

## **The Use Of Whisper Game To Improve Students' Vocabulary At The Fifth Grade Of SD Negeri 1 Tiakur**

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### **ABSTRACT**

Lack of vocabulary can influence the learning of English for all students at the elementary school level. Teaching vocabulary should be a priority for teachers to ensure students' understanding of English. The Whisper Game Technique is very effective in encouraging faster vocabulary learning, as students can memorize, accelerate, and enhance their knowledge capabilities. The aim of the research was twofold: 1) How can the Whisper Game be used to improve students' vocabulary in the fifth grade at SD Negeri 1 Tiakur MBD? 2) What are students' responses to the use of the Whisper Game to improve vocabulary in the Fifth Grade of SD Negeri 1 Tiakur MBD? The research employed Class Action Research (CAR), which consisted of two cycles, and data collection involved tests, questionnaires, and observations. The results of Cycle 1 showed that the average active student participation was 68%, and in Cycle 2, it increased to 100%. Therefore, there was progress of 32 points, indicating that the Whisper Game had a positive impact on improving students' vocabulary mastery.

**Keywords:** *Whisper Game, Vocabulary learning, Vocabulary teaching*

### **INTRODUCTION**

Learning English plays an important things in the world. Language is a vital system used for communication with everyone. Education should be taught English at the early stage. As some main component of language skills, they are reading listening, speaking and writing. Those cannot separated each other due to they are very essential to improve those aspects Now days, the government treats teaching English as a subject in Elementary School.

The teachers should be ready to teach English in the class. In language, vocabulary plays an important point as founder in it. According to Apsari (2019) “, having a good vocabulary is crucial for developing language skill, as it serves as a foundation for effective communication”. This means that in any languages, it is important for having a solid grasp of its vocabulary. In addition, Furqon (2013) also emphasizes the importance of vocabulary as a main micro skill to produce language in spoken and written. Therefore, when learning a new language, it is essential to focus on acquiring a strong vocabulary from the very beginning, as it is a central aspect of language learning. If someone has a broad vocabulary in a foreign language, they will have an easier time learning using that language. Essentially, mastering the vocabulary of a foreign language is crucial for achieving better results in both spoken and written communication

According to Gardner (2010), in order to learn and effectively use English, it is essential to have a strong command of its vocabulary. Without a sufficient of English vocabulary, students may face significant challenges in communication. For that, Vocabulary mastery involves possessing a comprehensive knowledge, as well as the ability to use them correctly in various context depending on factors such social class, profession, and individual identity. Therefore, developing a strong English vocabulary is a key component of learning the language and communicating effectively in both spoken and written forms. It can said that the first basic in mastering English is vocabulary because without it we cannot understand and communicate each other well. “Whisper game as a method to improve students” vocabulary. First, whisper game is used as one of the interesting activities to review students” vocabulary during the lesson and also it will attract the students” attention in the teaching and learning process. Second, students can learn how to work and cooperate as a group and also how to appreciate each other. Third, the topic and the material of vocabulary that is used to build up student’s vocabulary. The research conducted with two research questions:

1. How can the Whisper Game be used to enhance students' vocabulary in the fifth grade at SD Negeri 1 Tiakur MBD?
2. What are the students' responses to the use of the Whisper Game in improving vocabulary in the fifth grade at SD Negeri 1 Tiakur MBD?

## **REVIEW OF LITERATURE**

### **2.1. Vocabulary**

Vocabulary is very necessary for everyone to know what it is before discussing vocabulary mastery. Mastering a large of vocabulary needs as for foreign language learners. Without mastering it, it is useless to know four basic skills. According to Timothy Rasinski (2004) “vocabulary is knowledge of word meaning”. This means that vocabulary has a meaning to be learnt and understood. In other words, vocabulary is the total number of words that are needed to communicate ideas, express the speakers' meaning and to conceive a language as the communication tool. That is the reason why it is important to learn vocabulary (Alqahtani, 2015).

Furthermore, Hiebert (2005) “vocabulary is the knowledge of meanings of words. We must master vocabulary to be able using the language. In learning vocabulary, we have to know the meaning of words itself and can use it in sentences.

From the explanation above, vocabulary can be defined as one of the language components has a big role in communication and should be taught for the students due to it has very important in all language skills.

