THE USE OF WORD CHAIN GAME TO INCREASE STUDENTS'

VOCABULARY MASTERY

THESIS

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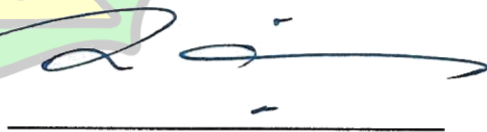
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SURAT PERNYATAAN

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adalah benar-benar karya asli saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya.

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Saya yang membuat surat pernyataan,

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ABSTRACT

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This study discusses the use of the Word Chain Game technique (WCG) to improve students' vocabulary mastery. The population of this study were Arraniry Islamic State University students batch 2015, especially those who graduated from boarding-based high schools. The purpose of this study was to find out the perceptions of students' experiences when using the WCG to improve vocabulary mastery. This study also to know the experience of using the word Chain Game in increasing vocabulary. The data was collected using direct interviews. This research employed a qualitative data analysis method which is divided into three steps: data reduction, data presentation, and data verification. The results showed that there were positive answers from the students on the implementation of WCG in the teaching and learning process. In addition, this technique is considered suitable in increasing students' vocabulary mastery and feasible to implement in education levels.

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CHAPTER l

INTRODUCTION

A. Backgrounds of the Study

Vocabulary mastery is very important to facilitate mastery of the language itself because mastery of vocabulary is an aspect that is needed to master a foreign language. To learn a foreign language efficiently, it is necessary to know and practice the four important skills, namely: reading, writing, listening, and speaking. To overcome the four English learning skills, students need to improve their vocabulary mastery, because vocabulary mastery is the main language skill. With vocabulary understanding, students can apply foreign languages easily in all of those aspects. That way, vocabulary is the main goal in mastering foreign languages, especially English.

Nowadays, many students feel bored when they learn English, including speaking. They are not interested in learning English as a foreign language and they find it difficult to speak English because they are worried about rules, such as: grammar, pronunciation, fluency, comprehension, and important things they worry about vocabulary. Although there are some students who love English, they will still be disturbed by the learning process in the classroom. Whether it's the teacher's way of explaining the lesson or from the way their focus is lacking in learning English. In addition, most students get confused when they

want to choose vocabulary in speaking. They will focus more on various rules that they know first. Therefore, many of them feel afraid, ashamed and also lack of confidence when wanting to speak English because of the students' lack of English vocabularies.

Vocabulary is one of the most important language components in learning English (Nation, 2001). Learning vocabulary can help students in studying English and support them in mastering the other language components. Thornbury (2002) said that "without vocabulary, nothing can be conveyed". He also said that language comprehension and production will be hampered because of lack of vocabulary. To increase the students' interest and motivation in learning vocabulary, the teachers are expected to create various teaching techniques and need the correctness of teaching In teaching vocabulary, the teacher needs to apply some techniques suitable for students. As we know that the role of the teacher today is as a facilitator. However, the obstacle that occurs is that the teacher cannot facilitate students in mastering vocabulary. The great teaching strategy is very important to make the teaching and learning process in the class work fluently and to make conditions in the class more conducive.

From some of the things that happened, the researcher can see that English vocabulary has a strong role in the teaching and learning process of English. In this study, the researcher will support especially in the analysis which focuses on the practice of increasing students' mastery of English vocabulary and looking for gaps about the best methods and techniques in teaching English students.

In this study, the researcher tries to find new ways to improve the mastery of English vocabulary. There are many ways to increase the mastery of English vocabulary with fun. One of them is by implementing games called "Word Chain Game" as one of the techniques to improve students' vocabulary mastery. Ayu and Murdibjono (2012) mentions that using teacher games will create an atmosphere that will increase students' desire to learn languages. In other words, by using the game, students will feel happy when they learn a foreign language and the *word chain game* is one of the games that is suitable to be applied in the classroom to increase students' mastery of English.

The implementation of technique in vocabulary's game has been supported by finding from several previous studies. The first previous study was conducted by Hidayat (2016) in his research, he did a study of vocabulary for seventh grade students in junior high schools using word play. The study was conducted based on previous studies which indicated that students had difficulty learning English because of a lack of vocabulary. The research subjects were 38 students consisting of 28 male and 10 female students at the school in Gresik. The purpose of the study was to improve student vocabulary achievement through word play. Data was collected by interviews, observations, questionnaires and tests. Data were analyzed using triangulation. The research design of this study was classroom action research which consists of four steps: planning, action, observation and reflection. The results of this study indicate that word play can help students to memorize vocabulary more easily to motivate students and make them more interested in vocabulary learning.

The second previous study was conducted by Akdogan (2018) from Presidency University, Bangladesh. In her research, "Developing Vocabulary in Game Activities and Game Materials", the researcher specifically designed the study to find out how to develop game material with results that provide insight into how students can easily memorize vocabulary and how they can explain effective ways to learn English vocabulary in a relaxed manner. The findings show that the use of games in foreign language learning can benefit processes in many aspects such as vocabulary memory. The results prove that the occurrence of memorization is enhanced by the game, and therefore may be a more efficient way to encourage language acquisition.

The third previous study was conducted by Yanti (2017) from UIN Ar- Raniry, Banda Aceh. In her research, "The Implementation of the Word Chain Game to Improve the Mastery of English Vocabulary". This study was designed to measure the implementation of the Word Chain Game in improving the mastery of English vocabulary with the sample in this study was a unit of 5 ELT students in the second year of UIN AR-RANIRY 2016/2017. In collecting data for this study, she used experimental teaching techniques, tests, and questionnaires. Experimental teaching is carried out in five meetings. This study included two tests, namely pre-test and post-test. The questionnaire was given at the last part of the meeting to find out the responses of ELT students. The results of this study indicate that experimental teaching helps students to improve their mastery of English vocabulary because students give positive responses, they feel happy in learning English vocabulary by implementing

Word Chain Games, and they find it easy to remember their memories about vocabulary they knew before. In answering the questionnaire, most students gave a good response in answering the questionnaire.

Based on several previous studies, the researcher wanted to continue the research with a similar process but chose different gaps in the participants in the study. The researcher wants to continue the research by looking at the perceptions of Ar-Raniry students who graduated from high school based in boarding schools, especially students of English education. In this case, the reason why the researcher chose student participants who graduated from boarding schools was to know their experience of the process of developing vocabulary mastery. As we know, they are already familiar with the process of learning foreign languages. That way, researcher can see clearly their experiences in the process of learning English, especially their experiences in using the Word Chain Game. Hopefully it has a positive impact in developing vocabulary memory from students.

Therefore, the researcher wants to see how the effect of the "word chain game" when applied to classroom teaching to students of boarding school. The word chain game was invented in the late 19th century by Carroll (2007), the author of Alice in Wonderland. He also stated that the word chain game is a kind of game purposing to improve the players' ability in mastering vocabulary or words. Furthermore, Hemscott (2007) stated that, "it is also an aid to spelling, playing word games help create an interest in words and their spelling". In

addition, Vetter (2006) stated that word chain is a list of words where each word differs from its neighbor by exactly one letter.

