata di kelas. 2. Pada langkah kedua, guru membahas secara singkat topik-topik pengajaran dan pembelajaran kosakata dengan siswa. 3. Pada langkah ketiga,	65 menit

	guru membagi siswa menjadi beberapa kelompok.	
	4. Pada langkah keempat, guru menyebutkan kata-kata yang akan dimainkan dalam Permainan Rantai Kata yang terkait dengan topik tersebut.	
	5. Pada langkah kelima, guru menginstruksikan siswa untuk mengucapkan kata baru dari huruf terakhir kata yang diucapkan guru sebelumnya .	
	6. Pada langkah terakhir, guru meninjau Permainan Rantai Kata yang telah dimainkan oleh siswa dan membimbing mereka untuk mengucapkan kosakata dengan baik.	
	Menanya Dengan bimbingan guru siswa menggali informasi dengan mengajukan pertanyaan mengenai hal-hal yang berhubungan dengan Common dan Proper noun.	
	Mengumpulkan Informasi Dengan bimbingan guru siswa mempelajari dan mengklasifikasikan Common dan Proper noun pada lembaran buku panduan belajar Page.	
	Mengolah Informasi Dengan bimbingan guru siswa	

	berlatih menyebutkan secara lisan dan spontan apa itu Common dan Proper noun.	
Kegiatan penutup	1. Guru dan siswa melakukan refleksi pembelajaran 2. Guru memberikan tulisan 3. Guru melaksanakan tindak lanjut dengan memberikan arahan kegiatan berikutnya dan tugas pengayaan	15 menit

Penilaian

Tekhnik   : Merespon pertanyaan secara tertulis

Bentuk   : Pertanyaan tertulis

Instrument   : Terlampir

Pedoman penilaian

Jumlah skor maksimal x5 : 20

Nilai maksimal   : 100

Nilai siswa   : $\frac{skor\ perolehan}{skor\ maksimum} \ x\ 10$

APPENDIX II

LESSON PLAN

CONTROL CLASS

Sekolah : SMP N 6 Padangsidimpuan

Mata Pelajaran Kelas : Bahasa Inggris

Semester : VIII / 1 (Satu)

Aspek/ Sub Skill Alokasi Waktu : Vocabulary (Noun)

Alokasi Waktu : 2 x 45 menit

Kompetensi Inti (KI)

4. Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

5. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

6. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

Kompetensi Dasar (KD)

3. 3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait noun, dan mampu menyambung kosa kata noun sesuai dengan konteks penggunaannya.

4. 8.6 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait noun, fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

Tujuan pembelajaran

Siswa terampil menentukan, mengidentifikasi, menangkap makna tentang Common dan Proper noun dengan unsur kebahasaan yang benar, dan penuh tanggungjawab.

Materi pembelajaran

Common noun and Proper noun (Animal, Fruit, and Profession)

Common noun

Common noun adalah kata benda yang mendeskripsikan nama-nama orang, benda, atau tempat secara umum. Ini artinya, kamu akan menggunakan *common noun* jika tidak ingin menyebutkan suatu kata benda secara spesifik. Biasanya, *common noun* digunakan untuk menjelaskan nama dari sekumpulan nomina yang sejenis atau memiliki kemiripan.

Bisa dikatakan *common noun* adalah istilah umum dari suatu benda, orang, atau tempat. Mengingat *common noun* dalam bahasa Inggris menjelaskan suatu hal secara general, saat menuliskannya, kamu tak perlu menggunakan huruf kapital pada awal kata, kecuali jika kata tersebut berada pada awal kalimat.

Karena *common noun* tidak menamai apa pun secara spesifik, maka penulisannya tidak dengan huruf kapital, kecuali berada di awal kalimat.

