

CHAPTER I

INTRODUCTION

A. Background

Language is the human capacity for acquiring and using complex systems of communication, and a language is any specific example of such a system. In learning language, it means that people also learn about the vocabularies because it is the most important part of language, not only in a native language but also in a foreign language, vocabularies used in communication we try so sending messages, sharing the ideas or information by using the language. In general, no language acquisition is possible without understanding the vocabulary, either in the first or the second language (Kweldju, 2004:18).

Vocabulary is one of the keys to be successful in mastering English and it is also the foundation to build English skills. The teacher should give the materials through an interesting technique in order to make the learners enjoy the teaching-learning process. As Nation (in Linse, 2006:122) claims that “teachers should facilitate vocabulary learning by teaching learners useful words and by helping learners figure out meanings on their own”. Moreover, the learners are children who love to play and learn best when they are enjoying themselves. They are not always aware that they are learning language.

Teaching vocabulary plays an important role in language acquisition because the mastery of vocabulary will help students master all the language skills- speaking, listening, writing, and reading. Vocabulary will make students practice the structure more easily. It is useful for students in order to communicate

in daily life and will strengthen belief that English can be used to express the same ideas or feelings they express in their native language (Finocchiaro, 1974:38).

In the teaching of English vocabulary to young learners, teachers are expected to have the skills of language in simple English. In other words, the teaching of English aims at giving introduction to the language, which means that the teaching processes have to utilize the existing context of situation.

There are many methods and techniques to make the English teaching – learning process enjoyable and interesting. One of them is using game. A game is simplified, operational model of the real life situation that provides students with vicarious participation in a variety roles and events (Gerlach and Ely, 1980:380-381). While, Hadfield (1995: 5) claims that a game is an activity with rules, a goal, and an element of fun.

However, most of students still have problems with vocabulary mastery. Based on the observation at SMP Negeri 1 Banjaran on the 8th graders, it was found that the students lacked of vocabulary seen from their performance during the learning process of the English subject. In addition, the teacher still used a conventional method such as lecturing method.

According to the explanation above, the writer is an attempt to conduct a study entitled “THE USE OF WHISPERING GAME IN IMPROVING STUDENTS VOCABULARY MASTERY” to prove the assumption of the study.

B. Research Questions

This research focuses on answering the following three questions:

1. What is the students' vocabulary mastery after being taught using whispering game?
2. What is the students' vocabulary mastery after being taught without using whispering game?
3. How effective is the use of whispering game in improving student vocabulary mastery?

C. Research Purposes

Based on the questions formulated above, the purposes of the study are:

1. To know student's vocabulary mastery using whispering game on learning English.
2. To know students vocabulary mastery without using whispering game on learning English.
3. To know the significant of using whispering game in improving students vocabulary mastery.

D. Significances of research

This study is hoped to be useful to:

1. Encourage the English teachers to use many kind of techniques in teaching English, for instance through games.
2. Help the students to improve vocabulary mastery easily through games.
3. Give more experience or input for readers that games can be used as a technique in teaching English.

E. Rationale

Vocabulary is the one of the most aspects of the foreign language learning. Without vocabulary, we cannot communicate effectively. Vocabulary is fundamental to use the foreign language as discourse since vocabulary is both learnt from participating in discourse, and is essential to participating in it. It means that vocabulary is the most important aspect in learning English because without vocabulary we cannot master English well (Cameron, 2001: 83).

In learning vocabulary automatically we have to know the meaning of words itself and can use it in sentences. Krashen and Terrell cited in Nunan (1991:117) say that “The status of vocabulary has been considerably enhanced. This has come about partly as a result of the development of communicative approach in language teaching”. Takac (2008:19) explains that, “in vocabulary teaching teacher can apply a host of strategies and activities”. Every learner may have the different way to improve their ability in mastering vocabularies based on what the teacher has provided the learning method and technique in teaching those vocabularies.

