

**THE EFFECTIVENESS OF CHINESE WHISPERS GAME
TOWARD STUDENTS' VOCABULARY MASTERY OF
SEVENTH GRADE AT SMPN 2 SUMBERGEMPOL**

THESIS

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Education



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Motto

God always stay for us,
although we have many
mistakes.

DEDICATION

I dedicate this thesis to:

- ♥ My beloved parents Mr. Mustofa and Mrs. Lis who have given full love, support and pray anything kindness for me. I can't bring back anything that you given for me. Thank you so much for anything in my life.
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States that the Thesis entitled “The Effectiveness of Chinese Whispers Game Toward Students’ Vocabulary Mastery of Seventh Grade at SMPN 2 Sumbergempol Tulungagung” is truly my original work and supported by expert of references book. It is written and published as the requirement for the degree Sarjana at IAIN Tulungagung in academic year 2015/2016. Due the fact, I am responsible for the thesis, if a later time found thesis imitates the other graduation paper.

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ABSTRACT

Khusniati, Asna. Registered Number. 2813123045. The Effectiveness of Chinese Whispers Game Toward Students' Vocabulary Mastery of Seventh Grade at SMPN 2 Sumbergempol Tulungagung. Thesis. English Education Department. State Islamic Institute (IAIN) of Tulungagung. Advisor: Nany Soengkono Madayani, SS, M.Pd.

Keywords :Chinese Whispers Game, Vocabulary.

Vocabulary is one of the components that need to be mastered when students are learning English, because it will influence other skills in language. Students sometimes confuse and not interest the explanation from teacher, moreover when they teach by conventional method. This situation usually makes students be bored to study. One way to make students enthusiasm to learn is good method from teacher. One of the games used in teaching English vocabulary is Chinese Whispers game. Chinese Whispers game is game that played by groups include 8-9 participants. Each group stands and makes row with their group. Every group has leader and tail. Leader group gets a sentence whisper from teacher with showing the picture that related to the vocabulary as the clue. Leader group whispers what she/he heard by showing the picture clue same with the teacher rules to the second row, the second row whispers what she/he heard by showing the picture clue to the third row and etc. Tail group writes what she/he heard in the piece of paper, then adhere piece of paper and picture clue in the whiteboard. The students know the fault in discussion section, then write the vocabulary in their book.

The formulation of the research problems were (1) How is the students' vocabulary mastery before being taught by using Chinese Whispers Game? (2) How is the students' vocabulary mastery after being taught by using Chinese Whispers Game? (3) Is there any significant difference score of students' vocabulary by using Chinese Whispers Game?

The purposes of this research were (1) To know the students' vocabulary mastery before being taught by using "Chinese Whispers Game". (2) To know the students' vocabulary mastery after being taught by using "Chinese Whispers Game". (3) To know whether there is significance difference in students' vocabulary mastery before and after taught by using "Chinese Whispers Game".

The research design of this research was pre-experimental design with one group pretest and posttest with quantitative approach. The population of this research was all the students of seventh grade at SMPN 2 Sumbergempol. The sample that used in this research was the students of VIIB class of SMPN 2 Sumbergempol that includes 26 students. Instrument of this research was test in the form of vocabulary test. The data analyzed was used t-test formula.

The result showed that the mean of student's score before used Chinese Whispers game was 73,07. While the mean of student's score after used Chinese Whispers game was 91,23. The result of t-test score was 9,078 and t-table with significant difference 5% was 2,060. After compared the score above, the result showed that t-test was greater than t-table ($9,078 > 2,060$). The results of computation showed that H_1 was accepted and H_0 was rejected. It can be concluded that there was any significant difference before and after taught by using Chinese Whispers game in teaching learning process, and it means that teaching used Chinese Whispers game was effective. In the other words, Chinese Whispers game can be one of alternative technique in teaching vocabulary of Junior high school level.

However, Chinese Whispers game is effective in teaching vocabulary. The students not only feel happy, but also enthusiasm and active because they have good feeling. From that, they get more spirit to get the materials.

ABSTRAK

Khusniati, Asna. NIM. 2813123045. Keefektifan Chinese Whispers Game pada Penguasaan Kosakata Bahasa Inggris Siswa untuk Siswa Kelas VII di SMPN 2 Sumbergempol Tulungagung. Skripsi. Jurusan Bahasa Inggris. IAIN Tulungagung . Pembimbing: Nany Soengkono Madayani, SS, M.Pd.

Kata kunci : Permainan Chinese Whispers, Kosakata.

