

**THE EFFECTIVENESS OF CHINESE WHISPERS GAME ON  
STUDENTS VOCABULARY MASTERY AT THE  
SEVENTH GRADE OF SMPN 3 PALU**



**THESIS**

Submitted As Partial fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd) At English Tadris Study Program Faculty of Tarbiyah and Teacher Training At State Islamic University of Datokarama Palu

**By**

**SITI FATIMAH  
NIM: 20.1.16.0006**

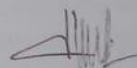
**ENGLISH TADRIS STUDY PROGRAM  
FACULTY OF TARBIYAH AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY DATOKARAMA PALU  
CENTRAL SULAWESI  
2024**

### STATEMENT OF THESIS AUTHENTICITY

I hereby declare that this thesis entitled “**The Effectiveness of Chinese Whispers Game on Students Vocabulary Mastery at The Seventh Grade of SMPN 3 Palu**” has been officially approved as my work and it has not been and will not be submitted in the whole or part to another State Islamic University Datokarama Palu for the award of any other degree. If later, this thesis found to be fabricated either in whole or in part, I declare that I must comply with the rule and regulation of the university and I must be ready for all the consequences thereafter due to this misconduct.

Palu, 29 December 2023  
16 Jumadil Akhir 1445 H

Researcher,



**Siti Fatimah**  
NIM. 201160006


## APPROVAL PAGE

A thesis entitled “**The Effectiveness of Chinese Whispers Game on Students Vocabulary Mastery at the Seventh grade of SMPN 3 Palu**” written by Siti Fatimah, NIM. 20.1.16.0006, the students of English Tadris Study Program, Teacher Training and Tarbiyah Faculty, State Islamic University Datokarama Palu. After carefully observing and correcting the proposal, each supervisor decides that the thesis has met all the requirements needed and therefore it can be submitted for examination.

Palu, 29 December 2023 M

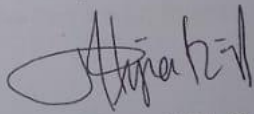
16 Jumadil akhir 1445 H

Supervisor I

  
Ruslin, S.Pd., M.Pd., M.Sc., Ph.D

NIP. 19690215 199203 1 014

Supervisor II

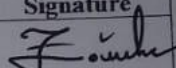
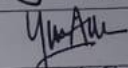
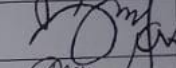
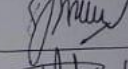
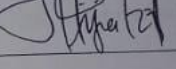
  
Hijrah Syam, S.Pd., M.Pd

NIP. 19860504 202321\*2 052

### LEGALIZATION


A thesis by Siti Fatimah, NIM. 20.1.16.0006 entitled "The Effectiveness of Chinese Whispers Game on Students Vocabulary Mastery at the Seventh Grade of SMPN 3 Palu" which had been examined in front of the board of examiners of the Faculty of Tarbiyah and Teacher Training in State Islamic University Datokarama Palu on 5th Maret 2024 has met all the criteria for a scientific paper. Therefore, it can be accepted as the requirement for obtaining bachelor degree in English Tadris Study Program.

### BOARD OF EXAMINERS


Position	Name	Signature
The Chairman	Zuhra, S.Pd., M.Pd	
The Examiner I	Yuni Amelia, S Pd., M.Pd	
The Examiner II	Zul Aini Rengur, S.Pd.,M.Pd	
The Supervisor I	Ruslin, S Pd., M.Pd., M.Sc., Ph.D	
The Supervisor II	Hijrah Syam, S.Pd.,M.Pd	

Approved by:

Faculty of Tarbiyah and Teacher Training  
Dean,

  
Dr. Saepudin Mashuri, S.Ag.,M.Pd.  
NIP. 19731231 200501 1 070

English Tadris Study Program  
Head,

  
Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.  
NIP. 19690215 199203 1 014

## ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ  
الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِينَ وَعَلَى آلِهِ وَصَحْبِهِ أَجْمَعِينَ  
أَشْهَدُ أَنْ لَا إِلَهَ إِلَّا اللَّهُ وَحْدَهُ لَا شَرِيكَ لَهُ، وَأَشْهَدُ أَنَّ مُحَمَّدًا عَبْدُهُ وَرَسُولُهُ ، أَمَا بَعْدُ

Alhamdulillah Rabbil 'Aalamiin Praises to Allah SWT The Most Gracious, The Most Merciful, who has given His mercies and blessing so that the research can accomplish this thesis entitled: "The Effectiveness of Chinese Whispers Game on Students Vocabulary Mastery at the Seventh Grade of SMPN 3 Palu" This thesis is written as partial fulfillment of the requirements for Bachelor of Education degree of English Tadris Study Program at Faculty of Tarbiyah and Teacher Training, Datokarama State Islamic University (UIN) Palu.

In preparation for this thesis, the researcher realizes that this thesis is still far from perfect, and there are still many shortcomings due to all the limitations and abilities the researcher has. However, the researcher tried to present this thesis as well as possible, so that it can have benefits for many parties. Therefore, the researcher accept all constructive criticism and suggestions for improving this thesis.

The researcher realizes that this thesis could not be completed without guidance and support from various parties. On this very special occasion with the deepest sincerity, the researcher would like to thank

1. The researcher's beloved parents, Alm. Budi Waspodo, Kabul and Sri Riyani who have raised, educated, prayed for me and guided me to be successful in my studies and in my life. My sisters Meilina and Meilani. Thank you very much for all your support and motivation.
2. Prof. Dr. H. Lukman S Thahir, M. Ag, as the Rector of the State Islamic University Palu, who has given authority, encouraged, and provided policies in the lecture process so far.

3. Dr. H. Saepudin Mashuri, S.Ag, M.Pd.I as the Dean of Tarbiyah and Teacher Training Faculty Palu and Dr. Hj. Naima, S.Ag.,M.Pd as the Deputy Dean for Academic and Institutional Affairs at the Faculty of Tarbiyah and Teacher Training, Dr. H. Suharnis, S.Ag.,M.Ag as deputy dean of general administration, planning and finance and Dr. Elya, S.Ag, M.Ag., as the deputy dean for student affairs, alumni and collaboration of Tarbiyah and Teacher Training Faculty and all elements of the leadership of the Tarbiyah and Teacher Training Faculty who have directed the author during the lecture process.
4. Ruslin, S.Pd., M.Pd., M.Sc., Ph.D. as the Head of the English Tadris Department and Hijrah Syam, S.Pd., M. Pd as the Secretary of the English Tadris Department, as well as My first and second supervisor who have helped, guided, and directed the researcher in the process of completing the thesis.
5. Zaifullah,S.Pd, M. Pd as an Academic Advisory Lecturer.
6. Zuhra, S.Pd.,M.Pd as Chairman of examiner, Yuni Amelia, S.Pd.,M.Pd as my first examiner, Zul Aini Rengur, S.Pd.,M.Pd as my second examiner who has provided knowledge so that I can improve my thesis to be much better
7. All of the Lecturers and Employees of the State Islamic University of Datokarama Palu, sincerely provide services as long as the researcher follows the academic routine.
8. Andi Wahyudi who has provided energy, thoughts, and motivation during the process of completing the Thesis.
9. My Best Partner “ Rika Permatasari” Who always supports, exchanges ideas and strengthens each other until the end of my studies at State Islamic University of Datokarama Palu.

Finally, may Allah SWT. bless and reward all those who have given their contribution to the completion of this thesis. Last but not least, may this research contribute to the improvement of teaching English in general and that of teaching English Vocabulary by using Chinese Whispers Game Method in particular.

## LIST OF CONTENTS

COVER .....	i
STATEMENT OF THESIS AUTHENTICITY .....	ii
APPROVAL PAGE.....	iii
LEGALIZATION .....	iv
ACKNOWLEDGEMENT .....	v
LIST OF CONTENTS.....	vii
LIST OF TABLE .....	ix
LIST OF APPENDICES .....	x
ABSTRACT.....	xi
CHAPTER I INTRODUCTION	
A. Background .....	1
B. Research Question.....	5
C. Objective and Significant of the Research .....	5
D. Research Outline .....	6
CHAPTER II LITERATURE REVIEW	
A. Previous Research .....	8
B. Theoretical of Review.....	11
1. Definition of Vocabulary.....	11
2. Types of vocabulary.....	13
3. Function of Vocabulary .....	20
4. Vocabulary Mastery.....	22
5. The Strategy og Teaching Vocabulary.....	24
6. Game.....	25
7. Chinese Whispers Game.....	26
8. Advantages and Disadvantages of Chinese Whispers Game.....	28
9. Teaching Vocabulary by Chinese Whispers Game.....	29
C. Conceptual Framework.....	31

D. Hypothesis.....	32
CHAPTER III RESEARCH METHODOLOGY	
A. Approach and Design of Research.....	33
B. Population and Sample of the Research.....	34
C. Variables of the Research.....	34
D. Operational Definitions.....	35
E. Research Instrument.....	37
F. Technique of Data Collection.....	38
G. Technique of Data Analysis.....	39
CHAPTER IV RESEARCH FINDINGS AND DISCUSSION	
A. Research Findings.....	42
B. Discussion.....	54
CHAPTER V CONCLUSION	
A. Conclusion.....	58
B. Suggestion.....	58
REFERENCES	
APPENDICES	
CURRICULUM VITAE	



## LIST OF TABLE

Table 1 The Score Pre-Test of the Experimental Class.....	46
Table 2 The Score Post-Test of the Experimental Class.....	47
Table 3 The Score of Pre-test of the Control Class.....	48
Table 4 The Score of Post-test of the Control Class.....	49
Table 5 Descriptives.....	51
Table 6 The Result of Descriptive Statistic of Experimental and Control Classes	53
Table 7 The Result of The Normality Test Analysis.....	54
Table 8 The Result of The Homogeneity Test.....	55
Table 9 The Result of Paired Sample t-test.....	56

## **List of Appendices**

1. Lesson Plan
2. Pre- Test Post- Test
3. Key Answer
4. The Validity of the statement
5. T- table
6. Berita Acara Proposal
7. SK Judul
8. Formulir Pendaftaran Proposal
9. Undangan Seminar Proposal
10. SK Penguji Proposal
11. Daftar Hadir Proposal
12. Surat Izin Meneliti
13. Surat Keterangan Telah Meneliti
14. Kartu Seminar Proposal
15. Documentation
16. Buku Konsultasi Skripsi
17. Curriculum Vitae

## ABSTRACT

**Name** : Siti Fatimah  
**NIM** : 201160006  
**Title Thesis** : **The Effectiveness of Chinese Whispers Game on Students Vocabulary Mastery at the Seventh Grade of SMPN 3 Palu**

---

---

The students mastery of English at the seventh grade of SMPN 3 Palu is still low, especially in vocabulary mastery. Therefore there should be some of method to overcome the problems which is the use of Chinese whispers game.

The purpose of this research is find out whether the use of Chinese whispers game on students vocabulary mastery at the seventh grade of SMPN 3 Palu.

The population of this research were all seventh-grade students of SMP 3 Palu, the sample of this research is 60 students. The research employed quasi experimental design. In the experimental class, the researcher used Chinese whispers game. In collecting data, the researcher used an instrument in the form of multiple choice. From the result of the research the researcher found the results of the pre test 43,45 the results of the post test 64,48.

The findings of the research has been done by using the pre- experimental research about teaching vocabulary mastery to the seventh grade at SMPN 3 Palu through Chinese whispers game as a method in teaching vocabulary mastery was effective. It was proved by the mean score of students' achievement before and after giving the treatment was from 43,45 which the mean score of pre-test become 64,48 which the mean score of post-test and also proven by the value of t-test 16.200 was higher than t-table value 2.04841.

Therefore, it can be concluded that the use of Chinese whispers game was effective to improve students' vocabulary mastery at the seventh grade at SMP 3 Palu in the academic year 2022/2023.

# CHAPTER I

## INTRODUCTION

### *A. Background*

According to English phonetician and linguist Henry Sweet, "Language is the expression of ideas through speech sounds combined into words. Words are combined into sentences, these combinations answer ideas into thoughts."<sup>1</sup> English as one of the most influential languages in the world. It is very important to learn English, although it is not necessarily the language spoken in the country. As it is the official language in many countries. As noted by Noack and Gamio, English has been used in 101 countries across the globe.<sup>2</sup> Indonesia is a country where English has been established as a foreign language and learned at school and the basis of the national curriculum. In the k13 curriculum, the time allocation needed in teaching English is 30 minutes for each meeting, which includes the teaching of four English skills.

In Indonesia, many schools make English as their primary foreign language learning. This shows that English is important for the world of

---

<sup>1</sup> Crystal, David and Robins, Robert Henry. "language". *Encyclopedia Britannica*, 26 Jun. 2023, <https://www.britannica.com/topic/language>. Accessed 14 July 2023.

<sup>2</sup> Noack and Rick and Lazaro Gomio, "The World's Languages, in 7 Maps and Charts. "The Washington Post" 4 (2015): 23.

education in accordance with the objectives above. In terms of students competency, the English subject aims to develop language skills, namely, listening, reading, speaking, and writing. Students are expected to develop these language skills through different class activities. To support the development of the language skills, several language learning components are needed. The language component consists of pronunciation, grammar and vocabulary.

Unfortunately, in Indonesia it is not easy for students to master these skills because they face several obstacles in mastering these skills and other aspects of the language. For example, weak pronunciation, speaking skills, grammar skills, writing skills, and infrequent practice in daily life. But, the most visible thing is in terms of speaking skills, students may be in a situation where their vocabulary mastery is very limited<sup>3</sup>. So, that they have difficulty speaking and naturally find it difficult to communicate their ideas or thoughts. Not only that, in Indonesia also most schools teach English in junior high school, so it is a bit late in receiving basic English material. Things like that could confusion and lack of confidence in these students. Recognizing that English for important for the future of students, learning English needs to be started as early as possible in schools. One of the efforts to increase individual competence in learning English is to provide fun and effective learning atmospheres.

---

<sup>3</sup> Banditvilai and Choosri and Robert Cullen, "Problems and Obstacles in Learning English as a Foreign Language," *International Journal of Social Science and Humanity* 8, no. 12 (2018): 291.

In the context of learning, Language learning cannot be separated from vocabulary learning. Vocabulary mastery is one of the most important things in building language competence of students. Without proper vocabulary mastery, language learning goals can not be achieved, because the more vocabulary a person has, the more skillful students could speak. Vocabulary mastery is one of the important prerequisites that determine students success in mastering English skills. Students are more likely to master English and find it simpler to communicate and receive information verbally, in writing, visually, and through signs and symbols if their vocabulary is more extensive.

In this case, Tarigan explained that vocabulary mastery would help to students increase growth in writing, speaking, reading and listening<sup>4</sup>. Here, Tarigan explained that the ability of students to writing, speaking, reading and listening is very much influenced by their vocabulary mastery. In other words, students could only master when they have strong vocabulary proficiency. In contrast, the implementation of English learning that has been carried out so far has not fully encouraged students to actively learn English. Lessons train students more to do writing exercises and memorize English words or grammar, there are even students who are afraid when there is an English lesson because they feel they can't do it, they are also lazy because they are only asked to read and translate, making students less active in their learning.

---

<sup>4</sup> Henry Guntur Tarigan, *Membaca Sebagai Suatu Keterampilan Berbahasa* (Bandung: Angkasa, 2008).85

In Junior high school, the teaching of English is based on the integrated technique. This means that teaching be separated from other English skills. As stated in the K13 curriculum, English as a subject is allotted 4x40 minutes<sup>5</sup>. Thus, English is taught twice per week. In this context, the teaching of vocabulary is mostly integrated with reading comprehension.

Based on the Pre-observation dated on October 15, 2022, the researcher found that many students of class VII SMPN 3 Palu faced several obstacles for building their vocabulary. These covered difficulties to name objects around them in English. They also founded it difficult to memorize words and good basic vocabulary in English which hinder them to speak English. Not only that, students were found bored with the learning model implemented by teacher. In addition, they were lack of motivation in learning English. Thus, many efforts are needed to help students learning English effectively. One of the efforts is to provide a certain learning strategy to enable students actively participate in learning.

In the context of this proposed research, the researcher seeks alternative ways to teach English vocabulary through whispers game as in Mandarin. This game inspires students to keep learning until the last second, motivates students, and provides fun and uplifting learning experiences for them. The Chinese Whispers Game (CWG) is one of many easy ways to apply for English learning

---

<sup>5</sup> DefanTri, *Struktur Kurikulum 2013 SMP*, 27 Agustus 2021. Retrieved from defantri.com: <https://www.defantri.com/2013/06/struktur-kurikulum-2013-smp.html>

and teaching. With this game, it is hoped it could help teachers teach vocabulary easily and make students master English words faster.

Based on the statement, the researcher believes that playing (CWG) is effective to develop vocabulary mastery of students. Therefore, the researcher is interested in conducting research entitled "The Effectiveness of Chinese Whispers Game on Students' Vocabulary Mastery at the Seventh Grade of SMPN 3 Palu"

### ***B. Research Question***

Based on the problem of the research question is formulated as follows: "Is the Chinese Whisper Game (CWG) effective to improve vocabulary mastery at the seventh grade of SMPN 3 Palu?".

### ***C. Objective and Significant of The Research***

The main objective of the research is to find out whether the Chinese Whispers Game (CWG) effective to improve students vocabulary mastery at the seventh grade of SMPN 3 Palu.

Based on the objective, the significant of the research is significant for several reasons:

#### **1. For Students**

This research is expected to provide new understanding regarding Chinese whispering game to improve vocabulary mastery and make students more happy to complete tasks related to English material, especially vocabulary.



## 2. For English Teachers

This research is expected to provide new understanding and information regarding Chinese Whispers Game is implemented. As an alternate method of language instruction, English teacher can use media. Students will produce greater results in this method.

## 3. For Future Research

This research is expected to provide new information regarding the use (CWG) for future research. This is aimed to better understand the game and its application in learning.

### ***D. Research Outline***

This research outline aims to explain the discussion in each chapter of this thesis. This research thesis is structured as in the following way:

Chapter I contains introduction which elaborates background, research question, objective and significant of the research, and outline research of the research thesis.

Chapter II presents literature review which elaborate previous research, Theoretical review, conceptual framework and hypothesis.

Chapter III contains the research design, population and sample of the research, variable of the research, operational definition, research instrument, technique of data collection and technique of data analysis.

