Thesis

The Effectivenes of Chinese Whispers Game Toward Students` Vocabulary Mastery of Seventh Grade at MTsN Malang 2

By :

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ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
2024

Thesis Proposal

The Effectivenes of Chinese Whispers Game Toward Students` Vocabulary Mastery of Seventh Graduate at MTsN Malang 2

Submitted to the Faculty of Education and Teacher Training in Partical Fulfillment of The Requirement of the Degree of English Language Teaching (S.Pd) in English Education Department

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The Effectivenes of Chinese Whispers Game Toward Students` Vocabulary Mastery of Seventh Graduate at MTsN Malang 2

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LEGITIMATION SHEET

THE EFFECTIVENESS OF OUTING CLASS BASED CONTEXTUAL LEARNING ON UNDERSTANDING ENGLISH VOCABULARY IN JUNIOR HIGH SCHOOL LEVEL

THESIS

By:

Nanang Husaini (200107110054)

Has been defended in front of the board of examiners on the date of June 26th 2024 and declared **PASSED**
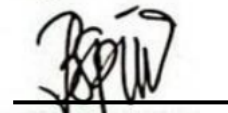
Accepted as the Degree of English Language Teaching (S.Pd) requirement in the English Education Department, Faculty of Education and Teacher Training.

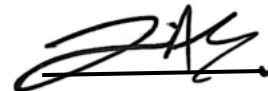The Board of,   Signatures

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In

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Assalamu'alaikum Wr. Wb.

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THESIS DEDICATION

With deepest gratitude and heartfelt appreciation, I dedicate this thesis to those who have been my pillars of strength, guiding lights, and unwavering supporters throughout this journey.

1. To my beloved parents, whose boundless love, sacrifices, and prayers have shaped the person I am today. Your unwavering belief in my potential has been my greatest source of motivation. Every late night, every challenge, and every triumph in this journey is a tribute to your endless support and encouragement.

2. To my dearest family and friends, who have stood by me through every challenge, offering words of wisdom, moments of laughter, and a shoulder to lean on. Your presence has been a constant reminder that I am never alone in this endeavor.

3. To my dedicated mentors and professors, who have imparted invaluable knowledge and guidance. Your patience and wisdom have been the guiding force behind my academic pursuit, and for that, I am eternally grateful.

4. Lastly, to everyone who has touched my life in ways big and small throughout this journey—your kindness, encouragement, and unwavering support have made all the difference. This thesis stands as a testament to the love and belief that surround me.

With all my heart, I dedicate this work to you.

APPROVAL

APPROVAL

This is to certify that the thesis of Nanang Husaini has been approved by the advisor

forfurther approval by the board of examiners.

Malang, 29 May 2024

Advisor,

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MOTTO

"Nothing is more poetic than life"

- Agus Biyadi Yusrol Basyar -

DECLARATION OF AUTHORSHIP

Bismillahirrohmanirrohim

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Declar that

1. This thesis has never been submitted to another education institution for any other academic degree

2. This thesis is the work of the author and has not been written in collaboration with other people, nor does it include, without due acknowledgement, the result of any person.

3. If it be found that this thesis is product of plagiarism, I am willing to accept any legal punishment that may be imposed on me.

Malang, 15 May 2024

Nanang Husaini

200107110054

ACTKNOWLEDGEMENT

All praise and gratitude be to Allah SWT for His boundless mercy, which has made it possible to complete this thesis, titled " The Effectiveness of Chinese Whispers Games Toward Students` Vocabulary Mastery of Seventh Grade at MTsN 2 Malang."

May blessings and peace be upon our noble Prophet Muhammad SAW, who has guided his followers from the darkness of ignorance to the light of truth—the path of Islam—serving as a timeless role model for all of humanity.

This thesis is submitted as a requirement for obtaining a Bachelor of Education (S.Pd) degree in the English Language Education program at the Faculty of Tarbiyah and Teacher Training, Maulana Malik Ibrahim State Islamic University Malang. Furthermore, this work aims to contribute to the understanding and appreciation of the role of theoretical approaches in teaching, benefiting both the writer and the readers.

The writer acknowledges that this thesis is not without its imperfections and that its completion would not have been possible without the support and guidance of many individuals. Therefore, the writer wishes to express sincere gratitude to the following individuals and groups:

1. Prof. Dr. H. M. Zainuddin, M.A as the Rector of the State Islamic University of Maulana Malik Ibrahim Malang.
2. Prof. Dr. H. Nur Ali, M. Pd., as the Dean of Tarbiyah and Teacher Training Faculty
3. Prof. Dr. H. Langgeng Budianto, M. Pd., as the Chairman of the Department of English Education
4. Maslihatul bisriyah. M. TESOL, as the secretary of the Department of English Education

5. Prof. Dr. H. Langgeng Budianto, M. Pd, as an advisor who patiently guided, corrected and provided input thoughtout to complete of this thesis.

6. All of the lecture and staff of Departmennt of English Education at State Islamic University of Maulana Malik Ibrahim Malang for their time, knowledge, and experiences giving to me.

7. I sincerely appreciate the teachers and students of MTsN 2 Malang for their support and cooperation in facilitating my research and data collection.

8. And other parties have provided offered assistance, support, and recommendations for completing this paper.

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CHAPTER V CONCLUSION AND SUGGESTION

ABSTRAK

Husaini, Nanang. 2024. *Efektivitas Permainan Chinese Whispers terhadap Penguasaan Kosakata Siswa Kelas VII di MTsN 2 Malang.* Departemen Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Dosen Pembimbing: Dian Arsitades Wiranegara, M.Pd.

Kata Kunci : Penguasaan Kosakata, Metode Pengajaran Inovatif, Bisikan Berantai

Salah satu teknik pembelajaran yang menarik adalah penggunaan permainan *Chinese Whispers* dalam pengajaran kosakata bahasa Inggris. Permainan ini dirancang untuk kelompok yang terdiri dari 8-9 peserta, di mana mereka berbaris dengan seorang pemimpin di depan dan satu orang di bagian akhir. Pemimpin menerima sebuah kalimat yang dibisikkan oleh guru, disertai dengan petunjuk gambar yang berkaitan dengan kosakata yang diajarkan. Kemudian, pemimpin menyampaikan pesan tersebut, beserta petunjuk gambarnya, kepada orang kedua dalam barisan, yang kemudian meneruskannya ke orang ketiga, dan seterusnya.

Orang terakhir dalam barisan menuliskan apa yang mereka dengar di selembar kertas, lalu menempelkannya di papan tulis bersama dengan petunjuk gambar yang sesuai. Pada tahap diskusi, siswa mengidentifikasi kesalahan yang terjadi dan melakukan koreksi. Setelah itu, mereka mencatat kosakata yang dipelajari di buku mereka. Pendekatan pembelajaran berbasis permainan yang interaktif ini tidak hanya meningkatkan daya ingat kosakata tetapi juga membuat pengalaman belajar lebih menyenangkan bagi siswa.

Pertanyaan penelitian yang dirumuskan dalam studi ini adalah sebagai berikut:

1. Seberapa tinggi tingkat penguasaan kosakata siswa sebelum menerima pembelajaran menggunakan permainan *Chinese Whispers*?
2. Seberapa tinggi tingkat penguasaan kosakata siswa setelah menerima pembelajaran melalui permainan *Chinese Whispers*?
3. Apakah terdapat perbedaan yang signifikan secara statistik dalam skor kosakata siswa setelah menggunakan permainan *Chinese Whispers*?

الملخص

حسيني، نانانج. 2024. **فعالية لعبة الهاتف الصيني في إتقان المفردات لدى طلاب الصف السابع في المدرسة المتوسطة في مالانج**. قسم تعليم اللغة الإنجليزية، كلية (Madrasah Tsanawiyah Negri 2) الإسلامية الحكومية الثانية التربية والتدريب، جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج.M.Pd. المشرف: ديان أرسيتاديس ويرانيجارا،

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الكلمة المفتاحية: إتقان المفردات، طريقة التدريس المبتكرة، الهمسات الصينية (ترجمة بالعربية)

يُعد إتقان المفردات جانبًا أساسيًا في تعلم اللغة الإنجليزية، حيث يؤثر بشكل مباشر على المهارات اللغوية الأخرى. غالبًا ما يجد الطلاب صعوبة في استيعاب المفردات ويفقدون الاهتمام عندما يتم تقديم الشرح بطريقة تقليدية من قبل المعلمين. يمكن أن تؤدي هذه الطريقة التقليدية في التدريس إلى الشعور بالملل وعدم التفاعل في عملية التعلم. ومن الأساليب الفعالة لغرس الحماس في الطلاب استخدام طرق تدريس مبتكرة.

إحدى هذه التقنيات التفاعلية تتضمن استخدام لعبة *الهاتف الصيني* لتعليم مفردات اللغة الإنجليزية. تُنفَّذ هذه اللعبة في مجموعات مكونة من 8-9 مشاركين، حيث يقفون في صف واحد مع وجود قائد في المقدمة وشخص في نهاية الصف. يتلقى القائد جملة همسًا من المعلم، مصحوبة بصورة توضيحية تتعلق بالمفردات المستهدفة. ثم يقوم القائد بنقل الرسالة، مع الصورة التوضيحية، إلى الشخص الثاني في الصف، الذي يكرر العملية مع الشخص الثالث، وهكذا دواليك.

يقوم آخر شخص في الصف بكتابة ما يسمعه على ورقة، ثم يلصقها على اللوح الأبيض إلى جانب الصورة التوضيحية. خلال مرحلة المناقشة، يقوم الطلاب بتحديد أي أخطاء وتصحيحها، ثم يقومون بتدوين المفردات في دفاترهم. لا يقتصر هذا النهج التفاعلي القائم على الألعاب على تعزيز الاحتفاظ بالمفردات فحسب، بل يجعل أيضًا تجربة التعلم أكثر متعة وإثارة للطلاب.

تمت صياغة أسئلة البحث على النحو التالي:

ما هو مستوى إتقان الطلاب للمفردات قبل تلقي التدريس باستخدام لعبة الهاتف الصيني؟

ما هو مستوى إتقان الطلاب للمفردات بعد تلقي التدريس من خلال لعبة الهاتف الصيني؟

هل هناك فرق ذو دلالة إحصائية في درجات مفردات الطلاب عند استخدام لعبة الهاتف الصيني؟

ABSTRACK

Husaini, Nanang 2024. The Effectivenes of Chinese Whispers Game Toward Students` Vocabulary Mastery of Seventh Grade at MTsN 2 Malang. Department of English Education. Faculty of Tarbiyah and Teacher Training. Maulana Malik Ibrahim State Islamic University of Malang. Supervisor: Dian Arsitades Wiranegara, M.Pd.

Key word : Vocabulary Mastery, Innovative teaching method, Chinese whispers

Mastering vocabulary is a crucial aspect of English language learning as it directly impacts other language skills. Students often find it challenging to grasp and lose interest when explanations are delivered conventionally by teachers. This traditional teaching method can lead to boredom and disengagement in the learning process. An effective way to instill enthusiasm in students is through innovative teaching methods.

