

**THE USE OF WHISPERING GAME IN TEACHING VOCABULARY SKILL AT
THE EIGHT GRADE OF SMP PMDS PUTRI PALOPO**



*Submitted to the English Study Program of S1 Tarbiyah
and Teacher Training Faculty of Institute for Islamic Studies of Palopo
in Partial Fulfillment of Requirement for S.Pd
Degree in English Study Program*

Composed By,

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ENGLISH PROGRAM OF TARBIYAH AND TEACHER TRAINING

FACULTY THE STATE INSTITUTE FOR ISLAMIC STUDIES

(IAIN) PALOPO

2018

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ENGLISH PROGRAM OF TARBIYAH AND TEACHER TRAINING

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2018

THESIS APPROVAL

This thesis, entitled “**The Use Of Whispering Game In Teaching Vocabulary Skill At The Eight Grade Of SMP Putri Palopo**” written by **Windasari D, Reg. Number 14.16.3.0156**, English S1 Study Program of Tarbiyah and Teacher Training Faculty at State Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in **MUNAQASYAH** session which is carried out on **Monday, February, 4th 2019 M**, coincided with **Jumadil-Ula 28th 1440 H**. It is authorized and acceptable as partial fulfillment of requirement for S.Pd, degree in English language teaching.

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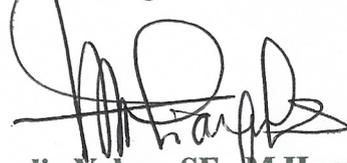
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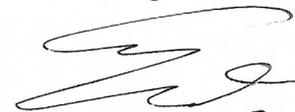
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ABSTRACT

Windasari D, 2014. "The Use Of Whispering Game in Teaching Vocabulary Skill at the Eight Grade of SMP PMDS Putri Palopo. Consultant I, Amaliah Yahya, SE., M.Hum and Consultant II, Syamsudarni, S.Pd.I., M.Ed

Keywords: Improving Vocabulary, Whispering Game

This thesis studied on The Use of Whispering Game in Teaching Vocabulary Skill at The Eight Grade of SMP PMDS Putri Palopo. The problem statement of this thesis: is the use of whispering game effective in teaching vocabulary at the eight grade at SMP PMDS Putri Palopo? And objective of the researcher is to find out weather this technique effective in improving vocabulary or not. The researcher limit these problems in the use of whisper game in the process teaching and learning as a strategy to improve' vocabulary skill at the eighth grade of SMP PMDS Putri.

This research conducted at the eighth year students of SMP PMDS Putri Palopo, The numbers of populations were amount 110 students. The researcher took 20 students as samples using the purpose sampling technique. The researcher applied the experimental research method. The instrument of this research was using vocabulary test, which consist of pre-test and post-test, pre test giving before treatment done it aim to know the ability in vocabulary. Post test is giving after treatment done it aims at knowing the significance of the students' ability before and after treatment. This research showed that the use of whispering game in the students' process teaching and learning at the eight grade SMP PMDS Putri Palopo. A basic way to focus in improve vocabulary skill by using describing test about : animals, fruit, jobs, and things at the eight grade of SMP PMDS Putri Palopo in the school year 2018/2019.

The result of this research shows that there is significant development on students' vocabulary at the eighth year students of SMP PMDS Putri Palopo after conducting the treatments by using whispering game. Having analyzed the data, it was found out the result is acceptability because t test is bigger than t table where t test = 16,623 and t table = 2,09 with df 19. It means that there was the improving vocabulary through whispering game.

CHAPTER I

INTRODUCTION

A. Background

In teaching and learning English process the four skills of language can not be separated that are, listening, speaking, reading and writing. Also studying a language can not be separated from studying vocabulary. It is very essential to improve the four language skill that are very useful in conducting communication. By learning vocabulary first, learner will be able to communicate in English. To improve the mastery of vocabulary by the student's, whispering game is one of methods that can help them to achieve their goal.

The teacher needs something different to make the students interested in the process teaching and learning with the particular attention in improving their vocabulary, something which can motivate them. To accomplish such condition, teacher must create various and attractive methods for the class.

One of techniques in teaching vocabulary is through games. Mc. Callum says that games can be one of the highest motivating techniques.¹ According to Jeremy Harmer, games are a vital part of a teacher's equipment, not only for the language practice they provide, but also for the therapeutic effect they have. They can be used

¹ Mc. Callum, P and Gorge P. 1980, *101 Word Games*. London: Oxford University. Press.p.9

at any stage of a class to provide an amusing and challenging respite from other classroom activity about their English class.² Hornby says that game is form of play.³

In this case using whispering game can be alternative solution to deal with the problem in the process teaching and learning with the particular attention improving vocabulary. “Whispering Game as a matter of fact can help and encourage many students to be one name for a game played around the world, in which one person whispers a message to another, in which is passed through a line of people until the last player announces the message to the entire group.⁴

The researcher found that, in SMP PMDS Putri Palopo, especially at the second semester students, the learning process is ineffective. It proves that, when the students study English especially vocabulary, they are difficult to find out the way to memorize it, and they also cannot remember all vocabularies that they have studied. Even though, most of teachers in PMDS Putri have been applied many method including game but its no enough to give motivation or encourage to learn vocabulary.

Related to matter above, the researcher is interested to conduct a research entitled ***“The Use of Whispering Game in Teaching Vocabulary Skill at The Eighth Grade of SMP PMDS Putri Palopo”***

² Jeremy Harmer, 1992, *The Practice of English Language Teaching a New Edition*, (New York: Longman Publishing), p.101.

³ A.S. Hornby, 1995, *The Advanced Learners Dictionary of Current English*,(5th Ed; New York: Oxford University Press),p.353.

⁴ [Http: //www.Brainy Quote.com/Words/Whisper Friday](http://www.BrainyQuote.com/Words/WhisperFriday), (26,01,2019) 12.56 pm

B. Problem statement

Base on the background above, the researcher formulates the research question as follow: is the use of whispering game effective in teaching vocabulary at the eight grade at SMP PMDS Putri Palopo?

C. Objective Of The Research

The objective of the research is to find out whether the used of whispering game was effective in teaching vocabulary at the eight grade at SMP PMDS Putri Palopo.

D. Significance of the Research

The uses of this research are:

1. Theoretical use

This research as a contribution in teaching learning process, by giving the information how is the significant improvement of students' vocabulary mastering through whispering game.

2. Practical use

The use of this research later can be used to consider whether various learning activities especially whispering game is important in improving students' vocabulary mastering and it uses an alternative material in teaching English.

E. Scope of the research

To clarify the problem, the researcher limits these problem in the use of whispering game in the students' process teaching and learning at the eight grade SMP PMDS Putri Palopo. A basic way to focus in improve students vocabulary skill

by using describing test about : animals, fruit, jobs, and things at the eight grade of SMP PMDS Putri Palopo in the school year 2018/2019.