Chapter IV presents research findings and discussion

Chapter V deals with conclusion which elaborate conclusion and suggestion

## CHAPTER II

### LITERATURE REVIEW

#### *A. Previous Research*

There have been some previous research conducted that are relevant to the issue covered in this research. As follows:

The first previous research that similar to this research was conducted by Asna Khusniati with the title “The Effectiveness of Chinese Whispers game toward Students' Vocabulary Mastery of Seventh Grade at SMPN Sumber Gempol”, with the formulation of the problem "how is the students' vocabulary mastery before being taught by using the Chinese whisper game?" and "Is there a significant difference in students' vocabulary mastery by using the Chinese whisper game?". the average student score prior to using the Chinese Whispers game was 73.07, according to the findings. The mean score for students using the Chinese Whispers game was 91.23. The t-test result was 9.078 and the significant difference of 5% in the t-table was 2.060. The results of comparing the aforementioned scores revealed that the t-test was superior than the t-table ( $9.078 > 2.060$ ). It can be concluded that there is a significant game in the teaching and learning process, and it means that learning using the Chinese Whispers game is effective. To put it another way, the Chinese Whispers game

can be one of the alternative techniques in teaching vocabulary at the junior high school level<sup>6</sup>.

The similarity of this research with previous research is the same as using Chinese whispers games in teaching vocabulary. The difference between this research and previous research is that if this research students become more understanding of the meaning and meaning of vocabulary so that they get better grades than before and can use it in everyday life. While previous research focused primarily on how students can enjoy first, so that it can influence learning and get better learning outcomes.

The research on vocabulary was another research that was comparable. Conducted by Reza Oktaviana Pasaribu, Gebbi maureen pricilia, Asriani Hasibuan, with the title "The Effect of Using Chinese Whispering Games on Students' Vocabulary Mastery". The following is how the researcher describes the result: a) The impact of the Chinese Whispers game on eighth-graders at SMP Negeri 2 Angkola Selatan is rated as "Very Good" with a score of 3.5. b)The vocabulary mastery scores of the eighth-grade students at SMP Negeri 2 Angkola Selatan are 29,43 for "Fail" and 71,93 for "Enough" before and after the Chinese Whispers game. c) There is any significant effect of students' vocabulary mastery after using chinese whispers game at the Eighth Grade of

---

<sup>6</sup> Asna Khusniati, "The Effectiveness of Chinese Whispers Game Toward Students' Vocabulary Mastery of Seventh Grade at SMPN 2 Sumbergempol" (2016): 52.

SMP Negeri 2 Angkola Selatan. It shows that t-test is higher than t-table ( $t_{test26,4} > t_{table2.0}$ )<sup>7</sup>.

The similarity of this research with previous research is the same as testing the effectiveness of Chinese Whispers Game in learning junior high school vocabulary. The difference between this research and previous research is that the previous research focused on the results of increasing student score scores and this research was more focused on how students progress in memorizing and using vocabulary in daily activities after learning to used CWG

Another similar research was research conducted by Aniswatun Latifah, Choiril Anwar, Hartono, Riana Permatasari, the title is “The Impact of Chinese Whisper Game towards EFL Young Learners’ Vocabulary Mastery”. With the formulation of the problem “Is there any effectiveness of the Chinese Whisper game could enhance Vocabulary Mastery at the V Grade of MI Nurul Huda Sidokumpul in the 2016/2017 school year?”. The results showed that there was a significant difference between the research results and the post-test results of the two groups. The mean value of the control group was 70.27, and the mean value of the experimental group was 91.84. The independent sample t-test value shows that the sig (2-tailed) value is  $0.000 < 0.05$ . So, it can be concluded that the use of Chinese Whispering Game succeeded in increasing students'

---

<sup>7</sup> Pasaribu and Maureen Pricilia and Hasibuan, “The Effect of Using Chinese Whispers Game on Students’ Vocabulary Mastery,” *Jurnal Liner* 3 (Oktober, 2020): 176–177.

vocabulary in class V MI Nurul Huda Sidokumpul in the academic year 2016/2017<sup>8</sup>.

The similarity between this research and previous research is that both examine the effectiveness of Chinese whispers games in vocabulary learning. The difference between this research and previous research is that previous research used picture cards in playing Chinese whispers games, while this research used headsets in playing games and different levels of education schools.

## ***B. Theoretical Review***

### **1. Definition of Vocabulary**

Talking about language, vocabulary is the most important learning element. a good foreign language consists of three basic components (phonetics, vocabulary, grammar)<sup>9</sup>. Vocabulary is one of the main problems for success in communicating the acquisition and learning of vocabulary is needs that allow us to communicate their ideas, feelings and desires, but you have to distinguish between words and vocabulary. It is taught along with other language activities. For example, the vocabulary from the passage is read before the student reads the passage<sup>10</sup>.

---

<sup>8</sup> Nafisah, Aniswatun, and et al, "The Impact of Chinese Whispers Game towards EFL Young Learners' Vocabulary Mastery," *Journal of Advanced Multidisciplinary Research* 3.2 (2022): 91.

<sup>9</sup> Qi Pan, "Vocabulary Teaching in English Language Teaching," *Theory and Practice in Language Studies* 1 (2011): 1586.

<sup>10</sup> Nation and I.S.P, *Teaching & Learning Vocabulary* (United Stated of America: Heinle Publishers, 1990), 3

The definition of vocabulary in Webster's dictionary is as follows:

- a) A list or collection of words and phrases, usually in alphabetical order organized and described or defined
- b) The number or base of words used by each language group or work or related to the subject:scope of language
- c) List of words and expressions learned from foreign language textbooks or use<sup>11</sup>.

According to Hornby, vocabulary are<sup>12</sup>:

- a. All terms that people know or use
- b. All words in a certain language
- c. The words people use when discussing a particular topic
- d. A list of words with definitions, particularly in books for foreign language study.

Vocabulary is a crucial component of language learning. As Zimmerman put it, "Vocabulary is the center of language and is very crucial for typical language learners," it is impossible to acquire a language without a vocabulary. According to, vocabulary is often understood to be the words

---

<sup>11</sup> Philip Babcock Gove, *Webster's Third New International Dictionary* (Massachusetts: Heinle Publisher, 1996), 2560

<sup>12</sup> AS Hornby, *Oxford Advanced Learner's Dictionary of Current English* (London: Oxford University Press, 2000), 1447

teacher teach in a foreign language"<sup>13</sup>. Another reference by Richards and Renandya mentions this vocabulary is a core component of language and provides much of the basis for how well students speak, listen, read and write<sup>14</sup>.

From the definition , it can be conclude, that vocabulary is a collection of words that are familiar to a person, another entity, or that are a part of a certain language. Even in the most significant portion of learning a new language, vocabulary has a significant role.

## 2. Types of vocabulary

Vitto and Cindy divide vocabulary types into 7, namely noun, pronoun, verb, adverb, adjective, preposition and determiner<sup>15</sup>.

### 1. Noun

A noun is a word that is used to identify a specific entity, such as a place, object, or concept. The following categories can be used to classify or organize nouns: A distinct person, place, or thing is denoted by a proper noun. First, only capitalize your letters. Common nouns, such as "Market," "concrete nouns, such as "Pizza," "abstract nouns, such as "love," and "collective nouns," mark groups collectively.

---

<sup>13</sup> Cheryl Boyd Zimmerman, *Second Language Vocabulary Acquisition by James Coady and Thomas Huckin* (Cambridge: Cambridge University Press, 1997), 5

<sup>14</sup> Jack C Richards and Willy A. Renandya, , *Methodology in Language Teaching* (Cambridge: Cambridge University Press, 2002), 255

<sup>15</sup> Vitto and Cindy L, *Grammar by Diagram: Understanding English Grammar through Traditional Sentence Diagraming* (Broadview Press, 2006).



family, for instance)<sup>16</sup>. Word components, according to Trask, fall under the same grammatical category as the rest of the words in a language<sup>17</sup>.

Noun markers called determiners are often used to mark nouns. Examples of determiners include possessive nouns, demonstrative pronouns, indefinite pronouns, interrogative pronouns, or article words. Even if a noun is not preceded by a determiner, we can add a noun as a test, if the phrase makes sense<sup>18</sup>.

## 2. Pronoun

Pronouns have been defined in a variety of ways by experts<sup>19</sup>. Pronouns are words that take the place of nouns in sentences. It follows that a pronoun is a term that acts as a substitute for a noun. For examples: they, he, she, and it<sup>20</sup>. Pronouns fall into various categories. The most common are personal pronouns (pronouns that indicate first, second, or third person, singular or plural, with masculine, feminine, or

---

<sup>16</sup> Gabriele Stobbe, *Just Enough English Grammar Illustrated* (United States: McGraw-Hill, 2008), 2-3

<sup>17</sup> Trask and Robert Lawrence, *Key Concepts in Language and Linguistics* (Psychology Press, 1999).

<sup>18</sup> Vitto and Cindy L, *Grammar by Diagram: Understanding English Grammar through Traditional Sentence Diagraming* (Broadview Press, 2006), 19

<sup>19</sup> Howard Sageant, *Basic English Grammar for English Language Learners* (United States: University, 2007), 24

<sup>20</sup> Aaltenberg and Robert, *English Grammar Understanding Basis* (Cambridge: University Press, 2010), 81

neuter gender) and impersonal pronouns (pronouns that do not show these traits). The impersonal pronoun category includes nominative, objective, reflexive, or intensive pronouns, and possessive. The category of dual pronouns includes singular, plural, and dual pronouns<sup>21</sup>.

### 3. Verbs

Verbs are the most complex part of speech and indicate action or state. Examples: stand, shout, play and sing<sup>22</sup>. verb is a word that indicates action or existence, while verbs according to Ehrlich and Murphy verbs are words or words that describe the action or state of the subject of a sentence or clause. Verbs are the most important part of the sentence, like its driving force and motor, because without them the sentence does not exist. A verb is a word that expresses an action or state as well as the time of the action<sup>23</sup>.

One of the most basic classifications of verbs is as active or passive. The active verb type has a subject that performs the action, while the passive verb type always consists of at least two words, such

---

<sup>21</sup> Vitto and Cindy L, *Grammar by Diagram: Understanding English Grammar through Traditional Sentence Diagraming* (Broadview Press, 2006), 20

<sup>22</sup> Marcella Frank, *Modern English a Partical Reference Guaide*, (New York University New, 1972), 6

<sup>23</sup> Fuad Mahmud, *Essentials of English Grammar, A Pratical Guide*, (Jogjakarta: BPFE Yogyakarta. 1991), 114-118

as the verb form be followed by a past participle (auxiliary form "have")<sup>24</sup>.

#### 4. Adverb

Experts have given several definitions for the term "adverb". Adverbs are words that explain or modify verbs, adjectives, and other adverbs, as well as how, when, and where something happens<sup>25</sup>. For example, since yesterday afternoon (adverb of time), gently (adverb of manner), at school (adverb of place). Larger groups of words, called clauses and phrases, are also extended adverbs. These words can answer questions like "why?" or "for what purpose?" in addition to answering the previous question<sup>26</sup>. For Example : She walked to improve her health. (infinitive phrase used as adverb), She walked because she enjoyed the exercise. (adverb clause).

#### 5. Adjective

Many definitions of adjectives suggest that they are modifiers with the grammatical function of comparison. They specify size, color, number, and other attributes when modifying or describing nouns.

---

<sup>24</sup> Vitto and Cindy L, *Grammar by Diagram: Understanding English Grammar through Traditional Sentence Diagraming* (Broadview Press, 2006), 25

<sup>25</sup> Howard Sageant, *Basic English Grammar for English Language Learners* (United States University, 2007), 24

<sup>26</sup> Vitto and Cindy L, *Grammar by Diagram: Understanding English Grammar through Traditional Sentence Diagraming* (Broadview Press, 2006), 34

Marcella Frank explain that adjectives are modifiers that have grammatical properties<sup>27</sup>. Adjectives are used to modify nouns or pronouns, that is, to describe or illustrate the noun or pronoun<sup>28</sup>.

According to the aforementioned assertions, an adjective is a word that characterizes a noun, has the grammatical function of comparison, modifies or describes a noun, and establishes the noun's size, color, quantity, and other properties. Examples: Honest, neat, diligent and tall<sup>29</sup>. Adjective placement means that one-word adjectives almost always appear at two points in a sentence, either before the noun (or pronoun) they modify or after the be verb or linking verb. Predicate adjectives or subjective complements are called verb-following adjectives, and adjectives that precede nouns are called attributive adjectives<sup>30</sup>.

## 6. Preposition

Prepositions have many definitions given by experts. Prepositions are words that show the relationship between other words. Prepositions are small words that usually show information about

---

<sup>27</sup> Marcella Frank, *Modern English a Practical Reference Guide* (New York University, 1972), 109

<sup>28</sup> Philip Gucker, *Essential English Grammar* (Dover Publications United States of America, 1996), 59

<sup>29</sup> Ibid,32

<sup>30</sup> Vitto and Cindy L, *Grammar by Diagram: Understanding English Grammar through Traditional Sentence Diagraming* (Broadview Press, 2006), 32

direction, location, or time<sup>31</sup>. Thus, it can be concluded that prepositions are words that usually indicate information about direction, location, or time. For example, the words "at", "from", "in", "on", "to", and so on.

Once identified, each preposition functions as an adjective or adverb. (In cases like "The best time to make a quick phone call is before lunch", prepositions can also function as nouns.) So, if you want to find the subject and verb of a sentence, it is helpful to identify the prepositions first and then eliminate them. Prepositional phrases only distract you from the important information of the sentence<sup>32</sup>.

## 7. Conjunction

Conjunctions have many definitions from experts. Conjunctions are linking words that connect words, phrases, or clauses, but Robert and Howard argue that conjunctions are linking words that connect words, phrases, and sentences together<sup>33</sup>. From these statements, it can be concluded that a conjunction is a word that connects words, phrases, or clauses together. For example, I'll go when my homework is done. A conjunction is a word that joins words,

---

<sup>31</sup> Altenberg and Robert, *English Grammar Understanding Basis* (Cambridge: University Press, 2010), 65

<sup>32</sup> Vitto and Cindy L, *Grammar by Diagram: Understanding English Grammar through Traditional Sentence Diagraming* (Broadview Press, 2006), 35

<sup>33</sup> Ibid,69

phrases (groups of words that do not contain subjects or verbs), or clauses (groups of words that contain subjects and verbs).

There are many different types of conjunctions, which we'll discuss in more detail later. Here's a quick overview:

a. Coordinating conjunctions:

If you remember the acronym FANBOYS, you can easily remember all the coordinative conjunctions: F = for, A = and, N = nor, B = but, O = or, Y = yet, S = so.

b. Subordinate conjunctions:

These conjunctions connect the adverb clause with the main clause of the sentence. Here are some of the most common subordinating conjunctions: after, although, as, because, before, even though, if, once, since, until, whenever, etc.

c. Correlative conjunctions: These conjunctions occur in pairs:

both/and, either/or, neither/nor, not only/but also, and whether/or.

d. Conjunctive adverbs: These "hybrids" are adverbs that do the work of conjunctions by following a semicolon that joins two complete sentences. Whereas the semicolon indicates the joining of the two sentences into one, the conjunctive adverb expresses the logical relationship between the ideas of the two sentences. Some of the most common conjunctive adverbs are words often labeled as

"transitions" in writing courses: accordingly, in conclusion, in contrast, nonetheless, additionally, indeed, on the contrary, also, etc<sup>34</sup>.

### 8. Interjections

An interjection is a word used to express emotion at a low, moderate, or high level. The inter-jection is probably the least used part of speech, at least in writing. It is often difficult to determine if an interjection is part of a sentence or if it constitutes a sentence on its own<sup>35</sup>. Interjections are a component of speech that occurs more often in informal language than in formal writing or speech. Basically, the function of interjections is to convey emotion or a sudden burst of feeling. This can be excitement, joy, shock, or disgust. Adorable words, such as "wow" and "ouch, are solely designed to convey emotions in a sudden and exhilarating way<sup>36</sup>.

### 3. Function of Vocabulary

Before discussing the function of vocabulary, we must understand the meaning of vocabulary. Vocabulary is the number of words that combine to

---

<sup>34</sup> Vitto and Cindy L, *Grammar by Diagram: Understanding English Grammar through Traditional Sentence Diagraming* (Broadview Press, 2006), 38-39

<sup>35</sup> Ibid, 40

<sup>36</sup> Napitupulu and Selviana and Fenty Debora Napitupulu., *The Eight Words: Parts Of Speech* (Deepublish, 2019).

form a language or the number of words known or used by a person in daily activities such as trade, profession, etc<sup>37</sup>.

According to the definition, the word "usage" means the function or use of the words used in the language. Therefore, when we use words, we should understand the function or use of the words as this can help us understand the language we are learning. Vocabulary is also very important for language systems and usage. Because words are more accessible and reflect culture more fully and respond to societal changes more quickly than other components of language, they constitute what ordinary people think of as language<sup>38</sup>.

The ability to acquire or receive many words is known as vocabulary acquisition. If we have and master vocabulary, we will be able to understand its meaning contextually. In addition, it can help us create equivalence between the second language and the native language and prevent mistakes when looking up a language with a dictionary. Here are some useful uses of vocabulary: help us understand types or levels of meaning.

Knowing the types or levels of meaning such as words by their lexical meanings does not mean only the essential meaning of language symbols and tools, but also the lexical meanings of various words, such as words in

---

<sup>37</sup> AS Hornby, *Oxford Advanced Learner's Dictionary* (London: Oxford University Press, 2000), 1959

<sup>38</sup> Suzanne Romaine, *The Cambridge History of the English Language* (Cambridge: UK., 1998), 57



a dictionary<sup>39</sup>. The dictionary tells us what is meant by the words "man" and "bear" in the sentence "The old man killed the little bear", explaining the type of action represented by the words. In addition, it will give us an understanding of the qualities contained in terms such as old, small, and little. However, that is the only information that a dictionary can actually provide. It does not determine whether old is a characteristic of a bear or a man; or whether it is a bear or a man or both. The dictionary cannot clearly tell whether the male bear is acting in this particular sentence.

Therefore, syntactically, how old and little stand in relation to the bears shows that the old bear and the little bear are very important. the word "killed" is said by the old man and followed by the little bear. Killed shows that it was not the ears that did it. In this case, syntactic meaning is very important to understand the utterance expressed by the series of words.

Meaning in word form or morphology. There is only one man and one bear, corresponding to the word forms "man" meaning "man" and "bear" meaning "bear". In the same way, the word form "kill" indicates that it has already happened. It was not planned for the future or being done<sup>40</sup>.

