

THE EFFECT OF USING CHINESE WHISPERS GAME ON STUDENTS' VOCABULARY MASTERY

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Abstract: The research aimed to 1) describe the applying chinese whispers game on students' vocabulary mastery, 2) describe students' vocabulary mastery before and after applying chinese whispers game, and 3) whether there was a significant effect of applying chinese whispers game on students' vocabulary mastery at the eighth grade of SMP Negeri 2 Angkola Selatan. This research used experimental method by using pre-experimental research design (one group pretest-posttest design). The population was the eighth grade students which consist of 128 students and the samples were 32 students which taken by using purposive sampling technique. In collecting the data, the researcher used observation in chinese whispers game on students vocabulary mastery and test for students' vocabulary mastery before and after using chinese whispers game. Based on descriptive analysis, the result showed 1) the average of Chinese whispers game on vocabulary mastery was 3.5 (very good category) and 2) the average of students' vocabulary mastery before applying Chinese whispers game was 29.34 (fail category) and after applying Chinese whispers game was 65.18 (enough category). To know the result of the data, the researcher analysis data by use the formula of $t_{test} = 35.79$, meanwhile $t_{table} = 2.04$. It means that t_{test} is higher than t_{table} . So the hypothesis is accepted. It means that there is significant effect of chinese whispers game on students vocabulary mastery at the eighth grade students of SMP Negeri 2 Angkola Selatan.

Keywords: Chinese Whispers Game, Vocabulary Mastery

Abstrak: Penelitian ini bertujuan untuk 1) mendeskripsikan penerapan chinese whispers game dalam penguasaan kosakata siswa, 2) mendeskripsikan penguasaan kosakata siswa sebelum dan sesudah penerapan chinese whispers game dan 3) apakah terdapat pengaruh yang signifikan antara chinese terhadap penguasaan kosakata siswa pada kelas VIII SMP Negeri 2 Angkola Selatan. Penelitian ini menggunakan metode eksperimen dengan menerapkan penelitian pra eksperimental (one group pretest-posttest design). Populasi dalam penelitian ini adalah siswa kelas VIII yang terdiri dari 128 siswa dan sampelnya adalah 32 siswa yang diambil dengan menggunakan teknik purposive sampling. Dalam pengumpulan data, peneliti menggunakan observasi dalam penerapan Chinese whispers game dan tes dalam penguasaan kosakata siswa sebelum dan sesudah menggunakan chinese whispers game. Berdasarkan analisis deskriptif, diperoleh hasil 1) rata-rata penerapan chinese whispers game dalam penguasaan kosakata 3.5 (kategori sangat baik) dan 2) rata-rata kosakata siswa sebelum penerapan Chinese whispers game adalah 29,34 (kategori gagal) dan setelah penerapan chinese whispers game adalah 65.18 (kategori cukup). Peneliti menganalisis data menggunakan t_{test} formula, hasil $t_{test} = 35.79$, sedangkan $t_{table} = 2.04$. dengan kata lain t_{test} lebih besar dari t_{table} . Jadi, hipotesis diterima. Artinya ada pengaruh yang signifikan dari chinese whispers game dalam penguasaan kosakata siswa pada kelas VIII SMP Negeri 2 Angkola Selatan

Kata kunci: chinese whispers game, kosakata.

I. INTRODUCTION

Vocabulary is a foundation of language component that involves the four skills in English. In relation to this study, vocabulary was an important part of English that should be mastered well. It had important role in communication both in spoken and written forms. By having a lot vocabularies learner will be easier to show their ideas, making compositions, and many activities dealing with language. In other words, by knowing understanding the vocabulary, the learners will successfully achieve the four English language skills.

Since vocabulary becomes one of the important aspects in english teaching process, teaching vocabulary in the classroom should be appropriate in order to avoid problems related to students' vocabulary mastery. Vocabulary mastery is the most basic things that must be controlled by a person in learning English is a foreign language for all students. It contributes significantly towards achievement in the subject of the curriculum in the school.