F. Definition of Terms

Based on the title “The Use of Whispering Game in Teaching Vocabulary Skill at The Eight Grade Of Smp Pmds Putri Palopo”. The researcher gives definition as follows:

1. Vocabulary skill is ability to vocabulary in target language or communicates each other.
2. Whispering Game is the game which is students to lines and teacher whisper a word to first student in line, than whisper to the next and so on down the line. The final student must say the word correctly to the teacher.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous of Related Research Findings

In writing this thesis, the researcher finds some researchers related which make the writer eager to hold the research, those are :

1. The research conducted by Sitti Wahyuni, in her thesis under the title, *Improving Students' Vocabulary through Elicitation Technique at the Eighth Grade of SMP PMDS Putri Palopo*, suggests that for the English teacher at PMDS Putri Palopo especially who handle English at the second class should apply elicitation technique as way that can improve the students' vocabulary, because through elicitation, students have many opportunities to practice their vocabulary.⁵
2. The research conducted by Mukkarrama, dkk, *Improving Students' Listening Ability by Using Chain Whispering Words or Sentences Technique at the First Year of SMP Somba Opu Sungguminasa Gowa* . The result of the research show that the students gave positive attitude toward in learning

⁵ Sitti Wahyuni, 2010, *Improving Students' Vocabulary Through Elicitation At The Eighth Grade of SMP PMDS Putri Palopo* (Palopo : STAIN Palop),p.61

process. Were the game used chain whispering word to improving listening ability.⁶

The research has in common with research that will be done that is using whispering game as a tool in learning and the difference in this research that is, in the first research (1) focus to improving vocabulary students' through elicitation technique and the second research (2) focus to improving vocabulary students' through elicitation technique the chain whispering game word to improving students listening ability by using experimental research. While in the research, the researcher focus to improve students speaking skill by using whispering game with experimental research.

Based on the previous findings above the first researcher wants to conduct students vocabulary elicitation technique, especially to improve vocabulary. And the second researcher want to conduct students listening ability trough whispering words, especially to develop listening ability. So, the researcher want to improve vocabulary and listening ability students the use different method. Where, the researcher would like to focus on the researcher dealing with improving vocabulary skill trough whispering game at the eight grade of SMP PMDS Putri Palopo.

⁶ Mukarrama, dkk, 2015, *improving students' listening ability by using chain whispering words or sentences technique at the first year of smp somba opu sungguminasa gowa.*

2. *The Definition of Vocabulary*

1. Definition of Vocabulary

Hornby said that vocabulary is Total number of words, which (with rules for combine them) make up the language or (Range of) words known to or used by a person in trade, profession, etc.⁷ In the same sound, Peter A.Napa defines vocabulary as the set of words they are familiar with in a language. A vocabulary usually grows and evolves with age, and serves as a useful and fundamental tool for communication and acquiring knowledge.⁸ A vocabulary is defined as "all the words known and used by a particular person". However, the words known and used by a particular person do not constitute all the words a person is exposed.

In Dictionary of Education definition of Vocabulary is one of the components of language and that no language exist without words. Words are signs or symbols for ideas. There are means by which people exchange their thought. The more words we learn, the more ideas we should have so we can communicate the ideas more effectively.⁹

⁷Nurarif. 2013, *Correlation of Vocabulary and Game*, On line.File: //Vocabulary and Game.html. accessed on January 14th.

⁸ Pieter A. Napa, *Vocabulary Development Skill*, (Yogyakarta:Kanisius,1991), p. 6.

⁹ *ibid*

Brainy Quote explains Vocabulary as a list or collection of words arranged in a alphabetical or explained; a dictionary or lexicon, either in a whole single work author, a branch of science.¹⁰

The other finding describes vocabulary as the total number of words in a language. Vocabulary is all the words known to a person or used in a particular book,Subject, etc. also vocabulary is a list of words with their meanings, especially one that accompanies a textbook in a foreign language.¹¹

Based on some references above the researcher tried to make conclusion that vocabulary is very important thing to back our English where vocabulary is as one of component of language so that no more language exist without words. The learners also can not do more if they have less vocabulary. The researcher concludes that vocabulary is a list of words that have meanings used to communicate between one people to another.

2. Types of Vocabulary

In general, the vocabulary we know can be divided into two groups - passive vocabulary and active vocabulary. Passive vocabulary contains all the words that you understand when you read or listen, but which we do not use (or cannot

¹⁰.Brainy Quote, 2013, *Definition of Vocabulary*, On line. File: //f:/Vocabulary.htm. Accessed on February 10th.

¹¹ A.S. Hornby, 1995, *The Advanced Learners Dictionary of Current English*,(5th Ed; New York: Oxford University Press),p.1331.

remember) in our own writing and speaking. Active vocabulary is all the words you understand, plus all the words that we can use ourselves. Our active vocabulary, in English and your own language, is probably much smaller than our passive vocabulary.

In detail the vocabulary are divide into four types of vocabulary, those are:

- 1) Active speaking Vocabulary is words that the speakers are able to use in speaking.
- 2) Passive listening vocabulary, words that the listener recognize but cannot necessary produce when speaking.
- 3) Passive reading vocabulary refers to words that a reader recognizes but would not necessarily be able to produce.
- 4) Active writing vocabulary, words that a writer is able to use in writing.¹²

Harmer also divides vocabulary into two types, those are:

- 1) Passive vocabulary refers to words, which the student will recognize when they meet them but they will probably not be able to produce.
- 2) Active vocabulary refers to words that students have learned. They are expected to be able use by the students.¹³

¹²Kenji Kitao and S. Kathleen Kitao, 2012, *Testing vocabulary*. Online: <http://vocabulary>. Accessed on december 10th.

¹³Jeremy harmer, 1992, the *Practice of English Language Teaching a New Edition*, (New York: Longman Publishing), p.159.

Collier writes that there are words lists, one of function words and contain Words that containing basic two thousands words English vocabulary.¹⁴ White page and Thomas in Ali divided vocabulary into four kinds as follows:

- 1) Oral vocabulary; consist of words actively used speech.
- 2) Writing vocabulary; the word that come reading to one finger vocabulary.
- 3) Listening vocabulary; the stock of words one responds with meaning and understanding in the speaking of other, and
- 4) Reading vocabulary; the words which one responds in the writing of others.¹⁵

Vocabulary refers to words we must know to communicate effectively. In generally, vocabulary can be described as oral vocabulary or reading vocabulary. Oral vocabulary refers to words that we use in speaking or recognize in listening. Reading vocabulary refers to words we recognize our use in print or the words we need to know to understand what we hear. Writing vocabulary refers to the words we use in writing.

3. The importance of vocabulary

Learning vocabulary is a very important part of learning a language. The more words you know, the more you will be able to understand what you hear and read; and the better you will be able to say what you want to when speaking or writing.

¹⁴ Collier, 1997, *The Key to English Vocabulary* (Collier-Macmillan limited,London) p.6.

¹⁵*Ibid.*,p.10

In the context of learning English as a Foreign Language, the vital role of vocabulary is inevitable. This has been claimed by many linguists and experts in the field. Further more, this conclusion deducted the communicative purpose in learning vocabulary as an ultimate goal for learning a new language – learning vocabulary.

4. How to Learn Vocabulary

It is necessary to mention that before knowing techniques in teaching vocabulary to young learners, there is a thrust for teachers to get the basic understanding of how vocabulary is learned. Therefore, in the context of this study, the process of learning or acquiring lexical items would be referred to.

First and foremost, it should be noted that how vocabulary is learned does not merely refer to knowing a word or a phrase but it also requires the acquisition of that knowledge.

Every day you hear or read many new English words. You also find them in your dictionary when you are translating from your own language. You can't possibly learn all these new words, so your first problem is to decide which ones to concentrate on. Here are some suggestions:

- 1) Learn the words that are important to the subjects you are studying
- 2) Learn the words that you read or hear again and again
- 3) Learn the words that you know you will often want to use yourself

4) Do not learn words that are rare or not useful (your teacher can help you with this).

Once you have chosen which words to learn, you next have to decide how you are going to learn them. Here are a few ideas:

- 1) write the words in a notebook (with their translations or definitions)
- 2) write the words and definitions on small cards
- 3) say the words many times (if you have an electronic dictionary you can hear how the word is pronounced)
- 4) put the words into different groups (you could use a graphic organizer)
- 5) write them in a file for use with a computer program
- 6) make associations (in pictures or with other words)
- 7) ask someone to test you
- 8) use the words in your own speaking or writing.

