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INCREASING THE STUDENTS' VOCABULARY MASTERY THROUGH WORD CHAIN GAME (WCG) AT THE EIGHTH GRADE OF UPTD SMP NEGERI 4 GUNUNGSITOLI IN 2022/2023

Abstrak

Kosakata merupakan salah satu komponen awal dalam mempelajari bahasa Inggris. Menguasai kosakata berarti dapat menyampaikan dan menulis sebuah ide melalui kata-kata yang bermakna. Faktanya, siswa kelas VIII UPTD SMP Negeri 4 Gunungsitoli memiliki masalah dalam penguasaan kosakata yang berdampak pada tulisan mereka. Penelitian ini bertujuan untuk mengatasi masalah siswa dalam penguasaan kosakata melalui permainan rantai kata. Penelitian ini menggunakan metode kuantitatif dan menggunakan desain penelitian tindakan kelas (PTK) yang terdiri dari perencanaan, tindakan, observasi, refleksi. Penelitian ini dilakukan sebanyak dua siklus. Pada siklus I menunjukkan bahwa terdapat 20 siswa yang tidak lulus KKM dari 32 siswa dan nilai rata-rata siswa adalah 59,57. Selain itu, pada siklus I terdapat hasil evaluasi siswa dengan nilai terendah 10 dan nilai tertinggi 85. Pada siklus II, semua siswa telah lulus KKM dari 32 siswa dan dengan nilai rata-rata siswa 91,31 serta terdapat nilai terendah 80 dan nilai tertinggi 100. Berdasarkan hasil penelitian, peneliti menyimpulkan bahwa penggunaan permainan rantai kata dapat meningkatkan penguasaan kosakata siswa.

Kata kunci: Kosakata, Permainan Rantai Kata, PTK.

Abstract

Vocabulary is one of the initial components in learning English. Mastering vocabulary means that can convey and write an idea through meaningful words. In fact, students in class eighth of UPTD SMP Negeri 4 Gunungsitoli have vocabulary problems that have an impact on their writing. The research aims to address students' problems in vocabulary mastery through the word chain game. This research uses a quantitative method and uses classroom action research (CAR) design which consists of planning, action, observation, reflection. This research was carried out two cycles. In cycle I showed that there were 20 students who did not pass the MCC out of 32 students and the average student score was 59.57. In addition, in cycle I there were results from student evaluations with the lowest score of 10 and the highest score of 85. In cycle II, all students had passed the MCC out of 32 students and with an average student score of 91.31 and there was a lowest score of 80 and the highest score of 100. Based on the results of the research, the researcher concluded that the use of word chain games can improve students' vocabulary mastery.

Keywords: Vocabulary, Word Chain Game, CAR.

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INTRODUCTION

English is one of the foreign languages taught in education in many countries around the world. English is very important in education, because it can open access to knowledge and opportunities in various fields. In learning English there are four basic skills that should be mastered by students. They are listening, speaking, reading and writing. This requires vocabulary assistance in building the four language skills.

Vocabulary is a core component of language skills. As written in Oxford Dictionary (2015) "Word is the smallest unit of language (whether written, spoken or read)". According to Read (2000) in Atia (2022) "Vocabulary is knowledge of knowing the meaning of the words that they are as the elements that are combined to make an accurate choice, so it will effectively convey thoughts and ideas". Vocabulary in English refers to the set of words and phrases that knows and uses in the English language. It includes both the words that a person understands and can define, as well as the words that able to use effectively in speaking and writing.

It's supported by Larsen (1986) in Safura (2022) "Vocabulary as a stock or supply of words that a person uses or understands even if he does not use them in oral or written communication or in reading". So, based on the above theory, the researcher concludes that vocabulary plays an important role in the development of English language skills because for most students the ultimate goal of learning is to be able to facilitate those to communicate with others share their thoughts effectively both orally and in writing. Furthermore, Atia (2022) state, "Vocabulary mastery is the great knowledge of the words or the great skill in understanding the set of words". Therefore, mastering vocabulary means that can convey and write an idea through meaningful words.