Based on the above opinion, the researcher can say that this type of game will trigger the process of forming new vocabulary in a relatively short time. And it will also change the mindset of students to better master their vocabulary and spelling process. Thus, researcher can find out their experience of understanding and mastery of foreign languages, especially in the field of vocabulary.

It would help students in reminding of the vocabulary that they have remembered before. It is hoped that the atmosphere will be positive in the class. This can also be an alternative way to maintain student vocabulary. According to the explanation, the researcher intends to conduct a case study entitled: **"The Use of Word Chain Game to Increase Students' Vocabulary Mastery".**

B. Research Questions

Considering of background of the research, the problem statements are:

1. What are the perceptions of Ar-Raniry English education students about their experiences in using the Word Chain Game in learning vocabulary?

C. Research Aims

The aims of the study can be stated as follows:

1. To find out the perceptions of students' experiences on using the Word Chain Game in learning vocabulary when they were at boarding school.

D. Significance of the Study

1. For the Field of ELT

Students could be able to improve their mastery of English vocabulary by experiencing different techniques in their learning process. Also in learning English, they will feel more interested in participating in learning because this type of technique will make the class not bored. That way, students should be able to remember the English vocabulary faster.

2. For Ar-Raniry English Education Students

The Students of department of English Language Education could be able to use this technique as an aid to improve students' abilities and also they can use it to make students interested and happy in learning the English process. After full research and successfully implementing it, they can take the results and apply them in the learning process to help them improve their ability to remember students and facilitate them in using English. By using that way during the teaching and learning process, hopefully the students of English education should be able to motivate students to learn and understand the material presented.

E. Terminologies

To avoid misinterpretation of the readers, the researcher would like to clarify the terms used in this study and they are valid for this research only.

1. Word Chain Game

Word chain game is the game where its players have to mention the word or a sentence based on a chosen theme simultaneously. Firmansyah (2015) mentioned that the Word chain game is a well-known game that has been applied in language teaching class for a long time. The first player mentions a word and the next player has to mention another word whose first letter in the first word is the final letter of the word which is mentioned by the previous player, and so on. When this game is played, the teacher can control the class or be the first player that is followed by all of the students in the class.

2. Vocabulary Mastery

Vocabulary is the number of words or a set of words in learning foreign language or second language. According to Israel (2008), "Vocabulary is a method for exchanging recognized phrases with others". It implies that the primary objective of learning English is vocabulary, and vocabulary is an essential feature for learners to master their ability to read, listen, write and speak English.

Vocabulary mastery is important for the students. It is more than grammar for communication purpose, particularly in the early stage when students are motivated to learn the basic words. Without having

proportional English vocabulary, students will get some difficulties in using English.

In addition, vocabulary is the stock of words used by the people in their speaking or their writing. For reading and listening, the learner of foreign language or second language also needs the knowledge about vocabulary to help them in understanding the materials from what they read and what they listen to. Therefore, in learning English as a Foreign Language (EFL) or English as a Second Language (ESL) vocabulary takes the important role in four language skills; Speaking, listening, reading and writing.

Then, vocabulary is one of the important elements that should be learned in learning a foreign language or second language to understand the stock of words and their meaning of a particular language. It can be said that vocabulary mastery is a complete skill to understand the stock of words and their meanings of a particular language.
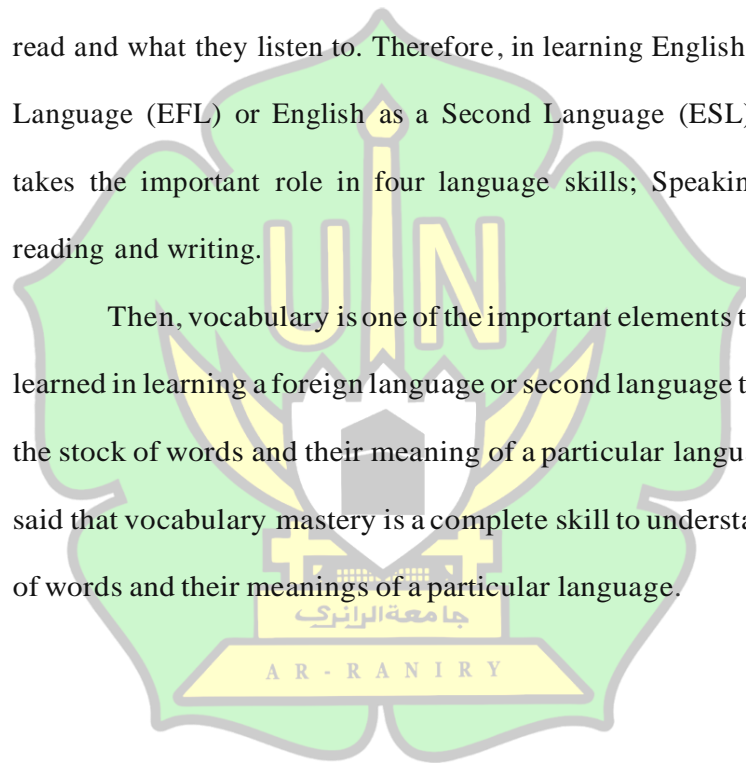
CHAPTER 2

LITERATURE REVIEW

A. Brief Discussion on Vocabulary

1. Definition of Vocabulary

Renandya and Richards (2012) suggested that vocabulary is the main segment oflanguage ability and represents a strong part of the definition of how well learners speak, listen, read, and write. In addition, Nunan (2010) claimed that a rundown of target language terms is vocabulary. It can be said that vocabulary is one of the language components that must be learned in learning English.

Elizabeth (2008), as a writer of the Cambridge Dictionary, all the words that occur in a specific language or subject are vocabulary. In addition, all the words a person knows or uses are vocabulary. In a language, vocabulary is all the words. Vocabulary lists words with their importance as well.

These definitions indicate that, besides the other English components and skills, vocabulary is the first aspect that English learners should learn in order to master English well. Vocabulary plays a part in building language proficiency in language learning. The aim of vocabulary mastering is to make students have better language skills in their language skills. This relies on the

level and amount of vocabulary that they are good at. The more students can learn vocabulary, the more skills that can be gained in using language can be acquired.

Vocabulary must be used regularly in teaching English. This implies that in using common words, students must be diligent. In order to make students interested in developing their vocabulary, teachers need to apply the best strategies and engaging methods of teaching English vocabulary.

It can be inferred from the above descriptions that the understanding of terms and word meanings is vocabulary. It is about the words used to convey meaning in the language. In improving their English, learning vocabulary is therefore a crucial matter.