Some students put a tick or cross in their dictionary next to every word they look up. The next time they turn to a page with a marked word, they quickly check to see if they remember the meaning of that word. In all of the above ways, you are doing something with the words.

It's usually not enough to just read through a list of words with their definitions or translations and try to remember them. Most students find that they memories words better if they do something with them.

Even better is to try and learn the word in a typical combination with other words. Learning that **to apologize** means *to say sorry* is a good start, but it's much better to learn a whole expression containing the word, e.g. *He apologized for being late*. Not only is this often easier to remember, but you are also learning some very important information on how the word is used. Usually the first things you learn about a new English word are what it means and its translation in your own language. But there are other things you need to find out before you can say that you know a word like a native speaker does. For example, you have to learn:

- 1) how it is spelled
- 2) how it is pronounced
- 3) how it is inflected (i.e. how it changes if it is a verb, noun or adjective)
- 4) other grammar information about it
- 5) how it collocates (i.e. what other words are often used with it)
- 6) if it has a particular style or register

According to Likelier that: The most effective way to increase your vocabulary is to read often and widely, More your read, and more different kind so writing you read, more new words you will acquire.¹⁶

Harmer states that are three activities, which are designed to teach practice word they are:¹⁷

1) Presentation

There are many occasion when some from of presentation or explanation is best way to being new into the classroom, such as picture, reality, and contrast.

2) Discovery

Students will be using their bilingual dictionaries, so they will find the meaning of words

3) Practice

Using new vocabulary, this is known in real communication, so it would not be forgotten easily.

¹⁶Likelier. 1981, *Building a College Vocabulary* (New York, Little Brown Company),p.1.

¹⁷ Harmer, *op, cit.*, p.161

5. Vocabulary selection

Teaching vocabulary is an important part of language and it must be done carefully. The English teacher should know which words are important to learn because many will not be useful to the students. Useful words are the words that occur frequently in everyday English.

To select the important vocabulary, means that we choose the actual words that can be used by the students. In this case, before teaching it, the teacher should select the vocabulary students' need.

The vocabulary needed by students is the vocabulary that can be used for the language performance. For example: vocabulary for thinking, for communication, or for human relation in the class particularly and accept generally.

Jeremy Harmer in his book *The Practice of Foreign Language States* that: A general principle of vocabulary selection has been that of frequency. We can decide which words we should teach based on how frequently they are used, are the ones we should teach first.¹⁸

Primary criteria for the selection of vocabulary for auxiliary or support instruction in English should be the student's need to know the word, the opportunities the students will have to use and repeat them, and he extend to which

¹⁸ *Ibid.*,p.154

the students are also can be interested in the word's referents their relevance. These are criteria which the vocabulary selection of no commercially available ESL (English Special Language) material in completely satisfies for specific students in specific context.

Fully content in language that is needed as a medium for learning must be selected, arranged in sequence, taught by educators within than content who are sensitive to their students specific need, opportunities, and interest. To repeat, one primary consideration in vocabulary selection is the content vocabulary of whatever subjects are being studied in English.

The need to know these content lessons, and interest in any subject will surely be enhanced by better understanding of the convey it. Therefore, an English teacher in this case needs to rely on certain of vocabulary selection in order to meet of various goals and conditions. In connections with reading material, selection of vocabulary should be considered by the teacher especially for the first stage of English instruction.

The teacher should relate the vocabulary to the first stage of English instruction. The teacher should relate the vocabulary to the particularly situation where is going to be use.

When deciding upon the reading material for boy and girl, particular in the lower grade, the teacher should consider not only the choice the words but also the proportion of new words, and amount repetition in provided at appropriately spaced intervals.

After knowing the aims of vocabulary selection, it is crucial to discuss criteria under which vocabulary items are selected. For general, guideline, word frequency can be used as an important criterion of vocabulary selection for language testing. The criteria should also be considered. Honey Field in Munakib says that:

In practice, availability, familiarity coverage, etc. tend to be used as the supplementary to frequency, with frequency list continuing to function as the reference or strafing pant.

Teaching vocabulary is an important part of language and it must be done carefully. The English should know which words are important to learn because many words will not useful to the students. Useful words are he words that occur frequently in everyday English.

6. Vocabulary Learning Process

Students' achievement in understanding and classifying the vocabulary being learned should be continually improved.

The vocabulary learning process will improve the learners' mastery on words. This process should precede the application of the vocabulary use both inside and outside the class room. So, the vocabulary that has been mastered by students is able to understood, generalized and implicated in a well communication.

Then, the result of study in the part of teaching and learning process will be related to cognitive or affective process, Concerning to this, improving the vocabulary is one of technical learning process. Learning is the activity where anyone process or collects the change manners in their selves, and that change manners is the active one to get the prospect of life.

The aspects in improving the vocabulary through the use of word list have to pass some stages to understand the application analysis, syntactic, and ability to evaluate in improving the vocabulary.

The first phase of a lesson is one of modeling. The instructor issue commands to a few students, and them performs the action with them. In the second phase, these same students demonstrate that they can understand to command by performing them alone.

The teacher next combines elements of the commands to have students develop flexibility in understanding unfamiliar utterances these commands, which students perform, are often humorous.

To get more understanding in teaching or learning process, the researcher will be given about improving the vocabulary through the word list in a class:

1) The teacher gives commands in the target language and performs it with the students.

2) The teacher gives the commands quite quickly.

3) The teacher sits down and issue commands to the volunteers.

4) The teacher direct students other that the students can learn through observing action as well as by performing the action them selves.

5) The teacher introduces new command after she is satisfied that the first six have been mastered.

6) The teacher changes the order if the commands.

7) When the students make an error, the teacher repeats the commands the while action in out.

8) The teacher gives the students commands they have not heard before.

9) The teacher says” jump to the desk” everyone laugh (language learning is more effective when it is fun).

10) The teacher writes the new commands on the white board.

11) A few weeks later, a student who has not spoken before gives commands.

12) A student says” shake hand with your neighbor (teacher should be tolerant if students make error them, they first begin speaking.¹⁹

3. The Concept of Whispering Game

1. Definition of Game

In the German language a game is any activity which is executed only for pleasure and without conscious purpose. In this definition every activity that brings pleasure is a game. For example, people dance, play music instrument, act in plays and play with dolls and model trains.²⁰

Game is player contest that have interaction one another by followed certain roles to get certain purpose.

Game has four components, namely

- a. Player
- b. Place
- c. Role

¹⁹ Diana Larsen and Freeman, 1986, *Techniques and principles in Language Teaching* (New York, Oxford University Press),p.114-115

²⁰ <http://www.2013,TheGamesJournal.com/articles/what-is-a-game.html>. Accessed on January 4th.

d. Purpose²¹

Game as educational aid has surplus, as follows:

- a. Game is thing that interest to be done. Game will be interesting since it more compete and challenge.
- b. The game can lead the students to learn actively. As we know, a good learning is active learning. The students are full of interaction. On other hand teacher can be a good facilitator.
- c. Game can involved learner effectively in process. Learner interaction will not appear. Skill will get through game will be easier to apply in real activity than the skill we get through common learning expalanation. It can be happened because game give chance to learners practicing real action, not just discuss.
- d. Game can give direct feedback.

2. The Importance of Game

Learning a new language can be a difficult journey. However, the reward is being able to communicate with a whole new country or culture of people. The process of learning a new language takes time. It is a challenge. In the past, many new language were taught in a traditional, direct translation, lecture format, now, new thories, methods, and strategies are being adobted into language learning programs.