According to Gairns and Redman (1991: 73), there are two techniques in presenting vocabulary, visual technique and verbal technique. The explanation is presented as follows:

1. Visual techniques includes visual, mime, gesture, visuals includes flash card, photograph, blackboard drawing, wall chart. They are extensively used for teaching concentrate items of vocabulary.

2. Verbal technique includes the use of illustrative situation (oral or written), use of synonym and definition, contrast and opposite, scales and example of type.

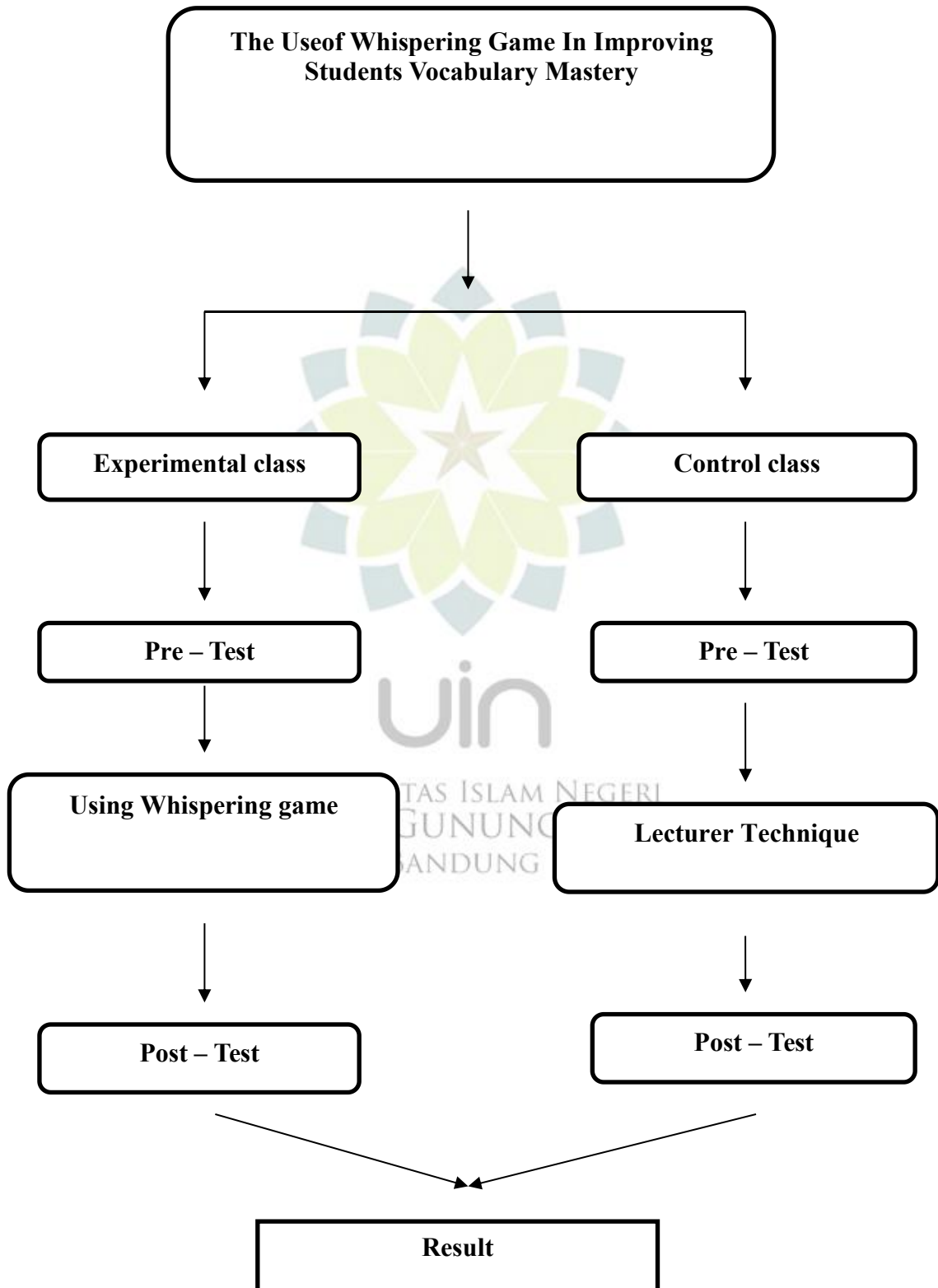
By using verbal technique the teacher can use the game to improve student's vocabulary mastery. Game are fun and children like to play them, there is a strong argument for incorporate them in EFL classroom. Playing games is a vital and natural of growing up and learning. Through games children experiment, discover, and interact with their environment. Not to include games in the classroom would be to withheld from the children an essential tool for understanding their world; a world; which the language teacher seeks to enlarge through the experience of foreign language.