One such engaging technique involves the use of the Chinese Whispers game for teaching English vocabulary. This game is designed for groups of 8-9 participants, each forming a line with a designated leader and tail. The leader receives a whispered sentence from the teacher, accompanied by a picture clue related to the vocabulary. The leader then conveys the message, along with the picture clue, to the second person in the row, who repeats the process to the third person, and so on.

The tail person in the group writes down what they hear on a piece of paper, attaches it to the whiteboard, along with the corresponding picture clue. During the discussion phase, students identify any discrepancies and correct them. Subsequently, they record the vocabulary in their books. This interactive and game-based approach not only enhances vocabulary retention but also makes the learning experience more enjoyable for students.

The research questions were formulated as follows: (1) What is the level of students' vocabulary mastery before undergoing instruction using the Chinese Whispers Game? (2) What is the level of students' vocabulary mastery after receiving instruction through the Chinese Whispers Game? (3) Is there a statistically significant difference in students' vocabulary scores when utilizing the Chinese Whispers Game?

CHAPTER 1

INTRODUCTION

A. Background of the Reseach

Education is a planned process involving the transfer of various elements such as knowledge, skills, values, and norms from one generation to the next. Educators play a crucial role in developing knowledge by selecting and implementing learning strategies that are both effective and efficient for students. Effective learning is facilitated by a conducive learning environment and strong communication between teachers and students." Kahfi, Ratnawati, Setiawati, & Saepuloh. (2021) Utilizing available facilities, infrastructure, and diverse learning resources enhances the effectiveness of the learning process.

As said in the Qur'an An Nahl : 124

اُدْعُ اِلٰى سَبِيْلِ رَبِّكَ بِالْحِكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِلْهُمْ بِالَّتِيْ هِيَ اَحْسَنُّ اِنَّ رَبَّكَ هُوَ اَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيْلِهٖ وَهُوَ اَعْلَمُ بِالْمُهْتَدِيْنَ

Call (people) to the way of your Lord with wisdom and good instruction, and argue with them in the best manner. Truly, your Lord knows best who has strayed from His path, and He knows best who is rightly guided.

Learning media are educational tools that serve as intermediaries in the learning process, helping to make teaching more effective and efficient (Sanaky, 2013). These tools can enhance how students learn, ultimately leading to better academic outcomes

(Sudjana and Rivai, 2010). Therefore, there are many ways to share knowledge or information One effective method is using learning techniques like games. Games are not just for entertainment or fun, they can also be used as an enjoyable learning method for students. The meaning of an educational game is a game created with the purpose of learning, not just for entertainment, so it is expected to increase knowledge and understanding, Novia Desta (2016).

Games have become increasingly important in education, providing an exciting and interactive way for students to learn. By including educational content in games, students have the chance to develop many important skills they need for school and life. One big advantage of learning through games is that it helps students become better at thinking critically and solving problems. When students play games that challenge them with different tasks and situations, they have to think carefully, plan ahead, and make decisions to succeed. This helps them get better at thinking through problems, which is useful in many areas of their learning and in real life.

Ade Holis (2017) One of the important functions of play according to Piaget is to provide children with the opportunity to assimilate reality into themselves and themselves into reality. Play is an activity carried out for the purpose of fun, entertainment, and exploration without the pressure of specific outcomes or goals. Play activities often involve elements of creativity, imagination, and freedom of expression. Although play is commonly associated with children's activities, at a higher level, the concept of play can be applied to activities involving exploration, experimentation, and creation without specific constraints.

In the context of children's learning, play and learning are often interrelated. Play activities can be an effective means to support the learning process, especially in the early

stages of development. Through play, children can hone motor skills, creativity, and social skills without realizing they are undergoing a learning process. Therefore, the integration of learning and play can create enjoyable and meaningful learning experiences.

Integrating games into the learning process enhances engagement and motivation. Games are inherently enjoyable and can turn the educational experience into a more interactive and dynamic endeavor. The element of competition, achievement, and immediate feedback in gaming can stimulate learners' interest and drive to participate actively. "Through play, children's abilities and potential can develop optimally. An implication of the importance of play in children's learning is to create a learning environment that allows children to learn while playing and play while learning effectively." Rosa Nur Afifah (2021)

In student ages, it cannot be a apart from the fact that they really need happiness beside their seriousness to study in the school. Ismail (2009: 17) Balancing academic pursuits with moments of joy and relaxation is crucial for their overall well-being. Recognizing the importance of a holistic approach to education, schools should not only focus on rigorous academic training but also create an environment that fosters happiness and emotional well-being.

Engaging in enjoyable activities, social interactions, and pursuing hobbies contribute to a positive and supportive learning atmosphere. When students experience happiness and fulfillment, it can have a positive impact on their motivation, creativity, and overall cognitive development. Additionally, a balanced approach to education promotes a healthier mindset, reducing stress and anxiety often associated with academic pressures.

Asna Khusniati (2016). Humans naturally express their feelings, thoughts, and emotions through the use of language, a fundamental aspect of social interaction. This communication involves four essential skills: speaking, reading, listening, and writing. An integral component of language proficiency is vocabulary. Given the significance of vocabulary in the English teaching process, it is crucial to adopt suitable methods for teaching vocabulary in the classroom. This approach is essential to prevent issues related to students' proficiency in vocabulary. Mastering vocabulary is a fundamental requirement for individuals learning English as a foreign language. It plays a vital role in their academic success, particularly in achieving desired outcomes within the school curriculum.

There is an issue with students who aren't motivated to speak English. Suryadi (2019) Addressing this challenge requires a multifaceted approach to create an environment that fosters enthusiasm for language learning. One key strategy is to incorporate interactive and engaging activities into the curriculum that make speaking English enjoyable. Utilizing language games, role-playing exercises, and real-life scenarios can provide students with practical and fun opportunities to use English in a meaningful context. This not only enhances their language skills but also instills confidence in their ability to communicate effectively.

Vocabulary as an important component of language plays an important part in learning a foreign or second language. According Talebzadeh (2012) Vocabulary is a cornerstone in the development of language proficiency. Vocabulary is a crucial element in language learning, especially for students studying English. According to Cahyono and Kusumaningrum (2011: 127), lacking sufficient vocabulary can lead to challenges in understanding spoken and written texts, as well as in effectively conveying their thoughts and intentions in communication. As learners expand their vocabulary, they become more

adept at expressing themselves accurately and comprehending the language in various contexts. This contributes to overall language competence in speaking, listening, reading, and writing. A rich vocabulary facilitates effective communication in a foreign or second language. It allows learners to convey their thoughts, opinions, and emotions with greater precision, reducing the chances of misunderstandings. This skill becomes particularly crucial in cross-cultural interactions.

The "Chinese Whispers" learning method is an approach that involves verbal communication among learners using oral and auditory techniques. This method is typically conducted in groups, involving the transfer of information from one group member to another through speaking in secrecy. Chinese Whispers game is effective and interesting for students, they can learn new word with feeling enjoy by what they heard. Khusniati (2016) The common steps of this learning method begin with the division of learners into small groups, each consisting of several members. Next, a secret message or sentence is conveyed to the first member of the group, which can be in the form of text or a short sentence.

The process of message transmission starts when the first member orally communicates the message to the second member by whispering in their ear without using written words. The second member then passes on the message they heard to the third member, and so on, until the message reaches the last member in the group. The end of the cycle is marked by the last member articulating the message they heard to the entire group. The excitement of this method lies in comparing the initial message conveyed with what the last member utters. Differences or changes in the message often become a source of amusement and understanding of how information can alter through oral communication.

The "Chinese Whispers" method is not only used for language learning but can also be applied in various contexts to illustrate the importance of clear and accurate communication.

From the provided explanation, the authors aspire that this approach can assist teachers in identifying the most effective techniques, particularly for the Chinese Whispers Game. The researchers plan to conduct an experimental study with the title : THE EFFECTIVENES OF CHINESE WHISPERS GAME TOWARD STUDENTS` VOCABULARY MASTERY OF SEVENTH GRADE AT MTSN MALANG 2

B. Identification Problem of The Reseach

The researcher conducted a preliminary study at MTsN 2 Malang to identify problems in the research. The researcher observed several issues while carrying out AM (Asistensi Mengajar) activities, which lasted for four months. During the AM activities, the researcher found that many students in the 7th grade at MTsN 2 Malang had difficulties with English pronunciation, and many of them were not interested in learning English. As a result, they tended to be passive and felt bored in class.

The researcher identified several issues among the students: Firstly, there is a notable lack of motivation among students when it comes to grasping English vocabulary. This lack of drive hampers their ability to engage effectively with the language. Secondly, many students exhibit feelings of shyness and apprehension when pronounching vocabulary in English. This apprehension often stems from a fear of making mistakes or being judged by their peers. Moreover, the classroom environment itself is perceived as dull and uninspiring by the students. This lack of vibrancy may further contribute to their disengagement with the subject matter.

Researchers chose to focus on developing English vocabulary by used Chinese Whispers game. To achieve this, the study will address the following questions:

1) What is the impact of incorporating the Chinese Whispers game on enhancing students' vocabulary proficiency in comparison to conventional vocabulary learning techniques?

C. Objective of the Reseach

The Objective of the Reseach is to find the results of the implementation of the Chinese Whisper game and the conventional method in the development of students' vocabulary. Based on the identified problems, the primary aim of this study is to assess whether students can successfully master vocabulary using the Chinese Whispers game, Compared to those who learn vocabulary through conventional methods.

D. Significance of the Reseach

The significance of this study on the Chinese Whispers game and its impact on vocabulary learning is varied. Theoretically, it adds to educational psychology by showing how interactive, game-based learning methods can be beneficial. Practically, it gives teachers useful ideas on a new way to teach vocabulary that increases student interest, motivation, and confidence. By making learning fun and less scary, the Chinese Whispers game can change the classroom environment, making it more lively and reducing student passivity and boredom. The study's findings also help curriculum developers see the value of adding game-based learning activities to language programs, which can improve vocabulary learning and overall language skills. Furthermore, this study provides a basis for future research, encouraging more studies on the long-term effects of such educational games and their use in different cultural and language settings.

F. Definition of key Terms

In order to make the readers easier to understand, the researcher gave the definition as follows:

The Effectiveness

Effectiveness is a means of determining how successful the method or strategy we implement is, involving significant comparisons before and after applying the method.

1. Vocabulary

   Vocabulary is a collection of words, including their meanings and the ability to use them in a language.

2. Teaching Vocabulary

   Teaching vocabulary means sharing information about words what they mean and how to use them in a language. It includes using various approaches and techniques to help learners graps, recognize, and use words effectively in both speaking and understanding.

3. Chines whispers Game

   The "Chinese Whispers" game is a fun activity where people stand in a line or a circle, and a message is quietly passed from one person to the next by whispering. The aim is to see how well the message stays the same as it travels along, but it often changes in funny or surprising ways. This game is a playful and hands-on way to show how information can shift when shared through speaking.

CHAPTER 2
REVIEW OF RELATED LITERATURE

In this chapter, the researcher intends to present a comprehensive literature review pertinent to the study. The topics addressed will include: definitions of vocabulary, various types of vocabulary, objectives of vocabulary acquisition, the significance of vocabulary, methods for teaching vocabulary, definitions of media, different forms of media, the roles of media, an analysis of media functions, definitions of games, classifications of games, categories of language games, the benefits of using games, an overview of the Chinese Whispers game, the rules for playing Chinese Whispers, and a review of previous studies.

