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# Applying Whisper Game in Affecting Vocabulary Mastery at Eighth Grade of Junior High School

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***Abstract.*** *This aim of this research was to see the effect of using whisper game towards students' vocabulary mastery at eighth grade of SMPN 3 Kota Jambi, whether it has significant effect or not. The design of this research was an experimental research that was done in pre-test and post-test. Before getting the sample, the population, VIIIA, VIIIB and VIIIC class, were previously given homogeneity test. After the class population achieving homogenous, the class samples were taken by using cluster random sampling technique. Then, the data of this research was collected by using vocabulary test. Type of the test was matching choice. The implementation of whisper game in teaching vocabulary at eighth grade of SMPN 3 Kota Jambi was conducted to two classes; they were experimental class and control class. The participant of this research was 37 students, there were 19 students in experimental class, and 18 students were in control class. In collecting the data, they were given the same test. The data from the test was analyzed quantitatively by using t-test formula. Based on the calculation of the t-test, the researcher found out that the value of t-test was 2, 3211 and t-table was 1,697 at the degrees of freedom (19 + 18 – 2) = 35, and at the level of confidence was 0.05. Due to the fact that t-test (2, 3211) was higher than t-table (1,697), so the alternative hypothesis (H1) was accepted. There was a significant effect of whisper game technique towards students' vocabulary mastery at eighth grade students of SMPN 3 Kota Jambi.*

***Keywords:*** *whisper game, vocabulary*

## INTRODUCTION

The acquisition of vocabulary becomes the most important part in learning English. It is fundamental of a language skills, because vocabulary has significant role in communicating process. The communication will succeed or not depends on the accurate vocabulary understanding. Students cannot listen, speak, read and write well if they do not know the vocabulary well. As Nunan (1995) states that vocabuary is essential for succesfully of second of foreign language use because without extensive vocabulary, the students would not able to use the structure and function. It means that language has to acquire vocabulary and use them in a good structure.

Vocabulary is the set of words known to the person or entity, or is part of a particular language. One's vocabulary is defined as the set of all the words are understood by the person or all the words that are likely to be used by person to make a new sentence (Kumar, 2004). It is an important element that cannot be separated from each other in language learning process, Since English as foreign language becomes an international language. However, some techniques on teaching vocabulary can be used to explain the meaning of words, and every teacher has to determine the best technique to teach or explain the meaning of words. In determination, a teacher needs to consider whether the technique is able to improve student's retention. According to Rath (2008), teaching vocabulary may consist of teacher's performance in demonstration that reflect their commitment to a particular philosophy of education." It means that teaching must be refer to the teachers' action during the classroom activity to fulfill their responsibility to transfer knowledge to the students. Nation (2010) also states that teaching vocabulary should be directly related to some other activities. It means that teaching vocabulary must be combined with other language activities such as speaking, reading, listening, writing and any others will enforce learning vocabulary.

There are some techniques that are used for teaching vocabulary, especially new words. Firstly, make the students say the words clearly and write it on the board. Secondly, get the class to repeat the word in chorus. Thirdly, translete the word into the students' own language. Fourthly, asks the students to translate the word. Fifthly, draw a picture to show what the words mean. Sixthlty, gives an English example to show the word is used. Finally, ask a question by

using the new word. Based on the observation and interview to the students of SMPN 3 Kota Jambi. The researcher found that 89% of them stated that they did not know the meaning the words that were used in the test. The 67% of them stated that they are rarely taught a vocabulary by their English teacher. And 85% of them claimed that they still difficult to pronounce the words, so they are lazy to memorize the new words. Besides that, there 47% of them stated that the method that was applied by the teacher makes them feel bored; therefore, they had low motivation in learning English. From information above, the teaching learning process did not run in well especially in learning vocabulary, the students were not active in the classroom.

For mastering vocabulary, students have to be able in using vocabulary. The teacher should find suitable media to improve their English language skills, including in helping them to master the English vocabulary. One of the media is a game. Game can make learning a fun atmosphere, the students are easy to understand the material. The whispering game is a game that can be used to support the mastery of students' English vocabulary. Whisper game is media in which one student has to whisper a list of words that are given by the teacher to the others. The words consist of 30, and it can be lessed or added according to the class and students condition. Whisper game is played in groups. Each groups may be consist of 6 students. Just like a game, the groups have to complete one another where the first student has to whisper some words from a list to the second student and the second student to the third one up to the last. The last student has to mention the words what he/she has heard. It is explained by David Thomas (2013) that whisper game is applied in conveying message from one person to other person in around place, it will become comically distorted or exaggerated by the time it completes the circuit.

