THE USE OF GUESSING WHISPERING AND SPELLING GAME TO IMPROVE THE STUDENTS' VOCABULARY MASTERY AT THE 7th GRADE OF SMPIT AL-HAFIZH PALOPO

A Thesis

Submitted to the English Education Study Program of Tarbiyah and Teacher Training Faculty of State Islamic Institute of Palopo for Undergraduate Degree in English Education

IAIN PALOPO

Submitted by:

POPPY MELATI
18 0202 0036

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM TARBIYAH AND TEACHERS TRAINING FACULTY STATE ISLAMIC INSTITUTE OF PALOPO 2022

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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
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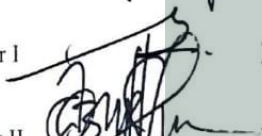**2022**

THESIS APPROVAL

This thesis entitled **"The Use of Guessing Whispering and Spelling Game to Improve the Students' Vocabulary Mastery at The 7th Grade of SMPIT Al-Hafizh Palopo"**, which was written by **Poppy Melati**, Reg. Number 18 0202 0036, a student of English Language Education Study Program of Palopo, has been examined and defended in **Munaqasyah** session which was carried out on November, 9th 2022. Coincided with Rabiul Akhir, 14th 1444 H, it is authorized and acceptable as fulfilment for undergraduate degree in English Language Education Study Program.

Palopo. November, 09th 2022

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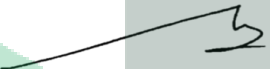Palopo, 1st December 2022
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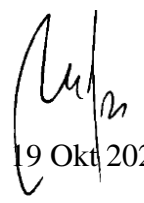
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HALAMAN PERSETUJUAN TIM PENGUJI

Skripsi berjudul *The Use of Guessing Whispering and Spelling Game to Improve the Students' Vocabulary Mastery at The 7th Grade of SMPIT Al-Hafizh Palopo* yang ditulis oleh Poppy Melati, Nomor Induk Mahasiswa (NIM) 18 0202 0036, mahasiswa Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palopo, yang telah diujikan dalam sebuah seminar hasil penelitian pada hari Kamis, 28 September 2022 telah diperbaiki sesuai catatan dan permintaan Tim Penguji, dan dinyatakan layak untuk diajukan pada sidang ujian *munaqasyah.*

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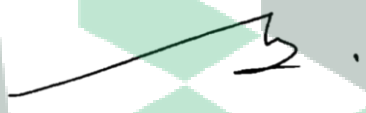
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            Faculty   : Tarbiyah and Teacher Training

            Study Program   : English Education

It has been corrected and approved to be examined.

Palopo, September 13th, 2022

Approved

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Judul : The Use of Whispering Spelling Game (WHISPELGA) To Improve the Students' Vocabulary Mastery at The 7th Grade of SMPIT Al-Hafizh Palopo.

Menyatakan bahwa skripsi tersebut sudah layak untuk diujikan. Demikian untuk diproses selanjutnya.

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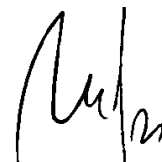
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Alhamdulillahirabbil 'Alamin, the researcher shows her highest praise and thanks to almighty God, Allah SWT for the blessing, mercy and health to compose the thesis. Shalawat and Salam upon to Prophet Muhammad Shallallahu Alaihi Wasallam who had delivered the truth to the human being in general and Muslim to particular. This thesis entitled "The Use of Whispering Spelling Game to Improve the Students' Vocabulary Mastery at 7th Grade of SMPIT Al-Hafizh Palopo" that submitted to required fulfillment of the requirement for the undergraduate degree of English Education Study Program at Tarbiyah and Teacher Training Faculty, State Islamic Institute of Palopo. There are people who contributed the advice, support, motivation, and valuable things while composing this thesis. However, the researcher would sincerely thank you to:

1. Prof. Dr. Abdul Pirol, M.Ag. as the Rector of IAIN Palopo.

2. Dr. Nurdin Kaso, M.Pd. as the Dean of Tarbiyah and Teacher Training Faculty of IAIN Palopo.

3. Amaliya Yahya, S.E., M.Hum. as the Head of English Education Study Program of IAIN Palopo.

4. Jufriadi, S.S.,M.Pd., and St. Hartina, S.Pd., M.Pd. as the first consultant and the second consultant for the guidance, helps, time, corrections, suggestions and kindness during composing this thesis.

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Special thanks to the people that the researcher cannot mention one by one who have dedicated the time, motivation, support, and spirit to complete this thesis. The researcher realizes that this thesis would not be composed without their dedication. The researcher hopes this research will be helpful for the readers. Then, the researcher expects for some suggestions and critics to increase this thesis. Finally, the researcher presents this thesis. May Allah SWT bless us. Aaamiin.

Palopo, August 15th, 2022

The researcher,

Poppy Melati

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ABSTRACT

Poppy Melati, 2022 "*The Use of Guessing Whispering Spelling Game to Improve the Students' Vocabulary Mastery at 7th Grade of Smpit Al-Hafizh Palopo*". A thesis of English Education Study Program at Tarbiyah and Teacher Training Faculty, State Islamic Institute of Palopo (IAIN Palopo). Under Supervisor, Dr. Jufriadi S.S., M.Hum as the first consultant and St. Hartina S. Pd., M. Pd as the second consultant.

The objectives of this research are to determine whether or not the use of guessing whispering spelling game can improve the students' vocabulary mastery at 7th grade of SMPIT Al-Hafizh Palopo and to find out the students' perception toward the use guessing whispering spelling game in improving the 7th grade of SMPIT Al-Hafizh Palopo vocabulary mastery. The researcher adapted the pre-experimental method in this research. The researcher used total sampling sample, which the students consisted of 14 students. The instrument in this research was test and questionnaire. The data was analyzed statistically by using SPSS 20 edition. The result of the research revealed that the mean score on the post-test is higher than the score on the pre-test score ($41.14 < 77.36$). Besides, the value of t_{count} is 11.303 with the degree of freedom (df) value 13, is higher than the t-table (1.77093). It means that the use of guessing whispering spelling game helps the students to improve the vocabulary mastery. The result of the students' responses for the questionnaire was 3,50, which was classified into "Quite Good." Meanwhile, the interpretation of students' responses was 3,45, which was classified into "Quite Good." It indicates that most respondents agree with the statement. Learning by using guessing whispering spelling game technique motivated the students to improve their vocabulary. The students responded to the statement positively on the questionnaire. The implications of this research are that the knowledge of the students' vocabulary mastery can increase, and guessing whispering spelling game is easy to use in teaching vocabulary mastery. This method can help the teacher in learning English so that the students will be easier to know and understand the lesson and students feel interested in learning English.

Key Words: Guessing Whispering Spelling Game, Vocabulary Mastery.

CHAPTER I

INTRODUCTION

A. Background

Vocabulary is an essential part of English that should be mastered well. With the vocabulary, the students could not speak, read, or write in learning English. So, vocabulary mastery could help the students have well language skills.[1] The teacher needs something different to make the students interested in the process of teaching and learning with particular attention in improving their vocabulary, something which can motivate them. To accomplish such conditions, the teacher must create various and attractive methods for the class.[2] Therefore, strengthening vocabulary is the basic thing to be taught and practiced to improve students' vocabulary mastery in understanding English language.

One of the techniques in teaching vocabulary is through games. It can be one of the highest motivating techniques. It helps and encourages many learners to sustain their interests and work. It means that the learners should be more active and have a lot of practice to improve their skills. The teachers could create a more exciting learning environment by introducing games.[3] Jeremy Harmer said 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.

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[1] Wiji oviana, "The Use of Whispering Game to Increase the Students' Vocabulary Mastery at The Eight Graders of SMPN 1 Punggur Central Lampung" (IAIN METRO, 2017)
[2] Winda sari, "The Use of Whispering Game in Teaching Vocabulary Skill at the Eight Grade of SMP PMDS Putri Palopo" (IAIN PALOPO, 2018)
[3] Wrigh Andrew et al., *Games for Language Learning,* third edition. (Cambridge: Cambridge University Press, 1994)

They can be used at any stage of a class to provide an amusing and challenging respite from other classroom activities in English class.[4]

Games are incredibly valuable in a class because they provide many opportunities for learners to learn the language.[5] It helps language learners to learn their mother tongue is the same time when they learn English as foreign language through playing games where there is no stressful situation will make them can learn much more. By using games, students will enjoy a learning process which at first makes them feel bored as this finding shows that using games creates an environment in which there is fun and satisfaction besides high motivation for learning a language. Moreover, the role game in order to decrease the anxiety of using the target language cannot be ignored. It is important for teaching English because they are a way to provide for the learner not only having fun but also to practice incidentally.

Preliminary observation of the students has been conducted in SMPIT Al-Hafizh, especially in the first grade. When the researcher conducted the pre-survey, the researcher found that most of the students had difficulties in their vocabulary mastery. Most of the students are hard to know the meaning of the word, less motivation to learn. They were confused and did not understand what the teacher said. Besides, when English subject was delivered in the class, most of the students did not understand the context of the text, and

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

[5] Emine Gozcu and Cagda Kivanc Caganaga, "The importance of using games in EFL classroom," *Cypriot Journal of educational sciences* 11, No. 3 (September, 2016): 130 https:/doi.org/10.18844/cjes.11i3.625

they did not know the meaning of the vocabulary in the text. They needed some upgrades in learning English.

Related to the problem found, the researcher needs to find an interesting technique to engage students to learn. When the teachers apply impressive learning, students can be more active in participating in class activities. The researcher is interested in applying guessing whispering and spelling game. The researcher finds that this technique is effective for students in enriching their vocabulary mastery. Guessing whispering and spelling game is a game guessing the clue after that whisper or passing the message that he/she got and comparing it with the first person to see the similarity. The interesting one of these games is sometimes the message will change to another message or information.[6] Guessing whispering and spelling game, on the other side, is expected can help the students be more attractive during the learning process, be more active by applying this strategy, and get motivated to improve the vocabulary mastery.

The use of guessing whispering and spelling 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

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[6] Putri Utami, Istiqomah Nur Rahmawati, and Syofnidah Ifrianti, "Chinese Whisper Game as One Alternative Technique to Teach Speaking,"*English Education 11*, no. 2 (2018), https://doi.org/10.24042/ee-jtbi.v11i2.3489

activities, the more a teacher changes shapes and manipulates both the language and the environment, the better the circumstance for learners. Guessing whispering and spelling game 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.

Therefore, students in 7th grade of SMPIT Al-Hafizh Palopo need an appropriate Guessing whispering and spelling game as the teaching strategy. The existence of adding a teaching strategy is expected to become a technique for the students to achieve the learning target, especially in improving vocabulary mastery English subjects. Based on these reasons, the researcher is interested in using Guessing whispering and spelling game as the adding teaching strategy to support the students in increasing their vocabulary mastery. The researcher composed this research under the title "The *use of guessing whispering spelling game to improve the students' vocabulary mastery at 7th grade of SMPIT Al - Hafizh*"

B. Problem Statement

Based on the explanation in the background above, the researcher formulated the research questions as follows:

1. Is the use of guessing whispering and spelling game effective to improve the students' vocabulary mastery at 7th grade of SMPIT Al-Hafizh Palopo?

2. What are the students' perception towards the use of guessing whispering and spelling game at 7th grade of SMPIT Al-Hafizh Palopo?

C. Objective of the Research

        According to the problem statement above, the objective of the research are:

1. To detemine whether or not the use of guessing whispering and spelling game can improve the Students' Vocabulary Mastery at 7th grade of SMPIT Al-Hafizh Palopo**.**

2. To find out the students' perception about using guessing whispering and spelling game in improving the 7th grade of SMPIT Al-Hafizh Palopo vocabulary mastery.

D. Significances of the Research

        The result of this research is expected to give two advantages. Those are theoretical and practical.

1. Theoretical Significances

This research is expected to increase students' understanding in developing the vocabulary mastery learning process for SMPIT Al-Hafizh students, especially class VII.

2. Practical Significances

a. For teacher

1) This research is expected to help teachers to find a more creative way in their learning process.

2) Teachers can use the guessing whispering and spelling game method to improve students' vocabulary and increase students' interest in learning English by applying guessing whispering and spelling games so that students are more

interested in learning English while being able to improve students' vocabulary mastery.

b. For students

This research gives a new creative teaching experience and makes students feel excited the teaching-learning process, and guides students to be more confident in front of the audience.

c. For the further research

It is hoped that this thesis can be one of the references for the next researchers who are interested in developing similar research.

E. Scope of the research

The focus of vocabulary mastery in this research are noun, adjective, verb, and pronoun it used guessing whispering and spelling game to teach the students at the 7th grade of SMPIT Al-Hafizh Palopo.

F. Operational Definition of Terms

To understand this research topic easily, the researcher presents the definition of key terms as follows:

1. Vocabulary skill is the ability to use vocabulary in the target language or communicates with each other.

2. Guessing game is an estimate or supposes (something) without sufficient information to be sure of being correct.

3. Whispering game is the act of speaking in a low soft voice. So that only the person near you can hear your voice.

4. Spelling is the ability to spell words in the correct way.

CHAPTER II

LITERATURE REVIEW

A. Previous study

In composing this thesis, the researcher compiled previous related research as follows:

The first research was conducted by Wiji Soviana's (2017), entitled *"The Use of Whispering Game to Increase the Students' Vocabulary Mastery at The Eighth Grades of SMPN 1 Punggur Central Lampung."* The researcher applies Classroom Action Research (CAR). This research as done in two cycles. Each cycle consists of planning, acting, observing, and reflecting. In collecting data, the researcher uses, the namely are pre-test and post-test, documentation, observation, and field notes. The result in cycle 1 showed that the average percentage of active students is 50% and in cycle 2 is 80%. Meanwhile, the average of the post-test in cycle 2 is higher than the pre-test and post-test 1. The average pre-test is 53.1, and the post-test is 74.9. so there is a progress of 21.8 points. Referring to the result of the student through whispering game technique has increased the students' vocabulary mastery.[7]

The second research was conducted by Windasari D's (2018), entitled *"The Use of Whispering Game in Teaching Vocabulary Skill at The Eight Grade of Smp Pmds Putri Palopo."* The researcher applied the experimental research method. The instrument of this research was using a

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[7] Wiji Soviana, "The Use Of Whispering Game to Increase The Students' Vocabulary Mastery at The eight Grades of SMPN 1 Punggur Central Lampung," (IAIN Metro, 2017)

vocabulary test, which consisted of a pre-test and a post-test. The result of this research shows that there is a significant development in students' vocabulary after conducting the treatments by using whispering game. Having analyzed the data, it was found out the result is acceptable 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 improved vocabulary through whispering game. [8]

The third research conducted by Putri Utami, Istiqomah Nur Rahmawati, and Syofnidah Ifrianti, (2018), in research entitled *"The Influence of using Chinese Whisper Game Towards Students' Speaking Ability at The First Semester of the Eight Grade in SMP NEGERI 1 TANJUNGSARI South Lampung 2017/2018 Academic Year"* In this research the writer used experimental method by using quasi-experimental pre-test-post-test group design. The research took two classes, consisting of the experimental and control class. Chinese whisper game could give influence students' speaking ability. It was supported by the scores achieved by the students who got higher scores after the researcher gave the treatments.[9]

The fourth research was conducted by Annisa Apriani Wala's (2019), in research entitled *"The Influence of Using CWT (Chain Whispering Technique) towards Students' Ability in Pronunciation."* The method used in this study is quantitative research. The instrument for collecting the data was

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[8] Winda sari D, "The Use of Whispering Game in Teaching Vocabulary Skill at The Eight Grade of Smp Pmds Putri Palopo," (Institute Agama Islam Negeri Palopo, 2019).

[9] Putri Utami, Istiqomah Nur Rahmawati, and Syofnidah Ifrianti, "Chinese Whisper Game as One Alternative Technique to Teach Speaking,"*English Education 11*, no. 2 (2018), https://doi.org/10.24042/ee-jtbi.v11i2.3489

oral test where students were asked to pronounce 10 English words contained of long vowel sounds. The result showed that $t_{observed}$ was higher than t_{table} (8.60 > 2.01) at level of significant 0,05 and the degree of freedom (df) was 44. It meant the result of this research shows that the student's ability in pronunciation is decreased after applying the chain whispering technique[10].