For example, the students at the eighth grade of SMP N 2 Angkola Selatan the researcher found that they are still have weakness in Vocabulary Mastery. It can be seen from their avarage score in vocabulary mastery when the researcher did an observation and gave a vocabulary test as a pretest in SMP N 2 Angkola Selatan. The researcher found that from 40 questions the highest correct answer is 20 and the lowest correct answers is 5.

Actually there are several factors which can influence the students' vocabulary, such as: internal factors which includes the students' interest, aptitude, economic, motivation, attitude, and so forth, it also can be influenced by external factors such as teaching method, curriculum, facilities, students' environment, the approaches, and so forth.

Whereas, some efforts that have been done by the teacher or prior researcher. Such as, using books that contain the English vocabulary, giving motivation to students to learn a lot English vocabulary, using strategy, using method , using book contain the English vocabulary and complete the school facilities. However, it does not get the positive response to students in learning English language process.

The researcher tries to give an alternatives ways of teaching English vocabulary through chinese whisper game. Games give students a passion to continue learning until the last second, and game also give motivation to students, give fun an experience, and makes students anthusiastic to studying.

Chinese whisper game is one of several ways, that easy to apply in learning process, through this game which can help the teacher in teaching vocabulary easily, and also make the students to be mastered their knowledge about English word. Hopefully, by using this strategy to the students Eighth grade of junior high school, their ability to enlarging the students vocabulary.

4. Definition of Vocabulary Mastery

Vocabulary is a set of words that are know to mean and can be used by someone in a language. A person vocabulary is defined as the set of all words the person understands or any words that the person might use to compose a new sentence. The wealth of a person's vocabulary is generally considered to be a picture of his intelligence or level of education. Understanding vocabulary is generally regarded as an important part of the learning process of a language or the development of a person's ability in a language that has been mastered.

According to Linse (2006: 129), Vocabulary is the collection of word that an individual knows. Moreover, Chaistain in Shakouti and Merghan (2012: 47) said that vocabulary is usually plays greater role in

communication than the other components of language. It refers to vocabulary is an important key for everyone who wants to master a particular language. It means that without having vocabulary, the students could not to speak, read, and write in learning English.

Furthermore, According to Nurgiyantoro (2001:162), Mastery is the ability of a person that can be realized both in the theory and practice. Moreover (KBBI, 2003: 604) says "Mastery is the process, method, act of controlling or authorizing or ability to use knowledge, intelligence.

Based on the definition of vocabulary and mastery above, the researcher concludes that vocabulary mastery is the activity of mastering or the ability to understand and use words contained in a language, both spoken and written. Vocabulary has 4 indicators, they are noun, verb, adjective and adverb. According to Brown (2010:306)

e. Noun

Noun is one of part of speech which used to identify any of a class of people, place, or things. According to Gobetti *et al.*, (2018: 11), "Noun is a word that indicates a person, animal, thing, or idea; it can be accompanied by an article". According to Nesfield (2016: 8), Noun is a word used for naming something. In addition, according to Huddleston and Pullum (2005: 16), Noun is the category containing words denoting all kinds of physical objects, such as: person, animals and inanimate object. Meanwhile, according to Novia (2009: 13-26) there are kinds of noun, gender, countable and uncountable noun.

Based on explanation above, the researcher concludes that noun is one of the important word that should be learned by students to be mastered vocabulary because noun has the ability to take an action or be subject to an action not only that vocabulary that shows the names of person, place, things, ideas, action, feeling, that has function as a subject and object in a sentence.

f. Verb

Verb is a kind of part of speech that tells about an action or a state. According to Marthin and Jurafsky (2005: 4), Verb class includes most referring to action and processes, including main verb like draw, provide, differ, and go". According to Gobettiet *al.*, (2008: 12) "Verb is words that shows an action, an event, or state an event or a state being.

In addition, according to Swick (2005: 17), verb is the world in a sentence that describe the action of a sentence or that introduce the condition or state of someone or something in sentence. Moreover Nestifield (2016: 9) stated that, Verb is word used for saying something else. Meanwhile, Novia (2009: 39-95) says, "There are three kinds of verb namely; infinitives, regular & irregular verb, auxiliary & Linking verb, transitive & intransitive."

