

**The Use of Chain Word Game as Vocabulary Building Activity in A
Vocational High School**

**Presented to the Department of English Language Education
as Partial Fulfillment of the Requirements to Obtain the Sarjana Pendidikan
Degree in English Language Education**



Conveyed by:

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ENGLISH LANGUAGE EDUCATION DEPARTMENT

FACULTY OF PSYCHOLOGY AND SOCIOCULTURAL SCIENCES

ISLAMIC UNIVERSITY OF INDONESIA

2019/2020

APPROVAL SHEET

**THE USE OF CHAIN WORD GAME AS VOCABULARY BUILDING
ACTIVITY IN A VOCATIONAL HIGH SCHOOL**

By:

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Approved on 18th April 2020

By:

A handwritten signature in black ink, consisting of a large, stylized 'O' followed by a series of loops and a long horizontal stroke extending to the right.

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RATIFICATION SHEET
THE USE OF CHAIN WORD GAME AS VOCABULARY BUILDING
ACTIVITY IN A VOCATIONAL HIGH SCHOOL

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Defended before the Board of Examiners on 18th of April 2020 and Declared

Acceptable

Board Examiners

Chairperson : Intan Pradita, S.S., M.Hum.

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Yogyakarta, 18th of April 2020

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STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this best practice, which I have written, does not contain the work or parts of the work of other people, except those cited in the questions and references, as a scientific paper should.

Yogyakarta, 18 April 2020

The Writer



SALMA MAULANI

16322012

MOTTO

“Maybe I made a mistake yesterday, but yesterday’s me is still me. Today, I am who I am with all of my faults and mistakes. Tomorrow, I might be a tiny bit wiser, and that will be me too.”

(Namjoon Kim)

“Your time is limited, so don’t waste it living someone else’s life”

(Steve Jobs)

DEDICATION

Appreciatively, I dedicated this best practice to ME, another part of myself that always eager for challenges in life. And especially for:

1. My beloved parents: Hery Sulistiawati and Kartijo who always support me through their endless love and prayers.
2. My little brother and sister, Adam Maulana and Aisha Mahira who always cheer me up, May Allah always give them health and always take care of them.
3. The whole Santosa Hadi Subroto's big family, especially my aunt and my second mother Heri Susilowati who practically raised me and both my little siblings up.
4. The head of English Language Education Department Mrs. Irma Windy Astuti S.S., M.Hum, also my best practice supervisor all this time Mrs. Intan Pradita S.S., M.Hum, May all your kindness can be merit for the hereafter.
5. My examiners Mrs. Intan Pradita S.S., M.Hum, Mrs. Ista Maharsi S.S., M.Hum, Mrs. Rizki Farani S.Pd., M.Pd.
6. The whole lecturers at English Language Department of Faculty of Psychology and Socio-Cultural Sciences Islamic University of Indonesia and the staffs.
7. All of my friends at English Education Department batch 2016 that I cannot write their name one by one who gave me many precious memories, I sincerely wish the best for all of them.

8. My friends for life who always stay with me through the good and bad,
Nourma Linda Isnastuti, S.Si and Qoirina Alvionita, S.Pd.
9. All of those who have helped the writer to complete the study which may
not be mentioned one by one.

ACKNOWLEDGEMENT

Alhamdulillah, all praises to Allah SWT who has been giving us many pleasures all this time till forever, also peace and salutation to our Noble character Muhammad SAW who had brought us from the darkness to the lightness and from the bad character too the good one. In this opportunity, the author enables to finishes this best practice as a partial fulfillment of requirements to obtain the *Sarjana Pendidikan* degree in this English Language Education Department of Islamic University of Indonesia.

The Author realizes that there still many weakness of this thesis and still far from the perfection. However, the Author hopes that this thesis could provide meaningful benefits to the readers and can be useful for others. Therefore, any suggestions, criticism, and input for the improvement of this thesis are much needed and will be greatly accepted by the Author.

Yogyakarta, 12 April 2020



Salma Maulani

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ABSTRACT

This paper aims to describe the implementation of chain word game in vocational high school in automotive program in order to improve students' vocabulary knowledge. This research is self-observational study that involves a class that consist of 36 students. The data were obtained from the assignment given to students regarding to basic competence designed by Indonesia's government which was giving congratulation and compliment and its responses. In this study, fun learning plays important role to maintain students' engagement and giving reward system to appreciate students' activeness is applied to keep the students' motivated. The findings from data showed that misspelled words were found less in the students' assignment that have been collected.