#### **4. Vocabulary Mastery**

Complete knowledge of a subject or skill is known as mastery. The word "master" derives from the word "proficient," which is used to gain

---

<sup>39</sup> Charles C. Fries, *Teaching and Learning English as Foreign Language*, (Michigan, 1970), 18

<sup>40</sup> Ibid, 19

total knowledge through comprehension<sup>41</sup>. “The ability to articulate the meaning of words, recognize word forms and meanings, and recognize patterns with information are all parts of vocabulary mastery, according to this definition. -words, the creation of word patterns. The vocabulary at issue is word meanings”<sup>42</sup>.

The ability to acquire or receive many words is called vocabulary mastery. By mastering vocabulary, students can know the meaning of the vocabulary in the material and use a dictionary to help them create word equivalents from the target language. It is very important to master English vocabulary. According to Lewis and Hill, vocabulary acquisition is very important for students. It is more than just grammar for communication purposes, especially in the early stages when students want to learn basic words. If students do not have enough English vocabulary, they will have difficulty communicating. The requirements of generalization (being able to define words) and application (choosing appropriate uses) are two metrics that can be used to measure vocabulary mastery<sup>43</sup>.

---

<sup>41</sup> William Collins, *Webster's New Twentieth Century Dictionary* (America: The United States of America, 1979), 604

<sup>42</sup> Hiebert, Elfrieda H and Michael L. Kamil, and Eds., *Teaching and Learning Vocabulary: Bringing Research to Practice* (Routledge, 2005).

<sup>43</sup> J Hill and M Lewis et Al., *Teaching Collocation: Further Developments in the Lexical Approach* (Boston: Thomson Heinle, 2000), 12

## 5. The Strategy of Teaching Vocabulary

Strategy is planning, or the approach used by the teacher to facilitate the achievement of a goal in learning. Teachers help students deal with learning that is difficult to understand as part of a student's education. The goal of learning is for students to gain more knowledge, and the goal of teachers is to evaluate how well they are advancing their students through their teaching style. The strategies used by teachers to help students develop their vocabulary skills during the learning process are crucial to the success of learning. These strategies will help teachers maintain students' interest and focus so that the class is not monotonous. Here are some strategies to improve students' vocabulary that can be used to enhance learning: Memory, Word Wall, Group, Cooperative Learning, and Suggestion<sup>44</sup>.

Many practitioners have come out with teaching and learning principles and techniques for their learners and teachers to teach and learn vocabulary properly. Of all the techniques and strategies of teaching vocabulary, a few of them have been found helpful and useful for both teachers and learners<sup>45</sup>.

---

<sup>44</sup> Panjaitan, Nopita Kristina, and and Friska Naomi Sirait. Erikson Saragih, "Vocabulary Teaching Strategies," *Pedagogik: Jurnal Pendidikan* 17 (2022): 27.

<sup>45</sup> Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice* (Cambridge: Cambridge University, 2003).

In realizing the learning strategy, a method is needed. According to Sanjaya, methods are used to implement plans in real activities to achieve goals in the best way. Methods are used by teachers as a tool to achieve learning objectives<sup>46</sup>. Therefore, methods have a very important role in learning. This research will be use game as method, one of the games will use is the Chinese whispers game.

## 6. Game

In the learning process to make lessons more fun, teachers usually use games when teaching. A game is a match that is played according to the rules and produces a winner. Games can also be defined as situations in which people compete or fight. Games can also be defined as fun and enjoyable activities with a set of conflicting rules or regulations. Therefore, games can help teachers increase students' interest in English and improve their learning ability<sup>47</sup>.

Wright et al. claim that games can be played in both groups and pairs.

- a. Pair work is quick and simple to set up. It offers a chance to practice speaking and listening.
- b. Teamwork need for four to six players, teamwork is crucial.

---

<sup>46</sup> Sanjaya and Wina, "Strategi Pembelajaran Berorientasi Standar Proses Pendidikan" (2011).

<sup>47</sup> Chris Valesca Sp, *Application of Games for The Development of Speaking Skill in Fourth Graders from Remigio Antonio Canarte School* (London: Universidad Tecnologica De Pereira, 2012), 11

The groups should compete against one another if there is to be any competitiveness<sup>48</sup>.

## 7. Chinese Whispers Game

The Chinese whispers game originated from the use of the Chinese language where the Europeans and the British could not understand when the Chinese spoke. Chinese people spoke, they spoke like mumbling with words that were unclear, difficult to understand and disorganized. Because the Chinese language showed "confusion" and "not understanding", from then on, the British and Europeans used the word "Chinese whispers" in a whispering game<sup>49</sup>. In the UK, Australia and New Zealand, the game is typically called "Chinese whispers"; in the UK, this is documented from 1964<sup>50</sup>. One suggested reason for naming the game is the widespread British interest in Chinese culture in the 18th and 19th centuries during the Enlightenment. Another theory states that the name of the game comes from the confusing messages that were supposed to be made when a message was passed orally from one tower to another along the Great Wall of China<sup>51</sup>.

---

<sup>48</sup> Andrew Wright and David Betteridge and Michael Buckby, *Games for Language Learning*. (Cambridge: Cambridge University Press, 1994), 2

<sup>49</sup> Dale, Corinne H, and Ed., *Chinese Aesthetics and Literature: A Reader* (SUNY Press, 2004), 15-25

<sup>50</sup> Martin, Gary. "[Phrase Finder: Chinese Whispers](#)". *Phrase Finder*. Retrieved 27 January 2021.

<sup>51</sup> Chu and Ben, *Chinese Whispers: Why Everything You've Heard about China Is Wrong* (Weidenfeld & Nicolson, 2013).

In the world of education, No one knows for sure when this game was used in teaching. However, in 2006 a game involving school children was held by the Cycling Club of Chengdu, China, involving 1,083 people. Then in 2008 there were 1330 children who broke the record for the game of Chinese whispers involving many people<sup>52</sup>. Chines Whispers Game, said Masland known as a broken phone<sup>53</sup>. Chatbum further notes that there is an interesting game called a "phone" or "whisper" in which a message is whispered to the last speaker in a line of people<sup>54</sup>. Here Games have many names in this world such as “Phone Game”, “Whisper Game” and “Broken Phone”. David states that Chines Whispers is a festive game in which whispered messages with wishes are passed around the circle.

This means that it is comically distorted or exaggerated when describing the circuit<sup>55</sup>. The game is played in groups and the message can be changed from first person to last person. That's what Marsland said Chinese Whisper Game is a great old party game for rowing, rows or circles of students working in groups<sup>56</sup>. Meaning Students must play this game in

---

<sup>52</sup> "Chinese whisper record in London".*Gulf News*. 12 July 2008. Retrieved 5 December 2022.

<sup>53</sup> Bruce Marsland, *Lesson from Nothing* (New York: Cambridge University Press, 2012), 59

<sup>54</sup> Robert L Chatburn, *The Whisper Game*, an article published on November 2013, available at <http://doi.org/10.4187/respcare.02805>, Accessed on 09th August 2018 at 01.30 pm

<sup>55</sup> Davit Thomas, *Chinese Whisper* (Sanghai: Gray and Company, 2013), 33

<sup>56</sup> Bruce Marsland, *Lesson from Nothing* ((New York: Cambridge University Press, 2012), 59

groups and form lines. Lines or circles and the message of this game must be conveyed by all group members.

Based on the definitions, we can conclude that Chinese Whisper is a game where you whisper or convey messages from one person in the group to another, and the last person to do so reports the messages he received and compares them first person to see the similarities. Who is interested in this game sometimes the message changes to another message or Information.

### **8. Advantages and Disadvantages of Chinese Whispers Game**

Chinese whispers game has advantages and disadvantages, as follows:

#### a) Advantages of Using the Chinese Whisper Game.

The advantages of the Chinese whispers game are:

- 1) Ensure that learning is enjoyable for students.
- 2) Train students' language skills; i.e. listening, speaking, reading and Writing skills, including English internalization such as grammar, vocabulary, spelling and pronunciation<sup>57</sup>.

#### b) Disadvantages of using the Chinese Whispers Game.

The Chinese whispers also has weaknesses, namely:

1. Can't hear what the person is whispering.
2. Teachers find it difficult to control students in this game
3. Teacher should provide explicit instructions, because the game not easy<sup>58</sup>.

---

<sup>57</sup> Ibid, 59

<sup>58</sup> Tooley and Cathy S, *The Education System Is Broken: Strategies to Rebuilding Hope, Lives, and Futures* (Rowman & Littlefield, 2016,.39

## 9. Teaching Vocabulary by Chinese Whispers Game

Chinese Whispers Game Procedure and Teaching by Chinese Whispers Game as follows:

### a). Procedures for Chinese Whispers Game

To play Chinese whispers game, there are several steps to do. These steps must be fulfilled so that the game runs well.

The procedure for Chinese Whispers Game are :

1. Make the group into two groups.
2. The player marches backwards.
3. The group representative becomes the first whisperer.
4. The second player receives the message from the first player and so on, up to the last player.
5. The last player concludes what he heard from the previous player<sup>59</sup>.

**Figure 2.1 Chinese Whispers Game Illustration**



<sup>59</sup> David J Venech, Warmers and Games, (Ethiopia: Addis Ababa, 2012), 14



b). Procedures for Chinese Whispers Game in teaching vocabulary

In teaching vocabulary by using Chinese whispers game, there are several steps that must be taken by the teacher in teaching.

The procedure are :

1. The teacher Make a group consisting of 10 students.
2. The game is played in two groups. So the order groups leave the class until the first subgroup is finish.
3. In the first two groups, the teacher asks students to stand up with their team and choose a leader.
4. The teacher then conveys the sentence to the leader
5. The moderator reads the sentences briefly. Then whispers to the next player.
6. The last player announces the message along with the other members in group.
7. Compare groups last and first Then write the results on the blackboard text.
8. Finally, Students and teacher find the meaning and check the grammar together<sup>60</sup>.

**C. Conceptual Framework**

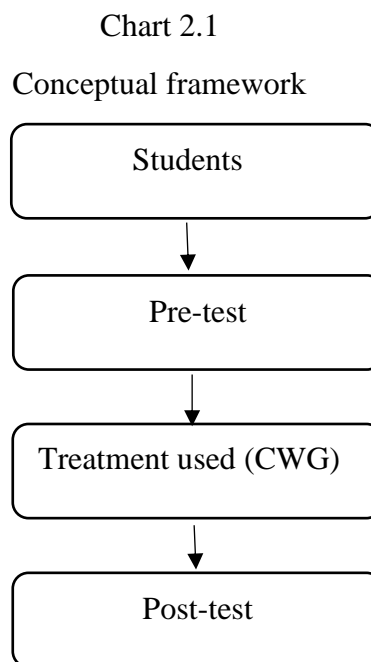
A conceptual model called a conceptual framework examines how a researcher develops a theory or logically connects many elements that are thought to be crucial to a problem. The dependency between variables that are

---

<sup>60</sup> Ibid, 14

thought to be necessary to finish the dynamics of the situation or things under research will be discussed in the conceptual framework<sup>61</sup>.

The conceptual framework underlying this research is presented in the following way :



The conceptual framework of this thesis research is presented as follows:

The first node contains the students selected as samples for the research. These groups consist of 96 students divided into two classes namely the experimental group and the control group. The second node represents the pre-test to be administered to both the selected groups. The pre-test consists of 20 questions in the form of multiple choice. After that, the treatment was given. This treatment consists of four meetings where each meeting consists of 30

---

<sup>61</sup> Marriam and S. B., *Qualitative Research and Case Study Applications in Education* (San Francisco: Jossey-Bass Publishers, 2001).

minutes. The last node of the framework is the post-test both groups was receive it. In addition, the arrows in each node represents the flow of the research.

#### ***D. Hypothesis***

A hypothesis is a provisional initial response to the formulation of a research topic, where the formulation of the research problem is given in the form of a question. We use the word "tentative" since the solutions offered are now based solely on pertinent theories rather than empirical data gathered through data collection<sup>62</sup>.

The hypothesis of the research is formulated as follows:

1.  $H_a$  : The Chinese Whispers game is effective to improve Students vocabulary mastery at the seventh grade of SMPN 3 Palu.
2.  $H_0$  : The Chinese Whispers game is not effective to improve Students vocabulary mastery at the seventh grade of SMPN 3 Palu.

---

<sup>62</sup> Nayak and Jayanta Kumar and Priyanka Singh., *Fundamentals of Research Methodology Problems and Prospects* (SSDN Publishers & Distributors, 2021), 55

## CHAPTER III

### METHODOLOGY OF RESEARCH

#### *A. Approach and Design of Research*

This research used a quantitative approach. Creswell defines quantitative research as "an investigation of a social or human problem, based on testing a theory consisting of variables, measured by numbers, and analyzed by statistical procedures, in order to determine whether the predictive generalizations of the theory can be sustained"<sup>63</sup>. The use of quantitative research is based on the assumption that research involves calculations where objectivity takes precedence.

This research was design to measure the Effectiveness of Chines Whispers Games on Students' Vocabulary Mastery at The Seventh Grade of SMPN 3 PALU. This Research used quasi experiment. A quasi-experiment is an experiment that includes a treatment, impact assessment, and experimental units, but does not use random assignment to make comparisons to infer changes brought about by the treatment<sup>64</sup>.

---

<sup>63</sup> John.W.Creswell, *Educational Research, Garamound by Textech* (Boston:University of Nebraska-Linclon, 2012), 2

<sup>64</sup> Shadish, William R, and et al, *Experimental and Quasi-Experimental Designs for Generalized Causal Inference* (Houghton Mifflin Company, Boston, 2002), 14-15

## ***B. Population and Sample of the Research***

### 1. Population

Population consists of a group of people who share the same characteristics<sup>65</sup>. The population in the research is all Students of class VII SMPN 3 PALU which consisted of 3 classes, namely class VII A the number of students 33, VII B the number of students 31, VII C 32 students and VII D 30 Students, with a population of 126 Students.

### 2. Sample

A sample is part of the target population that the researcher wants to research, to generalize the target population under ideal conditions<sup>66</sup>. This research used Purposive sampling. It also known as judgmental sampling, is when a participant is selected based on their qualities. It is a non-randomized technique and requires a number of participants and a strong theory<sup>67</sup>. In this case, the researcher chose the class VII A as the experimental class which consisted of 33 students and VII C as a controlled class which consisted of 32 students.

## ***C. Variables of the Research***

Research variables are anything in any form that is use by researcher to research in order to get information about it, after that it is withdrawn a

---

<sup>65</sup> John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (Boston, MA: Pearson Education, 2012), 141

<sup>66</sup> Ibid, 141

<sup>67</sup> Etikan et al., "Comparison of Convenience Sampling and Purposive Sampling.," *American journal of theoretical and applied statistics* 5.1 5 (2016): 2.

conclusion<sup>68</sup>. Variable of this research consisted of independent and dependent variable.

The term "independent variable" refers to the trait or quality that affects or is affected by the outcome or dependent variable, in this research, the Chinese whispers game is the independent variable<sup>69</sup>. The dependent variable is a quality or trait that depends on or is influenced by the independent variable<sup>70</sup>. Students' vocabulary mastery is the dependent variable at the seventh grade of SMPN 3 Palu.

#### ***D. Operational Definitions***

Operational definition should be developed. Important terms that can change the understanding of researches. In this research, operational definitions are explained as follows:

##### 1. Effectiveness

Effectiveness is defined as the ability to produce a desired result or desired output. Something is considered effective when it produces the desired or expected result or produces a deep and clear impression<sup>71</sup>.

Effectiveness is the deliberate ability to do something better under certain

---

<sup>68</sup> Sugiyono, *Metode Penelitian Kuantitatif Kualitatif Dan R&D* (Bandung: Alfabeta, 2013),38

<sup>69</sup> John W. Cresswell, *Educational Research Planning Conducting and Evaluating Quantitative and Qualitative Research* (New York: Pearson Education, 2012), 116

<sup>70</sup> Ibid, 155

<sup>71</sup> Dictionary.com, LLC. "Effectiveness | Define Effectiveness Dictionary.com." Dictionary.com | Find the Meanings and Definitions of Words at Dictionary.com. 2011. Web. 28 Sept. 2011. <http://dictionary.reference.com/browse/effectiveness>

conditions to achieve goals<sup>72</sup>. In this research, the effectiveness sought is the effectiveness of the Chinese whisper game in students' vocabulary mastery. The effectiveness in this case is measured by the level of student learning outcomes during learning.

## 2. Chinese Whispers game

Chinese whispers game is a game played to find out a sentence or information that is easier to convey in sequence to others. The players form a line or circle. The first player creates a message and whispers it into the ear of the second player in the line, who then repeats it to the third player, and so on<sup>73</sup>. The Chinese Whispers game is a treatment chosen and used by researcher in student vocabulary research. Researcher use this game in language learning, especially vocabulary with the hope that students will be interested in being happier and focuses on participating in learning so that real learning objectives are achieved.

## 3. Vocabulary Mastery

Vocabulary mastery is the ability to convey word meaning and create word patterns. The meaning of words is what is meant by vocabulary

---

<sup>72</sup> Schilinger Dean, "An Introduction to Effectiveness, Dissemination and Implementation Research," *Nursing Research and Practice* 13 (2013): 2.

<sup>73</sup> Mesoudi and Alex and Andrew Whiten., *The Multiple Roles of Cultural Transmission Experiments in Understanding Human Cultural Evolution,* " *Philosophical Transactions of the Royal Society B: Biological Sciences* 363.1509, 2008.

mastery<sup>74</sup>. The definition of mastery, which is derived from the word "master," is to become skillful or proficient in using something in order to grasp it completely<sup>75</sup>. For example, knowing a word, understanding the meaning of word, then demonstrate it.

In this research, vocabulary Mastery is aimed at students, especially seventh grade students at SMPN 3 Palu. In this research, the researcher focused on noun and verb, Because these two forms of vocabulary are things that are often used in daily activities.

#### ***E. Research Instrument***

Research instrument are tools used to measure observed natural and social phenomena. All of these phenomena are specifically referred to as research variables<sup>76</sup>.

Based on the statement, the researcher in this case used the instrument. The instrument in this research is a test. The test of this research used vocabulary test which consisting of 20 questions. The test used in the form of multiple choice, consist of 20 items form number 1 to number 20.

---

<sup>74</sup> Hiebert, E.H & Kamil, and M.L. (Eds.), *Teaching and Learning Vocabulary: Bringing Research to Practice*, 2005.