2. **Kinds of Vocabulary**

There are two forms of vocabulary, according to Nation (2001). They have a vocabulary that is receptive and productive. Receptive vocabulary refers to expressions that are heard and understood but rarely used by native speakers and foreign students, used passively in both listening and reading. In both speaking and writing, productive vocabulary is used actively.

a. **Receptive Vocabulary**

Receptive vocabulary, according to Webb (2009), is words that students know and understand when they are used in context, but that they cannot produce. In reading text, learners understand vocabulary when they see or meet, but do not use it in speaking and writing.

Receptive vocabulary is the ability to recognize a word as it is said or seen when it is being said (Zhou, 2010). This means that receptive vocabulary is words that students first discover and accept, but students only understand and acknowledge words without the opportunity to say words or use words in speech or writing.

b. Productive Vocabulary

Webb (2009) has claimed that the words that learners understand and can read correctly and use constructively in speech and writing are productive vocabulary. It includes what is needed at the appropriate time for responsive vocabulary, plus the ability to speak or write. Effective vocabulary can therefore be approached as an active process, because learners can generate words to communicate their thoughts to others. In addition, Zhou (2010) also mentioned that the ability to generate a word in speaking and writing is efficient information. Maskor and Hamn (2016) mentioned that learners recognize efficient vocabulary information as words that are understood and can be pronounced. Indeed, these words can be used by learners in speech and writing well.

These meanings indicate that a person's or students' ability to understand and pronounce words correctly in speaking and writing is efficient vocabulary. Students should use terms in productive language to communicate their thoughts or concepts to others because they really

understand or comprehend those words. This is the standard vocabulary we encounter most frequently in the language and can be understood.

In relation to vocabulary kinds, Nation (2001) noted that the text includes four kinds of vocabulary:

a. High-frequency words. Nearly 80% of the running words in the text are these words. Examples: The, that, not, and, etc.

b. Academic words. Usually, about 9% of the running words in the text are made up of these words. Examples: Analyze, approach, etc.

c. Technical words. Around 5% of the running words in the text are made up of these words. Examples: Device, capacity, implement, etc.

d. Low-frequency words. These are the moderate frequency terms that have not managed to break into the high-frequency chart. In an academic text, they constitute over 5% of the words. Examples: Thine, dale, kith, gloaming, etc.

In English as a Second Language (ESL) or in English as a Foreign Language (EFL) learning, vocabulary stuff plays an important role in all language skills, there are listening, speaking, reading, and writing (Alhaysony, 2012). The four skills in English that have been mentioned by Alhaysony, it also has the same categories for the four

types of vocabulary. Because in improving the mastery of English vocabulary needs to apply four skills of English.

Four kinds of vocabulary exist, according to Phisutthangkoon and Panich (2013):

a. Listening vocabulary: The terms of understanding that people hear.

b. Speaking vocabulary: Words used in the language spoken.

c. Reading vocabulary: The words that are used in reading materials to learn.

d. Writing vocabulary: The terms used in writing to convey details, ideas, feelings, etc.

Meanwhile, Nurhasanah (2015) have claimed that there are two kinds of vocabulary: active vocabulary and passive vocabulary. In speaking and writing skills, active vocabulary is also used because active vocabulary is the capacity of a learner to comprehend and pronounce the words in their speech and writing. On the other hand, in reading and listening skills, passive vocabulary is commonly used. The learner has the ability to recognize a word when it is heard or seen in this way.

Thornbury (2002) stated that there are certain categories of vocabulary types; *word classes, word famili es, word formation, collocations, and multi-words unit.*

a. **Word Classes**

Word classes or parts of speech that are often familiar with syntax and morphology. Sections of speech are split into nine classifications, according to Sihombing and Burton (2007). They are as follows:

L Noun. The name of a place, human, object, and idea is referred to. For example: mom, kitchen, eraser, etc.

2. Pronoun. Replacing a noun in a sentence takes place.

3. Verb. To convey an action is a term. For example: read, talk, listen, etc.

4. Adjective. Used to change a noun or pronoun. For example: popular, amazing, beautiful, interesting, etc.

5. Adverbs. It is a word class that modifies a noun, an adjective, a different adverb, a clause, or a sentence. For example: generally, wonderfully, sincerely, fluently, sadly, etc.

6. Prepositions. It is a word used to indicate the location, place, or time before a noun or pronoun. For example: above, along, behind, between, down, during, from, in, despite, like, near, and so on.

7. Conjunction. It is the words that bind, or that connect the words. For example: either- or, neither-nor, however, if, while, before, except, after, and when.

8. Interjection. It is a term or group of phrases used to convey feelings or to express them strongly. For examples : Oh my god! Oh right, wow! Really! The Skies! Yeah, whoa!, ugh! Hey!, etc., etc.

9. Article. Before a verb, it is a term used. The paper even used a noun to modify it. For examples : The, a, and an.

b.   Word Families

Word families, particularly within a single language, are a group of cognate words. A family of words is a collection of words with a common basis to which various prefixes and suffixes are applied. For example, members of the word family based on the headword, base, stem, or root word work include *rework, worker, working, workshop, and workmanship,* among others. There are similar terms called paronyms.

c.   Word Formation

Word formation is a process of word combination or the process to create a new word to become a new vocabulary in language by processes of *compounding, blending, conversion,* and *clipping.* Compounding is the process of word formation by combining two or more classes of words into a new vocabulary. Such as second-hand, paperback, whiteboard, sunglasses, etc.

Blending is the process of word formation by combining two or more words by eliminating certain parts of the original word before combined into a new word. Such as *breakfast (+) lunch = brunch* or it could be *information + entertainment = infotainment;* etc. Conversion is the process of changing the word class without changing the shape of the word. Such as: Hi a good boy, look at me! Right now, I am *watering* the beautiful flower. (Water is a noun but it changes into a verb).

Clipping is defined as the process of formation of a word that has more than one syllable word and gets the cutting process at the beginning word or the end of the word. It can also be said as the process of word formation by cutting part of the word itself Such as electronic mail = *email,* dormitory = *dorm,* influenza = *flu,* professor =*prof,* etc.

d. **Collocations**

Collocation refers to a collection of words that generally go together, two or more. Looking at the term collocation is a good way to think about collocation. Co - meaning together - place - meaning position. Words that are located together are collocations. "We will call collocation a characteristic combination of two words in a structure as follows: (a) noun + adjective (epithet); (b) noun + verb; (c) verb + noun (object); (d) verb + adverb; (e) adjective + adverb; (f) noun + (prep) + noun."

(Seretan, 2011). For instance: rich vocabulary, once more, heavy

coat, strong coffee, etc.

e. **Multi-word Units**

Most of the characteristics of multi-word units are phrasal verbs

and idioms. The combination of a verb and a preposition or adverb that

produces a new meaning are phrasal verbs. The category of words with

a meaning that varies from the meaning of all the individual phrases are

idioms.