Contoh: *Singer, tower, restaurant, theme park, zoo, mountain, etc*

Proper Noun

Jika *common noun* digunakan untuk menjelaskan istilah umum, *proper noun* justru kebalikannya. Maka, *proper noun* dipakai saat ingin menyebutkan suatu benda, lokasi, atau orang secara spesifik. Kelompok kata benda yang satu ini merujuk secara spesifik kepada nama orang, nama lokasi, atau nama suatu benda.

Mengingat *proper noun* adalah nama dari kata benda secara spesifik, kamu harus menuliskannya mengawali penulisan kata ini menggunakan huruf kapital. Jika *proper noun* terdiri lebih dari satu kata, gunakan huruf kapital pada kata pertama dan kata penting lainnya.

Proper noun dapat terdiri dari satu atau dua kata dan kita harus selalu memulai menuliskannya dengan huruf kapital. Biasanya kata benda ini antara lain digunakan untuk nama institusi, organisasi, hari, bulan, bangsa, agama, dan tempat.

Contoh: Celine Dion, Pizza Hut, Ragunan, Disneyland, Mount Bromo, etc.

Common noun	Proper noun
She met <u>an actress</u> at <u>a restaurant</u> yesterday.	She met <u>Emma Watson</u> at <u>Frankie & Benny's</u> yesterday.
She has lived in <u>a city</u> since she was born.	She has lived in <u>London</u> since she was born.
I work at <u>a building</u> in New York City.	I work at <u>the Empire State Building</u> in New York City.
She is taking her master degree in <u>one of the universities in England</u>.	She is taking her master degree in <u>University College London</u>.
He wears <u>a watch</u> everyday.	He wears his <u>Fossil watch</u> everyday.
Rudy can speak several <u>languages</u>.	Rudy can speak <u>English, Spanish, Japanese, and Korean</u>.
I spent my last Saturday night watching <u>a movie</u>.	I spent my last Saturday night watching <u>Cruella</u>.
He is practicing <u>a religion</u>.	He is practicing <u>Hinduism</u>.
She lives in <u>this area</u>.	She lives in <u>Sudirman Street</u>.
<u>The athlete from Spain</u> won the race.	<u>Alex Rinz</u> won the race.

Metode pembelajaran

Conventional teaching

Media pembelajaran

4. Papan tulis
5. Spidol
6. Buku paket

Sumber belajar

3. Buku paket
4. Kamus Bahasa inggris

Langkah – langkah pembelajaran

Activity		Time
Pre activity	1. Guru menyapa siswa dalam Bahasa Inggris 2. Guru memeriksa kehadiran siswa 3. Guru mengaitkan materi pembelajaran dengan pengalaman peserta didik atau pembelajaran sebelumnya 4. Guru menyampaikan tujuan pembelajaran 5. Guru mendemontrasikan sesuatu yang terkait dengan tema 6. Guru menyampaikan kemampuan yang akan dicapai peserta didik 7. Guru menyampaikan rencana kegiatan	10 minutes
Main Activity	1. Guru memberikan materi Common dan Proper noun dengan bantuan object gambar dari buku Pelajaran. 2. Guru memberikan penjelasan mengenai perbedaan dari jenis noun tersebut. 3. Guru memberikan satu kata kunci/ key word, dan menyuruh siswa secara individu untuk mencari kata-kata apa saja yang berhubungan dengan key word tersebut. 4. Setelah itu, guru meminta siswa untuk menggolongkan kata-kata yang telah ditemukan itu termasuk jenis noun apa 5. Untuk lebih mengingatkan siswa terhadap new vocabularies itu serta perbedaan jenis noun tersebut, guru memberi stimulasi terhadap siswa. **Menanya** Dengan bimbingan guru siswa menggali informasi dengan mengajukan pertanyaan mengenai hal-hal yang berhubungan dengan noun Mengumpulkan Informasi Dengan bimbingan guru siswa mengklasifikasikan Common dan Proper noun melalui buku panduan belajar **Mengomunikasikan** Siswa mencari kosa kata tentang Common dan	65 minutes

