Integrated English Learning through Word Chain Games in the Department Of Tourism Manado State Polytechnic

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ABSTRACT: *The purpose of this study is to equip students with a balanced mastery of English, not just focused on one particular skill such as: speaking without knowing how to write it properly (writing) and how to know the meaning of the spoken word (listening) and so on. By using the Word Chain Game, students are taught to master english skills and knowledge as a whole and balanced, because from a word they can make a sentence, from a sentence to a paragraph (Writing skills) , and from the word / sentence is formed a dialogue (Speaking skills), then selected from the previous words or sentences dictated to be written (Listening skills) and from paragraphs formed previously selected to be read by students (Reading skills)which include pronunciation (voiced reading and reading comprehension through questions and answers in group or class discussions. This learning is very much needed today considering that there are many opportunities to study, intern, or work abroad that can actually be followed by students of the Manado State Polytechnic, but are often hindered by English language disabilities. Whereas to be able to take part in various opportunities available abroad, applicants are required to pass English tests such as TOEFL, IELTS, TOEIC, GRE and GMAT which consist of 3 components (Vocabulary, Grammar, Pronunciation) and 4 skills (Listening, Speaking, Reading, Writing). The research method used is a descriptive quality method and the research instruments used are interview guides, systematic observations and documentation as well as test results carried out both orally and in writing. Data collection is carried out purposively. Data analysis using interview techniques,observation and literature studies. The results showed that the Experimental group was more successful than the Control Group. If you calculate the increase achieved by the experimental group which at the beginning only reached 985 points but at the end of the lesson reached 2395 points, so there is a difference in value of 410 points, while the Control group which initially reached 980 points at the end of the lesson only reached 1155 points or an increase of only 175 point from the initial value, this proves that by using the Word Cain Game students are more motivated and more focused in doing assignments and various exams related to the material that has been taught.*

Keywords: Language Learning, Integrated, Word Chain Game.

I. INTRODUCTION

An expression that states that language is a " miracle ". is not an exaggeration. Because although its form is not as real as a temple, a skyscraper, or a super-advanced computer, or a space shuttle, language really exists and is real with various forms. A word or sentence is a form of language. A letter or research report is a form of language. Lectures, presentations, discussions, debates, interviews are also forms of language. Speech, praise and even the overflow of anger in the form of cursing are forms of language. Language is really real. In its presence, language has become a means of communication between people (Lado, 2021). In this era of globalization, several languages such as English, Mandarin, Japanese, Dutch, German, French, Spanish and Arabic have become international communication tools that unite nations and increase understanding in various fields (Sartono, language body. kemdikbud.go.id >). From these languages, English is the main International language. Almost every country uses English when communicating (Welianto, 2020). In addition to its various functions, a good mastery of English will be one of the capitals for higher education graduates in finding a job or continuing their studies both domestically and abroad. Both for the purposes of finding a job and continuing their studies, applicants must pass a balanced English proficiency test in the sense that they must master the knowledge of English which consists of 3 components, namely Vocabulary, Grammar and Pronunciation. In addition to these three knowledge components, they are required to have 4 language skills, namely Listening Skills, Speaking Skills, Reading Skills and Writing Skills. To obtain a comprehensive language mastery like this, an appropriate learning model is needed so that in learning all components and skills get balanced handling, not only emphasizing certain components or skills which of course only result in unbalanced language mastery

while English tests generally cover all components of English knowledge and skills. Preliminary facts in the field show that unbalanced mastery of English occurs in most students of the Manado State Polytechnic Tourism Department. To overcome this problem, researchers conducted a study entitled: Integrated English Learning Through Word Chain Games in the Department of Tourism, Manado State Polytechnic.