For instance:

Look after is a Phrasal verb

Out of the blue is an idiom.

3. **Vocabulary Mastery**

Mastery of vocabulary refers to the amount of words someone uses. The

word mastery is not limited to clearly understanding the meaning of such

phrases.The vocabulary test that will be used to assess the vocabulary mastery

of learners deals with the calculation of productive skills that are the vocabulary

information required for writing (Schmitt, Cobb, Horst & Schmitt, 2015). One

of the language elements that should be mastered is vocabulary. Learning is

necessary because learners first have to understand vocabulary in order to be

able to speak, write, and listen. An individual said to "know" a word if when

they see it they can understand its meaning (Cameron, 2001). It implies that

learners have to know the meaning of it in learning vocabulary and also

understand it and can use it in the context of the sentence. In relation to writing skills, vocabulary mastery in the memory of users or learners can be described as a number of vocabulary or terms.

In short, in the sense of communication, vocabulary mastery can be defined as a number of vocabulary words in a language that contains knowledge about their meaning, form, and then use. This is fundamental knowledge that, before mastering English or a foreign language, students must first learn. Vocabulary learning, as acknowledged by Chen and Li (2008), is a big challenge for learning English since it consists of the basic building blocks of English sentences.

Mastering vocabulary is not a spontaneous method that is easy to do. To master a language that is not a mother tongue is a gradual process and will be easily forgotten if there is a lack of practice time. By starting from an early age, and also accompanied by getting used to English in their daily lives, it will make it easier for them to build memory structures in their brains about English vocabulary. That way, students will feel familiar with English vocabulary and it will be easier to master English vocabulary.

In daily life, without extensive vocabulary, students cannot do well in comprehension, since the passages and questions require a far broader selection of words than that of everyday conversation. Harmer's view should be acknowledged to make things simpler. Harmer (2001) said that there are several things to be explored in vocabulary, namely: the meaning of terms (synonym, antonym, connotation, and denotation), the extension of word usage

such as idioms, combination of words or collocation, and the grammar of words consisting of noun, verb, adjective, and adverb.

According to Asyiah (2017), three types of the teaching method are mentioned:

1. The characteristics of students 2.

   The instruction

3. The learning outcomes.

This means that all the aspects of learning mastery for learners need to be correctly incorporated in the learning process and can be changed at any time. It would be hard to help students gain mastery if one of the elements is not executed.

4. Teaching and Learning Vocabulary

Thornbury (2002) claimed that teaching words as languages based on words is a fundamental element of learning a language. It implies that the first activity that teachers have to do is to teach vocabulary before teachers teach students four language skills in English language learning; speaking, writing, reading, and listening. Students would be able to learn those four language skills by learning more vocabulary.
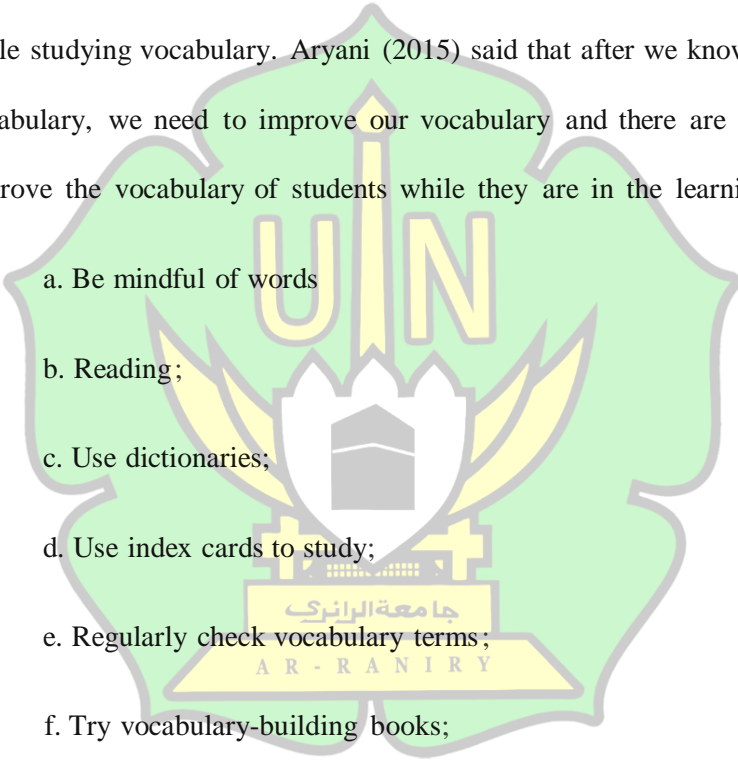
The teacher needs to apply certain methods appropriate for students while teaching vocabulary. Hernandez and Claudia (2009) noted that there are several approaches used in vocabulary teaching, such as:

a. Picture. Using the picture in vocabulary teaching will allow the students to understand the vocabulary shape object. The teachers do not have to translate the word to the learners by showing the picture.

b. Song. A lack of interest in learning English will help with the application of songs, particularly considering English vocabulary. To teach aspects of the human body or other words, songs may be used. That way, learners can feel relaxed and recall vocabulary easily.

c. Realia. Realia, or the real thing, is used as the vocabulary teaching media. Students would be more appealing as they see and touch the source of the word they hear at the same time when teaching vocabulary.

d. Story. Stories are informed by the instructor and students listen to the teacher. The instructor can use gestures to help students construct their imagination out of the background as long as the teacher tells a tale, and they can easily imagine the words of the story.

e. Game. In learning English, one technique to make students not feel bored is to apply a game in their class so it would be easier for students to understand all sorts of vocabulary in a fun way.

Vocabulary has many terms that are important for language learners and several of the complexes of vocabulary to understand and have multiple

definitions that make many learners very confused. As a result, for EFL or ESL students in their language learning, vocabulary needs to be taught. Knowing many words is the main thing in acquiring vocabulary (Thonbury, 2002). So, students would know plenty of words while studying vocabulary.

The teacher wants to develop the mastery of the vocabulary of the learners while studying vocabulary. Aryani (2015) said that after we know the source of vocabulary, we need to improve our vocabulary and there are seven ways to improve the vocabulary of students while they are in the learning process:

    a. Be mindful of words

    b. Reading;

    c. Use dictionaries;

    d. Use index cards to study;

    e. Regularly check vocabulary terms;

    f. Try vocabulary-building books;

    g. Use the words.

B. Word Chain Game

1. Definition Word Chain Game

Word Chain Game is one of the games used to teach English as a Second Language (ESL) or English as a Foreign Language for language

teaching (EFL). In the meantime, Harefa (2015) claimed that a popular game that is used for English-speaking games is the word chain game. Based on those views, it can be said that one of the games that can be used by the instructor in the language teaching process is the word chain game.

