



The Effect of Whispering Game Toward Students' Vocabulary Mastery at First Grade MTsN 1 Agam

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ABSTRACT

Vocabulary is an essential aspect of acquiring four English language skills. However, many students found some difficulties, such as students had low vocabulary mastery, students had a limited number of vocabulary, and students had psychological barriers to learning vocabulary. Therefore, the goal of the study was to determine whether using whispering games had any impact on students' ability to master language. A quasi-experimental design and quantitative methods were used in this study. Then, the population of study was a student of the first grade, MTsN 1 Agam. The study applied purposive sampling and pre- and post-test test were used in the study. The experimental class and the control class would be given the pre- test and post-test, and the researchers would compare the means of the two groups using independent sample t-tests. The calculation's findings indicate that the t-count value is higher than the t-table value. The degree of freedom at a significance level of 0.05 is 57 ($14.313 > 0.05$). With these findings, null hypothesis can be rejected. It indicates that first-grade MTsN 1 Agam vocabulary mastery achieved through whispering games is better than conventional techniques.

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INTRODUCTION

There are many languages in the world. However, English has been set as a worldwide language. English is set as a global language since this language is broadly utilized by various countries to communicate. According to Syafitri & Artika (2018), English serves as an influential international introductory language, forty two countries in the world use English as the official introductory language. In addition English become the most influential language in the world. It means that English has an important field in helping people to communicate with each other. Therefore, English must be learned by students at all degrees of school in Indonesia.

A crucial component of the English language is vocabulary. In addition, vocabulary has an essential part in English. By using vocabulary, people will easily communicate effectively with others. So that, with vocabulary, someone can speak and

write in English. Conversely, someone cannot speak and write in English without vocabulary. Therefore, one of the abilities needed to acquire English is vocabulary.

Vocabulary is a crucial aspect of English development and must be mastered well. Obviously, other aspects of English such as grammar, pronunciation and spelling are also important. However, vocabulary has a particularly crucial part in improving all four skills in language. According to Wilkins (2002) nothing can be spoken without vocabulary, but very little can be said without grammar. It means students learn grammar without vocabulary, students will find it difficult to express something. In other words, without having sufficient vocabulary, students will have difficulty speaking, reading, and writing in English. Therefore, students who have good vocabulary will easily master the four language skills.

Based on preliminary study conducted on February 15, 2024, with the English teacher and students at MTsN 1 Agam. The researcher observed several difficulties related students in vocabulary mastery. The first is that students have low vocabulary mastery. The second problem is that students have a limited vocabulary. This occurs because some students have not learned English since elementary school. The third problem is related to phsycological barriers from the students. The most of students have assumed that English is difficult to learn, so they are not interested in learning vocabulary. In addition, they have less self-confidence when learning English. This affects their communication with the teacher and discussions with classmates.

Based on the problems, a teacher should determine the media are suitable for teaching vocabulary mastery. According to Kardena (2017) the teacher should have lots of knowledge. It means the teacher should have knowledge about a good technique in learning process that can make the learning process fun and meaningful. Therefore, students must learn new words in a variety of ways. One of these methods is by playing vocabulary games. Playing word games is a great way to help students' learn new words and has several benefits for both the students and the teacher. The learning environment will be more cooperative and students will be able to work together. Vocabulary games provide words for meaning and enhance students' employ of English flexibly and communicatively. Therefore, the researcher used whispering games as media in learning. Students are supposed to improve their vocabulary mastery through whispering games that are more engaging, effective, and conversational. According to Yazdanparast (2018) the whispering game is one of the world games where students in groups must cooperate properly to whisper a message that the teacher has provided. The message is then continued to the next person in line until the last person informs the entire group. Using whispering games may help students' to increase their vocabulary mastery. Thus, this study will focus on knowing the effect of whispering games on students' vocabulary mastery.

RESEARCH METHODE

The study employed a quantitative approach. This study used a quasi-experimental design, consisting of an experimental group and a control group. Both classes are given a pre-test and a post-test. At the beginning of the meeting (before treatment) will be given a pre -test, while after treatment will be given a post-test.

The population of study was first grade students at MTsN 1 Agam during the academic year 2023/2024, consisting of a total of 174 students distributed across six classrooms. The sample group was selected from two classes, with VII 1 designated as the experimental class and VII 2 as the control class. Before to doing this study, the researcher must determine that the sample includes normality and homogeneity. As the result, the sample was normal and homogeneous.

RESULT AND DISCUSSION

Result

Upon conducting this study, the researcher calculated the mean, standard deviation, and t-value using the t-test for both classes. Subsequently, the hypothesis was evaluated. The hypothesis of the research was tested in the follows:

a. The First Hypothesis

The first hypothesis posits a notable impact of employing whispering games on the enhancement of students' vocabulary proficiency in the first grade of MTsN 1 Agam:

Ha: There is significance of using whispering games toward students' vocabulary mastery.

Ho: There is no significance of using whispering games toward students' vocabulary mastery.