LEARNING: According to Moh. Suandi (2018: 7), learning is the process of interaction between students and educators and learning resources in a learning environment. Learning is an assistance provided by educators so that there can be the acquisition of knowledge , mastery of skills and character and formation of attitudes and trust in students. In other words, learning is a process to help learners to learn well. About learning Ahmad (2013:18-19) said that the word learning is a combination of 2 activities, namely learning and teaching. Methodological learning activities tend to be more dominant in students, while instructional teaching is carried out by the teacher. So the term learning is a translation of the words learning and teaching. In other words, learning is a simplification of the word learning and teaching. Psychically, the notion of learning is a process carried out by an individual to obtain a complete change in behavior as a result of that individual's interaction with his environment. In line with this, Suryono and Hariyanto (2016) revealed that learning is synonymous with teaching – an activity where teachers teach or guide students towards the process of self-maturation. Learning requires actors who have the skills to do so. Syah in Sutikno (2021:8-9), stated 10 basic teacher abilities such as: Mastering materials, Managing learning programs, Managing classes, Using media or learning resources, Mastering the foundations of Education, Managing teaching and learning interactions, Assessing participants' achievements for education and teaching, Knowing the functions and programs of Guidence and Counselling , Knowing and organizing school administration, Understanding principles and interpreting educational results for the need for teaching.

LANGUAGE LEARNING: In learning a language the teacher has a very important role to play in producing effective teaching. James E. Alatis (2018) said: Good teaching happens when competent teachers with non discouraging personalities use non defensive teaching and learning and cherish students. From this statement it can be known that in order to produce good teaching, there are several important characteristics that a teacher must possess namely: First, a teacher must be competent, this means that a teacher must have competence in the field he teaches. In addition to mastering the field of study he teaches, he must also meet other requirements such as education level and additional qualifications to become a teacher. Secondly, a teacher must show a motivating personality, not suppressive especially in learning English, many things can be a source of errors such as spelling, speech, grammar, vocabulary, intonation can be areas of students' errors. If a teacher has a depressing personality, students will become reluctant to express themselves for fear of being wrong, afraid of being humiliated and afraid of punishment. Third, a teacher must use a non-defensive teaching style, which is to be willing to hear and appreciate the opinions and works of the students even though they are not perfect, while correcting and not demanding perfection without any effort and sincerity to correct the mistakes encountered. Fourth, teachers must respect and love their students. A good teacher will act like a good parent in giving lessons. There are various problems that teachers encounter in providing teaching such as differences in character, abilities and skills of students, but all must be able to be solved in order for teaching to remain effective. Good learning is effective learning. Jack C. Richards (2015:41) cites 12 characteristics of effective teaching as stated by Blum as follows: 1. Instruction is guided by a preplanned curriculum, 2. There are high expectations for student learning, 3. Students are carefully oriented to lesson, 4. Instruction is clear and focused, 5. Learning progress is monitored closely, 6. When students do not understand, they are retaught, 7. Class time is used for learning, 8. There are smooth and efficient classroom routines, 9. Instructional groups formed in the classroom fit instructional needs, 10. Standards for classroom behavior are high, 11. Personal instructions between teachers and students are positive, 12. Incentives and rewards for students are used to promote excellence.

INTEGRATED LANGUAGE LEARNING: According to Purwanti (books.google.co.id-books), an integrated approach in teaching is the capital of learning language activities based on the main function of language as a tool for communication. Students are required to be skilled in language, namely listening, reading, speaking and writing. He goes on to say that in its implementation, the 4 skills must gain a portion, with balanced handling in the context of activities that take place in an integrated manner because this approach helps to create a cognitive structure or initial knowledge of students that can bridge the related understanding, organized understanding and a deeper understanding of the concepts being studied and there will be a transfer of understanding from one context to another. Hidayah (kompasiana.com), also agrees that integration is an approach to learning and a way of thinking that views the language process as an integral part of learning in any field. Zuchdi in Effendi, https:// www. Academia.edu) put forward the characteristics of integrated and communicative language teaching as follows:

1. Student-centered, 2. Providing direct experience to the child, 3. The separation between fields of study is not so clear,4. Presenting concepts from different fields of study in one learning process, 5. Flexible, 6.Learning

outcomes can develop according to the interests and needs of the child. Regarding integrated English learning, Padamu (2020, Nov 29) stated that one of the aspects that students need to master is good English language skills, both oral and written. Good English skills must include all four skills of language and vocabulary and grammar. For daily randomization, mastery of Speaking and Listening Skills is a top priority for foreign learners as Richard Jeffrey emphasized in A. Lumettu and T.L Runtuwene (2018) that: "Understand speech communication is vital to everyone. This form of oral communication is the most urgent and most important need for any fellow society of users of the language. Other language skills such as writing and reading are also important, but the frequency of their use and the level of urgency are lower than with oral communication or speaking as Alexander censored in A.Lumettu and T.L.Runtuwene (2018) that the majority of foreign students who learn English are mainly interested in being able to speak the language. However, for the purposes of capturing job opportunities or further studies that are the goal of each graduate, a balanced mastery of English should be tried to increase the chances of passing English in the form of TOEFL, IELTS, TOEIC, GRE, GMAT or similar test tests.