Keywords: Chain Word Game, Vocabulary Building Activity, Vocational High School

CHAPTER I

BACKGROUND

Vocabulary knowledge is one of the most important elements that students should master in order to learn and acquire new language (Deighton, 2005). Furthermore, Pradita and Sadiq (2016) stated one would not be able to communicate in the target language if the mastery of vocabulary is inadequate. However, the finding during observation shows that vocational high school students' vocabulary knowledge is still limited, yet the implementation of vocabulary building activity were not found in the classroom.

This study was conducted in one of the vocational high school located in Yogyakarta Indonesia. This vocational high school is one of the oldest schools in Indonesia. Based on the official website of the vocational high school, there are 230 teachers and staffs in the school. Currently, there are 8 English teachers consist of 4 female English teachers and 4 male English teachers. The class where this study was conducted is called Teknik Kendaraan Ringan (TKR) 3 or Automotive Program 3 where they learn about how motorcycle and car work. Mostly, in the automotive class were consist of all-men student. However, this class consist of one girl and 35 boys. Being the only girl does not make her afraid or lonely, the other 35 boys respect her and even vote her to manage the class finance. Express and respond to congratulation and compliment is the basic competence to be

taught in this class. From the very first time I observed this class, I realized that this class was not quite interested to learn English. They got easily bored and sleepy. In addition, their vocabulary knowledge was very limited, they often did not understand full English text, instruction or explanation, it was also impractical to use and expect them to produce something in full English when their vocabulary knowledge is limited. I chose this class to be my 'best practice' because the activity that I applied in warming-up session is suitable for the students' learning needs and they respond positively toward this vocabulary building activity. The student participated actively toward the activity, engaged and well behaved. I used chain word game as the vocabulary building activity and used online wheels of students' name as a tool to decide the student who needs to go to the front and write the required vocabulary.

In the beginning of the internship program, my supervisor teacher gave me advice that it will be difficult to apply online platform for the student because the school itself does not provide internet connection and students were reluctant to use their own mobile data for classroom activity, therefore it will be better to use offline activity where all of the student is involved. Furthermore, Bakhsh (2016) stated that through game, student can learn vocabulary effectively. Moreover, Gultom (2018) explain that word chain game could help student to remember, explore, link, and understand the meaning of English words. Thus, word chain games as a vocabulary building activity is chosen because it was the most possible and suitable

games to be implemented in this vocational high school because this game does not require internet connection for the student.

However, from what I found during my observation, I never found any English teachers from the school that applied any games to improve students' vocabulary knowledge. Therefore, to fill this gap, I implemented word chain game as vocabulary building activity and with the help of star-token as a reward and wheel of name to create a better learning atmosphere. The purpose of this study is to describe the use of word chain game for vocabulary building activity to teach 10th grade vocational high school student.

CHAPTER II

CONSTRUCT

In earlier study, a quantitative experiment research with similar issue has been conducted by Jerni Ariyanti Gultom in 2018 at MTs SKB 3 Menteri Bingkat where the result showed that there is a significant improvement on students' vocabulary knowledge. Gultom (2018) also elaborated that through word chain game, student could help other student to remember, explore, link, and understand the meaning of English words.

According to Gultom (2018) there are three principles of the implementation chain word game. The first principle is the student fully understand the meaning of that word. The second is student able to select the suitable word and explain their reason on why they choose those word. And the last is the students able to understand the correct answer through discussion. From all of those principle, it can be concluded that in order to the chain word game run successfully, student need to share their vocabulary knowledge to each other and fully understand the instruction of how to play the game. Although the method of the research that conducted by Gultom (2018) is different from this study, the research has the same objective of the study to improve students' vocabulary knowledge and same media game. Therefore, the three principles of Gultom (2018) is applied in this study.

CHAPTER III

IMPLEMENTATION

In this section, the description of each steps and the implementation of word chain games as vocabulary building activity will be presented.

1. Activity 1: (Setting Out The Classroom Rules)

In this activity, the student listened to the several rules explained by the teacher and make an agreement together. The purpose of this activity was to make the classroom more conducive and easier to be managed. Especially the material was “Congratulating and Complimenting” where the most of the activities require student to interact not only with teacher but with other student as well.

Through this activity, the student also learned about the consequence where the student who obey the rules will be rewarded with a star-token and as well as the student who do not obey the rules will get their star-token deducted or for the worst case scenario, they will not get any scores and need to have remedial. The student who had the highest number of star-tokens will receive a special gift from the teacher.