		Paired Samples Test							
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
Lower	Upper								
Pair 1	Pre-Test Experiment - Post-Test Experiment	-28,433	10,881	1,987	-32,496	-24,370	-14,313	29	,000
Pair 2	Pre-Test Control - Post-Test Control	-13,310	12,024	2,233	-17,884	-8,737	-5,961	28	,000

According to the provided table, the post-test results of the experimental class and control class were compared. The statistical analysis showed that the t-value was 14.313, the degrees of freedom (df) were 29, and the significance level (Sig) for the two-tailed test was 0.000. According to the t-table, it is evident that the value of t is greater than the critical t-value of 0.05, indicating statistical significance ($t\text{-table} = 14.313 > 0.05$). The null hypothesis (H_0) was successfully rejected, indicating that the alternative hypothesis (H_a) was successfully accepted. Ultimately, the utilization of the whispering game had a notable impact on the enhancement of students' vocabulary proficiency in the first grade of MTsN 1 Agam.

b. The Second Hypothesis

The second hypothesis posited a notable disparity in teaching effectiveness between the use of whispering games and the absence of such games in enhancing students' vocabulary proficiency. The hypothesis is that the calculated t-value is greater than the value in the table. The hypothesis is that the calculated t-value is greater than the value in the table. In order to validate the hypothesis, the researcher conducted an independent sample test in the follows:

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper	
Hasil Belajar Siswa	Equal variances assumed	,651	,423	4,906	57	,000	13,448	2,741	7,959	18,937
	Equal variances not assumed			4,923	55,492	,000	13,448	2,732	7,975	18,922

According to the provided table, $F=0,651 > 0,05$ indicates that the data is homogenous and that there are no variations in its variance. It follows that the variances of all the data are thought to be equal. The table displays the degree of freedom as 57. Therefore, comparing the p-value to the significance threshold (0,05) allows one to determine if the null hypothesis should be rejected.

Given above, the independent sample t-test presumed identical variances for every row. The post-test findings for both classes demonstrated that the obtained sig. (2-tailed) is 0.000, which is the significant value. It indicates that $p < 0,05$ ($p = 0,05$) was the alternative hypothesis accepted, according to the two-tailed significance. One can compute that children who were taught via the whispering game had significantly different vocabulary proficiency levels. As a result, the alternative hypothesis was accepted and the null hypothesis was rejected.

c. The third Hypothesis

Ha: There is a significant effect of students' vocabulary mastery who are taught by using whispering games better than students' who are not taught by using whispering games in vocabulary mastery.

The researcher compared the post-test results of the experiment class and the control class using SPSS 20 version to determine whether the hypothesis would be accepted or rejected using the t-test formula.

Group Statistics					
	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Hasil Belajar Siswa	Post-Test Experiment (Whispering Game)	30	84,00	11,504	2,100
	Post-Test Control Class	29	70,55	9,406	1,747

The comparison of the post-test results between the experimental and control classes, based on the provided table, indicated that the experimental class's test result was higher than the control class's. It was demonstrated by the experimental class's mean post-test score (84,00) and the control class's post-test score (70,55). This indicates that student who learned through the use of the whispering game performed better than those who did not. After all was said and done, Ha was successfully accepted and Ho was successfully rejected.

Discussion

Students should prioritize mastering their vocabulary as a crucial ability. They must master vocabulary because without vocabulary, students will have difficulties comprehending what they look, read and learn. Then, they cannot communicate and receive messages from other people effectively. According to Renandya (2002) an

essential aspect of language skills and largely decides how well students read, write, speak, and listen is vocabulary. Whereas, according to Nation (2011), vocabulary teaching should use media or strategies that are easy to use, fun, and creative in the lesson. To improve students' vocabulary mastery, teachers should select and use efficient vocabulary teaching strategies. Teachers can teach and help students become more proficient in language in a variety of ways. Whispering game is one strategy teachers can employ in the classroom to help student become more proficient with vocabulary.

Discussing the research's findings in relevant theories is the aim of the study. Using all of the data that the device was able to gather, the research findings were provided. The t-test was applied to calculate the students score. It has been shown by the data analysis results that using the whispering game increased students' vocabulary mastery. The difference in the experimental and control groups' was mean of post-test. The scores was 84,00 and 70,55.

In summary, the experimental group post-test significantly difference from the control group. The whispering game is better than conventional techniques. According to the studies findings, there were notable distinctions between the learning outcomes of students who received instruction through whispering games and those who did not. Engaging in whispering game activities offers student several advantages. According to Tooley (2016), whispering games increase students' engagement and interest in vocabulary acquisition while also clarifying the meaning of the material and it can be easy to remind. It means whispering game can improve students' vocabulary mastery because students focus on vocabulary material in the form of objects at school, school parts, school extracurriculars, etc. whispering games might help them become more proficient in vocabulary. The study being conducted focuses convey that can be related to vocabulary.

This research focuses on explanations that can be linked to vocabulary. Students will be more engaged in the lesson because this relates to their real-world experiences and the syllabus. Essentially, students taught utilizing whispering games and students taught using conventional methods have quite different vocabulary proficiency levels. Whispering games better than conventional techniques.

Researchers concluded that the whispering game was better than the conventional model based on their findings. As stated by Yazdanparast (2018), the whispering game is one of the world games where groups must cooperate properly to whisper a message that the teacher has provided. The message is then continued to the next person in line until the last person informs the entire group. By using a whispering game, students are formed into several groups to collect some difficult vocabulary. Then students will play in groups while whispering the vocabulary they have collected to students in their group. As a result, students will subconsciously record difficult words, increase their

excitement for learning vocabulary, and have a better knowledge of vocabulary mastery.

Based on the explanation provided above, the researcher has answered the hypothesis. The null hypothesis was successfully rejected, and there was a significant impact on vocabulary mastery in first grade MTsN 1 Agam.

CONCLUSION

The researcher employed a quasi-experimental group that include a experimental class and a control class as well as a pre-test group, and a post-test group. Finding out if whispering games have an impact on first-grade MTsN 1 Agam student' vocabulary development is the objective. Therefore, it can be demonstrated through data and discourse. At a significance level of 0.05 and with 57 degrees of freedom, a comparison demonstrates that $F=0.651$ is more than 0.05. A rejection of the null hypothesis (H_0) and an acceptance of the hypothesis (H_a) result. Compared with students taught using conventional methods, the vocabulary mastery of students taught through whispering games has a significant effect. In conclusion, the whispering game was an effective game teaching for vocabulary mastery at first grade of MTsN 1 Agam.

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