Writing is the ability to transfer thoughts and feelings selected from precise and meaningful words in written form. According to Dehkardi (2016) in Ratnaningsih (2021) "Vocabulary relates to written form of a word". In addition, Barus (2022) stated, "Vocabulary is essential when writing. A good writer needs a wide range of vocabulary to enhance the clarity and accuracy of his writing". So, based on the above theory, the researcher concludes that vocabulary is part of using words in writing and a large vocabulary can expand the mind to write a text.

In the 2013 Curriculum syllabus of UPTD SMP Negeri 4 Gunungsitoli, one of the competency standards that students must master in writing skills is that students are able to compose oral and written recount texts, social functions, text structures, and language features. To achieve writing skills, students are expected to be able to master vocabulary with language features that are in accordance with the social functions in recount texts. Besides the standard competence and basic competence, Grade Eight at of UPTD SMP Negeri 4 Gunungsitoli setting the Minimum Competence Criterion (MCC) that is 70. Thus, the researcher thinks that the students will achieve the syllabus expectation by mastering vocabulary in recount text that they write.

In reality, when the researcher observed of Eighth Grade students of UPTD SMP Negeri 4 Gunungsitoli, the researcher found students' problem, including; students' lack of vocabulary makes it difficult for them to express their ideas in writing, which can affect their ability to write clear, accurate, and detailed texts. The problem occurs due to many factors such as: First, the students have difficulty getting of word. Second, the students have difficulty memorizing the meaning of words. Third, the students are less actively involved during the teaching and learning process. Fourth, the teacher does not use strategies or interesting games to increase students' interest in mastering vocabulary through writing. Therefore, they lack motivation to learn English and they need high motivation to learn English.

To overcome this problem, the researcher is interested in implementing a charades game to increase students' vocabulary mastery. According to the researcher word chain game is one of the word games that engages students and helps them increasing their vocabulary mastery to create and develop their words. In this game, students are challenged to create a new word by using the last letter of the previous word as the first letter of the next word. This game can be used as an opportunity to introduce new vocabulary by choosing words that are relevant to the

lesson or topic being studied. It's supported by, Firmansyah and Adi (2015) "Word chain game is a well-known game that has been applied in language teaching class for a long time. As indicated, Ashary et al. (2021) says,

> Word chain is a well-known game where the players have to mention a thing based on a simultaneous chosen theme and has been used in many languages' classes for a long time. The Word Chain Game was invented in the late 19th century by Carroll, author of Alice in Wonderland. He states that word chain is a kind of game purposing to improve the players' ability in mastering vocabulary or words. Word Chain Game is believed as an effective way to increase student's vocabulary achievement.

This word chain game is one that explores the interrelationships between English words, understands word meanings, and remembers word meanings. Based on this explanation that this game can be used by teachers in learning vocabulary, an interesting and fun game for students in learning to master vocabulary by easily building new words from each last letter of an existing word.

Based on the explanation above, the researcher conducted a classroom action research (CAR) which aims to increase students' vocabulary through the word chain game. So, the researcher does the research entitled "Increasing the Students' Vocabulary Mastery Through Word Chain Game at the Eighth Grade of UPTD SMP Negeri 4 Gunungsitoli in 2022/2023"

METHOD

Classroom Action Research used to increasing the students' vocabulary mastery in teaching and learning. Burns in Dalimunte (2018) "Classroom action research was portrayed as a cyclical or spiral process involving steps of planning, acting, observing, and reflecting with each of these activities being systematically and self- critically implemented and interrelated". This means that classroom action research is a type of research designed to help researchers solve problems and ways to apply learning in the classroom.

Regarding to the explanation above, the researcher chose classroom action research because the researcher will solve problems in the teaching-learning process in the classroom and to apply the word chain game to increase students' vocabulary mastery in accordance with the learning objectives.

The research was SMP Negeri 4 Gunungsitoli. The total numbers of teachers were 31 teachers and the English teachers were 5 persons. The total number of the students in the eighth grade were 195 persons and consisting of 6 classes. The subject of the research was the students at the eighth grade especially (VIII-C) The researcher conducted the research around one month. It started Mei and June 2023 related to the educational calendar and syllabus of the eighth grade of SMP Negeri 4 Gunungsitoli.