Students’ showed a positive reaction after the classroom rules was explained. Especially when there was a student who help teacher to move and lift a chair, the teacher directly gave him a star-token, the other student became very motivated to get the star-token as well. My

suggestion for this activity is to make sure the teacher prepare many star-tokens.



Picture 1.1 Classroom Rule

2. Activity 2: (Conducting The Chain Word Game)

In this activity student played word chain game in the class. All students' need was to recall and remember all of any English words that they have learned before. The purpose of this activity was to enrich their vocabulary knowledge, they also had to pronounce and spell the word correctly before pass the turn to the next student. Beside to enrich students' vocabulary knowledge, the purpose of this activity was to practice students' speaking skill through pronunciation and writing skill through spelling.

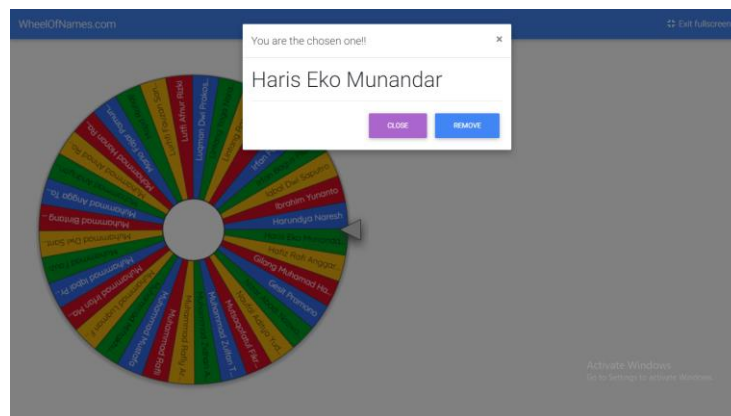


Picture 2.1 Instruction of Activity

How to play this game:

- The teacher will write the first word on the whiteboard.
- The student who get their turn need to write a word that begin with the last letter of previous words (people's name, animal and food is not allowed).
- The student needs to spell, pronounce and write the meaning of that word to pass it.
- The next student who get their turn will run the same activity.

In order to decide which student to take the turn in this game, wheel of names is used. However, to check how active the student toward the games, chances for volunteer is given, if student volunteer themselves and able to spell, pronounce and write the meaning of the word correctly, they will get a star token as a reward.

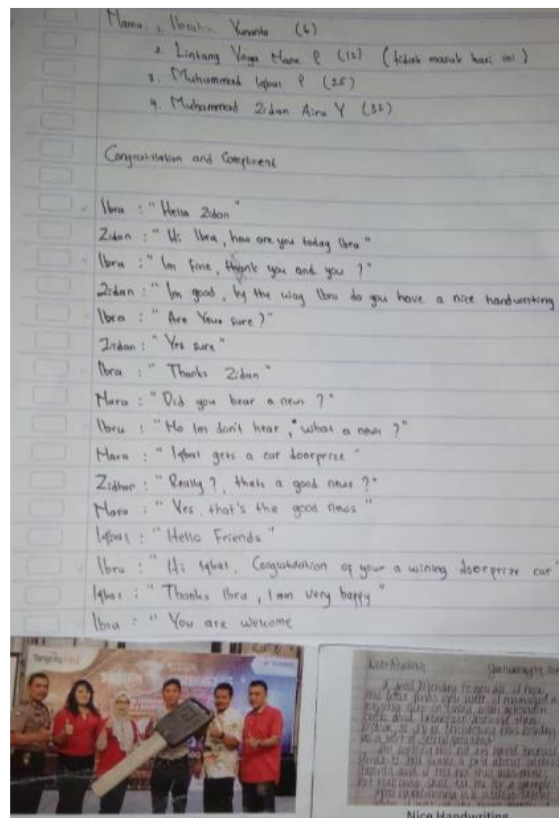


Picture 2.2 Wheels of Name

The whole game was ran for about 15 minutes and the students were very active and interested toward this game. The star-token and wheel

of names also played a big role in this activity, the star-token could make the student feel motivated and competitive at the same time and wheel of name could make the class atmosphere more thrilling and fun. Importantly, most of the students also learned several vocabularies such as adjective, noun and verb that very useful in expressing congratulation and compliment and its responses.

There were two different types of data from students' assignment that have been collected in this study. The first type was students' handwriting script dialogue about giving congratulation and compliment and its responses.



Picture 2.3 Students' Handwriting Script Roleplay

The second type of collected data was the roleplay video recorded by the student.