A.   Vocabulary

1.   The Nature of Vocabulary

Vocabulary is a fundamental aspect of language and was one of the earliest focuses for applied linguists. It refers to a collection of words and their definitions, often found in books designed for learning a foreign language (Richard, 2002:4). Vocabulary is the collection of words that an individual or group knows and uses in a language. It includes words we understand when listening or reading (Perceptive vocabulary) and words we use when speaking or writing (productive vocabulary)

According to Fathul Munir (2016) "Vocabulary refers to all the words within a language. It encompasses the words utilized in communication, whether spoken or written. Vocabulary study usually involves boring tasks like looking up words, defining them, memorizing them, and using them in sentences. Although these activities are not wrong, they are too basic to help learners fully understand the words. As a result, students often memorize definitions just to pass a quiz on Friday but forget them by Saturday.

Vocabulary learning begins when we're babies and keeps going as we grow older. There are different ways we learn new words. Sometimes teachers directly teach us new words and what they mean. Other times, we pick up words from reading, listening, and talking to others. Understanding words in the context they're used helps us learn their meanings better. Also, knowing word parts like roots, prefixes, and suffixes helps us understand and learn new words more easily.

2.   Kind of Vocabulary

According to Nation (2001), there are two kinds of vocabulary. They are perceptive and productive vocabulary. Perceptive vocabulary refers to the words that native speakers and foreign learners recognize and understand but hardly ever use, it is used passively in either listening or reading. Productive vocabulary is utilized actively either in speaking or writing.

Perceptive Vocabulary

Listening vocabulary refers to the words we hear and understand, a process that begins as early as 16 weeks into fetal development when sounds can be detected. Babies actively listen during all their waking hours, laying the foundation for language acquisition, which continues throughout life as we encounter and learn new words (Stahl, 1999; Tompkins, 2005). Similarly, reading vocabulary encompasses the collection of words and phrases an individual can comprehend when encountering written text. It involves recognizing the meanings of words within the context of reading materials, such as books, articles, or other written content.

Productive Vocabulary

Speaking vocabulary refers to the set of words and phrases that an individual can actively use and articulate during oral communication. This includes the words a person feels comfortable employing in various speaking contexts, such as casual conversations, formal presentations, or other spoken interactions. In contrast, writing vocabulary comprises the words

we can retrieve and use when expressing ourselves in written form. Writing often presents a greater challenge than speaking, as it lacks the support of facial expressions and intonation to convey ideas, making it more difficult to find just the right words to communicate effectively (Judy K., 2007).

3. The Goals of Vocabulary

Learning vocabulary has some goals that will achieve the students, they are to enrich their vocabulary so that easy speak with other, know and understand every word that say from people, when they chatting will fluent and misunderstanding, etc. (Asna Khusniati 2016). The goals of vocabulary development encompass several key aspects aimed at enhancing language proficiency and communication skills. These goals can vary depending on the context, age group, and individual needs, but generally include:

1. Recognizing Words : Ability to identify words in different situations, including their various forms like root words, prefixes, and suffixes.

2. Understanding Word Meanings : Grasping the meanings of words, including their different definitions and subtle nuances.

3. Appropriate Word Usage : Knowing how to use words correctly in diverse contexts, whether formal or informal.

4. Efficient Word Recall : Ability to remember and utilize words effectively in both speaking and writing.

5. Understanding Word Relationships : Comprehending the connections between words, such as synonyms, antonyms, and word groupings.

6. Comprehending Word Formation : Understanding the structure and formation of words, including the rules governing their morphology and syntax.

7. Expanding Vocabulary Size : Increasing the number of words known to facilitate better communication and understanding.

8. Interpreting Context : Understanding words within the context of sentences, paragraphs, and larger textual units.

9. Acquiring Specialized Terminology : Learning vocabulary specific to particular subjects, fields, or professions.

10. Recognizing Cultural Implications : Understanding the cultural meanings and implications of words, including idiomatic expressions and colloquial language.

4.   Teaching Vocabulary

Teaching vocabulary refers to the deliberate and systematic instruction of words and their meanings to learners. This process involves introducing new words, helping students understand their definitions and usage, and providing opportunities for practice and reinforcement (Paul Nation 1997). Deliberately teaching vocabulary is one of the least efficient ways of developing learners vocabulary knowledge but nonetheless it is an important part of a well-balanced vocabulary programme. The main problem with vocabulary teaching is that only a few words and a small part of what is required to know a word can be dealt with at any one time.

B.   Media

1.   Definition of Media

Media, derived from the Latin word, and its plural form 'medium', refers to something positioned between two entities or poles, or a tool facilitating communication. Webster's dictionary (Anitah, 2012: 5) defines media or medium as anything serving as a bridge or intermediary between two parties or objects, akin to a ladder facilitating connections. This

suggests that media acts as an intermediary or link between two entities, as outlined by Henich. (Arsyad, 2019: 3-4)

The media can be defined by the diverse functions they fulfill within society. They serve to educate, inform, and entertain through various mediums such as newspapers, radio, television, and online platforms. This includes delivering news, offering in-depth analysis, and presenting features across different genres. Additionally, they create a wide range of content including documentaries, dramas, current affairs shows, public service announcements, magazine programs, and other forms of programming, catering to the interests and needs of their audience. (Gof, Uk 2010).

2.   Kind of Media (please elaborate specifically)

There 3 Group Media Classified by Regina Rahmi (2016) as follows :

a) Audio Media

Audio media refers to ways of sharing information or art using sound. This includes things like talking, music, and sound effects. Audio media is meant to be heard and can help people understand things, feel emotions, or be entertained. Examples of audio media are radio shows, podcasts, audiobooks, music recordings, and sound clips in videos and presentations.

1.Tape recorder and cassette recorder

2.Radio

3.Smart phone

b) Visual Media

Visual media refers to different ways of sharing information, ideas, or art using things you can see. This includes pictures, videos, drawings, animations, and other visual

tools. Visual media is meant to be looked at and can help people understand things better, feel emotions, or be entertained. Some examples of visual media are TV shows, movies, photos, infographics, digital art, social media posts, and virtual reality experiences.

c) Audio-Visual Media

Audiovisual media refers to content that combines both auditory (sound) and visual (sight) elements. This encompasses various forms of media such as television programs, movies, video games, interactive presentations, and multimedia content, the instructional media that involve the senses of sight and hearing are named: audio-visual media. In language teaching, audio-visual media is a great help in stimulating and facilitating the learning of a foreign language.

3.   Function of Media

Media serves various functions, as outlined by Asna Khusniati (2016), categorized into two stages: analyzing function based on the nature of the media and based on its utility. The analyzing function based on media comprises three aspects: (1) instructional media serving as learning resources; (2) semantic function; and (3) manipulative function. On the other hand, the second function based on usefulness includes two aspects: (4) psychological function, and (5) socio-cultural function.

4.   Analyzing Function Based on Media

a) Intructional Media as Source of Learning

Instructional media can be a powerful tool for facilitating learning by engaging learners, providing visual representations, reinforcing concepts, promoting interactivity, and accommodating diverse learning needs.

b) Semantic Function

The semantic function in the classroom encompasses the use of language in various instructional activities to facilitate communication, comprehension, and learning among students and teachers. By effectively employing language, educators can create an inclusive and engaging learning environment where students can effectively grasp and apply new information and ideas.

c) Manipulative Function

The manipulative function of language in the classroom involves using communication strategically to foster motivation, engagement, behavior management, learning, peer influence, negotiation, conflict resolution, leadership, and self-advocacy among students. When employed effectively and ethically, manipulative language techniques can contribute to a positive and supportive learning environment conducive to academic success and personal growth.

d) Socio Cultural Function

By recognizing and leveraging the socio-cultural function of language in the classroom, educators can create inclusive, culturally responsive learning environments that honor students' diverse backgrounds, promote equity and social justice, and empower learners to thrive academically and personally.

C.   Game

1.   Definition of Game

A game is a structured form of play that people typically engage in for fun or entertainment. It usually has specific rules and objectives. Games can be competitive or cooperative and may involve elements like strategy, luck, skill, or physical activity, depending on the type of game. They come in various formats such as board games, card games, video games, sports, puzzles, role-playing games, and outdoor activities. Overall, games aim to provide participants with an enjoyable and stimulating experience.

A game is a structured type of play, usually undertaken for entertainment or fun, and sometimes used as an educational tool. (Catherine 2000) To play a game is to engage in activity directed toward bringing about a specific state of affairs, using only means permitted by specific rules, where the means permitted by the rules are more limited in scope than they would be in the absence of the rules, and where the sole reason for accepting such limitation is to make possible such activity." (Bernard Suits1967)

2.   Kind of game

Villart Vactory (2023 may 31) In the world of board games, there are two main approaches that define the gaming experience: cooperative games and competitive games. Each of them offers a unique and exciting experience, but they also have significant differences in terms of gameplay and objectives.

Cooperative Games

- Description: Cooperative games are those in which players work together to achieve a common goal.

- Game dynamics: Players collaborate, share information and make strategic decisions together.

- Advantages: Fosters communication, collaboration and teamwork. Promotes the creation of positive relationships and a sense of collective achievement.

Competitive Games

- Description: Competitive games are those in which players compete against each other to achieve individual victory.

- Gameplay: Players make strategic decisions to outplay their opponents, using tactics and skills to gain an advantage.

- Pros: Offers exciting competition and a strategic challenge. Stimulates friendly rivalry and self-improvement.

Differences and Similarities

- Differences: Cooperative games emphasize collaboration and teamwork, while competitive games focus on individual competition and strategy. In cooperative games, players can win or lose together, while in competitive games, only one player can win.

- Similarities: Both cooperative and competitive games offer challenges, strategic decision-making, and fun. Both types of games can be exciting and satisfying.

D.   Chinese Whispers Game

1.   The Definition of Chinese Whispers Game

This game is known by various names around the world, including "telephone" or "whispers." In this engaging activity, a message is discreetly communicated among a line of participants, culminating in the last person vocalizing the message. Similarly, Chinese Whispers involves a message being whispered or transmitted from one individual to another within a group, with the final participant reciting the message aloud to see how it compares to the original message shared by the first person. (Utami, P., & Rahmawati, I. N.,2018).

Chinese Whispers is a game where participants whisper or relay a message from one person to another within a group, with the final person announcing the message they received and comparing it to the original message from the first person. A notable aspect of this game is the occasional transformation of the message into something different or altered. (Utami, P., 2018).

2.   The Rules to Play Chinese Whispers Game

According to Utami, P., & Rahmawati, I. N. (2018) In the original setting, each group consists of approximately thirty to thirty-five students in the eighth-grade class. This large class size could potentially lead to difficulties in managing the classroom, making it challenging for the teacher to maintain control, The process of implementing the Chinese whisper technique for teaching and learning speaking skills in the classroom involves the following steps:

1. The teacher instructs students to form groups of 7 to 10 members.

2. The activity will be conducted with two groups at a time, while the other groups wait outside the classroom until the first round concludes.