The word chain game is primarily used in the learning process of vocabulary instruction. Adachi, Nimbley and Blakeslee (2015) said that "someone says a word, and a word that begins with the last letter of the previous word has to be said by the next person." Moreover, by taking the last letter of the previous word, Harefa (2015) describes word chain games as a game to construct a new word. So, when playing this game, each player has to say word for word.

The Term Chain Game is well known in Japan as the Shiritori game. The Japanese send the concept of a Japanese Word Chain Game to the Shiritori game. Darmawan and Fatmawati (2019) argues that the game of Shiritori is a word game played by making a chain of words, and each player has to say a word that starts with the last syllable of the word that the previous player has already given.

This game is a type of game, according to the above explanation, that will be played by linking words using the last letter of the first word listed. In a learning class, this is a form of learning technique that will activate student dexterity in vocabulary processing. In this case, the teacher must determine the type of theme they will play. For example, the theme given is "animal", and the

teacher mentions the first word, for example "ant". Furthermore, students will continue with new vocabulary related to "animals", which must also start from the last letter of the first word mentioned earlier. So, students have to name the animal with the first letter "t", such as "tiger" and so on.

The positive thing about this game is that students can be more involved in the learning process and will also think critically. They will try, in other words, to remember all the phrases they already learned. That is, the researcher may claim that the rules of the game are sufficient for improving English vocabulary mastery.

2. The Roles of The Teacher and The Students

The important functions of teachers and students are assumed by the word chain game. In the sense of teaching language learning, this game would not be applicable without a teacher and students. Firmansyah and Adi (2015) claimed that the first player is most likely the teacher when the Word Chain Game is played in a class and is followed by the remainder of the class. The teacher can instruct the students in the class to play this game related to the theme provided by the teacher, and the teacher can also be the first player to be followed by all the students in the class.

According to Aryani (2015), "it is recommended that teachers start by dictating the words and then find it difficult to find another way to solve the three- and four-letter word chains, while there are more limited alternative

solutions for the five letter word chains." Students would then be better able to understand and make this game easier to do, too.

Besides the teacher plays an important role in playing this game, students also have an important role in playing the word chain game. Word chain games should not be played without students, since students are the key characters in the teaching and learning phase of playing word chain games. Students will play this game individually, in pairs, and in groups.

In playing this game students are not allowed to repeat the same words that have been told by their friends, in other words they can only say one word once. And that will trigger students to look for new or unspoken words.

C. The Roles of Word Chain Game to Develop Students' Vocabulary Mastery

According to Eichel (2014), in playing the Word Chain Game, each of the words does not allow repetition. This means that students can create the new English words in this game and hear the pronunciation of the new words from their friends or from the other students. In other words, they will be familiar with the words they havve never learned before and know them.

Eichel (2014) also mentioned that every letter could start with the first player using the first word. The teacher can be the first player to help students play this game related to the theme provided by the teacher, and this teacher can say the first word related to the theme that has been picked.

In other words, the teacher must assist students when this game is implemented in the teaching and learning phase. The teacher helps students understand word chain game rules and how word chain games are used properly and simply in teaching and learning English vocabulary.

CHAPTER 3

RESEARCH METHODOLOGY

A. Research Design

In this section, the researcher uses qualitative research in analyzing and collecting data. According to Sugiyono (2018), "qualitative research methods are research used to examine the condition of natural objects, where researcher are key instruments. Therefore, in this study the researcher interviewed participants in the design of case studies. This game is a Word Chain Game, which is used to improve the mastery of English vocabulary. Interview activities were carried out at UIN Ar-Raniry.

This research involved English education students. Researcher will collect data from interviews with them to find out their perceptions of effectiveness in using the game. In this study, researcher will record data obtained from participants. Then the data will be processed with the provisions of qualitative methods.

B. Research Sites and Participant

1. Site

Ar-Raniry Islamic University, known as DINAR, is a University located in Banda Aceh, Aceh Province. The university is located in the alley of

Ibn Sina No.2, Kopelma Darussalam, Kee. Syiah Kuala, Kota Banda Aceh, Aceh. On October 5, 1963 IAIN Ar-Raniry was officially established. Has a fairly wide area and adequate facilities and has many Islamic-based faculties.

2. Participant

The population in this study was all students of the Department of English Language Education at Ar-Raniry State Islamic University in batch 2015 with a total number of students being 80 students. According to Arikunto (2017) if the total number less than 50, it is better to take all of the numbers to be the sample and the research called as a research population. On the contrary, if the number of subject more than than 50, the sample could be taken about, 10-25% or more. In this study, researcher took samples of about 10% of the population. Thus, only 8 students were involved as samples, they are students in batch 2015 and graduates of boarding schools.

In this case, the researcher took UIN Ar-raniry students from boarding school graduates as participants because the researcher wanted to know the participants' experiences during their previous high school studies regarding the problem of implementing the Word Chain Game. At this time, the researcher first checked the participants' basic knowledge regarding the Word Chain game. Of the 8 participants who were selected by the researcher, the researcher was able to confirm that all the participants already knew what the Word Chain Game was, even though some of the participants knew the game by another name.

C. Method of Data Collection

In obtaining the data needed in this study, the researcher conducted interviews with the participants. According to Abdurrahmat (2006), Interview is a technique of collecting data through an oral question and answer process that takes place in one direction, meaning that the questions come from the interviewing party and the answers are given by the interviewee. An interview is a process of interaction and communication in which a number of components have an important role, because these components can influence and determine the results of the interview.

There are several types of interviews that can be conducted for this research. However, the researcher has chosen to conduct an unstructured interview in this case. According to Sugiyono (2010), An unstructured interview is a free interview in which the researcher does not use an interview guide that has been systematically and completely structured for data collection and the interview guide used is only an outline of the problem to be asked. This interview can be called an in-depth interview, an unstructured interview is usually described as a conversation held with a specific purpose - to gather data about a research study. This interview has the least number of questions because it tends to be more of a normal conversation but with the underlying subject.

In conclusion, the interviewer will interview respondents regarding their perceptions about their experiences that there was the application of word

chain games in the teaching and learning process when they were still in high school.

D. Method of Data Analysis

The researcher described the answer of eight English students using Miles, Saldana, and Michael (2013) model of qualitative data analysis. The process are divided into three steps, namely data reduction, data display, and data verification. For the explanation of these 3 steps, the researcher explains it as follows.:

a. *Data reduction:* the process makes sharpen, categorize direct, eliminate and organize the data that found from research to get conclusion and verification. The researcher took the relevant information from the interview result about the perception of English for Islamic studies courses by students.

b. *Data display:* after reducing the data, the researcher organized and compresse the data from the interview. The researcher displayed the data and presented it in the form of description or narrations.

c. *Data verification:* the researcher made the conclusion from interview result and present it in the discussion.