The fifth research was conducted by Azzahra Aprillia's (2019) entitled *"The Use of Spelling Bee Games to Increase Students' Vocabulary Mastery at Muhammadiyah Ahmad Dahlan Junior High School of Metro."* The research method used in this research was Classroom Action Research (CAR). The Research instrument used to collect data in this research were observation, test, documentation, and field notes. The result of this research showed that the implementation of Spelling Bee Games was successful since the criteria of success were achieved. The first criterion was 70% of students could pass the target score ≥75 based on KKM. The finding showed that 78.78% of students had already become more active in the learning process. The result of the observation showed that by using Spelling Bee Games, most of the students were actively involved in the learning process.[11]

In the thesis above the researcher conducted a renewal in the technique used in previous researchers. The researcher took the initiative to combine whispering and spelling into a game. In previous research, there is

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[10] Annisa Apriani Wala, "The Influence of Using CWT (Chain Whispering Technique) towards Students' Ability in Pronunciation," *Dspace Repository,* (September, 09th, 2019) : http://repository.umsu.ac.id/handle/123456789/3154

[11] Azzahra Apprillia, "The Use of Spelling Bee Games to Increase Students' Vocabulary Mastery at Muhammadiyah Ahmad Dahlan Junior High School of Metro," (IAIN Metro, 2018)

only focusing on whispering games, chain games, Chinese whisper games which are both other names of whispering games, and the last is spelling bee, which just does the spelling. At the time of application of whispering, chain, and Chinese whisper games when they played directly to a word on the paper, and then the students were given a few seconds to see the word on the paper and then whisper it to the next person afterwards, and so on. To the last person who just pronouns a word that he or she hears in a loud voice to see if the spoken word is correct.

Whereas on this new research begin the games by handing out an envelope to each group, where the envelope contains a clue which is the description of the word that will be a figure in a jumble word. They have to phrase the word correctly first, after they guess the meaning of the hidden word of the clue, then they begin to whisper the word to the next person. After arriving to the last person, the person must state the word the person hears and then spell it. Afterward, the group who had answers, write down the answer on the worksheet. By doing this technique can make it easier for students in terms of remember the previous word they have read, listen, speak, and written at a time.

B. Some Pertinent Ideas

1. Concept of Vocabulary

a. Definition of Vocabulary

There is some definition of vocabulary proposed by some experts. According to Susan and Jennifer state that vocabulary refers to words we use to

communicate oral and print language.[12] Then Burns gives his definition of vocabulary as the stock of words used by a person, class, or profession. As for according to Hatch and Brown, vocabulary refers to a list or set of words that individual speakers of a language might be used[13]. From some of these statements, vocabulary is the key of language learning it would be impossible in the English teaching-learning process without mastering vocabulary. This shows that people will do nothing to communicate if they do not know the word or vocabulary of the language. Thus vocabulary mastery can help students have good speaking, reading, and writing abilities.[14]

Learning vocabulary is a challenge for learners, partly because of the size of the task, and partly because of the variety of vocabulary types to be learned, including single words, phrases, collocations, and strategic vocabulary, as well as grammatical patterning, idioms, and fixed expressions.[15]

Based on previous explanation, it could be concluded that vocabulary was a group that becomes a basic thing in language and needs to be mastered by the language learner to support effective communication. The learners also cannot do more if they have less vocabulary. The researcher concludes that

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[12] Susan Hanson and jennifer F.M. Padua, *Teaching Vocabulary Explicitly,* 1 edition, (Hawai: Pacific Resources for Education and Learning, 2011), 5.

[13] Mahardika A, *"A correlational study between the students' interest in game activities, vocabulary mastery, and their reading comprehension of seventh grade students of SMP N 8 Surakarta in academic year 2007/2008"* (Sebelas Maret University, 2007).

[14] Wiji Soviana, "The Use Of Whispering Game to Increase The Students' Vocabulary Mastery at The eight Grades of SMPN 1 Punggur Central Lampung," (IAIN Metro, 2017).

[15] Jeanne McCarten, *Teaching Vocabulary Lessons from the Corpus, Lessons for the Classroom,* 1 edition (New York: Cambridge University Press, 2007), 18.

vocabulary is a list of words that have meaning used to communicate between one people to another.

b. Types of Vocabulary

There are some types of vocabulary. The division between receptive vocabulary and productive vocabulary, productive vocabulary is the set of words that an individual can use when writing or speaking. Conversely, receptive, or recognition, vocabulary is that set of words for which an individual can assign meanings when listening or reading. Vocabulary mastery can be divided into many categories, including:

1) Oral Vocabulary

The words that a person uses to convey ideas orally and consciously are referred to as oral vocabulary. It is made up of words that are actively used in speech and that fall easily to one's tongue during a conversation.

2) Writing Vocabulary

Words widely used in writing are referred to as writing vocabulary, it is a set of words that come easily to one's finger vocabulary in writing.

3) Listening vocabulary

What a person can understand when they are heard is referred to as their listening vocabulary.

4) Reading vocabulary

Someone who can understand them in written form is referred to as a reader vocabulary.[16]

Harmer also divides vocabulary into two types, there are:

1) Passive vocabulary refers to words that 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.[17]

Vocabulary refers to words we must know to communicate effectively. In general, 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.

c. The Aspect of Vocabulary

The concept of a word can be defined in various ways, but three significant aspects teachers need to be aware of and focus on are form, meaning, and use. The form of a word involves its pronunciation (spoken form), spelling (written form), and any word parts that make up this particular item (such as a prefix, root, and suffix). An example of word parts can be seen with the word

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[16] Ikbal, "Improving students Vocabulary by Using Word Wall Media at the Second Grade of SMPN 8 Palopo", (IAIN PALOPO 2021)

[17] Jeremy harmer, *The Practice of English Language Teaching,* New Edition, (New York: Longman Publishing 1992), 159.

uncommunicative, where the prefix un- means negative or opposite, and communicate is the root word is a suffix denoting that someone or something is able to do something. Here, they all go together to refer to someone or something that is not able to communicate, hence uncommunicative.

Michael and Clouston stated that meaning encompasses the way that forms and meaning work together, in other words, the concept and what items it refers to, and the associations that come to mind when people think about a specific word or expression. Use, Nation noted, involves the grammatical functions of the word or phrase, collocations that normally go with it, and finally, any constraints on its use in terms of frequency, level, and so forth. For form, meaning, and use, there is both a receptive and productive dimension.[18]

The aspects of vocabulary that can be learned by the learners are as follows:

1) Meaning

In learning a foreign language, the student should know the meaning of the word. Knowing the meaning of the word will make students easier to communicate on written or oral.

2) Spelling

Spelling is the writing of a word or words with the necessary letters and diacritics present in an accepted standard order and an arrangement of letters that form a word or part of a word, the process of forming words and putting

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[18] Michael Lessard and Clouston, *Teaching Vocabulary*, 1 edititon (USA: TESOL International association, 2013), 3.

letters together. Spelling and listening also have a common factor, proficiency with language. The learners have to know what a word sounds like (its pronunciation) and what it looks like (its spelling).

3) Pronunciation

Learning some symbols which are different from the letters of the English alphabet. Students really want to be able to speak English well with good pronunciation so that they can communicate with others without hindrance.

4) Word Classes

Word class usually abbreviations noun, adjective, etc., whether a noun is countable or uncountable, and whether a verb is normally transitive (needs an object) or intransitive (doesn't need an object)

5) Word Use

Word use is how a word, phrase, or concept is used in a language. Word use may also involve grammar and thus become the subject of profound analysis.[19]

Based on the statement above, vocabulary is the one aspect that should be taught to students in English learning. Aspect vocabulary could be learning students divide into five such as meaning, spelling, pronunciation, word classes, and word use.

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[19] Wiji soviana, "The Use of Whispering Game to Increase the Students' Vocabulary Mastery at The Eight Graders of SMPN 1 Punggur Central Lampung" (IAIN METRO, 2017)

d. Teaching Vocabulary

Teaching of vocabulary is not easy to do. Some people think that vocabulary teaching only wastes the time because vocabulary number is unlimited. The English teachers had better teach English vocabulary first than other aspects of this language, such as grammar, speaking, reading, and writing. If students know more vocabulary, it will be easy for them to learn another aspect of English language.

For teaching vocabulary forms, there are at least three techniques: first, visually, teach this vocabulary by showing the words writing form or showing the movement related to the word. Second, touch letters made of wood, sandpaper, and other tactile materials can be used to teach vocabulary (tactilely). And last, teaching oral vocabulary can be done with the use of words or other oral forms.

There are at least three techniques that can be used as a reference for practising these techniques:

1) Demonstrate these techniques by showing an object.
2) Pictures, drawings on the board, and illustrations from newspapers and magazines can be used in these techniques.
3) The explanation is a technique and can be used to explain synonyms or antonyms, specify them, or explain them.

e. The Importance of Vocabulary

Vocabulary is central to English language teaching because, without

sufficient vocabulary, students cannot understand others or express their own ideas. Michael and Clouston wrote that ". . . while without grammar very little can be conveyed, without vocabulary nothing can be conveyed"[20]. Vocabulary is the ultimate expression. Having an extensive vocabulary will help you express yourself clearly and communicate well with clarity. A linguistic vocabulary is also identical to a thinking vocabulary meaning that you will be able to think concise thoughts with precision. Learning vocabulary is a very important part of learning a language. The more words you know, you will be able to understand what you hear and read; and the better you will be able to say what you want to went speaking or writing.

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. Furthermore, this conclusion deducted the communicative purpose in learning vocabulary as an ultimate goal for learning a new language – learning vocabulary.

f. The Principles of Teaching Vocabulary

In teaching and learning vocabulary, as fundamental essential, the most important thing to apply is to select the appropriate words. Selecting the appropriate words is necessary to consider learners due to measuring the comprehensibility and the level. The learners need to convey the meaning and be comprehensible in understanding the vocabulary in order to attach the form

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[20] Michael Lessard and Clouston, *Teaching Vocabulary*, 1 edititon (USA: TESOL International association, 2013), 2

to meaning as the input of learning vocabulary. Barcroft states that the learners are able to understand the meaning of a new word by completing the comprehension of the word's appearance. In addition,[21] the implementation of the chosen words is advantageous for the learners in achieving comprehensibility. The use of the appropriate words is useful for the learners in order to apply it in suitable situations. On another side, learners need to recognize the vocabulary meaning to attain the focus of learning goals.

2. Concept of Whispering and Spelling Game

a. Definition of Whispering and Spelling Game

Whispering is speaking quietly, using the breath but not the voice, so that only the person close to you can hear you. The whispering game was originally called Chinese whisper. The name 'Chinese Whispers' was adopted for the game in the UK in the middle 20th century, prior to that, it was known as 'Russian Scandal' or 'Russian Gossip.' The first citation of the name in print is found in the English newspaper The Guardian, March 1964: The children's game of 'Chinese whispers'... in which whispered messages were passed around the room and the version which came back to the starting point bore no relation to the original message.[22] While spelling is taught in a way that emphasizes the common word patterns that make up English mastery.[23] English mastery

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[21] Bacroft, "second language vocabulary acquisition: a lexical input processing approach, *foreign language annals, 37(2), 200-208.* http://doi.org/10.1111/j.1944-9720.2004.tb02193.x

[22] Gary martin, "The meaning and origin of the expression: Chinese whispers" The Phrase Finder, august 15, https://www.phrases.org.uk/meanings/chinese-whispers.html.

[23] Beverly Axfordet.all, Scaffolding Literacy, Acer Press (2009), 72

spelling is important because spelling does not must include letters or pattern of words but also the sound of letters or words. Each word or letter has its specific sound. Spelling is the process of describing relationships between sounds and contents. And the definition of a game is to engage in activity directed towards bringing a specific state of affairs, using only means permitted by the rules that are more limited in scope. So, it can be concluded that whispering and spelling game is a game that is carried out in whispers in spelling.

Teaching children using something fun is needed to help them for learning a language. Games help students to save the memory of words easily. That is why games are used by many people to adsorbed lessons or material inside or outside the class.

Whispering and spelling game is also called Chinese whisper, telephone, or gossip. The game is played in all parts of the world, and each country has its own name for it. It first started appearing in print and in online postings in Usenet newsgroups in 1989. This was probably a consequence of the use of Chinese whispers' as the name of a track on the 1985 album Stereotomy by the English rock group The Alan Parson Project. (Khoirunnisa 2020)

Whispering and spelling game is the game that needs more attention in listening and speaking. In order to play this game, the students will whisper what they heard. This game will help the students to demonstrate the importance of communicating clearly with others; also, by playing this game, the students will able to demonstrate how easy it is to miss exactly what others

are saying and discuss what that means for communicating. Whispering and spelling game is a game played around the world in which one person whispers a message to another, which is passed through a line of people until the last player spelling the message to the entire group.

Based on the definition above, whispering and spelling game was also called the telephone game and Chinese whisper. Whispering and spelling game is a game in which a person or player has to deliver the word that is given by the teacher by whispering to another player in the group.

b. The Advantages and Disadvantages of Whispering and Spelling Game

1) Advantages of Whispering and Spelling Game

There are some advantages of teaching vocabulary using whispering and spelling game:

a) Teaching and learning in the process are more interesting for students.

b) It makes the meaning clear so the students understand and know the purpose of the lesson better.

c) It widens and varies learning experiences not only in verbal communication but also in more competitive activities.

d) It activates students because they not only listen to the teacher but also do other activities.

e) Makes the students enthusiastic to follow the lesson

f) Enables students to study a lot of vocabulary at one time.[24]

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[24] Cathy S. Tooley, *The Education System is Broken: strategies to rebuilding hope, lives, and futures,* 1 Edition (Lanham, Maryland: Rowman & Littlefield, 2016), 39

Based on the description above, whispering and spelling game helps the students and teachers to speak interactively since: For teachers, games can make them easy to give explanations about the lesson, and for students, they understand the material very easily, the lesson is not boring anymore, help them to remember the material easy and fast, they become active in class, and game can grow up the solidarity and sportsmanship between them.

2) Disadvantages of Whispering and Spelling Game

There are also some disadvantages of whispering and spelling game as follows:

a) The teacher should be give clear instructions because the game is not easy.

b) It is difficult to handle all of the students in playing this game.

c) It can produce some winners. So it needs time to get only one winner.

d) Teachers have more time to prepare the material.

e) The students can get "lost in translation," is leading to mass confusion.

Based on the explanation above, whispering game had some disadvantages. In whispering and spelling game the teachers just gave some words that had to whisper to the students much could lost in translation because the students just listen to what they hear. However, had disadvantages using whispering and spelling game will help the students to demonstrate the importance of communicating clearly with others.

3. Concept of Guessing game

a. Definition of Guessing Game

Guessing game is one of some games in teaching techniques. Guessing is a problem or "enigma" given as entertainment; that is usually written, or

something that is done, etc. The history of guessing dates back thousands of years, so the inventor of the guessing game is still anonymous. The guessing game has several categories, one of which is Tangram, which was one of the first and is still the most popular guessing game. Klipple in Jubaedah (2009) said that "the basic rule of guessing game is eminently simple one person knows something that another wants to find out." Meaning the basic rule of guessing games is very simple. One knows about the vocabulary, and the other is trying to find it. According to the Marriem website that guessing game is a game that one has to compete with another person or another group to guess at something that has been instructed. It can be defined that guessing game as a game in which a person or a group tries to answer according to the question that has been given some keywords that are associated with that word.

b. **The Advantages of Teaching Vocabulary by Using Guessing Games**

Teachers can use a guessing game technique because there are many benefits of teaching by using a guessing game, as described by morris (1976); They are as follow:

1) The games stimulate physical growth and development

2) It promotes a social process

3) This game is fun for students who like to play.

4) This game makes students have fun studying

5) The game develops emotionally understand between one student to other

6) It gives language training in a variety of skills, like speaking, writing, reading, and listening.

Meanwhile, the disadvantages of guessing games are that they take a lot of time in organizations, difficult to allocate time, takes a lot of time to guess the words.

4. Concept of Guessing Whispering Spelling Game

a. Definition of Guessing Whispering Spelling Game

Different types of game-based learning have evolved over the years, each with a diverse audience and its own goals. There are no specific rules that require that games cannot be mixed up, teachers may combine more than one type of game.[25] Guessing whispering spelling game is the combination of two different gaming players. This game does the initial charting system according to the instructions given to each group. If the first person guesses clue, the student has to whisper the words that the student finds, and only the person afterwards can hear the word, then the next person will have to spell out the word that she heard earlier.

b. The Procedure of Using Guessing Whispering Spelling Game

The are several steps in the procedures of applying Guessing whispering and spelling game:

1) The teacher divides the students to make a group that consists of 7-8 students.

2) The game will be played with 2 groups.

3) The teacher tells the students to stand up with their team, then make a line and choose the first leader.

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[25] Marina Arshavskiy, "Simulation And Games: Making Learning Fun!." eLearning Industry, August 17, 2015, https://elearningindustry.com/simulations-and-games-making-learning-fun.

4) The teacher will give the leader an envelope that contains a clue in guessing sentences.

5) The leader guessing what is meant in the clue.

6) After guessing, the leader whispers it to the next player.

7) The next player will do the same to the next player until the last player.

8) Finally, the last player will pronounces the word than spell it.

9) After pronounce a word, each group write down the answer on the white board

10) Changes the leader in their group and give another word.

11) Continue this activity until all of students get a position as leader in their group.

Based on the description above, the teacher vocabulary using game because the game will be fun away to teach vocabulary, so it makes students easy to remember and understand.