Word Chain Game: Language games are very beneficial in language teaching. Emma Lander (2018) puts forward the benefits of using games in language teaching, according to her, games are a vital part of teaching English as a foreign language. Whether you are teaching an adult class or a child's game will bring to life the lesson you are delivering and ensure that after the final class, the participants will always look forward to the next class. In addition, the game can also warm up the atmosphere of your class before the lesson starts or the game can also be used to be an interlude between the heavy parts of the lesson to relieve boredom. Even a game can also be played at the end of the lesson when there is still time left. But a game of bias covers the entire time of the meeting. One of the interesting language games in English teaching is the word-chain game. Word chain game also known as grab on behind, last and first, alpha and omega is a word game where players mention a word that starts from the last letter of the previous word. (https://en.m.wikipedia.org>wiki). **Here is an Example of Stage 1 of the Word Chain Game:**

Table .1. Words from Game Results

Player	Word	Player	Word	Player	Word
Player 1	Doll	Player 6	Girl	Player 11	Understand
Player 2	Lunch	Player 7	Love	Player 12	Dog
Player 3	Hand	Player 8	End	Player 13	Green
Player 4	Drink	Player 9	Day	Player 14	North
Player 5	King	Player 10	You	Player 15	House

Word chain games can be varied to teach various language skills (speaking, writing, listening and reading) so that it becomes an integrated English teaching where various language skills are not separated – separated but integrated in a meeting. So that from the list of vocabulary produced in the game as seen in table 1, participants can be asked to use 15 words in table 1 to make 15 sentences as shown in table 2 below:

Table .2. Sentences Formed From Word Chain Results

No.	Word	Sentence (grammar)
1	Doll	The doll is beautiful.
2	Lunch	It's time for lunch.
3	Hand	Wash your hands.
4	Drink	I want to drink.
5	King	You are my king.
6	Girl	You are a nice girl.
7	Love	Love me as I am.
8	End	Have a nice weekend.
9	Day	It is a nice day.
10	You	You are my life.
11	Understand	Please understand my situation.
12	Dog	How many dogs do you have?

13	Green	The leaves are green
14	North	My province is North Sulawesi
15	House	The house is so large.

The following step is Speaking (Conversation) Skills based on the word in table 1 (doll- lunch – hand – drink – king – girl – love – end – day – you – understand – dog – green – north – house)

Table 3. Short Dialogue Between 2 Or More Players Based on Word In Table 1

Words	Short Dialogs
1.Doll	Player A: Your doll is so beautiful. Player B: Thanks. I'm glad you like it. Player A: Where did you buy it? Player B: At multimart. Player A: May I know how much it was? Player B: It was Rp. 300.000
2.Lunch	Player C: Hi, Lanny. Have you had your lunch? Player D: Hi, Tom! Not yet, I am just about to go to have lunch. Player C: How about having lunch together? Player D: ok. But where? Player C: What about *Corner*? Player D: ok. Let's go.
3.Hand	Player E: Bill, can you guess what I have in my hand? Player F: Is it round? Player E: Yes, it is round. Player F: Is it made of metal? Player E: Yes, you are right. Player F: Is it used for buying? Player E: Excellent guess. Player F: I know. It must be a coin. Player E: You a great guesser!

The game at this stage continues by using the word contained in table 1 with other players.
The following stage is Listening Skill. Teachers can ask students to listen and write down words or sentences taken from the learning outcomes.

Table 4. Words And Sentences for Listening Skill Through Dictation.

