UNDERGRADUATE THESIS

THE USE OF WHISPERING GAME
TO INCREASE THE STUDENTS' VOCABULARY MASTERY
AT THE EIGHTH GRADERS OF SMPN 1 PUNGGUR
CENTRAL LAMPUNG

By:

WIJI SOVIANA

Students' Number: 13108767

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1439H/2017M

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Sponsor : Dra. Umi Yawisah, M.Hum

Co-Sponsor : A. Subhan Roza, M.Pd.

STATE INSTITUTE FOR ISLAMIC STUDIESOF METRO
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APPROVAL PAGE

Title : THE USE OF WHISPERING GAME TO INCREASE THE STUDENTS'
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1 PUNGGUR CENTRAL LAMPUNG

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To be discussed in the skripsi (munaqosyah) in Tarbiyah Faculty of State Institute of Islamic
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Metro, September 2017

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NOTA DINAS

Nomor   :

Lampiran   :

Perihal   : **Mohon Munaqosyah Skripsi**
                 Saudari Wiji Soviana

                         Kepada yth,

                         Dekan Fakultas Tarbiyah dan Ilmu Keguruan

                         Institut Agama Islam Negeri (IAIN) Metro

Assalamualaikum Wr.Wb.

         Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka Skripsi yang disusun oleh:

Name   : Wiji Soviana

Students Number   : 13108767

Judul Proposal   : THE USE OF WHISPERING GAME TO INCREASE THE STUDENTS'
                      VOCABULARY MASTERY AT THE EIGHTH GRADERS OF SMPN
                      1 PUNGGUR CENTRAL LAMPUNG

Sudah kami dapat setujui dan dapat diajukan untuk dimunaqosyah, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

Metro,   September 2017

Dosen Pembimbing I,   Dosen Pembimbing II,

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NOTIFICATION LETTER

Number   :

Appendix   :

Matter   : **In order to hold the Munaqosyah**
                  Of Wiji Soviana

                              To: The Honorable the
                              Dean of Faculty of Tarbiyah and Teacher
                              Training
                              State Institute For Islamic Studies of Metro

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script which is written by:

Name   : Wiji Soviana

Students Number : 13108767

Title   : THE USE OF WHISPERING GAME TO INCREASE THE STUDENTS'
                   VOCABULARY MASTERY AT THE EIGHTH GRADERS OF SMPN
                   1 PUNGGUR CENTRAL LAMPUNG

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosyah. Thank you very much.

Wassalmu'alaikum Wr.Wb

Metro,   September 2017

Sponsor   Co-sponsor

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RATIFICATION PAGE

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An undergraduate thesis entittled: THE USE OF WHISPERING GAME TO INCREASE THE STUDENTS' VOCABULARY MASTERY AT THE EIGHTH GRADERS OF SMPN 1 PUNGGUR CENTRAL LAMPUNG

Written by Wiji Soviana, student number. 13108767 English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on November 13, 2017 at 13.00-15.00 p.m

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Examiner I   : Dr. Mahrus As'ad, M.Ag   (.................................)

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THE USE OF WHISPERING GAME
TO INCREASE THE STUDENTS' VOCABULARY MASTERY
AT THE EIGHTH GRADERS OF SMPN 1 PUNGGUR
CENTRAL LAMPUNG

ABSTRACT

BY
WIJI SOVIANA

Teaching vocabulary is the first step that should be considered by the teachers so that vocabulary can be used by students in the instructions of the all aspects, including listening, speaking, writing, and reading, because learning vocabulary plays important role in foreign language. Learning vocabulary would be easier to teach when is supported with the technique. In teaching and learning process, whispering game is a technique that can be used to increase students' English vocabulary.

The objective of this research is to know whether the whispering game can increase the vocabulary mastery in teaching learning process. The object of this research was thirty five students ateighth gradersVIII.8 ofSMPN 1 Punggur Central Lampung. This research was done in two cycles. Each cycles is done in three meetings. Each cycle is consist of planning, acting, observing, and reflecting.

In collecting data, the researcher uses test, the namely are pre-test and post-test, documentation, observation, and field note. The purposes of pre-test and post-test are to know the students vocabulary mastery before and being given the treatment.

The result in cycle I showed that the average percentage of active students 50% and in the cycle 2 is 80%. Meanwhile the average of post-test in cycle 2 is higher than Pre-test and post test in cycle 1. Post-test 2 show that there is an increase from Pre-test and post-test 1. The average pre-test is 53.1 and the post-test is 74.9. So there is progress 21.8 points. It is clear that based on the result pre-test and post-test, it can be said that *whispering game* has positive increase in learning vocabulary. By using *whispering game*as technique, the students are interested and motivated in following the class. So they enjoy doing the task. It also makes them easier in studying the material.