²¹ Arif Sadiman, et.all. 1996, *Media Pendidikan*. (Jakarta, PT. Raja Grafindo Persada) p.77

Learning a new language should be fun, interactive and exciting. The use of game in a learning environment will not only change the dynamic of the class, but it will also rejuvenate students and help the brain to learn more effectively. The brain is a muscle just like any other. It needs to be worked out, tested and put into competitive situations. The more exciting and interactive a teacher can make the learning environment, the more a teacher tries to introduce games and activities, the more a teacher changes shapes and manipulates both the language and the environment, the better the circumstance for learners. Games allow students to: work co-operatively, compete with each other, strategize, think in a different way, compare and share knowledge, learn from other, learn from mistakes, work in a less stressful and more productive environment, and allow people to have fun.

Do not forget, learning a new language should be a fun and challenging experience. So when you take the challenge to learn a new language, enjoy it. Have fun, smile a lot, make new friends, talk a lot and play a lot of games.

3. Definition of Whispering Game

Whispering game is the game which is students to lines and teacher whisper a word to first students in line, than whisper to the next and so on down the line. The final students must say the word correctly to the teacher.²²

²² Oktaviana Nur Rohmah, 2014, *The Effectiveness Of Whispering Game To Teach Vocabulary Of SMP PGRI 1 Kurasan*, A Thesis (universitas muhammadiyah purwakerto)

applied by an unvoiced mode of phonation in which the vocal cords do not vibrate normally, but are instead adducted sufficiently to create audible turbulence (a 'hissing' quality) as the speaker exhales (or occasionally inhales) during speech.²³

Divide the class into two teams. Line up the players. If there's an odd number of players, one can be the teacher's "helper". The teacher or his helper whispers a message to the first person of both group A and group B. The game only starts when both players know the message. Then each player whispers the message to the next player in his group successively until the last player gets the message. The team which can repeat the message first and correctly receives a point. Start the game over with the second student of each group becoming the first ones in line.²⁴

A game in which a message is passed on, in a whisper, by each of a number of people, so that the final version of the message is often radically changed from the original and any situation where information is passed on in turn by a number of people, often becoming distorted in the process.

4. Teaching vocabulary through whispering Game

Teaching vocabulary through whispering is one way to improve students mastering vocabulary by giving them a words. This words is firstly whispered to the first student. The teacher divide them in to four groups, and every group attends of 5 students and the next the teacher will prepare some words and give them to the

²³ <http://www.brainyquote.com/words/whisper> Friday, (26,01,2019) 12.56 pm

²⁴ <http://www.Vera Mello. 2012, com/whispering game>. Accesed on December 9th.

students and then ask the students to whisper to the next students or beside him, start from the first student until the last student or the fifth students. After that, the teacher asks the students what the meaning of that word.

When the students find a difficult word or vocabularies so the teacher will tell them the meaning. After that the teacher asks the students to memorize the difficult word.

The teacher will do it every meeting and the teacher will teach until 15 minutes. So that the last teacher will give them scoring according to the result of their hearing and finally the teacher will count and know the effectiveness of the whispering game in improving students' vocabulary.

To speak, the vocal cords alternate between states of voice and voiceless. In whispering, only the voicing changes, so that the vocal cords alternate between whispers and voiceless.

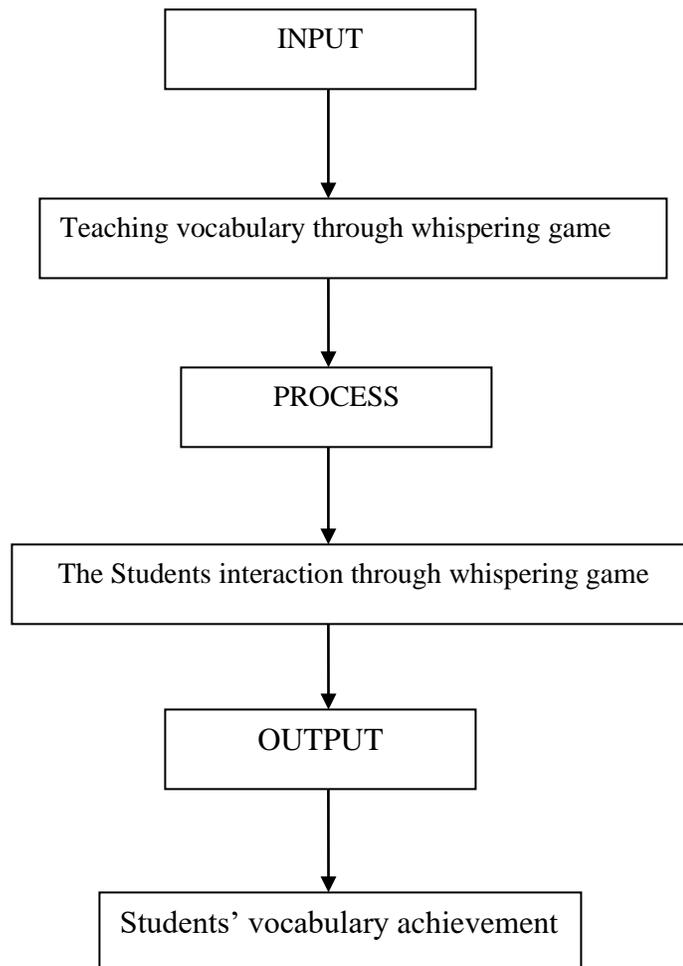
Whispering is generally used to limit the learning of speech to students who are, namely, example: to convey secret information without being overheard, or to avoid disturbing others in a quiet place such as a library or place of or ship. Loud whispering, known as a stage whisper, is generally only used for dramatic or emphatic purposes.

Whispering also takes less effort to vocalize than a normal speech pattern. This is because less air needs to be used to vocalize the sound. However, while it

takes less effort to produce a whisper, it tires out the vocal cords more quickly. The whispering voice should not be used during vocal rest, when one has fully or partially lost ones voice for this reason.

4. Theoretical Framework

The theoretical framework underlying this research is given in the following diagram:



The variable above, input, process and output are briefly discussed in the followings:

1. Input: teaching vocabulary through whispering game
2. Process: the process refers to the implementation of the input in the classroom. In this case, the students will be taught by means of the teaching in the variable refer to technique that will be used in improving student's vocabulary by whispering game to the experimental group. Mastering vocabulary through whispering game to the experimental group.
3. Output: the students will improve their mastering vocabulary.

5. Hypothesis

The hypothesis of the research are formulated as follow:

H₁: whispering game is effective in improving vocabulary skill at the eight grade students of SMP PMDS Putri Palopo.

H₀: whispering game is not effective in improving students vocabulary skill at the eight grade students of SMP PMDS Putri Palopo.

The criteria of testing null hypothesis, as follows:

If $t_0 < t_t$ it means significant difference

If $t_0 > t_t$ it means not significance difference.

BAB III

METHODOLOGY

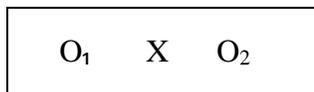
A. Method

The method used in this research applied an experimental method. The experimental group was given pre-test, treatment, and post-test.

B. Research Design

The researcher applied pre-test and post-test design. It aimed to finding out whether the use whispering game can be effective in improving vocabulary or not. The design is written as follow:

The design of this research is described as follows:²⁴



Where:

O_1 : Pre-test

X : Treatment

O_2 :Post-test

²⁴ Prof. Dr. SuharsimiArikunto, 1998, *Prosedur Penelitian (Suatu Pendekatan Praktek)* (Edisi Revisi IV;Jakarta: PT. RinekaCipta),p.84.