	Proper noun pada lembaran buku panduan belajar	
Post activity	1. Guru dan siswa melakukan refleksi pembelajaran 2. Guru memberikan umpan balik pada pembelajaran 3. Guru melaksanakan tindak lanjut dengan memberikan arahan kegiatan berikutnya dan tugas pengayaan	15 minutes

Penilaian

Tekhnik   : Merespon pertanyaan secara tertulis

Bentuk   : Pertanyaan tertulis

Instrument   : Terlampir

Pedoman penilaian

Jumlah skor maksimal x5 : 20

Nilai maksimal   : 100

Nilai siswa   : $\frac{skor\ perolehan}{skor\ maksimum}\ x\ 10$

APPENDIX III

Pre-Test Worksheet

Name   :

Class   :

Date   :

Saying Bismillah before doing the test

Choose the most appropriate answer! (PilihlahJawabanyang paling tepat!)
1. What is the meaning of "lion"?
   a. Tikus   c. Kuda
   b. Sarang   d. Singa
2. Below are included in common nouns, **except**?
   a. Boy   c. Apple
   b. Country   d. Bag
3. What is the English of "Supir"?
   a. Driver   c. Soldier
   b. Teacher   d. Nurse
4. The meaning of "Headmaster"?
   a. Guru   c. Pegawai
   b. Penjaga Sekolah   d. Kepala Sekolah
5. *Green grape* included in?
   a. Common Noun   c. Uncountable Noun

   b. Abstract Noun   d. Proper Noun

6. What is the English of "Dokter"?
   a. Painter   c. Headmaster
   b.Teacher   d. Doctor
7. What is the meaning of "Rabbit"?
   a. Kelinci   c. Sapi
   b. Kucing   d. Kuda
8. What is the English of "Anggur"?
   a. Grapes   c. Apple
   b. Banana   d. Dragon fruit
9. Below are proper nouns, **except**?
   a. Pandaratan Beach   c. Profession
   b. Bali   d. Aisyah
10. What is the English of "Kelinci"?
    a. Rabbit   c. Swan
    b. Tortoise   d. Rat
11. Which word is a noun?
    a. Sleep   c. Manggo
    b. Stand up   d. Run

12. Where is the *Proper noun* "**My mother is a teacher**."
    a. Teacher   c. Mother
    b. My   d. is
13. Which word is a *Common noun*?
    a. Animal   c. Teacher
    b. Banana   d. Lion
14. Banana, blueberry, apple, grape are included in?
    a. Animal   c. Fruit
    b. Profession   d. Gadget
15. Country, Animal, and Fruit are included in …. Noun.
    a. Uncountable   c. Material
    b. Common   d. Proper
16. The word "Profession" is included in?
    a. Material   c. Proper
    b. Common   d. Uncountable
17. Where is the *proper noun* "**Maria went to the store**."
    a. Went   c. Maria
    b. Store   d. To
18. Where is a *common noun*?
    a. Beach   c. Padangsidimpuan
    b. Suci   d. Eifel Tower
19. Where is a proper noun?
    a. Bandung   c. Farmer
    b. Boy   d. Seller
20. Where is a common nouns, **except**?
    a. Farmer   c. Fruit
    b. Animal   d. Singapore

APPENDIX IV

Post-Test Worksheet

Name   :

Class   :

Date   :

Saying Bismillah before doing the test

Choose the most appropriate answer! (PilihlahJawabanyang paling tepat!)