Referring to the result of the students score above, it can be said that whispering game has increase towards the students vocabulary mastery.

PENGGUNAAN PERMAINAN BERBISIK
UNTUK MENINGKATKAN PENGUASAAN KOSAKATA SISWA
DI KELAS DELAPAN SMPN 1 PUNGGUR
LAMPUNG TENGAH

ABSTRAK

OLEH
WIJI SOVIANA

Pengajaran kosakata adalah langkah pertama yang harus dipertimbangkan oleh para guru, sehingga kosakata dapat digunakan oleh siswa dalam instruksi dari semua aspek, termasuk mendengarkan, berbicara, menulis, dan membaca, karena belajar kosakata memegang peranan penting dalam bahasa asing. Belajar kosakata akan lebih mudah untuk diajarkan bila didukung dengan teknik. Dalam proses belajar mengajar, *permainan berbisik* adalah teknik yang dapat digunakan untuk meningkatkan kosakata siswa.

Tujuan dalam penelitian ini adalah untuk mengetahui apakah permainan berbisik ini dapat meningkatkan penguasaan kosakata siswa dalam proses pembelajaran. Objek dalam penelitian ini adalah 35 siswa kelas VIII.8 di SMPN 1 Punggur Lampung Tengah. Penelitian ini dilakukan dalam 2 tingkatan (siklus). Masing-masing siklus terdiri dari empat tahapan, yaitu perencanaan, pelaksanaan, pengamatan, dan pemantulan.

Dalam pengumpulan data, penulis menggunakan tes, yaitu tes awal dan tes akhir, dokumentasi, observasi, dan catatan lapangan. Tujuan dari tes awal dan tes akhir adalah untuk mengetahui penguasaan kosakata siswa sebelum dan sesudah dilaksanakan penelitian tindakan kelas.

Hasil dari siklus 1 menunjukkan bahwa presentasi keaktifan siswa 50% dan pada siklus 2 adalah 80%. Sedangkan nilai rata-rata tes akhir di siklus 2 lebih tinggi dibandingkan nilai rata-rata tes awal dantes akhir siklus 1.Nilai rata-rata dari tes akhir 2 menunjukkan bahwa ada peningkatan dari tes awal dan tes akhir 1. Nilai rata-rata tes awal adalah 53.1 dan tes ahir adalah 74.9. Jadi disana ada peningkatan 21.8 poin. Hal ini jelas bahwa berdasarkan tes awal dan tes akhir dapat dikatakan bahwa *permainan berbisik*memiliki peningkatan yang positif dalam pemebelajaran kosakata. Dengan menggunakan *permainan berbisik* sebagai teknik siswa lebih tertarik dan termotivasi dalam mengikuti proses pembelajaran di kelas. Sehingga mereka menikmati mengerjakan tugasnya. Hal ini juga membuat mereka lebih mudah dalam menerima pelajaran.

Berdasarkan hasil nilai siswa di atas dapat disimpulkan bahwa permainan berbisik memiliki peningkatan terhadap penguasaan kosakata siswa.

STATEMENT OF RESEARCH ORIGINALITY

The Undersigned:

Name	: Wiji Soviana	
NPM	: 13108767	
Study Program	: English Education Study Program (TBI)	
Department	: Tarbiyah	

States that this undergraduate thesis is originally the result of the writer's research, in exception of certain parts which are expected from the bibliographies mentioned.

Metro, September 2017
The writer,

Wiji Soviana
St. ID 1310876

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ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini :

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Program Studi : Tadris Bahasa Inggris (TBI)

Jurusan : Tarbiyah

Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, September 2017
Yang menyatakan,

Wiji Soviana
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Motto

مَنْ خَرَجَ فِى طَلَبِ الْعِلْمِ كَانَ فِى سَبِيْلِ اللَّهِ حَتَى يَرْحِعَ

Artinya : "Barangsiapa yang keluar menuntut ilmu maka ia adalah seperti berperang di jalan allah hingga pulang." (HR. Tirmidzi)

Meaning : "Whoever comes out in studying he is like fighting in the way Allah untill back." (HR. Tirmidzi)

❧DEDICATION PAGE☙

This undergraduate thesis would highly be dedicated to :

❖ *The first, the writer gives dedicated to almighty Allah SWT, thanks God all about the precious gift inside to me.*

❖ *The second, my beloved father Alm.Sutarno and my mother Laswanti, who always pray me, give me support and guidence to be success in my study. I love you and you are my spirit in my life.*