C. Population and Sample

1. Population

The Population of the research was the eighth grade students of SMP PMDS Putri Palopo.

2. Sample

The researcher applied purposive sampling. There are 20 students took as sample from amount 110 students at the eighth year students of SMP PMDS Putri Palopo.

D. Instruments Of The Research

1. Test

The kind of test is oral test where this research used pre-test and post-test. The researcher did the experiment to the eighth year student of SMP PMDS Putri Palopo using whispering game with the text to improve students vocabulary mastering, the treatment was conducted for one week with two meeting, that consist of one time gave the pre-test in the first meeting, five times took the treatment and one time gave the post-test in the last meeting. The tests consist 40 items of vocabulary and oral question. Each items is given score 10 (One) if the answer is true and 0 (zero) if the answer is wrong.

E. Procedure of Collecting Data

The procedure of collection data as describe as follow:

1. Pre-test

Before giving some information and explanation about whispering game, the researcher gave pretest for the students to know how is the students' ability on vocabulary.

2. Treatment

After giving pretest, the treatment was given in five steps. There were fifth steps, in each meeting:

- a. The first step, the researcher explained about whispering game.
- b. The second step, the researcher taught to students the procedure of whispering game. The researcher gave or pointed of object or things that were surround by the students, and do follow up activities with it such as peer teaching.
- c. The third step, the researcher taught the students' about kinds of vocabulary. But material taught to students different from the each meeting and student knew different too, and encourage them to write words in Indonesian that they do not know how to say in English.
- d. The fourth step, the researcher gave the students exercise. As home work, the researcher had the students look up their vocabulary and find English translation.

Then the researchers ask students to choose just two or three vocabulary to make into sentences.

- e. The fifth step, the researcher gave evaluation to the students about the student' vocabulary achievement.

In this research there were five meetings doing the treatment.

2. Post-test

After giving treatment, the researcher gave post-test. The researcher gave post-test which aimed to know and to identify the students' prior knowledge of vocabulary.

F. Technique Data Analysis

The data through oral test was analyzed in percentage by using the formula as follow:

a. Test

1. Scoring the students vocabulary test answer

$$\text{Score} = \frac{\text{student's correct answer}}{\text{total number}} \times 100$$

2. Classifying the students' score by using percentage as cited below :

$$P = \frac{F}{N} \times 100$$

In which : P : Percentage

F : The cumulative frequency of subjects

N : Total number of subject²⁵

Score or the test is classified into criteria as follows:

1. Score or the test is classified into criteria as follows:
 - a. 80 to 100 are classified as very good.
 - b. 61 to 80 is classified as good
 - c. 41 to 60 are classified as fair.
 - d. 21 to 40 are classified as poor.
 - e. 1 to 20 is classified as very poor²⁶
2. Calculating the mean score, standard deviation, frequency table and test between vocabulary achievement of the experimental by using SPSS statistics 22 for windows evaluation.
3. Criteria of hypothesis acceptability

$t^o > t^t$: Reject null hypothesis

$t^o < t^t$: receive null hypothesis²⁷

²⁵ Ika Ashari, 2008, *Improving vocabulary of students' through bingo game SI*. (Palopo: STAIN).P.47

²⁶ Muhammad Kasiran, 1984, *Teknik analysis item' Tes hasil belajar dan cara menghitung Validity and Reabsility*. (Surabaya: Usaha nasional).

²⁷ Jemmi minarti. 2011, *Improving reading comprhehension through cooperative learning program in STAIN Palopo* (palopo : STAIN palopo)

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter includes two sections. The first is findings and the second is discussions.

A. Findings

In collection data, the researcher used test namely pre-test and post-test. Pre-test was given before the treatment and post-test was given after the treatment.

1. The Analysis of students' vocabulary score in pre-test

In this section, the researcher shows the complete score of the students vocabulary in pre test. The researcher would present them in the tables and calculate the score by using SPSS 22. It tabulated by following table.

Table 4.1
The Score of Students' Vocabulary in Pre-Test

No	Respondent	Correct answer	Score
1	R1	6	60
2	R2	2	20
3	R3	2	20
4	R4	5	50
5	R5	3	30
6	R6	6	60
7	R7	4	40
8	R8	6	60
9	R9	2	20
10	R10	5	50
11	R11	7	70
12	R12	5	50
13	R13	6	60
14	R14	5	50
15	R15	7	70
16	R16	2	20
17	R17	3	30
18	R18	2	20
19	R19	4	40
20	R20	4	40

For looking the mean score of students' vocabulary in pre-test, the researcher concluded it by using SPSS 22. The result can be presented in to the table descriptive statistic as follows:

Table 4.2**The mean score of students' vocabulary in pre-test****Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	20	20,00	70,00	43,0000	17,50188
Valid N (listwise)	20				

Table 4.2 shows that the highest score of students was 70.00 and the lowest score was 20.00. besides, it also indicates that the mean score of students vocabulary in pre-test was 43.0000 and the standard deviation error was 17,50188

In other side, the researcher also had written the students scoring classification of the frequency and percentages of the result students score in the pre-test can be seen in the table follow.

Table 4.3**Classification of the Score Students' Vocabulary in Pre-Test**

No	Classification	Score	Pre-test	
			frequency	percentage
1	Very good	80-100	-	0%
2	Good	70-79	2	10%
3	Fair	60-69	8	40%
4	Poor	50-59	5	25%
5	Very Poor	0-49	5	25%
	Total		20	100%

Based on the table 4.3, we can see that before giving the treatment. There were none of students got “very good. There was 2 students (10%) obtained “good ” classifications, there were 8 students (40 %) obtained “enough” classifications, there were 5 students’ (25%) obtained “fair” classifications, there were 5 students (25%) obtained “very poor” Based on the data above, it can be seen that the students got very poor, and poor more than the students got fair and good score. It can be concluded that the students vocabulary were still low.

Table 4.4
The Scores of the Students’ Vocabulary in the Pos-Test

No	Respondent	Correct answer	Score
1	R1	8	80
2	R2	5	50
3	R3	5	50
4	R4	7	70
5	R5	7	70
6	R6	8	80
7	R7	7	70
8	R8	8	80
9	R9	6	60
10	R10	7	70
11	R11	9	90
12	R12	7	70
13	R13	8	80
14	R14	7	70

15	R15	9	90
16	R16	4	40
17	R17	6	60
18	R18	5	50
19	R19	7	70
20	R20	7	70

The table 4.3 shows that there were 2 students got score 90 and 60, there were 4 student got score 80, there were 8 students got score 70, there were 3 students got score 50, there was 1 students got score 40, the table shows us that there is a differentiation between the pre-test results of the experimental group before. In post-test, there were not students got very poor score, 1 student got poor score, 5 students got fair score, 12 students got good score. And 2 students got very good score. We can still see the differentiation there.

Table 4.5

The mean score of students' vocabulary in post-test

Descriptive statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Posttest	20	40.00	90.00	65,5000	13,48488
Valid N (listwise)	20				

Table 4.5 shows that the highest score of students of students is 90.00 and the lowest score is 40.00. Besides, it also indicates that the mean score students correct answer in post test is 65,5000 and the standard deviation error is 13,48488.