This research uses instrument; observation sheet, field note and evaluation sheet. Technique analysis data used observation, field note, and evaluation. The researcher first identified the qualitative and quantitative data before beginning to analyze the data. The evaluation sheet served as the source of quantitative data, while the observation sheet and field notes served as the source of qualitative data.

RESULT DAN DISCUSSION

The research schedule took place in two cycles, and each cycle 2 meetings. The time allocation for each meeting is 2 x 40 minutes. Researchers carried out the learning process according to the learning implementation process with classroom action research that had been prepared for each cycle and the following meetings were explained in detail.

Cycle I

Based on the results of observations, research notes on the second meeting, the results of the research conducted by the researcher were analyzed and concluded. Researchers examine and analyse student evaluation sheets. The results of student evaluations at the second meeting of cycle I can be seen in detail in the table and graphic as follows:

Tabel 4.1
The Students' Vocabulary Mastery Through Word Chain Game
in the Second Meeting of the Cycle I

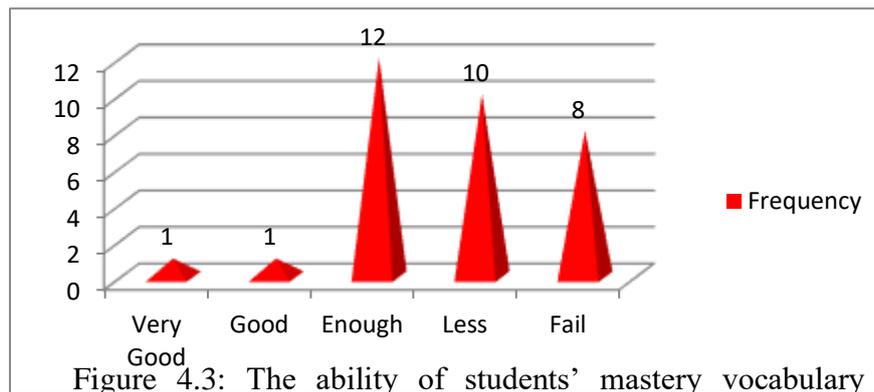| MCC	Value	Level	Frequency	Percentage
	85 – 100	Very Good	1	3%
	75 – 84	Good	1	3%
70	60 – 74	Enough	10	31%
	40 – 59	Less	12	38%
	0 – 39	Fail	8	25%
Total			32	100%

Figure 4.3: The ability of students' mastery vocabulary through Word Chain Game in Cycle I

The data from the table and graphic on the previous page explain students' ability of 32 to master vocabulary in recount text. In cycle I, the data shows that 1 (one) student belongs to the "Very Good" level with a score of 85 and a percentage of 3% , 1 (one) student belongs to the "Good" level with a score of 75 and a percentage of 3%, 12 (twelve) students belong to the "Enough" level with scores of 60 and 65 and a percentage of 31%, 10 (ten) students belong to the "Less" level with scores of 55, 50, and 45 and a percentage of 38%, 8 (eight) students belong to the "Fail" level with scores 35, 30, 25, 20, 15, 10 and a percentage of 25%. The average score obtained by students is 59.37. The following is the process of evaluation data obtained by students:

Based on the explanation above, the researcher can conclude that students' vocabulary mastery through Word Chain Game shows that in the first cycle it is still not successful. This is shown, most students did not pass the MCC as many as 20 students who got the lowest score ≤ MCC. So, the researcher decided to continue the cycle II.