Picture 2.4 Students' Roleplay Video

My suggestion for this activity was that the teacher should not lost the track of the time even when the game was fun and students were quite engaged to the activity, the teacher should set a time limit. This game was only to build students' vocabulary. There were many activities after this game to achieve the learning goals. And when the teacher gave feedback on students' mistakes regarding to spelling or pronunciation, make sure all of the student listen and understand the correct one.

CHAPTER IV

CONCLUSION

The implementation of chain word as vocabulary building activities has positive impact and beneficial for 10th grade vocational high school student in learning congratulation and compliment. Through this game, students could acquire several new vocabularies and able to differentiate between adjectives, verbs and noun. The students also agree that they could learn how to spell the word correctly. It is showed on the data that misspelled words were found less in the students' assignment that have been collected.

In this research, it is found that the use of chain word games as vocabulary building activity are perceived to be an effective technique in stimulating students' vocabulary building. This finding somewhat similar to Pradita and Sadiq's research (2016) that word game or word play enables students in vocabulary building. Furthermore, Yanti (2017) has conducted an experimental teaching and research regarding this issue and the result shows that chain word games is very beneficial for student to improve their mastery of English vocabulary. Both studies provide positive result toward the issue. Therefore, it is recommended to implement chain word games for student that has low proficiency in English.

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B. Appendices

2020 the 11th International Conference on E-Education, E-Business, E-Management, and
E-Learning (IC4E 2020)
Ritsumeikan University, Osaka, Japan / January 10 to 12, 2020

NOTIFICATION OF ACCEPTANCE

IC4E 2020

January 10-12, 2020, Ritsumeikan University, Osaka, Japan

<http://ic4e.net/>



Dear Salma Maulani,

Thanks very much for your submission to 2020 the 11th International Conference on E-Education, E-Business, E-Management, and E-Learning (IC4E 2020). We are pleased to inform you that the review processes have been completed. The conference received 40 submissions from nearly 10 different countries and regions, which were reviewed by international experts, and about 60% papers have been selected for presentation and publication.

Based on the recommendations of the reviewers and the Technical Program Committees, we are delighted to inform you that your paper identified below has been accepted for oral presentation and publication after a double-blinded peer review process. You are cordially invited to present the paper orally at IC4E 2020 held in *Ritsumeikan University, Osaka, Japan from January 10 to 12, 2020.*

Paper ID:	TW1032
Paper Title:	The Use of Chain Word Game as Vocabulary Building Activity in Vocational High School

After carefully review, your paper will be published in below journal.



Accepted papers will be published in the International Journal of Learning and Teaching (IJLT), which will be indexed by Google Scholar, Crossref, IndexCopernicus, etc.
ISSN: 2377-2891(Print); 2377-2905(Online)
DOI: 10.18178/ijlt

Looking forward to meeting you in Ritsumeikan University, Osaka, Japan!
IC4E 2020 Organizing Committees
<http://ic4e.net/>
Ritsumeikan University, Osaka, Japan

Review Report of IC4E 2020

January 10 to 12, 2020, Ritsumeikan University, Osaka, Japan

<http://www.ic4e.net/rev/>

Paper ID:	TW1032
Paper Title:	The Use of Chain Word Game as Vocabulary Building Activity in Vocational High School

Evaluation					
	Poor	Fair	Good	Very Good	Outstanding
Integrity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Innovation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Readability	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Applicability	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presentation and English	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Match to Conference Topic	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recommendation to Editors					
	Strongly Reject	Reject	Marginally Accept	Accept	Strongly Accept
Recommendation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I. Review

A. Suitability of Topic

1. Is the topic appropriate for publication?

Yes No

B. Contents

1. Is the coverage of the topic sufficiently comprehensive and balanced?

Yes

- Important information is missing or superficially treated.
 Treatment is somewhat unbalanced, but not seriously so.
 Certain parts are significantly overstressed.

2. How would you describe the technical depth of the paper?

- Superficial
 Suitable for the non-specialist
 Appropriate for the generally knowledgeable individual working in the field
 Suitable only for an expert

3. How would you rate the technical novelty of the paper?

Novel Somewhat Novel Not Novel

C. Presentation

1. How would you rate the overall organization of the paper?

Satisfactory Fair Poor

2. Are the title and abstract satisfactory?

Yes No

3. Is the length of the paper appropriate? If not, recommend how the length of the paper should be amended, including a possible target length for the final manuscript.

Yes No

Add more elaboration on the theoretical framework & discussion (to compare or contrast the findings you have to the constructs or previous studies).

