

Word Chain Game in Teaching Vocabulary to Find Out the Difficulties in Learning Vocabulary of the Second Grade of Sma N 2 Pati in the Academic Year 2022/2023

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Abstract

This study aims to determine the difficulties faced by students in learning vocabulary using word chain games in second grade students of SMA N 2 Pati. This research was conducted on Monday, 17 July 2023 at SMA N 2 Pati. This study used 36 students and an English subject teacher as respondents. This study used a qualitative method, using three techniques, namely observation using observation sheets as reference, interviews with an English teacher and a questionnaire containing several questions and statements using a Likert scale. The result of this study is that the application of word chain games has proven to be effective in increasing students' understanding and mastery of vocabulary. There are several difficulties encountered when using word chain games for students' vocabulary learning. There are several solutions that can be used to increase the effectiveness of the word chain game as a vocabulary teaching method.

Keyword : vocabulary, difficulties, game

Introduction

As social beings, human needs language to interact with each other. Language is the most crucial factor in communication. As stated by Kridalaksana and Djoko Kentjono (in Chaer, 2014, p.32) language is a system that symbolizes arbitrary sounds that are used by members of social groups to communicate, identify themselves and cooperation. According to the expert's speech, it can be concluded that, language as a means of communication, has the meaning that every activity of communicating and interacting involves language. In other words, if a person has a bad language, it will also be less good in interacting with others.

There are so many languages that humans use in interacting with different structures. Nowadays, a person is required to master more than one language. As an international language, English must be mastered by the Indonesian people in order to be able to compete with other countries. Currently, English as a foreign language has been taught since elementary, middle to university level. Even some schools have mandated the use of English as a daily language. Thus, learning a foreign language needs to be learned well by students. In the learning of a foreign language, such as English, the first thing to do is the mastery of vocabulary. Because to be able to speak English, it is required to master vocabulary.

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People will not be able to communicate without vocabulary, vocabulary is an important component in language that must be mastered by students, with the aim of being able to have good language skills with other students. Vocabulary is important to understand because, if a student is able to master vocabulary, the student will have good language skills to interact with other students. As stated by Schmitt (2008, p.329) mastering vocabulary is the most important thing in learning a second language. Vocabulary is an essential component of learning a language, and determines how well a person speaks, listens and writes Richards and Renandya (2002, p.255). The words chosen by students in speaking will have an effect on how well they understand what has been taught. When it comes to writing, the vocabulary used in writing also reflects how far they can convey about what is being taught.

Meanwhile, in terms of reading, mastery of vocabulary will affect the reader's understanding of what is conveyed by the researcher. There are several types of vocabulary that need to be known. According to Hiebert and Kamil (2005, p.3) states that words have two forms, the first form is in the form of oral vocabulary which is a collection of words that can be known when speaking. While the second is in the form of printed vocabulary which is a vocabulary that can be known if we write. They also define vocabulary in two forms as follows :

1. Productive vocabulary.

Productive vocabulary is a collection of words that a person can use when writing or speaking. In this type, the word used is a word that is often used and familiar.

2. Receptive or recognition vocabulary.

Receptive or recognition vocabulary is a group of words whose meaning can be established when listening or reading. In this type of vocabulary, the word used is still unfamiliar to students because it is rarely used.

Although learning vocabulary is a very important factor. There are still many students who have difficulty in the process of mastering vocabulary. Especially for students in Indonesia who study English as a foreign language or a second language. It takes extra effort in mastering vocabulary. Some of them have difficulty in terms of distinguishing the functions of English vocabulary or words in sentences such as subjects, predicates, objects, complements, and others. In addition, students also have difficulty with words that are rarely heard or words that do not know their meaning so that they find it difficult to remember them. Students also tend to struggle with long words and have a different sound to the word of the letters.

There are several things that can be done to analyze students' difficulty in learning vocabulary, one of which is using a word chain game. The word chain game is a simple game that can be done by several students by the way a student mentions a vocabulary and then followed up by the next student by mentioning a word that begins with the last letter of the word that the student has mentioned before.

Based on this exposure, the researcher wanted to conduct a study on the second grade students of SMA N 2 Pati, with the title " Word chain game in teaching vocabulary to find out the difficulties in learning vocabulary of the second grade of SMA N 2 Pati in the academic year 2022/2023." With the aim of identifying what are the difficulties experienced by students so that these difficulties can be minimized.