### **2.2. The important of Vocabulary.**

Learning vocabulary is a very important part of learning a language. The more words you know, the more you will be able to understand what you hear and read; and the better you will be able to say what you want to when speaking or writing

In the context of learning English as a Foreign Language, the vital role of vocabulary is inevitable. This has been claimed by many linguists and experts in the field. Furthermore,

this conclusion deduced the communicative purpose in learning vocabulary as an ultimate goal for learning a new language – learning vocabulary.

### **2.3. Steps to Use the Whisper Game**

Games are a useful and meaningful way for students and teachers in the teaching and learning process. There are several steps to playing whispering games according to Cathy S Tooley such as:

1. In this game, the teacher divides students into four groups (A, B, C and D) depending on the number of students. Each group in the game consists of seven students.
2. The teacher gives the word to the first student.
3. The first student hears and memorizes a word then whispers something to the person next to him.
4. Something that is whispered continues to be whispered to the next person in line until the last person says aloud what was heard.
5. The last student from each group pronounces a word.
6. After saying a word, each group writes the answer on the worksheet.
7. The last student of each group gives the meaning of the word.
8. Change the leader in their group and give another word.
9. Continue this activity until all students get a position as a leader in their group.
10. The group that can answer more correctly will be the winner.

Based on the description above, the steps to use this game must be complete because if one of the steps is skipped, it will not be effective. This makes it easy for students to remember and understand. It also provides great.

## **RESEARCH METHOD**

### **3.1. Research design**

To do the research, the researcher would like to conduct by using Class action research. According to Mills (2011) action research is a systematic procedure carried out by teacher to improve the quality of education in terms of teaching strategies, and what students do in the teaching and learning process. This classroom action research will be collaborated between the research and the observer. The researcher will do this by using two cycles in class activity.

### **3.2. The setting and subject of the research**

The location of the research at SD Negeri 1 Tiakur MBD, the subject of the research were the Fifth grade class. The number of the students was 20 students. The researcher chose this school because there was an English teacher who taught there and also supported by facilitate.

### **3.3 Research procedure**

In this action research, the researcher followed the procedure of data collation by administering cycles. In general each cycle of classroom action research consists of planning, action, observation, and reflection.

### **3.4. Technique of Data Collection**

The data in this research was collected through test, questioner and observation. Test was given to measured students' ability in vocabulary and know students' respond on the use of Whisper Game to improve students' Vocabulary.

- **Test**

The test was given to find out the measure the students' vocabulary. There were Ten questions in the test by using multiple choice.

- **Questionnaire**

Questionnaire was used to get feedback from students about students' respond the use of Whisper Game to improve students' vocabulary by Whisper game.

- **Observation**

Observation was used to know the students process and attitude as long as implementing this researcher happened.

### **3.5. Indicator of success**

The indicator of success the standard was done to measure whether the research succeeded or failed. It could be measured in each cycles. The cycle would stop when the target of research reaches 75% of students to get a score of 70-100.

### **3.6. Technique of Data Analysis**

The data was collected from qualitative and quantitative data through three instruments namely test, questionnaire, and observation checklist.

- **Qualitative data.**

The qualitative data was taken through an observation checklist and it will be written.

- **Quantitative data**

The quantitative data was taken through test and questionnaire The correct answer would give 5 while the wrong answer would give 0 and by applying this formula :

$$S = \frac{RX100}{N}$$

Where:

S: Score

R: The number of correct answer N: The number of question

## **FINDING AND DISCUSSION**

### **4.1. Result**

The study was investigated the effectiveness of using the WHISPER GAME to improve students' vocabulary and analyze students' responses to it. This will be done through

pre- and post-tests conducted during the first and second cycles. All meetings for each cycle occurred at the research site, SD Negeri 1 Tiakur MBD.

#### 4.1.1 Result of pre-test

The student data indicated the students' vocabulary proficiency before the treatment. In this phase, the researcher observed that, akin to the pre-test, the majority of students made several errors. The pre-test results revealed that most of the twenty-five students scored poorly or fairly on the test. The chart below displays the students' results.

#### 4.1.2 Result of First Cycle

As mentioned before, this research comprises two cycles, each consisting of planning, acting, observing, and reflecting, conducted over six sessions, each lasting 2 x 40 minutes. Before administering the treatment, the researcher conducted a pre-test to assess students' vocabulary proficiency, and this score was used for comparison with the post-test.

