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

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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.**

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 learn and acquire new language [1]. Furthermore, [2] 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 is 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 TKR 3. This class program is automotive 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 realize that this class was not quite interested to learn English. They get

easily bored and sleepy. In addition, their vocabulary knowledge is limited, they often do not understand full English text, instruction or explanation, it is also impractical to use and expect them to produce something in full English when their vocabulary knowledge is limited. I choose 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 student are 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, [3] stated that through game, student can learn vocabulary effectively. Moreover, [4] explain that word chain game could help student to remember, explore, link, and understand the meaning of English words. Thus, word chain game 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.

II. IMPLEMENTATION

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 shows that there is a significant improvement

on students' vocabulary knowledge of using word chain game. [4] also elaborated that through word chain game, student could help other student to remember, explore, link, and understand the meaning of English words.

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

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 rules are showed in the Fig. 1 below:

Figure 1. Classroom rules

The purpose of this activity is to make the classroom more conducive and easier to be managed. Especially the material is "Congratulating and Complimenting" where the most of the activities require student to interact not only with teacher but with another 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 has 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.

2) Conducting the chain word game

Figure 2. Activity instructions

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 is to enrich their vocabulary knowledge, they also have to pronounce and spell the word correctly before pass the turn to the next student. The activity instruction showed in the Fig. 2.

How to play this game:

- The teacher will write the first word on the whiteboard.
- The student who gets 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 gets their turn will run the same activity.

In order to decide which student to take the turn in this game, wheel of names which showed in the Fig. 3 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.
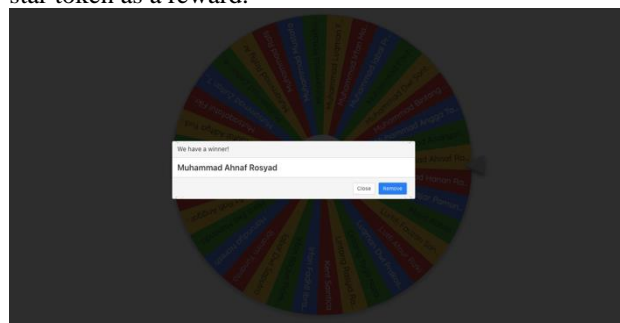
Figure 3. Wheels of name

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 can make the student feel motivated and competitive at the same time and wheel of name can make the class atmosphere more thrilling and fun. Importantly, most of the students also learn several vocabularies such as adjective, noun and verb that will be very useful in expressing congratulation and compliment and its responses.

My suggestion for this activity is 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 is only to build students' vocabulary. There are many activities after this game to achieve the learning goals. And when the teacher give feedback on students' mistakes regarding to spelling or pronunciation, make sure all of the student listens and understand the correct one.

III. METHOD

The study in this paper applied a self-observational study.

A. Setting and Participants

The setting of this study was conducted in one of the oldest of the vocational high school that located in Jetis Yogyakarta Indonesia. The number of students involved in this study were 36 students of automotive major grade 10 and one pre-service teacher. The role of the pre-service teacher in this study is to maintain the classroom activities in order all of the activities could run smoothly.

B. Data Collection

The data were collected through given assignment for students in the end of classroom. The assignment was a group work and the students required to write script dialogue of roleplay about giving congratulation and compliment and its responses. The data were students' handwritten script dialogue and the recorded roleplay video.

C. Self-Observational Study

Through self-observational study, it enables the pre-service teacher to understand and build classroom atmosphere to be fun and under-controlled. The pre-service teacher in this study kept giving thought-provoking questions and prompts to student such as "is it clear?", "can you explain it to me again?" and "can you repeat about what have I just said?". The reward system with star token also gave a big impact towards classroom atmosphere.

[Pre-service teacher open the wheel of names website]

[Student fascinated: Wow there is my name in there, what are we going to play miss?]

[Pre-service teacher explained: We will play chain word game and I will choose the player with this]

[Pre-service teacher take out the gift box]

[Student asked question: Miss, what is inside that box?]

[Responding directly: It is a secret box and I will give it to the student who has the highest number of this star token (while showing the star token)]

[Suddenly a student helped to arrange the desk and directly received a star token. All students applaud]

[Pre-service teacher explained: it is easy to get this star, just be active and well behaved]

The transcript above is the most crucial moment that maintain the classroom atmosphere. It can be concluded that teacher success to get students' attention and make them motivated to do activity in classroom.

[In conducting chain word game, previous student wrote the word "dream" and the next student turn should write word that start with m letter]

[Student write word "mather" and other student notice and tell him that it is misspelled]

[Pre-service teacher asked the student to confirm and clarify the word: are you sure this is the right spelling of the word?]

[Student respond: is "mother" with o miss?]

[Pre-service teacher praises him verbally and continue the chain word game: Excellent! Okay, is there any volunteers who want to write the next word that start with r letter? I will give you one star-token]

The transcript above is the example of one of the students' realization and notice that the spelling of the words is wrong. It can be concluded that through chain word game, student can share their vocabulary knowledge to each other with the right spelling.

IV. FINDING AND DISCUSSION

There were two different types of findings in this study. The first type was students' handwriting script dialogue about giving congratulation and compliment and its responses. Although from the finding in Fig. 4 showed that there were several errors in students' grammar, the misspelled words were found less.
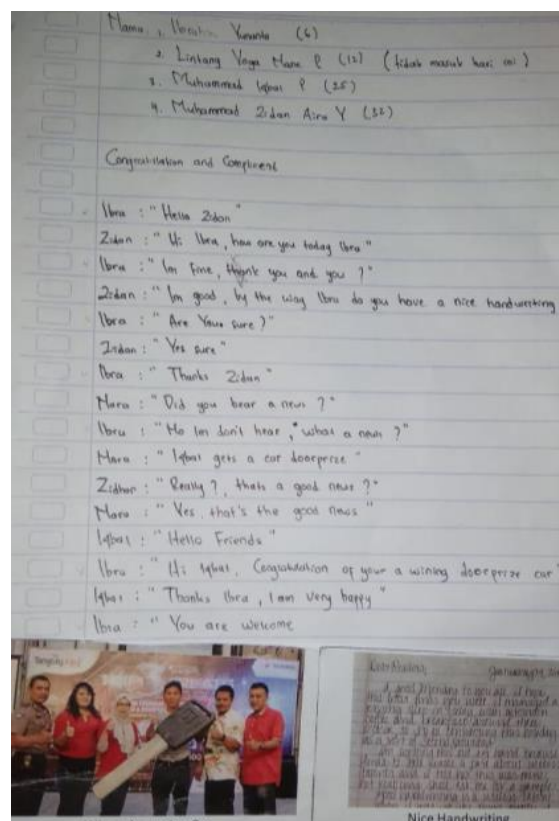

Figure 4. Students' handwriting script dialogue

The second type of collected data was the roleplay video recorded by the student which showed in Fig. 5 below.

Figure 5. Students' roleplay video

The implementation of word chain game 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.

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 [2] research that word game or word play enables students in vocabulary building. Furthermore, [5] 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.

CONFLICT OF INTEREST

The author declares no conflict of interest.

AUTHOR CONTRIBUTIONS

All of the process from the conceiving the idea, conducting the study, collecting and analyzing the data and writing this paper was carried out by Salma Maulani.

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Being the oldest daughter in family made her whole family have a big hope to her. She believes that she is the role model for all of her siblings, therefore she always tries her best in everything, keep learning from mistakes and failures and never give up.