1. Chicken, duck, cat, and lion are ?
   - a. Animal
   - b. Profession
   - c. Fruit
   - d. Gadget
2. Banana, blueberry, apple, and grape are ?
   - a. Animal
   - b. Things
   - c. Fruit
   - d. Profession
3. The Meaning of "**Teacher**" is?
   - a. Perawat
   - b. Koki
   - c. Guru
   - d. Dokter
4. What is the word chain of "Crab" in an **animal**?
   - a. Bee – Eagle - Knife
   - b. Beetle – Ear - Raven
   - c. Bison – Net - Tortoise
   - d. Buffalo - Owl – Lamb
5. The word "**Fruit**" is included in?
   - a. Proper
   - b. Common
   - c. Material
   - d. Uncountable
6. What is the English of "**Kepala Sekolah**"?
   - a. Tailor
   - b. Head master
   - c. Writer
   - d. Painter
7. The word "**Animal**" is included in?
   - a. Proper
   - b. Common
   - c. Material
   - d. Uncountable
8. The word chain starts with "**Pear**" is?
   - a. Rosa – Apple – Elephant - Tamarind
   - b. Avocado – Banana – Fruit - Olive
   - c. Rabbit – Turtle – Iguana - Fish
   - d. Raspberry – Yogurt – Milk - Cat
9. The word "**Singer**" is included in?
   - a. Material
   - b. Common
   - c. Proper
   - d. Uncountable
10. The word "**Turtle**" is ?
    - a. Animal
    - b. Fruit
    - c. Food
    - d. Profession

11. Word Chain "**Banana**"
    a. Apple
    b. Cow
    c. Shark
    d. Tree
12. Where is the *proper noun* "**Maria went to the store.**"
    a. Went
    b. Store
    c. Maria
    d. To
13. Where is a *common noun*?
    a. Sarah
    b. January
    c. Mountain
    d. Tokyo
14. What is the word chain of "Pen" in **Things**?
    a. Pen → Nail → Lamp → Pinguin
    b. Pen → Notebook → Kangaro → Owl → Lamp
    c. Pen → Notebook → Knife → Eraser
    d. Pen → Net → Turtle → Egg
15. Which word can follow "Fish" in a word chain?
    a. Cat
    b. Horse
    c. Bird
    d. Ant
16. The word chain of "Banana" in **fruit** is?
    a. Mango
    b. Orange
    c. Avocado
    d. Grape
17. Which word can follow "Cake" in a word chain?
    a. Kate
    b. Eagle
    c. Yellow
    d. Brush
18. Choose the *proper noun* in the sentence: " Sarah go to market ."
    a. Sarah
    b. Go
    c. Market
    d. To
19. Which word is a *common noun*?
    a. Kenang Street
    b. Teacher
    c. Mrs. Kate
    d. June

APPENDIX V

Instrument of Experimental Class for Pre-Test

APPENDIX VI

Instrument of Experimental Class for Post-Test

Post-Test Worksheet

Name : Edi Soputra
Class : VIII-1
Date : 5/8-9-2024

Saying Bismillah before doing the test

Choose the most appropriate answer! (Pilihlah Jawaban yang paling tepat!)

1. Banana, blueberry, apple, and grape are included in?
   a. Animal   c. Fruit
   b. Profession   d. Gadget
2. Chicken, duck, cat, and lion are included in?
   a. Animal   c. Fruit
   b. Things   d. Profession
3. Turtle, Lion, Cat, and Fish are including in?
   a. Common noun   c. Collective noun
   b. Proper noun   d. Material
4. The word chain of Guava in **fruit** is?
   a. Avocado - Orange – Eggplant - Tomato
   b. Apricot - Tamarind – Durian – Nurse
   c. Apricot - Tangerine - Eagle - Elderberry
   d. Apple - Eat - Tamarind - Date
5. Teacher is included in common noun, the Meaning of "Teacher" is?
   a. Perawat   c. Guru
   b. Koki   d. Dokter
6. What is the English of "**Kepala Sekolah**"?
   a. Tailor   c. Writer
   b. Head master   d. Painter
7. The word "**Country**" is included in?
   a. Proper   c. Material
   b. Common   d. Uncountable
8. The word chain starts with "Pear" is?
   a. Rose – Apple – Elephant - Tamarind
   b. Avocado – Banana – Fruit - Olive
   c. Rabbit – Turtle – Iguana - Fish
   d. Raspberry – Yogurt – Milk - Cat
9. What is the word chain of "Crab" in an **animal**?
   a. Bee – Eagle - Knife
   b. Beetle – Ear - Raven
   c. Bison – Net - Tortoise
   d. Buffalo - Owl - Lamb
10. The word "**Singer**" is included in?
    a. Material   c. Proper
    b. Common   d. Uncountable
11. The word painter is included in?
    a. Animal   c. Food
    b. Fruit   d. Profession