In other side, the researcher also had written the students scoring classification of the frequency and percentage of the result students score in post-test can be see in the table below:

Table 4.6
Classification of the Scores Students' Vocabulary in Pos-Test

No	Classification	Score	Pre-test	
			frequency	percentage
1	Very good	80-100	2	10%
2	Good	70-79	12	60%
3	Fair	60-69	5	25%
4	Poor	50-59	1	5%
5	Very Poor	0-49	-	-
	Total		20	100%

The table shows the students score classifications in post-test. The data above describe there were 2 students (10%) achieved very good classifications, there were 12 students (60%) achieved good classifications, there were 5 students (25%) achieved enough classification, there was 1 student (5%) achieved fair classification and there was none student achieved very poor classification. It means that the students vocabulary ability was improved after treatment.

Beside that, the researcher also would present the total mean score and standard deviations of in pre-test and then compare both of them. The result would be presented into the table descriptive statistic as follow:

Table 4.7

The mean score and standard deviations of pre-test and post-test

Descriptive statistics

	N	Minimum	Maximum	Mean	Std.devition
Pretest	20	20.00	70.00	43,0000	17,50188
Posttest	20	40.00	90.00	68,5000	13,48488
Valid N (listwise)	20				

The table 4.7 indicates that the standard deviation in pre-test were 17,50188 and in post-test were 13,48488. it also shows that mean score of the students in pre-test were 43,0000 and the mean score of the students in post-test were 68,5000. the result of the table above shows that the mean score of students in post-test was higher than the mean score of students in pre-test. It concludes that using Whispering game was effective in teaching vocabulary.

Table 4.8**The paired sample statistics of Pre-test and Post-test****Paired samples statistics**

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 pretest	43,0000	20	17,50188	3,91354
posttest	68,5000	20	13,48488	3,01531

The table paired samples statistics of pre-test and post-test above indicates that value of standard deviation in pre-test was 17,50188 and 13,48488 in post-test. The table above also shows that mean score in pre-test was 43,0000 and it post-test was 68,5000. if could be concluded that students score improved 43,0000 to 68,5000.

Table 4.9**The paired samples Test of Pre-test and Post-test****Paired Samples Test**

	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 pretest – posttest	-25,50000	6,86333	1,53469	-28,71214	-22,28786	-16,616	19	.000

M(degree of freedom) = 19. According M Subaha¹ value of $t_t = 2,080$. Based on the result, the researcher concluded that t_o (t-count) was higher than t_t (t-table), $t_o > t_t$

$$16,616 > 2.080$$

Related to the result that ($t_o > t_t$) the t_{count} was greater than t_{table} , it means that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. It can be concluded that there was significant difference vocabulary before

¹ M.Subana, 2000, *Statistik Pendidikan*. (Cet.1 : Bandung CV Pustaka Setia), p.172

and after using Whispering game. Therefore, the researcher believed that Whispering game was effective in increasing vocabulary at the eight class of SMP 5 Palopo.

B. Discussion

The Analysis students of SMP PMDS Purti Palopo in teaching English the researcher find that the students' had less interest in teaching vocabulary because the mastery vocabulary still low. So the students' still difficult to master their vocabulary.

Teaching young learners are more difficult than teaching teenagers or adults because young learners are very easy to be bored. So, the researcher combination with game. The using game will make them easier to remember, understand and recognize the vocabularies that will be used. Young learners can be categorized as kindergarten or junior students. Game is thing interest to be done, entertain. Game will be interesting since it more complete challenge.

The first basic in mastering English language is vocabulary, in mastering the English skill the basic thing that students have to learn and understand is vocabulary because vocabulary is a key to learn any language. It's easier to use game and can makes the students feel enjoy in learning vocabulary and it will be easy for them to acquire the lessons.

This section presents the research result of data analysis of the findings. It discussed the used of vocabulary through Whispering game at class VIII f student from pretest to posttest.

Before giving treatment there 2 student (10%) who got good score, 8 fair students (40%) who got enough score, and 5 students (25%) who got poor and 5 students (25 %) who got very poor

After giving treatment there were 2 students (10%) who got very good score, 12 students (60%) who got good score and 5 students (25%) who got fair score, and 1 student (5%) who got poor score. It shows that after giving treatment through whispering game score of students was better than before giving treatment. It can be said that there were difference significance of results of the vocabulary through whispering game.

The mean score of the students post-test (68,5000) was higher than the mean score of the students pre-test (43,0000). It means that after giving treatment is better than before. Teaching vocabulary through Whispering game is one effective and an interesting way that can be applied in any classroom. Whispering game not only fun but make the students enthusiasm for learning.

The data above, researcher concluded the application of Whispering game in teaching vocabulary at SMP PMDS Putri Palopo, very good and the students not bored. the researcher found that teaching vocabulary through Whispering game can increasing students vocabulary and give motivation in learning English and also the mastery of vocabulary students can improve, Whispering game can be applied by English teacher as media for learning.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

After analyzing and discussing the finding of this study, the researcher concludes that:

1. By using whispering game in teaching English, the students' vocabulary achievement can be improved. It can be seen from the mean score on post-test (68,5) which is higher than the mean score on pre-test (43). The different of students' mean score on post-test and pre-test is 25,5. Referring to the result of hypothesis testing, it was found that the $t\text{-test} = 16,623$ and $t\text{-table} = 2.09$. So that, $t\text{-test} > t\text{-table}$. It means that H_1 is accepted and H_0 is rejected. Therefore, there is a significant effect of using whispering game in teaching vocabulary achievement at the Eighth grade students of SMP PMDS Putri Palopo

B. Suggestion

For the research findings need to be followed up, some suggestions are also addressed to the teachers the students and the school principal or government, and to future researchers.

1. To the Teachers

Regarding that whispering game can effectively assess and improve the students' vocabulary, English teachers are recommended to apply this game in

teaching at SMP level by also considering their students' level and the designs of the lesson plans. Further, teachers are suggested socializing the whispering game in teachers' forum such as workshops, in-service trainings, and seminar.

2. To the Students

Referring to the advantages of whispering game toward the students' learning attitude that could lead them to become more responsible, responsive and reflective, the students are then suggested keeping on playing game their mind not only in English class but also in learning other subjects.

3. To Future Researchers

It is suggested to the next researcher that this thesis can be as literature and it can be as previous study. And the researcher expects that whispering game give more contribution to the teacher to improve students' vocabulary. Whispering Game can preserve the atmosphere in the classroom by acting as a safety valve to lower student frustration when they have difficulty expressing themselves.

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POST-TEST

Group 1

1	Elephant	<i>/'eləfənt/</i>	Gajah
2	rabbit	<i>/'ræbɪt/</i>	Kelinci
3	Blackberry	<i>/'blæk.b^ər.i/</i>	Beri hitam
4	Doctor	<i>/'daktər/</i>	Dokter
5	Crocodile	<i>/'krækə ,daɪl/</i>	Buaya
6	knife	<i>/naɪf/</i>	Pisau
7	Farmer	<i>/'fɑ:mər/</i>	Petani
8	Judges	<i>/dʒʌdʒ/</i>	Hakim
9	Papaya	<i>/pə'paɪ.ə/</i>	Pepaya
10	goat	<i>/gəʊt/</i>	Kambing

POST-TEST

Group 2

1	Lawyer	<i>/'lɔjər/</i>	Pengacara
2	Coconut	<i>/'kəʊ.kə.nʌt/</i>	kelapa
3	Sheep	<i>/ʃi:p/</i>	Domba
4	Scorpion	<i>/'skɔrpiən/</i>	Kalajengking
5	Nurse	<i>/nɜrs/</i>	Perawat
6	Pumpkin	<i>/'pʌmp.kɪn/</i>	labu
7	Butterfly	<i>/'bʌtər ,flaɪ/</i>	Kupu-Kupu
8	cupboard	<i>/'kʌb.əd/</i>	Lemari
9	Sailor	<i>/'seɪlər/</i>	Pelaut
10	Watermelon	<i>/'wɔ:.tə ,mel.ən/</i>	Semangka