C. Conceptual Framework

The theoretical framework in this research is shown in the diagram as follows:

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                  ┌──────────────────────┐
                  │  Vocabulary Problem   │
                  └──────────────────────┘
          ┌─────────────────┼─────────────────┐
          ▼                 ▼                 ▼
┌──────────────────┐ ┌──────────────────┐ ┌──────────────────┐
│ Students are less│ │ Students lack of │ │ The students need│
│ motivation to    │ │ vocabulary       │ │ some upgrade in  │
│ learn, felt bored│ │ mastery          │ │ English learning │
│ when study       │ │                  │ │                  │
│ English          │ │                  │ │                  │
└──────────────────┘ └──────────────────┘ └──────────────────┘
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                     │ Guessing Whispelga│
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                        │ Pre - test│
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Treatment (using guessing whispelga)		Post - test
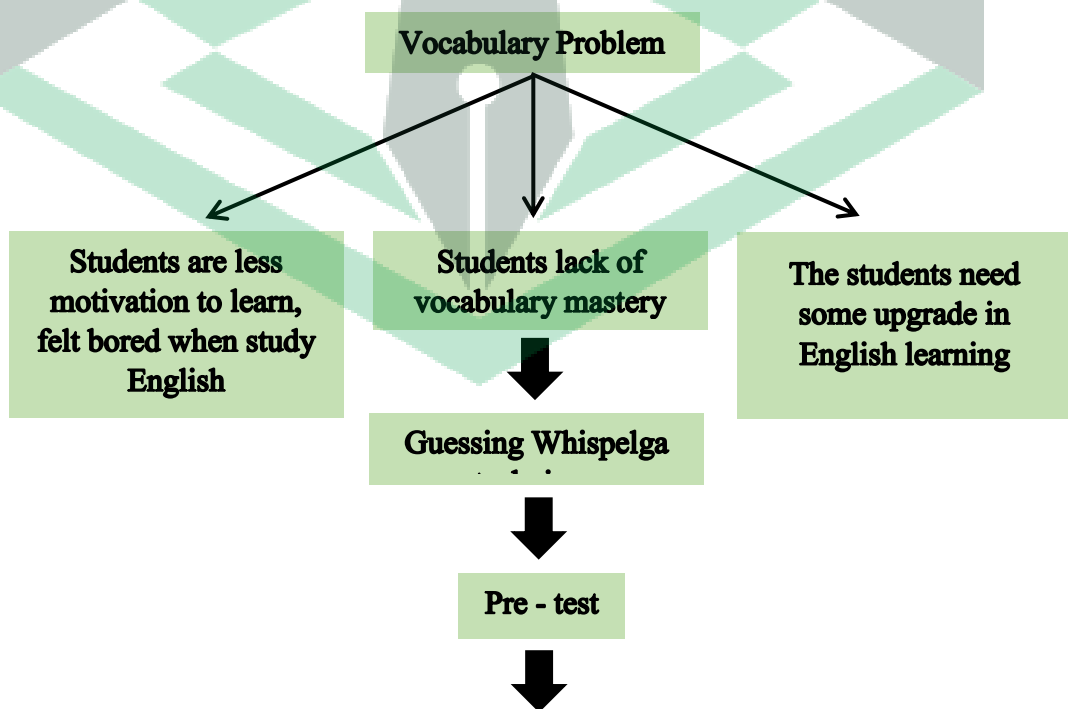
Chart 2.1 Conceptual Framework

In theoretical framework shows that the use of guessing whispering and spelling game to improve the student's vocabulary mastery.

D. Hypothesis

Based on the review above, the researcher made the hypothesis formula as follows:

H_a = The use of guessing whispering and spelling game technique is effective to improve the students' vocabulary mastery at the seventh grade of SMPIT Al-Hafizh Palopo

H_0 = The use of guessing whispering and spelling game technique is not effective to improve the students' vocabulary mastery at the seventh grade of SMPIT Al-Hafizh Palopo

CHAPTER III

METHOD OF THE RESEARCH

A. Research Design

In this research, the researcher used a pre-experimental design. The experimental design set up the conditions required for demonstrating cause-and-effect relationships. It means the experimental design is a research design that use to find the influence of one variable to another variable. The students did the pre-test to know their vocabulary mastery before treatment and the post-test to know their improving vocabulary mastery after the treatment using guessing whispering and spelling game. The researcher conducted pre-test, treatment, and post-test. Here is an illustration of one group's pre-test and post-test design.

Table 3.1 The Design of One-Group Pre-Test and Post-Test

Pre-Test	Treatment	Post-Test
X_1	O	X_2

Notes:

X_1 = Pre-Test
O = Treatment
X_2 = Post-Test[26]

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[26] Sugiono Siyoto *Metode Penelitian Kuantitatif, Kualitatif, dan R & D,* 1 Edition, (Bandung: Alfabeta, CV.,2012)

B. Time and Location

This research was conducted in August 2022. The location of SMPIT Al-Hafizh Palopo is located on Merpati street, number 5 in Perumnas, Rampoang.

C. Research Variable

In this research, there are two variables, namely, the independent variable and the dependent variable.

1. Independent Variable

The independent variable is the variable that affects or causes the change or the emergence of the dependent variable. This variable is the variable that is controlled and manipulated by the researcher.[27] The independent variable in this study is a using guessing whispering and spelling game.

2. Dependent Variable

Dependent variables are variables that are influenced or become a result of the independent variable. The dependent variable in research is improving vocabulary mastery.

D. Population and Sample

1. Population

The population of this research is students of the 7th grade in SMPIT Al-Hafizh Palopo, consisting of 14 students. This school only has one class in the 7th grade

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[27] Tati Lumappa, "Improving Students' Vocabulary Mastery by Using Board Race Game at the Seventh Grade of SMP Nusa Prima Lamasi" (IAIN PALOPO, 2021)

2. Sample

In determining the sample, the researcher used a total sampling technique. The sample in this research consists of 14 students in a single class.

E. Instrument of the Research

1. Test

The researcher used a vocabulary test to gather information about students' progress before and during the teaching-learning process. There were two aspects to the vocabulary test: a pre-test and a post-test. A pre-test was used to assess the students' vocabulary before they received treatment from the instructor. A post-test was used to assess the students' vocabulary after they had received treatment. The test consisted of adjective, noun, and verb was multiple choice, matching words, and translating. Multiple choice consists of 10 questions, then matching words with words composed of 10 questions, and translation consists 10 questions. The total of questions is 30. The researcher used an experiment on the seventh grade of SMPIT Al-Hafizh Palopo using guessing whispering and spelling game with the text to improve students' vocabulary.

2. Questionnaire

The questionnaire is students' perception while applying the guessing whispering and spelling game technique to improve their vocabulary mastery during the learning process. The questionnaire consists of 10 questions. This questionnaire is a response that was filled out by students. This research used a close questionnaire. Furthermore, the researcher used the Likert scale. There are four choices in the questionnaire, namely, strongly agree (4), agree (3), disagree

(2), and strongly disagree (1). It is use to know the data about using guessing whispering and spelling game to improve their vocabulary mastery.

F. The Procedure of Data Collection

In conducting the research, the researcher will apply some procedures:

1. Administering the Pre-Test

Before starting the class, the researcher introduced the lesson and the student's learning achievements. Then the researcher gave motivation to make the students interested with learning. Furthermore, the researcher gave the students about multiple choice and matching words as a pre-test of the research and beginning score in vocabulary mastery. The test consists of adjective, noun, and verb, multiple choice consisting of 10 questions, matching words composed of 10 questions, and translation 10 questions. The time for the pre-test was 1x60 minutes.

2. Conducting Treatments

After giving a pre-test, the treatment gave to the students. The treatment carries out in six meetings. Each meeting takes 1 x 60 minutes, so the total time for six meetings is 360 minutes for six meetings. The treatment in teaching vocabulary by using guessing whispering spelling game consists of six meetings, The steps for giving the treatment are as follows:

1) The researcher explained the purpose of the learning activity.

2) The researcher provided vocabulary material about part of speech and example of vocabulary. Then the researcher explained to students the procedure of guessing whispering and spelling game.

3) The researcher divided the students into 2 groups which consisted of 7-8 students. The students stand up and make a line with their team and choose the first leader. Then the researcher gave the leader an envelope that contained a clue for guessing the word.

4) The leader guessed what was meant in the clue. After guessing, the leader whispered it to the next player, and then the next player did the same to the next player until the last player.

5) The last player pronounced the word and then spelled it. After pronouncing a word, the last player wrote down the answer on the whiteboard and translated it.

6) Then, change the players till every student get their turn.

7) After playing the game, the researcher gave the individual test as the produce activity. The researcher asked students to make sentences by vocabulary, which had been written on the worksheet.

8) The researcher gave an evaluation the students about the student's vocabulary achievement.

There are six different topics in each meeting as follows:

1) In the first meeting is given the topic of a noun that consists of animals;

2) The second meeting about the profession;

3) The third meeting is about part of body;

4) The fourth meeting about adjective;

5) The fifth meeting about verb;

6) And the last meeting about pronoun.

3. Administering the Post-Test

Post-test was conducted after the treatment. It has been implemented in order to know the students' vocabulary. The test in this part is the same as in the pre-test composition. It consists of 30 items. The goal of this test is to know whether playing guessing whispering and spelling game in teaching vocabulary can improve the students' vocabulary or not.

4. Giving the Questionnaire

After giving the post-test, the researcher used a questionnaire to get students' responses about the use of guessing whispering and spelling game to improve their vocabulary mastery. This questionnaire includes 10 questions. The answer Likert scale is given from number 1 to 4, where number 1 is the lowest score "strongly disagree," then number 2 is "disagree," then number 3 is "agree," and the highest score is 4, where students "strongly agree" with the technique of guessing whispering and spelling game.

5. Analyzing the Result of the Post-Test and Questionnaire

In analyzing the result, the researcher compared the result of the pre-test, post-test, and questionnaire.

G. The Technique of Data Analysis

To analyze the student's vocabulary mastery, the researcher collects the data by doing the procedure as follows:

1. Assessing the learner's vocabulary knowledge

In learning vocabulary mastery, an important aspect that should not be forgotten is assessment. Nurgianto 2001: 5 said that the goal is a process to measure

quality. From the assessment, it can be seen the extent to which students understand the material that has been taught. One way is to use research instruments. As for Arikunto 2011: 162 objective tests themselves include: true-false tests, multiple-choice tests; match matching; and completion tests, the correct answer gets 1 point, and the wrong answer gets 0 points.

Table 3.2 The Measurement of Vocabulary

Category	Range	Assessment Criteria
Excellent	86-100	The students' got 26 until 30 correct answer
Good	71-85	The students' got 22 until 25 correct answer
Average	56-70	The students' got 16 until 21 correct answer
Poor	≤55	The students' got 1 until 15 correct answer

2. Test

    Scoring the students vocabulary test answer:

$$\text{Score} = \frac{\text{student's correct answer}}{\text{total point}} \text{ x } 100$$

3. Calculating the test result of vocabulary mastery

      The researcher used the SPSS 20 edition to calculate the percentage and mean score of the students' vocabulary test at once the pre-test and post-test were determined.

4. Measuring the evaluation of the questionnaire using a Likert scale, the rating of each statement is as shown:

Table 3.3 The Likert Scale

Category	Strongly Agree	Agree	Disagree	Strongly Disagree
Favorable	4	3	2	1
Unfavorable	1	2	3	4

Table 3.4 Statement Number

Category	Number
Favorable Statement	1,2,3,4 and 5
Unfavorable Statement	6,7,8,9, and 10

The criteria for the student's response can be explained as follows:

Table 3.5 The Score Criteria

No.	Criteria	Score	Meaning
1.	Good	3,51-4,0	Most respondents strongly agree with the statement.
2.	Quite good	2,51-3,50	Most respondents agree with the statement.
3.	Less good	1,51-2,50	Most respondents disagree with the statement.

	Not good	00-1,51	Most respondents strongly
4.			disagree with the statement.

The data will analyze the result of the questionnaire qualitatively by calculating the participants' answer percentages. The questionnaire data analysis applied in this research is the perception of students that can be formulated as follow:

$$X = \frac{\sum X}{N}$$

Mean:

X   = Average

$\sum$ X = Total answers

N   = Total questions
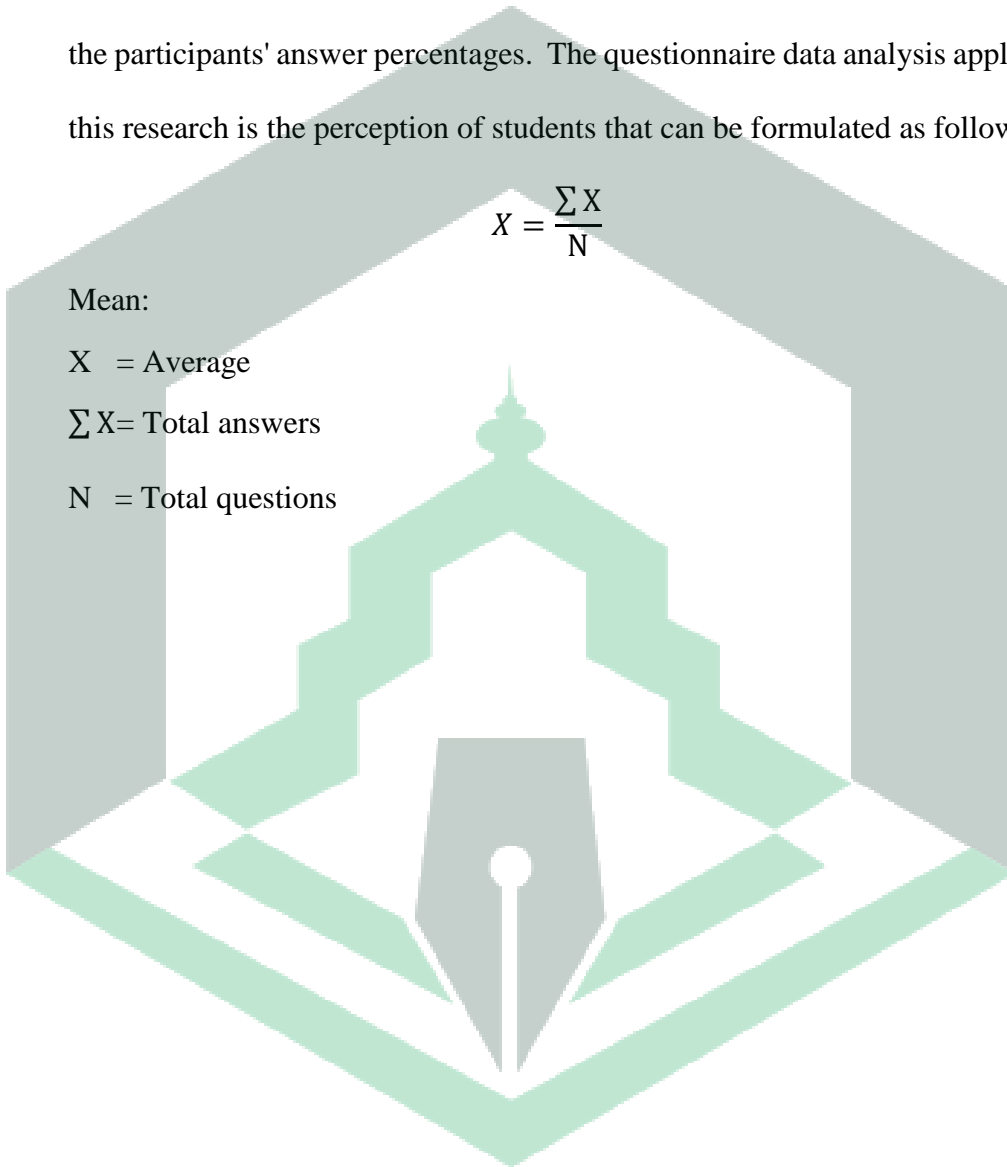
CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The researcher measured the score in the pre-test, post-test, and questionnaire. The purpose of the measurement was to find out the comparison before and after treatment. Besides, the researcher used the questionnaire to find out the students' perceptions. The result of the data has been analyzed statistically in the following findings.

1. The Result of the Vocabulary Test

In this stage, the researcher presented the result of the test before and after the treatment stage.

a. Pre-test

In the pre-test, the researcher calculated the students' correct answers in order to analyze the vocabulary list understanding. Furthermore, the researcher calculated the pre-test score statistically by using SPSS 20. The result of students' pre-test scores can be seen as follows:

Table 4.1 Students' Scores in Pre-Test

No	Students	Students Correct Answer	Score	Classification
1	S1	15	50	Poor
2	S2	18	60	Average
3	S3	6	20	Poor
4	S4	10	33	Poor
5	S5	22	73	Good
6	S6	1	3	Poor
7	S7	17	57	Average
8	S8	14	47	Poor
9	S9	19	63	Average
10	S10	10	33	Poor

11	S11	4	13	Poor
12	S12	11	37	Poor
13	S13	18	60	Average
14	S14	8	27	Poor

Based on the data in table 4.1, shows the students' pre-test scores. From the table above, there were 9 students who got a "Poor" score. Besides, there were 4 students who achieved an "Average" score. In addition, there was 1 student who achieved a "Good" score. Moreover, there were no students who achieved an "excellent" score.