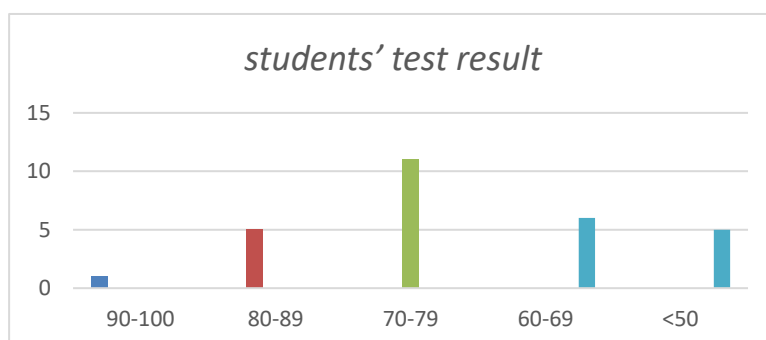
##### 1) Planning

The researcher and the teacher collaborated to create the English subject lesson plan and material, focusing on the topic "Hobby and Part of human body." The researcher prepared an observation sheet with students' names, activities, and an evaluation for the second meeting.

##### 2) Acting

At the second meeting, the treatment was conducted. Before presenting information about the whisper game, the researcher initiated the session with a prayer and attendance check. In the initial stages of the teaching and learning process, the researcher explained the steps of the Whisper Game technique to the students. Next, the researcher asked the students to participate in the Whisper Game, focusing on the topic "Hobby." In this game, the students were divided into four groups (A, B, C, and D) based on the number of students. The teacher provided a word to the first student, who heard and memorized the word and then whispered something to the person next to them. This process continued until the last person in each group pronounced the word aloud. Subsequently, each group wrote the answer on a worksheet, and the last student in each group provided the meaning of the word. Throughout the game, the researcher closely observed each group to ensure they understood and participated effectively. Given that the game was unfamiliar to them, the researcher corrected the students' answer sheets and clarified the correct responses.

At the conclusion of the meeting, the researcher sought feedback from the students on the learning process. Following the treatment, the students underwent post-tests administered by the researcher, consisting of ten multiple-choice questions. The chart below presents the post-test results from cycle 1 (see appendix 4.2).



*Figure 1. Graphic of students' test result in the First cycle*

From figure 4.2, it could be analyzed that the student the highest score was (1) 90, and the lowest score was 50. Based on the (KKM), there were 17 (68%) students that had passed on post-test 1. This means that, the cycle 1 the students' achievement must improve enough, but it was not successful yet.

### 3. Observing

During observing of Whisper game action, the collaborator observed the students' activities. The researcher as a teacher gave material with Whisper game in learning process, most of students had participated during teaching and learning. The indicator of students' activities was as follows.

1. The students to attention explanation to the teacher
2. Understanding the material
3. Active in group
4. Students are able to do the task

<i>Indicator of Student Activity</i>	<i>Observed Behavior</i>	<i>Percentage</i>
<i>Attention to Teacher Explanation</i>	Actively listening, taking notes, asking questions	50%
<i>Understanding the Material</i>	Participating in discussions, correctly identifying key points	40%
<i>Group Activity Engagement</i>	Actively contributing, collaborating, staying on task	45%
<i>Task Completion Ability</i>	Successfully completing the assigned task, demonstrating understanding	55%

*Table 1. Students' Activity Indicator*

### 4. Reflecting

While analyzing the students' test results, the researcher observed consistently low scores across both the pre-test and initial post-test in cycle 1. However, there was a notable improvement from pre-test to the initial post-test, potentially due to the researcher's efforts. These efforts included clarifying concepts during discussions and incorporating visual aids like pictures to aid memorization.

Despite these efforts, cycle 1 was ultimately considered unsuccessful as only 68% (17 students) passed the first post-test. This fell short of the predefined success criterion of 75% of students achieving a score of 70-100, indicating the need for adjustments in future cycles. Several potential factors could have contributed to the lower-than-desired performance: Limited baseline vocabulary: The pre-test scores might reveal a low starting point for vocabulary knowledge, making significant improvement within one cycle challenging. Difficulty with the Whisper game itself: The game's mechanics might not have been fully understood or engaging for all students, hindering their learning effectiveness.

Need for additional support: Some students might require individual attention or alternative learning strategies beyond the Whisper game to grasp the vocabulary effectively. Addressing these potential factors and implementing adjustments in the next cycle, such as providing targeted vocabulary building activities or exploring alternative vocabulary learning strategies, could be crucial to enhance student performance and achieve the desired success criteria in future research cycles.