<sup>75</sup> William Collins, *Webster's New Twentieth Century Dictionary* (America: The United States of America, 1979), 604

<sup>76</sup> Sugiyono, *Metode Penelitian Kuantitatif Kualitatif Dan R&D* (Bandung: Alfabeta, oktober, 2013), 102



The test given before treatment namely pretest and after treatment, namely posttest.

#### ***F. Technique of Data Collection***

##### a) Pre-test

During the first meeting, researcher gave pre-test to students of the seventh grade of SMPN 3 Palu especially classes VII A and VII C, with the aim of measuring or knowing students' English language skills, especially vocabulary. Pre-Test is a test given by researchers before teaching begins which aims to find out to where the students' mastery of the teaching material to be taught<sup>77</sup>.

##### b) Treatment

Treatment is carried out after researcher giving a pre-tests to students. In this research, the treatment that given is a Chinese whispers game in teaching vocabulary. Treatment is conducted during the learning process. In this case, researcher conducted treatment for 4 meetings.

##### c) Post-test

In the last meeting, after the treatment, the researcher is given the post-test to the experimental and control classes. Post-Test is one of the highly recommended assessments to use because it is a concise and effective direct evaluation that can be used to improve student learning

---

<sup>77</sup> M. Ngalim Purwanto. *Prinsip – Prinsip dan Teknik Evaluasi Pengajaran*. (Bandung: Remaja Rosdakarya,2009)

outcomes<sup>78</sup>. This is done to see the students' learning outcomes after the treatment. The researcher also wants to see the difference in results between the experimental class taught with the Chinese whispering game and the control class taught without the whispering game or the method used by the teacher.

### ***G. Technique of Data Analysis***

To find out how effective the game is in learning, this research used pre-test and post-test. The analysis of the research results is based on t-test analysis. The researcher used SPSS 27 Software to analyze the data in this research. Several analyses are conducted, including descriptive Statistic, normality test, Homogeneity test and testing hypothesis. The researcher used t-test or t-count statistics, which was be compared to the T-table, to determine how effective the Chinese whisper game is in teaching vocabulary mastery.

Following are some steps research of data analysis using SPSS 27:

#### 1) Descriptive Statistics

Descriptive statistics is useful for explaining or describing research data. According to Husaini Usman, descriptive statistics are a collection of numbers that provide an overview of the data in the form of polygons, tables, histograms, frequency, ogive, placement measures (median, quartiles, deciles, and percentiles), measures of central

---

<sup>78</sup> Costa. *Choosing The Right Asessment Method Pre- Test/ Post- Test Evaluation*. (Boston University, 2014)

symptoms (average count, average measure, harmonic mean, and mode), standard deviation, standard number, normal curve, correlation, and linear regression<sup>79</sup>. This analysis was carried out using SPSS 27.

## 2) Normality Test

Sujianto states that the purpose of the normal distribution test is to determine if the data we have is normally distributed, allowing us to use it in parametric statistics. This test can use the Kolmogorov-Smirnov test and declared to be regularly distributed in the event that the significance is higher than 0.05<sup>80</sup>. The researcher conducts a normality test using SPSS 27 to find out whether the research data is normally distributed or not.

## 3) Homogeneity Test

Homogeneity test is a variant test used to determine whether the variants of the two sample groups are the same or not. In statistics, the homogeneity test is used to determine whether the variants and some populations are the same. The homogeneity test was calculated with Levene statistics using the SPSS 27. The way to interpret the Levene

---

<sup>79</sup> Husaini Usman and Akbar Purnomo Setiady, *Pengantar Statistika* (Jakarta: PT.Bumi Aksara, n.d.).

<sup>80</sup> Sujianto, *Aplikasi Statistika Dengan SPSS 16* (Jakarta: Prestasi Pustakaraya, 2009), 77

test is that the data variation is homogeneous if the Levene statistic value is more than 0.05<sup>81</sup>.

#### 4) Testing Hypothesis

After the data has been declared normal distribution then this research was conducted hypothesis test. Where the data analysis used to testing hypothesis is to use Independent sample t-test in SPSS 27. The independent samples t-test, also known as the two means t-test, is used to test two means of two independent groups of data. The purpose of this independent samples T-test is to evaluate the difference in learning outcomes of the learning model used by the researcher compared to the conventional learning model<sup>82</sup>.

---

<sup>81</sup> Asep Saepul Hamdi. *Metode Penelitian Kuantitatif Aplikasi Dalam Pendidikan*. (Yogyakarta: CV Budi Utama, 2014)

<sup>82</sup> Duwi. Priyatno, *Panduan Praktis Olah Data Menggunakan SPSS* (Yogyakarta: Andi, 2017), 193

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

#### **A. Research Findings**

This section was divided into five subheadings. First, it presented the results of pre- and post-tests of the experimental class. Second, is dealt with the results of the pre- and post-tests of the control class. The third subheadings discussed the descriptive analysis of the mean, standard deviation, the standard error of mean of the pre- and post-tests. The fourth section presented the normality test of the data findings. Finally, it discussed the hypothesis testing of the data findings.

##### **1. The of Result Pre- and Post Tests of the Experimental Class**

Before being given treatment in the experimental class, the pre-test was administered to measure the extent of students' vocabulary mastery. After the treatments with the CWG, the post-test was administered to measure whether there was an improve in students' vocabulary mastery or the other way round. Based on the pre- and post-tests, the score of the results was calculated from which the improve of vocabulary mastery could be seen.

Table 4.1

## The Score of Pre-Test of the Experimental Class

NO	INITIAL	SCORE	CATEGORY	QUALIFICATION
1	AR	35	Very Low	Failed
2	ARS	35	Very Low	Failed
3	AKP	55	Low	Failed
4	ANA	55	Low	Failed
5	AYP	35	Very Low	Failed
6	ASN	45	Very Low	Failed
7	AQ	40	Very Low	Failed
8	FS	30	Very Low	Failed
9	KF	45	Very Low	Failed
10	MSD	40	Very Low	Failed
11	MT	35	Very Low	Failed
12	MAZ	35	Very Low	Failed
13	MFR	35	Very Low	Failed
14	MFB	50	Very Low	Failed
15	MIR	55	Low	Failed
16	MI	40	Very Low	Failed
17	MR	35	Very Low	Failed
18	MRB	55	Low	Failed
19	MS	20	Very Low	Failed
20	MVE	55	Low	Failed
21	NH	50	Very Low	Failed
22	NDP	40	Very Low	Failed
23	NA	45	Very Low	Failed
24	PR	30	Very Low	Failed
25	SMP	60	Low	Failed
26	SPM	65	Fair	Successful
27	SBR	45	Very Low	Failed
28	WP	50	Very Low	Failed
29	ZH	45	Very Low	Failed

KKM Bahasa Inggris, SMP Kelas 7 revisi 2022, kurikulum merdeka

The table showed the results of the pre-test scores of the experimental class, where there were 29 students who took the pre-test, there were 1 student in the fair category, 6 in the low category and 22 students in the very low category. only one student qualified as successful, the rest failed.

Table 4.2

## The Score Post-Test of the Experimental Class

NO	INITIAL	SCORE	CATEGORY	QUALIFICATION
1	AR	65	Fair	Successful
2	ARS	55	Very Low	Failed
3	AKP	85	Fair	Successful
4	ANA	65	Fair	Successful
5	AYP	60	Low	Failed
6	ASN	65	Fair	Successful
7	AQ	65	Fair	Successful
8	FS	75	Fair	Successful
9	KF	65	Fair	Successful
10	MSD	60	Low	Failed
11	MT	55	Low	Failed
12	MAZ	60	Low	Failed
13	MFR	50	Very Low	Failed
14	MFB	70	Fair	Successful
15	MIR	65	Fair	Successful
16	MI	60	Low	Failed
17	MR	60	Low	Failed
18	MRB	75	Fair	Successful
19	MS	45	Very Low	Failed
20	MVE	75	Fair	Successful
21	NH	70	Fair	Successful
22	NDP	60	Low	Failed
23	NA	65	Fair	Successful
24	PR	45	Very Low	Failed

25	SMP	75	Fair	Successful
26	SPM	80	Fair	Successful
27	SBR	55	Very Low	Failed
28	WP	75	Fair	Successful
29	ZH	70	Fair	Successful

KKM Bahasa Inggris, SMP Kelas 7 revisi 2022, kurikulum merdeka

The table showed the results of the post-test scores of the experimental class, where there were 29 students who took the post-test. there are 17 category fair, 7 category low and 5 students category very low. there are 12 students who qualify as failed and 17 students who enter the success category.

## 2. The Result of Pre- and Post Tests of the Control Class

The scene of pre- and post tests of the control class can be seen in the following table.

Table 4.3

The Score of Pre-test of the Control Class

NO	INITIAL	SCORE	CATEGORY	QUALIFICATION
1	AK	35	Very Low	Failed
2	AS	30	Very Low	Failed
3	AF	40	Very Low	Failed
4	AW	45	Very Low	Failed
5	AHH	50	Very Low	Failed
6	ARH	50	Very Low	Failed
7	AAN	45	Very Low	Failed
8	AWA	50	Very Low	Failed
9	BP	50	Very Low	Failed
10	BMS	50	Very Low	Failed
11	DAP	35	Very Low	Failed
12	GAR	40	Very Low	Failed
13	IA	50	Very Low	Failed
14	MAF	55	Low	Failed



15	MA	25	Very Low	Failed
16	MF	35	Very Low	Failed
17	MFH	55	Low	Failed
18	MH	30	Very Low	Failed
19	MD	55	Low	Failed
20	MM	45	Very Low	Failed
21	MN	50	Very Low	Failed
22	MR	40	Very Low	Failed
23	MTP	45	Very Low	Failed
24	MY	45	Very Low	Failed
25	ML	50	Very Low	Failed
26	NAB	45	Very Low	Failed
27	NFA	60	Low	Failed
28	NT	20	Very Low	Failed
29	RA	60	Low	Failed
30	SR	45	Very Low	Failed
31	ZA	45	Very Low	Failed

KKM Bahasa Inggris, SMP Kelas 7 revisi 2022, kurikulum merdeka

The table showed the results of the pre-test scores of the control class, where there are 31 students who take the pre-test. there were 5 category low and 26 category very low students. all of them qualify as failed.

Table 4.4

The Score of Post-test of the Control Class

NO	INITIAL	SCORE	CATEGORY	QUALIFICATION
1	AK	50	Very Low	Failed
2	AS	40	Very Low	Failed
3	AF	55	Low	Failed
4	AW	50	Very Low	Failed
5	AHH	65	Fair	Successful
6	ARH	60	Low	Failed
7	AAN	60	Low	Failed
8	AWA	60	Low	Failed

9	BP	70	Fair	Successful
10	BMS	65	Fair	Successful
11	DAP	50	Very Low	Failed
12	GAR	55	Low	Failed
13	IA	60	Low	Failed
14	MAF	65	Fair	Successful
15	MA	40	Very Low	Failed
16	MF	45	Very Low	Failed
17	MFH	65	Fair	Successful
18	MH	45	Very Low	Failed
19	MD	60	Low	Failed
20	MM	50	Very Low	Failed
21	MN	65	Fair	Successful
22	MR	55	Low	Failed
23	MTP	65	Fair	Successful
24	MY	50	Very Low	Failed
25	ML	55	Low	Failed
26	NAB	55	Low	Failed
27	NFA	70	Fair	Successful
28	NT	45	Very Low	Failed
29	RA	60	Low	Failed
30	SR	55	Low	Failed
31	ZA	65	Fair	Successful

KKM Bahasa Inggris, SMP Kelas 7 revisi 2022, kurikulum merdeka

The table showed the results of the post-test scores of the control class, where there are 31 students who take the post-test. there are 9 category fair, 12 category low and 10 students category very low. There are 22 students who qualify as failed and 9 students who enter the success category.

Table 4.5

		<b>Descriptives</b>		
Kelas			Statistic	Std. Error
Hasil	Pre Test Experiment	Mean	43.45	1.924
		95% Confidence Interval for Mean	Lower Bound	39.51
			Upper Bound	47.39
		5% Trimmed Mean	43.47	
		Median	45.00	
		Variance	107.328	
		Std. Deviation	10.360	
		Minimum	20	
		Maximum	65	
		Range	45	
		Interquartile Range	18	
		Skewness	.034	.434
		Kurtosis	-.318	.845
		Post Test Experiment	Mean	64.48
	95% Confidence Interval for Mean		Lower Bound	60.77
			Upper Bound	68.20
	5% Trimmed Mean		64.51	
	Median		65.00	
	Variance		95.259	
	Std. Deviation		9.760	
	Minimum		45	
	Maximum		85	
	Range		40	
	Interquartile Range		13	
	Skewness		-.092	.434
	Kurtosis		-.141	.845
	Pre Test Control		Mean	44.35
95% Confidence Interval for Mean		Lower Bound	40.82	
		Upper Bound	47.89	
5% Trimmed Mean		44.74		
Median		45.00		
Variance		92.903		
Std. Deviation		9.639		

	Minimum	20	
	Maximum	60	
	Range	40	
	Interquartile Range	10	
	Skewness	-.700	.421
	Kurtosis	.297	.821
Post Test Control	Mean	56.45	1.506
	95% Confidence Interval for Lower Bound	53.38	
	Mean Upper Bound	59.53	
	5% Trimmed Mean	56.61	
	Median	55.00	
	Variance	70.323	
	Std. Deviation	8.386	
	Minimum	40	
	Maximum	70	
	Range	30	
	Interquartile Range	15	
	Skewness	-.312	.421
	Kurtosis	-.752	.821

### 3. Descriptive Statistic

In the content of the research, descriptive Statistics is useful for describing the research data derived from the score of pre- and post-tests of both experimental and control classes. These included the number of students, mean, standard deviation, standard error of mean. The following were the descriptive analysis of results of the experimental and control classes.

Table 4.6

The Result of Descriptive Analysis of Experimental and Control  
Classes

<b>Group Statistics</b>				
Kelas	N	Mean	Std. Deviation	Std. Error Mean
Kelas Experiment	29	64.48	9.760	1.812
Kelas Control	31	56.45	8.386	1.506

The table showed that the mean values of the experimental class was 64.48, meaning that the mean value  $>$  (was higher than) control class. Meanwhile, the mean value of the control class was 56.45, this suggested that the mean value is  $<$  (was lower than) the experimental class.

#### 4. Normality Tests

In terms of the normality test the characteristics of the samples selected were made important. This was to ensure that the samples of both classes were similar these the tests were given would result the data that was normal in the content of quantitative research.

The normality test was calculated to prove whether the population was normally distributed or not. This calculation used the Kolmogrov Smirnov test. The decision was taken if the significance value was greater than 0.05 which showed the data was declared normal. The results of the normality test was presented the table below:

Table 4.7

## The Result of The Normality Test Analysis

Kelas		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Hasil	Pre Test Experiment	.137	29	.171	.965	29	.425
	Post Test Experiment	.134	29	.195	.967	29	.478
	Pre Test Control	.204	31	.002	.939	31	.077
	Post Test Control	.148	31	.083	.943	31	.098

a. Lilliefors Significance Correction

Based on the out put table of SPSS, it can be seen that the value of sig significant post-test class experiment stood at  $0.195 > 0.05$  and the value of sig significant post-test of the control class was  $0.083 > 0.05$ . Based on the basic decision making in Kolmogorov-Smirnov normality test it was concluded that the data was normal.

### 5. Homogeneity Test

The homogeneity test is conducted to prove whether the two sample groups have the same variant or not. This calculation used the Levene statistical test. The decision is taken if the significance value is greater than 0.05 which indicates the data is declared homogeneity. The results of the homogeneity test are presented in the table below:

Table 4.8  
The Result of the Homogeneity Test

		Levene Statistic	df1	df2	Sig.
Hasil	Based on Mean	.399	3	116	.754
	Based on Median	.396	3	116	.756
	Based on Median and with adjusted df	.396	3	111.169	.756
	Based on trimmed mean	.415	3	116	.742

Based on the SPSS out put table, it can be seen that the significance sig value was  $0.754 > 0.05$ . Based on the basic of decision making on the levene statistic homogeneity test, it is concluded that the data was homogeneity.

## 6. Hypothesis Testing

Hypothesis testing was carried out before and after testing the students in experimental and control classes because the data was proved to be normally distributed. It was calculated with the Statistical Software and Services Solutions (SPSS) version 27, by using paired simple t-test. hypothesis testing was conducted to determine the temporary conjecture of the research. The following hypothesis was previously identified as follows;

$$H_0 \quad \mu^1 = \mu^1$$

$$H_a \quad : \mu^1 \neq \mu^1$$

Where:

$H_a$  : The Chinese Whispers Game was categorized to be effective to improve vocabulary mastery for the students at the seventh grade of SMP Negeri 3 Palu.

$H_0$  : The Chinese Whispers Game was categorized not to be effective to improve vocabulary mastery for the students at the eleventh grade of SMA Negeri 3 Palu.

Table 4.9

The Result of Paired Sample t-test

		Paired Samples Test								
		Paired Differences								
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)	
					Lower	Upper				
Pair 1	Pre test - Post test	-21.03448	6.99225	1.29843	-23.69419	-18.37477	-16.200	28	.000	

The Paired sample t-test is a hypothesis test to find out whether the Chinese Whispers Game is effective in teaching vocabulary. Based on table, it is known that the t-test or t-count is -16.200. The t-test is negative because the average value of the pre-test learning outcomes is lower than the average post-test learning outcomes. in a context like this, a negative t-test value can be positive. So, the t-test value becomes 16.200 with significance value is 0.000.



If the significance value (2-tailed)  $> 0.05$ , then  $H_0$  is accepted and  $H_a$  is rejected. Based on the paired sample t-test output table, it is known that the sig. (2-tailed) is  $0.000 < 0.05$ , So  $H_0$  is rejected and  $H_a$  is accepted.

Apart from comparing the significance value with a probability of 0.05, the researcher wants to test the hypothesis by comparing the T-test with the t-table. If the T-test  $>$  T-table, then  $H_0$  is rejected and  $H_a$  accepted. Conversely, if the T-test  $<$  T-table, then  $H_0$  is accepted and  $H_a$  is rejected. The t-test value in the table, is 16.200. To find out the t-table value based on degree of freedom (df) and significance ( $0.05/2$ ). From the table, it is known that the df value is 28 and the significance value is  $0.05/2$  which is equal to 0.025. Then it find the t-table is 2.04841. Thus, since the t-test  $>$  t-table ( $16.200 > 2.04841$ ), it can be concluded that  $H_0$  is rejected and  $H_a$  is accepted. That means the Chinese whispers game is effective to improve vocabulary mastery at the seventh grade of SMPN 3 Palu.