Kosakata adalah salah satu komponen yang dibutuhkan siswa ketika mereka mempelajari Bahasa Inggris, karena komponen ini mempengaruhi keterampilan dalam berbahasa. Siswa terkadang bingung dan kurang tertarik penjelasan yang disampaikan oleh guru, terlebih ketika mereka mengajar dengan cara yang hanya mengikuti instruksi dari buku. Keadaan ini terkadang membuat siswa bosan untuk belajar. Salah satu cara yang dapat membuat siswa antusias untuk belajar adalah metode guru yang cocok dengan siswa dan keadaan di kelas. Salah satu permainan yang digunakan dalam pengajaran bahasa Inggris adalah permainan Chinese Whispers. Permainan Chinese Whispers merupakan permainan yang dimainkan oleh kelompok yang terdiri dari 8 sampai 9 orang. Masing-masing kelompok berdiri dan berbaris sesuai kelompoknya. Setiap kelompok mempunyai kepala sebagai ketua dan ekor. Ketua kelompok mendapatkan bisikan dari guru berupa sebuah kalimat dengan menunjukkan gambar yang berhubungan dengan kosakata sebagai petunjuk. Ketua kelompok membisikkan apa yang didengar dan menunjukkan gambar petunjuk seperti yang guru lakukan kepada barisan kedua, barisan kedua membisikkan apa yang didengar dan menunjukkan gambar petunjuk kepada barisan ketiga dan seterusnya. Ekor kelompok menulis apa yang didengar dan ditulis di selembar kertas kemudian ditempel di papan tulis beserta petunjuk yang telah diberikan. Siswa mengetahui kesalahan mereka setelah didiskusikan bersama-sama, kemudian kosakata yang mereka dapat di catat di buku mereka masing-masing.

Rumusan masalah dari penelitian ini adalah (1) Bagaimana nilai kosakata siswa sebelum menggunakan permainan Chinese Whispers? (2) Bagaimana nilai kosakata siswa setelah menggunakan permainan Chinese Whispers? (3) Apakah ada perbedaan nilai kosakata yang signifikan sebelum dan sesudah penggunaan permainan Chinese Whispers?

Tujuan dari penelitian ini adalah (1) Mencari nilai siswa sebelum menggunakan permainan Chinese Whispers (2) Mencari nilai siswa sesudah menggunakan permainan Chinese Whispers (3) Mencari perbedaan nilai yang signifikan sebelum dan sesudah menggunakan permainan Chinese Whispers.

Model penelitian ini adalah model pre-eksperimental dalam bentuk One group pretest-posttest dengan menggunakan pendekatan kuantitatif. Populasi dalam penelitian ini merupakan seluruh siswa siswi kelas VII SMPN 2

Sumbergempol. Sampel yang digunakan dalam penelitian ini adalah siswa kelas VIIB SMPN 2 Sumbergempol yang terdiri dari 26 siswa. Instrumen penelitian yang digunakan dalam penelitian adalah tes dalam bentuk kosa kata tes. Analisa data menggunakan t-test.

Hasil penelitian menunjukkan bahwa nilai rata-rata siswa sebelum menggunakan permainan Chinese Whispers adalah 73,07. Sementara nilai rata-rata siswa setelah menggunakan permainan Chinese Whispers adalah 91,23. Hasil dari penghitungan nilai t adalah 9,078, dan t-table dengan tingkat signifikan 5% adalah 2,060. Setelah dibandingkan menunjukkan bahwa penghitungan t-test lebih besar dari pada t-table ($9,078 > 2,060$). Hal ini menunjukkan bahwa H_1 diterima dan H_0 ditolak. Dapat disimpulkan bahwasanya ada perbedaan yang signifikan sebelum dan setelah mengajar permainan Chinese Whispers, dan hal ini berarti bahwa mengajar menggunakan permainan Chinese Whispers efektif. Dengan kata lain, permainan Chinese Whispers dapat digunakan sebagai salah satu teknik alternatif untuk mengajar kosa kata di tingkat SMP.

Bagaimanapun, permainan Chinese Whispers efektif untuk proses belajar. Siswa tidak hanya merasa senang, tetapi juga antusias dan aktif karena mereka memiliki suasana hati yang bagus. Dengan suasana hati yang demikian, mereka lebih bersemangat untuk menerima materi.

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The writer realizes that this research is far from being perfect. Therefore any constructive criticism and suggestion will be gladly accepted.

Tulungagung, June 16th 2016

The writer

Asna Khusniati

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