3. In the initial round, the teacher asks the two participating groups to stand and select a leader.

4. The teacher then provides the leader with a specific sentence to convey.

5. The leader reads the sentence aloud for one minute before whispering it to the next participant.

6. This process continues, with each player whispering the message to the subsequent player until it reaches the final participant.

7. The last player will then announce the message to the group, alongside their teammates.

8. The group that successfully completes the task first and accurately conveys the message is declared the winner of that round.

9. The activity then shifts to the next round, involving the remaining two groups, who will follow the same procedure.

10. Finally, the teacher and students will collaboratively analyze the meaning of the message and review the grammatical structure together.

E.   Review of Previous Study

Two prior studies have examined vocabulary instruction to determine the effectiveness of the techniques used. The researcher can draw insights from these studies to inform and enhance the current research, building upon the findings of the earlier work.

The first study was conducted by Asna Khusniati (2016) from Tulungagung State Islamic University Sayyid Ali Rahmatullah entitled "*THE EFFECTIVENESS OF CHINESE WHISPERS GAME TOWARD STUDENTS' VOCABULARY MASTERY OF SEVENTH GRADE AT SMPN 2 SUMBERGEMPOL"* vocabulary increasing of seventh grade in SMPN 2

Sumber Gempol in academic year 2015-2016". The researcher discovered that students' vocabulary performance improved after participating in the Chinese Whispers game compared to their performance prior to its implementation. Asna employed a quantitative approach for her experimental research, utilizing visual aids to convey messages, with a particular emphasis on verbs within each whispered sentence.

The second study was conducted by Putri Utami (2017) from Lampung State Islami University Raden Intan with the title "*THE INFLUENCE OF USING CHINESE WHISPER GAME TOWARDS STUDENTS' SPEAKING ABILITY AT THE FIRST SEMESTER OF THE EIGHTH GRADE IN SMP NEGERI 1 TANJUNGSARI SOUTH LAMPUNG 2017/2018 ACADEMIC YEAR*". After the researcher has done, the researcher concludes Chinese Whispers game is better toward students" Speaking ability. The test was oral test monologue for control class and experimental class, where the students should choose one topic that provided

The researcher aimed to carry out an experimental study on vocabulary instruction utilizing the Chinese Whispers game, as outlined in the previous explanation. The title of this research is. "THE EFFECTIVENES OF CHINESE WHISPERS GAME TOWARD STUDENTS` VOCABULARY MASTERY OF SEVENTH GRADUATE AT MTSN MALANG 2". The researcher employed a quantitative approach for the experimental study. The focus was on comparing pre-test and post-test results within a single group. Data collection was conducted through the administration of a vocabulary test as the primary instrument. This study diverged from the work of Asna Khusniati, who utilized pictures as a reference for initiating the Chinese Whispers game. In contrast, the current researcher opted not to use images but instead highlighted the characteristics or traits of the subject. Additionally, while Asna implemented a pre-experimental design, the researcher adopted a quasi-experimental method. Furthermore, in comparison to Putri Utami's research, which targeted student speaking

abilities through the Chinese Whispers game, the current study focused on enhancing students' vocabulary skills. Notably, while Putri used nouns in sentences for each whisper, the researcher incorporated all parts of speech, including verbs, nouns, adjectives, and more.

CHAPTER III

RESEACH METHOD

In this chapter, the researcher outlines the critical elements of the research design and the data prerequisites needed for the successful execution of the study. The chapter is organized into the following sections: (a) research design, (b) population, sample, and sampling methods, (c) research instruments, (d) testing for validity and reliability, (e) normality assessment, (f) data collection methods, and (g) data analysis techniques.

A.   Reseach Design

The research design is a crucial aspect of any study as it serves as the blueprint or plan outlining how the research will be conducted. It encompasses the overall strategy that will guide the researcher in collecting and analyzing data to address the research questions or objectives effectively. According to Asna Khusniati (2016) Researcher needs thing that help her to guide, so research carried out appropriate with her planning.

Research involves a careful examination to discover, understand, or improve facts, theories, or principles, or to gain knowledge about a specific topic or issue. The researcher investigated whether the game is effective for students. In this study, the researcher used experimental research. According to Poppy Melati (2022), experimental design is a research method used to find the effect of one variable on another. The writer used a quasi-experimental pretest-post-test group design to determine if using the Chinese Whispers game can influence students' vocabulary skills.

The author chose two groups for the study: an experimental group and a control group. The experimental group engaged in learning through the Chinese Whisper game, whereas the control group participated in role play activities. To measure the impact of the treatment, students completed a pre-test to evaluate their vocabulary skills prior to the intervention and a

post-test to assess their speaking abilities afterward. Both tests were conducted for participants in both the experimental and control groups.

B.   Research Variable

Research variables are qualities, traits, or aspects that researchers look at, adjust, or track in a study. They're like puzzle pieces that researchers use to understand the big picture. In this reseach, according to Poppy Melati (2022) there are two variable namely, independent variable and dependent variable.

1. Independent variable

    The Independent variable is a variable that affects or causes the change or the emergance of the dependent variable. In this research, the independent variable involves the implementation of the Chinese Whisper game as a method to enhance students' vocabulary mastery.

2. Dependent variable

    Dependent variable are variable that are influenced or become a result of Independent variable. In this study, the dependent variable is the seventh-grade students' achievement at MTSn MALANG 2, which serves as an indicator of their comprehension of vocabulary.

C.   Population, sample and sampling

1. Population

As stated by Utami Putri (2018), a population encompasses all individuals belonging to a specific, clearly defined category of people, events, or objects. Arikunto (2013: 173), in the Encyclopedia of Educational Evaluation, describes a population as a collection of all elements that share one or more relevant characteristics. The individuals targeted in the study are referred

to as the population. In this particular research, the population includes all seventh-grade students at MTSn 2 Malang.

2. Sample

The observed small group is referred to as a sample, which represents a selection of individual members intended to reflect the entire population. In this research, the author selected two classes as the sample: Class C serves as the control group, while Class B is designated as the experimental group.

Table 3.1. Sample of the reseach

No.	Class	Gender		total
		Male	Female	
1.	VIII B	10	25	35
2.	VIII C	10	26	36

3. Sampling Technique

To get the sample for this research, the writer used cluster random sampling because the population is similar and grouped together. Khotari explained that in this method, every member of the population has an equal chance of being chosen. It works like a lottery where individual members are selected randomly, not on purpose, but through a mechanical process. It's purely by chance that any particular member is chosen. The results from this type of random sampling are reliable in terms of probability.

D.   Instrument of the reseach

In this study, the researcher administered a vocabulary test to assess students' abilities before and after implementing the Chinese Whispers game. There are two aspects to this

vocabulary test: the pre-test and the post-test. In the pre-test, the researcher provided several test questions to assess students' vocabulary abilities before using the Chinese Whispers game. The assessment consists of both multiple-choice questions, totaling 50 questions, with 25 questions in the pre-test and 25 questions in the post-test.Then, in the post-test, the researcher also administered several vocabulary questions to evaluate students' abilities after using the Chinese Whispers game.

In the post-test, the format remains consistent with that of the pre-test, allowing for a clear comparison of students' abilities before and after the implementation of the Chinese Whispers game. If the post-test scores exceed those of the pre-test, it can be inferred that the Chinese Whispers game significantly enhances vocabulary acquisition among students.

E. Validity and Reliability Testing

In quantitative research, the outcomes are heavily influenced by the measurement instruments utilized. To evaluate these instruments effectively, researchers must grasp two fundamental concepts: validity and reliability.

1. Validity

Validity refers to how well a measurement tool actually measures what it is supposed to measure. It shows how accurately the results of a test or study reflect the real concept or variable being studied. Leng, E. Y., Baki, R., & Mahmud, R. (2010) states that the most important factor in developing and evaluating measurement instruments is validity. To measure validity, researchers can use SPSS or excel, in this study researchers used excel with the formula:

$$R_{xy}: \frac{N \sum XY - (\sum X)(\sum Y)}{[N \sum X2 - (\sum X)2][N \sum Y2 - (\sum Y)2]}$$

RXY = Correlation coefficient between variables X and Y N= Total number of Respondents

$\sum X$ = Total score of items

$\sum Y$ = Individual total scores

$\sum X2$ = Sum of the squared scores of the items

$\sum Y2$ = Sum of the total scores for the squares of the items

2. Reability

The reliability of a measuring tool means how consistently it measures what it is supposed to measure. This is very important for any measurement. People who use these measurements need to find and use methods to check how consistent and reliable their tools are. Reliable tools give stable and consistent results.

a. Scale Reability

To measure the reliability scale in this study, researchers used Cronbach's Alpha formula.

b. Test Reliability

The researcher utilized the KR-20 formula to assess the reliability and validity of the trial test. Many researchers prefer this formula because it is not complex and only requires administering the test once. The KR-20 formula by Fraenkel and Wallen (2005: 156) follows the below:

Table 3.3. KR-20 formula

$$R_{tt} = \frac{K}{K-1}\left(\frac{v_t - \sum pq}{v_t}\right)$$

Description:

Rtt = Test reliability

k = Number of valid items

vt = Total variance

p = Proportion of subjects who answered the questions correctly

q = Proportion of subjects who answered the questions incorrectly

$\sum pq$ = Number of multiplication results between p and q

After computing the reliability of the test items, the researcher categorized the reliability coefficient based on the classifications provided by Sudjiono (1996: 209-230), as follows :

Table 3.4. Classification of Reliability Test

No.	Reliability	Level of Reliabilty
1	>0.90	Very High
2	0.80-0.90	High
3	0.70-0.79	Reliable
4	0.60-0.69	Marginally/Minimally

F.   Hypothesis

Based on assumptions, two hypotheses can be proposed and addressed with the results, namely:

1. Null Hyphotesis (Ho)

Chinese Whispers game does not effective toward students' vocabulary in class VII MTs Negeri 2 Malang.

2. Alternative Hyphotesis (Ha)

Chinese Whispers game is effective toward students' vocabulary in class VII MTs Negeri 2 Malang.

G.   The Procedure of the Data Collection

The data in this study consist of students' scores on the vocabulary test. As this research follows a quantitative design, the data are numerical in nature. To ensure the quality of the data, the researcher must select appropriate instruments for the study. The instruments used in this research were the Multiple Choice test and Matching test, each administered twice. The data collection technique is explained as follows:

1. Pre-test

Before implementing the Chinese Whispers game, students are given a pre-test. This test is attended by 26 students and lasts for 40 minutes as allocated time. The pre-test consists of multiple-choice and matching questions, **with 15 questions for multiple-choice and 10 questions for matching.** The purpose of this test is to evaluate students' basic understanding before they undergo treatment using the Chinese Whispers game.

2. Treatment

The treatment was conducted six times following the pre-test, with each session lasting 2x40 minutes. During these sessions, the teacher, who also served as the author, engaged

students in the Chinese Whisper game. Students were informed about the objectives and provided with instructions on how to participate in the game. The sentences used in the game were centered around topics that involved explanations. After the game, a discussion took place between the teacher and students regarding the connections between the sentences utilized in the game and the features of descriptive text monologues. Additionally, the researcher prompted students to create their own monologues describing various subjects, including people, animals, and objects. In the control group, an alternative method known as role-playing was employed.