CHAPTER 4

FINDINGS AND DISCUSSIONS

A. Research Findings

The research findings were explained based on the research questions. The research questions were "What are the perceptions of Ar-Raniry English education students about their experience in using the Word Chain Game in improving vocabulary mastery?" and "How did the experience of using Word Chain Game improve their vocabulary?".

To answer the research questions, the researcher provided the results of the interview. Researcher interviewed 8 (eight) English students at UIN Ar-Raniry, Banda Aceh, who have graduated from boarding schools. The selected sources are initials (TR), (AN), (DS), (RZ), (EZ), (RH), (SH), and also (CT).

A total of 7 (seven) questions were asked regarding students' perceptions and their experiences toward the "word chain game" during their learning process at boarding schools. All eight participants have a lot in common and have positive and supportive values for the application of this game. However, there are some of them who are new to this "word chain game" when they are in college. This is because there are some of them who have never been introduced to this game in their high school days, or they have only

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seen outside the teaching process at school, such as in additional activities outside of school, but with a different name.

All participants were asked the same questions by the researcher to assess their perceptions regarding the application of the "word chain game". Researcher have analyzed the data in accordance with the context of the previous study, which provided general questions to be answered by all previous participants. For all the questions in detail, the researcher has attached them to the appendix list.

In this case, the 7 questions that were asked of the participants were summarized in the form of points that were considered the most important, and that was the summary of the answers that the researcher wanted to get in order to be able to infer the perceptions of the participants. The results of the analysis of questions and answers and an explanation of the purpose of their answers to be given by researcher under this statement.

1. **The importance of mastering English vocabulary**

All participants agreed that mastery of English vocabulary was needed as a very basic thing. As they know that vocabulary mastery is something that must be recognized before further learning continues. This will also help them in terms of communication and familiarity in understanding English vocabulary and fluency in speaking.

TR stated that "Mastery of vocabulary is necessary. Because vocabulary is the most important part of learning a language. In addition, DS also stated the same thing:

> *(DS) It is necessary. Because vocabulary is the basis of learning English. Even all languages.*

Based on the representatives of the participants, they both know how important vocabulary mastery is. They say that mastery of English vocabulary is very necessary in language understanding, especially English. In addition, it aims to develop student communication in the future. With sufficient vocabulary, the communication that will be conveyed will also be easier.

2. The process of learning English vocabulary in high school

Regarding the process of learning English vocabulary in their schools, there are several similarities and differences in answers among the participants. The use of textbooks in learning in their schools is more dominant. The textbook is a basic reference for teachers in the process of learning English in their high school. Even though the basic content of the textbook is slightly different, their teachers prefer it as a teaching material.

TR stated, "More often use textbooks, and listen more to the teacher's explanation directly in Indonesian". Besides, the participant with the initials RZ also emphasized that he also learned by applying the contents of textbooks. However, in this case the RZ sentence refers to the process of watching a film. He stated, "The teacher often uses textbooks and is more active in moving to

the front of the class. One time my classmates and I were invited to watch the *Kung Fu Panda* film with English subtitles and were told to understand the meaning".

In this case, there were also some differences in the answers from the participants. There are participants who do not learn using only textbooks. The statement from SH stated:

> *In our dormitory, we have daily activity after subuh prayer.*
> *Our senior brother gave us at least two vocabularies each*
> *day. From that kind of activitywe can improve our vocabulary*
> *skill. We look in the dictionary tofind the word that I do not*
> *understand the meaning of (SH)*

Based on the participants' answers, there was only a little difference. That was because some of their boarding schools are entirely religious-based and some are not. The researcher can also say that the process of learning English in their schools is still based on textbooks.

3. **The best technique for understanding vocabulary**

Based on the interview answers, all the participants have different arguments about the best technique for understanding vocabulary. EZ stated, "I think list cards are a very good technique for developing vocabulary. Because in addition to making it easier to understand words, we can also remember the pictures on the list card".

This is supported by the statement from AN:

List card is *the easiest one. Easy to learn and to understand (AN)*

However, TR said:

Watching movies using subtitles. Must understand the meaning of the

text. (TR)

This statement was also supported by SH. He stated, "I think I have learned vocabulary from watching a lot of videos. Then I try to find vocabulary I have never seen before. Then I write them down and memorize it. Finally, I apply it in a sentence".

It is different from what was stated by RZ. He differs from the two previous statements. As for the statement from the RZ:

The easiest technique in my opinion is direct application in

communication. So, if there is a deficiency in the vocabulary,

it will be immediately recognized, and then immediately

correct it by using a dictionary and others. (RZ)

Based on the differences that have been mentioned, the researcher can conclude that the best way to understand English vocabulary is up to the students themselves. Although there are some disadvantages and advantages to each technique, it will be easy if it is in accordance with the understanding and needs of the students themselves.

4. Introduction to "word chain game"

In this section, participants emphasize more on the "word chain game". Researcher want to know how much the participants understand about the game. The results are quite unique. Because apparently not all of them know what "word chain game" is, especially when they are still in school. This was as expressed by RZ. As for the quote:

> *I never heard about this game before. Maybe because the teacher is still too focused on the applicable curriculum and maybe this game is not in it. (RZ)*

The same point was stated by DS. She stated, "It has never been. Actually, I found out when I was in college". SH also said that he did not even know about this game at all. Meanwhile, the participant with the initials CT had never heard of the "word chain game" before. Even the teacher has also applied it in the learning process in her class. Slightly different from RH. She already knew a lot about this game before but he never played it during the learning process in class. RH stated:

> *I have never studied in class using the "word chain game", but I know this type of game very well. (RH)*

The differences in opinions and statements of the participants were quite prominent. So that in this case, the researcher can conclude that not all schools have ever implemented a "word chain game" and not all students at school know about this game. Introduction to technique like this should be done

by teachers in the classroom. So, students will not feel strange when they find it outside the school environment.

5. Perceptions of a "word chain game" if applied

All participants agreed that the application of "word chain games" in the classroom could have a positive effect on improving students' vocabulary mastery. The participants had the same perception regarding this. Participants support the process of implementing this game in class and also have interesting reasons.

Following are the answers the participants gave when they were asked about their perceptions and feasibility for application:

> *I think it's a very good way to learn with "word chain game", because it does not make us boring in the same way we learn the vocabulary. (CT)*

In the same case, EZ also stated:

> *This game is one of the best solutions to help students in the process of reminding them of the vocabulary they have memorized. By applying the game, critical thinking from the students' brains will also be triggered, so they inevitably have to. can connect words, in order to get a higher score than other students". (EZ)*

TR also gives the same opinion, but with a few additional problems.

> *The game is interesting. But some of my friends said that this game was difficult because of their lack of personal vocabulary, so it would be difficult to pronounce the next vocabulary. Even so, this type of game is very good to apply because by playing this game we have to remember every vocabulary to dominate the game more. Without realizing it, we are developing a vocabulary memory that we have previously learned. (TR)*

The participants AN, DS, RZ, and RH were very supportive of the implementation of games like this.