## **B. Discussion**

Based on the research findings, it showed that Students' Vocabulary mastery enhanced due to the implementation of CWG as teaching method. This was proven by the experimental class treated with Chinese Whispers Game experienced a marked improvement in learning outcomes compared to the previous class. While the control class experienced a smaller improve than the experimental class. This means that the use of CWG is effective as shown by the ways the students answer questions from the teacher.

In addition, it was found that students' mastery of vocabulary improved significantly. Here, the students were able to understand the meaning of vocabulary and get better score than before. This is in line with research conducted by Reza Oktaviana Pasaribu , Gabby Maureen pricilia and Asriani Hasibuan with the title the effect of using chinese whispers game on students vocabulary mastery at the eighth grade students of SMP Negeri 2 Angkola where the average score before being given the pre-test is only 29.34 and it is included in the "Fail" category. while the mean score after the post test is 65.18 and it is included in the "Enough" category. it means that the improve in vocabulary mastery is marked by the improve in student scores.

The results of the pre-test analysis, showed that the experimental class had the highest score achieved by students with 65 and the lowest at 20. From the results of statistical calculations, the Mean (M) 43.45 was obtained. Median (Me) was 45.00, and the Standard Deviation (Sd) was 10.360. While the Pre-Test control class shows the highest score achieved by students at 50 and the lowest at 20. From the results of statistical calculations, the Mean (M) 44.35 is obtained. Median (Me) 45.00, Standard Deviation (Sd) 9.639.

The statistical analysis of the post-test scores in the experimental class students obtained the highest score 85 and the lowest of 45. The results of statistical calculations obtained Mean (M),64.48. Median (Me), 65.00. Standard Deviation (Sd) 9.760. While the Post-Test control class shows the highest score achieved by students at 70 and the lowest at 40. From the results

of statistical calculations, the Mean (M) 56.45 is obtained. Median (Me) 55.00 Standard Deviation (Sd) 8.386.

The results of the normality test output showed the same value as the value of sig significant post-test class experiment  $0.195 > 0.05$  and the value of sig significant post-test of control class is  $0.083 > 0.05$ . So based on the decision-making data on the Smirnov kolmogorov normality test, it can be seen that the data are normally distributed. Likewise, the results of the homogeneity test show that the sig significant value was  $0.754 > 0.05$  which indicates that the two data have the same variant or homogeneity.

Reflecting on the used of the Chinese Whispers Game for experimental class, it showed that this game was effective to be applied in teaching English Vocabulary. In learning vocabulary, the students were found to have quite responses when the Chinese Whispers Game were used. For example the students were found easily memorize vocabulary which were difficult before the implementation of the CWG.

Besides, This research proved that the used CWG as a teaching method makes a strong contribution to the active and enthusiastic state of learning. This is in accordance with the finding of Bakhsh that using games to teach foreign languages can not only improve students' motivation, but can also increase their interest in a particular language, especially English<sup>83</sup>.

---

<sup>83</sup> Bakhsh and Sahar Ameer, "Using Games as a Tool in Teaching Vocabulary to Young Learners," *English Language Teaching* 9.7 (2016).

As observed, the main weaknesses of the research, was the use of test and the learning material in the lesson plan given to both classes did not represent the actual requirements for vocabulary mastery of students. Moreover, the material provided was inclined to test students reading comprehension rather than their vocabulary mastery. Despite the case, the Chinese whispers game method was proved to be effective in learning vocabulary even though there were weaknesses in term of research instrument and its learning material.

## **BAB V**

### **CONCLUSION**

#### **A. Conclusion**

Based on the research findings, it was evident that Chinese Whispers Game was effective to improve vocabulary mastery of the seventh grade students of SMPN 3 Palu. This was show of the result of statistical calculation of the data the using SPSS version 27 where, the value of  $t_{\text{-counted}}$  16.200 was for higher than the value of  $t_{\text{-table}}$  2.04841

#### **B. Suggestion**

Based on the research findings, it was suggested that :

1. The Teacher needs to be creative in finding and applying appropriate techniques to teach vocabulary in order to finally facilitate and help the Students to improve better English vocabulary ability.
2. The Research implies that the CWG is effective to improve the vocabulary mastery of students if the characteristics of the sample selected is similar the that of the sample of the current research.

## REFERENCES

- Albert Sidney, Hornby. *Oxford Advanced Learner's Dictionary*. London: Oxford University Press, 2000.
- Banditvilai, and Choosri and Robert Cullen. "Problems and Obstacles in Learning English as a Foreign Language." *International Journal of Social Science and Humanity* 8, no. 12 (2018): 291.
- Bakhsh, S. A. Using Games as a Tool in Teaching Vocabulary to Young Learners. *English language teaching*, 9(7), 2016.
- Bruce Marsland. *Lesson from Nothing*. (New York: Cambridge University Press, 2012).
- Chatburn, R. L. The Whisper Game, an article published on November 2013, available at <http://doi.org/10.4187/respcare>.
- Chinese whisper record in London, *Gulf News*. 12 July 2008. Retrieved 5 December 2022.
- Chu, and Ben. *Chinese Whispers: Why Everything You've Heard about China Is Wrong*. Weidenfeld & Nicolson, 2013.
- Collins, William. *Webster's New Twentieth Century Dictionary*. America: The United States of America, 1979.
- Costa. *Choosing The Right Assessment Method Pre- Test/ Post- Test Evaluation*. (Boston University, 2014)
- Creswell, John W. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. Boston, MA: Pearson Education, 2012.
- Cresswell, John W. *Educational Research Planning Conducting and Evaluating Quantitative and Qualitative Research*. New York: Pearson Education, 2012.

- Cresswell, John W. *Educational Research Planning Conducting and Evaluating Quantitative and Qualitative Research*. Boston:University of Nebraska-Lincoln, 2012.
- Crystal, D. and Robins, Robert Henry, 23, June 26, *language*. *Encyclopedia Britannica*. <https://www.britannica.com/topic/language>
- Dale, Corinne H, and Ed. *Chinese Aesthetics and Literature: A Reader*. SUNY Press, 2004.
- Dean, Schilinger. "An Introduction to Effectiveness, Dissemination and Implementation Research." *Nursing Research and Practice* 13 (2013): 2.
- Etikan, Ilker, Sulaiman Abubakar Musa, and Alkassim and Rukayya Sunusi. "Comparison of Convenience Sampling and Purposive Sampling." *American journal of theoretical and applied statistics* 5.1 5 (2016): 2.
- Frank, Marcella. *Modern English a Practical Reference Guide*. New York University, 1972.
- Fries, Charles C. *Teaching and Learning English as Foreign Language*. Michigan, 1970.
- Gove, Philip Babcock. *Webster's Third New International Dictionary*. Massachusetts: Heinle Publisher, 1996.
- Gucker, Philip. *Essential English Grammar*. Dover Publications United States of America, 1996.
- Hiebert, Elfrieda H and Michael L. Kamil, and Eds. *Teaching and Learning Vocabulary: Bringing Research to Practice*. Routledge, 2005.
- Hill, J, and M Lewis et Al. *Teaching Collocation: Further Developments in the Lexical Approach*. Boston: Thomson Heinle, 2000.
- Husaini Usman, and Akbar Purnomo Setiady. *Pengantar Statistika*. Jakarta: PT.Bumi Aksara, n.d.
- Khusniati, Asna. "The Effectiveness of Chinese Whispers Game Toward Students'

Vocabulary Mastery of Seventh Grade at SMPN 2 Sumbergempol” (2016): 52.

Marriam, and S. B. *Qualitative Research and Case Study Applications in Education*. San Francisco: Jossey-Bass Publishers, 2001.

Marsland, Bruce. *Lesson from Nothing*. New York: Cambridge University Press, 2012.

Martin, Gary. "Phrase Finder: Chinese Whispers". *Phrase Finder*. Retrieved 27 January 2021.

Mesoudi, and Alex and Andrew Whiten. *The Multiple Roles of Cultural Transmission Experiments in Understanding Human Cultural Evolution*. " *Philosophical Transactions of the Royal Society B: Biological Sciences* 363.1509, 2008.

Nafisah, Aniswatun, and et al. "The Impact of Chinese Whispers Game towards EFL Young Learners' Vocabulary Mastery." *Journal of Advanced Multidisciplinary Research* 3.2 (2022): 91.

Napitupulu, and Selviana and Fenty Debora Napitupulu. *The Eight Words: Parts Of Speech*. Deepublish, 2019.

Nation, and I.S.P. *Teaching & Learning Vocabulary*. United States of America: Heinle Publishers, 1990.

Nayak, and Jayanta Kumar and Priyanka Singh. *Fundamentals of Research Methodology Problems and Prospects*. SSDN Publishers & Distributors, 2021.

Noack, and Rick and Lazaro Gomio. "The World's Languages, in 7 Maps and Charts. "The Washington Post" 4 (2015): 23.

Pan, Qi. "Vocabulary Teaching in English Language Teaching." *Theory and Practice in Language Studies* 1 (2011): 1586.



- Panjaitan, Nopita Kristina, and and Friska Naomi Sirait. Erikson Saragih. "Vocabulary Teaching Strategies." *Pedagogik: Jurnal Pendidikan* 17 (2022): 27.
- Pasaribu, and Maureen Pricilia and Hasibuan. "The Effect of Using Chinese Whispers Game on Students' Vocabulary Mastery." *Jurnal Liner* 3 (2020): 176–177.
- Priyatno, Duwi. "Teknik mudah dan cepat melakukan analisis data penelitian dengan SPSS." Yogyakarta: Mediakom , 2010.
- Purwanto, Ngalim. *Prinsip – Prinsip dan Teknik Evaluasi Pengajaran*. (Bandung: Remaja Rosdakarya, 2009)
- Renandya, Jack C. Richards and Willy A. *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge: Cambridge University, 2003.
- Renandya, Jack C Richards and Willy A. , *Methodology in Language Teaching*. Cambridge: Cambridge University Press, 2002.
- Robert, Aaltenberg and. *English Grammar Understanding Basis*. Cambridge: University Press, 2010.
- Robert, Altenberg and. *English Grammar Understanding Basis*. Cambridge: University Press, 2010.
- Romaine, Suzanne. *The Cambridge History of the English Language*. Cambridge: UK., 1998.
- Sageant, Howard. *Basic English Grammar for English Language Learners*. United States: University, 2007.
- Sanjaya, and Wina. "Strategi Pembelajaran Berorientasi Standar Proses Pendidikan" (2011).
- Shadish, William R, and et al. *Experimental and Quasi-Experimental Designs for Generalized Causal Inference*. Houghton Mifflin Company, Boston, 2002.

- Sp, Chris Valesca. *Application of Games for The Development of Speaking Skill in Fourth Graders from Remigio Antonio Canarte School*. London: Universidad Tecnologica De Pereira, 2012.
- Stobbe, Gabriele. *Just Enough English Grammar Illustrated*. United States: McGraw-Hill, 2008.
- Sugiyono. *Metode Penelitian Kuantitatif Kualitatif Dan R&D*. Bandung: Alfabeta, 2013.
- Sujianto. *Aplikasi Statistika Dengan SPSS 16*. Jakarta: Prestasi Pustakaraya, 2009.
- Tarigan, Henry Guntur. *Membaca Sebagai Suatu Keterampilan Berbahasa*. Bandung: Angkasa, 2008.
- Thomas, Davit. *Chinese Whisper*. Sanghai: Gray and Company, 2013.
- Tooley, and Cathy S. *The Education System Is Broken: Strategies to Rebuilding Hope, Lives, and Futures*. Rowman & Littlefield, 2016.
- Trask, and Robert Lawrence. *Key Concepts in Language and Linguistics*. Psychology Press, 1999.
- Venech, David J. *Warmers and Games*. Ethiopia: Addis Ababa, 2012.
- Vitto, and Cindy L. *Grammar by Diagram: Understanding English Grammar through Traditional Sentence Diagraming*. Broadview Press, 2006.
- Wright, Andrew, and David Betteridge and Michael Buckby. *Games for Language Learning*. Cambridge: Cambridge University Press, 1994.
- Zimmerman, Cheryl Boyd. *Second Language Vocabulary Acquisition by James Coady and Thomas Huckin*. Cambridge: Cambridge University Press, 1997.

## LESSON PLAN(RPP)

**School** : SMPN 3 Palu  
**Subjects** : English Language  
**Class / Semester** : VII  
**Topic** : My Family  
**Time Allocation** : 2x40 minutes  
**Meeting** : 1

### A. Core Competencies

- **KI-1** Respond to and practice the teachings of their religion.
- **KI-2** Live and practice behavior honest, disciplined ,polite, caring (mutual cooperation, cooperation , tolerance , peace ), responsible responsible , responsive , and pro- active in interact in a manner effective in accordance with development children in the environment , family, school , community and environment natural around ,nation , country, regional area , and area international”.
- **KI-3:** Understand, apply, and analyze knowledge factual, conceptual, procedural, and metacognitive based on desire he asked about knowledge, technology, arts, culture, and humanities with outlook humanity, nationality, statehood, and civilization related reason phenomena and events, as well apply knowledge field procedural specific study inaccordance with talents and interests for solve problem
- **KI-4:** Processing, reasoning, and serving in realm concrete and domain abstract related with development from what he learned at school in a manner independent. Acting in a manner effective and creative, as well capable use method in accordance rule science

## B. Basic Competency and Competency Achievement Indicators

Basic Competency	Indicator Achievement Competence (GPA )
3.4.1 Understand vocabulary about family members in English	3.4.1 List family member vocabulary in English.
4.4.1 Compose a simple text about family members	4.4.1 Write sentences based on the family tree provided.

## C. Learning Objectives

After following the learning process with using the cooperative learning model, participants educate expected get :

1. Students are able to introduce family members in English fluently.
2. Students are able to write simple sentences about family

## D. Learning method

1. Approach : Cooperative approach
2. Method : Chinese Whispers Game

## E. Learning Media

1. Media
  - a. Worksheets or sheet work ( student ), PPT
- 2 . Tools/Materials
  - a. Laptops, LCD Projectors, Whiteboard

## F. Learning Resources

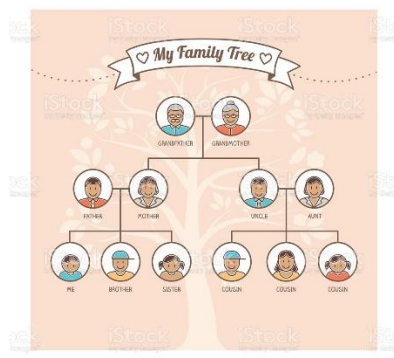
1. Book Reference : Buku Siswa dan Buku Guru Bahasa Inggris Kelas VII When English Rings a Bell. Buku Bahasa Inggris SMP kelas VII, Intan Pariwara. Learning Steps

### G. Learning Steps

INTRODUCTION	ACTIVITY DESCRIPTION	ALLOCATION TIME
Opening	<ol style="list-style-type: none"> <li>1. Teacher start lesson with regards and prayer together.</li> <li>2. Teacher checks presence students .</li> <li>3. The teacher encourages the students.</li> <li>4. The teacher asked about the previous material.</li> <li>5. Teacher conveys the objective learning.</li> </ol>	10 minutes
Core Activities	<p><b>Step 1 Present Information</b></p> <ol style="list-style-type: none"> <li>6. The teacher shows pictures of family members on the family tree</li> <li>7. The teacher explain the material use ppt</li> <li>8. The teacher asked about students' understanding of the material</li> </ol> <p><b>Step 2 Organize students into learning teams</b></p> <ol style="list-style-type: none"> <li>9. The teacher divides the students into 4 groups</li> <li>10. The teacher explains how to play Chinese Whispers Game</li> <li>11. The teacher directs each of the two groups to play in each round of the game.</li> <li>12. The teacher ask the students to play simple sentences about family to the first student through the headset.</li> <li>13. The teacher ask the last student in each group to write the word they got on the board.</li> <li>14. The teacher tells the correct answer</li> </ol> <p><b>Step 3 Test on material</b></p> <ol style="list-style-type: none"> <li>15. The teacher ask the students to answer the quiz related to the material</li> <li>16. The teacher add a symbol (+) for those who are able to answer three questions.</li> </ol> <p><b>Step 4 Provide recognition</b></p> <ol style="list-style-type: none"> <li>17. The teacher announces the group that wins the game.</li> <li>18. The teacher asks the students to write their family names based on the family tree picture given by the teacher.</li> <li>19. The teacher corrects the students writing and returns it.</li> </ol>	60 minutes

Activity Closing	<p>20. The teacher appoints one of the students to give conclusion the material</p> <p>21. The teacher gives the material to be learned in the next meeting</p> <p>22. The teacher gave applause to all students</p> <p>23. The teacher closes the class by praying together</p>	10 minutes
------------------	--	------------

## H. Learning Materials

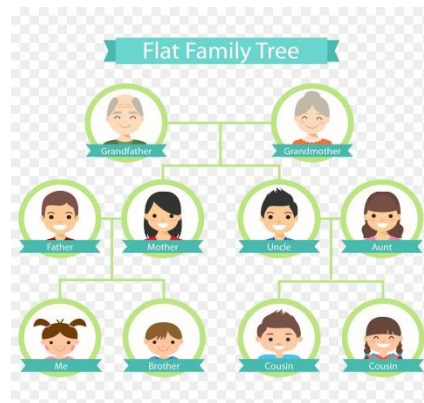


1. Mr. Ridwan is Siti's grandfather.
2. Mrs. Sarah is Siti's grandmother.
3. Siti is Mr. Ridwan and Mrs. Sarah's granddaughter
4. Beni is Mr. Ridwan and Mrs. Sarah's grandson.
5. Siti , Beni and Indra are Mr. Ridwan and Mrs. Sarah's grandchildren.
6. Mr. Johan is Siti's uncle.
7. Mrs. Yuli is Siti's aunt.
8. Siti is Mr. Johan's niece/ Siti is Mrs. Yuli's niece.
9. Beni is Mr. Johan's nephew/ Beni is Mrs. Yuli's nephew.