Based on explanation above, the researcher concludes that verb is one of the part of speech that importance that shows or express an action.

g. Adjective

Adjective is a word that explain the quantity, adequacy, sequence, quality, and emphasis. According to Nesfield (2016: 9) Adjective is a word that enlarges the meaning and narrows tha application of a noun. Swick (2005: 9) stated that adjective is word that describes nouns. In addition, Huddleston and Pullum (2005: 18) says, "Adjective is characteristically express properties of people or of concrete or abstract things". Gobettiet *al.*,(2008: 11) says "Adjective is a word that describes a noun, a name, or a pronoun".

According to Downing (2006: 440), Adjectives as classifiers are frequently derived from nouns and restrict the noun head in relation to another referent. Meanwhile, according to Anis (2017: 45) there are seven kinds of adjective, namely; descriptive adjective, adjective of quality, adjective of quantity, numeral adjective, demonstrative adjective, interrogative adjective, and distributive adjective.

Based on explanation above, the researcher concludes that adjective is word classes that change nouns or pronouns, usually by explaining them or making them more specific. Adjectives can explain the emphasis of a word.

h. Adverb

In vocabulary there is adverb which is used to tell more about verb. And it almost always answer the question how, when, where, how often, and in what way. Nestfield (2016: 12) says, "Adverb is a word that extends the meaning and narrows the application of any part of speech except a noun or pronoun". Gobetti *et al.*, (2008: 12) said that, Adverb is a word that qualifies a verb, adjectives, noun, another adverb, or a sentence derived. Moreover, according to Huddleston and Pullum (2005: 16), Adverb are those derived from adjectives by adding-ly.

According to Swick (2005: 16), Adverb is also modifiers, but also modifiers, but they modify verb, adjective and other adverb. In addition, Anis (2017: 75) says, "Adverb is to explain or clarify an event or event that has been, is ongoing, or will take place, so that the sentences being pronounced become clearer."

Based on explanation above, the researcher concludes that adverb is one part of the speech that give information to other words, such as verb, adjectives, which are not nouns.

5. Definition of Chinese Whispers Game

According to Nugraheni (2015:4), chinese whispers is chosen because when the game takes place in a classroom, all students will be assisted in mastering the simple past tense because they will be indirectly challenged to memorize the form of regular and irregular verbs, and learn about the formula of the simple past tense from the given sentence in this game.

In addition, Thomas (2013:33) says, "Chinese whispers game is a party game in which a whispered message is passed around a line in

the expectation that in the telling, it will become comically distorted exaggerated by the time it completes the circuit.”

Moreover, Marslands (2012:59) says, “Chinese Whispers game also known as ‘the broken telephone’, this is an old party game that is well suited to lines, rows or circles of students working as teams.”

Based on the defeniton above, Chinese Whispers game that whispers or pass the message from person to person in a group, and the last person will announce the message that got and comprave it with the first person to see similarity. The interested one of these games is sometimes the message will change to another message or information.

b. Steps of using Chinese Whispers Game

According to Marsland (2012:59) there are steps of using chinese whispers game: 1) Find a text of suitable difficulty (an example for upper-intermediate students is given below, while sources for other texts can be found in the bibliography at the end of this book), and split it into sections. Divide the class into Groups are placed in a set sequence 2) Whispers the first line of the text to a representative from each group. They memorise it, and whispers it to the next person in their group, and so on along the line or around the circle. When they are ready, the representative should return to you for the next section of text. If the exercise is to be competitive, deduct points if students other than the group representative moves out of his or her place. 3) The final students in each group writes what he or she hears on a piece of paper. At the end of the activity, read out students’ versions, and the real version.

b. The Advantages of Using Chinese Whispers Game

Every teaching strategy certainly has stenghts. So the chinese whispers game, also advantages like the other strategy include: Meanwhile, Nugraheny (2015) mentions the advantages of chinese whispers game are: a) Give students a fun learning experience. b) Trained

students' basic language skills; those are listening, speaking, reading, and writing skills, including the internalization of English language components such as grammar, vocabulary, spelling and pronunciation.

d. The Disadvantages of Using Chinese whispers game

Besides advantages, chinese whispers game also has disadvantages. According to Ramadhan in Utami (2018:104), the disadvantages of Chinese Whispers Game are: a) The time sometimes does not enough for the students. b) Students difficult to pass the length sentence.