The researcher measured the students' pre-test scores statistically by using SPPS 20. The result of the students' statistical scores can be seen below.

Table 4.2 The Descriptive Statistics of Students' Pre-test Score

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	14	3	73	41.14	20.777
Valid N (listwise)	14				

Table 4.2 shows the descriptive statistics of students' pre-test scores. The number of students was 14. Besides, the minimum score in the pre-test was 3. In addition, the maximum score was 73. The mean score was 41.14. Categorized as "poor" means the students' vocabulary mastery in the pre-test is still poor.

Table 4.3 The Rating Percentage Score of Students' Correct Answers in Pre-Test

No	Classification	Range	Frequency	Percentage
1	Excellent	86-100	-	0%
2	Good	71-85	1	7,2%
3	Average	56-70	4	28,6%
4	Poor	≤55	9	64,2%
	Total		14	100%

The data in table 4.3 shows that only 1 student got a good score which is 7,2%, then 4 students got an average which is 28,6%, and 9 people got a poor which is 64,2%. It can be seen on the table above that only 1 student got good, which indicates the vocabulary of the students is still low.

b. Post-Test

In the post-test, the researcher calculated the students' correct answers in order to analyze the vocabulary list understanding. Furthermore, the researcher calculated the post-test score statistically by using SPSS 20. The result of students' post-test scores can be seen as follows:

Table 4.4 Students' Scores in Post-Test

No	Students	Students Correct Answer	Score	Classification
1	S1	23	77	Good
2	S2	26	87	Excellent
3	S3	25	83	Good
4	S4	22	73	Good
5	S5	28	93	Excellent
6	S6	15	50	Poor
7	S7	25	83	Good

8	S8	23	77	Good
9	S9	28	93	Excellent
10	S10	20	67	Average
11	S11	20	67	Average
12	S12	22	73	Good
13	S13	27	90	Excellent
14	S14	21	70	Average

Data in table 4.4, explains the students' post-test scores. From the table above, there was 1 student who got a "Poor" score. Besides, there were 3 students who achieved an "Average" score. In addition, there were 6 students who achieved a "Good" scores. Moreover, there were 4 students who achieved an "excellent" score.

The researcher measured the students' pre-test scores statistically by using SPPS 20. The result of the students' statistical scores can be seen below.

Table 4.5 The Descriptive Statistics of Students' Post-test Score

	N	Minimum	Maximum	Mean	Std. Deviation
Posttest	14	50	93	77.36	11.965
Valid N (listwise)	14				

Table 4.5 shows the descriptive statistics of students' post-test scores. The number of students was 14. Besides, the minimum score in the post-test was 50. In addition, the maximum score was 93. Meanwhile, the mean score was 77.36. Categorized as "Good," it means the students' vocabulary mastery in post-test increases to good. Table 4.6 The Rating Percentage Score of Students' Correct Answers in Post-Test

Table 4.6 The Rating Percentage Score of Students' Correct Answers in Post-Test

No	Classification	Range	Frequency	Percentage
1	Excellent	86-100	4	28,6%
2	Good	71-85	6	43%
3	Average	56-70	3	21,3%
4	Poor	≤55	1	7,1%
	Total		14	100%

According to the data in table 4.6, it shows that there are 4 students achieved "Excellent" with a score range of 86-100, which calculates to 28,6%, 6 students achieved a "Good" score under the range score 71-85 with a percentage of 43%, 3 student achieves "Average" score with range 56-70 that calculates into 21,3%, and 1 student achieves "Poor" score with range score ≤55 which calculate into 7,1%.

2. The Statistic Analysis Score

a. The Paired Sample T-test

Table 4.7 The Paired Sample T-test

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	41.14	14	20.777	5.553
	Post-test	77.36	14	11.965	3.198

Table 4.5 revealed the paired sample t-test. The data presented shows the number of students is 14. Besides, the mean score for the pre-test is 41.14,

and the mean score for the post-test is 77.36. in addition, the standard deviation

for the pre-test is 20.777, and the standard deviation for the post-test is 11.965.

Moreover, the standard error mean score for the pre-test is 5.553, and the

standard error mean score for the post-test is 3.198

b. The Paired Sample Correlations

Table 4.8 The Paired Sample Correlations

		N	Correlation	Sig.
Pair 1	pretest & posttest	14	.867	.000

Table 4.6 presents the paired sample correlations. The data shows the number

of students is 14. Besides, the score of correlations is 0.867, and the significant

score is 0.000. this data proves that there is correlation between students'

vocabulary mastery before and after treatment.

c. The Paired Sample Test

Table 4.9 The Paired Sample 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	-36.214	11.988	3.204	-43.136	-29.292	-11.303	13	.000

Table 4.7 shows the paired sample test score. The paired sample test presented

the value of t_c (t-count) that is 11.303 under the degree of freedom (df) value

13, while the t_t (t-table) 1.77093. the standard of significant level is 0.05 (5%). Meanwhile, the significant 2-tailed is 0.000. it means the value of the significant level is bigger than the value of the significant 2-tailed. The result of the data indicated that H_a (Alternative Hypothesis) is accepted, and H_0 (Null Hypothesis) is rejected. It indicated that the use of guessing whispering and spelling game technique is effective in improving the student's vocabulary mastery at the seventh grade of SMPIT Al-Hafizh Palopo.

3. Questionnaire

The researcher distributed the questionnaire after the treatment phase in the experimental class. The questionnaire has been validated by experts and got a score 3.7, which is declared feasible to use. The purpose of the questionnaire is to find out the students' perception towards the use of guessing whispering spelling game during the lesson. Besides, the researcher provided 10 statements on the questionnaire, 5 statements containing the positive statement and 5 statements conduct of negative statements based on the concept of students' vocabulary mastery and the use of guessing whispering and spelling game technique. The option refers to the Likert scale, which contains several values, those are (4) Strongly Agree, (3) Agree, (2) Disagree, and (1) strongly Disagree. The highest category is good, which means the students agree that the lesson during the treatment improves vocabulary mastery. Meanwhile, the lowest classification is not good, which means that the implementation of guessing whispering and spelling game technique during the treatment phase is not effective in increasing the student's skill. Moreover, the highest the score of the

questionnaire response, the more positively the students' perception. The
interpretation of the questionnaire score result is presented as follows.

Table 4.10 The Students' Total Respons for Questionnaire

Respondent	Statement Number										Mean	Category
	1	2	3	4	5	6	7	8	9	10		
R1	3	3	3	2	1	3	1	3	4	4	2,7	Quite Good
R2	4	4	3	3	4	3	4	4	4	3	3,6	Good
R3	4	4	4	4	4	3	2	4	3	4	3,6	Good
R4	4	4	3	4	4	3	4	4	4	3	3,7	Good
R5	4	4	4	4	4	4	4	4	4	4	4,0	Good
R6	4	3	4	2	1	4	3	4	4	3	3,2	Quite Good
R7	4	4	3	3	3	3	4	4	4	3	3,5	Quite Good
R8	4	4	3	4	4	3	4	4	4	3	3,7	Good
R9	4	4	3	4	4	3	4	4	4	3	3,7	Good
R10	4	4	3	3	4	3	4	3	4	3	3,5	Quite Good
R11	4	4	3	4	3	3	4	3	4	3	3,5	Quite Good
R12	4	4	3	4	4	3	3	4	4	3	3,6	Good
R13	4	4	3	4	4	3	4	4	4	3	3,7	Good
R14	4	4	3	3	2	2	4	2	3	4	3,1	Quite Good
Mean score											**3,50**	**Quite Good**

Based on the table above reveals that students agree with the positive
statements and disagree with the negative statements. The mean score for each
statement is 3,50, which is categorized into the "Quite Good" category. It means

most respondents agree with the statement. The results indicate that the use of
guessing whispering and spelling game technique to increase vocabulary mastery
is effective for the students. This result confirms that students agree that the use of
guessing whispering and spelling game technique is acceptable in helping the
students during the learning of vocabulary mastery.

Table 4.11 The Interpretation of Students' Response to Questionnaire Result

No	Favorable Statement	Mean	Criteria
1.	I feel happy when learning English vocabulary using guessing whispering and spelling game technique.	3,8	Good
2.	Learning vocabulary is easier to understand when using guessing whispega technique.	3,8	Good
3.	Guessing whispering and spelling game is suitably applied in English vocabulary learning.	3,2	Quite Good
4.	I like learning English vocabulary by using guessing whispering and spelling game.	3,4	Quite Good
5.	My vocabulary increased by using guessing whispering and spelling game technique.	3,2	Quite Good
	Unfavorable Statement		
6.	Learning English vocabulary using guessing whispering and spelling game technique does not help me in solving problems in learning.	3,0	Quite Good
7.	Applying guessing whispering and spelling game technique is not interesting.	3,5	Quite Good
8.	Learning by using guessing whispering and spelling game technique complicates me in learning.	3,6	Good
9.	It was difficult to do the vocabulary task after applying guessing whispering and spelling game technique.	3,8	Good
10.	Learning without guessing whispering and spelling game technique made it easier to learn vocabulary mastery.	3,2	Quite Good
	Mean score	**3,45**	**Quite Good**

Table 4.9 presents the result of students' responses in the questionnaire.

The mean score for students' responses in the 1st statement is 3,8, which

categorized into "Good," the 2nd statement is 3,8, which classified into "Good", the 3rd statement is 3,2, which classified into "Quite Good," the 4th statement is 3,4 which categorized into "Quite Good," the 5th statement is 3,2 which classified into "Quite Good," the 6th statement is 3,0 "Quite Good," the 7th statement is 3,5 which is "Quite Good," the 8th statement is 3,6 which is "Good," the 9th statement is 3,8 which is "Good" and the 10th statement that is 3,2 which is "Quite Good." The result of the questionnaire indicates that most respondents agree with the statement.

B. Discussions

According to the experimental class that used guessing whispering and spelling game technique to analyze students' vocabulary mastery, there are differences in the test results that show up after the treatment phase. The increase is evident from the pre-test stage's mean score, which was 41.14, into a post-test score of 77.36. Based on the explanation, it was shown to the students that using guessing whispering spelling game obtained more significant improvement that the post-test mean score was better than the pre-test mean score.

This research indicates the effectiveness in improving the vocabulary mastery based on the statistical score result. Based on the calculation of SPSS 20 editions, it was found that the significant 2 tailed is 0.00, which is smaller than the standard significance level, which is 0, 05 (0, 00 < 0, 05). The result of this statistic calculation provided that the researcher H_a was accepted, and the H_0 was rejected. It shows that with the use guessing whispering and spelling

game technique, there are significant differences for students' vocabulary mastery. The total students in this experimental class were 14 students. The researcher distributes the questionnaire in order to investigate the students' perception after the implementation of guessing whispering and spelling game technique in treatment stage. The result illustrates the positive response from the students in applying guessing whispering spelling game technique to enhance the vocabulary mastery during the research. The response confirms that the students are agree that the guessing whisplega technique is able to help them in improve the vocabulary mastery.

Guessing whispering spelling game technique in teaching vocabulary may make teaching more exciting and encourage students to participate more actively in the learning process to learn vocabulary mastery. The students are very excited about attending the event. When students participate in English learning, they are more engaged and less bored. Guessing whispering spelling game technique is useful and may assist children in learning vocabulary mastery.

The result of the present study is in line with Toni Haryanto's (2015), who stated that the learning process became interesting by the existing new technique in teaching. This study shows that whispering spelling game can help students improve their vocabulary as well as their speaking skills.[28] The finding supports the study done by Hemmati, Teimoori, and Jafarigohar (2013), in

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[28] Toni Haryanto, "Using whispering and spelling game (Whispelga) to improve the speaking ability of the seventh grades of SMPN 2 Tarub, Tegal regency" (Universitas Negari Malang 2015).

which they investigated the impacts of two methods of storytelling and game playing on Iranian EFL kindergartner learners' vocabulary recognition. The findings revealed that storytelling and game-playing could affect vocabulary recognition in an efficient way.[29] Another suggested reason for the obtained results may lie in the idea that learners, According to Ur (1996), in general, learn better when they are active and when learning is channeled into an enjoyable and interesting game.

Games require participation and competition in order to achieve certain goals. Thus, it can be said that the employed games in this study were competing, and this competition could bring a lot of excitement to the class. And also, learners can learn best through discovery and experimentation and being motivated to learn in a playful and relaxed context where the goals of the games are simple and obtainable. The game used in this study can put the learners in a pending position make motivated them.[30] In fact, in the whispering spelling game, all the participants were awaiting their turn to produce the words and phrases through whispering. All the games involved the students in cooperative and team learning, and they had a competitive element that enhanced effective learning as they kept learners interested in winning. The researchers felt, to some extent, that using pure games as a language teaching method was likely to lead to an anti-educational and demoralizing situation. Put

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[29] Hemmati, F., Teimoori, M., & Jafarigohar, M. (2013). A comparison of effect of pictorial storytelling and playing games on Iranian kindergartens vocabulary recognition. International Journal of Language Learning and Applied Linguistics World, 4(1), 167-180.

[30] Ur. P. (1999). A Course in Language Teaching. Cambridge, U.K.: Cambridge University Press.

differently; the conclusion can be highlighted that games should be considered as a complement to other teaching methods than alternative methods.

Moreover, from another research there are Ayu Wahyuni (2020), students of SMP Negeri 19 Palembang increased in vocabulary by using guessing games, which means teaching vocabulary by using guessing games to the seventh-grade students of SMP Negeri 19 Palembang was effective. It is shown by the students' motivation in vocabulary and enjoyment of learning vocabulary.[31]

Based on the data above, it could be concluded that the students were comfortable and active with the learning process because most of the students showed a good increase in learning activities when guessing whispering spelling game as the technique was applied in the learning process, and also this game is included in an integrated game so that the sequence to play this game can be started from anywhere depending on the type of learning that we want to use.

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[31] Ayu wahyuni, "Teaching Vocabulary by Using Guessing Games," *English Empower* 5, No. 1 (may 2020): 37. http://ejournal.unitaspalembang.ac.id/index.php/eejll/article/view/152.

CHAPTER V

CONCLUSIONS AND SUGGESTION

A. Conclusion

Based on the explanation and the result of the data analysis, the researcher concludes the research as follows.

1. The use of guessing whispering spelling game is able to improve the students' vocabulary mastery. The result of the student's scores on the post-test becoming higher than the pre-test represents the effectiveness of the treatment stage in contributing to helping the students improve their vocabulary mastery. Furthermore, the implementation of guessing whispering spelling game can be approved as a suitable technique in teaching to increase the vocabulary mastery.

2. The result of the student's responses to the questionnaire indicates that most respondents agree with the statement. Through this result, it can be confirmed that the use of guessing whispering spelling game is effective to improve vocabulary mastery.

B. Suggestions

According to the data analysis result and the explanation on the conclusion, the researcher comes out with several suggestions, those are:

1. For teacher

    The teacher should be to use an appropriate method, technique, or media to teach English learning in order for students not bored and can be fun. Guessing whispering spelling game can be considered as an alternative technique to teaching vocabulary in the classroom and might be effective in improving

students' vocabulary.

2. For students

The students should try to contribute ideas and active participants in the learning process, be more interested in English learning and pay attention to the teacher's explanation, and also have high motivation to learn English, especially vocabulary.

3. For another researcher

The next researcher can use this research to improve students' vocabulary mastery and use it as an additional reference for research. Also, it will be an improvement for the next research.