### Evaluation

#### Essay Test!

1. Write the name of your family name based on the family tree picture below.!



2. Present the results of writing the name of your family name in front of your friends!

Palu, 18 Agustus 2023

Teacher

Researcher

**Rosyidah,S.Pd**  
196907261992032006

**Siti Fatimah**  
201160006

## LESSON PLAN(RPP)

<b>School</b>	<b>: SMPN 3 Palu</b>
<b>Subjects</b>	<b>: English Language</b>
<b>Class / Semester</b>	<b>: VII</b>
<b>Topic</b>	<b>: My favorite food</b>
<b>Time Allocation</b>	<b>: 2x40 minutes</b>
<b>Meeting</b>	<b>: 2</b>

### A. Core Competencies

- a. **KI-1** : Respond to and practice the teachings of their religion.
- b. **KI-2**: Live and practice behavior honest, disciplined ,polite, caring (mutual cooperation, cooperation , tolerance , peace ), responsible responsible , responsive , and pro- active in interact in a manner effective in accordance with development children in the environment , family, school , community and environment natural around ,nation , country, regional area , and area international”.
- c. **KI-3**: Understand, apply, and analyze knowledge factual, conceptual, procedural, and metacognitive based on desire he asked about knowledge, technology, arts, culture, and humanities with outlook humanity, nationality, statehood, and civilization related reason phenomena and events, as well apply knowledge field procedural specific study in accordance with talents and interests for solve problem
- d. **KI-4**: Processing, reasoning, and serving in realm concrete and domain abstract related with development from what he learned at school in a manner independent. Acting in a manner effective and creative, as well capable use method in accordance rule science



## B. Basic Competency and Competency Achievement Indicators

Basic Competency	Indicator Achievement Competence (GPA )
3.4.1 identify vocabulary related to favorite foods in English	4.4.1 Recognize vocabulary about favorite foods
4.4.1 Compose word and simple sentence about foods(favorite food) in english.	4.4.2 Labeling food names based on pictures.

## C. Learning Objectives

After following the learning process with using the cooperative learning model, participants educate expectedget :

3. Students are able to knowing the name of their favorite food in English.
4. Students are able to write simple sentences about their favorite food.

## D. Learning method

1. Approach : Cooperative Approach
2. Method : Chinese Whispers Game

## E. Learning Media

### 1. Media

- b. Worksheets or sheet work ( student ), PPT

### 2. Tools/Materials

- b. Laptops, LCD Projectors, whiteboard

## F. Learning Resources

2. Book Reference : Buku Guru dan Buku Siswa bahasa Inggris kelas VII dan gambar, Buku English for Nusantara untuk SMP/MTs Kelas VII.

## G. Learning Steps

INTRODUCTION	ACTIVITY DESCRIPTION	ALLOCATION TIME
Opening	24. Teacher start lesson with regards start with prayertogether. 25. Teacher checks presence students. 26. The teacher encourages the students. 27. The teacher asked about the previous material. 28. Teacher conveys the objective learning.	10 minutes
Core Activities	<p><b>Step 1 Present Information</b></p> 29. The teacher shows pictures about heavy and light food. 30. The teacher explain the material use ppt 31. The teacher asked about students' understanding of the material <p><b>Step 2 Organize students into learning teams</b></p> 32. The teacher divides the students into 4 groups 33. The teacher explains how to play Chinese Whispers Game 34. The teacher directs each of the two groups to play in each round of the game. 35. The teacher ask the students to play simple sentences about foods to the first student through the headset 36. The teacher ask the last student in each group to write the word they got on the board 37. The teacher tells the correct answer <p><b>Step 3 Test on material</b></p> 38. The teacher gives a quiz related to the material. For example : What foods are considered heavy foods? 39. The teacher will give plus points (+) for those who are able to answer three questions. <p><b>Step 4 Provide recognition</b></p> 40. The teacher announces the group that wins the game. 41. The teacher asks the students to make simple sentences about day and month days and months given by the teacher. 42. The teacher corrects the students writing and	60 minutes

	returns it.	
Activity Closing	<p>43. The teacher appoints one of the students to give conclusion the material</p> <p>44. The teacher gives the material to be learned in the next meeting</p> <p>45. The teacher gave applause to all students</p> <p>46. The teacher closes the class by praying together.</p>	10 minutes

### H. Learning Materials

Makanan Berat	Makanan Ringan
Nasi : Rice	Donat : Doughnut
Sayur : Soap	Permen : candy
Ayam bakar : Grilled Chicken	Kripik : Chips
Ayam goreng : Fried chicken	Roti kukus : Steamend buns
Telur goreng : Fried egg	Kripik jagung : Corn Chips
Telur rebus : Bolled egg	Biskuit asin : Crakers
Bakso : Meatball	



## Evaluation

### Essay Test!



1. Choose your favorite food from the pictures above!
2. write some simple sentences describing your favorite food!

Palu, 18 Agustus 2023

Teacher

Researcher

**Rosyidah,S.Pd**  
**196907261992032006**

**Siti Fatimah**  
**201160006**

## **LESSON PLAN (RPP)**

**School** : SMPN 3 Palu  
**Subjects** : English Language  
**Class / Semester** : VII  
**Topic** : Day and Month  
**Time Allocation** : 2x40 minutes  
**Meeting** : 3

### **A. Core Competencies**

- **KI-1** : Respond to and practice the teachings of their religion.
- **KI-2**: Live and practice behavior honest, disciplined ,polite, caring (mutual cooperation, cooperation , tolerance , peace ), responsible responsible , responsive , and pro- active in interact in a manner effective in accordance with development children in the environment , family, school , community and environment natural around ,nation , country, regional area , and area international ”.
- **KI 3**: Understand, apply, and analyze knowledge factual, conceptual, procedural, and metacognitive based on desire he asked about knowledge, technology, arts, culture, and humanities with outlook humanity, nationality, statehood, and civilization related reason phenomena and events, as well apply knowledge field procedural specific study inaccordance with talents and interests for solve problem
- **KI4**: Processing, reasoning, and serving in realm concrete and domain abstract related with development from what he learned at school in a manner independent. Acting in a manner effective and creative, as well capable use method in accordance rule science

## B. Basic Competency and Competency Achievement Indicators

Basic Competency	Indicator Achievement Competence (GPA )
3.4.1 Identify names of days and months in English	4.4.2 Identify the expressions used to express and ask for the name of the days and the month.
4.4.1 construct simple sentences using the names of days and months	4.4.3 use text structures and grammatical elements to express and inquire about the names of days and months 4.4.4 write the day and month name sentences correctly and accurately

## C. Learning Objectives

After following the learning process with using the cooperative learning model, participants educate expected get :

5. Students are able to expressing the names of days and months in English
6. Students are able Write the names of days and months in English with language structures.

## D. Learning method

1. Approach : Cooperative Approach
2. Method : Chinese Whispers Game

## E. Learning Media

### 1. Media

- c. Worksheets or sheet work ( student ), PPT,

### 2. Tools/Materials

- c. Laptops, LCD Projectors, whiteboard

## F. Learning Resources

3. Book Reference : Buku Bahasa Inggris SMP kelas

VII, Intan Pariwara. Learning Steps

4. Internet Source : <https://englishvit.com/artikel/nama-hari-bulan-tahun-dalam-bahasa-inggris-dan-contoh-kalimatnya-3868>

INTRODUCTION	ACTIVITY DESCRIPTION	ALLOCATION TIME
Opening	47. Teacher start lesson with regards and prayertogether. 48. Teacher checks presence student. 49. The teacher encourages the students. 50. The teacher asked about the previous material. 51. Teacher conveys the objective learning.	10 minutes
Core Activities	<p><b>Step 1 Present Information</b></p> 52. The teacher shows pictures of day and month. 53. The teacher explain the material use ppt 54. The teacher asked about students' understanding of the material <p><b>Step 2 Organize students into learning teams</b></p> 55. The teacher divides the students into 4 groups 56. The teacher explains how to play Chinese Whispers Game 57. The teacher directs each of the two groups to play in each round of the game. 58. The teacher ask the students to play simple sentences about days and months to the first student through the headset 59. The teacher ask the last student in each group to write the word they got on the board. 60. The teacher tells the correct answer <p><b>Step 3 Test on material</b></p> 61. The teacher ask the students to answer the quiz related to the material 62. The teacher will give plus points(+) for those who are able to answer three	40 minutes

	<p>questions.</p> <p><b>Step 4 Provide recognition</b></p> <p>63. The teacher announces the group that wins the game.</p> <p>64. The teacher asks the students to make simple sentences based on the names of the days and months given by the teacher.</p> <p>65. The teacher corrects the students writing and returns it.</p>	
Activity Closing	<p>66. The teacher appoints one of the students to give conclusion the material</p> <p>67. The teacher gives the material to be learned in the next meeting</p> <p>68. The teacher gave applause to all students</p> <p>69. The teacher closes the class by praying together</p>	10 minutes

## G. Learning Material

### Day names in english

Bahasa Inggris	Bahasa Indonesia
Sunday	Minggu
Monday	Senin
Tuesday	Selasa



Wednesday	Rabu
Thursday	Kamis
Friday	Jumat
Saturday	Sabtu

Example sentences using the name of the day :

1. We work every day except on **Sunday**. (Kami bekerja setiap hari kecuali pada hari Minggu.)
2. Can you start working on **Monday**? (Bisakah kamu mulai bekerja pada hari Senin?)
3. Only half of us came last **Tuesday**. (Hanya sebagian dari kami yang datang Selasa lalu.)
4. I'll be in Jakarta next **Wednesday**. (Aku akan berada di Jakarta Rabu depan.)
5. There's a meeting on Thursday **afternoon**. (Ada pertemuan pada Kamis sore.)
6. She met Poppy briefly on **Friday** night. (Dia bertemu Poppy sebentar pada Jumat malam.)
7. Let's go bowling on **Saturday**. (Ayo main bowling di hari Sabtu.)

### Month names in English

Bahasa Inggris	Bahasa Indonesia
January	Januari
February	Februari
March	Maret
April	April
May	Mei
June	Juni
July	Juli
August	Agustus
September	September

October	Oktober
November	November
December	Desember

Example sentences using the name of the month:

1. I have lived here since January. (Aku sudah tinggal di sini sejak Januari.)
2. He'll be two in February. (Dia akan berusia dua tahun pada bulan Februari.)
3. She was born in March. (Dia lahir di bulan Maret.)
4. I haven't seen her since last April. (Aku belum melihat dia sejak April lalu.)
5. My mother's birthday is in May. (Ulang tahun ibuku di bulan Mei.)
6. A lot of people get married in June. (Banyak orang menikah di bulan Juni.)
7. The film festival started in July. (Festival film dimulai pada bulan Juli.)
8. I am already planning our holiday for next August. (Saya sudah merencanakan liburan kami untuk bulan Agustus mendatang.)
9. School will reopen in September. (Sekolah akan dibuka kembali pada bulan September.)
10. The students return in October for the start of the new academic year. (Para siswa kembali sekolah pada bulan Oktober untuk memulai tahun ajaran baru.)
11. We'll celebrate my graduation in November. (Kita akan merayakan kelulusan saya pada bulan November.)
12. December is the last month of the year. (Desember adalah bulan terakhir dalam setahun.)

## EVALUATION

### Essay Test

1. Make a sentence based on the name of the day below!
  - a. Wednesday
  - b. Saturday
  - c. Monday

- d. Friday
- 2. Make a sentence based on the name of the day below!
  - a. March
  - b. July
  - c. August
  - d. December

Palu, 18 Agustus 2023

Teacher

Researcher

**Rosyidah, S.Pd**  
**196907261992032006**

**Siti Fatimah**  
**201160006**

## **LESSON PLAN (RPP)**

**School** : SMPN 3 Palu  
**Subjects** : English Language  
**Class / Semester** : VII  
**Topic** : Daily Activity  
**Time Allocation** : 2x40 minutes  
**Meeting** : 4

### **I. Core Competencies**

- **KI-1** : Respond to and practice the teachings of their religion.
- **KI-2**: Live and practice behavior honest, disciplined ,polite, caring (mutual cooperation, cooperation , tolerance , peace ), responsible responsible , responsive , and pro- active in interact in a manner effective in accordance with development children in the environment , family , school , community and environment natural around ,nation , country, regional area , and area international ”.
- **KI 3**: Understand, apply, and analyze knowledge factual, conceptual, procedural, and metacognitive based on desire he asked about knowledge, technology, arts, culture, and humanities with outlook humanity, nationality, statehood, and civilization related reason phenomena and events, as well apply knowledge field procedural specific study inaccordance with talents and interests for solve problem
- **KI4**: Processing, reasoning, and serving in realm concrete and domain abstract related with development from what he learned at school in a manner independent. Acting in a manner effective and creative, as well capable use method in accordance rule science

## J. Basic Competency and Competency Achievement Indicators

Basic Competency	Indicator Achievement Competence (GPA )
3.4.1 Identify the text, and linguistic elements of oral and written transactional interaction texts involving the act of giving and requesting information related to the action of activities that occur routinely according to the context of use (Pay attention to the language elements of simple present tense).	4.4.3 Identify the text, and linguistic elements of oral and written transactional interaction texts involving actions or events that are performed or occur regularly. .
4.4.1 Compose very short and simple oral and written transactional interaction texts involving the act of giving and requesting information related to the action of activities that occur regularly by paying attention to social functions, text structure and correct and contextually appropriate language elements.	4.4.5 Write simple texts about activities that are done regularly.

## K. Learning Objectives

After following the learning process with using the cooperative learning model, participants educate expectedget :

7. Students are able to understand text structure and language elements in writing daily activities.
8. Students are able to write simple sentence about daily activity with linguistic elements and text structure correctly.

## L. Learning method

1. Approach : Cooperative approach
2. Method : Chinese Whispers Game

## M. Learning Media

### 1. Media

- d. Worksheets ,Video

### 2 .Tools/Materials

- d. Laptops, LCD Projectors, Whiteboard

## N. Learning Resources

5. Book Reference : Buku Kurikulum Merdeka English for Nusantara kelas VII, chapter 1.
6. Internet source : <https://englishcoo.com/contoh-daily-activity>.

## O. Learning Steps

INTRODUCTION	ACTIVITY DESCRIPTION	ALLOCATION TIME
Opening	70. Teacher start lesson with regards start with prayertogether. 71. Teacher checks presence students . 72. The teacher encourages the students. 73. The teacher asked about the previous material. 74. Teacher conveys the objective learning.	10 minutes
Core Activities	<p><b>Step 1 Present Information</b></p> 75. The teacher explain the material use Video 76. The teacher asked about students' understanding of the material <p><b>Step 2 Organize students into learning teams</b></p> 77. The teacher divides the students into 4 groups 78. The teacher explains how to play Chinese Whispers Game 79. The teacher directs each of the two groups to play in each round of the game. 80. The teacher ask the students to play simple sentences about daily activity to the first student through the headset. 81. The teacher ask the last student in each group to write the word they got on the board. 82. The teacher tells the correct answer. <p><b>Step 3 Test on material</b></p> 83. The teacher gives a quiz related to the material. For example : what do students do in the morning? 84. The teacher will give plus points(+) for those who are able to answer three questions <p><b>Step 4 Provide recognition</b></p> 85. The teacher announces the group that wins the game. 86. The teacher asks the students to make simple	40 minutes

	sentences about their daily activity 87. The teacher corrects the students writing and returns it.	
Activity Closing	88. The teacher appoints one of the students to give conclusion the material  89. The teacher gives the material to be learned in the next meeting  90. The teacher gave applause to all students  91. The teacher closes the class by praying together	10 minutes

## **P. Learning Materials**

Topic: Daily Activity

Daily activities are activities that we do every day, from waking up to going to sleep again. There are several things we can learn about daily activity. Such as, verb daily activity, adverb daily activity, and sentence patterns that can be used to tell daily activity.

### **Verb in Daily Activity**

1. Wake up = Bangun
2. Take a bath = Mandi
3. Get dressed = Bepakaian
4. Go to school = Pergi ke sekolah
5. Study = Belajar
6. Have breakfast = Sarapan
7. Have lunch = Makan siang
8. Have dinner = Makan malam
9. Watch TV = Menonton TV
10. Cook = Memasak
11. Play = Bermain

### **Kata keterangan**

1. Every day = Setiap hari
2. Every week = Setiap pekan
3. On weekends = Setiap akhir pekan
4. Then = Lalu
5. Always = Selalu
6. Usually = Biasanya
7. Sometimes = Kadang-kadang
8. Often = Sering

### **Pola kalimat**

1. Subjek I, you, they, dan we.

Subject + Verb 1 + Object + Adverb

Contoh: I go to school every day.

2. Subjek he, she, it, atau nama orang

Subject + Verb 1+s/-es + Object + Adverb

Contoh: Nana goes to school every day.

### **Example of daily activities:**

My alarm clock went off at 5.30am and I got up early and drank 2 glasses of water. I feel very refreshed after drinking water. I washed my face so I wouldn't feel sleepy. I do some physical exercises. I keep my body fit and healthy. Also, I keep my room neat and clean. I have prepared my books the night before.

In the morning, I need to check the books in my bag. After that, I prepare myself for school, having breakfast at 6.45am. I go to school at 7. My school is far from my house. My dad takes me to school and picks me up at 1pm. After school, I help my mom sell things at our shop. I also go to college there. At 6 o'clock I go home, take a shower and pray. After that, I play computer games for an hour then review some lessons. Finally at 10pm I go to bed.



## **Evaluation**

### **Essay Test**

1. What are included in the text structure and language elements in writing daily activities?
2. Make some simple sentences about your daily activities!

**Palu, 18 Agustus 2023**

Teacher

Researcher

**Rosyidah,S.Pd**  
**196907261992032006**

**Siti Fatimah**  
**201160006**

## PRE-TEST

**Choose the appropriate Answer, for the question (a, b, c, or d)**

**Read the text below and choose the correct answer!**

I am Fatimah. I have a family. There are father, mother, brother, and sister.

