# CHAIN MESSAGE GAME: IS IT THE BEST SOLUTION TO INCREASE STUDENT'S UNDERSTANDING IN ENGLISH LANGUAGE TEACHING?

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**ABSTRACT** This study aims to find out the truth of the application of the Chain Message Game to improve students' understanding in learning English. In line with the research objectives, this study uses the CAR (Classroom Action Research) method with a qualitative approach. The research subjects were 32 students from class VIII G who were given the action. The method of data collection is by using a list of observations and oral tests. Data analysis techniques include descriptive and percentage analysis. Descriptive analysis was used to analyze the data items written in the lesson plans, while the percentage was used to analyze students' answers to the oral and written tests. This study shows the results that almost 90% of students have met the predetermined success criteria. So that the use of the Chain Message Game is able to improve students' understanding in learning, besides the use of the Chain Message Game is also able to increase the activeness, enthusiasm of students, the ability to write, speak and listen to students in learning English.

**Keywords:** Chain message game, student's understanding, English language teaching

## INTRODUCTION

English is one of language that familiar in the world. Although English is often used to communicate second language in several country.. In Indonesia, English is the first foreign language that often to use in certain even, it is used when Indonesia has cooperates with the other country.. It is  also used to increase the quality of a country. It means, English in Indonesia is very  important. In Indonesia there is some problem faced by student when learning english. The language has four components they are  vocabulary, grammar, pronunciation, and spelling. Some student think english is difficult to learn. To  develop students' Speaking is one of the language skills that are important to help communicate with the other people. It is the art of speaking that can be used for someone to deliver something clearly.  Speaking skill is very important in our life because communicating is the way to convey or express something to others as an individual or group. Speaking is one of important skill that have to learn for student.  Harmer says that the art of speaking not only depends on the knowledge structure of language but also depends on access to information and language.

From the statement above, we can conclude that some students in grade VIII G of MTsN 3 Sidoarjo, still faced many  problems related with speaking. Those problems are (1) student lazy to learn or memorize more difficult words, (2) students were afraid to speak english, (3) student seldom to practice speak english in their daily activity or in the classroom.  (4) students just know simple or familiar words, (5) there are some students who feel not interested in learning english.. The monotonous  teaching that is applied by the teacher forces the student to practice speaking English without the media. It makes students have low enthusiasm and feel bored when learning english.  The teacher has to apply a variation of methods in teaching english.

Improving speaking,writing, and listening skill can be done in many  ways, such as picture, guessing, game, etc. To make effective techniques to  improve speaking skills the teacher have to use speaking teaching method that make student feel interested and can improve their speaking ability. To make effective techniques to  improve listening and writing skills, the teacher has to use variation methods that make students not bored in the teaching learning process. Games have been shown to have a lot of benefits to increase  speaking skills. First, games make student feel enjoy when teaching and learning process.   Second,  game make

student more interested, because with the application of the game when the learning process makes students feel more happy and not bored.

Previous study that was used by the writer is "Using Chain Massage Game to Support Young Learners' VAK Learning Style". In her study, she analyze that with this game methode, she can improve student ability in english. Especially to improve the visual, auditory, and kinesthetic learning style of the young learners. Before the class, the teacher prepares very well. So teacher can apply the game clearly. And the student feel interested. There were four benefits using chain massage game. The first benefit is that Using Chain Massage Game make communication between teacher and student more enjoy and communicative. Second, in teaching learning process, student more active than teacher. Third Using Chain Massage Game in teaching learning process, make student more interested in learning english. The fourth, through this game, can improve and practice new vocabulary. From those previous studies, the writer tries to improve english ability. variation of teaching Method is also determined in teaching learning english. Writer tries to apply chain message game in learning english. So, student feel enjoy and interested.

Using "chain message game" to improve students' interest in learning English is an appropriate technique to apply in class because word chain message is one kind of game method that can help teachers increase student interest and improve their motivation in the teaching-learning process effectively. Chain message game is one of the games that we need a lot of concentration to think and procedure words. The students should focus on the last letter of a word and continue the last letter to another word. The use of chain message game can improve new vocab, also increase the students speaking, listening and writing skills. This game methode can make students more enthusiastic and active in teaching and learning english. Moreover, the chain message game is a funny game that can help students to remember new vocabulary. This game has a lot of benefits and positive effects for student enthusiasm in learning english.

Based on the statement above, the researcher is interested in conducting action research focusing on "Chain Message: Is It The Best Solution to Increase Students Understanding in English Language Teaching ?"