A. METHOD

The purpose of this study was to find out the difficulties faced by students in mastering vocabulary using the word chain game. In this study, the subject matter was the difficulties faced by students during learning vocabulary using word chain games, so that effective things could be found to minimize students' difficulties. In terms of research design,

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this research uses qualitative research methods. Creswell (2012, p 274) explains that qualitative research is usually used to establish the importance of a central idea and to explore issues and develop small individual understandings of social issues. Finally, a qualitative approach is used to investigate and develop theory.

This study focuses on the difficulties faced by students during learning vocabulary using the word chain game. The researcher explores what difficulties students face during learning vocabulary using the word chain game. In order to get data that is in accordance with empirical facts in the field, researchers used three techniques, observation, interviews with a teacher who teaches English and distributing questionnaires with a Likeart scale. Finally, as a result of research, researchers can obtain details of phenomena and understand them through observations, interviews and results of questionnaires.

Finding And Discussion

The research was carried out on Monday, July 17 2023, in class XI MIPA 2 students with a total of 36 students. This study uses qualitative data which aims to describe the word chain game in teaching vocabulary to find out the difficulties in learning vocabulary of the second grade of SMA N 2 Pati. The data in this study were obtained from observations, results of questionnaire data aimed at students, and results of interview data aimed at a teacher.

1. The Implementation of the Word Chain Game in Teaching Vocabulary.

The data below is obtained from a questionnaire consisted of 10 questions, administered to 36 second-grade students at SMA N 2 Pati, regarding their experiences with vocabulary learning using the Word Chain Game. The questionnaire utilized a Likert scale with four response options ranging from 1 (Disagree) to 4 (Strongly Agree). The data provides valuable insights into the students' perceptions and responses related to the implementation of the Word Chain Game in teaching vocabulary.

Table 1 Questionnaire Responses

No	Students	Questions									
		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
1	Student 1	4	2	3	4	3	4	4	4	4	3
2	Student 2	3	2	2	4	4	4	4	4	4	4
3	Student 3	3	3	3	3	4	4	4	4	4	4
4	Student 4	4	2	3	4	4	4	4	4	4	4
5	Student 5	4	3	2	4	3	4	3	4	4	4
6	Student 6	4	2	2	3	3	4	4	4	4	4
7	Student 7	4	3	3	4	4	4	4	4	4	4
8	Student 8	4	3	2	3	4	3	3	3	3	3
9	Student 9	4	2	3	4	3	4	4	4	4	4
10	Student 10	4	3	2	3	3	4	4	4	4	4
11	Student 11	4	2	3	4	4	4	4	4	4	4
12	Student 12	3	2	2	4	4	3	4	4	4	3
13	Student 13	4	3	3	4	4	4	4	4	4	4
14	Student 14	4	3	2	3	3	3	3	4	4	4
15	Student 15	3	2	3	4	3	4	4	4	4	4
16	Student 16	3	3	2	4	3	4	4	4	4	4
17	Student 17	3	2	3	4	3	4	4	4	4	3

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18	Student 18	3	3	3	4	4	4	4	3	3	4
19	Student 19	3	2	3	3	4	3	4	4	4	4
20	Student 20	4	3	3	4	3	4	4	4	4	3
21	Student 21	4	2	2	4	3	4	4	4	4	4
22	Student 22	4	2	3	4	3	4	4	4	4	3
23	Student 23	4	3	2	4	4	4	4	3	3	4
24	Student 24	4	3	3	4	4	4	4	3	4	4
25	Student 25	4	3	2	4	3	3	4	4	4	4
26	Student 26	4	2	2	4	4	4	4	4	3	4
27	Student 27	4	2	2	3	3	3	4	4	4	4
28	Student 28	4	2	2	3	4	3	4	4	3	4
29	Student 29	4	3	3	4	4	3	4	4	4	4
30	Student 30	3	3	2	4	3	4	3	3	3	3
31	Student 31	3	2	2	3	3	4	4	4	4	4
32	Student 32	4	2	3	4	3	3	4	4	4	4
33	Student 33	4	2	2	3	4	3	4	4	4	4
34	Student 34	3	2	3	4	4	4	4	4	4	4
35	Student 35	3	2	3	3	4	4	4	4	4	4
36	Student 36	4	2	3	3	3	3	4	4	4	4

Based on a questionnaire completed by 36 second-grade students at SMA N 2 Pati, it was found that there is a moderate level of understanding regarding vocabulary learning among the students. This indicates the need for further improvement in vocabulary mastery. Enhancing vocabulary skills can greatly benefit the students in their English language learning and enable them to better understand English language instruction.