95
B = 19

Post-Test Worksheet

Name : Mara ganteng
Class : VIII –I
Date : 05-09-2024

Saying Bismillah before doing the test

Choose the most appropriate answer! (Pilihlah Jawaban yang paling tepat!)

1. Banana, blueberry, apple, and grape are included in?
   a. Animal   c. Fruit
   b. Profession   d. Gadget
2. Chicken, duck, cat, and lion are included in?
   a. Animal   c. Fruit
   b. Things   d. Profession
3. Turtle, Lion, Cat, and Fish are including in?
   a. Common noun   c. Collective noun
   b. Proper noun   d. Material
4. The word chain of Guava in **fruit** is?
   a. Avocado - Orange – Eggplant - Tomato
   b. Apricot - Tamarind – Durian – Nurse
   c. Apricot - Tangerine - Eagle - Elderberry
   d. Apple - Eat - Tamarind - Date
5. Teacher is included in common noun; the Meaning of "Teacher" is?
   a. Perawat   c. Guru
   b. Koki   d. Dokter
6. What is the English of "**Kepala Sekolah**"?
   a. Tailor   c. Writer
   b. Head master   d. Painter
7. The word "**Country**" is included in?
   a. Proper   c. Material
   b. Common   d. Uncountable
8. The word chain starts with "Pear" is?
   a. Rose – Apple – Elephant - Tamarind
   b. Avocado – Banana – Fruit - Olive
   c. Rabbit – Turtle – Iguana - Fish
   d. Raspberry – Yogurt – Milk - Cat
9. What is the word chain of "Crab" in an **animal**?
   a. Bee – Eagle - Knife
   b. Beetle – Ear - Raven
   c. Bison – Net - Tortoise
   d. Buffalo - Owl - Lamb
10. The word "**Singer**" is included in?
    a. Material   c. Proper
    b. Common   d. Uncountable
11. The word painter is included in?
    a. Animal   c. Food
    b. Fruit   d. Profession

65
B = 13

Post-Test Worksheet

Name : Pueri Maritoh
Class : VIII – I
Date : 05-09-2024

Saying Bismillah before doing the test

Choose the most appropriate answer! (Pilihlah Jawaban yang paling tepat!)

1. Banana, blueberry, apple, and grape are included in?
   a. Animal   c. Fruit
   b. Profession   d. Gadget
2. Chicken, duck, cat, and lion are included in?
   a. Animal   c. Fruit
   b. Things   d. Profession
3. Turtle, Lion, Cat, and Fish are including in?
   a. Common noun   c. Collective noun
   b. Proper noun   d. Material
4. The word chain of Guava in **fruit** is?
   a. Avocado - Orange – Eggplant - Tomato
   b. Apricot - Tamarind - Durian – Nurse
   c. Apricot - Tangerine - Eagle - Elderberry
   d. Apple - Eat - Tamarind - Date
5. Teacher is included in common noun; the Meaning of "Teacher" is?
   a. Perawat   c. Guru
   b. Koki   d. Dokter
6. What is the English of "**Kepala Sekolah**"?
   a. Tailor   c. Writer
   b. Head master   d. Painter
7. The word "**Country**" is included in?
   a. Proper   c. Material
   b. Common   d. Uncountable
8. The word chain starts with "Pear" is?
   a. Rose – Apple – Elephant - Tamarind
   b. Avocado – Banana – Fruit - Olive
   c. Rabbit – Turtle – Iguana - Fish
   d. Raspberry – Yogurt – Milk - Cat
9. What is the word chain of "Crab" in an **animal**?
   a. Bee – Eagle - Knife
   b. Beetle – Ear - Raven
   c. Bison – Net - Tortoise
   d. Buffalo - Owl - Lamb
10. The word "**Singer**" is included in?
    a. Material   c. Proper
    b. Common   d. Uncountable
11. The word painter is included in?
    a. Animal   c. Food
    b. Fruit   d. Profession

