ABSTRACT

Karunia Dwi Putri: The Use of *Chain Spelling Game* From English Song For Mastering English Vocabulary
(A Pre-Experimental Study of 11th Grade Student of Senior High School)

This study was conducted in response to the considerable difficulties faced by eleventh-grade students in acquiring English language skills, particularly due to their limited vocabulary mastery and low motivation to participate in English learning activities.

This research aims to investigate the application of chain spelling games derived from English songs as an instructional strategy to enhance students' vocabulary mastery, focusing on how integrating musical elements into the activity can support more effective vocabulary development without altering the core learning objectives.

To address these challenges, the research employed a quantitative approach to examine the effectiveness of using a chain spelling game based on English songs in improving students' vocabulary mastery. A pre-experimental one-group pre-test–post-test design was implemented at SMA Mekar Arum. The population consisted of 156 eleventh-grade students, from which 36 students of class XI B were selected as the sample.

The result of this study revealed two findings; first pre-test results, it showed a score range of 30, with scores between 50 and 80 (M = 66.94, SD = 9.508, variance = 90.397; total score = 2410). In contrast, the post-test results presented a range of 15, with scores between 75 and 90 (M = 84.31, SD = 5.092, variance = 25.933; total score = 3035). The statistical analysis revealed a significance value of 0.00, lower than the level of 0.05, indicating a significant difference between the pre-test and post-test scores. The findings demonstrate that the chain spelling game is an effective strategy or enhancing vocabulary mastery, as its repetition, musical integration, and collaborative nature increase students' motivation and support more effective vocabulary acquisition. Furthermore, the study recommends that English teachers integrate the chain spelling game or similar activity-based methods into vocabulary lessons, as these strategies promote enjoyment, active participation, and meaningful language use. Future research could apply the game to learners at different proficiency levels compare it with other teaching techniques such as students' perceptions, motivation, and classroom interaction.

Keywords: Vocabulary Mastery, Chain Spelling Game, English Song