Cycle II

Based on the results of observations, research notes on the second meeting , the results of the research conducted by the researcher were analyzed and concluded. Researchers examine and analyse student evaluation sheets. The results of student evaluations at the second meeting of cycle II can be seen in detail in the table as follows:

Tabel 4.2
The Students' Vocabulary Mastery Through Word Chain Game
in the Second Meeting of the Cycle II

MCC	Value	Level	Frequency	Percentage
	85 – 100	Very Good	26	81%
70	75 – 84	Good	6	19%
	60 – 74	Enough	0	0%

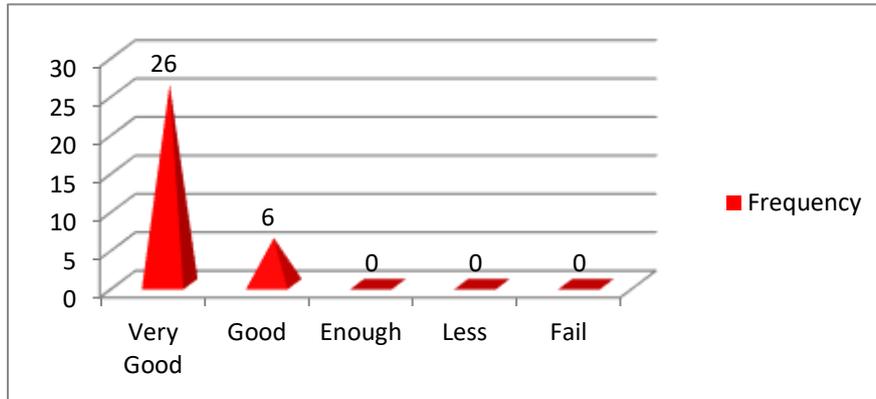|	40 – 59	Less	0	0%
	0 – 39	Fail	0	0%
Total			32	100%

Figure 4.5: The ability of students' mastery vocabulary through Word Chain Game in Cycle II

The table and graphic above shows that students' ability to master vocabulary in recount texts. In cycle II, the data shows that 26 (twenty-six) student (81%) is classified as "Very Good" level with a score 100, 6 (six) student (19%) is classified as "Good" level with a score 80, 0 students are classified as "Enough", "Less" and "Fail" level. The highest score obtained by students was 100 and the lowest score was 80. Then, the average student score was 90.31.

In cycle II, it showed that the percentage of 'Successful' students was more than the 'Failed' students. Based on the results of the above data, students' mastery in vocabulary is 90.31. Therefore, since the students successfully passed the $\geq$ MCC, the research stopped in the cycle II.

DISCUSSION

Based on the results of data collection and analysis from the results of the observation and evaluation sheets showed that there was an increase in research results. The focus of this research problem is "How does Word Chain Game Increase the Students' Vocabulary Mastery at the Eighth Grade of UPTD SMP Negeri 4 Gunungsitoli in 2022/2023". The general answer in this study is the application of word chain games in teaching and learning can increase students' vocabulary mastery. The Word Chain Game has been taught and applied to students to practice vocabulary mastery so that words can be mastered by students. In cycle II the average student score was 90.31. The score is categorized as "Very Good" criterion. Therefore, cycle II shows that students have passed the Minimum Completeness Criteria (MCC) set by the school which is 70. Based on the result of students' vocabulary data for cycle II, the researcher concluded that word chain games could increase students' vocabulary at the Eighth Grade of UPTD SMP Negeri 4 Gunungsitoli in 2022/2023.vocabulary at the Eighth Grade of UPTD SMP Negeri 4 Gunungsitoli in 2022/2023.

CONCLUSION

Based on data analysis, problem formulation and objectives research have been presented in the previous chapter and the results of cycle I and cycle II. So, the researcher can draw the conclusion that: in cycle I, the observation results at the first meeting were 79.03% of the activities that had been carried out and at the second meeting there were 87.15% of the activities that had been carried out. Furthermore, student scores in cycle I had the highest score of 85 and the lowest score was 10. The average score achieved by students in cycle I was 59.37, so most students scored $\leq$ MCC of 70. In cycle II, the observation results at the first meeting were 93% of the activities that had been carried out and at the second meeting there were 98% of the

activities that had been carried out. In addition, student scores in cycle I had the highest score of 100 and the lowest score was 80. The average score achieved by students in cycle I was 90.31, so that most students had passed $\geq$ MCC 70. This shows that the application of word chain games can Increase the students' vocabulary mastery of eighth grade students at UPTD SMP Negeri 4 Gunungsitoli in 2022/223.

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