In other opinion here are some of the problems with 'Chinese Whispers'. a) Can not hear what the person whispered. b) Can not remember what the person whispered. c) Most of the players are childish and are prone to deliberately altering the word into the something supposed to be amusing.

II. METHODOLOGY OF THE RESEARCH

Method is a way that is used to measure or test something. The method of the research will make the researcher easier in analyzing the data generally. According to Sugiyono (2013: 3), Method of the research is as a scientific way to obtain data with specific purposes and uses. Arikunto (2017:203) said that method of the research is the way that used a researcher to collecting data in a research. It means that research method is a way that useby researcher in collecting the data of research.

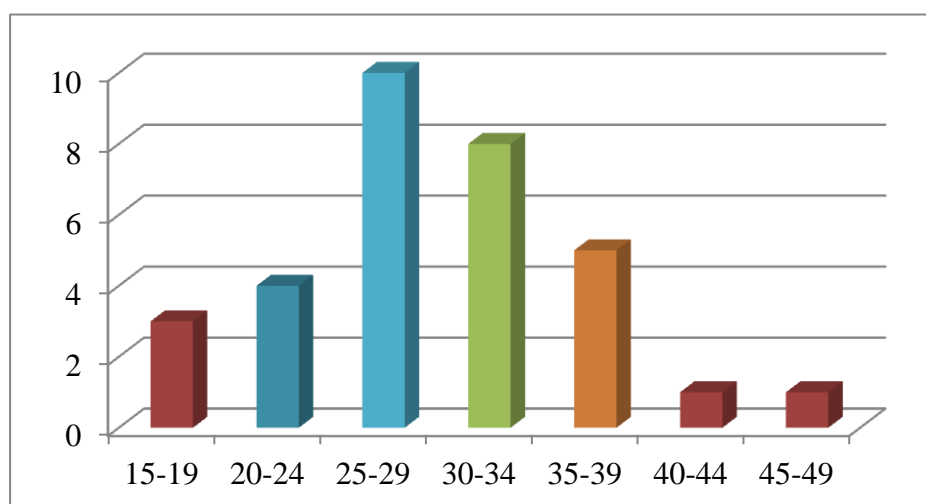
So, the method of this research is quantitative research, in quantitative research, there are any kinds of research method. Furthermore, Harahap and Siregar (2015: 11-15) stated that there are four quantitative approaches in research that are: 1) Descriptive research is involves collecting data in order to answer question about the current status of the subject or topic of the study. 2) Correlation research is to investigate relationship between two or more variables. 3) Causal-

Comparative research is to see the cause-effect statements about the performance of two or more groups, methods or programs. 4) Experimental research is the researcher controls the alleged independent variables.

The population all of the students of SMP N Angkola Selatan, so in this research the writer used purposive sampling as a technique to take the sample. The reason why the researcher chose this technique was caused by the population was little. So that, the researcher wanted to classify based on the characteristics. So, in this research the researcher took one class as a sample that was VIII-2. It means that the sample of this research were 32 students.

III. RESULT

Based on the result obtained from the analysis of observation sheet about the application of chinese whispers game at the eighth grade of SMP negeri 2 angkola selatan, the average score was 3.5 and it is categorized in "very good" category. It means the researcher applied chinese whispers game well.



The mean score of the students' vocabulary mastery before using chinese whispers game was 29.34. It is categorized as "fail" category. Therefore, after using chinese whispers game, the mean score of the students' vocabulary mastery was 65.18 It is categorized as "Enough" category.