❖ *My beloved my sister Eka Sri Widarti and Ratnawati (Do not ever leave me because I need your support and thanks for your care).*

❖ *My beloved niece and nephew (my sweet Indah Ayu Pratiwi thanks for your support and your care, and my gentleZakiya Habibina Solihin, Fadli Kurniawan, Aditya Naufal Abiyyu, Fathan Ilham Fanodyo).*

❖ *The tirth, my sponsor Dra. Umi Yawisah, M.Hum and co-sponsor A. Subhan Roza, M.Pd. (it will not be real without your assistance).*

❖ *The fourth, my beloved classmate TBI class E and my beloved friends(ana, yunita ndut, alfi, fatim, nurul, anas, endang, sevi, candra and all of my friends). Thanks for all your help, support and care, and thanks for all your assistance, so that I could finish my graduate thesis.*

❖ *My headmaster and English teacher of SMPN 1 Punggur Central Lampung.*

❖ *The last, my Almamater IAIN Metro is the best.*

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In the name of Allah, the Most Gracious, the Most Merciful.

Praise be to Allah Alhamdulillah, the Lord of the worlds whom without His Mercy and Blessings, none of these would be possible. The writer is very grateful for the chances She has given her to accomplish this undergraduate thesis.

The writer would like to extend the Sponsor, Dra. Umi Yawisah, M.Hum and Co-Sponsor A. Subhan Roza, M.Pd., who have constantly given their endorsement, time, and guidance so that the researcher could finish the thesis. She would also like to thank the Chief of IAIN Metro, who has given support and approval in order that the writer was able to conduct the research.

The credits also go to the English Lecturers of English Education Program of IAIN Metro who have sincerely shared their knowledge to lead their students to a better future. The writer is indebted to Mrs. Yulia Fitri Sampurna, S.Pd. the English teachers SMPN 1 Punggur Central Lampung for their support. And of course, to the students sitting in the eighth grade of SMPN 1 Punggur Central Lampung who have helped her in carrying out the study.

The writer could not endure the obstacles which arose during the process without her family support. She is grateful to have her fatherAlm.Sutarno, her motherLaswanti, sisterEka Sriwidarti and Ratnawati, who have continuously provided encouragement for her to keep on going.

The writer is indebted to many people whom she cannot mention one by one. She realizes the imperfectness of this work; nevertheless, she hopes that this little piece of work can contribute something to the betterment of English teaching and learning in general.

It is Allah who bestows success and guides to the Right Path.

Metro, September 2017
The writer,

<u>Wiji Soviana</u>
St.ID. 13108767

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CHAPTER I

INTRODUCTION

A.Background of the Study

There were many languages in this world, but we know English as an important language in the world, because it became International language. English was one of foreign language in Indonesia. It used as subject matter in education and had been taught starting from junior high school until university. The Aim of teaching English in Indonesia was to gave changed to the students to understood the whole of English. In learning English, there were four language skillsnamely: writing, speaking, reading, and listening. Moreover the other aspects of language are concurrently taught to develop the four language components above such as grammar, vocabulary, pronunciation, and spelling.

In relation to this study,Vocabulary was an important part of English that should be mastered well. It had important role in communication both in spoken and written forms. Without having vocabulary, the student could not to speak, read, and write in learning English.So, vocabulary mastery could help the students had good reading, speaking and writing.

The problem in this research was the students still hadlack mastery in vocabulary. Beside that, the students had difficulties to memorize vocabulary. Moreover, the technique who used the teacher is not interested to the students becausethe teacher did not try to stimulate the students'

interest, motivation and enjoyment in learning. The students would be passive in the class and only listened to the teacher's explanation. So,the students wouldbored about it and as consequences the students felt frustrate to study vocabulary anytime.

To anticipate boring in learning vocabulary, the teachermust had technique to teach the students. The techniques had to be interesting and more have education effect for the teacher and the students in teaching learning process, such as in playing games. And this way would help students to understood and to caught the material from the teachers easily.

Games were motivating and challenging, because games amusing and interesting. Not only for the students but for the teacher also. Games help the teacher to create contexts in which the language was useful and meaningful,thus help students learnt and master new words more easily. Games were also useful and effective tools that should be applied in vocabulary learning.

In relation to the fact above, the researcherwould interested in using games, especially Whispering Game to be one of alternative way to increasedthe vocabulary. Whispering Game would be helpful to teach vocabulary because in this game the students could learnt some vocabularies. In teaching English, games were used because gamesverybeneficial in to increasing of students concentration and makethem enjoy in learning English.