No.	Words or sentences
1	The leaves are green
2	North
3	Love me as I am
4	Life
5	Have a nice weekend
6	It is a nice day
7	I'm just about to go to have lunch
8	I'm glad you like it
9	Is it made of metal ?
10	Have you had your lunch ?
11	Guesser
12	Excellent
13	Wash your hands
14	May I know how much it was ?
15	What about the corner ?

The Following Stage Of The Game This Is the integration of all the elements of knowledge and the skills of the language begins with writing a paragraph based on a word. Each player selects a word from the word list in table 1 to be the title or theme of the writing as follows:

Table 5. Writing Skills Based on Words in Table 1

WORD	PARAGRAPH
1. L o v e	*Love* is a strong emotion of affection and interest or a feeling in someone. Love is very important in human life. Love is something that is cultivated between two people and grows over time. It involves commitment, time, mutual trust and acceptance. Specifically, when you desire for that person and you always want to be near him/her. When you are away from him/her you will always miss him/her.
2. G i r l	*Girls* are wonderful creatures. They are like flowers in a garden or park. Girls are identical with beauty. So, we usually say beautiful girls. We never say beautiful boys. Without girls, boys' lives are not complete because girls are created to be with boys in their future lives. People say that girls are gentle creatures that must be procted and treated gently.

The Last Stage Is Reading Skill. The participants were asked to read out paragraphs of paragraphs produced at the Writing Skill stage. The goal is to practice pronunciation, intonation, accents and sound linking through reading aloud and testing reading comprehension through questions both oral and written.

II.   Methodology

Research Methods: The research method used in this study is a qualitative method, which aims to: (1) to describe a process of activity based on what happens in the field (2) to analyze and interpret a fact, symptom and event that occurs in the field as it exists in the context of space and time. The selection of the research location is determined purposively, which is based on certain considerations. The research location chosen was the Department of Tourism, Manado State Polytechnic.The Sampling Technique uses purposive sampling technique, which is a sample selected based on certain criteria, namely students of the Manado State Polytechnic Tourism Department. Lofland and Lofland in Moleong (2013:157) say the main data sources in qualitative research are: Actions, words and the rest are additions like other documents. Data are taken from documents, interview results, field notes and observation results. Data collection techniques through guided free interviews are combining free and guided interviews, observation and documentation in the form of collecting various written and recorded data related to this study. The research instrument is an interview using interview guidelines (Interview guide). For the observation method, namely systematic observation, using tools to observe activities that are considered to be related to data collection. Analysis methods: interviews, obserations and literature studies that provide reviews or interpretations of data and information obtained from this study. Stages of Research**.**

In the first stage, the researcher came as a teacher to socialize the research program through Word Chain Game learning, the second stage, the researcher held an initial test to find out the ability of each participant who was the object of this study, the third stage, the researcher prepared teaching materials and teaching media, the fourth stage was the implementation of an integrative English teaching program using word chain games which was carried out 2 times in 1 week for 3 month, The fifth stage, researchers began to measure the progress of each participant who took part in this program. Measurements are carried out once a month on the agreed day 3 times during the program, The sixth stage, the researcher analyzes the data obtained and reports it in the form of a research report.

III.   Results And Discussion

The use of various methods and techniques in english language teaching is very important in supporting the improvement of English proficiency. This is important because English consists of the ability to listen, speak, read and write where the ability to use Grammatical English sentences is needed which will practically be applied in Writing and Speaking. In this study, the research team used word chain games in teaching English with the intention of producing the ability to process sentences that do not depend on memorization as it happens in general, but creatively, students are trained to develop vocabulary to make grammatical sentences using keywords , and then with just one word they can make the correct sentence spontaneously.

Figure 1. Pre Test Experimental Group

In line with this, in this study researchers have determined one class to be used as an experimental class (Experimental group) and another class as a comparison (Control group).

Figure 2. Pre Test Control Group

In the Experimental group, researchers use word chain games, while in the Control group ordinary learning methods are used, but before measurements are held in the use of the two learning methods, the two classes are given an initial test with the same material.

Figure 3. Pre Test Expermental Group with Media Word Chain Game

The first test material is to write a grammatical sentence based on one specified word. The second material, creating a dialogue based on a specified word. The third material, making a paragraph based on a specified word and the fourth material, conducting a sudden conversation based on one or several keywords As for the test results of the two groups, it can be seen in the following table.