Games add variation to a lesson and increase motivation by providing a plausible incentive to use the target language. Remember that for many children between four and twelve years, especially the youngest, language learning will not be the key motivational factor. Games provide this stimulus. The game context makes the foreign language immediately useful to the children. It brings the target language life. The game makes the reasons for speaking plausible event reluctant children (Lewis, 1999:5).

Based on the explanation about game above, the researcher uses this technique in teaching students' vocabulary. The researcher uses two kinds of variables, the first is Whispering Game as the X variable, and the second is Students' Vocabulary Mastery as the Y variable.

Figure 1.1

Research Design



F. Hypothesis

Tuckman (1972:75) stated that “hypothesis could be defined as an expectation about the based on generalization of the assumed relationship between variables”. Arikunto (2006:71) argued that hypothesis is an interim formulation answer toward research problem until it is proved by virtue of data collection. From the explanation above, it can be formulated a hypothesis of the significances of using whispering game. This research has two variables: whispering game as variable X and students’ vocabulary mastery as variable Y. The formulation is as follows:

1. H₀ accepted if $t_{\text{account}} < t_{\text{table}}$: it means that there is no significant influence of use whispering game on increasing student vocabulary.
2. H₁ accepted if $t_{\text{account}} > t_{\text{table}}$: it means that there is a significant influence of use whispering game on increasing student vocabulary.

G. Methodology

1. Method of Research
 - a. Determining Source of Data

- 1) Experimental Data

This research was using experimental data because the content of this research were comparing two classes. According to (Gay & Peter, 1993) stated that, “experimental research is the only type of research that can be test hypothesis to establish cause and effect relationship that represent the strongest chain or reasoning about the link between variables”.

2) The Quantitative Data

The data were quantitative. According to Sugiyono (2009:23), quantitative is the data which is presented with numeral form. This investigating is supported by counting statistic and the formula is used to count the data such as the formula of Pre-test and Post-test.

3) Location of Research

This research was conducted at SMP Negeri 1 BanjaranMajalengka on the 8th graders of Class A and B. The location was chosen because the students were lack of vocabulary mastery since the teachers used conventional methods.

4) Population and Sample

According to Sugiyono (2013:61), population is generalization area that consists of object having certain quality and characteristic determine by a research to learn and take the conclusion".

In this research, the population was taken from the 8th graders of SMP Negeri 1 Banjar comprised of Class A and Class B. There were 40 students of each class in that it was divided into two groups as experimental group and the control one. It is related to Arikunto's statement (1989:120): "If the population is less than 100, it is better to take them as a sample of investigation." The sample was taken from VIII A consisting of 20 students belonging to the experimental

class and VIII B consisting of 20 students belonging to the control class.

b. Technique of Collecting Data

Sugiyono (2008:308) argued that technique of data collection is an important step to be done because the main purpose of the research is to gain the data. In this research, the data were obtained by pre-test, treatment, and post-test.

1) Pre-Test

A pre-test was given to both experimental and control group in order to measure the condition of students understanding English. The purpose was to know their prior knowledge about vocabulary.

2) Treatment

In this process the classes divided into two groups, they were experimental group by using whispering game, and the control group by providing direct instruction in the meaning of words. In experimental group, students divided again in several group of work, after that, teacher gives the material about vocabulary in certain term with different theme of each group, and then they work in group to do the assignment by using whispering game. While in control group, teacher only uses the conventional technique in teaching vocabulary based on their own background knowledge

3) Post-Test

A post-test was given to the students in order to measure the influence of the experiment being conducted toward the experimental group and to know how far the students master the vocabularies after treated by whispering game and without it. It aimed to see which technique was better.