4. Are symbols, terms, and concepts adequately defined?

Yes Not Always No

5. How do you rate the English usage?

Satisfactory Needs Improvement Poor

6. How do you rate the list of references?

Satisfactory Unsatisfactory

D. Overall Rating (circle appropriate rating)

1. How would you rate the technical contents of the paper?

Excellent Good Fair Poor

2. How would you rate the novelty of the paper?

Highly Novel Sufficiently Novel Slightly Novel Not Novel

3. How would you rate the "literary" presentation of the paper?

Totally Accessible Mostly Accessible Partially Accessible Inaccessible

4. How would you rate the appropriateness of this paper for publication?

Excellent Match Good Match Weak Match Poor Match

II. Recommendation

Publish Unaltered

Publish With Minor Required Changes

Publish After Major Required Changes

Review Again After Major Changes

Reject (Paper is not of Sufficient Quality or Novelty for Publication in this Journal)

Reject (A Major Revision Is Required; Encourage Resubmission)

Reject (Paper is Seriously Flawed; Do not Encourage Resubmission)

III. Comments

Please briefly explain why you have made the recommendation above. Please also offer the author(s) specific guidance regarding revisions, differentiating between optional and mandatory changes. (Within 50-100 words)

The study has an aim as a best practice paper, of which the author would like to share her experiences in providing teaching techniques for vocational learner. The title seems to be a non e-learning method. However, in your paper, you mention about using role play video to mediate the word chain game. You can elaborate its usage, be it the way it mediated your game execution.

The Use of Chain Word Game as Vocabulary Building Activity in Vocational High School

Salma Maulani
Islamic University of Indonesia
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pls recheck.

For see

Abstract—this paper aims to describe the implementation of chain word game in vocational high school majoring in automotive in order to improve students' vocabulary knowledge. This research is self-observational study that involves a class that consist of 36 students. Data were obtained from the assignment given to students regarding to basic competence designed by Indonesia's government which was giving congratulation and compliment and its responses. In this study, fun learning plays important role to maintain students' engagement and giving reward system to appreciate students' activeness is applied to keep the students' motivated. Findings data showed that misspelled words were found less in the students' assignment that have been collected.

Index Terms—Chain Word Game, Vocabulary Building Activity, Vocational High School

I. INTRODUCTION

Vocabulary knowledge is one of the most important elements that students should master in order to learning and acquire new language. However, the finding during observation shows that students' vocabulary knowledge is still limited, yet the implementation of vocabulary building activity were not found in the classroom.

This study is conducted in the one of the vocational high school ~~that~~ located in Yogyakarta Indonesia. This vocational high school is one of the oldest school in Indonesia. Based on the official website of the vocational high school, there are 230 teachers and staffs in the school. Currently, there are 8 English teachers consist of 4 female English teachers and 4 male English teachers. The class where this study conducted is called as X TKR 3. This class major is automotive where they learn around how motorcycle and car work. Almost in all of the automotive class consist of all men student class. However, in this class consist of ~~one~~ girl and 35 boys. Being the only ~~one~~ girl does not make her afraid or lonely, the other 35 boys respect her and even vote her to manage the class finance. Express and respond to congratulation and compliment is the topic to be taught in this class. From the very first time I observed this class, I realize that this class is not very interested to learn English. They get bored and sleepy easily. In addition, their vocabulary knowledge is limited, they often do not understand full English text or explanation, it is also impractical to use and expect them to produce something in full English

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According to Deighton (2005) vocabulary knowledge is the most important element in language learning. Furthermore, Pradita and Sadiq (2016) stated one would not be able to communicate in the target language if the mastery of vocabulary is inadequate. Bakhsh (2016) stated that through game, student can learn vocabulary effectively. Moreover, Gultom (2018) explain that word chain game could help student to remember, explore, link, and understand the meaning of English words. Thus, word chain games as a vocabulary building activity is the most possible games to be implemented in this vocational high school because this game does not require internet connection for the student.

In the beginning of this internship program, my supervisor teacher gave me advice that it will be difficult to apply online platform for the student because the school itself does not provide internet connection and student are reluctant to use their own mobile data for classroom activity, it will be better to use offline activity where all of the student is involved. However, what I found from my observation, I never saw English teacher from there apply any games to improve students' vocabulary knowledge. Therefore, to fill this gap, I implemented word chain game as vocabulary building activity and with the help of star token as a reward and wheel of name to liven up the atmosphere.

The purpose of this study is to describe the use word chain game for vocabulary building activity to teach 10th grade vocational high school student.

Salma