The whisper requires the students to be active in learning process. Indirectly, they can learn while they are playing, so their motivation in learning English will be improve especially in learning vocabulary. As stated by Budden (2006), games are any games or activities that involve the whole class, sitting in a circle, that the games recycle vocabulary and involve an element of fun". Whisper game has to play in a sequance of steps where in this game the first player is given a list of some words by the teacher, and he/she has to read and remember the words in that list, then he/ she has to delivers it to the second player, and so on, and the last player have to say what he/ she has heard to the teacher or writes them to the whiteboard. Beside that by using this technique, the students also easy to memorize vocabulary because they are very enjoy what they have learned. Based on the background above, the researcher conducted a research about applying whisper game in affecting vocabulary mastery at eighth grade of junior high school. It is expected that by playing of whisper game, students can actually enrich their vocabulary.

## METHOD

This research was an experimental research which consisted of two variables namely whisper game as independent variable and vocabulary mastery as dependent one. This statement is supported by Fathoni (2006) who stated that experimental research is a trial of method to investigate the effect of a certain variable towards an another one. This research was designed to investigate the effect of students' vocabulary mastery by using whisper game technique. Shortly, the research was focused on how whisper game technique influenced students' vocabulary mastery. The design of this experimental research belong to true experimental research. It was a pretest-posttest group design. It belong to true experimental research because the sample wasused either in experimental or control was taken by randomly (Sugiyono, 2012). Before doing the test, the researcher also had taken try out to the students. It was known the validity and reliability of test items.

The population of this research was the eighth grade students of SMP N 3 Kota Jambi. The total of the population was 55 students. They were three classes of the eighth grade at SMPN 3 Kota Jambi; they were VIIIA, VIIIB, and VIIIC. In getting sample, the researcher gave vocabulary test to the second grade of SMPN 3 Kota Jambi, and found their average score, variance, and standard deviation. Then, the researcher did the homogeneity test by using Bartlett test as stated by Sudjana (2005). After all ofthe classes population had achieved a homogeneity, the researcher decided that the class whish got the lowest average score as an experimental class, and the class which got the highest one as a control class. In this case, the

researcher got VIII B as an experimental class, and VIII A as a control class.

To obtain the data, the researcher gave the pre-test and post-test. The pre-test was used to know the students' basic ability in mastering vocabulary before giving treatment. After giving pre-test, the treatment was conducted by whisper game in experimental class. The control class was taught by using English teacher technique at that school, namely ask the students to translete the word. The teaching-learning process was done forfour meetings. Then, in the last meeting, the students ofexperimental and control class will be given the post-test. The aim of post-test was to see the effect ofusing whisper game toward student's vocabulary. This effect was known by using *t-test* formula. In analyzing the data, the writer used t-test. According to Gay (1992) t-test was used to determine whether or not there is a significance effect between one variable with other variable. So, the post-test score from the control and experimental class was calculated by using t-test to know whether or not there is a significance effect of whisper game to the student's vocabulary.

1. The formula of t-test as follow:

$$t = \frac{x_1 - x_2}{\sqrt{\left(\frac{ss_1 + ss_2}{n_1 + n_{2-2}}\right)\left(\frac{1}{n_1} + \frac{1}{n_1}\right)}}$$

$$x_{1} = \frac{\sum x_1}{n_1}$$

$$x_{2} = \frac{\sum x_2}{n_2}$$

$$SS_1 = \sum {x_1}^2 - \frac{(\sum x_1)^2}{n_1}$$

$$SS_1 = \sum {x_2}^2 - \frac{(\sum x_2)^2}{n_2}$$

In which: t = The value of t-calculated; $x_1$ = The mean of the experimental group; $x_2$ = The mean of the control group; $SS_1$ = The variance of the experimental group; $SS_2$ = The variance of the control group; $n_1$ = The number of sample in experimental group; $n_2$ = The number of sample in control group

2. Students' score

The scoring system that was used in both pre-test and post-test wasin the same system. In these tests, the form of vocabulary test was in matching choice of words. The formula that was used to get students' score for vocabulary test was suggested by Amin (2011) as follow:

$$\textit{Student's score} = \frac{The\ total\ of\ students'\ Right\ Answer}{Number\ of\ Questions} \text{ x } 100$$

Then, the students' score was interpreted in categories, very good, good, fair, weak, and poor. It was based on Amin (2011) as follow:

**Table 1**
**The Score Interpretation for Students' Achievement**

| Scores | Category |
|---|---|
| 80 – 100 | Very Good |
| 66 – 79 | Good |
| 56 – 65 | Fair |
| 46 – 55 | Weak |
| 40 – 45 | Poor |
| 0 – 39 | Very Bad |