H. Data Analysis

1. Normality Test

According to Subana (2000:38), determining the normality of data by conducting the steps as follows:

$$E : O_1 \quad X \quad O_2$$

$$C : O_1 \quad O_2$$

E : Experiment

C : Control Class

O₁ : Pre-test

O₂ : Post-test

X : Treatment

———— : Experimental and control class are resulted from random

According to Subana (2000:38), determining the normality of data by conducting the steps as follows:

a. Making the distribution table of frequency, with procedures:

1) Determining range (R)

$$R = [H - L] + 1$$

2) Determining class interval (K)

$$K = 1 + 3,3 \log$$

3) Determining the length of interval (P)

$$P = \frac{R}{K}$$

4) Table frequency of frequency distribution

Table 1.2

Distribution of frequency

Class Interval	x_i	f_i	$f_i \cdot x_i$	x_i^2	$f_i \cdot x_i^2$
1	2	3	4	5	6

b. Determining central tendency, mean, median and modus. According to

Subana (2000: 65) are as follows:

Determining mean

$$X = \frac{\sum f_i \cdot x_i}{\sum f_i}$$

c. Looking for the standard deviation by using formula according to

Sudjana (1988:93) are as follows:

$$S = \sqrt{\frac{\sum f_i \cdot (x_i - \bar{x})^2}{n-1}}$$

- d. Arranging the distribution of observation and expectation frequency by using the tables as follows:

Table 1.3

Arranging the distribution observation and expectation frequency

Class Limit	Z_{Count}	Z_{Table}	L_i	O_i	E_i	$X^2 = \text{count}$
1	2	3	4	5	6	7

- e. Determining Chi square count (χ^2) according to Subana (2000:124) by using formula

$$\chi^2 = \sum \frac{(O_i - E_i)^2}{E_i}$$

- f. Determining the degree of freedom with formula

$$df = K - 3$$

- g. Interpreting data normality by comparing Chi square count (χ^2) and Chi Square table (χ^2_{table}) with formula:

IF $(\chi^2) < (\chi^2_{table})$, this data is normal

IF $(\chi^2) > (\chi^2_{table})$, this data is not normal

2. Homogeneity Analysis

Subhana (2000:162) says that the analysis involves the steps of determining homogeneity of two variances by conducting the steps as follows:

- a) Determining score F by using Formula:

$$F = \frac{V_k}{V_d}$$

- b) Determining the degree of freedom of the data:

$$Df_1 = n_1 - 1$$

$$Df_2 = n_2 - 1$$

- c) Determining homogeneity of the data with criterion:

It is called homogenous if $F_{table} < F_{Count}$

It is called not homogenous if $F_{Table} > F_{Count}$

3. Testing hypothesis by using T-test formula as follows:

$$t = \frac{X_1 - X_2}{\sqrt{\frac{dsg^2}{n_1} + \frac{dsg^2}{n_2}}}$$

X_1 = mean of post-test of the experiment group

X_2 = mean of post-test of the control group

n = the total number of cases

dsg = cumulative standard deviation on f the experiment group

$$dsg = \sqrt{\frac{(n_1 - 1)V_1 + (n_2 - 1)V_2}{n_1 + n_2 - 2}}$$

V_1 = the post-test standard deviation of the experiment group

V_2 = the post-test standard deviation of the control group

Coefficient of determination (CD)

$$CD = r^2 \times 100$$

$$r = \frac{n \sum x_1 y_1 - (\sum x_1)(\sum y_1)}{\sqrt{\{n \sum x_1^2 - (\sum x_1)^2\} \{n \sum y_1^2 - (\sum y_1)^2\}}}$$

Explanation:

- N = the number of students
- X = the middle score of pre – test
- Y = the middle score of post – test