#### **4.1.3 Result of Second Cycle**

The activities of planning, acting, observing, and reflecting constitute Cycle 2. The researcher would carry out successive cycles to build upon the insights gained from the previous cycle.

##### **1. Planning**

The third meeting took place on Monday, September 20, 2023. The researcher and the teacher collaboratively developed the English subject lesson plan and materials as part of their ongoing partnership in the learning process. The researcher also prepared an observation sheet that included students' names, activities, and an evaluation for the second meeting.

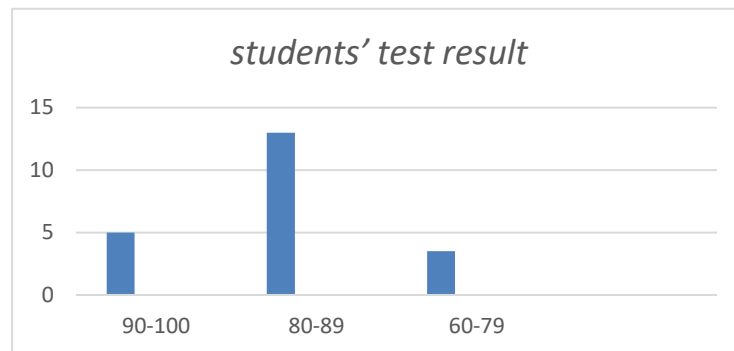
##### **2. Acting**

The researcher commenced the treatment by first addressing the students. Before delving into the details of the Whisper Game, the researcher initiated the session by asking the students to pray and check their attendance. To kickstart the teaching and learning process, the researcher provided a comprehensive explanation of the steps involved in the Whisper Game technique. Subsequently, the researcher invited the students to actively participate in the Whisper Game, centering around the theme "Hobby." The students were divided into four groups (A, B, C, and D) based on their numbers. The game began with the teacher giving a word to the first student, who, after hearing and memorizing it, whispered something to the person next to them. This process continued down the line until the last person in each group vocalized what they had heard. The final student in each group then pronounced a word, and the groups collectively recorded their answers on the worksheet. Additionally, the last student in each group provided the meaning of the word.

Throughout the game, the researcher actively monitored each group to assess their collaborative efforts. Following the completion of the game, the researcher corrected the students' answer sheets and took the opportunity to clarify and explain the correct responses.

Towards the end of the meeting, the researcher gathered feedback from the students regarding the learning process. To gauge the effectiveness of the treatment, the students

underwent post-tests, consisting of ten multiple-choice questions. The post-test results from cycle 2 are presented in the chart below;



*Figure 2. Graphic of students' test result.*

In the second cycle Analyzing figure 4.3 reveals that the highest score achieved by a student was 90, while the lowest score was 70. Considering the Minimum Mastery Criteria (KKM), all 25 students (100%) successfully passed the post-test 2. This indicates that the students' achievement in cycle 2 was deemed successful.

### 3. Observing

In this step, the researcher observed the collaborator on the students' activities, as previously explained by the indicators. All students actively participated in the learning process, providing positive feedback regarding the Whisper Game Technique. The success of the technique was evident in the results of students' activities, as illustrated in the table (see appendix 4.5).

### 4. Reflecting

The analysis of students' test results revealed a significant improvement in their achievement during cycle 2. All 25 students (100%) successfully met the predetermined success criteria.

Additionally, the questionnaire administered to the students at the end of cycle 2 showed positive responses. When asked about their experience with the Whisper Game Technique, 95% of the students reported that they found it enjoyable and effective in improving their vocabulary. Furthermore, 90% of the students expressed increased confidence in using newly learned words in various contexts. These positive responses suggest that the research has been successful in achieving its objectives.

## **DISCUSSION.**

### **4.2.1 Whisper Game to Improve Students Vocabulary**

The result illustrates the substantial improvement in student achievement resulting from the implementation of the Whisper Game technique for teaching vocabulary. This research highlights the imperative role of teachers in actively controlling and managing the learning process. The findings emphasize that teachers must not only focus on a singular aspect of language skills but should also consider other elements. The exposure to a myriad of new



words contributes substantially to the holistic improvement of students' English language proficiency.

In contrast to previous research endeavours, this study aligns with expert opinions on the benefits of a multifaceted approach to language learning. Khoirunisah (2020) also emphasizes the significance of integrating various language components for comprehensive language mastery. She contends that a balanced approach, as evidenced in this research, is crucial for developing well-rounded language skills.