POST-TEST

Group 3

1	Mosquito	/mə'skitʊs/	Nyamuk
2	Bird	/bɜrd/ /	burung
3	Barber	/'bɑrbər/	pemangas rambut
4	Avocado	/,æv.ə'kɑ:.dəʊ/	Alpukat
5	Refrigerator	/rɪ'frɪdʒ.ə'r.eɪ.təʳ/	kulkas
6	Lizard	/'lɪzərd/	kadal
7	Teacher	/'titʃər	guru
8	Strawberry	/'strɔ:.bəri/	Stroberry
9	Toothbrush	/'tu:θ.brʌʃ/	Sikat gigi
10	Blankit	/'blæŋ.kɪt/	Selimut

POST-TEST

Group 4

1	Pineapple	<i>/'paɪn,æp.əl/</i>	Nanas
2	Guava	<i>/'gwa:.və/</i>	Jambu bji
3	bookcase	<i>/'bʊk.keɪs/</i>	Rak buku
4	underwear	<i>/'ʌn.də.weəʳ/</i>	Pakaian dalam
5	Policiman	<i>/pə'li:mən /</i>	Polisi
6	Honeydew	<i>/'hʌn.i.dzu:/</i>	Melon
7	Stove	<i>/stəʊv/</i>	Kompor
8	Curtain	<i>/'kɜ:.tɪn/</i>	Gorden
9	Lecture	<i>/'lektʃə</i>	Dosen
10	Pillow	<i>/'pɪl.əʊ/</i>	Bantal

PRE-TEST

Group 1

Elephant	<i>/'eləfənt/</i>	Gajah
rabbit	<i>/'ræbɪt/</i>	Kelinci
Teacher	<i>/'titʃər/</i>	Guru
Doctor	<i>/'daktər/</i>	Dokter
Crocodile	<i>/'krækə ,daɪl/</i>	Buaya
Lizard	<i>/'lɪzərd/</i>	Kadal
Farmer	<i>/'fɑrmər/</i>	Petani
Judges	<i>/dʒʌdʒ/</i>	Hakim
bird	<i>/bɜrd/</i>	Burung
goat	<i>/gəʊt/</i>	Kambing

PRE-TEST

Group 2

Lawyer	<i>/'lɔjər/</i>	Pengacara
Policiman	<i>/pə'listmən/</i>	Polisi
Sheep	<i>/ʃip/</i>	Domba
Scorpion	<i>/'skɔrpiən/</i>	Kalajengking
Nurse	<i>/nɜrs/</i>	Perawat
Lecture	<i>/'lektʃər/</i>	Dosen
Butterfly	<i>/'bʌtər'flaɪ/</i>	Kupu-Kupu
cupboard	<i>/'kʌb.əd/</i>	Lemari
Sailor	<i>/'seɪlər/</i>	Pelaut
Watermelon	<i>/'wɔ:.tə'mel.ən/</i>	Semangka

PRE-TEST

Group 3

Mosquito	/mə'skitʊs/	Nyamuk
Papaya	/pə'paɪ.ə/	pepaya
Barber	/'bɑrbər/	pemangas rambut
Avocado	/.æv.ə'kɑ:.dəʊ/	Alpukat
Refrigerator	/rɪ'frɪdʒ.ə'r.eɪ.təʳ/	kulkas
knife	/naɪf/	pisau
Blackberry	/'blæk.bʳ.i/	Beri hitam
Strawberry	/'strɔ:.bʳ.i/	Stroberry
Toothbrush	/'tu:θ.brʌʃ/	Sikat gigi
Blankit	/'blæŋ.kɪt/	Selimut

PRE-TEST

Group 4		
Pineapple	<i>/'paɪn,æp.əl/</i>	Nanas
Guava	<i>/'gwa:.və/</i>	jambu bji
bookcase	<i>/'bʊk.keɪs/</i>	Rak buku
underwear	<i>/'ʌn.də.weəʳ/</i>	Pakaian dalam
Coconut	<i>/'kəʊ.kə.nʌt/</i>	Kelapa
Honeydew	<i>/'hʌn.i.dzu:/</i>	Melon
Stove	<i>/stəʊv/</i>	Kompor
Curtain	<i>/'kɜ:.tɪn/</i>	Gorden
Pumpkin	<i>/'pʌmp.kɪn/</i>	Labu
Pillow	<i>/'pɪl.əʊ/</i>	bantal

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah	:	SMP PMDS Putri Palopo
Mata Pelajaran	:	Bahasa Inggris
Pertermuan	:	Pertama
Topik/Tema	:	Noun
Materi	:	Things
Kelas/Semester	:	VIII/Ganjil
Waktu	:	2x35 minute

- A. Standar Kompetensi : Mengungkapkan dan memahami makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *descriptive* untuk berinteraksi dengan lingkungan sekitar.
- B. Kompetensi Dasar : Merespon makna dalam tema tertentu.
- C. Materi Pembelajaran
 - Menerjemahkan kosakata
Kosakata tentang **“things”**
 - Cupboard
 - Knife
 - Bookcase
 - Underwear
 - Toothbrush
 - Blankit
 - Stove
 - Curtain
 - Pillow
 - refrigerator
- D. Metode Pembelajaran
 - Diskusi kelompok
 - Tanya jawab
 - Role play
- E. Langkah-langkah
 - a. Kegiatan awal 7 menit
 - Menyapa siswa
 - Mengabsen siswa

- Doa
 - Memberi motivasi
- b. Kegiatan inti (core) 26 menit
- Langkah pertama, peneliti menjelaskan tentang permainan berbisik kepada siswa.
 - Langkah kedua, peneliti mengajarkan siswa prosedur permainan berbisik. Peneliti memberikan atau menunjuk objek atau hal-hal yang dikelilingi oleh siswa, dan melakukan kegiatan tindak lanjut dengan itu seperti mengajar sebaya.
 - Langkah ketiga, peneliti mengajar siswa tentang jenis kosa kata. Tetapi materi yang diajarkan kepada siswa berbeda dari setiap pertemuan dan siswa juga tahu perbedaannya, dan mendorong mereka untuk menulis kata-kata dalam bahasa Indonesia yang mereka tidak tahu bagaimana mengatakannya dalam bahasa Inggris.
 - Langkah keempat, peneliti memberikan latihan siswa. Sebagai pekerjaan rumahan, peneliti meminta siswa mencari kosa kata mereka dan menemukan terjemahan bahasa Inggris. Kemudian para peneliti meminta siswa untuk memilih hanya dua atau tiga kosakata untuk dijadikan kalimat.
 - Langkah kelima, peneliti memberikan evaluasi kepada siswa tentang
- c. pencapaian kosa kata siswa. Kegiatan akhir (closing) 7 menit.
- Menyakan kesulitan Siswa tentang descriptive text yang berkaitan dengan” **things**” .
 - Guru meminta beberapa siswa untuk menyebutkan poin-poin pembelajaran
 - Doa
- d. Sumber/Media Pembelajaran
- kertas
 - kamus
- e. Prosedur/Jenis penilaian
- Test tertulis
 - Pengamatan

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah	:	SMP PMDS Putri Palopo
Mata Pelajaran	:	Bahasa Inggris
Pertermuan	:	kedua
Topik/Tema	:	noun
Materi	:	Jobs
Kelas/Semester	:	VIII/Ganjil
Waktu	:	2x35 minute

A. Standar Kompetensi : Mengungkapkan dan memahami makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *descriptive* untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar: Merespon makna dalam tema tertentu.