80
B = 16

APPENDIX VII

Instrument of Control Class for Pre-Test

APPENDIX VIII

Instrument of Control Class for Post-Test

APPENDIX IX

The score of the Experimental Class

No	Nama	Experimental Class (Word Chain Game)	
		Pre-Test	Post Test
1	AF	50	75
2	CCV	45	60
3	CP	65	65
4	ES	75	95
5	ES	60	65
6	GP	65	70
7	GR	70	90
8	HS	55	80
9	JG	70	90
10	JM	55	60
11	JL	65	80
12	JFL	70	75
13	MT	45	70
14	MA	50	70
15	MR	60	70
16	MG	55	65
17	NWD	65	70
18	NH	55	75
19	NA	65	75
20	PM	65	80
21	RH	55	65
22	RB	45	75
23	RP	55	80
24	RG	65	80
25	RY	50	75
26	SA	60	75
27	SP	45	50
28	SJ	55	85
29	SL	75	80
30	SML	60	75
Total		**1.805**	**2.110**

APPENDIX X

Score of Control Class

No	Nama	Control Class	
		Pre-Test	**Post-Test**
1	AN	50	60
2	AR	60	60
3	AP	65	60
4	AS	45	80
5	APS	50	65
6	AM	45	65
7	ANA	30	35
8	AZS	30	75
9	AB	55	90
10	DMS	40	55
11	FM	50	80
12	GA	60	70
13	HY	45	60
14	HP	45	60
15	ISL	50	45
16	KD	30	60
17	NY	50	75
18	NNF	50	45
19	OVSP	50	50
20	RAS	60	75
21	RA	55	55
22	RP	40	40
23	RW	45	75
24	RO	50	55
25	RAL	45	65
26	SJ	50	50
27	SS	40	55
28	VA	55	55
29	WL	65	85
30	YH	50	50
31	ZAP	65	65
Total		**1.250**	**1.940**

APPENDIX XI

Data SPSS

Tests of Normality		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
Class		Statistic	df	Sig.	Statistic	df	Sig.
Hasil Belajar Siswa	Pre-Test Experiment	.132	30	.128	.943	30	.254
	Post-Test Experiment	.176	30	.086	.973	30	.376
	Pre-Test Control	.121	31	.066	.924	31	.210
	Post-Test Control	.141	31	.078	.945	31	.278

Test of Homogeneity of Variance		Levene Statistic	df1	df2	Sig.
Hasil Belajar Siswa	Based on Mean	3.573	1	59	.065
	Based on Median	2.829	1	59	.098
	Based on Median and with adjusted df	2.829	1	53.609	.098
	Based on trimmed mean	3.524	1	59	.062

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
						Significance					
						One-Sided p	Two-Sided p	Mean Difference	Std. Error Difference	Lower	Upper
		F	Sig.	t	df						
Hasil Bela	Equal variances assumed	2.572	.064	6.463	58	<.001	<.001	33.548	2.888	22.124	40.963

				2.965	58.50 0	<.001	<.001	33.548	2.888	23.09 2	42.015
jar Sis wa	Equal variances not assumed										