## METHODS
### Research Design

To answer the research questions, this study used the CAR method. Classroom Action Research was chosen because the problem stems from the teaching and learning process in the classroom. Kemmis and Mctaggart (1998, p.15) state that "action research is action undertaken to solicit self-reflection and improve teaching by evaluating one's own practice" this is in accordance with the problems that occurred in this study where the researcher acted as a teacher at the school for two months and made improvements to improve learning. When the teacher has a problem in learning or education, this design will be used to solve it in a certain scope, such as the scope of the classroom. It can be said that action research is studying by doing the actions of a group of people or a person (researcher) to identify a problem, do something to solve it, see how successful the efforts have been, and if the results are not satisfactory then it will be continued with the next action. Based on Latief, Mohammad Adnan (2019, p.145) state that "Classroom Action Research for English Learning aims at discovering learning-teaching strategies that match learners' style and strategies in learning English" with this statement, the use of the classroom action research method and the selection of VIII G class students as subjects are appropriate and in line with the research objectives.

### Setting and Participant

This research was conducted at MTsN 3 Sidoarjo which is located in Tarik, Sidoarjo. The school has 21 classes; seven classes for seventh graders, also seven classes for eighth

graders, and seven classes for ninth graders. The subject of this research comes from VIII G students for the 2021/2022 academic year. In total there are 32 students (and all students are girls) that become objects in this study. The researcher chose this class because this class had the lowest grades in English among other classes and the students in this class lacked motivation or lack of enthusiasm in the teaching and learning process.

**Research Procedures**

In conducting the research, the researcher followed the action research spiral by Kemmis, S., McTaggert, R. (1988).

Fugure 1. Process of cycle in CAR
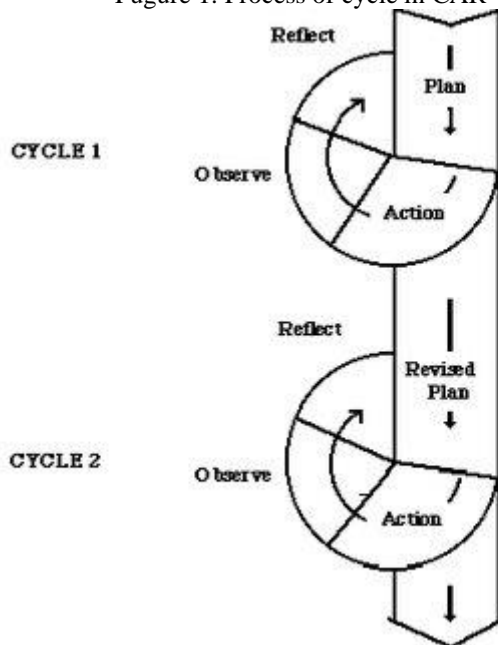


In the Classroom Action Research includes several cycles, namely planning, action, observing and reflecting.

(1) Planning is the stage in preparing everything needed in carrying out research. In this stage the researcher prepares a lesson plan, observation sheets and also prepares tools and materials that will be used during the teaching learning process.

(2) Action. Acting is the second stage in Classroom Action Research. This stage is the implementation or carrying out of actions that have been planned at the planning stage. Here the researcher applies the action based on the lesson plan that has been made that is: 1) The researcher gave the topic of asking for permission and reviewing the lesson on expression of instruction and invitation at the previous meeting, 2) Students are asked to identify conversational texts and sentences, 3) The researcher asked the students to make groups, 4) The researcher asked the students to line up, 5) Researchers give chain message game instructions, 6) Students play chain message game, 7) Researchers give questions orally, 8) The researcher gave the assignment to make a conversational text in pairs.

(3) Observing is the third stage, this stage is carried out during the implementation of the action or when the second stage is being executed. Therefore, the role of the teacher is not only teaching and carrying out actions but also while observing ongoing activities. In this stage the teacher collects data in the form of an observation list by keeping an eye on the students when they play a chain message game and collects the oral test data. In this stage the researcher indicates the success of the strategy being applied to the students.

The data collection technique is carried out by conducting observations and tests. Observations are in the form of checklist observations and are carried out directly when English

language learning is in progress, then followed by giving a test in the form of questions orally. Moreover, the documentation in this research is to find out the data related to the chain message game that will be used to help students improve their understanding in learning English. Therefore, the research instrument in this study is in the form of observation sheets, oral and written tests and also documentation. The test is in the form of questions that are asked and assignments for students. Moreover the data used is in the form of both numerical and verbal data. The numerical is from the written test and verbal data from the observation.

To find out whether this research was successful or not, several success criteria were made as follows: 1) class VIII G students at MTsN 3 Sidoarjo can more easily understand the material delivered through chain message games. Students can improve their ability in writing, listening, speaking both individually and in groups, 2) tThe target of success is 80%. This means that 80% of the total students in the study obtained a writing score of more than 75 as the minimum standard of KKM (Minimum Completeness Criteria).