3. Pro-test

After the students play the Chinese Whispers game as part of the treatment, they take a post-test. This test involves 26 students and lasts for 40 minutes. It includes multiple-choice and matching questions, with 15 and 10 questions respectively. The test happens after the students have played the Chinese Whispers game. Researchers use the test results to see if there's a big change in scores compared to before the treatment. If there's a big change, it means the treatment worked well. But if there's no big change, it means the treatment didn't work as expected.

H.   Data Analysis

In this research, the researcher uses a simple experimental design to collect numerical data. The study compares two tests: a pre-test and a post-test. First, students take a test before learning with the Chinese Whispers game (pre-test). Then, they take another test after using the game (post-test). If the post-test scores are higher than the pre-test scores, it shows that the technique works well.

To find out how well students understand vocabulary, the researcher will give them a test after they have learned vocabulary using the Chinese Whispers game. This test will have multiple-choice questions To analyze the results, the researcher will use the t-test formula.

1. Normality Testing

The purpose of normality testing is to determine whether the data follows a normal distribution. This evaluation is essential because a normal distribution implies that the data can reliably represent the entire population. A normality test was performed to analyze if the data collected from both the experimental and control groups displayed a normal distribution. This analysis was executed using SPSS version 22, based on the following criteria: a test result exceeding 0.05 indicates a normal distribution, whereas a result below 0.05 signifies a non-normal distribution.

2. Homogeny Test

Following the results of the normality test, the subsequent step was to assess the homogeneity of the data. A homogeneity test was carried out to determine if the data across both groups were homogeneous. This analysis was also executed using SPSS version 22, with the objective of evaluating data homogeneity at a significance level exceeding $\alpha = 0.05$.

3. t – Test

The t-test is applied in this research to evaluate the data and identify the significant differences in vocabulary knowledge between students participating in the Chinese Whispers game in the experimental group and those not participating in the control group. Specifically, the Independent Samples T-test with a two-tailed significance test is conducted using SPSS version 22. If the significance value (Sig. 2-tailed) exceeds the threshold of $\alpha = 0.05$ (5%), the null hypothesis is retained. Conversely, if Sig. (2-tailed) falls below the significance level of $\alpha = 0.05$ (5%), the alternative hypothesis is accepted.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents the results of data analysis of pre-test and post-test, hypothesis testing, and discussion.

4.1   Finding

In this section, the researcher presents the students' vocabulary mastery both before and after using the Chinese Whispers game. A test was used as the research instrument, consisting of multiple-choice. The data was analyzed through two tests: a pretest, administered before teaching vocabulary with the Chinese Whispers game, and a posttest, given afterward. These tests were conducted with the VII class. Since only one group was used to compare the two sets of data, the researcher applied the T-test formula to compare the pretest and post-test results.

4.1.1 Data Analysis of Pre-Test

The researchers conducted a pre-test on September 26th, 2024, consisting of 25 multiple-choice questions, with a 40-minute time limit, during one subject session. Students were asked to choose the correct answer from four available options. The test was administered to two classes, VII 1 and VII 2, each with 26 students. VII 1 was designated as the experimental group, while VII 2 served as the control group.

Both groups received the same pre-test. However, after the test, the control group continued their regular lessons without the use of the Chinese Whispers game, whereas the experimental group was taught the same material using vocabulary instruction combined with the Chinese Whispers game. The purpose of the pre-test was

to evaluate the students' abilities before any intervention, providing a baseline for the study. The pre-test results were as follows:

Table 4.1 Pre-test of Experimental Class Students

No	Initials Name	Pre-Test
1	ABS	35
2	ADK	40
3	BS	70
4	CFN	60
5	DK	80
6	DLN	70
7	FR	45
8	GS	70
9	KM	20
10	KZ	30
11	MM	45
12	MNM	75
13	MW	70
14	RH	75
15	RLM	50
16	RUT	85
17	RTW	85
18	SNPN	50
19	SH	90
20	SS	55
21	TA	30
22	TCK	55
23	TDAN	45
24	VAP	75
25	VAH	70
26	ZCR	80
Total		1555
Average		59

The pre-test results presented in Table 4.1 show the performance of class VII 1 at MTsN 2 Malang, which served as the experimental class. The lowest score recorded in the experimental class was 20, while the highest was 90. The total score for the class amounted to 1555, resulting in an average score of 59. The distribution of the pre-test
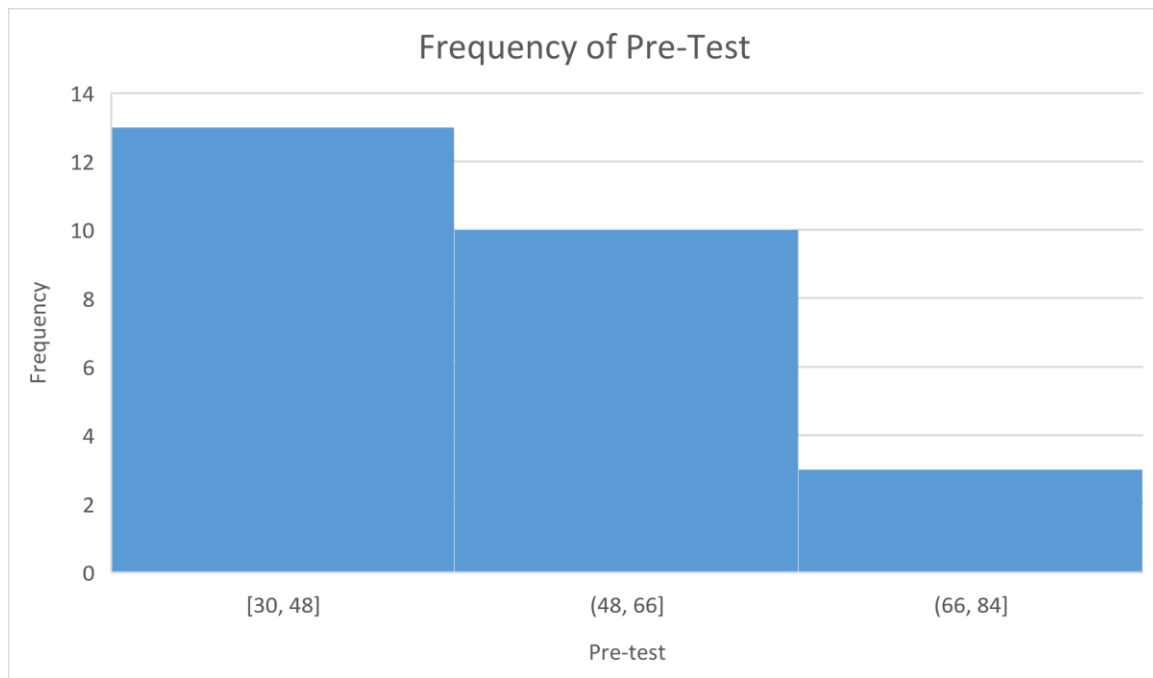
scores for the experimental class is visually represented in histogram graphs:
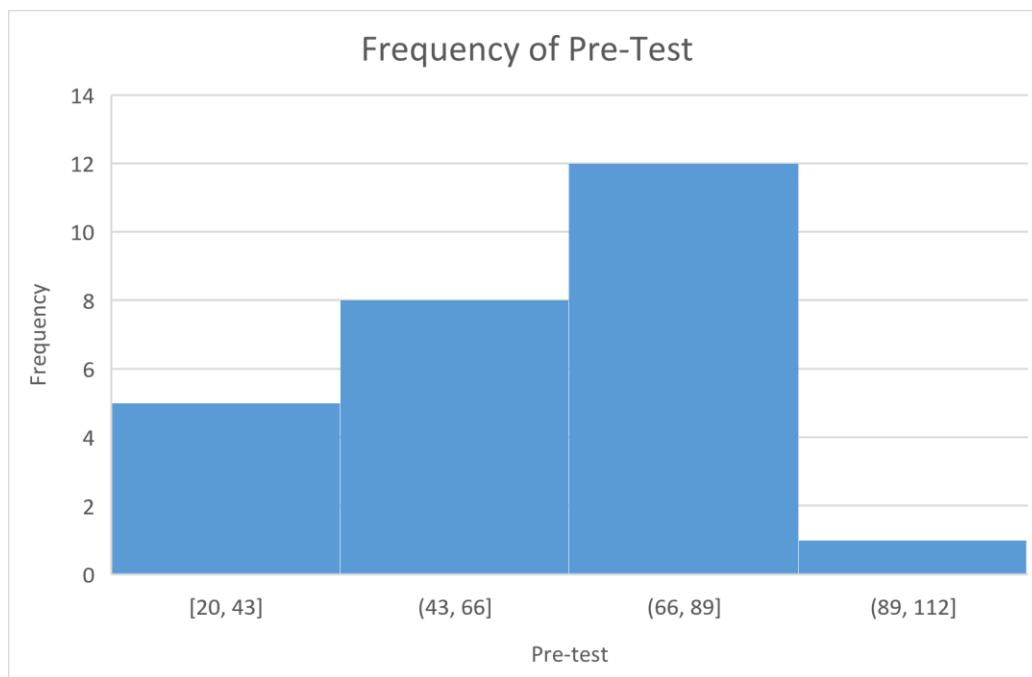
The histogram displayed above illustrates the distribution of student scores, organized from the lowest to the highest. The data indicates that 5 students achieved scores ranging from 20 to 43, 8 students scored between 43 and 66, and 12 students were within the 66 to 89 range. Additionally, only 1 student scored between 89 and 112.

From this analysis, it can be inferred that nearly all students in class VII 1 (Experimental class) scored below the minimum passing score (KKM) of 80. Only one student reached the highest score of 90. The descriptive statistics for the pre-test scores of the Experimental class are as follows:

Table 4.2 Descriptive Statistic of Pre-test Experimental Class

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
PreEks	26	70	20	90	1555	59.81	3.818	19.467	378.962
Valid N (listwise)	26								

Table 4.2 indicates that the Experimental class achieved an average pre-test score of 59.81, accompanied by a standard deviation of 19.467. The lowest score noted was 20, whereas the highest reached 90. The fact that the standard deviation is less than the average score suggests that the pre-test data for the experimental class is fairly consistent and of high quality. This implies that the scores do not vary significantly, reflecting a commendable level of performance uniformity among the students.

Table 4.3 Pre-test Scores of Control Class Students

No	Initials Name	Pre-Test
1	AIAZ	30
2	ARA	35
3	AWK	45
4	DNA	65
5	DFL	55
6	EHM	50
7	EARK	30
8	FAR	65
9	FD	75
10	IBF	75
11	KN	45
12	LAS	80
13	MAA	55
14	MAZ	40
15	MFF	35
16	MRTP	30
17	MSA	45
18	NBZ	60
19	NS	65
20	NAD	65
21	NSH	60
22	NADAP	40
23	OP	40
24	RRAN	30
25	SJA	55
26	SDS	40
Total		1310
Average		50

Table 4.3 presents the pre-test outcomes for class VII 2 at MTsN 2 Malang, designated as the control group. The findings indicate that four students recorded the lowest score of 30, whereas one student attained the highest score of 80. The cumulative score for all 26 students in this class amounts to 1310, yielding an average score of 50. The distribution of these scores is depicted in the histogram graphs provided below.