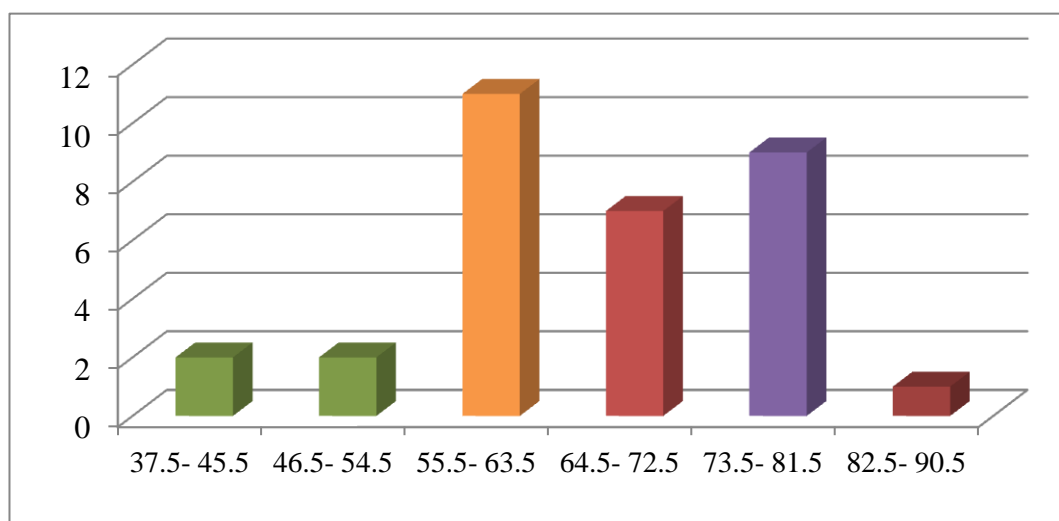


Figure 4: Histogram of students' vocabulary mastery after using card sort strategy

From the histogram above, if we compared with pre-test the score still categorized "Enough" and after given post-test the score was increased. Histogram shown the used of chinese whispers game on student' vocabulary mastery, it means that there is a significant effect of chinese whispers game on students' vocabulary mastery at the eighth grade students' of SMP Negeri 2 Angkola Selatan or H_a was accepted.

IV. DISCUSSION

Based on the observation sheet result of application chinese whispers game in teaching vocabulary mastery, the researcher found that the score is 3.5. The score is categorized "Very Good". Furthermore, the result of students' vocabulary mastery before taught by using chinesewhispers game; noun is 25.31 "Fail" categorized, verb is 26.87 "Fail" categorized, adverb is 28.43 "Fail" categorized and adjective is 34.68 "Bad" categorized. The mean score before using chinese whispers game on students' vocabulary mastery at the eighth grade students of SMP Negeri 2 Angkola Selatan is 29.34 and it is included in "Fail" category.

Meanwhile, the result of students' vocabulary mastery after taught by using chinese whispers game; noun is 73.43 "Good" category, verb is 63.67 "Enough" category, adverb is 58.59 "Bad" category and adjective is 65.23 "Enough" category. The mean score after chinese whispers game on students' vocabulary mastery at the eighth grade students of SMP Negeri 2 Angkola is 65.18 and it is included in "Enough" category.

From the explanation above, actually Chinese Whispers game is good for students' vocabulary mastery. The researcher only get "Good" categorized because the basic skill of sample that was researched by researcher is lower than the previous related research. It can be seen by comparing the average score. Which the score of pre-test is 29,34 and the post-test is 65.18. it can be concluded that the students' vocabulary mastery after using chinese whispers game is higher than the students' vocabulary mastery before using chinese whispers game. From the result t-test also proven that t_{test} is higher than t_{table} ($t_{\text{test}} 35.79 > t_{\text{table}} 2.04$), so that the hypothesis is accepted. The researcher concludes that the students' vocabulary mastery after using chinese whispers game is higher

than before taught by using Chinese whispers game at the eighth grade students of SMP Negeri 2 Angkola Selatan.

CONCLUSION

Based on the research result on Chapter IV, the researcher describes the conclusion as follows: a) The application of chinese whispers game on students' vocabulary mastery at the Eighth Grade of SMP Negeri 2 Angkola Selatan is 3.5 categorized "Very Good". b) The students' vocabulary mastery before and after chinese whispers game at the Eighth Grade of SMP Negeri 2 Angkola Selatan is 29,43 categorize "Fail" and 71,93 categorize "Enough". c) There is any significant effect of students' vocabulary mastery after using chinese whispers game at the Eighth Grade of SMP Negeri 2 Angkola Selatan. It shows that t_{test} is higher than t_{table} ($t_{\text{test}} 26,4 > t_{\text{table}} 2.0$

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