Table 4.1. Results of Pretest Experimental Group and Control Group

No.	Experimental Group	Control Group
1	65	65
2	70	60
3	60	65
4	65	70
5	55	65
6	65	55
7	60	75
8	55	70
9	75	75
10	65	60
11	75	65
12	65	75
13	60	60
14	75	60
15	75	60
Total	985	980

From the pre-test results shown in table 2, it turns out that the abilities of the two groups are not much different, because the experimental group gets a value of 985 and the control group gets a value of 980, so it is only 5 points different, a difference that is not significant because when presented it is only 0.55%.
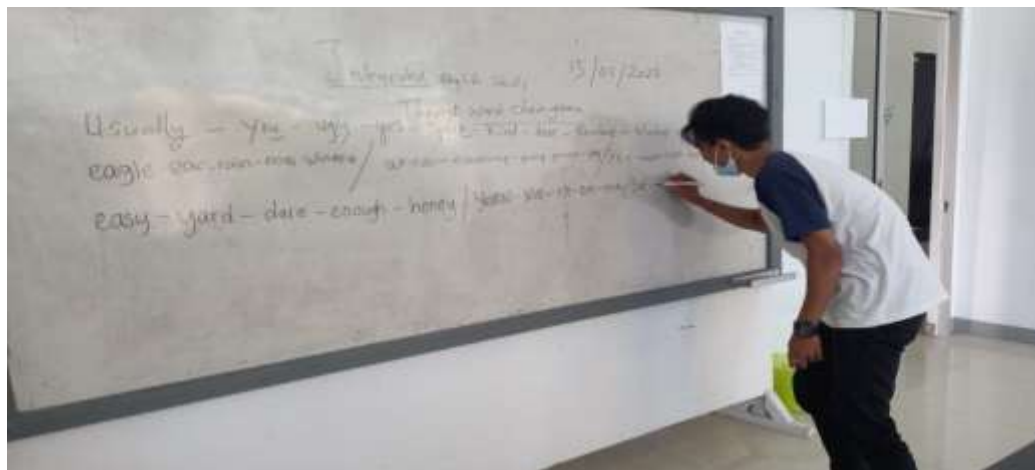
Figure 4. Application of The First Treatment of English Learning using
Word Chain Game for Experimental Group

Furthermore, the two classes were given the same learning material, namely making grammatical sentences based on 1 predetermined word and making a dialogue based on 1 specified word where for experimental groups researchers use word chain games as a learning medium, while for control groups, giving material without using Word Chain Games. At the end of the lesson, a second test was held after the first treatment. The test results can be seen in table 3 below.

Table. 4.2. Test After First Treatment.

No.	Experimental Group	Control Group
1	85	75
2	90	75
3	70	65
4	80	70
5	70	75
6	85	70
7	80	70
8	75	75
9	90	85
10	80	70
11	90	65
12	85	70
13	75	85
14	85	65
15	85	70
Total	1.225	1085

Source : Data Management Results
From the test results above, it can be seen that the scores obtained by these two groups have begun to differ significantly, namely the group experiments reached a value of 1,225, while the control group only reached 1085. When compared to the results of the first test, there was an increase of 240 points for the total value of the group experiment, which on average there were 81.6 points or rounded up by 82 points for the increase in skills

and knowledge of each student in this group experiment. Meanwhile, the control group also increased but only by 105 points for the total control group value, which on average increased by 72.3 points or rounded to only 72 points. When calculated the difference in increase between the initial test and the first treatment test, there are 240 points, meaning that on average, each student in the group experiment increased 16 points higher than the students in the control group which only increased by 7 points.

Figure 5. Sudden conversation for a Control Group

After the first treatment test, the researcher continued the learning material in the same way, namely the group experiment was trained using a word chain game with the third material, namely creating paragraphs based on 1 specified sentence and the fourth material was talking about one or several keywords suddenly.