(4) Reflecting is a data analysis process carried out by researchers to find out how far the strategy is applied in overcoming existing problems. Based on Latief, Mohammad Adnan (2019, p.154), in the reflecting process, two possibilities will be known, namely what things support the success of the strategy or what other problems may occur during the implementation of the action. The essence of action research is analyzing data, interpreting it, and developing a theory of what it means to put continuous feedback into practice (Burn 1999:155). This shows that finding the appropriate strategy is usually not only done once but continues to improve and several strategies are repeated in order to continue to improve learning. In this study, one action was applied because it was deemed sufficient and able to meet the target. Data analysis is a specific aspect of action research reflectivity. The research point of view is on the results of data analysis. The researcher used descriptive and percentage analysis. Descriptive analysis was used to analyze the data items written in the lesson plans, while the percentage was used to analyze students' answers to the oral and written tests.

## FINDING AND DISCUSSION

According to observation and data analysis, the study found the important things. First, based on cases that occurred during classroom observations, students complained about learning English which tends to be difficult to learn. Learning difficulties are one of the problems faced by students in the learning process. Learning difficulties are a condition where students cannot learn properly which is caused by certain disturbances in the learning process (Djamarah, 2008). Disturbances can be in the form of low abilities, delays in understanding the material and so on. If students experience these disorders it will affect the results of learning achievement. The low results of student learning achievement indicate that these students have learning difficulties.

According to Scot (2006:1) explains that learning a foreign language, especially English, students need to play with the language, try it, test it, and provide feedback. They needed to try it over and over again until he got used to it. So, the teacher must be able to adjust how to test students' understanding of linguistic rules by adjusting to the world of learning. There are four skills that must be achieved in learning English. These skills include reading, listening, speaking, and writing. The four types of skills have different levels of understanding and learning is also different.

Based on the results of the study, students prefer to learn English using the game-based learning method where learning is game-based. Learning based on games, students can absorb material easily because they learn, apply language, and do an activity with a fun atmosphere like they are playing. In this activity, they are playing and learning material about language, especially learning English. They often feel that they are bored with monotonous learning, which is learning materials based on the book. It brings the impact that it is difficult for students

to fully participate in learning especially on students' understanding of English learning materials to decrease.

In this study, the researcher acts as an observer and teacher in class. To collect data, the researcher used class observation and test instruments. The test carried out is a written and oral test regarding the learning material. The purpose of the test is to test students' understanding of the material when implementing game-based learning. According to Handriyantini, a game is a game designed to stimulate thinking, including increasing concentration and solving problems. Games can be useful to support the learning and teaching process in a more fun, creative and interactive way.

The game used by researchers in learning is a chain message. The application of the game is played in groups. Students are encouraged to line up and stand lengthwise according to their respective groups. The students who line up at the back serve as bodyguards to play the game, that is, they must listen to the sentences determined by the teacher. Then he returned to the group line to whisper the sentence to the friend in front of him. In this activity, students can practice their speaking and improve their listening using memorizing based on their background knowledge. The front friend channeled it forward until the chain reached the front end. The student at the front end is tasked with writing the correct sentence according to what he or she has heard. Students must write the sentences correctly on the whiteboard. The group who can write correctly gets points. In this activity, students can develop their writing based on their listening. After that, the teacher tested the students' understanding by asking questions related to the material. The teacher explains the material about One game. Likewise, the next round is carried out in the same way until all the material can be digested by students well. The game can be stopped if there is a group winner from the game.

Furthermore, it was found that the use of the Chain Message Game was able to improve students' understanding in learning, besides that the use of the Chain Message Game was also able to increase student activity, enthusiasm, writing, speaking and listening skills of students in learning English. Several previous studies indicated Chain Message Game can support students in learning English. One of them is "Using Chain Massage Games to Support Young Learners' VAK Learning Style". This study analyzes that teaching using game methods can improve student ability in English.

**CONCLUSION**

In conclusion, This study shows the results that almost 90% of students have met the predetermined success criteria. It was found that the use of the Chain Message Game was able to improve students' understanding in learning, besides that the use of "Chain Message Game" was also able to increase student activity, enthusiasm, writing, speaking and listening skills of students in learning English. They can improve their listening through whispering chain sentences to friends. In addition, they can practice speaking skills through talking or sharing chain messages between friends. Moreover, they can also develop their writing through writing messages on the blackboard using correct writing. So, the application of learning using the "Chain Message Game" can explore some of the students' language skills, including listening, speaking, and writing skills to achieve understanding of English material.

In learning English a varied method of learning,  students feel interested when learning English, teachers must be able to adjust the methods used according to the student's circumstances. The teacher must be clever to control the student's continuous focus in learning english. So, The teacher not only explains the lesson monotonously, but also intersperses the game in the middle of the lesson. The student does not feel bored. For students, while learning English keep their concentration. Students should be able to find their way to enjoy learning english. On the other hand,  They should be able to develop English language skills, beyond learning in the classroom. Like learning English by listening to music and watching movies.

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