To overcome the challenge of minimal vocabulary mastery, the implementation of the word chain game was introduced as a fun and engaging way to teach vocabulary. The game started with the teacher explaining the rules and instructions to the students, ensuring their understanding through a question session. Then, the teacher demonstrated the game using various vocabulary words related to people, objects, animals, and plants. Once the students understood the rules and instructions, they were divided into groups, and the word chain game began. The game involved one student starting with a vocabulary word, and the next student continuing with a word that started with the last letter of the previous word. The teacher actively guided and monitored the game, intervening when necessary.

Next, the following interview data presents valuable insights into the perceptions and responses of second-grade students at SMA N 2 Pati regarding the implementation of the Word Chain Game in teaching vocabulary. The interview was conducted with Sindi Irza Sinta Dewi, the English teacher for the second grade.

Table 2. Interview Data

No	Question	Answer
1	What do you think about the implementation of the word chain game in teaching vocabulary?	It's quite interesting and enjoyable; the children are very enthusiastic, and it helps to improve their awareness of vocabulary.
2	Is the word chain method suitable for vocabulary learning?	Yes, it is suitable. Besides being easy to implement, it also enhances and increases knowledge of

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3	Do the students actively participate in the learning process using the word chain game method?	vocabulary. The students are highly active during the learning process when using the word chain game.
4	Can students easily master vocabulary with the word chain game method?	By using this method, their knowledge of vocabulary can be enhanced, as it adds to their understanding of new words.
5	Does the word chain game method help minimize difficulties in mastering vocabulary?	By using this method, it broadens the children's knowledge of new words, which helps minimize difficulties in mastering vocabulary.
6	Is the word chain game method feasible for future learning processes?	It is quite feasible for implementation because it significantly aids in the mastery of vocabulary.

The interview data highlights the positive impact of the Word Chain Game on the students' vocabulary learning process. According to the responses, the implementation of the Word Chain Game has been met with enthusiasm, as students found it enjoyable and engaging. They actively participated in the learning process, which indicates the effectiveness of the game in promoting student involvement.

Moreover, the Word Chain Game proved to be a suitable method for teaching vocabulary. It not only facilitated easy application but also contributed to enhancing and expanding the students' vocabulary knowledge. The game's interactive nature likely played a role in fostering active learning and aiding vocabulary retention. Furthermore, the interview data suggests that the Word Chain Game helped minimize difficulties in mastering vocabulary. By exposing students to new words and concepts, the game broadened their understanding and familiarity with various terms, making it easier for them to grasp and utilize new vocabulary effectively.

The positive feedback from both the English teacher and the students regarding the Word Chain Game indicates its potential for continued use in future vocabulary teaching endeavors. Despite some challenges, the benefits seem to outweigh the drawbacks, making it a valuable addition to the teaching toolkit.

Overall, the interview data underscores the effectiveness of the Word Chain Game in teaching vocabulary, showcasing its ability to promote active learning, improve vocabulary knowledge, and minimize difficulties in vocabulary acquisition. The insights gained from this interview provide valuable information for educators seeking innovative and engaging approaches to enhance vocabulary learning outcomes among students.

2. The Difficulties Faced by the Students in learning Vocabulary Using Word Chain Game.

This section presents the data obtained from a questionnaire completed by 36 second-grade students at SMA N 2 Pati using a Likert scale to assess their experiences with vocabulary learning through the word chain game. The Likert scale consists of four response options: 1 (Disagree), 2 (Neutral), 3 (Agree), and 4 (Strongly Agree). The data analysis focuses on

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questions 7, 8, 9, and 10, which specifically address the difficulties faced by the students in utilizing the word chain game to improve their vocabulary.

The questionnaire aimed to gather insights into the students' perceptions and challenges related to the word chain game, which is used as a teaching method for vocabulary learning. The questions sought to uncover the difficulties encountered by the students when initiating the game, finding suitable words that match the given starting letter, recalling previously used words, and expanding their vocabulary through this interactive activity.