APPENDIX XII

T-table

<div align="center">

TABEL II
NILAI-NILAI DALAM DISTRIBUSI t

</div>

	α untuk uji dua fihak (two tail test)					
	0,50	0,20	0,10	0,05	0,02	0,01
	α untuk uji satu fihak (one tail test)					
dk	0,25	0,10	0,05	0,025	0,01	0,005
1	1,000	3,078	6,314	12,706	31,821	63,657
2	0,816	1,886	2,920	4,303	6,965	9,925
3	0,765	1,638	2,353	3,182	4,541	5,841
4	0,741	1,533	2,132	2,776	3,747	4,604
5	0,727	1,476	2,015	2,571	3,365	4,032
6	0,718	1,440	1,943	2,447	3,143	3,707
7	0,711	1,415	1,895	2,365	2,998	3,499
8	0,706	1,397	1,860	2,306	2,896	3,355
9	0,703	1,383	1,833	2,262	2,821	3,250
10	0,700	1,372	1,812	2,228	2,764	3,169
11	0,697	1,363	1,796	2,201	2,718	3,106
12	0,695	1,356	1,782	2,179	2,681	3,055
13	0,692	1,350	1,771	2,160	2,650	3,012
14	0,691	1,345	1,761	2,145	2,624	2,977
15	0,690	1,341	1,753	2,131	2,602	2,947
16	0,689	1,337	1,746	2,120	2,583	2,921
17	0,688	1,333	1,740	2,110	2,567	2,898
18	0,688	1,330	1,734	2,101	2,552	2,878
19	0,687	1,328	1,729	2,093	2,539	2,861
20	0,687	1,325	1,725	2,086	2,528	2,845
21	0,686	1,323	1,721	2,080	2,518	2,831
22	0,686	1,321	1,717	2,074	2,508	2,819
23	0,685	1,319	1,714	2,069	2,500	2,807
24	0,685	1,318	1,711	2,064	2,492	2,797
25	0,684	1,316	1,708	2,060	2,485	2,787
26	0,684	1,315	1,706	2,056	2,479	2,779
27	0,684	1,314	1,703	2,052	2,473	2,771
28	0,683	1,313	1,701	2,048	2,467	2,763
29	0,683	1,311	1,699	2,045	2,462	2,756
30	0,683	1,310	1,697	2,042	2,457	2,750
40	0,681	1,303	1,684	2,021	2,423	2,704
60	0,679	1,296	1,671	2,000	2,390	2,660
120	0,677	1,289	1,658	1,980	2,358	2,617
∞	0,674	1,282	1,645	1,960	2,326	2,576

APPENDIX XIII

Validity Test of Pre-Test

Number	R Tabel	R Hitung	Status
1	0,3961	0,471955	**Valid**
2	0,3961	0,56947	**Valid**
3	0,3961	0,402309	**Valid**
4	0,3961	0,31801	**Invalid**
5	0,3961	0,728869	**Valid**
6	0,3961	0,692533	**Valid**
7	0,3961	0,10206	**Invalid**
8	0,3961	0,114708	**Invalid**
9	0,3961	0,16667	**Invalid**
10	0,3961	0,36324	**Invalid**
11	0,3961	0,61237	**Invalid**
12	0,3961	0,256606	**Invalid**
13	0,3961	-0,27696	**Invalid**
14	0,3961	0,492366	**Valid**
15	0,3961	-0,18464	**Invalid**
16	0,3961	0,846114	**Valid**
17	0,3961	0,161165	**Invalid**
18	0,3961	-0,16116	**Invalid**
19	0,3961	-0,25661	**Invalid**
20	0,3961	-0,16116	**Invalid**
21	0,3961	0,114708	**Invalid**
22	0,3961	0,538305	**Valid**
23	0,3961	-0,12729	**Invalid**
24	0,3961	0,429863	**Valid**
25	0,3961	0,456849	**Valid**
26	0,3961	0,589768	**Valid**
27	0,3961	0,510355	**Valid**
28	0,3961	0,589768	**Valid**
29	0,3961	0,452267	**Valid**
30	0,3961	0,675664	**Valid**
31	0,3961	0,427669	**Valid**
32	0,3961	0,402309	**Valid**
33	0,3961	0,633967	**Valid**
34	0,3961	0,618399	**Valid**
35	0,3961	0,776643	**Valid**
36	0,3961	0,184717	**Invalid**
37	0,3961	-0,46771	**Invalid**
38	0,3961	-0,15721	**Invalid**
39	0,3961	-0,25	**Invalid**
40	0,3961	-0,55415	**Invalid**