Source: processed data

## FINDINGS

### Try Out Result

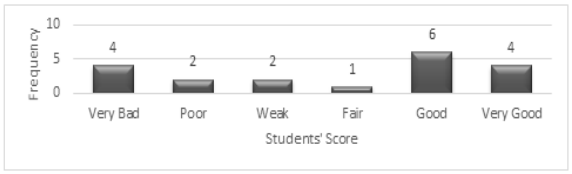
The try out test used Kuder Richardson 21 (KR-21). This test was taken in one of the eighth grade students, it was VIIIC. Based on the result of the try out test, it was found that the frequency of reliability of the test was 0, 9136. The test was reliable for standard achievement test which frequency was over than 0.09.

### Homogeneity Test Result

Before getting sample, the researcher previously gave the vocabulary test to the eighth grade students of SMPN 3 Kota Jambi, and calculated their average score, variance and standard deviation, then the researcher did the homogeneity test by using Bartlett test. In calculating the homogeneity test, the researcher found the merge variances of all classes were 297,97 in which the variance of VIII A class was 350,5, VIII B class was 379,5, and VIII C class was 159,1. The unit value of Bartlett was 128,657. By using the statistic chi square, the researcher found $X^2_{count}$ was 3,5531. Then, with α was 0,05 from chi square distribution list, and dk was 2, so it's found that $X^2_{table\ (0,95)\ (2)}$ was 5,99. Because of $X^2_{count}$ (3,5531) was less than $X^2_{table}$ (5,99), so $H_0$ which stated that the group of samples had homogeneous variance was accepted.

### *Pre-test and Post-test Results in Experimental Class*

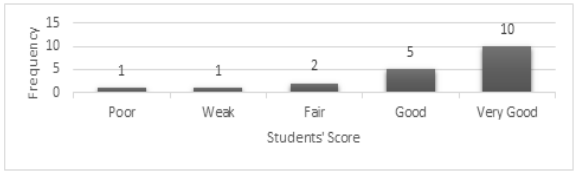
In experiment class, there were 19 students' score taken from the pre and post-test data. The mean of pre-test score in experiment class was 60, 2 in which the lowest score was 32 and the highest score was 88. Those could be interpretated into the following graphic:




Source: processed data

**Chart 1**
**Students' Interpretated Score of Pre-test in Experimental Class**

In the experiment class, the students were given treatment by using whisper game. There were two meetings for treatment. Then, the researcher gave post-test, which result for this class was shown that the mean score of this class was 77, 2 with the lowest score was 44 and the highest score was 100. Those could be interpretated into the following graphic:




Source: processed data

**Chart 2**
**Students' Interpretated Score of Post-test in Experimental Class**

The distribution of students' score in pre-test and post-test for experimental class could be showed below based on the score interpretation for students' achievement.

**Table 2**
**The Distributions of Pre-test and Post-test Score in Experimental Class**

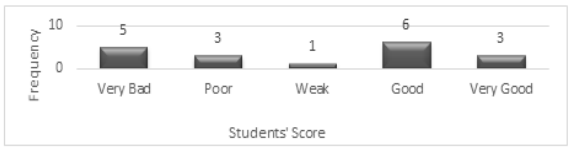
| Score | Category | Pre-test | | Post-test | |
|---|---|---|---|---|---|
| | | Frequency | Percentage | Frequency | Percentage |
| 80 – 100 | Very Good | 4 | 21% | 10 | 53% |
| 66 – 79 | Good | 6 | 32% | 5 | 26% |
| 56 – 65 | Fair | 1 | 5% | 2 | 11% |
| 46 – 55 | Weak | 2 | 11% | 1 | 5% |
| 40 – 45 | Poor | 2 | 11% | 1 | 5% |
| 0 – 39 | Very Bad | 4 | 21% | - | - |
| Total | | 19 | 100% | 19 | 100% |

Source: processed data

The table above showed that the students' distributions were distributed for all categories. Most of the students' distributions were in good category (6 students). It was only 4 students who were able to obtain very good category, and 4 students were in very bad category.