Table 3. Questionnaire Responses

No	Students	Questions			
		Q7	Q8	Q9	Q10
1	Student 1	4	4	4	3
2	Student 2	4	4	4	4
3	Student 3	4	4	4	4
4	Student 4	4	4	4	4
5	Student 5	3	4	4	4
6	Student 6	4	4	4	4
7	Student 7	4	4	4	4
8	Student 8	3	3	3	3
9	Student 9	4	4	4	4
10	Student 10	4	4	4	4
11	Student 11	4	4	4	4
12	Student 12	4	4	4	3
13	Student 13	4	4	4	4
14	Student 14	3	4	4	4
15	Student 15	4	4	4	4
16	Student 16	4	4	4	4
17	Student 17	4	4	4	3
18	Student 18	4	3	3	4
19	Student 19	4	4	4	4
20	Student 20	4	4	4	3
21	Student 21	4	4	4	4
22	Student 22	4	4	4	3
23	Student 23	4	3	3	4
24	Student 24	4	3	4	4
25	Student 25	4	4	4	4
26	Student 26	4	4	3	4
27	Student 27	4	4	4	4
28	Student 28	4	4	3	4
29	Student 29	4	4	4	4
30	Student 30	3	3	3	3
31	Student 31	4	4	4	4
32	Student 32	4	4	4	4
33	Student 33	4	4	4	4
34	Student 34	4	4	4	4
35	Student 35	4	4	4	4
36	Student 36	4	4	4	4

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According to the vocabulary learning questionnaire filled out by the second-grade students of SMA N 2 Pati, there are some difficulties faced by the students:

Difficulty in Starting the Word Chain Game

The students strongly agreed that they often had difficulties in starting the word chain game. Based on the responses, 32 out of 36 students chose scale 4, and the rest chose scale 3. This indicated that a significant number of students often faced difficulties in initiating the word chain game. They found it challenging to come up with an appropriate word that matched the given initial letter. The example of supporting answers from Student 1 and Student 7 confirmed that they frequently struggled with initiating the game.

The students' agreement on the difficulty of initiating the word chain game indicated that they faced challenges in coming up with the right word to begin the chain. This difficulty may have arisen from a lack of familiarity with the game or uncertainty about which words were appropriate for the given initial letter. Student 1's rating of 4 indicated that she frequently struggled with starting the word chain game. Similarly, Student 7's response of 4 further expressed her agreement, emphasizing the common difficulties students encountered in initiating the game. During the word chain game, the majority of the students exhibited reactions of hesitation or uncertainty when it came to choosing the right word to begin the chain. They spent a considerable amount of time contemplating the possibilities before confidently starting the game. Some students even relied on their peers or the teacher for assistance or validation. These reactions highlighted the unfamiliarity and challenges associated with initiating the word chain game and starting the vocabulary-building process. To solve this problem, the teacher motivated students by providing a list of common words that start with various letters. Additionally, the teacher also encouraged students to brainstorm together as a group before starting the game to build confidence in initiating the word chain.

Difficulty in Finding Words that Match the Given Starting Letter in the Word Chain Game.

Based on the responses, the majority of students agreed or strongly agreed with this statement. Out of the 36 students, 31 chose scale 4, and the rest chose scale 3. This suggested that they faced challenges in expanding their vocabulary and generating appropriate words. The supporting answers from Student 2 and Student 14 indicated their struggle in finding suitable words for the given initial letter.

The students' agreement regarding the difficulty of finding words that matched the given initial letter demonstrated their struggle in expanding their vocabulary and generating appropriate words for the word chain game. This difficulty suggested a limited range of vocabulary or a lack of familiarity with words starting with specific letters. Student 2's rating of 4 indicated their difficulties in finding suitable words for the given initial letter. Likewise, Student 14's response of 4 further supported the notion that students faced challenges in identifying appropriate words for the game.

During the game, students exhibited reactions of frustration or perplexity when they struggled to find suitable words. They might have resorted to brainstorming or relied on their prior knowledge to overcome this difficulty. Some students even actively sought assistance from their peers or referred to dictionaries or other resources to expand their word options. These reactions reflected the challenges students encountered in finding words that matched the given initial letter, indicating a need for further vocabulary development and reinforcement. To address this difficulty, the teacher organized vocabulary-building activities or exercises that focused on words starting with specific letters. They also introduced word

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association games or word banks to help students expand their vocabulary and improve their word-finding skills.

a. Difficulty in Remembering the Previous Words in the Word Chain Game

The data showed that a majority of students agreed or strongly agreed with this statement. Out of the 36 students, 30 chose scale 4, and the rest chose scale 3. This implied that they struggled with recalling the vocabulary they had used before during the game. The supporting answers from Student 5 and Student 20 confirmed their challenges.