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APPENDICES
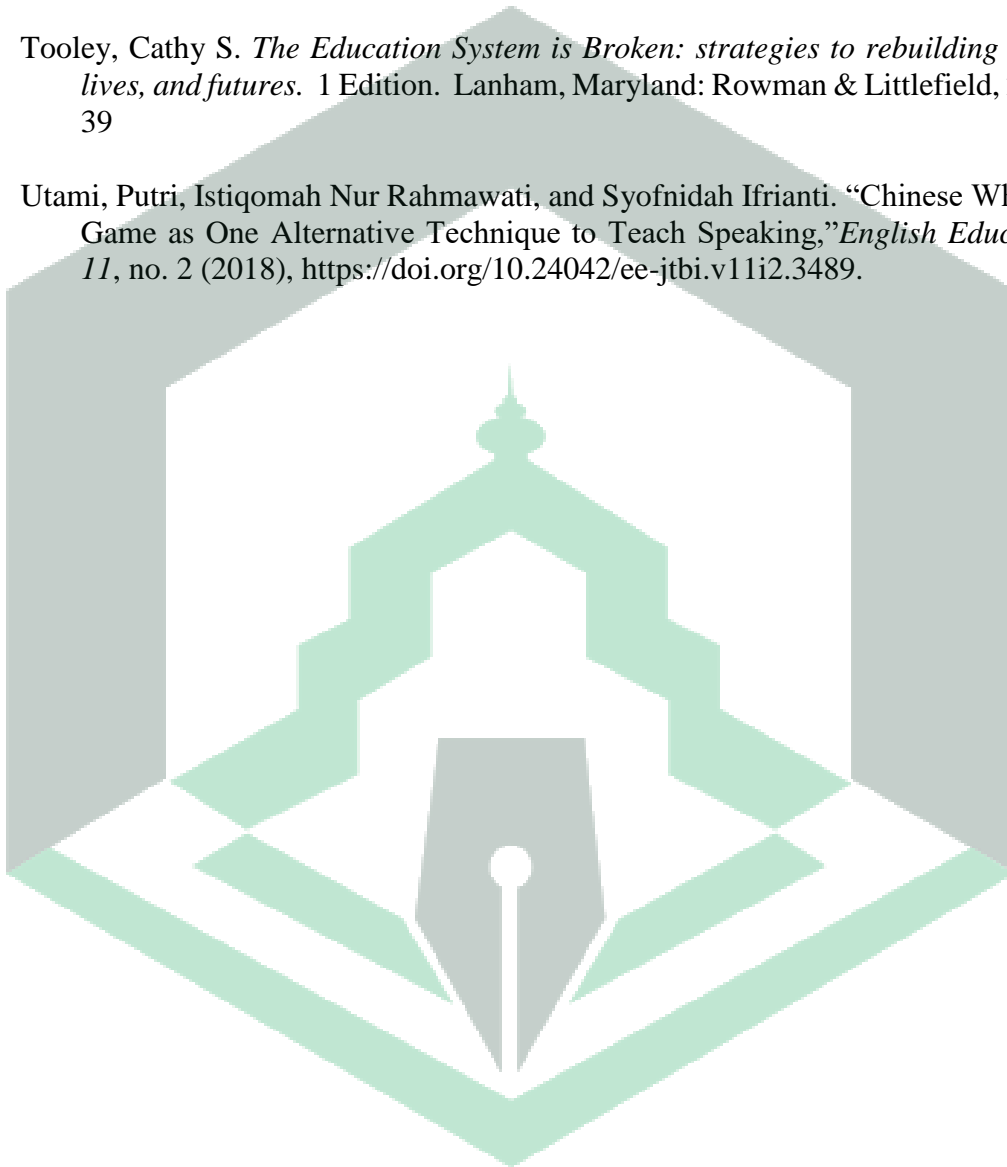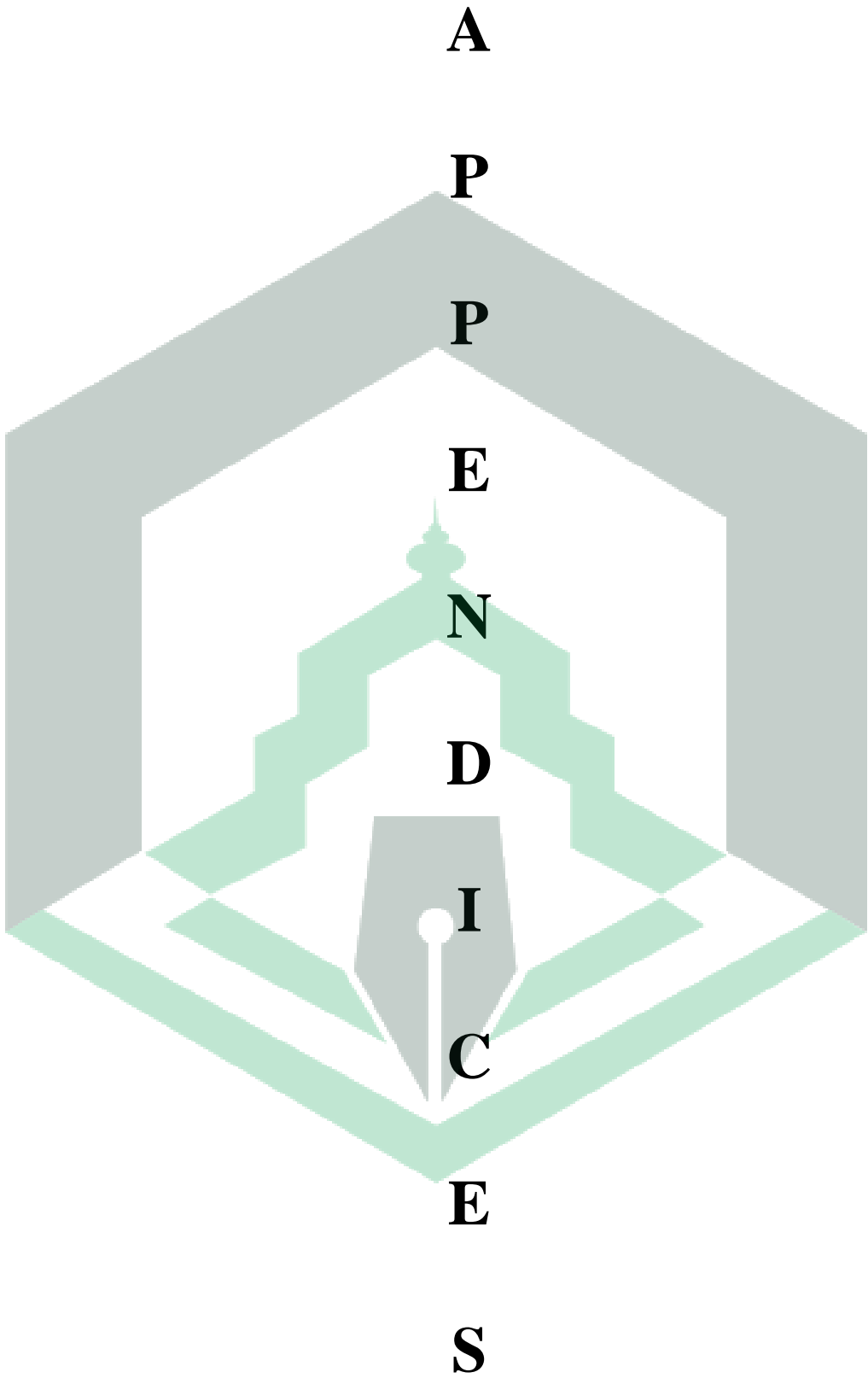
APPENDIX 1:

SURAT IZIN MENELITI

PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Alamat : Jl. K.H.M. Hasyim No.5 Kota Palopo - Sulawesi Selatan Telpon : (0471) 328046

IZIN PENELITIAN
NOMOR : 860/IP/DPMPTSP/VII/2022

DASAR HUKUM :

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi;
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja;
3. Peraturan Mendagri Nomor 3 Tahun 28 tentang Penerbitan Surat Keterangan Penelitian,
4. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
5. Peraturan Walikota Palopo Nomor 34 Tahun 2019 tentang Pendelegasian Kewenang Penyelenggaraan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Kota Palopo dan Kewenangan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Yang Diberikan Pelimpahan Wewenang Walikota Palopo Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama	:	POPPY MELATI
Jenis Kelamin	:	Perempuan
Alamat	:	Jl. Cempaka Kota Palopo
Pekerjaan	:	Mahasiswa
NIM	:	18 0202 0036

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

THE USE OF WHISPERING SPELLING GAME (WHISPELGA) TO IMPROVE THE STUDENTS' VOCABULARY MASTERY AT 7TH GRADE OF SMPIT AL HAFIZH PALOPO

Lokasi Penelitian	:	SMPIT AL-HAFIZH PALOPO
Lamanya Penelitian	:	21 Juli 2022 s.d. 21 September 2022

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada **Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.**
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) examplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
Pada tanggal : 21 Juli 2022
a.n. Kepala Dinas Penanaman Modal dan PTSP
Kepala Bidang Pengkajian dan Pemrosesan Perizinan PTSP

ERICK. K. SIGA, S.Sos
Pangkat : Penata TK.I
NIP : 19830414 200701 1 005

Tembusan :
1. Kepala Badan Kesbang Prov. Sel-Sel;
2. Walikota Palopo;
3. Dandim 1403 SWG;
4. Kapolres Palopo;
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo;
6. Kepala Badan Kesbang Kota Palopo;
7. Instasi terkait tempat dilaksanakan penelitian;

APPENDIX 2:

SURAT KETERANGAN PENELITIAN

SMP ISLAM TERPADU AL-HAFIZH
YAYASAN AL-HAFIZH KOTA PALOPO
Sekretariat: Jl. MerpatiV No. 414 Perumnas, Kel. Rampoang, Kec. Bara, Kota Palopo

SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN

Nomor : 421.3/074/ SMPIT-AH/PLP/VIII/2022

Yang bertanda tangan dibawah ini:

Nama   : Baiq Budiati S.Pd.I

pekerjaan   : Kepala Sekolah

Unit kerja   : SMPIT AL-HAFIZH PALOPO

Alamat   : Jl. Merpati V No. 414 perumnas, kel. Rampoang, Kec. Bara, Kota palopo

Dengan ini menerangkan:

Nama   : POPPY MELATI

NIM   : 18 0202 0036

Pekerjaan   : Mahasiswa

Fakultas/ jurusan : FTIK/ Pendidikan Bahasa Inggris

Universitas   : IAIN Palopo

Alamat   : Jl. Cempaka, Balandai, Kota Palopo

Yang bersangkutan telah selesai melakukan penelitian di SMPIT Al-Hafizh Palopo dari tanggal 01 Agustus 2022 sampai dengan tanggal 08 Agustus 2022 dengan judul **"THE USE OF WHISPERING SPELLING GAME (WHISPELGA) TO IMPROVE THE STUDENTS' VOCABULARY MASTERY AT 7th GRADE OF SMPIT AL-HAFIZH PALOPO"** Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Palopo, 09 Agustus 2022
Kepala sekolah

Baiq Budiati S.Pd.I

APPENDIX 3:

LESSON PLAN

LESSON PLAN

School	: SMPIT Al – Hafizh Palopo
Subject	: English
Class	: 7th grade
Main aim	: Improving new vocabulary
Times	: 1 X 60 minutes
Meeting	: 1st meeting
Learning objectives	: a. the students use whispelga technique when learning the vocabulary.
	b. Retell their answer in front of class.
Subject materials	: Part of Speech

Core competence : Communicating in English through vocabulary Enrichment.

Basic competence: Identifying and knowing of vocabulary.

Indicator:

1. Identifying the vocabulary that are noun, adjective, verb, and pronoun.
2. Can identify the characteristics of the noun, adjective, verb, and pronoun.

The purpose of learning: The Students to be able memorize the characteristic Of the noun, adjective, verb, and pronoun.

Learning materials: Noun (animals)

What is a noun?

Nouns make up the largest class of words in most languages, including English. A noun is a word that refers to a thing (book), a person (uncle), an animal (cat), a place (market), a quality (softness), an idea (justice), or an action (yodeling). Some examples of noun are:

Nouns (animals)				
Bat	Bird	Frog	Goat	Monkey
Ape	Butterfly	Fox	Sheep	Cat
Bear	Cow	Chicken	Horse	Lion
Bee	Crab	Crocodile	Mouse	Tiger

Learning methods: 1. Whispering and Spelling Game (Whispelga) Technique.
2. Vocabulary mastery.

Learning steps:

STEP	ACTIVITIES	PROCEDURE	TIME
Presentation	Warm up	• Greeting and introduction self • Asking the students' condition • Ice breaking	**3 minutes**

	Lead in	• Give a clue for students about what they learn for today. • The clue is about giving opinion of something. • Giving motivation to the students before giving the material.	**2 minutes**
Practice	Controlled practice/ skill practice	• Give explanation completely about noun and give instruction before doing the activity • Give the topic to the students. • Give explanation completely.	**15 minutes**
	Controlled practice/ skill practice	• Dividing the students into some group one group consist of 4-5 members. • Ask the students to make a name group. • Give explanation about whispelga • Give the students instruction to stand up with their team and choose the leader. • Then give the leader an envelope that contains a clue in jumble word. • The leader arranges the word for a minute. then, the leader guessing what is meant in the clue. After guessing, the leader whispers it to the next player. • The next player will do the same to the next player until the last player. • The last player will pronounces the word than spell it. After pronounce a word, each group write down the answer on the	**35 minutes**

		worksheet and the last student of each group gives the meaning of word. • Changes the leader in their group and give another word. • Continue this activity until all of students get a position as leader in their group. • The group that got highest score will be the winner.	
Producing	Practice result/ close the activity	• Then gives the students exercise. And ask students to make a sentence by vocabulary which has been written on the worksheet. • The researcher give evaluation to the students about the student' vocabulary achievement. • Give some correction about their mistake. • Ask about their difficulties during teaching learning process. • Closing the class and praying.	**17 minutes**

Material and media:
- Envelope
- Marker & White board
- English book

LESSON PLAN

School	: **SMPIT Al – Hafizh Palopo**
Subject	: **English**
Class	: **7th grade**
Main aim	: **Improving new vocabulary**
Times	: **1 X 60 minutes**
Meeting	: **2nd meeting**
Learning objectives	: **a. the students use whispelga technique when learning the vocabulary.**
	b. Retell their answer in front of class.
Subject materials	: **Part of Speech**

Core competence : Communicating in English through vocabulary Enrichment.

Basic competence: Identifying and knowing of vocabulary.

Indicator:
1. Identifying the vocabulary that are noun, adjective, verb, and pronoun.
2. Can identify the characteristics of the noun, adjective, verb, and pronoun.

The purpose of learning: The Students to be able memorize the characteristic Of the noun, adjective, verb, and pronoun.

Learning materials: Noun (profession)

What is a noun?

Nouns make up the largest class of words in most languages, including English. A noun is a word that refers to a thing (book), a person (uncle), an animal (cat), a place (market), a quality (softness), an idea (justice), or an action (yodeling). Some examples of noun are:

Nouns (profession)				
Teacher	Actor	Driver	King	Nurse
Students	Architect	Farmer	Lawyer	Pianist
Father	Barber	Fisherman	Lecturer	Police
Doctor	Designer	Sailor	Midwife	Army

Learning methods: 1. Whispering and Spelling Game (Whispelga) Technique.
2. Vocabulary mastery.

Learning steps:

STEP	ACTIVITIES	PROCEDURE	TIME
Presentation	Warm up	• Greeting and introduction self • Asking the students' condition • Ice breaking	**3 minutes**

	Lead in	• Give a clue for students about what they learn for today. • The clue is about giving opinion of something. • Giving motivation to the students before giving the material.	**2 minutes**
Practice	Controlled practice/ skill practice	• Give explanation completely about noun and give instruction before doing the activity • Give the topic to the students. • Give explanation completely.	**15 minutes**
	Controlled practice/ skill practice	• Dividing the students into some group one group consist of 4-5 members. • Ask the students to make a name group. • Give explanation about whispelga • Give the students instruction to stand up with their team and choose the leader. • Then give the leader an envelope that contains a clue in jumble word. • The leader arranges the word for a minute. then, the leader guessing what is meant in the clue. After guessing, the leader whispers it to the next player. • The next player will do the same to the next player until the last player.	**35 minutes**

		• The last player will pronounces the word than spell it. After pronounce a word, each group write down the answer on the worksheet and the last student of each group gives the meaning of word. • Changes the leader in their group and give another word. • Continue this activity until all of students get a position as leader in their group. • The group that got highest score will be the winner.		
Producing	Practice result/ close the activity	• Then gives the students exercise. And ask students to make a sentence by vocabulary which has been written on the worksheet. • The researcher give evaluation to the students about the student' vocabulary achievement. • Give some correction about their mistake. • Ask about their difficulties during teaching learning process. • Closing the class and praying.	**17 minutes**

Material and media:
- Envelope
- Marker & White board
- English book

LESSON PLAN

School   : **SMPIT Al – Hafizh Palopo**
Subject   : **English**
Class   : **7ᵗʰ grade**
Main aim   : **Improving new vocabulary**
Times   : **1 X 60 minutes**
Meeting   : **3ʳᵈ meeting**
Learning objectives   : **a. the students use whispelga technique when**
                       learning the vocabulary.
                     c. Retell their answer in front of class.
Subject materials   : **Part of Speech**
Core competence : Communicating in English through vocabulary
                     Enrichment.
Basic competence: Identifying and knowing of vocabulary.
Indicator:
1. Identifying the vocabulary that are noun, adjective, verb, and pronoun.
2. Can identify the characteristics of the noun, adjective, verb, and pronoun.
The purpose of learning: The Students to be able memorize the characteristic
                     Of the noun, adjective, verb, and pronoun.
Learning materials: Noun (part of body)
What is a noun?