*Pre-Test and Post-Test Result in Control Class*

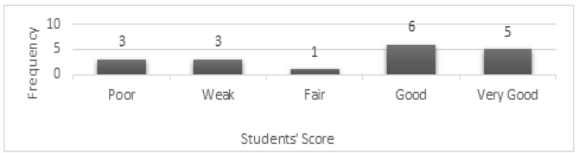
It was found that there were 18 students conducted to control class. The result of the pre-test in control class showed that the mean score of pre-test result was 55. From the result of pre-test, the low score was 30 and the highest score was 86. Those could be interpretated into the following graphic:




Source: processed data

**Chart 3**
**Students' Interpretated Score of Pre-test in Control Class**

Then, the students in control class were given treatment by using common method. This treatment was given for two meeting. The data showed that the mean score of post-test result was 63, 7. The lowest score was 42 and the highest score was 88. Those could be interpretated into the following graphic:




Source: processed data

**Chart 4**
**Students' Interpretated Score of Post-test in Control Class**

The distribution of students' score in pre-test and post-test for control class could be showed below based on the score interpretation

for students' achievement. The table below showed the distribution of pre-test and post-test score of students in control class as follow:

**Table 3**
**The Distribution of Pre-test and Post-test Score in Control Group**

| Score | Category | Pre-test | | Post-test | |
|---|---|---|---|---|---|
| | | Frequency | Percentage | Frequency | Percentage |
| 81 – 100 | Very Good | 3 | 17% | 5 | 28% |
| 66 – 79 | Good | 6 | 33% | 6 | 33% |
| 56 – 65 | Fair | - | 0% | 1 | 6% |
| 46 – 55 | Weak | 1 | 6% | 3 | 17% |
| 40 – 45 | Poor | 3 | 17% | 3 | 17% |
| 0 – 39 | Very Bad | 5 | 28% | - | 0% |
| Total | | 18 | 100% | 18 | 100% |

Source: processed data

Based on the table above, the students' score in pre-test scores were showed that the students' distributions were not distributed for all categories. Most of the students' distributions were in good category (6 students). It was only 3 students who were in very good category. On the other hand, there were 5 students in very bad category.

**Hypothesis**

From the data analysis, the hypothesis can be tested as follow:
Null hypothesis ($H_0$) is accepted: "The value of t-test was less than the value of t-table"
Alternate Hypothesis ($H_1$) is accepted: "The value of t-test was higher than the value of t-table"

Based on t-table distribution, with the level of significance is 0,05 and df = 35 (n1 + n2 – 2) it was found out that t-table is 1,697 (see appendix 11). The result of post-test from both classes was calculatedby using t-test formula and the calculation of t-test was 2, 3211. So, it could be seen that the value of t-test was higher than the value of t-table. It meant that the Alternate hypothesis was accepted. So, it can be concluded that there was significant effect of using whisper game towards the student's vocabulary mastery.

*The Effectiveness of Whisper Game towards Students' Vocabulary*

To find the effectiveness of using whisper game, the researcher used t–test formula. After using this formula, the researcher got the score of t-test was 2,3211, and the score of the t-table was 1,697. Hypothesis could be accepted if the result of the t-test more than the t-table. Based on research analysis, it can be seen that there was significant effect by using whisper game for students' vocabulary mastery. There was difference between the pre-test results before treatment with the result of post-test after treatment in both classes. The researcher concluded that by using whisper game was more effective media for teaching vocabulary than common media. While the weakness of this game was less time in playing the game, not enought to play once, have to be played repeatedly and became crowded classroom conditions.

*Improvement Degree of Students' Vocabulary Mastery*

Based on the result of the pre-test, the avarage score both of the classes, experimental and control class before giving treatment were 60,2 and 55. Then after giving the treatment by using whisper game the average score of experimental class was 77,2, and the average score of control class after giving the treatment by using teacher existance technique was 65,2.The mean improvement of experimental class was 16,95%. Meanwhile, The mean improvement of the control class was 10,22%. It means that the improvement of students' vocabulary mastery in experimental class was higher 6,73% than the control class. Whisper game could improve students' vocabulary mastery. The students were more motivated in learning English. They participated in English class fascinated, more interested and more focused. They focused to listen and mention vocabulary, and the whisper game helped them to understand and memorize the vocabulary easily. After the researcher analyzed the data, the researcher concluded that the whisper game has a significant effect towards students'

vocabulary mastery at eighth grade students of SMPN 3 Kota Jambi.

## CONCLUSION

Based on the findings above, it can be concluded that the using of whisper game technique had a significant effect towards students' vocabulary mastery at the second year student of SMPN 3 Kota Jambi. It was proved by the result of the mean improvement of students' vocabulary mastery in experimental class that was 16,95%. Meanwhile, the improvement of students' vocabulary mastery in control class was 10,22%. It means that the improvement of students' vocabulary mastery in experimental class was higher 6,73% than control class. In conclusion, whisper game can stimulate students' vocabulary mastery at the second year students of SMPN 3 Kota Jambi.

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