The students' agreement on the difficulty of remembering the previous words in the word chain game indicated that they faced challenges in recalling the vocabulary used during the game. This difficulty suggested a potential limitation in their memory or attention span when it came to retaining the words encountered in the game. Student 5's rating of 4 suggested her struggles in recalling the words used in the game. Similarly, Student 20's response of 4 further supported the notion that students found it challenging to remember the previously used words.

During the game, students exhibited reactions of frustration or confusion when trying to recall the words used in the chain. They might have paused, trying to recollect the previous words or relied on prompts from their peers or the teacher. Some students even repeated the words aloud or wrote them down as a memory aid. These reactions highlighted the difficulties students faced in remembering the previously used vocabulary, indicating a potential area for improvement in memory retention and recall strategies. To help students improve their memory retention, the teacher incorporated regular vocabulary review sessions. They encouraged students to keep a personal vocabulary journal where they wrote down the words used during the game and reviewed them regularly. Additionally, the teacher reinforced the use of mnemonic techniques to aid in recalling words.

b. Difficult to Expand the Vocabulary Through the Word Chain Game.

The responses for this question indicated that most students agreed or strongly agreed with the statement. Out of the 36 students, 29 chose scale 4, and the rest chose scale 3. This suggested that they faced challenges in improving their word bank and learning new words. The supporting answers from Student 26 and Student 35 indicated their difficulty in broadening their vocabulary using this method.

The students' agreement regarding the difficulty of expanding their vocabulary through the word chain game suggested that they faced challenges in broadening their word bank and learning new words using this method. This difficulty may have arisen from a limited exposure to diverse vocabulary or a lack of confidence in using unfamiliar words. Student 26's rating of 4 indicated their struggle in expanding their vocabulary through the game. Similarly, Student 35's response of 4 further supported the notion that students found it challenging to enhance their vocabulary through this particular activity. During the game, students exhibited reactions of uncertainty or hesitation when attempting to come up with new words. They might have taken longer to respond or chosen familiar words instead of exploring new vocabulary. Some students even expressed frustration or a lack of confidence in their ability to find appropriate words. These reactions highlighted the difficulties students encountered in expanding their vocabulary through the word chain game, suggesting the need for additional strategies and opportunities to expose them to a wider range of words. To solve this problem, the teacher introduced themed word chain games to make the activity more engaging and expose students to new vocabulary related to specific topics. They also integrated

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vocabulary-building exercises into the regular curriculum and encourage students to read more extensively to encounter a wider range of words.

3. The Possible Solutions for The Difficulties in Word Chain Game.

This research aims to investigate potential solutions for the challenges faced by students during vocabulary learning using the word chain game. The data analyzed in this study was obtained from an interview conducted with an experienced English language teacher. Among the various questions asked during the interview, question number 7 focused specifically on the strategies the teacher employs to address the difficulties encountered by students while playing the word chain game. The following is the interview data:

Table 3. Interview Data

No	Question	Answer
7	Can you provide solutions regarding the difficulties students face during vocabulary learning using the word chain game?	Teachers can give guidelines to start the game, engage in vocabulary development activities, encourage students to recall previously learned vocabulary, and introduce new vocabulary to enhance their knowledge.

To provide valuable guidance for teachers and students alike, the researcher has analyzed the teacher's response to question number 7, highlighting four possible solutions that can help students overcome obstacles and enhance their vocabulary acquisition.

- a. **Clear Guidelines and Instructions**The teacher emphasized the importance of providing clear guidelines and instructions to initiate the word chain game effectively. Ambiguity in the game's rules can lead to confusion and hinder students' ability to participate actively. By ensuring that students understand the game's mechanics, objectives, and vocabulary-related rules, teachers can create a solid foundation for an engaging and productive learning experience.
- b. **Vocabulary Development Activities**
To enhance students' vocabulary, the teacher suggested incorporating additional vocabulary development activities alongside the word chain game. These activities may include word association exercises, synonym-antonym identification, and context-based vocabulary usage. By diversifying the learning approach, students can reinforce their understanding of words and their meanings, leading to a more comprehensive vocabulary skill set.
- c. **Encourage Vocabulary Recall**
The teacher highlighted the significance of encouraging students to recall previously learned vocabulary during the word chain game. This approach helps consolidate their existing knowledge and reinforces word retention. By revisiting previously encountered words, students can develop stronger memory connections and gain confidence in their language abilities.
- d. **Introduce New Vocabulary**
Introducing new vocabulary during the word chain game can be an effective way to expand students' language proficiency. The teacher suggested incorporating a mix of familiar and unfamiliar words to challenge students while maintaining a sense of

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familiarity. This practice can not only boost students' curiosity and interest in the game but also broaden their vocabulary repertoire.