         Nouns make up the largest class of words in most languages,
including English. A noun is a word that refers to a thing (book), a person
(uncle), an animal (cat), a place (market), a quality (softness), an idea
(justice), or an action (yodeling). Some examples of noun are:

Nouns (part of body)				
Shoulder	Heel	Head	Arms	Nose
Stomach	Nail	Hand	Elbow	Ear
Leg	Knee	Ears	Neck	Forehead
Foot	Finger	Foot	Eyes	Lips

Learning methods: 1. Whispering and Spelling Game (Whispelga)
                 Technique.
              2. Vocabulary mastery.
Learning steps:

STEP	ACTIVITIES	PROCEDURE	TIME
Presentation	Warm up	• Greeting and introduction self • Asking the students' condition • Ice breaking	**3 minutes**

	Lead in	• Give a clue for students about what they learn for today. • The clue is about giving opinion of something. • Giving motivation to the students before giving the material.	**2 minutes**
Practice	Controlled practice/ skill practice	• Give explanation completely about noun and give instruction before doing the activity • Give the topic to the students. • Give explanation completely.	**15 minutes**
	Controlled practice/ skill practice	• Dividing the students into some group one group consist of 4-5 members. • Ask the students to make a name group. • Give explanation about whispelga • Give the students instruction to stand up with their team and choose the leader. • Then give the leader an envelope that contains a clue in jumble word. • The leader arranges the word for a minute. then, the leader guessing what is meant in the clue. After guessing, the leader whispers it to the next player. • The next player will do the same to the next player until the last player.	**35 minutes**

		• The last player will pronounces the word than spell it. After pronounce a word, each group write down the answer on the worksheet and the last student of each group gives the meaning of word. • Changes the leader in their group and give another word. • Continue this activity until all of students get a position as leader in their group. • The group that got highest score will be the winner.	
Producing	Practice result/ close the activity	• Then gives the students exercise. And ask students to make a sentence by vocabulary which has been written on the worksheet. • The researcher give evaluation to the students about the student' vocabulary achievement. • Give some correction about their mistake. • Ask about their difficulties during teaching learning process. • Closing the class and praying.	**17 minutes**

Material and media:
- Envelope
- Marker & White board
- English book

APPENDIX 4:

INSTRUMENT OF THE RESEARCH

PRE – TEST / POST – TEST

AND

QUESTIONNAIRE

SURAT KETERANGAN VALIDASI

Yang bertanda tangan dibawah ini:

Nama : Dr. Masruddin, S.S., M.Hum

Jabatan/Pekerjaan : Lektor Kepala

Instansi Asal : IAIN PALOPO

Menyatakan bahwa soal *pre-test* dengan judul:

THE USE OF WHISPERING SPELLING GAME (WHISPELGA) TO IMPROVE THE STUDENTS' VOCABULARY MASTERY AT 7th GRADE OF SMPIT AL-HAFIZH PALOPO

dari mahasiswa:

Nama : Poppy Melati

Program Studi : Pendidikan Bahasa Inggris

NIM : 18 0202 0036

(sudah siap/~~belum siap~~) dipergunakan untuk penelitian dengan menambahkan beberapa saran

sebagai berikut:

....

....

....

....

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Palopo,

Validator,

Dr. Masruddin, S.S., M.Hum

NIP 19800 613200 50011 005

*coret yang tidak perlu

70

Name   :
Class   :
Pre-test for Vocabulary Mastery
Direction!
1. *Write down your name and class on the left top of this paper!*
2. *Answer the correct answer in the paper!*
3. *Check your answer before submitting!*

A. *Choose the correct answer by crossing (x) a, b, c, or d! (1-10)*

1. Something that you can find in your class is a…

   b. Pillow

   c. Rock

   d. Knife

   e. Book

2. Poppy is teaching English in our class, she is a…

   a. Doctor

   b. Teacher

   c. Tailor

   d. Police

4. Lisa's Barbie is broken. Lisa is very…now.

   a. Sad

   b. Confuse

   c. Happy

   d. Charm

5. My father has a dog. …. likes to play with….

   a. Him, it

   b. She, it

c. He, it

d. He, she

6. The clown is so…he makes all kids laugh and be happy.

   a. Funny

   b. Quiet

   c. Noisy

   d. Disgusting

7. Daffa goes to school for…

   a. Study

   b. Take a breath

   c. Eat

   d. Fishing

8. They always go to the gym for…

   a. Sleep

   b. Study

   c. Having a sport

   d. Lunch

9. She has a new doll. … doll is very big.

   a. His

   b. Her

   c. Us

   d. Its

10. He is my best friend. I know…so well.

   a. Him

   b. Her

   c. Us

   d. You

11. My brother works in a big factory. …. says that …. is a nice place.

   a. She, it

   b. He, it

   c. It, it

   d. He, there

B. *Matching the words below with correct translation!*

12. Cut	☐	• **Sedih**
13. Shoulder	☐	• **Minum**
14. Angry	☐	• **Meja**
15. Handsome	☐	• **Memotong**
16. Sad	☐	• **Marah**
17. Foot	☐	• **Kursi**
18. Table	☐	• **Kaki**
19. Chair	☐	• **Tampan**
20. Buy	☐	• **Bahu**
21. Drink	☐	• **Membeli**

C. Translate into english an specify what type of words below are included!

22. Kepiting = _____ (noun, adjective, verb)

23. Raja = _____ (noun, adjective, verb)

24. Kepala = _____ (noun, adjective, verb)

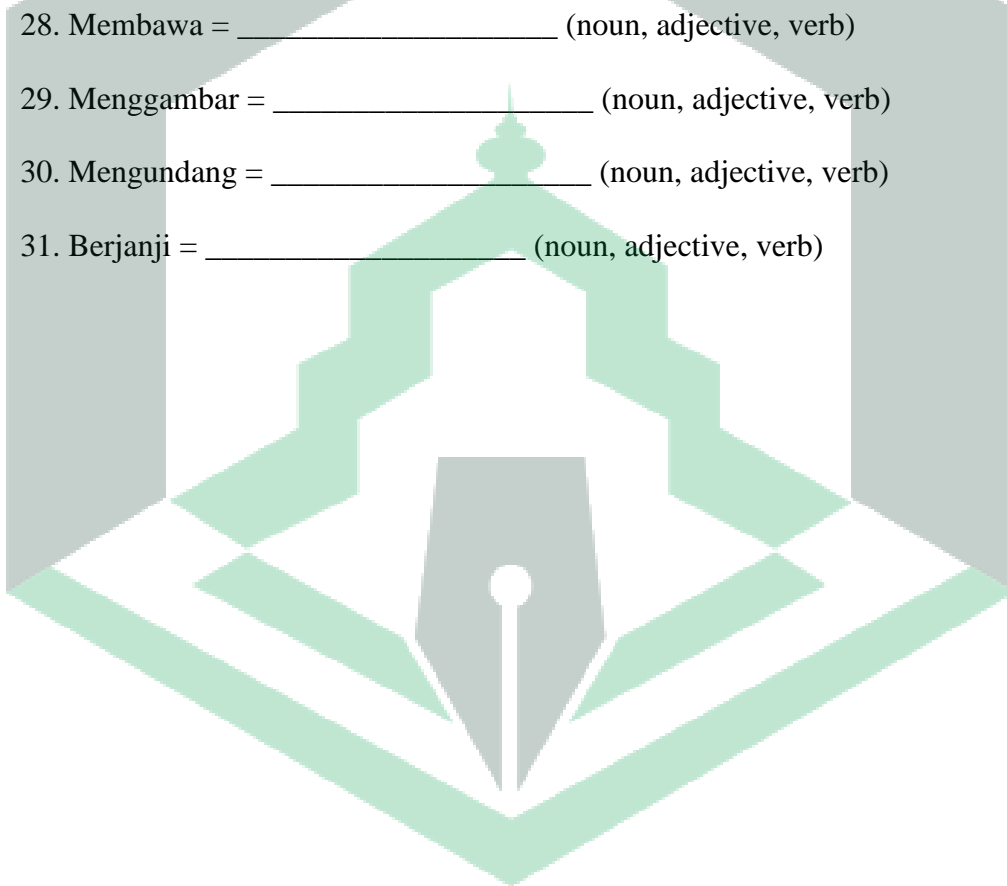25. Lucu = _____ (noun, adjective, verb)

26. Mengganggu = _____ (noun, adjective, verb)

27. Rajin = _____ (noun, adjective, verb)

28. Membawa = _____ (noun, adjective, verb)

29. Menggambar = _____ (noun, adjective, verb)

30. Mengundang = _____ (noun, adjective, verb)

31. Berjanji = _____ (noun, adjective, verb)

SURAT KETERANGAN VALIDASI

Yang bertanda tangan dibawah ini:

Nama : Dr. Masruddin, S.S., M.Hum
Jabatan/Pekerjaan : Lektor Kepala
Instansi Asal : IAIN PALOPO

Menyatakan bahwa soal *post-test* dengan judul:

THE USE OF WHISPERING SPELLING GAME (WHISPELGA) TO IMPROVE THE STUDENTS' VOCABULARY MASTERY AT 7th GRADE OF SMPIT AL-HAFIZH PALOPO

dari mahasiswa:

Nama : Poppy Melati
Program Studi : Pendidikan Bahasa Inggris
NIM : 18 0202 0036

(sudah siap/belum siap) dipergunakan untuk penelitian dengan menambahkan beberapa saran sebagai berikut:

....
....
....
....

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Palopo,

Validator,

Dr. Masruddin, S.S., M.Hum

NIP 19800 613200 50011 005

*coret yang tidak perlu

75

Name   :
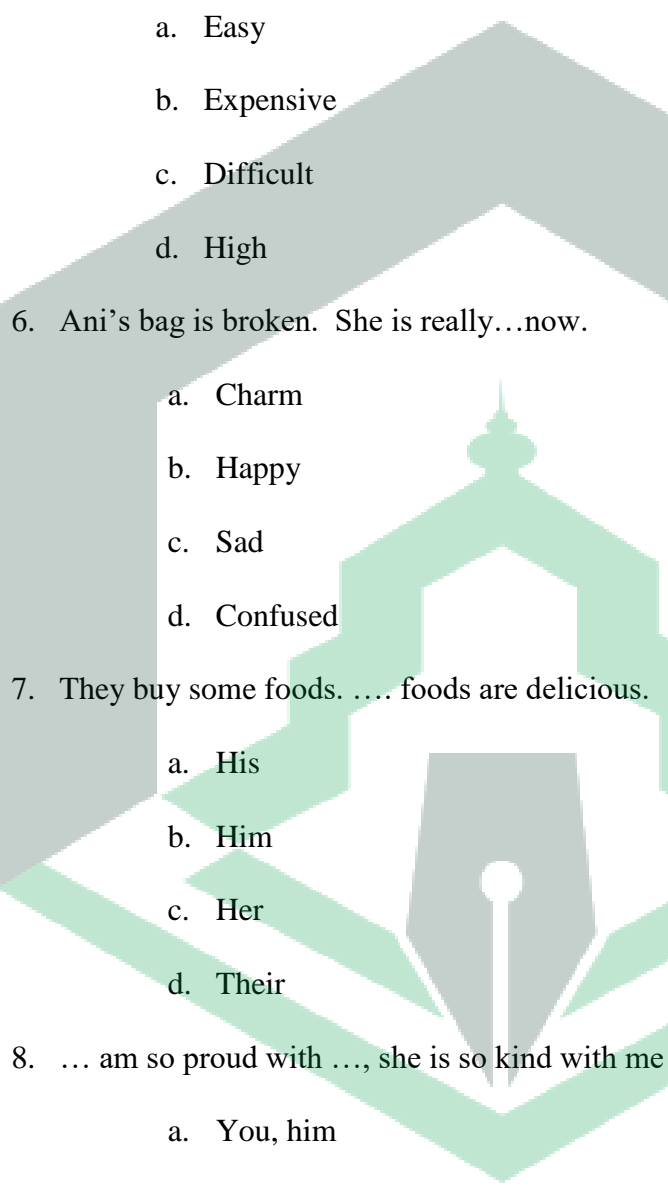Class   :
Post-test for Vocabulary Mastery
Direction!
1. *Write down your name and class on the left top of this paper!*
2. *Answer the correct answer in the paper!*
3. *Check your answer before submitting!*

_____

A. Choose the correct answer by crossing (x) a, b, c, or d! (1-10)

1. To protect your head, you need…

   a. Hat

   b. Slivers

   c. Shoes

   d. Ring

2. People break me before using me. What am I…

   a. A nail

   b. An egg

   c. A carrot

   d. An apple

3. A school is the place where students … with their teachers.

   a. Lying down

   b. Work

   c. Play

   d. Study

4. She always… at hotel swimming pool.

   a. Swims

   b. Sleep

c. Clean

d. Study

5. The exam was too …. For her. She got an A!

a. Easy

b. Expensive

c. Difficult

d. High

6. Ani's bag is broken. She is really…now.

a. Charm

b. Happy

c. Sad

d. Confused

7. They buy some foods. …. foods are delicious.

a. His

b. Him

c. Her

d. Their

8. … am so proud with …, she is so kind with me

a. You, him

b. I, her

c. He, them

d. We, us

9. My book is so expensive, … needs much money

    a. Them

    b. Us

    c. Its

    d. Your

10. I like a doll, … is very cute

    a. She

    b. They

    c. It

    d. He

B. Matching the words below with correct translation!

21. Come	☐	• **Sempit**
22. Nail	☐	• **Mengundang**
23. Shy	☐	• **Memulai**
24. Lazy	☐	• **Datang**
25. Narrow	☐	• **Malu**
26. Forehead	☐	• **Rubah**
27. Begin	☐	• **Kening**
28. Invite	☐	• **Malas**
29. Fox	☐	• **Kuku**
30. Horse	☐	• **Kuda**

C. Translate into english an specify what type of words below are included!

21. Buaya = _____ (noun, adjective, verb)

22. Nelayan = _____ (noun, adjective, verb)

23. Perut = _____ (noun, adjective, verb)

24. Muda = _____ (noun, adjective, verb)

25. Terjatuh = _____ (noun, adjective, verb)

26. Kotor = _____ (noun, adjective, verb)

27. Mendapatkan = _____ (noun, adjective, verb)

28. Mengerjakan = _____ (noun, adjective, verb)

29. Sabar = _____ (noun, adjective, verb)

30. Berlari = _____ (noun, adjective, verb)

KUESIONER PENILAIAN AHLI BAHASA

A. Petunjuk Pengisian
1. Lembar penilaian kelayakan ini meliputi aspek pendahuluan, isi, bahasa.
2. Berilah tanda (✓) pada kolom angka yang sesuai dengan penilaian yang Anda berikan.
3. Pedoman skala penilaian sebagai berikut:
   1 : tidak layak
   2 : kurang layak
   3 : cukup layak
   4 : layak
   5 : sangat layak
4. Dimohon kesediaan Anda dalam memberikan saran-saran perbaikan pada bagian akhir lembar ini.

B. Penilaian Kelayakan

NO	URAIAN	KELAYAKAN				
		1	2	3	4	5
I	Aspek Isi					
a.	Tujuan penelitian dinyatakan dengan jelas			✓		
b.	Tujuan kuesioner dinyatakan dengan jelas			✓		
c.	Petunjuk pengisian kuesioner mudah dipahami					✓
II	Aspek Cakupan (Isi)					
a.	Butir-butir kuesioner mencakup data yang berhubungan dengan cakupan isi materi memadai				✓	
b.	Butir-butir kuesioner mencakup data yang berhubungan dengan penggunaan bahasa disalam materi baik dan benar				✓	
c.	Butir-butir kuesioner mencakup data yang berhubungan dengan aktifitas pembelajaran memadai.				✓	
d.	Butir-butir kuesioner mencakup data yang berhubungan dengan input materi memadai				✓	

e.	Butir-butir kuesioner mencakup data yang berhubungan dengan kegrafikaan memadai.			✓
III	Aspek Bahasa			
a.	Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang baik dan benar.			✓
b.	Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang efektif.			✓
c.	Butir-nutir kuesioner dirumuskan dalam bahasa Indonesia yang efisien.			✓
d.	Butir-butir kuesioner dirumuskan dalam bahasa yang mudah dipahami sesuai dengan tingkat kemampuan berbahasa responden.			✓

C. Komentar
- Tujuan Pembuatan questionnaire
- Seimbangkan Statement positif dan negatif
....
....
....

Palopo, 15 Maret 2022
Penilai Kelayakan,

A. Masruddin, S.s., M.Hum

QUESTIONNAIRE

Nama :

Kelas :

Kusioner ini bertujuan untuk mengtahui persepsi siswa terhadap pembelajaran Vocabulary (Kosa kata) pada mata pelajaran bahasa Inggris

Petunjuk Pengisian!

1. Bacalah pertanyaan pada lembar yang telah disediakan, kemudian pilihlah **salah satu** jawaban yang paling menggambarkan keadaan yang Anda rasakan.
2. Tidak terdapat jawaban BENAR atau SALAH. Jawaban jujur yang sesuai dengan keadaan Anda akan sangat berguna bagi peneliti.
3. Jawaban yang Anda berikan tidak akan mempengaruhi nilai Anda dan akan dirahasiakan. Jawaban Anda hanya untuk keperluan peneliti.
4. Mohon diisi semua nomor yang ditanyakan.
5. Atas partisipasi Anda, peniliti mengucapkan banyak terima kasih.

Isilah pertanyaan dibawah ini dengan memberikan tanda (✓) pada kolom yang telah disediakan sesuai dengan yang anda rasakan!