Validity Test of Post-Test

Number	R Tabel	R Hitung	Status
1	0,3961	0,47230876	**Valid**
2	0,3961	0,346071818	**Invalid**
3	0,3961	0,104163457	**Invalid**
4	0,3961	0,139165981	**Invalid**
5	0,3961	0,283130789	**Invalid**
6	0,3961	0,870358491	**Valid**
7	0,3961	0,448104094	**Valid**
8	0,3961	0,784243393	**Valid**
9	0,3961	0,100775365	**Invalid**
10	0,3961	0,1247695	**Invalid**
11	0,3961	0,239172302	**Invalid**
12	0,3961	0,744091605	**Invalid**
13	0,3961	0,220746039	**Invalid**
14	0,3961	0,504919303	**Invalid**
15	0,3961	0,237929977	**Invalid**
16	0,3961	0,558068704	**Valid**
17	0,3961	0,635830754	**Valid**
18	0,3961	0,524312273	**Valid**
19	0,3961	0,821817501	**Valid**
20	0,3961	0,784243393	**Valid**
21	0,3961	0,618397327	**Valid**
22	0,3961	0,34446097	**Invalid**
23	0,3961	0,216339487	**Invalid**
24	0,3961	0,112777405	**Invalid**
25	0,3961	0,548012588	**Valid**
26	0,3961	0,547878334	**Valid**
27	0,3961	0,707487151	**Valid**
28	0,3961	0,835378845	**Valid**
29	0,3961	0,896973781	**Valid**
30	0,3961	0,522025472	**Valid**
31	0,3961	0,438482553	**Valid**
32	0,3961	0,896973781	**Valid**
33	0,3961	0,560971253	**Valid**
34	0,3961	0,631003724	**Valid**
35	0,3961	0,556873864	**Valid**
36	0,3961	0,558068704	**Valid**
37	0,3961	0,635830754	**Valid**
38	0,3961	0,524312273	**Valid**
39	0,3961	0,821817501	**Valid**
40	0,3961	0,784243393	**Invalid**

APPENDIX XIV

DOCUMENTATION

Pre-Test of Control Class

Pre-Test of Experiment Class

Post-Test Control Class

Post-Test Experimental Class

Learning Activity

Validating Test

Nomor	:B -6190/Un.28/E.1/TL.00.9/09/2024	20 September 2024

Lampiran : -

Hal : Izin Penelitian

Penyelesaian Skripsi

Yth. Kepala SMPN 6 Padangsidimpuan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama	: Khoirunnisa
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Fakultas	: Tarbiyah dan Ilmu Keguruan
Program Studi	: Tadris Bahasa Inggris
Alamat	: Jl. Kenanga Gg. Pendidikan

Adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh AliHasan Ahmad Addary Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul **"The Effec Of Word Chain Game on Vocabulary Mastery at Grade VIII Students SMPN 6 Padangsidimpuan"**.

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas.

Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

a.n. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan

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Dengan ini menerangkan bahwa   :

Nama	: **KHOIRUNNISA**
NPM	: 2020300036
Fakultas	: Tarbiyah dan Ilmu Keguruan
Program Studi	: Tadris Bahasa Inggris

Adalah benar telah mengadakan penelitian dengan Judul " **The Effec Of Word Chain Game On Vocabulary Mastery at Grade VIII Students SMPN 6 Padangsidimpu** Sesuai dengan Kementrian Agama Republik Indonesia Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan Fakultas Tarbiyah   Dan   Ilmu   Keguruan   Nomor   :   B-6190/Un.28/E.1/TL.00.9/09/2024   .

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya. Atas perhatian dan kerjasamanya kami ucapkan terima kasih.

Padangsidimpuan , 02 Oktober 2024
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