My parents are Mr. Budi and Mrs. Riyani. My brother is Anto and my sister is Meilina. **(questions for number 1-4).**

1. Anto is Meilina's...
  - a. Brother
  - b. Father
  - c. Mother
  - d. Sister
2. What is Budi's son's name?
  - a. Anto
  - b. Riyani
  - c. Meilina
  - d. Anto and Meilina
3. He is Budi, He is Riyani's....
  - a. Wife
  - b. Father
  - c. Sister
  - d. Husband
4. how many brother does Meilina have?
  - a. 1
  - b. 2
  - c. 3
  - d. 4

*Adapted and modified from  
Mrs. Rosyidah test as English  
Teacher in SMPN 3 Palu*

5. Which is a food originating from Indonesia?
  - a. Rendang
  - b. Pizza
  - c. Sushi
  - d. Kwetiau
6. This food is fried potatoes.
  - a. Chips
  - b. Porridge
  - c. Salad
  - d. Cassava
7. This fruit belongs to the vegetable type of food.
  - a. Strawberries
  - b. Cherries
  - c. Apples
  - d. Tomatoes
8. There are many kinds of this food, which is made from chicken. In Indonesia, people eat it with rice.
  - a. Pizza
  - c. Grilled chicken

- b. Fish
- d. Burger
- 9. Which one is a heavy food?
  - a. Cheese
  - c. Candy
  - b. Rice
  - d. Apple
- 10. Which one is a ring food?
  - a. Chicken
  - c. Doughnut
  - b. Egg
  - d. Meatball

*Adapted and modified from  
BBC Learning  
English(<https://learnenglish.britishcouncil.org/english-levels/online-english-level-test>)*

- 11. What is the day before Wednesday?
  - a. Tuesday
  - c. Thursday
  - b. Saturday
  - d. Friday
- 12. Monday, Tuesday,....., Thursday?
  - a. Wednesday
  - c. Sunday
  - b. Friday
  - d. Saturday
- 13. What is the name of the fifth month of the year?
  - a. March
  - c. January
  - b. December
  - d. May
- 14. How Many months in a year?
  - a. 8
  - c. 12
  - b. 10
  - d. 13
- 15. Which month comes after July?
  - a. January
  - c. September
  - b. August
  - d. July

*Adapted and modified from  
Mrs. Rosyidah test as English  
Teacher in SMPN 3 Palu*

- 16. I always ..... My teeth before I go to bed
  - a. Wake up
  - c. Wash
  - b. Brush
  - d. Sleep
- 17. I usually..... Up at 6 a.m. when my alarm clock goes off.
  - a. Wake
  - c. get
  - b. Brush
  - d. Have
- 18. I always ..... before going to school every morning.
  - a. Brunch
  - c. Dinner
  - b. Lunch
  - d. Breakfast
- 19.



What they are doing?

- a. Do homework
- b. Watch tv
- 20. After a day of activities, at night I...
- a. Sleep
- b. Breakfast
- c. Go to school
- d. Playing
- c. Watch tv
- d. Playing

*Adapted and modified from  
BBC Learning  
English(<https://learnenglish.britishcouncil.org/english-levels/online-english-level-test>)*



8.



This is...

- |                 |            |
|-----------------|------------|
| c. Noodle       | c. Chicken |
| d. Grilled fish | d. Burger  |
9. Which one is not a heavy food?
- |            |             |
|------------|-------------|
| c. Chicken | c. Candy    |
| d. Rice    | d. Meatball |
10. Which one is a heavy food?
- |          |             |
|----------|-------------|
| c. Chips | c. Doughnut |
| d. Egg   | d. crackers |

*Adapted and modified from BBC Learning English(<https://learnenglish.britishcouncil.org/english-levels/online-english-level-test>)*

11. What is the day after Friday?
- |             |             |
|-------------|-------------|
| c. Tuesday  | c. Thursday |
| d. Saturday | d. Friday   |
12. What is the month before August?
- |            |          |
|------------|----------|
| c. July    | c. June  |
| d. October | d. April |
13. What is the 10<sup>th</sup> month of the year?
- |            |             |
|------------|-------------|
| c. March   | c. January  |
| d. October | d. February |
14. March, April, May,.....?
- |           |            |
|-----------|------------|
| c. July   | c. January |
| d. August | d. Juny    |
15. If this month is March. Next month will be...
- |            |          |
|------------|----------|
| c. January | c. April |
| d. August  | d. July  |

*Adapted and modified from Mrs. Rosyidah test as English Teacher in SMPN 3 Palu*



## KEY ANSWER

### PRE- TEST

1. A
2. A
3. D
4. A
5. A
6. A
7. D
8. C
9. B
10. C
11. A
12. A
13. D
14. C
15. B
16. B
17. A
18. D
19. C
20. A

### POST- TEST

1. A
2. C
3. D
4. D
5. C
6. A
7. A
8. B
9. C
10. B
11. B
12. A
13. B
14. D
15. C
16. B
17. A
18. B
19. D
20. B



## SURAT PERNYATAAN VALIDITAS

Yang bertanda tangan di bawah ini :

Nama : Rosyidah, S.Pd

Pekerjaan : Guru Bahasa Inggris SMPN 3 Palu

Telah membaca Instrument penelitian yang dibuat oleh :

Nama : Siti Fatimah

Nim : 201160006

Jurusan : Tadris Bahasa Inggris

Fakultas : FTIK

Yang mengadakan penelitian guna memperoleh data dalam rangka penyusunan skripsi yang berjudul “ The Effectiveness of Chinese Whispers Game on Students Vocabulary Mastery at the Seventh Grade of SMPN 3 Palu”

Setelah diperiksa dan dikoreksi tiap butir instrument, maka dinyatakan memenuhi syarat untuk dipergunakan.

Demikian surat pernyataan ini dibuat untuk dipergunakan seperlunya.

Palu, 18 Agustus 2023

Validator



**Rosyidah, S.Pd**  
196907261992032006

**Titik Persentase Distribusi t (df = 1 – 40)**

Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
df	0.50	0.20	0.10	0.050	0.02	0.010	0.002
1	1.00000	3.07768	6.31375	12.70620	31.82052	63.65674	318.30884
2	0.81650	1.88562	2.91999	4.30265	6.96456	9.92484	22.32712
3	0.76489	1.63774	2.35336	3.18245	4.54070	5.84091	10.21453
4	0.74070	1.53321	2.13185	2.77645	3.74695	4.60409	7.17318
5	0.72669	1.47588	2.01505	2.57058	3.36493	4.03214	5.89343
6	0.71756	1.43976	1.94318	2.44691	3.14267	3.70743	5.20763
7	0.71114	1.41492	1.89458	2.36462	2.99795	3.49948	4.78529
8	0.70639	1.39662	1.85955	2.30600	2.89646	3.35539	4.50079
9	0.70272	1.38303	1.83311	2.26216	2.82144	3.24984	4.29681
10	0.69981	1.37218	1.81246	2.22814	2.76377	3.16927	4.14370
11	0.69745	1.36343	1.79588	2.20099	2.71808	3.10581	4.02470
12	0.69548	1.35622	1.78229	2.17881	2.68100	3.05454	3.92963
13	0.69383	1.35017	1.77093	2.16037	2.65031	3.01228	3.85198
14	0.69242	1.34503	1.76131	2.14479	2.62449	2.97684	3.78739
15	0.69120	1.34061	1.75305	2.13145	2.60248	2.94671	3.73283
16	0.69013	1.33676	1.74588	2.11991	2.58349	2.92078	3.68615
17	0.68920	1.33338	1.73961	2.10982	2.56693	2.89823	3.64577
18	0.68836	1.33039	1.73406	2.10092	2.55238	2.87844	3.61048
19	0.68762	1.32773	1.72913	2.09302	2.53948	2.86093	3.57940
20	0.68695	1.32534	1.72472	2.08596	2.52798	2.84534	3.55181
21	0.68635	1.32319	1.72074	2.07961	2.51765	2.83136	3.52715
22	0.68581	1.32124	1.71714	2.07387	2.50832	2.81876	3.50499
23	0.68531	1.31946	1.71387	2.06866	2.49987	2.80734	3.48496
24	0.68485	1.31784	1.71088	2.06390	2.49216	2.79694	3.46678
25	0.68443	1.31635	1.70814	2.05954	2.48511	2.78744	3.45019
26	0.68404	1.31497	1.70562	2.05553	2.47863	2.77871	3.43500
27	0.68368	1.31370	1.70329	2.05183	2.47266	2.77068	3.42103
28	0.68335	1.31253	1.70113	2.04841	2.46714	2.76326	3.40816
29	0.68304	1.31143	1.69913	2.04523	2.46202	2.75639	3.39624
30	0.68276	1.31042	1.69726	2.04227	2.45726	2.75000	3.38518
31	0.68249	1.30946	1.69552	2.03951	2.45282	2.74404	3.37490
32	0.68223	1.30857	1.69389	2.03693	2.44868	2.73848	3.36531
33	0.68200	1.30774	1.69236	2.03452	2.44479	2.73328	3.35634
34	0.68177	1.30695	1.69092	2.03224	2.44115	2.72839	3.34793
35	0.68156	1.30621	1.68957	2.03011	2.43772	2.72381	3.34005
36	0.68137	1.30551	1.68830	2.02809	2.43449	2.71948	3.33262
37	0.68118	1.30485	1.68709	2.02619	2.43145	2.71541	3.32563
38	0.68100	1.30423	1.68595	2.02439	2.42857	2.71156	3.31903
39	0.68083	1.30364	1.68488	2.02269	2.42584	2.70791	3.31279
40	0.68067	1.30308	1.68385	2.02108	2.42326	2.70446	3.30688

Catatan: Probabilita yang lebih kecil yang ditunjukkan pada judul tiap kolom adalah luas daerah dalam satu ujung, sedangkan probabilitas yang lebih besar adalah luas daerah dalam kedua ujung



BERITA ACARA  
UJIAN PROPOSAL, SKRIPSI

Pada hari ini Kamis, tanggal 27 Juli 2023 telah dilaksanakan Seminar Proposal Skripsi:

Nama : Siti Fatimah  
NIM : 20.1.16.0006  
Program Studi : Tadris Bahasa Inggris (TBIG)  
Judul Proposal : The Effectiveness of Chinese Whispers Game on Students' Vocabulary Mastery at the Seventh Grade of SMPN 3 Palu  
Pembimbing I : Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.  
Pembimbing II : Hijrah Syam, S.Pd., M.Pd.  
Penguji : Yuni Amelia, S.Pd., M.Pd.

SARAN-SARAN PENGUJI/PEMBIMBING

No.	Aspek Penilaian	Nilai	Catatan
1.	ISI	80	
2.	BAHASA & TEKNIS PENULISAN	86	
3.	METODOLOGI	86	
4.	PENGUASAN	90	
	Jumlah	351	
	Nilai Rata-rata	87,75	

Palu, 24 Juli 2023

Mengetahui  
a.n. Dekan  
Ketua Jurusan TBIG.

Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.  
NIP. 19690715 199203 1 013

Penguji,

Yuni Amelia, S.Pd., M.Pd.  
NIP. 19900629 201801 2 001

Catatan

Nilai Menggunakan Angka:

Nilai Angka	Nilai Huruf
85-100	A
80-84	A-
75-79	B+
70-74	B
65-69	B-
60-64	C+
55-59	C
50-54	D
0-49	E (mengulang)

Keterangan

Harap memberikan nilai dalam bentuk angka



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU  
الجامعة الإسلامية الحكومية داتوكاراما فالو  
STATE ISLAMIC UNIVERSITY DATOKARAMA PALU  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460166  
Website : [www.iainpalu.ac.id](http://www.iainpalu.ac.id) email : [humas@iainpalu.ac.id](mailto:humas@iainpalu.ac.id)

**BERITA ACARA  
UJIAN PROPOSAL SKRIPSI**

Pada hari ini Kamis, tanggal 27 Juli 2023 telah dilaksanakan Seminar Proposal Skripsi:

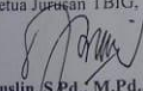
Nama : Siti Fatimah  
NIM : 20.1.16.0006  
Program Studi : Tadris Bahasa Inggris (TBIG)  
Judul Proposal : The Effectiveness of Chinese Whispers Game on Students' Vocabulary Mastery at the Seventh Grade of SMPN 3 Palu  
Pembimbing I : Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.  
Pembimbing II : Hijrah Syam, S.Pd., M.Pd.  
Penguji : Yuni Amelia, S.Pd., M.Pd.

**SARAN-SARAN PENGUJI/PEMBIMBING**


No.	Aspek Penilaian	Nilai	Catatan
1.	ISI	85	
2.	BAHASA & TEKNIS PENULISAN	86	
3.	METODOLOGI	87	
4.	PENGUASAN	88	
	<b>Jumlah</b>		
	<b>Nilai Rata-rata</b>		

Palu, 24 Juli 2023

Mengetahui  
a.n. Dekan  
Ketua Jurusan TBIG.

  
Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.  
NIP. 19690215 199203 1 013

Pembimbing I,

  
Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.  
NIP. 19690215 199203 1 013

Catatan

Nilai Menggunakan Angka:

Nilai Angka	Nilai Huruf
85-100	A
80-84	A-
75-79	B+
70-74	B
65-69	B-
60-64	C+
55-59	C
50-54	D
0 - 49	E (mengulang)

Keterangan

Harap memberikan nilai dalam bentuk angka



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU  
الجامعة الإسلامية الحكومية داتوكاراما فالو  
STATE ISLAMIC UNIVERSITY DATOKARAMA PALU  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165  
Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

**BERITA ACARA  
UJIAN PROPOSAL SKRIPSI**

Pada hari ini Kamis, tanggal 27 Juli 2023 telah dilaksanakan Seminar Proposal Skripsi:

Nama : Siti Fatimah  
NIM : 20.1.16.0006  
Program Studi : Tadris Bahasa Inggris (TBIG)  
Judul Proposal : The Effectiveness of Chinese Whispers Game on Students' Vocabulary Mastery at the Seventh Grade of SMPN 3 Palu  
Pembimbing I : Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.  
Pembimbing II : Hijrah Syam, S.Pd., M.Pd.  
Penguji : Yuni Amelia, S.Pd., M.Pd.

**SARAN-SARAN PENGUJI/PEMBIMBING**

No.	Aspek Penilaian	Nilai	Catatan
1.	ISI	98	recheck your terms of Penelitian. recheck the Analysis of Technique of Data Analysis
2.	BAHASA & TEKNIS PENULISAN	98	
3.	METODOLOGI	98	
4.	PENGUASAN	98	
	Jumlah	392	
	Nilai Rata-rata	98	

Palu, 24 Juli 2023

Mengetahui  
a.n. Dekan  
Ketua Jurusan TBIG,

Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.  
NIP. 19690715 199203 1 013

Pembimbing II,

Hijrah Syam, S.Pd., M.Pd.  
NRD. 2004058603

Catatan

Nilai Menggunakan Angka:

Nilai Angka	Nilai Huruf
85-100	A
80-84	A-
75-79	B+
70-74	B
65-69	B-
60-64	C+
55-59	C
50-54	D
0 - 49	E (mengulang)

Keterangan

Harap memberikan nilai dalam bentuk angka.

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU  
NOMOR : 360 TAHUN 2023

TENTANG  
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU

DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN

- Menimbang :
- bahwa penulisan karya ilmiah dalam bentuk skripsi merupakan salah satu syarat dalam penyelesaian studi pada jenjang Strata Satu (S1) di Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu, untuk itu dipandang perlu menetapkan pembimbing proposal dan skripsi bagi mahasiswa;
  - bahwa saudara yang tersebut namanya di bawah ini dipandang cakap dan mampu melaksanakan tugas tersebut;
  - bahwa berdasarkan pertimbangan pada huruf a dan b tersebut, perlu menetapkan keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu.
- Mengingat :
- Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
  - Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
  - Peraturan Presiden No 61 Tahun 2021, tentang Universitas Islam Negeri Datokarama Palu;
  - Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
  - Peraturan Pemerintah Nomor 37 Tahun 2009, tentang Dosen;
  - Peraturan Menteri Agama Nomor 39 Tahun 2021 tentang Statuta Universitas Islam Negeri Datokarama Palu;
  - Keputusan Menteri Pendidikan Nasional Nomor 178/U/2001 tentang Gelar dan Lulusan Perguruan Tinggi;
  - Keputusan Menteri Agama tentang Pengangkatan Dekan Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu Nomor 454/Un.24/KP.07.6/12/2021 masa jabatan 2021-2023

MEMUTUSKAN

Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU TENTANG PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU

KESATU : Menetapkan saudara :

- Ruslin, S.Pd., M.Pd., M.Sc., Ph.D
- Hijrah Syam, S.Pd., M.Pd.

sebagai Pembimbing I dan II bagi Mahasiswa :

Nama : Siti Fatimah  
NIM : 201160006  
Program Studi : Tadris Bahasa Inggris  
Judul Skripsi : THE EFFECTIVENESS OF CHINESE WHISPERS GAME ON STUDENT'S VOCABULARY MASTERY AT THE SEVENTH GRADE OF SMPN 3 PALU

KEDUA : Tugas Pembimbing tersebut adalah membimbing dan mengarahkan mahasiswa, mulai penyusunan proposal sampai selesai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;

KETIGA : Segala biaya yang timbul sebagai akibat dikeluarkannya keputusan ini, dibebankan pada dana DIPA UIN Datokarama Palu Tahun Anggaran 2023

KEEMPAT : Keputusan ini mulai berlaku sejak tanggal ditetapkan dengan ketentuan bahwa apabila di kemudian ternyata terdapat kekeliruan dalam keputusan ini maka diadakan perbaikan sebagaimana mestinya

KELIMA : SALINAN keputusan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Ditetapkan di : Sigi  
Pada Tanggal : 29 Februari 2023





KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU

الجامعة الإسلامية الحكومية فالو

STATE ISLAMIC UNIVERSITY DATOKARAMA PALU  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165  
Website : [www.iainpalu.ac.id](http://www.iainpalu.ac.id), email : [humas@iainpalu.ac.id](mailto:humas@iainpalu.ac.id)

FORMULIR PENDAFTARAN  
UJIAN PROPOSAL SKRIPSI

Nama : Siti fatimah  
NIM : 201160006  
SMT/Prodi/Kelas : VI / Tadris bahasa Inggris  
Alamat : Jl. Lasoco  
No. Tlp / HP : 085756215649  
Pembimbing : I. Ruslin, S.Pd, M.Pd, M.Sc., Ph.D  
II. Hurah Syam, S.Pd., M.Pd.  
Judul : The Effectiveness of Chinese Whispers Game  
on Students Vocabulary Mastery at the seventh grade of  
SMPN 3 Palu

No	Persyaratan	Cheklist (diisi oleh ketua Jurusan)		Ket.
		Ada	Tidak	
1	Fotocopy tanda bukti pembayaran SPP semester berjalan	✓		
2	Fotocopy tanda bukti pembayaran ujian	✓		
3	Fotocopy kliring nilai sementara / KHS dari semester I-VII	✓		
4	Mempersiapkan Power Point untuk bahan presentasi	✓		
5	Fotocopy proposal skripsi yang telah di acc pembimbing sebanyak 3 (tiga) rangkap dengan map transparan warna hijau	✓		

Pertimbangan Pembimbing I/II	Persetujuan Dosen Penasehat Akademik	Pemohon
 (.....) NIP. .... Catatan Dosen Pembimbing I/II :	OTD (.....) NIP. .... Catatan Dosen Penasehat Akademik :	 (Siti fatimah) NIM. 201160006

Penguji : Yuni Amelia, S.pd. M.Pd	Persetujuan Ketua Jurusan  (.....) NIP. ....
Hari/Tgl : 27 Kamis, 27/07/23	
Waktu : 10.00 - 11.30	
Tempat : Ruang Ujian PTK	



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU  
الجامعة الإسلامية الحكومية داتوكاراما فالو  
STATE ISLAMIC UNIVERSITY DATOKARAMA PALU  
FAKULTAS TARBİYAH DAN ILMU KEGURUAN  
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165  
Website: www.uindatokarama.ac.id, Email: humas@uindatokarama.ac.id

Palu, 24 Juli 2023

Nomor : Un.24/F.I/PP.00.9/07/2023  
Sifat : Penting  
Lamp : -  
Hal : **Undangan Menghadiri Seminar Proposal Skripsi**

Kepada Yth.