Diagram 4.2 Pre-test Control Class

The histogram displayed above illustrates the distribution of student scores, organized from the lowest to the highest. The data indicates that 13 students achieved scores ranging from 30 to 48, 10 students scored between 48 and 66, and 3 students fell within the 66 to 84 range.

From this analysis, it is evident that only one student from class VII 2 (Control class) met the KKM or passing score of 80, while all other students scored below this threshold. The descriptive statistics for the pre-test scores of the Control class are as follows:

Table 4.4 Descriptive Statistic of Pre-test Control Class

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
PreCont	26	50	30	80	1310	50.38	2.999	15.292	233.846
Valid N (listwise)	26								

Table 4.4 indicates that the control class achieved an average pre-test score of 50.38, accompanied by a standard deviation of 15.292. The scores ranged from a minimum of 30 to a maximum of 80. The fact that the standard deviation is less than the average score suggests that the pre-test data for the control class is reliable, reflecting a consistent level of student performance.

After evaluating the pre-test results for both the experimental and control groups, the researchers implemented the Chinese Whispers game as an intervention for the experimental class. Subsequently, a post-test was administered to evaluate the changes in scores resulting from this intervention.

4.1.2 Data Analysis of Post-Test

The researchers administered a pre-test on October 10th, 2024, and held the post-test at the conclusion of two treatment sessions using the Chinese Whispers game. The post-test, like the pre-test, consisted of 25 multiple-choice questions with a 40-minute time limit, following a similar question pattern. Students were asked to choose the correct answer from four options. The test was conducted in two classes, VII 1 and VII 2, each consisting of 26 students, with VII 1 designated as the experimental class and VII 2 as the control class. The post-test results provided a comparison between the students' pre-test and post-test scores.

Table 4.5 Post-test score of Experimental Class Students

No	Initials Name	Pre-Test
1	ABS	40
2	ADK	50
3	BS	80
4	CFN	70
5	DK	90
6	DLN	85
7	FR	55
8	GS	75
9	KM	30
10	KZ	40
11	MM	55
12	MNM	85
13	MW	80
14	RH	85
15	RLM	55
16	RUT	95
17	RTW	90
18	SNPN	60
19	SH	95
20	SS	60
21	TA	40
22	TCK	60
23	TDAN	50
24	VAP	80
25	VAH	80
26	ZCR	90
Total		1775
Average		68

Table 4.5 presents the post-test results for class VII 1, the experimental class. The lowest student score was 30, while the highest score reached 95. The total score for the class was 1775, with an average score of 68. The distribution of post-test scores is illustrated in the histogram graphs below.

Diagram 4.3 Post-Test Experimental Class

Frequency of Post-test
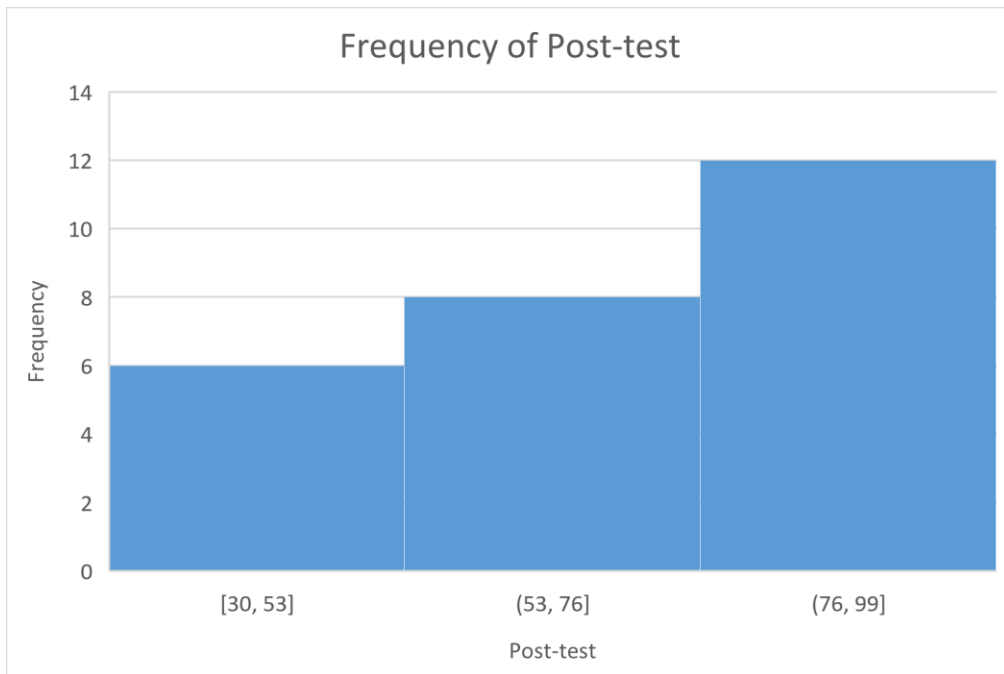
The histogram presented illustrates the distribution of student scores in the experimental class, highlighting the range from the lowest to the highest scores, as well as the number of students within each score bracket. Specifically, it indicates that 6 students achieved scores between 30 and 53, 8 students scored between 53 and 76, and 12 students fell within the 76 to 99 range. From this data, it can be inferred that 14 students scored at or below the minimum passing grade (KKM). The descriptive statistics for the post-test data of the experimental class are as follows:

Table 4.6 Descriptive Statistic of Post-test Experimental Class

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
PostEks	26	65	30	95	1775	68.27	3.832	19.542	381.885
Valid N (listwise)	26								

Table 4.6 indicates that the experimental class achieved an average post-test score of 68.27, accompanied by a standard deviation of 19.542. The scores ranged from a minimum of 30 to a maximum of 95. Given that the standard deviation is less than the average score, it can be inferred that the post-test results for the experimental class reflect a high quality of data.

Table 4.7 Post-test Score of Control Class

No	Initials Name	Post-Test
1	AIAZ	55
2	ARA	55
3	AWK	65
4	DNA	70
5	DFL	60
6	EHM	50
7	EARK	55
8	FAR	75
9	FD	65
10	IBF	70
11	KN	60
12	LAS	55
13	MAA	50
14	MAZ	65
15	MFF	70
16	MRTP	45
17	MSA	50
18	NBZ	55
19	NS	60
20	NAD	65
21	NSH	70
22	NADAP	60
23	OP	50
24	RRAN	55
25	SJA	60
26	SDS	75
Total		1565
Average		60

Table 4.7 displays the post-test outcomes for class VII 2 of MTsN 2 Malang, designated as the control group. The data indicates that one student obtained the lowest score of 45, whereas two students attained the highest score of 75. The cumulative score for all students amounts to 1565, resulting in an average score of 60. A histogram graph is provided below to visually represent the distribution of these results.

Frequency of Post-test
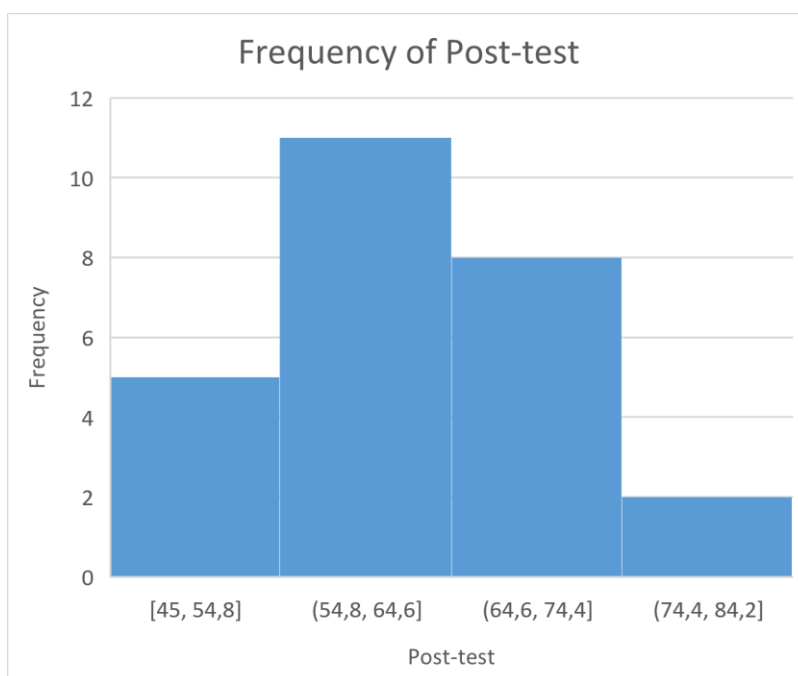
The histogram graphs above show the distribution of student scores in the control class, from the lowest to the highest, alongside the frequency of students in each score range. According to the data, 5 students scored between 45-54.8, 11 students scored between 54.8-64.6, 8 students scored between 64.6-74.4, and 2 students scored between 74.4-84.2. From this, we can conclude that 24 students scored below the passing grade (KKM) of 80. The descriptive statistics for the control class post-test are shown below:

Table 4.8 Descriptive Statistic of Post-test Control Class

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
PostCont	26	30	45	75	1565	60.19	1.629	8.304	68.962
Valid N (listwise)	26								

Table 4.8 reveals that the control class achieved an average post-test score of 60.19, accompanied by a standard deviation of 8.304. Additionally, the table highlights that the minimum score recorded is 45, while the maximum score is 75. Given that the

standard deviation is less than the average score, it can be inferred that the post-test outcomes for the control class demonstrate a high level of data quality.

4.1.3 Students Achievement in Vocabulary Before and After Using Chinese whisper game

Table 4.9 Result Pre-test and Post-test of Experimental Class

No	Initials Name	Difference		Description
		Pre-Test	Post-Test	
1	ABS	35	40	Increase
2	ADK	40	50	Increase
3	BS	70	80	Increase
4	CFN	60	70	Increase
5	DK	80	90	Increase
6	DLN	70	85	Increase
7	FR	45	55	Increase
8	GS	70	75	Increase
9	KM	20	30	Increase
10	KZ	30	40	Increase
11	MM	45	55	Increase
12	MNM	75	85	Increase
13	MW	70	80	Increase
14	RH	75	85	Increase
15	RLM	50	55	Increase
16	RUT	85	95	Increase
17	RTW	85	90	Increase
18	SNPN	50	60	Increase
19	SH	90	95	Increase
20	SS	55	60	Increase
21	TA	30	40	Increase
22	TCK	55	60	Increase
23	TDAN	45	50	Increase
24	VAP	75	80	Increase
25	VAH	70	80	Increase
26	ZCR	80	90	Increase
Total		1555	1755	Increase
Average Score		59	68	

The comparison of pre-test and post-test scores for the experimental class indicates a notable improvement in student performance. The pre-test was administered before the introduction of the Chinese Whisper game as an intervention, while the post-test was

given afterward. The results show a positive increase in student scores. The average pre-test score for the experimental class was 59, which rose to an average of 68 after the intervention, reflecting an increase of 9 points. This clearly demonstrates that the post-test scores for the experimental class exceeded their pre-test scores.