The word chain game offers a dynamic and engaging platform for students to improve their vocabulary skills. Through insights gained from an interview with an experienced English teacher, we have identified four possible solutions to address the difficulties students may encounter during this learning activity. By providing clear guidelines, integrating vocabulary development activities, encouraging vocabulary recall, and introducing new words, educators can create a more effective and rewarding word chain game experience for their students. These solutions aim to empower both teachers and students in their language learning journey and foster a deeper appreciation for the English language.

The findings from the study on the implementation of the Word Chain Game in teaching vocabulary to second-grade students at SMA N 2 Pati provide valuable insights into the students' perceptions and responses to this interactive learning method.

Finding 1 indicates that there is a moderate level of understanding regarding vocabulary learning among the students. This suggests the need for further improvement in vocabulary mastery to better support their English language learning and comprehension. The implementation of the Word Chain Game proved to be a successful strategy in increasing students' knowledge and enthusiasm for vocabulary learning, as reported by the English teacher for the second grade at SMA N 2 Pati, Sindi Irza Sintia Dewi. The questionnaire responses from the students also showed agreement and strong agreement regarding the effectiveness of the Word Chain Game in improving vocabulary understanding and mastery.

The Word Chain Game proved to be highly suitable for vocabulary learning, as it is an easy process that yields maximum results. However, finding 2 reveals that students encountered some difficulties, including challenges in starting the game, finding suitable words that match the given starting letter, remembering previously used words, and expanding vocabulary. Despite these difficulties, the students showed potential in understanding vocabulary through the Word Chain Game.

To address these challenges, the teacher recommended several strategies in Finding 3. Firstly, providing clear guidelines and instructions for starting the game can help students overcome the initial hesitation and uncertainty. Secondly, integrating additional vocabulary development activities alongside the game can reinforce word meanings and enhance students' overall language proficiency. Thirdly, encouraging students to recall previously learned vocabulary during the game can strengthen their memory connections and boost confidence in using known words. Lastly, introducing new vocabulary during the Word Chain Game can challenge students and expand their word bank.

Overall, the Word Chain Game has proven effective in improving vocabulary understanding and mastery among second-grade students at SMA N 2 Pati. By incorporating the suggested strategies to address the difficulties faced by students, educators can create a more engaging and rewarding learning experience for their students. Continued implementation of this interactive method is recommended to further enhance students' vocabulary skills and facilitate their English language learning.

This study shares similarities with previous research in investigating students' difficulties in vocabulary learning and recognizing the importance of engaging teaching techniques. Like the studies conducted by Rohmatillah (2020) and Arief Budiman (2020), it aims to identify challenges in vocabulary learning and considers factors such as motivation and student interest. Additionally, it parallels Titik Nurhidayati's (2016) research in emphasizing interactive methods to enhance students' vocabulary acquisition.

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However, there are notable differences between this study and previous research. While this research focuses on the implementation and effectiveness of the word chain game for teaching vocabulary to second-grade students at SMA N 2 Pati, the previous studies explore different techniques and were conducted with various grade levels and school settings, including English Education Department students, eighth-grade students, and students at MTSN Sengeti. These distinctions may lead to variations in the specific difficulties and challenges faced by students in vocabulary learning, resulting in different findings and recommendations in each study.

Conclusion

In conclusion, the findings from the study on the implementation of the word chain game in teaching vocabulary to second-grade students at SMA N 2 Pati in the academic year 2022/2023 are as follows:

1. The implementation of the word chain game has proven effective in improving vocabulary understanding and mastery among the students. The game provides an engaging and enjoyable learning experience, helping students expand their knowledge of vocabulary.
2. The students face several difficulties when using the word chain game for vocabulary learning. These difficulties include starting the game, finding words that match the given starting letter, remembering the previous words, and expanding their vocabulary through the game.
3. To address these challenges and further enhance the effectiveness of the word chain game as a vocabulary teaching method, several possible solutions have been suggested. These include providing support and guidance for game initiation, conducting targeted vocabulary-building activities, incorporating regular vocabulary review sessions, and introducing themed word chain games related to specific topics. By implementing these instructional strategies and activities, teachers can create a more enriching and successful vocabulary learning experience for their students. Overall, the word chain game has demonstrated its value in vocabulary education, and with the implementation of the suggested solutions, it can continue to be a valuable tool for facilitating students' vocabulary comprehension and retention.

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