Keterangan:

SS **(4)** : Sangat Setuju

S **(3)** : Setuju

KS **(2)** : Kurang Setuju

TS **(1)** : Tidak Setuju

No.	Dalam vocabulary mastery (penguasaan kosa kata)	TS (1)	KS (2)	S (3)	SS (4)

1.	Saya merasa senang ketika mempelajari kosa kata bahasa inggris menggunakan teknik whispelga				
2.	Mempelajari kosa kata bahasa inggris lebih mudah dipahami menggunakan teknik whispelga				
3.	Tenik whispelga sangat cocok diterapkan dalam pembelajaran kosa kata bahsa inggris.				
4.	Saya menyukai pembelajaran kosa kata bahasa inggris dengan menggunakan teknik whispelga.				
5.	Kosa kata saya bertambah dengan menggunakan teknik whispelga.				
6.	Belajar kosa kata bahasa inggris dengan menggunakan teknik whispelga tidak membantu saya dalam memecahkan masalah dalam pembelajaran.				
7.	Pengaplikasian teknik whispelga tidak menarik bagi saya.				
8.	Pembelajaran dengan menggunakan teknik whispelga mempersulit saya dalam menerima pembelajaran.				
9.	Saya sulit mengerjakan tugas kosa kata setelah menerapkan teknik whispelga.				
10.	Pembelajaran tanpa teknik whispelga mempermudah dalam menguasai kosa kata bahasa Inggris				

APPENDIX 5:

THE RESULT OF PRE-TEST

Name : Muh AL Arofah
Class : VIII 1
Pre-test for Vocabulary Mastery
Direction!
1. *Write down your name and class on the left top of this paper!*
2. *Answer the correct answer in the paper!*
3. *Check your answer before submitting!*

A. **Choose the correct answer by crossing (x) a, b, c, or d! (1-10)**

1. Something that you can find in your class is a...
   a. Pillow
   b. Rock
   c. Knife
   X Book ✓

2. Poppy is teaching English in our class, she is a...
   a. Doctor
   X Teacher ✓
   c. Tailor
   d. Police

2. Lisa's Barbie is broken. Lisa is very...now.
   X Sad
   b. Confuse
   c. Happy ✓
   d. Charm

3. My father has a dog. .... likes to play with....
   a. Him, it
   b. She, it
   c. He, it
   X He, she

X   19/30 × 100 = 63

4. The clown is so...he makes all kids laugh and be happy.
   X Funny
   b. Quiet

5. Amel goes to school for...
   X Study
   b. Take a breath ✓
   c. Eat
   d. Fishing

6. They always go to the gym for...
   a. Sleep
   b. Study
   X Having a sport ✓
   d. Lunch

7. She has a new doll. ... doll is very big.
   X His
   b. Her
   c. Us
   d. Its   X

8. He is my best friend. I know...so well.
   X Him
   b. Her

8. He is my best friend. I know...so well.
   a. Him
   b. Her   X
   c. Us
   X You

9. My brother works in a big factory. .... says that .... is a nice place.
   X She, it
   b. He, it
   c. It, it   X
   d. He, there

B. **Matching the words below with correct translation!**

10. Cut
11. Shoulder
12. Angry
13. Handsome
14. Sad
15. Foot
16. Table
17. Chair
18. Buy
19. Drink

- Sedih ✓
- Minum
- Meja
- Memotong
- Marah ✓
- Kursi
- Kaki ✓
- Tampan ✓
- Bahu ✓
- Membeli

C. *Translate into english an specify what type of words below are included!*

20. Kepiting = crab   (noun, ~~adjective~~, ~~verb~~) ✓

C. *Translate into english an specify what type of words below are included!*

20. Kepiting = Crab   (~~noun~~, adjective, ~~verb~~) ½
21. Raja = king   (~~noun~~, adjective, verb) ½
22. Kepala = Head   (noun, ~~adjective~~, ~~verb~~) ✓
23. Lucu = Funny   (~~noun~~, adjective, ~~verb~~) ✓
24. Mengganggu = Disturbing (~~noun~~, adjective, ~~verb~~) X ½
25. Rajin = Nice, Not Lazy (~~noun~~, adjective, ~~verb~~) X ½
26. Membawa = Carrying   (~~noun~~, adjective, verb) ½ X
27. Menggambar = Drawing (~~noun~~, ~~adjective~~, verb) ✓ X
28. Mengundang = Inviting (~~noun~~, ~~adjective~~, ~~verb~~) X X
29. Berjanji = Promising (~~noun~~, adjective, ~~verb~~) ½

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Name : muh. subri wahimuddin

Class

Pre-test for Vocabulary Mastery

Direction!

1. Write down your name and class on the left top of this paper!

2. Answer the correct answer in the paper!

3. Check your answer before submitting!

A. Choose the correct answer by crossing (x) a, b, c, or d! (1-10)

1. Something that you can find in your class is a…
   - a. Pillow (crossed)
   - b. Rock
   - c. Knife
   - d. Book

2. Poppy is teaching English in our class, she is a…
   - a. Doctor
   - b. Teacher
   - c. Tailor (crossed)
   - d. Police

2. Lisa's Barbie is broken. Lisa is very…now.
   - a. Sad
   - b. Confuse
   - c. Happy (crossed)
   - d. Charm

3. My father has a dog. …. likes to play with….
   - a. Him, it (crossed)
   - b. She, it
   - c. He, it
   - d. He, she

$\frac{1}{20} \times 100 = 3$

4. The clown is so…he makes all kids laugh and be happy.
   - a. Funny (crossed)
   - b. Quiet
   - c. Noisy
   - d. Disgusting

5. Amel goes to school for…
   - a. Study
   - b. Take a breath
   - c. Eat (crossed)
   - d. Fishing

6. They always go to the gym for…
   - a. Sleep (crossed)
   - b. Study
   - c. Having a sport
   - d. Lunch

7. She has a new doll. … doll is very big.
   - a. His (crossed)
   - b. Her
   - c. Us
   - d. Its

8. He is my best friend. I know…so well.
   - a. Him
   - b. Her
   - c. Us (crossed)
   - d. You

9. My brother works in a big factory. …. says that …. is a nice place.
   - a. She, it (crossed)
   - b. He, it
   - c. It, it
   - d. He, there

B. Matching the words below with correct translation!

10. Cut		Sedih
11. Shoulder		Minum
12. Angry		Meja
13. Handsome		Memotong
14. Sad		Marah
15. Foot		Kursi
16. Table		Kaki
17. Chair		Tampan
18. Buy		Bahu
19. Drink		Membeli

C. Translate into english an specify what type of words below are included!

20. Kepiting = manran ___ (noun, adjective, verb) X
21. Raja = Mehupan ___ (noun, adjective, verb) X
22. Kepala = ___ (noun, adjective, verb) X
23. Lucu = ___ (noun, adjective, verb) X
24. Mengganggu = ___ (noun, adjective, verb) X
25. Rajin = ___ (noun, adjective, verb) X
26. Membawa = ___ (noun, adjective, verb) X
27. Menggambar = ___ (noun, adjective, verb) X
28. Mengundang = ___ (noun, adjective, verb) X
29. Berjanji = phomol ___ (noun, adjective, verb) X

84

APPENDIX 6:

THE RESULT OF POST-TEST

Name : Muh Fathir islam
Class : VII
Post-test for Vocabulary Mastery
Direction!
1. *Write down your name and class on the left top of this paper!*
2. *Answer the correct answer in the paper!*
3. *Check your answer before submitting!*

A. Choose the correct answer by crossing (x) a, b, c, or d! (1-10)

1. To protect your head, you need…
   - a. Hat ✗ ✓
   - b. Slivers
   - c. Shoes
   - d. Ring

2. People break me before using me. What am I…
   - a. A nail
   - b. An egg ✗ ✓
   - c. A carrot
   - d. An apple

3. A school is the place where students … with their teachers.
   - a. Lying down
   - b. Work ✓
   - c. Play
   - d. Study ✗

4. She always… at hotel swimming pool.
   - a. Swims ✗
   - b. Sleep
   - c. Clean
   - d. Study

$\frac{28}{30} \times 100 = 93$

5. The exam was too …. For her. She got an A!
   - a. Easy ✗
   - b. Expensive ✓
   - c. Difficult
   - d. High

6. Ani's bag is broken. She is really…now.
   - a. Charm
   - b. Happy ✓
   - c. Sad ✗
   - d. Confused

7. They buy some foods. …. foods are delicious.
   - a. His
   - b. Him
   - c. Her ✓
   - d. Their ✗

8. … am so proud with …, she is so kind with me
   - a. You, him
   - b. I, her ✗ ✓ ✓
   - c. He, them
   - d. We, us

9. My book is so expensive, … needs much money
   - a. Them
   - b. Us
   - c. Its ✗ ✓
   - d. Your

10. I like a doll, … is very cute
    - a. She ✓
    - b. They
    - c. It ✗
    - d. He

B. Matching the words below with correct translation!

21. Come		Sempit ✓
22. Nail		Mengundang ✓
23. Shy		Memulai ✓
24. Lazy		Datang ✓
25. Narrow		Malu ✓
26. Forehead		Rubah ✓
27. Begin		Kening ✓
28. Invite		Malas ✓
29. Fox		Kuku ✓
30. Horse		Kuda ✓

C. Translate into english an specify what type of words below are included!

21. Buaya = crocodile _____ (noun, adjective, verb) ✓
22. Nelayan = fisherman _____ (noun, adjective, verb) ✓
23. Perut = stomach _____ (noun, adjective, verb) ✓
24. Muda = Young _____ (noun, adjective, verb) ✓
25. Terjatuh = fall _____ (noun, adjective, verb) ✓
26. Kotor = dirty _____ (noun, adjective, verb) ✓
27. Mendapatkan = get _____ (noun, adjective, verb) ✓
28. Mengerjakan = doing _____ (noun, adjective, verb) ✗
29. Sabar = Patient _____ (noun, adjective, verb) ✓
30. Berlari = running _____ (noun, adjective, verb) ✗

Name : Muh. ol Atofah

Class : VII / y

Post-test for Vocabulary Mastery

Direction!

1. *Write down your name and class on the left top of this paper!*
2. *Answer the correct answer in the paper!*
3. *Check your answer before submitting!*

A. *Choose the correct answer by crossing (x) a, b, c, or d! (1-10)*

1. To protect your head, you need…

   a. Hat

   b. Slivers

   c. Shoes

   d. Ring

2. People break me before using me. What am I…

   a. A nail

   b. An egg

   c. A carrot

   d. An apple

3. A school is the place where students … with their teachers.

   a. Lying down

   b. Work

   c. Play

   d. Study

4. She always… at hotel swimming pool.

   a. Swims

   b. Sleep

   c. Clean

   d. Study

$$\frac{28}{30} \times 100 = 93$$

5. The exam was too …. For her. She got an A!

   a. Easy

   b. Expensive

   c. Difficult

   d. High

6. Ani's bag is broken. She is really…now.

   a. Charm

   b. Happy

   c. Sad

   d. Confused

7. They buy some foods. …. foods are delicious.

   a. His

   b. Him

   c. Her

   d. Their

8. … am so proud with …, she is so kind with me

   a. You, him

   b. I, her

   c. He, them

   d. We, us

9. My book is so expensive, … needs much money

    a. Them

    b. Us

    ~~c.~~ Its

    d. Your

10. I like a doll, … is very cute

    a. She

    b. They

    ~~c.~~ It

    d. He

B. Matching the words below with correct translation!

21. Come	☐	Sempit
22. Nail	☐	Mengundang
23. Shy	☐	Memulai
24. Lazy	☐	Datang
25. Narrow	☐	Malu
26. Forehead	☐	Rubah
27. Begin	☐	Kening
28. Invite	☐	Malas
29. Fox	☐	Kuku
30. Horse	☐	Kuda

C. Translate into english an specify what type of words below are included!

21. Buaya = _____ crocodile _____ (noun, ~~adjective, verb~~) ✓
22. Nelayan = _____ Fisherman _____ (noun, ~~adjective, verb~~) ✓
23. Perut = _____ Stomach _____ (noun, ~~adjective, verb~~) ✓
24. Muda = _Young_ _____ (~~noun,~~ adjective, verb) ✓
25. Terjatuh = _Fall_ _____ (~~noun, adjective,~~ verb) ✓
26. Kotor = _Dirty_ _____ (~~noun,~~ adjective, ~~verb~~) ✓
27. Mendapatkan = _get_ _____ (~~noun, adjective,~~ verb) ✓
28. Mengerjakan = ___ _do_ _____ (~~noun, adjective,~~ verb) ✗
29. Sabar = _Patient_ _____ (~~noun,~~ adjective, ~~verb~~) ✓
30. Berlari = _Run_ _____ (~~noun, adjective,~~ verb) ✓

Name   Muh. Sulfi wahimuddin
Class
Post-test for Vocabulary Mastery
Direction!
1. *Write down your name and class on the left top of this paper!*
2. *Answer the correct answer in the paper!*
3. *Check your answer before submitting!*

A. Choose the correct answer by crossing (x) a, b, c, or d! (1-10)

1. To protect your head, you need…
   a. Hat
   ~~b. Slivers~~
   c. Shoes   ✓
   d. Ring

2. People break me before using me. What am I…
   a. A nail
   ~~b. An egg~~   ✓
   c. A carrot
   d. An apple

3. A school is the place where students … with their teachers.
   a. Lying down
   ~~b. Work~~   ✗
   c. Play
   d. Study

4. She always… at hotel swimming pool.
   a. Swims
   b. Sleep
   ~~c. Clean~~   ✗
   d. Study

$$\frac{15}{30} \times 100 = 50$$

5. The exam was too …. For her. She got an A!
   ~~a. Easy~~
   b. Expensive
   c. Difficult   ✓
   d. High

6. Ani's bag is broken. She is really…now.
   a. Charm
   b. Happy   ✓
   ~~c. Sad~~
   d. Confused

7. They buy some foods. …. foods are delicious.
   a. His
   b. Him
   ~~c. Her~~   ✗
   d. Their

8. … am so proud with …, she is so kind with me
   a. You, him
   ~~b. I, her~~
   c. He, them
   d. We, us

9. My book is so expensive, … needs much money
   a. Them
   b. Us
   ~~c. Its~~   ✓
   d. Your

10. I like a doll, … is very cute
    a. She
    b. They
    c. It   ✗
    ~~d. He~~

B. Matching the words below with correct translation!

21. Come		• Sempit ✗
22. Nail		• **Mengundang** ✗
23. Shy		• **Memulai** ✗
24. Lazy		• **Datang** ✗
25. Narrow		• **Malu** ✓
26. Forehead		• **Rubah** ✓
27. Begin		• **Kening** ✓
28. Invite		• **Malas** ✓
29. Fox		• **Kuku**
30. Horse		• **Kuda** ✓

C. Translate into english an specify what type of words below are included!

21. Buaya = _crocodile_ (noun, adjective, verb) X
22. Nelayan = _Fisherman_ (noun, adjective, verb) Y
23. Perut = _stomach_ (noun, adjective, verb) X
24. Muda = _young_ (noun, adjective, verb)
25. Terjatuh = _fall_ (noun, adjective, verb)
26. Kotor = _dirty_ (noun, adjective, verb) X
27. Mendapatkan = _get_ (noun, adjective, verb)
28. Mengerjakan = _do_ (noun, adjective, verb) X
29. Sabar = _Patient_ (noun, adjective, verb) X
30. Berlari = _run_ (noun, adjective, verb) Y
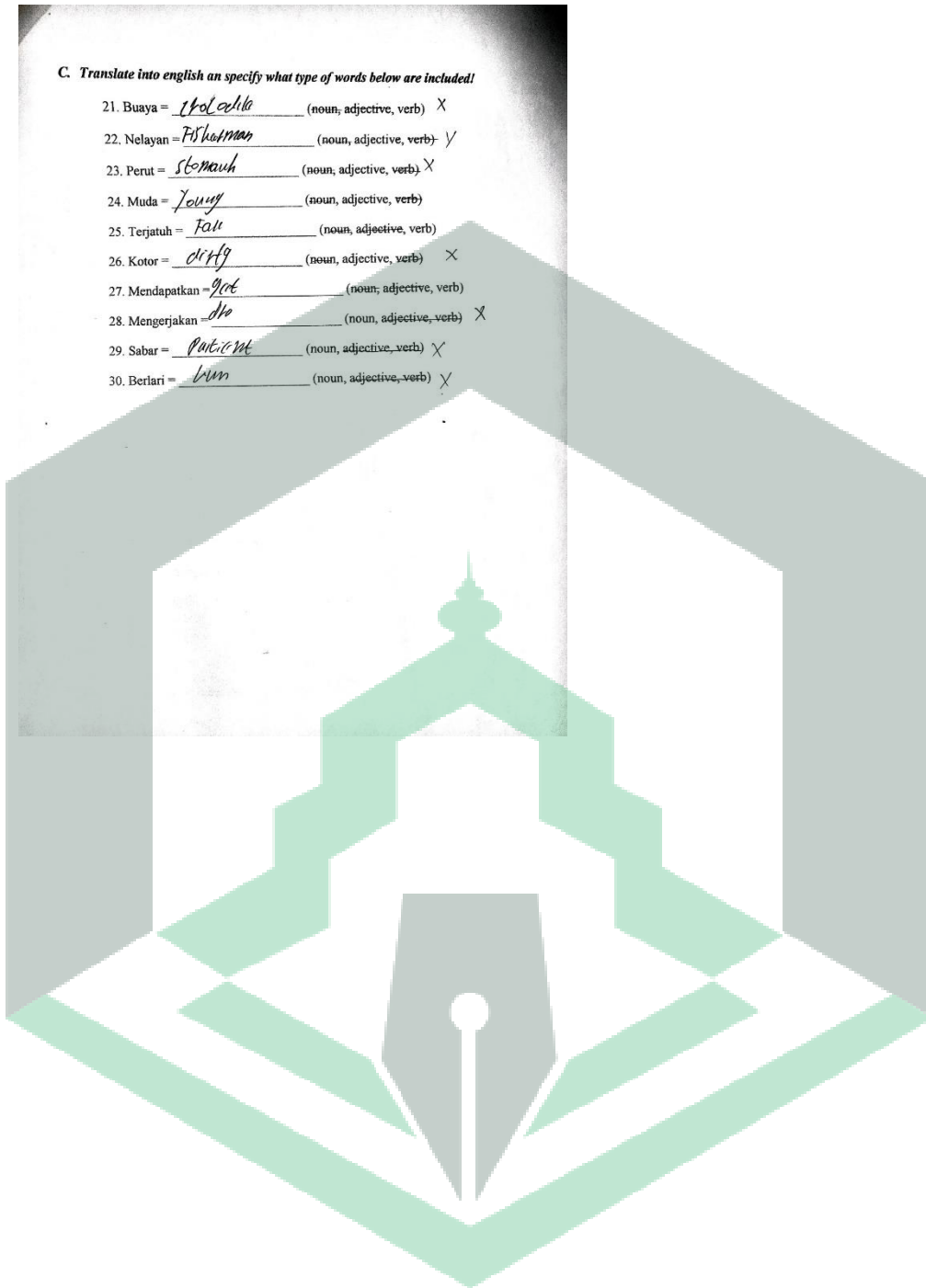
APPENDIX 7:

THE RESULT OF QUESTIONNAIRE

First Questionnaire

QUESTIONNAIRE

Nama : Muh. Fathir islam

Kelas : VII

Kusioner ini bertujuan untuk mengtahui persepsi siswa terhadap pembelajaran Vocabulary (Kosa kata) pada mata pelajaran bahasa Inggris

Petunjuk Pengisian!