1. Ruslin, S.Pd., M.Pd., M.Sc., Ph.D. (Pembimbing I)
2. Hijrah Syam, S.Pd., M.Pd. (Pembimbing II)
3. Yuni Amelia, S.Pd., M.Pd. (Penguji)
4. Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu

Di-  
Palu

*Assalamu'alaikum warahmatullahi wabarakatuh*

Dalam rangka kegiatan seminar proposal skripsi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri (UIN) Datokarama Palu yang akan dipresentasikan oleh:

Nama : Siti Fatimah  
NIM : 20.1.16.0006  
Jurusan : Tadris Bahasa Inggris (TBIG)  
Judul Skripsi : The Effectiveness of Chinese Whispers Game on Students' Vocabulary Mastery at the Seventh Grade of SMPN 3 Palu

Maka dengan hormat diundang untuk menghadiri Seminar Proposal Skripsi tersebut yang insya Allah akan dilaksanakan pada:

Hari/Tanggal : Kamis, 27 Juli 2023  
Waktu : 10.00 Wita - Selesai  
Tempat : Lt. 1 Rektorat UIN Datokarama Palu

*Wassalamu'alaikum warahmatullahi wabarakatuh*



Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.  
NIP. 19690215 199203 1 013

Catatan : Undangan ini difotokopi 6 rangkap, dengan rincian:

- a. 1 rangkap untuk dosen pembimbing I (dengan proposal Skripsi).
- b. 1 rangkap untuk dosen pembimbing II (dengan proposal Skripsi).
- c. 1 rangkap untuk Ketua Jurusan
- d. 1 rangkap untuk Subbag Umum Fakultas Tarbiyah dan Ilmu Keguruan.
- e. 1 rangkap Subbag AKMAH Fakultas Tarbiyah dan Ilmu Keguruan.
- f. 1 rangkap untuk ditempel pada papan pengumuman.
- g. 1 rangkap untuk dosen penguji (dengan proposal Skripsi)



KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU  
NOMOR 2041 TAHUN 2023

TENTANG  
PENETAPAN TIM PENGUJI PROPOSAL SKRIPSI  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU

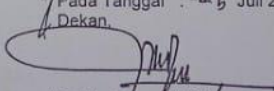
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN

- Menimbang : a. bahwa penulisan karya ilmiah dalam bentuk skripsi merupakan salah satu syarat dalam penyelesaian studi pada jenjang Strata Satu (S1) di Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu, untuk itu dipandang perlu menetapkan tim penguji proposal skripsi untuk menguji proposal skripsi mahasiswa pada ujian seminar proposal;
- b. bahwa saudara yang tersebut namanya di bawah ini dipandang cakap dan mampu melaksanakan tugas tersebut;
- c. bahwa berdasarkan pertimbangan pada huruf a dan b tersebut, perlu menetapkan keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
3. Peraturan Presiden No. 61 Tahun 2021, Tentang Universitas Islam Negeri Datokarama Palu.
4. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
5. Peraturan Pemerintah Nomor 37 Tahun 2009, tentang Dosen;
6. Peraturan Menteri Agama Nomor 39 Tahun 2021 tentang Statuta Universitas Islam Negeri Datokarama Palu;
7. Keputusan Menteri Pendidikan Nasional Nomor 178/U/2001 tentang Gelar dan Lulusan Perguruan Tinggi;
8. Keputusan Menteri Agama tentang Pengangkatan Dekan Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu Nomor 454/Un.24/KP.07.6/12/2021 masa jabatan 2021-2023

MEMUTUSKAN

- Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI (UIN) DATOKARAMA PALU TENTANG PENETAPAN TIM PENGUJI PROPOSAL SKRIPSI FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI (UIN) DATOKARAMA PALU
- KESATU : Menetapkan Tim Penguji Proposal Skripsi Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu sebagai berikut :
1. Penguji : Yuni Amelia, S.Pd., M.Pd.  
2. Pembimbing I : Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.  
3. Pembimbing II : Hijrah Syam, S.Pd., M.Pd.
- untuk menguji Proposal Skripsi Mahasiswa  
Nama : Siti Fatimah  
NIM : 201160006  
Jurusan : Tadris Bahasa Inggris (TBIG-1)  
Judul Proposal : The Effectiveness of Chinese Whispers Game on Students' Vocabulary Mastery at the Seventh Grade of SMPN 3 Palu
- KEDUA : Tim Penguji Proposal Skripsi bertugas memberikan pertanyaan dan perbaikan yang berkaitan dengan isi, metodologi dan bahasa dalam proposal skripsi yang diujikan;
- KETIGA : Segala biaya yang timbul sebagai akibat dikeluarkannya keputusan ini, dibebankan pada dana DIPA UIN Datokarama Palu Tahun Anggaran 2023
- KEEMPAT : Keputusan ini mulai berlaku sejak tanggal ditetapkan dengan ketentuan bahwa apabila dikemudian ternyata terdapat kekeliruan dalam keputusan ini maka diadakan perbaikan sebagaimana mestinya
- KELIMA : SALINAN keputusan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Ditetapkan di : Palu  
Pada Tanggal : 25 Juli 2023  
Dekan,

  
Dr. H. Askar, M.Pd.  
NIP. 19670521 199303 1 005



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU  
الجامعة الإسلامية الحكومية داتوكاراما فالو  
STATE ISLAMIC UNIVERSITY DATOKARAMA PALU  
FAKULTAS TARBIIYAH DAN ILMU KEGURUAN  
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165  
Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

DAFTAR HADIR SEMINAR PROPOSAL SKRIPSI  
TAHUN AKADEMIK 2022/2023

Pada hari ini Kamis, tanggal 27 Juli 2023 telah dilaksanakan Seminar Proposal Skripsi:

Nama : Siti Fatimah  
NIM : 20.1.16.0006  
Program Studi : Tadris Bahasa Inggris (TBIG)  
Judul Proposal : The Effectiveness of Chinese Whispers Game on Students' Vocabulary Mastery at the Seventh Grade of SMPN 3 Palu  
Tgl / Waktu Seminar : 27 Juli 2023/10.00 Wita

NO.	NAMA	NIM	SEM / PRODI.	TTD	KET.
1.	Andra Rukmana Dewi	20116003	VI / TBIG		
2.	Nurfadiah	20116007	VI / TBIG		
3.	Putri Nur Mayfira	20116008	VI / TBIG		
4.	Nur Anisa Ta.u	201160021	VI / TBIG		
5.	Martang	201160017	VI / TBIG		
6.	Neda Faranty August	201160043	VI / TBIG		
7.	Moh Sofyan	201160009	VI / TBIG		
8.	Siti Nurlaila	201160023	VI / TBIG		
9.	Ana Ahamed Pramora Riza	201160005	VI / TBIG		
10.	Nurfirana	201160011	VI / KPI		
11.	Salwa	201010054	VI / PAI		

Palu, 24 Juli 2023

Pembimbing I,

Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.  
NIP. 19690215 199203 1 013

Pembimbing II,

Hijrah Syam, S.Pd., M.Pd.  
NRD. 2004058603

Penguji,

Yuni Amelia, S.Pd., M.Pd.  
NIP. 19900629 201801 2 001

Mengetahui  
a.n. Dekan  
Ketua Jurusan TBIG,

Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.  
NIP. 19690215 199203 1 013



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU

جامعة داتوكاراما الإسلامية الحكومية بالو

STATE ISLAMIC UNIVERSITY DATOKARAMA PALU

Jl. Trans Palu-Palolo Desa Pombewe Kec. Sigi Biromaru Telp. 0451-460798 Fax. 0451-460165

Website : [www.uindatokarama.ac.id](http://www.uindatokarama.ac.id), email : [humas@uindatokarama.ac.id](mailto:humas@uindatokarama.ac.id)

Nomor : 5174 /Un.24/F.I/PP.00.9/8/2023 Palu, 18 Agustus 2023  
Lampiran : -  
Hal : Izin Penelitian Untuk Menyusun Skripsi

Yth. Kepala SMP Negeri 3 Palu

Di Tempat

Assalamualaikum wr.wb.

Dengan hormat, dalam rangka Penyusunan Tugas Akhir (Skripsi) oleh Mahasiswa pada Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Datokarama Palu :

Nama : Siti Fatimah  
NIM : 201160006  
Tempat Tanggal Lahir : Palu, 27 Agustus 2001  
Semester : VII (Enam)  
Program Studi : Tadris Bahasa Inggris  
Alamat : Jl. Lasoso  
Judul Skripsi : The effectiveness Of Chinese Whispers Game On Students Vocabulary Mastery At The seventh Grade Of SMPN 3 Palu  
No. HP : 085756215649

Dosen Pembimbing :  
1. Ruslin, S.Pd., M.Pd., M.Sc., Ph.D  
2. Hijrah Syam, S.Pd., M.Pd

maka bersama ini kami mohon kiranya agar mahasiswa yang bersangkutan dapat diberi izin untuk melaksanakan penelitian di Sekolah yang Bapak/Ibu Pimpin.

Demikian, atas perkenannya diucapkan terima kasih.





PEMERINTAH KOTA PALU  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
SMP NEGERI 3 PALU  
NSS : 201186001003



Alamat : Jl. Kemiri No. 35 Telp. 421992

Kelurahan : SIRANINDI  
Kecamatan : Palu Barat  
Kota : Palu

Propinsi : SULAWESI TENGAH  
Telp. : ( 0451 ) 421992  
Kode Pos : 94223

**SURAT KETERANGAN**

Nomor : KP.7/ 201 /421.3/ Pend.

Yang bertanda tangan dibawah ini Kepala SMP Negeri 3 Palu, menerangkan bahwa :

Nama : SITI FATIMAH  
NIM : 201160006  
Program Studi : Tadris Bahasa Inggris

Benar Mahasiswa tersebut diatas telah selesai melaksanakan Penelitian di SMP Negeri 3 Palu,  
Pada tanggal 18 Agustus 2023 sd. 01 September 2023, dalam rangka penyusunan Skripsi dengan  
Judul :

**“ THE EFFECTIVENESS OF CHINESE WHISPERS GAME  
ON STUDENTS VOCABULARY MASTERY AT  
THE SEVENTH GRADE OF SMPN 3 PALU “.**

Sesuai surat dari Dekan UIN Datokarama Palu, tanggal 18 Agustus 2023,  
Nomor : 5177/Un.24/F.I/PP.00.9/08/2023.

Demikian Surat Keterangan ini dibuat untuk digunakan sebagaimana mestinya

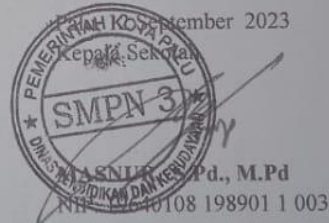


FOTO 3 X 4

**KARTU SEMINAR PROPOSAL SKRIPSI**  
**FAKULTAS TARIYAH DAN ILMU KEGURUAN**  
**UNIVERSITAS ISLAM NEGERI (UIN) DATOKARAMA PALU**

NAMA : Siti Fatmah  
 NIM : 2.0160006  
 PROGRAM STUDI : Tadris bahasa Inggris

NO.	HARI/TANGGAL	NAMA	JUDUL SKRIPSI	DOSEN PEMBIMBING	TANDA TANGAN DOSEN PEMBIMBING
1	Friday, 24-02-2023	Risa Farida	Digital storytelling in improving students' reading comprehension at the eighth grade of SMP Pongki Al-Khairati Palu	1. Yuni Amelia, S.Pd., M.Pd. 2. Hyrah Syam, S.Pd., M.Pd.	
2	Monday, 27-02-2023	Siti Rezi	Penerapan metode ceramah pada mata pelajaran Pendidikan Agama Islam bagi siswa slow learner di SD Inpres Lamban kec. Tinonene kab. Parigi	1. Dr. Hj. Adawiyah Pentolngi, M.Pd. 2. Jummi H. Tahang Binae, S.Ag, M.Pd.	
3	Monday, 27-02-2023	Muhammad Fajar Sidiq	Pemahaman karakter Peduli sosial guru ips terhadap siswa di MTS Negeri 3 Palu	1. Drs. H. Mu. Afian Hakim, M.Pd. 2. Dr. Sri Dewi Lisnawaty, S.Ag., M.Si.	
4	Monday, 27-02-2023	Hanan sama	The use of audio visual media in the teaching English pronunciation for students at middle school of Jember city, Indonesia	1. Prof. Nurdia, S.Pd., S.Sos., M.wa. 2. Ana Kurniawati, S.Pd., M.Pd.	
5	Wednesday, 01-03-23	Noerliang	The Analysis of Gender Differences toward English Learning Motivation of the tenth Grade Students at smkn 1 Dampai Selatan	1. Dr. Abdul Gafur Marzuki, S.Pd., M.Pd. 2. Hyrah Syam, S.Pd., M.Pd.	
6	Selasa, 07-03-2023	Marifah M. Datuamas	The teacher strategy in teaching pronunciation MTS Negeri 1 Palu	1. Dr. H. Nur Asmawati, S.Ag., M.Hum. 2. Dzakiyah, M.Pd.	
7	Jumat, 26-05-2023	Siti Magfirah Mayah	The effect of Using tik tok Application On vocabulary mastery of the eighth students of SMP Cahaya Negeri 1 Palu	1. Dr. Abdul Gafur Marzuki, S.Pd., M.Pd. 2. Hyrah Syam, S.Pd., M.Pd.	
8	Kamis, 08-06-2023	Windi Lestari	The use of Discover Learning in writing descriptive text at the tenth grade students of SMA Negeri 7 Palu	1. Dr. Abdul Gafur Marzuki, S.Pd., M.Pd. 2. Hyrah Syam, S.Pd., M.Pd.	
9	Kamis, 27-07-23	Riken Permatasari	Promoting vocabulary mastery with word trip application for students at the eleventh grade of SMP SMA 4 Palu	1. Rusli, S.Pd., M.Pd., M.Sc.Pd. 2. Hyrah Syam, S.Pd., M.Pd.	
10	Kamis, 30-09-23	Mastang	Students Perception on the Use of Google Translate for Translating English Texts at the 2020 Students of English Tadris Study Program UIN DK Palu	1. Afifah, S.Pd., M.Pd. 2. Fatima, S.S., M.Pd.	

Catatan : Kartu ini merupakan persyaratan untuk mendaftar seminar menempuh ujian skripsi

## DOCUMENTATION



**Picture 1 : After Checking research instrument for validation with English teacher in SMPN 3 Palu**



**Picture 2 : Giving Pre-test ( Experimental Class)**



**Picture 3 : Giving Treatment**



**Picture 4 : Giving Post-Test (Experimental Class)**



**Picture 5 : Giving Pre-Test (Control Class)**





**Picture 6 : Giving Post-Test (Control Class)**



JURNAL KONSULTASI  
PEMBIMBINGAN PENULISAN SKRIPSI

Nama : Siti Fatmahan  
NIM : 20116006  
Program Studi : Tadris Bahasa Inggris  
Judul : The Effectiveness of Chinese Whispers game on students' Vocabulary Mastery at the seventh grade of SMPN 3 Pulu

Pembimbing I :  
Pembimbing II :

No	Hari / Tanggal	Bab	Saran Pembimbingan	Tanda Tangan
1.	Thursday, 13 April 2023	1 2 3	<ul style="list-style-type: none"> <li>The Tempok must be based on KTI</li> <li>be consistant to use "Research"</li> <li>The sentence/ statement should be in present tense or simple present future</li> <li>Revise the sentence in the Research Problem &amp; Research Objective</li> <li>add reference</li> </ul>	

No	Hari / Tanggal	Bab	Saran Pembimbingan	Tanda Tangan
2	6 June 2023	1 2 3	<ul style="list-style-type: none"> <li>Add 1 more of previous reference</li> <li>Add source</li> <li>Add paragraph</li> <li>Add definition game</li> <li>Must be same segment</li> <li>One view</li> <li>explain what view of text</li> </ul>	
3.	15 June 2023	1 2 3	<ul style="list-style-type: none"> <li>Read the focus on the 3 previous research</li> <li>A Paragraph with consist of atleast 5/4 sentences</li> <li>Revised Tauger</li> <li>Revise Technique of data analysis</li> <li>Add chapter 2</li> </ul>	
4.	11 July 2023		<ul style="list-style-type: none"> <li>Revise RPP</li> </ul>	

No	Hari / Tanggal	Bab	Saran Pembimbingan	Tanda Tangan
1	20 July / 2023	1	- Baca gramat - revisi - secara mandiri	
2	21 July 2023		- revisi the chapter content - fearung - the framework	

No	Hari / Tanggal	Bab	Saran Pembimbingan	Tanda Tangan



## **CURRICULUM VITAE**

### **A. Research Identity**

Name : Siti Fatimah  
Place and Date of Birth : Palu, 27 Agustus 2001  
Gender : Female  
Religion : Islam  
Major : English Tadris Department  
Faculty : Tarbiyah and Teacher  
Training Faculty  
Number of Student : 201160006  
Address : Lasoso Street, West Palu  
District, Palu,  
Central Sulawesi Province

### **B. Family Identity**

1. Father : Budi Waspodo (Alm)  
2. Step Father : Kabul  
3. Mother : Sri Riyani  
4. Sisters : Meilina&Meilani