C. Materi Pembelajaran

- Menerjemahkan kosakata

Kosakata tentang **“jobs”**

- Teacher
- Doctor
- Lawyer
- Policiman
- Sailor
- Farmer
- Judges
- Nurse
- Lecture
- Barber

D. Metode Pembelajaran

- Tanya jawab
- Diskusi Kelompok
- Role play

E. Langkah-langkah

- a. Kegiatan awal 7 menit

- Menyapa siswa
- Mengabsen siswa
- Doa
- Memberi motivasi

b. Kegiatan inti (core) 26 menit

- Langkah pertama, peneliti menjelaskan tentang permainan berbisik kepada siswa.
- Langkah kedua, peneliti mengajarkan siswa prosedur permainan berbisik. Peneliti memberikan atau menunjuk objek atau hal-hal yang dikelilingi oleh siswa, dan melakukan kegiatan tindak lanjut dengan itu seperti mengajar sebaya.
- Langkah ketiga, peneliti mengajar siswa tentang jenis kosa kata. Tetapi materi yang diajarkan kepada siswa berbeda dari setiap pertemuan dan siswa juga tahu perbedaannya, dan mendorong mereka untuk menulis kata-kata dalam bahasa Indonesia yang mereka tidak tahu bagaimana mengatakannya dalam bahasa Inggris.
- Langkah keempat, peneliti memberikan latihan siswa. Sebagai pekerjaan rumahan, peneliti meminta siswa mencari kosa kata mereka dan menemukan terjemahan bahasa Inggris. Kemudian para peneliti meminta siswa untuk memilih hanya dua atau tiga kosakata untuk dijadikan kalimat.
- Langkah kelima, peneliti memberikan evaluasi kepada siswa tentang pencapaian kosa kata siswa. Kegiatan akhir (closing) 7 menit.

c. Kegiatan akhir (closing) 7 menit

- Menyakan kesulitan Siswa Descriptive text yang berkaitan dengan “**JOB**”.
- Guru meminta beberapa siswa untuk menyebutkan poin-poin pembelajaran
- Doa

d. Sumber/Media Pembelajaran

- kertas
- Kamus

e. Prosedur/Jenis penilaian

- Test tertulis
- Pengamatan

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : SMP PMDS Putri Palopo
Mata Pelajaran : Bahasa Inggris
Pertermuan : ketiga
Topik/Tema : noun
Materi : animals
Kelas/Semester : VIII/Ganjil
Waktu : 2x35 minute

A. Standar Kompetensi : Mengungkapkan dan memahami makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *descriptive* untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar : Merespon makna dalam tema tertentu.

C. Materi Pembelajaran

- Menerjemahkan kosakata
Kosakata tentang “animals”

- Crocodile
- Lizard
- Sheep
- Scorpion
- Mosquito
- Elephant
- Rabbit
- Bird
- Goat
- Butterfly

D. Metode Pembelajaran

- Tanya jawab
- Diskusi Kelompok
- Role play

E. Materi Pembelajaran

- Kosakata yang berkaitan dengan”**Animals**”

F. Langkah-langkah

a. Kegiatan awal 7 menit

- Menyapa siswa
- Mengabsen siswa
- Doa
- Memberi motivasi

b. Kegiatan inti (core) 26 menit

- Langkah pertama, peneliti menjelaskan tentang permainan berbisik kepada siswa.
- Langkah kedua, peneliti mengajarkan siswa prosedur permainan berbisik. Peneliti memberikan atau menunjuk objek atau hal-hal yang dikelilingi oleh siswa, dan melakukan kegiatan tindak lanjut dengan itu seperti mengajar sebaya.
- Langkah ketiga, peneliti mengajar siswa tentang jenis kosa kata. Tetapi materi yang diajarkan kepada siswa berbeda dari setiap pertemuan dan siswa juga tahu perbedaannya, dan mendorong mereka untuk menulis kata-kata dalam bahasa Indonesia yang mereka tidak tahu bagaimana mengatakannya dalam bahasa Inggris.
- Langkah keempat, peneliti memberikan latihan siswa. Sebagai pekerjaan rumahan, peneliti meminta siswa mencari kosa kata mereka dan menemukan terjemahan bahasa Inggris. Kemudian para peneliti meminta siswa untuk memilih hanya dua atau tiga kosakata untuk dijadikan kalimat.
- Langkah kelima, peneliti memberikan evaluasi kepada siswa tentang pencapaian kosa kata siswa. Kegiatan akhir (closing) 7 menit.

c. Kegiatan akhir (closing) 7 menit

- Menyakan kesulitan Siswa Descriptive text yang berkaitan dengan “**animals**”.
- Guru meminta beberapa siswa untuk menyebutkan poin-poin pembelajaran
- Doa

d. Sumber/Media Pembelajaran

- Kertas
- Kamus

e. Prosedur/Jenis penilaian

- Test tertulis
- Pengamatan

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah	:	SMP PMDS Putri Palopo
Mata Pelajaran	:	Bahasa Inggris
Pertermuan	:	keempat
Topik/Tema	:	Noun
Materi	:	Fruits
Kelas/Semester	:	VIII/Ganjil
Waktu	:	2x35 minute

A. Standar Kompetensi : Mengungkapkan dan memahami makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *descriptive* untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar : Merespon makna dalam tema tertentu.

C. Materi Pembelajaran

- Menerjemahkan kosakata
Kosakata tentang “ fruits”

- Avocado
- Pineapple
- Pumpkin
- Watermelon
- Blackberry
- Strawberry
- Coconut
- Honeydew
- Guava
- Papaya

D. Materi Pembelajaran

- Kosakata yang berkaitan dengan”**Fruits**”

E. Metode Pembelajaran

- Tanya jawab
- Diskusi Kelompok

- Role play

F. Langkah-langkah

a. Kegiatan awal 7 menit

- Menyapa siswa
- Mengabsen siswa
- Doa
- Memberi motivasi

b. Kegiatan inti (core) 26 menit

- Langkah pertama, peneliti menjelaskan tentang permainan berbisik kepada siswa.
- Langkah kedua, peneliti mengajarkan siswa prosedur permainan berbisik. Peneliti memberikan atau menunjuk objek atau hal-hal yang dikelilingi oleh siswa, dan melakukan kegiatan tindak lanjut dengan itu seperti mengajar sebaya.
- Langkah ketiga, peneliti mengajar siswa tentang jenis kosa kata. Tetapi materi yang diajarkan kepada siswa berbeda dari setiap pertemuan dan siswa juga tahu perbedaannya, dan mendorong mereka untuk menulis kata-kata dalam bahasa Indonesia yang mereka tidak tahu bagaimana mengatakannya dalam bahasa Inggris.
- Langkah keempat, peneliti memberikan latihan siswa. Sebagai pekerjaan rumahan, peneliti meminta siswa mencari kosa kata mereka dan menemukan terjemahan bahasa Inggris. Kemudian para peneliti meminta siswa untuk memilih hanya dua atau tiga kosakata untuk dijadikan kalimat.
- Langkah kelima, peneliti memberikan evaluasi kepada siswa tentang pencapaian kosa kata siswa. Kegiatan akhir (closing) 7 menit.

c. Kegiatan akhir (closing) 7 menit

- Menyakan kesulitan Siswa tentang kosakata yang berkaitan dengan **“Fruit”**.
- Guru meminta beberapa siswa untuk menyebutkan poin-poin pembelajaran
- Doa

d. Sumber/Media Pembelajaran

- Kertas
- Kamus

e. Prosedur/Jenis penilaian

- Test tertulis
- Pengamatan