4.10 Result Pre-test and Post-test of Control Class

No	Initials Name	Difference		Description
		Pre-Test	Post-Test	
1	ABS	30	55	Increase
2	ADK	35	55	Increase
3	BS	45	65	Increase
4	CFN	65	70	Increase
5	DK	55	60	Increase
6	DLN	50	50	Increase
7	FR	30	55	Increase
8	GS	65	75	Increase
9	KM	75	65	Decrease
10	KZ	75	70	Decrease
11	MM	45	60	Increase
12	MNM	80	55	Decrease
13	MW	55	50	Decrease
14	RH	40	65	Increase
15	RLM	35	70	Increase
16	RUT	30	45	Increase
17	RTW	45	50	Increase
18	SNPN	60	55	Decrease
19	SH	65	60	Decrease
20	SS	65	65	Increase
21	TA	60	70	Increase
22	TCK	40	60	Increase
23	TDAN	40	50	Increase
24	VAP	30	55	Increase
25	VAH	55	60	Increase
26	ZCR	40	75	Increase
Total		1310	1565	Increase
Average Score		50	60	

The table of pre-test and post-test scores for the control class shows a noticeable improvement in student performance. The pre-test average score was 50, and after conducting the post-test, the average increased to 60, reflecting a rise of 10 points. Similar to the experimental class, this demonstrates an improvement in student scores, though the control

class experienced a slightly larger increase. Overall, it can be concluded that the control class post-test scores are higher than their pre-test scores, just like in the experimental class.

4.1.4 Result of Validity Testing

Item validity testing was conducted through the application of both construct and content validity, with the support of question validators including lecturers and teachers. Researchers administered 60 validity questions to Grade VIII students who were not part of the control or experimental groups. The validity evaluation occurred in class 8C over two days, specifically on February 27 and 28, 2024, with each session lasting 40 minutes.

For this analysis, Microsoft Excel was employed to execute the validity test. The Corel formula within Excel was utilized to compute the r-value for each question item, yielding the following results:

Picture 4.1 Test of Validity

From the validation test results, a question is considered valid if the r-count is greater than the r-table. Out of the 60 questions tested, 8 were found to be invalid as their r-count was less than the r-table value. The invalid questions were numbers 4, 6, 17, 29, 40, 49, 56, and 57. Therefore, it can be concluded that 52 of the 60 questions are valid. Since only 50 questions were needed, the researchers selected 50 questions from the 52 valid ones.

4.1.5 Result of Reliability Testing

Following the validity test, a reliability test was conducted to ensure that the test yields consistent results when applied. For the reliability test, the researchers used SPSS 22, and the results were as follows:

Picture 4.2 Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.754	61

From the reliability test results above with the formula used, namely the Kudr-Richardson 20 (KR 20) formula, the result of the reliability test is 0.754. So it can be concluded that this data is declared reliable with a correlation coefficient of "Reliable".

4.1.6 Result of Normality Testing

The normality test is conducted to assess whether the collected data follows a normal distribution. The Lilliefors normality test is employed for this purpose, under the assumption that the data is normally distributed. If the calculated L value is less than or equal to the critical L value, the data can be considered normally distributed at a significance level of 0.05.

Picture 4.3 Normality Testing

Tests of Normality

KELAS		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
HASIL	PRE TEST EKSPERIMEN	.112	26	.200[*]	.969	26	.634
	POST TEST EKSPERIMEN	.182	26	.010	.945	26	.052
	PRE TEST CONTROL	.187	26	.008	.940	26	.058
	POST TEST CONTROL	.187	26	.008	.940	26	.082

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

This research utilized the Shapiro-Wilk test to assess normality, as recommended by Ayuningtyas (2012) for data sets with fewer than fifty observations. The results of the normality tests indicated Shapiro-Wilk values of 0.634 for the pre-test of the experimental group, 0.058 for the pre-test of the control group, 0.052 for the post-test of the experimental group, and 0.082 for the post-test of the control group. Given that all values exceed 0.05, it can be inferred that the data follows a normal distribution.

4.1.7 Result of Homogenity Testing

After conducting the normality test, the next step was to perform a homogeneity analysis. This analysis helps determine whether the population samples have equal variance, which is important for running tests such as the Independent Sample T-test and ANOVA. Using SPSS, the results of the homogeneity test were obtained.

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
hasil_belajar	Based on Mean	1.083	1	60	.375
	Based on Median	.691	1	60	.415
	Based on Median and with adjusted df	.691	1	57.386	.415
	Based on trimmed mean	1.061	1	60	.305

According to the homogeneity test criteria, if the significance value is less than 0.05, the data is not homogeneous, whereas if the significance value is greater than 0.05, the data is homogeneous. In this case, the significance value was 0.375, which is greater than 0.05. Therefore, it can be concluded that the data from both classes are homogeneous, allowing the analysis to proceed to hypothesis testing.

4.1.8 Result of T-Test and Hypothesis Testing

After completing the validity and reliability tests, the researchers confirmed that the questions were both valid and reliable for testing the students. Following this, they conducted a normality test and a homogeneity test, which revealed that the data in this study were normally distributed and homogeneous.

In the final stage of analysis, the researchers performed a hypothesis test, specifically a t-test, to determine whether there was a significant effect between the class taught using the Chinese whisper game and the class that did not use it. SPSS was used for the t-test analysis, and the results are shown in the table below:

Table 4.11 Result Gain Score Experimental Class and Control Class

Group Statistics

	kelas	N	Mean	Std. Deviation	Std. Error Mean
hasil_belajar	post_eksperimen	26	68.27	19.542	3.832
	post_kontrol	26	60.19	8.304	1.629

In the table above, it can be seen that the difference between the average student learning outcomes of those who use learning with Chinese whisper game (experimental

class) and classes without using the Chinese whisper game (control class) is significant. In the table above, it can be seen that the average post-test result of the experimental class is 88.55, whilethe average post-test result of the control class is 73.06.

Picture 4.5 Hypothesis Testing

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
hasil_belajar	Equal variances assumed	30.439	.000	1.940	50	.058	8.077	4.164	-.287	16.441
	Equal variances not assumed			1.940	33.744	.061	8.077	4.164	-.388	16.542

Independent Samples Test

Using the independent sample t-test with SPSS 22, the hypothesis test results indicate that if the significance value (2-tailed) is less than 0.05, H0 is rejected and Ha is accepted, signifying a significant difference. In this case, the significance value (2-tailed) was 0.00, which is smaller than 0.05. Therefore, it can be concluded that using the Chinese whisper game in learning for class VII at MTsN 2 Malang was effective, and there was a significant improvement after the treatment.

4.2 Discussion

This study was carried out at MTsN 2 Malang, situated on Kenongosari Street in the Turen sub-district of Malang district. It involved two Grade VII classes, with Class VII-1 designated as the Experimental group and Class VII-2 as the Control group, each comprising 26 students. The objective of the research was to examine the impact of the Chinese Whisper game on vocabulary acquisition, employing identical pre-tests and post-tests for both groups. The Experimental group engaged in the Chinese Whisper game as part of their learning process, whereas the Control group adhered to conventional teaching approaches.

Before applying the treatment to the Experimental and Control classes, the researchers conducted item tests on Class VII-3 to ensure the validity and reliability of the questions for the pre-test and post-test. The test was administered over two days, with students completing 30 questions per session. Out of the 60 items tested, 52 were valid,

and the researchers chose 50 items for the final pre-test and post-test. According to Abdullah (2015), validity ensures the accuracy of the measurement instrument, while reliability checks for consistency.

The pre-test was conducted to assess the students' initial vocabulary knowledge before the treatment. The Experimental class underwent two treatments using the Chinese Whisper game, each lasting 40 minutes. In the first treatment, the researcher introduced vocabulary and discussed its importance in English. Students showed enthusiasm but struggled with vocabulary during translation tasks. The researcher corrected the students' narrative texts and guided them in creating and translating descriptive texts.

During the second treatment, the researcher explained the rules of the Chinese Whisper game. Students formed lines, and the first person in line whispered a word, phrase, or sentence to the next, continuing until the message reached the last student. The students were highly engaged, enjoying the interactive nature of learning new vocabulary. They then shared and wrote down difficult words encountered during the game, and were asked to memorize the new vocabulary.

In the Control class, the traditional recovery learning method was used. Students were required to find material independently, while the researcher served as a guide. However, only a few students paid attention, and the overall engagement was lower compared to the Experimental class.

After the treatments, a post-test was conducted in both classes to assess vocabulary improvement. The post-test content was similar to the pre-test, with slight variations in the words used. Students were also asked to list the words they had learned during the study. This process aligns with Kucan's (2012) vocabulary aspects, including usage, spelling, meaning, and pronunciation, which are crucial for mastering vocabulary.

The Chinese Whisper game proved effective in capturing students' interest and enhancing their vocabulary. The Chinese whisper game app, although often seen as a dictionary tool, provided features that helped expand students' vocabulary. As noted by Termez State University & Ruzyuratova Ruzimuratova (2021), vocabulary is the foundation of the four key language skills—reading, writing, listening, and speaking. Mastering vocabulary is essential for effective communication and forms the basis for learning sentence structure and other linguistic skills.

CHAPTER V

CONCLUSION AND SUGGESTION

This last section discusses all of the aftereffects of the discussions in this study that have been discussed and all that has been written previously. This section also contains suggestions aimed at teachers and future researchers.

5.1 Conclusion

Based on the conducted research, it can be concluded that the Chinese Whisper game is recommended for use in classrooms with students who are highly motivated to learn English, especially beginners. This game allows students to gradually build their vocabulary, making it a useful tool for language acquisition. While it may serve as a supplementary method to other learning media, English vocabulary and discourse are now widely accessible. Through this game, students can expand their vocabulary both intentionally and unintentionally, a process that proves highly effective for language learning.

The effectiveness of the game is evident from the students' progress after the intervention, as it significantly improved their vocabulary understanding and led to noticeable changes in their grades. This conclusion is supported by the pre-test and post-test results from both the experimental and control groups. The experimental group had an average post-test score of 68.27, compared to the control group's 60.19. After various stages of analysis, it was concluded that the Chinese Whisper game is effective in improving vocabulary among students at MTSN 2 Malang.

5.2 Suggestion

The results of this study show that students' vocabulary scores improved significantly after being taught using the Chinese Whispers game, indicating that this technique is a good way to help students learn vocabulary. Based on these positive outcomes, the researcher offers several suggestions for improving teaching methods. For English teachers, it is recommended to use the Chinese Whispers game in their lessons as an engaging and interactive method to teach vocabulary, which can increase student

involvement and help them remember words better. Students are encouraged to take part in these fun learning activities, as they promote language learning through teamwork. Finally, the researcher suggests that future studies should further investigate how well this game works in different learning settings, using more students and different age groups, to see if it can be used in a wider range of classrooms and improve its effectiveness.

5.2.1 The English Teacher

English teachers at the junior high school level should strive to be more innovative and creative in selecting the teaching techniques they use in the classroom. It is essential for teachers to move beyond traditional methods and actively seek out strategies that not only align with the curriculum but also engage students on a deeper level. By incorporating a variety of interactive and dynamic approaches, teachers can foster a more stimulating and enjoyable learning environment.