1. Bacalah pertanyaan pada lembar yang telah disediakan, kemudian pilihlah **salah satu** jawaban yang paling menggambarkan keadaan yang Anda rasakan.
2. Tidak terdapat jawaban BENAR atau SALAH. Jawaban jujur yang sesuai dengan keadaan Anda akan sangat berguna bagi peneliti.
3. Jawaban yang Anda berikan tidak akan mempengaruhi nilai Anda dan akan dirahasiakan. Jawaban Anda hanya untuk keperluan peneliti.
4. Mohon diisi semua nomor yang ditanyakan.
5. Atas partisipasi Anda, peneliti mengucapkan banyak terima kasih.

Isilah pertanyaan dibawah ini dengan memberikan tanda (✓) pada kolom yang telah disediakan sesuai dengan yang anda rasakan!

Keterangan:

SS (4) : Sangat Setuju

S (3) : Setuju

KS (2) : Kurang Setuju

TS (1) : Tidak Setuju

No.	Dalam vocabulary mastery (penguasaan kosa kata)	TS (1)	KS (2)	S (3)	SS (4)
1.	Saya merasa senang ketika mempelajari kosa kata bahasa inggris menggunakan teknik whispelga				✓
2.	Mempelajari kosa kata bahasa inggris lebih mudah dipahami menggunakan				✓
	teknik whispelga				
3.	Tenik whispelga sangat cocok diterapkan dalam pembelajaran kosa kata bahasa inggris.				✓
4.	Saya menyukai pembelajaran kosa kata bahasa inggris dengan menggunakan teknik whispelga.				✓
5.	Kosa kata saya bertambah dengan menggunakan teknik whispelga.				✓
6.	Belajar kosa kata bahasa inggris dengan menggunakan teknik whispelga tidak membantu saya dalam memecahkan masalah dalam pembelajaran.	✓			
7.	Pengaplikasian teknik whispelga tidak menarik bagi saya.	✓			
8.	Pembelajaran dengan menggunakan teknik whispelga mempersulit saya dalam menerima pembelajaran.	✓			
9.	Saya sulit mengerjakan tugas kosa kata setelah menerapkan teknik whispelga.	✓			
10.	Pembelajaran tanpa teknik whispelga mempermudah dalam menguasai kosa kata bahasa Inggris	✓			

Second Questionnaire

QUESTIONNAIRE

Nama : Muh Al Arofa

Kelas : 7

Kusioner ini bertujuan untuk mengtahui persepsi siswa terhadap pembelajaran Vocabulary (Kosa kata) pada mata pelajaran bahasa Inggris

Petunjuk Pengisian!

1. Bacalah pertanyaan pada lembar yang telah disediakan, kemudian pilihlah **salah satu** jawaban yang paling menggambarkan keadaan yang Anda rasakan.
2. Tidak terdapat jawaban BENAR atau SALAH. Jawaban jujur yang sesuai dengan keadaan Anda akan sangat berguna bagi peneliti.
3. Jawaban yang Anda berikan tidak akan mempengaruhi nilai Anda dan akan dirahasiakan. Jawaban Anda hanya untuk keperluan peneliti.
4. Mohon diisi semua nomor yang ditanyakan.
5. Atas partisipasi Anda, peneliti mengucapkan banyak terima kasih.

Isilah pertanyaan dibawah ini dengan memberikan tanda (✓) pada kolom yang telah disediakan sesuai dengan yang anda rasakan!

Keterangan:

SS (4) : Sangat Setuju

S (3) : Setuju

KS (2) : Kurang Setuju

TS (1) : Tidak Setuju

No.	Dalam vocabulary mastery (penguasaan kosa kata)	TS (1)	KS (2)	S (3)	SS (4)
1.	Saya merasa senang ketika mempelajari kosa kata bahasa inggris menggunakan teknik whispelga				✓
2.	Mempelajari kosa kata bahasa inggris lebih mudah dipahami menggunakan				✓
	teknik whispelga				
3.	Tenik whispelga sangat cocok diterapkan dalam pembelajaran kosa kata bahsa inggris.			✓	
4.	Saya menyukai pembelajaran kosa kata bahasa inggris dengan menggunakan teknik whispelga.				✓
5.	Kosa kata saya bertambah dengan menggunakan teknik whispelga.				✓
6.	Belajar kosa kata bahasa inggris dengan menggunakan teknik whispelga tidak membantu saya dalam memecahkan masalah dalam pembelajaran.		✓		
7.	Pengaplikasian teknik whispelga tidak menarik bagi saya.	✓			
8.	Pembelajaran dengan menggunakan teknik whispelga mempersulit saya dalam menerima pembelajaran.	✓			
9.	Saya sulit mengerjakan tugas kosa kata setelah menerapkan teknik whispelga.	✓			
10.	Pembelajaran tanpa teknik whispelga mempermudah dalam menguasai kosa kata bahasa Inggris			✓	

QUESTIONNAIRE

Nama : Tiara Angraeni

Kelas : VII

Kusioner ini bertujuan untuk mengtahui persepsi siswa terhadap pembelajaran Vocabulary (Kosa kata) pada mata pelajaran bahasa Inggris

Petunjuk Pengisian!

1. Bacalah pertanyaan pada lembar yang telah disediakan, kemudian pilihlah **salah satu** jawaban yang paling menggambarkan keadaan yang Anda rasakan.
2. Tidak terdapat jawaban BENAR atau SALAH. Jawaban jujur yang sesuai dengan keadaan Anda akan sangat berguna bagi peneliti.
3. Jawaban yang Anda berikan tidak akan mempengaruhi nilai Anda dan akan dirahasiakan. Jawaban Anda hanya untuk keperluan peneliti.
4. Mohon diisi semua nomor yang ditanyakan.
5. Atas partisipasi Anda, peneliti mengucapkan banyak terima kasih.

Isilah pertanyaan dibawah ini dengan memberikan tanda (✓) pada kolom yang telah disediakan sesuai dengan yang anda rasakan!

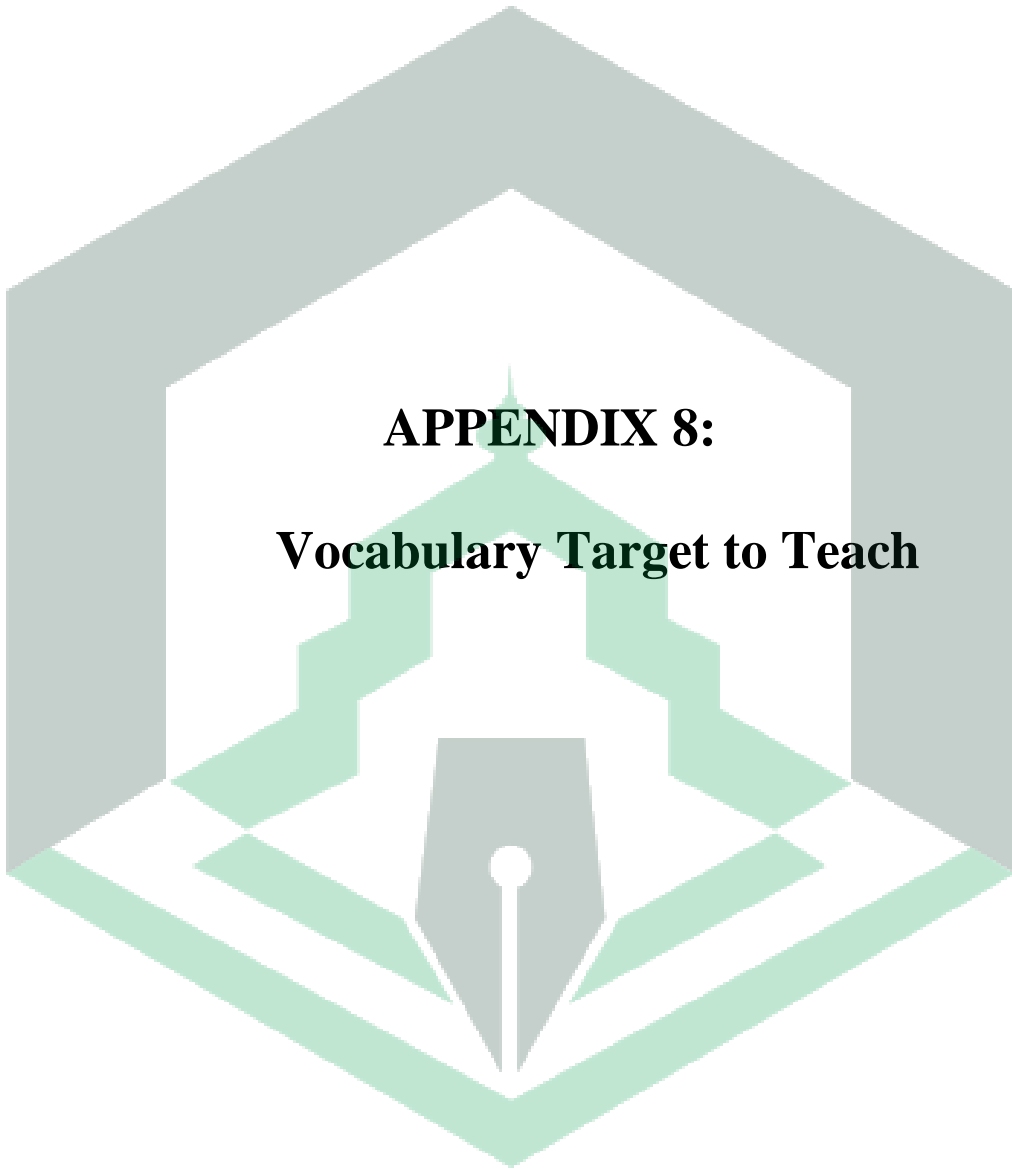Keterangan:

SS (4) : Sangat Setuju

S   (3) : Setuju

KS (2) : Kurang Setuju

TS (1) : Tidak Setuju

No.	Dalam vocabulary mastery (penguasaan kosa kata)	TS (1)	KS (2)	S (3)	SS (4)
1.	Saya merasa senang ketika mempelajari kosa kata bahasa inggris menggunakan teknik whispelga				✓
2.	Mempelajari kosa kata bahasa inggris lebih mudah dipahami menggunakan teknik whispelga				✓
3.	Tenik whispelga sangat cocok diterapkan dalam pembelajaran kosa kata bahsa inggris.			✓	
4.	Saya menyukai pembelajaran kosa kata bahasa inggris dengan menggunakan teknik whispelga.				✓
5.	Kosa kata saya bertambah dengan menggunakan teknik whispelga.				✓
6.	Belajar kosa kata bahasa inggris dengan menggunakan teknik whispelga tidak membantu saya dalam memecahkan masalah dalam pembelajaran.		✓		
7.	Pengaplikasian teknik whispelga tidak menarik bagi saya.		✓		
8.	Pembelajaran dengan menggunakan teknik whispelga mempersulit saya dalam menerima pembelajaran.	✓			
9.	Saya sulit mengerjakan tugas kosa kata setelah menerapkan teknik whispelga.	✓			
10.	Pembelajaran tanpa teknik whispelga mempermudah dalam menguasai kosa kata bahasa Inggris			✓	

APPENDIX 8:

Vocabulary Target to Teach

VOCABULARY TARGET TO TEACH AT 7TH GRADE

OF SMPIT-AL-HAFIZH PALOPO

A. Part of Speech

1. Noun

Nouns make up the largest class of words in most languages, including English. A noun is a word that refers to a thing (book), a person (uncle), an animal (cat), a place (market), a quality (softness), an idea (justice), or an action (yodeling). Some examples of noun are:

Nouns (animals)				
Bat	Bird	Frog	Goat	Monkey
Ape	Butterfly	Fox	Sheep	Cat
Bear	Cow	Chicken	Horse	Lion
Bee	Crab	Crocodile	Mouse	Tiger

Nouns (animals)				
Bat	Bird	Frog	Goat	Monkey
Ape	Butterfly	Fox	Sheep	Cat
Bear	Cow	Chicken	Horse	Lion
Bee	Crab	Crocodile	Mouse	Tiger

Nouns (profession)				
Teacher	Actor	Driver	King	Nurse
Students	Architect	Farmer	Lawyer	Pianist
Father	Barber	Fisherman	Lecturer	Police

Doctor	Designer	Sailor	Midwife	Army

2. Adjective

An adjective modifies a noun or pronoun by describing, identifying, quantifying words. In other words, an adjective is a word which precedes, and qualifies a noun or pronoun. Some examples of adjective are:

Adjective			
Clean	Young	cute	Big
High	Shy	Beautiful	Dirty
Small	Rich	Handsome	Short
Far	Kind	Lazy	Patient
smart	Narrow	Diligent	Noisy

3. Verb

Verb is the action words in sentence that describe ehat the subject doing. Some examples of verb are:

Verb			
Do	Drink	Bring	Invite
Draw	Eat	Buy	Stand
Sit	Cut	Read	Go
Fall	Begin	Run	Invite
Come	Drive	Promise	Get

4. Pronoun

Pronoun is referring to the words that are used instead of a noun or noun phrase in a sentence. Some examples of pronoun are:

Pronoun	
Subject	**Object**
I	me
You	you
We	Us
They	Them
He	Him
She	His
It	It

B. One of the clue examples given to students

- using to eat (digunakan untuk makan)

- as communication tools (sebagai alata komunikasi)

- as a sense of taste (sebagai indra pengecap)

- using to breath (digunakan untuk bernafas)

- has two holes (mempunyai dua lubang)

- having featers (mempunyai bulu)

APPENDIX 9:

DOCUMENTATION

Figure 1.2.3. Pre-test
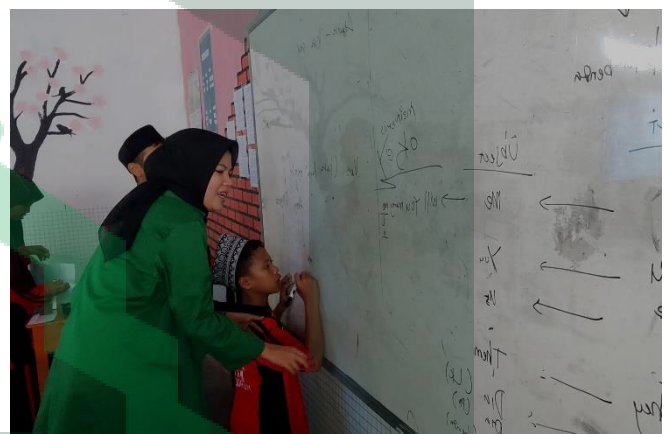
Figure. 4-10. Treatment

Figure 11-13. Post-Test

1. Picture

Link:
https://drive.google.com/drive/folders/1sEPlhjoM311tJIW0u81jwqr_fLzhsD6b

2. Videos

Link: https://youtu.be/kzp-Guy4WHo