> *That is quite interesting because through this game we will remember all the vocabulary we have. And also very supportive of the application of this game because we will add vocabulary that we didn't know before. It can be from our friends and teachers when they talk. (AN)*

> *This game can attract students' learning power in increasing vocabulary understanding. And this is very applicable in the learning process because this game can indirectly remember the vocabulary they have read or studied before. (DS)*

> *This game is great for training students' thinking speed. Students' critical thinking will be seen. This really helps*

students if the application of this game is implemented.

Because this game can trigger their brain's reflex to answer

instantly within the specified time. (RZ)

The game is positive in class. Because it can hone students'

memory in understanding old and new vocabulary. If this is

implemented, it will help in improving students' vocabulary

understanding. (RH)

According to SH, this game is a fun way to find new vocabulary. He

stated:

In my opinion, if this game is implemented in class, it will be

fun because it is easy to do. And it will be an easy way to

discover new words. And if this is applied, of course it will

have an impact on our vocabulary mastery, because when

talking about vocabulary there are many games that make it

easy for us to understand, and those word pronouns. (SH)

Based on the answers of the participants regarding the application of

this "word chain game" during their high school, it is clear that all participants

should be in a competition. That way, the students will trigger the control of

their thinking brains to be able to remember all the vocabulary they have ever

remembered before. And also, the participants are very supportive of this game

in the teaching and learning process because this will really help students find

and hone vocabulary that will be needed later.

B. Discussions

This study aims to find out the perceptions of students' experiences when using the Word Chain Game to improve vocabulary mastery and also to find out the experience of using the word Chain Game in increasing vocabulary. Therefore, the researcher conducted an interview by asking questions that would be answered by predetermined participants. Regarding the data collection analysis, the researcher outlines the conclusions about the answers that the participants have answered.

1. The perceptions on the use of Word Chain Game

Researcher have conducted interviews with 8 participants from UIN Arraniry, Banda Aceh, where they are graduates from boarding schools. interviews conducted in person have obtained the desired results by the researcher. In this study, the researcher found that all participants had positive support and views on the application of this "word chain game".

All participants have the same perception which shows their interest in the application of this game in the classroom at school. Hernandez and Claudia (2009) have explained about the participants' interest in this game. Previously, they explained that in learning English, games were a technique to make students not feel bored. When a game is applied in the classroom, students will feel fun and they can more easily understand all kinds of vocabulary.

However, during the process they were still in senior high school, there were 4 participants who did not even know about the "word chain game". They did not know what kind of play it is and how it benefits them personally. One

side this is not purely their fault, but it has to do with the type of learning from the teachers in their school. There are some English teachers who do not introduce certain types of games related to vocabulary mastery. On the other hand, teachers also cannot be completely blamed. Because of the demands given by the government regarding teaching materials that must be carried out in the classroom.

The remaining 4 participants, there are those who already know about this "word chain game" because of additional learning outside of school hours. But there are also those who know this game because it has been applied by their teacher in the teaching and learning process in class. Of the 4 participants who already knew about this game, they stated that there was interest in the game. This is because of the encouragement from the teacher to require them to have strong memories in terms of mastering more vocabulary. Here it proves that in order to understand a language, we need to learn more vocabulary, because vocabulary is a fundamental element in language learning. This has been confirmed by Thornbury (2002), in which he stated that teaching words as language based on words is a fundamental element in language learning.

Therefore, they will try to remember as much as possible in order to attract the attention of the teacher and that way the teacher will give more marks to them. However, all participants have enthusiasm to support the application of this game. *They considered that the type of activity such as the application of "word chain game" is needed in the learning process,* and also, the participants agree to introduce this game to students at school.

2. The participants' experiences of using Word Chain Game

In this section, the researcher discusses the participants' experiences of using the "Word Chain Game" during their former high school. From all of the participants' answers, they ensured that there were efforts and positive results that were quite fast and good in terms of increasing vocabulary mastery. Whether it's vocabulary that has been memorized previously or vocabulary that has just been acquired during the game. Several reviews of the positive impact of the "Word Chain Game" have been described from statements issued by participants in response to questions from researcher.

TR said that this game requires students to memorize each vocabulary in order to dominate the game. The intention to dominate here is due to the scoring system applied in the game. So that students will become overactive during the game. AN explained that the "word chain game" would add to vocabulary that we didn't know before. Here it is clear that the main thing needed in learning a language is knowing as much vocabulary as possible. This has been said before by Thornbury (2002) that knowing many words is the main thing in obtaining vocabulary.

RZ emphasized that this game was more reliable because it could trigger students' brain reflexes to answer instantly within the time provided during the game. This is also in accordance with the statement expressed by EZ. He stated that the "word chain game" would trigger critical thinking from the students themselves.

That way, students will appear to be more active and agile in remembering and recalling their memories of vocabulary. As we know, with a small-time limit in this game, students' knowledge of vocabulary will be triggered when the first vocabulary of the previous student is mentioned. This is because students must be able to say new vocabulary by using the first letter is from the last letter of the previously mentioned vocabulary. This way of interaction is as explained by Darmawan and Fatmawati (2019), in which they argue that the *Shiritori game* or *Word Chain Game* is a word game that is played by making a series of words, and each player must say a word that starts with the last syllable of the word has been given by previous players.

According to RH, this game can improve understanding of English vocabulary itself In the same way, SH explained that this "word chain game" would have a good impact on vocabulary mastery and that this type of game would be associated with students' classroom fun. For the last participant, namely CT, she emphasized her experience of the positive impact related to this game because she is a student who has difficulty remembering because of games like this, it really helps her remember new vocabulary and reminds her of the vocabulary she has read before, both in class and outside of school hours, and that got her very interested in this type of game.

Based on the findings of the participants' answers above, the researcher can conclude that all participants who have been asked the questions have positive answers to the existence of "Word Chain Games" and the application

of the game. Overall, they shared their experiences that had a positive impact on the development of their vocabulary so far.