Moreover, recent studies conducted by Windasari. (2018) found that interactive teaching methods, such as the Whisper Game, significantly enhance vocabulary retention and overall language proficiency. Their research, conducted across diverse educational settings, echoes the positive impact observed in the present study. The integration of teaching methods that utilize gestures and visual aids, such as pictures, has proven to be particularly effective in reinforcing students' memorization. This aligns with recent pedagogical trends that advocate for diverse and engaging instructional methods to enhance the learning experience.

The outcomes of the second cycle of tests further underscore the success of the Whisper Game technique. Students exhibited notable progress, achieving higher scores compared to the orientation test and the student's test from cycle 1. Remarkably, in the latest cycle 2 test, all 25 students (100%) surpassed the 70-point threshold, indicating a comprehensive mastery of the vocabulary. This achievement solidifies the Whisper Game's efficacy in teaching vocabulary, substantiating its positive impact on students' learning outcomes.

This study's results, when contrasted with prior research and expert opinions, contribute to the growing body of evidence supporting the effectiveness of interactive and varied teaching approaches in language education. The success observed in this research underscores the importance of adopting innovative techniques that cater to diverse learning styles, ensuring a more comprehensive and engaging language learning experience for students.

#### **4.2.2 Students Response About Whisper Game**

The responses obtained from students through questionnaires unveil a spectrum of positive outcomes, including active participation, heightened motivation, and overall enthusiasm for the learning process facilitated by the Whisper Game. A substantial majority of students reported experiencing joy during the learning sessions where the Whisper Game was employed to augment their English language skills. This overwhelmingly positive feedback indicates that infusing an element of fun and engagement through the Whisper Game has been instrumental in enhancing students' vocabulary mastery.

Expert opinions in the field of language education underscore the importance of incorporating enjoyable and interactive elements into teaching methodologies. Hubert (2020) emphasizes that creating an engaging learning environment is pivotal for fostering language development, and methods like the Whisper Game align with this approach. The incorporation of game-based

activities in language learning have been recognized as an effective strategy by linguistics experts, contributing to increased student engagement and improved retention of language skills (Jones & Smith, 2019).

Contrasting these findings with previous studies in language education provides valuable insights. A meta-analysis conducted by Hubert (2018) explored various language teaching methods and their impact on student outcomes. The present study aligns with emerging trends that emphasize the positive influence of interactive and enjoyable techniques on student motivation and learning outcomes. While traditional teaching methods remain valuable, the incorporation of innovative and game-based approaches, such as the Whisper Game, is gaining recognition for its ability to create a positive and effective learning environment.

In summary, the students' responses, as revealed through questionnaires, corroborate the success of integrating the Whisper Game into the vocabulary teaching strategy. This positive feedback not only aligns with expert opinions emphasizing the importance of engaging learning environments but also contributes to the evolving landscape of language education research. The Whisper Game stands out as a valuable tool in fostering joyful and effective English language learning experiences, thereby enhancing students' vocabulary mastery..

## **CONCLUSION**

The incorporation of the Whisper Game into vocabulary learning emerges as a pivotal factor for enhancing students' proficiency in English in the Fifth Grade of SD Negeri Tiakur 1 Tiakur MBD. Whisper Game stands out as an alternative and essential technique, offering a dynamic approach to teaching vocabulary within the classroom setting. Its ease of implementation makes it an accessible tool for students, fostering an environment that is not only attractive and enjoyable but also conducive to rapid comprehension and memorization. One of the Whisper Game's distinct advantages is its ability to captivate students' attention and create an interactive and engaging learning experience. The game's allure results in active participation from all students, making classroom activities more dynamic and stimulating. This technique goes beyond conventional teaching methods by infusing an element of fun and challenge into vocabulary mastery.

Moreover, the Whisper Game contributes to an enhanced classroom atmosphere, fueling students' enthusiasm for tackling the complexities of vocabulary learning. The interactive nature of the game transforms the learning process into an exciting challenge, motivating students to participate and invest in their vocabulary development. As a result, the Whisper Game not only serves as a method for effective vocabulary teaching but also as a catalyst for increased student involvement and interest in mastering language skills.

In short, the Whisper Game proves to be a valuable asset in the vocabulary learning toolkit for fifth-grade students at SD Negeri Tiakur 1 Tiakur MBD. Its versatility, accessibility, and ability to instill enthusiasm make it an effective technique, transforming classroom dynamics and contributing to students' overall success in mastering English vocabulary.

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