Figure 6. Sudden conversation for experimental group

Meanwhile, the control group was only given an explanation of how to make a paragraph based on 1 specified sentence and the fourth material was to speak based on one or several keywords suddenly (Impromptu Speaking) without using word chain game media, both groups were then tested to find out the progress obtained. The test results of these two groups are called the second treatment test which can be seen in table 4 as presented below:

Table 4.3. Tests After the Second Treatment

No.	Experimental Group	Control Group
1	95	75
2	95	70
3	85	75
4	95	80
5	90	75

6	95	75
7	90	85
8	95	85
9	90	85
10	95	65
11	90	70
12	95	70
13	95	85
14	90	70
15	90	70
Total	1385	1070

Source : Data Processing Results

From the table above, it is known that, the experiment group reached 1,385 points while the control group only reached 1070 points, so the difference between these two groups was 315 points. This means that on average, each student in the experiment group has an increase of 10.6 or rounded up by 11 points when compared to students in the control group who are actually 1 point lower than the previous test. The average score for experiments groups is at 92.3 points, while in the control group it has only reached 71.3 points, so there is a difference of 21 points. Furthermore, the provision of **material according to the semester learning plan** was continued, in this activity the two groups were no longer given different treatment. This is done to find out whether learning English in a regular way using word chain games can develop students' ability to speak English.

Figure 7. Application of The Second Treatment of Learning Without Using Word Chain Game for Control Groups

After completing this learning the student is tested again, and the results are as shown in table 5 on the following page:

Table 4.4. Experimental Group and Control Group Final Test Results

No.	Experimental Group	Control Group
1	95	80
2	95	70
3	90	70

4	90	75
5	95	70
6	90	65
7	95	70
8	95	75
9	95	80
10	90	70
11	90	70
12	95	80
13	95	75
14	95	75
15	90	70
Total	1395	1155

Source : Data Management Results

From the table above, it is known that, the value for group experiments has reached 1395, while for control groups it reaches 1,155 points, here the difference between the two groups is even more obvious, where the difference reaches 240 points. When calculated, the average class turns out that in the group experiment each student can reach 93 points, while in the control group each student has only reached 77 points, however, here there is an increase of 6 points from the previous test. This increase in 6 points also changed the difference in the average class, which was previously different by 21 points to only 16 points in the average class. The following is presented with a comparison of initial test scores and final test scores for both groups to see the improvement of each student's score in learning, as seen in table 6 below:

Table 4.5. Comparison of Initial Test Scores and Final Test Scores

Number Participants	Experimental Group		Control Group	
	PreTest	PostTest	PreTest	Post Test
1	65	95	65	80
2	70	95	60	70
3	60	90	65	75
4	65	90	70	75
5	55	95	65	70
6	65	90	55	65
7	60	95	75	70
8	55	95	70	75
9	75	95	75	80
10	65	90	60	70
11	75	90	65	70
12	65	95	75	80
13	60	95	60	75

14	75	95	60	75
15	75	90	60	70
Total	985	1395	980	1155
Source : Data Processing Results.				

Experimental Group and Control Group

When calculated the increase achieved by the group experiment from the beginning to the end of this lesson, there is a difference in scores of 410 points, while the control group only reaches 175points from the original score, this proves that by using the Word Cain Game students are more motivated and more focused on doing assignments and various exams related to the material that has been taught. From the table above, it is known that the average score of classes trained to develop vocabulary, make grammatical sentences, even by using only one or a few words they are able to make correct sentences spontaneously by using word chain games increased by 27.3% from the original value, while those who did not use the word chain game only increased by 11.6%, So there is a difference of 15.7%.

IV.   Conclusions and Suggestions

CONCLUSION

1. Mastery of English in a balanced manner requires integrated teaching where aspects of knowledge aspects such as vocabulary, grammatics and phonetics are combined to produce language skills such as Listening, Speaking, Reading and Writing in one integration instead of being separated..

2.Word Chain Game that combines aspects of vocabulary, pronunciation, syntax, speakin and listening skills, as well as Reading and Writing skills is an effective medium to achieve balanced mastery of English.

SUGGESTION

1.It is necessary to encourage integrated English language teaching to produce a balanced English competence, not just certain aspects or skills.

2.The use of Word Chain Game in addition to being able to be used entirely for a face-to-face and even a series of face-to-face, it is also recommended to be used as an interlude on a face-to-face.

V.   ACKOWLEDGEMENT

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