When students find the learning process fun and engaging, they are more likely to become enthusiastic about the subject matter, which in turn can significantly enhance their motivation to participate and learn. It is important for teachers to carefully consider the materials they are working with and to choose techniques that complement these resources while also appealing to the diverse interests and learning styles of their students.

For instance, techniques that incorporate elements of games, group work, or technology can make lessons more exciting and help students develop a positive attitude towards learning English. By continuously exploring new methods and adapting to the needs of their students, teachers can create a classroom atmosphere that promotes both enjoyment and effective learning, ultimately leading to better outcomes in vocabulary acquisition and language skills development.

5.2.1 The Future Researcher

For future researchers, it is recommended to conduct further studies on the use of the Chinese Whispers game as a vocabulary teaching technique. Building on the findings of this research, researchers could explore ways to enhance and adapt the game to fit different educational contexts and student needs. For example, they could modify the game to suit students of varying ages and proficiency levels or incorporate it into different subject areas. Additionally, future research could investigate the long-term effects of using the game on vocabulary retention and language development.

By conducting studies with larger and more diverse groups of students, researchers can gain insights into how the technique works in different learning environments. Exploring these areas can help enrich the method and provide valuable recommendations for its broader application in education.

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APPENDICES

CURRICULUM VITAE

Name   : Nanang Husaini

Gender   : Male

Place/ Birth   : Malang, 26 September 2001

Address   : Gunung Pandak, Kademangan, Pagelaran, Malang

Department   : Islamic Education Program/ English Department (TBI)

NIM   : 200107110054

Formal Education

1. Graduated from Kindergarten School of Al-Hidayah 2005.

2. Graduated from Elementary School of Nahdlatul Ulama Malang 2013.

3. Graduated from Junior High School of MTs Raudlatul Ulum 2016.

4. Graduated from Senior High School of MA Raudlatul Ulum Malang 2019.

LESSON PLAN

School : UPTD MTsN 2 Malang Turen

Lesson : English Language

Class/semester : VII/II

Level : Junior High School

Topic : Practicing Chinese Whispers Game Toward Student Vocabulary

Time Allotment : 2x40 minutes

Meeting : 1

STANDAR KOMPETENSI

7. Memahami arti dalam percakapan transaksional dan interpersonal yang sangat sederhana guna berinteraksi dengan lingkungan sekitar.

9. Mengungkapkan arti dalam percakapan transaksional dan interpersonal yang sangat sederhana untuk berkomunikasi dengan lingkungan sekitar.

KOMPETENSI DASAR

7.2 Merespon makna dalam percakapan transaksional (untuk menyelesaikan sesuatu) dan interpersonal (untuk bersosialisasi) yang sangat sederhana dengan tepat, lancar, dan dapat diterima dalam berinteraksi dengan lingkungan sekitar, mencakup tindakan tutur seperti: meminta dan memberikan pendapat, menyatakan suka atau tidak suka, meminta klarifikasi, serta merespon secara interpersonal.

9.2 Menyampaikan makna dalam percakapan transaksional (untuk menyelesaikan sesuatu) dan interpersonal (untuk bersosialisasi) yang sangat sederhana dengan akurat, lancar, dan dapat diterima untuk berinteraksi dengan lingkungan sekitar, yang mencakup tindakan tutur seperti: meminta dan memberikan pendapat, menyatakan suka atau tidak suka, meminta klarifikasi, serta merespon secara interpersonal.

I. INDIKATOR

- Menemukan arti dalam bahasa Inggris dan bahasa Indonesia.
- Mengidentifikasi karakteristik dari kalimat simple future.
- Siswa dapat menggunakan simple future dalam bentuk kata kerja.
- Siswa dapat melafalkan kalimat sederhana dengan baik dan benar.

II. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran, siswa akan dapat:

- Menemukan makna kata dalam bahasa Inggris dan Indonesia.
- Mengidentifikasi ciri-ciri kalimat simple future.
- Menggunakan bentuk kata kerja dalam kalimat simple future.
- Melafalkan kalimat sederhana dengan benar dan jelas.

III. MATERI PEMBELAJARAN

Treatment 1

First Circle

First group : Andi`s family will travel to Balekambang beach.

Second group : Sinta will cook a fried rice.

Third group : My Brother will fish in the Toba Lake.

Second Circle

First group : She sings a beautiful songs.

Second group : They play soccer every weekend.

Third group : The Teacher explains the lessons.

Third Circle

First group : He cooks dinner for his family

Second group : She Paints a picture of a sunset

Third group : They plants flowers in the garden

IV. METODE PEMBELAJARAN

Chinese Whispers Game

V. LANGKAH LANGKAH PEMBELAJARAN

No.	Steps	Teacher Activities	Learner Activities	Time Allocation
1.	Opening	Greetings	Answer Greeting	2 Minutes
2.	Main Teaching	Introducing the new vocabulary related to the topic	Play Attention	8 Minutes
		The teacher divides all the students into three groups and asks each group to form a line. Each group has a leader who receives a whispered message from the teacher, and a "tail" who writes down what they hear at the end of the line.	• Pay Attention • The Student do the Teacher intruction	5 Minutes
		Teacher whisper to the leader by show the picture that related to the whisper.	• The leader of each group receives a whispered message from the teacher, along with a picture related to the message.	40 Minutes

			They then repeat the same steps as the teacher, whispering the message to the next person in line.	
			• The students hear carefully and delivered to the next member.	
			• After each group finishes whispering, the last person in line (the tail) writes down what they heard next to the picture. Then, they post it on the whiteboard.	
		Teacher and students discuss the sentence from whisper each of group.	The teacher and students discuss the sentences from each group's whisper.	10 Minutes
3.	Closing	Pointing and asking the Students randomly to memorize the new vocabulary for that day	Answering the teacher Question and memorizing the new vocabulary	8 Minutes

		Giving Evaluation	Express their difficulty in learning vocabulary using chinese whispers game	5 Minutes
		Pray and say goodbye	The students do the teacher intruction	2 minutes

VI. SUMBER BELAJAR LKS

Bahasa Inggris kelas 7 SMP thn. Pelajaran 2015/2016.

VII. PENILAIAN

- Teknik penilaian : tes tulis

- Bentuk : multiple choice

- Contoh soal :

VOCABULARY TEST
(Pretest and Posttest)

Choose A, B, C or D as the best answer

1. Rina is_____television with her brother.
a. playing   b. flying   c. watching d. reading

2. Rio   : Hi Rina, what are you doing?
   Rina : I am_milk.
a. eating   b. playing   c. writing   d. drinking

3. Now my mother is_____food in the kitchen.
a. working b. cooking   c. studying   d. playing

4. Tina is_____a book now.
a. reading   b. cooking   c. drinking   d. eating

5. I have a ball. I want to _____
a. play guitar
b. play football
c. play piano
d. play see-saw

6. My father is not_____at the office right now.
a. playing football
b. Cooking
c. Sleeping
d. Working

7. Anna is_____in the swimming pool now.
a. drinking b. reading   c. swimming   d. watching

8. Father   : It is 11 p.m now. Where is Hanna?
   Mother : Hanna is_____in her bedroom.
a. cooking b. sleeping c. swimming   d. washing

9. Arnold is _____ his kite with his friends.
a. reading b. drinking c. listening   d. flying

10. I am __ a letter for my uncle in the village.
a. writing   b. studying c. swimming   d. watching

11. I feel cold. I want to wear _____.
a. shorts   b. a jacket c. high heels d. a cap

12. When I go to school, I must wear _____.
a. black shoes   b. a blouse   c. boots   d. a t-shirt

13. What is it?

      a. a skirt
      b. a t-shirt
      c. a cap
      d. a blouse

14. What are they?

      a. socks
      b. boots
      c. high heels
      d. sandals

15. What is it?

      a. a jacket
      b. a cap
      c. a t-shirt
      d. a skirt

16. What are they?

    a. sandals

    b. shoes

    c. high heels

    d. boots

17. What is it?

    a. a blouse

    b. a cap

    c. a skirt

    d. a jacket

18. I wear white_____and black shoes to go to school.

    a. jeans   b. t-shirt   c. a cap   d. socks

19. I want to wear_____in my head.

    a. boots   b. jeans   c. a cap   d. sandals

20. My sister looks taller when she wears_____.

    a. skirt   b. high heels   c. a cap   d. socks

Post Test

1. School is the place where students … with their teachers.
   A. teach   B. Work   C. Play   D. Study

2. Bunga is celebrating her birthday Now Bunga feels …….
   A. happy   B. Easy   C. Angry   D. Hungry

3. Intan : Amir, your new shoes are good and really fit in your ……. . You look
      charming and cool.
      Amir : Thank you Nita.
   A. body   B. Feet   C. finger   D. Hand

4. There is a clown in my friend's birthday party, He is very … . He makes all
      children laugh and happy.
   A. angry   B. Noisy   C. Funny   D. Quiet

5. My little sister and brother are very hungry, so I ……..lunch for them.
   A. prepare   B. wear   C. Throw   D. Kick

6. Thomas _____the competition in a National Olimpiade. He looks very happy.
   A. jumped   B. Lost   C. Celebrated   D. Won

7. My younger brother went to dentist two days ago because his …… were in pain.
   A. teeth   B. Ears   C. Hands   D. Fingers

8. Eena : Can you lend me a hand?
      Rissa : Yes, of course. What can I help you?
      Eena : Please, ….. these text books to my office.
      Rissa : Yes sure, Sir.
      A. put   B. Give   C. Bring   D. Read

9. The exam was too____ for her. She got an A!
   A. easy   B. Expensive   C. Difficult   D. High

10. Tina's bicycle is broken. Tina is really _____ now.

A. charm   B. Happy   C. Sad   D. Confused

11. My sister is a nurse. She works in Anak Bunda Hospital. She_____every patient there.

A. sees   B. Thinks   C. Ignores   D. Helps

12. John : French Fries and fried chicken are my favorite foods.

   Vira : Yes, I like them too. These French Fries and fried chicken are very

   A. salty   B. sour   C. Delicious   D. bitter

13. You can find_____ in your kitchen.

A. pillow   B. Stove   C. Television   D. Sofa

14. My mother is a tailor. She sews and makes_____

A. books   B. Foods   C. Chairs   D. Clothes

15. My father always reads _____ every morning in living room.

A. newspaper   B. Radio   C. computer   D. Television

16. The gardener that works at my school … the grass and plants a very beautiful flower every Friday.

A. throws   B. Plants   C. Cuts   D. Goes

17. My friend's _____ are sick, so he cannot hear anything well.

A. cheeks   B. Nose   C. Eyes   D. Ears

18. Candy is _____ but honey is sweeter than candy.

A. sweet   B. Salty   C. sour   D. Smooth

19. Danu is a _____ He teaches Biology in our class, Every student loves him.

A. selfish teacher

B. kind teacher

C. emotional teacher

D. Arrogant teacher

20. Ahmad : Do you have a ___?

Faisal : Of course, we do. You can find it in the book.

A. football shoes

B. black pen

C. red apples

D. drawing book

- Pedoman penilaian

Nilai = Jumlah benar (task 1 dan 2) X 5

Skor maksimal = 20 X 5 = 100

Photos During Reseach

School Photos