The nature of the game that can trigger student interest will improve students' vocabulary mastery. As mentioned by Chen and Li (2008), learning vocabulary is a big challenge in learning English because it consists of the basic building blocks of English sentences. Therefore, by knowing the basic components of the language itself, namely "vocabulary", students will more easily understand a language and can use it in a better way. Because to increase the vocabulary we already have, we must first know the source of the vocabulary and be able to use it. This has also been said before by Aryani (2015). Aryani said that after we know the source of vocabulary, we need to increase the vocabulary by using the word. Thus, the researcher concludes that the experience of the participants supports that the application of learning using the Word Chain Game can improve students' vocabulary and it will quite help other students' experiences in mastering vocabulary.
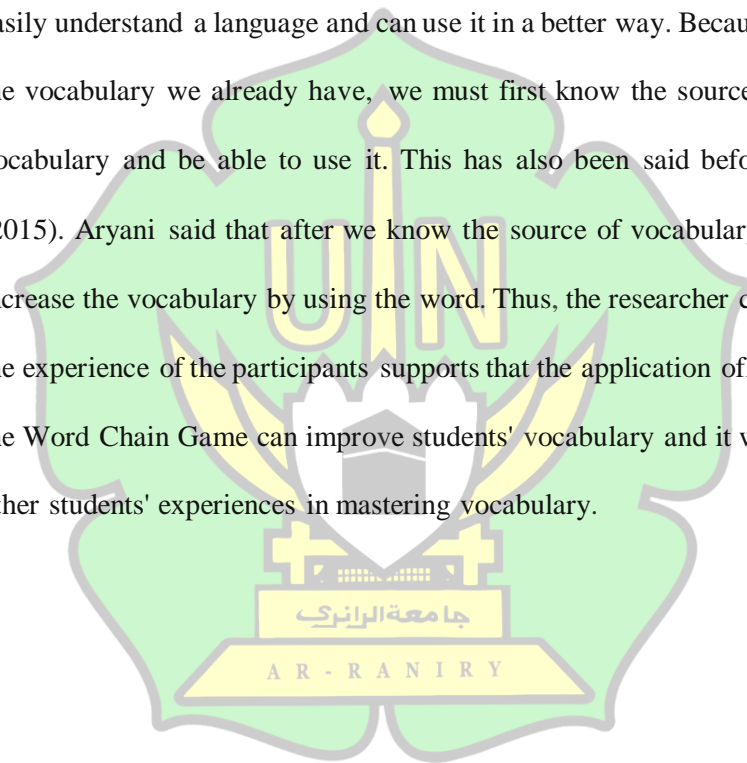
CHAPTER 5

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

After conducting the research, the researcher draws some conclusions related to the use of *word chain game* to increase students' vocabulary mastery. According to the experiences of English language education students Ar- Raniry about the use of word chain games to improve vocabulary, they provide positive and supportive values for the application of this game in the learning process. The participants agreed that this game could help them in terms of communication and familiarity in understanding English vocabulary and speaking fluency. In their experience, they are very supportive of the technique that can make students interested in learning.

The researcher concluded that all participants equally argued that the best way to understand vocabulary depends on the students themselves. Although there are advantages and disadvantages to each technique, they are easily adapted to suit student needs. But on the whole, all students who are still in pre-college education, they really need entertainment as an attraction in the learning process. They emphasized that there was a positive impact that was quite rapid in terms of increasing vocabulary mastery. They welcomed positively the existence of word chain games and the application of the game.

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By using this word chain game, they are able to remember all the vocabulary they have ever remembered before.

B. Suggestions

Researcher provide several suggestions that need to be considered by students and future researchers, especially in using word chain games to improve students' vocabulary mastery. The next researchers must have several ways or techniques in teaching English, especially in terms of vocabulary development. It depends on the students' needs too. The next researchers must be creative in the teaching and learning process, such as building an active classroom environment and being able to invite students to interact with each other in learning foreign languages. The researcher also suggested that further researchers should know all students in the teaching and learning process. This is required in order to be able to apply various techniques to students later. One way that can be applied is to use Word Chain Game to improve students' vocabulary mastery. According to researcher, besides being a fun game, this game can also trigger activeness in the teaching and learning process. That way, interactions in class will run more pleasantly.

Finally, since this research has not been completed, it is hoped that future researchers with any kind of research that is closely related to this research need to investigate the matter. They should investigate other issues that were not investigated in detail or clearly in the study. That will be useful for improved the next research results and useful for all later.

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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B- 354/UN.08/FTK/KP.07.6/01/2021

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-
RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang	:	a.	bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan **Nomor: B-17103/Un.08/FTK/KP.07.6/12/2019** tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
		b.	bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat	:	1.	Undang Undang Nomor 20 tahun 2003,Tentang Sistem Pendidikan Nasional;
		2.	Undang Undang Nomor 14 Tahun 2005, Tentang Guru dan Dosen;
		3.	Undang Undang Nomor 12 Tahun 2012, Tentang Pendidikan Tinggi;
		4.	Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
		5.	Peraturan Menteri Keuangan RI. Nomor: 190/PMK.05/2012, tentang Tata Cara Pembayaran dalam rangka Pelaksanaan APBN;
		6.	Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
		7.	Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan, dan Pemberhentian PNS di Lingkungan Depag RI
		8.	Peraturan Menteri Agama RI Nomor 21 Tahun 2015, tentang Statuta UIN Ar-Raniry Banda Aceh;
		9.	Keputusan Rektor UIN Ar-Raniry Nomor 02 tahun 2016, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
		10.	Keputusan Rektor UIN Ar-Raniry Nomor 28 tahun 2019, tentang Satuan Biaya Khusus Tahun Anggaran 2020 di Lingkungan UIN Ar-Raniry Banda Aceh;
		11.	Peraturan Kementerian Keuangan (PMK) Republik Indonesia Nomor: 72/PMK.02/2020, tentang Perubahan atas Peraturan Menteri Keuangan Nomor: 78/PMK.02/2020 tentang Standar Biaya Masukan Tahun Anggaran 2020.

Memperhatikan	:	Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 31 Oktober 2019

MEMUTUSKAN

Menetapkan	:	
PERTAMA	:	Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: **Nomor: B-17103/Un.08/FTK/KP.07.6/12/2019** tanggal 02 Desember 2019
KEDUA	:	Menunjuk Saudara:

1. Rahmat Yusny, M. TESOL   Sebagai Pembimbing Pertama
2. Rita Hermida, M.Pd   Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama	:	**Ahmad Zaman Huri**
NIM	:	**150203152**
Program Studi	:	**Pendidikan Bahasa Inggris**
Judul Skripsi	:	**The Use of Word Chain Game to Increase Students' Vocabulary Mastery (A Case Study at The English Department Tarbiyah Faculty UIN Ar-Raniry)**

KETIGA	:	Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2019 dengan Nomor: 025.04.2.423925/2020 tanggal 12 November 2019;
KEEMPAT	:	Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2020/2021
KELIMA	:	Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 12 Januari 2021
An. Rektor
Dekan,

Muslim Razali

Tembusan
1. *Rektor UIN Ar-Raniry (sebagai laporan);*
2. *Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;*
3. *Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;*
4. *Mahasiswa yang bersangkutan;*
5. *Arsip.*

Interview's Questions:

1. In your opinion, is mastery of vocabulary in learning English needed?

2. How did you learn about English vocabulary during your high school?

3. What kind of technique could best make you understand vocabulary?

4. Has your teacher ever applied a technique like a game in learning English which aims to improve vocabulary understanding?

5. Have you ever learned English through the "word chain game" technique during your high school?

6. What is your perception of the "word chain game" being conducted in your class?

7. In your opinion, will this type of game be more helpful in improving students' vocabulary mastery?