Based on the explanation above, the researcher would like to know about vocabulary and their technique conducted by students of SMPN 1Punggur Central Lampung. It is known by the teachers' explanation that students' level of vocabulary is low. The minimum mastery criteria (MMC)is 71 and the researcher target 80% of students can achieve 71 or more. The data can be knows as follows:

The data pre-survey on November 15, 2016 of students' vocabulary score among the eighth graders of SMPN 1 Punggur Central Lampung

No.	Grade	Explanation	Frequencies	Precentage
1.	≤ 71	Failed	27	77,14%
2.	≥ 71	Passed	8	22,86%
Total			35	100%

Source: Documentof the English Teacher at SMPN 1 Punggur Central Lampung

The evidance was with the result of the test there was 35 out of students, 77,14% (around 27 students) included in failed and 22,86% (around 8 students) included in passed. The result explains that the students' vocabularymastery score at eighth graders still had low.

The teacher also get the many difficulties in teaching process especially in teaching vocabulary because the students still have lack in vocabulary and have low motivation. Based on explanation above, the researcherusedwhispering game to increase the students' vocabulary mastery at theeighth graders of SMPN 1Punggur Central Lampung. It is assumed that by using Whispering Game in teaching would be able to

create an interesting way in classroom while presenting the material of lesson.

B. Problem Identification

Inferring to the background of the study above, the researcher identified some problems as followed:

1. The students stillhave lack of vocabulary mastery.
2. The students have difficulties to memorize vocabulary.
3. The students fell bored to learn vocabulary mastery.
4. The technique that was used to support vocabulary activity was not interested tothe students.

C. Problem Limitation

From the problem identification above, researcher limits the problem that is focused on the lack of the students' vocabularies at the eighth graders of SMPN 1 Punggur Central Lampung. And based on the identification above, this research would focus on Whispering Game as technique which the researcher choose.

D. Problem Formulation

Concerning with the background of the study above, the researcher formulated the problem as follows:

"CouldThe Use of Whispering Gameincreasedthe students' vocabulary masteryat the eighth graders of SMPN 1 Punggur Central Lampung?"

E. Objective and Benefits of the Study

1. Objective of the Study

    Based on the problem formulation above, the researcher aimed to whether was an improvement of vocabularymasteryby using Whispering Game at the eighth graders of SMPN 1 Punggur Central Lampung.

2. Benefits of the Study

    a. For the Students

    By using whispering game as one of the techniques which was applied in learning process, it would be hoped that could make easily for students and more interesting in learning English especially in vocabulary mastery. So, the students could be more active in the classroom.

    b. For the English Teacher

    1) As alternative technique in teaching vocabulary mastery.

    2) As reference to taught the students about vocabulary mastery in an efficient way and time.

    c. For the researcher

    To gave input to the other researcher in order to conduct the research about taught English better in the future, and we can know that advantage the using technique in teaching learning

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. Theoretical Review

1. The Concept of Vocabulary Mastery

   a. The Definition of Vocabulary Mastery

   Vocabulary is central to a language and of a language learner. Vocabulary is the most fundamental thing that must be controlled by in learning English as a foreign language. By mastering enough by vocabulary mean. Vocabulary is group of word that has meaning, it would be impossible in English teaching learning process without mastering vocabulary, of the language learning a foreign language means learning its vocabulary. This shows that people will do nothing in communication if they do not know the word or vocabulary of the language. So, vocabulary mastery can help the students have good speaking, reading, and writing ability.

   Susan and jennifer state that vocabulary refers to words we use to communication oral and print language.[1] Vocabulary knowledge is ofted viewed as critical tool for second language learners because a limited vocabulary in second language impedes

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[1]Susan Hanson and Jennifer F.M. Padua, *Teaching Vocabulary Explicitly,* (Hawai: Pacific Resources for Education and Learning, 2011), p.5.

succesful communication.[2] According to Elfrieda and Michael, vocabulary is not a developmental skill or one that can ever be seen as fully mastered.[3] Vocabulary is the knowledge of meanings of words.[4]

Vocabulary is a challenge for learners, partly because of the size of the task, and partly because of the variety of vocabulary types to be learned, including single words, phrases, collocations, and strategic vocabulary, as well as grammatical patterning, idioms, and fixed expressions.[5] Graves defines vocabulary as the entire stock of words belonging to a branch of knowledge or known by an individual. He also states that the lexicon of a language is its vocabulary, which includes words and expressions.[6] According to Gardener, vocabulary is not only confined to the meaning of words but also includes how vocabulary in a language is structured: how people use and store and how that learn words and the reelationship between words, phrases, categories of words and phrases.

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[2]Mofareh Alqahtani, *The Importance of Vocabulary In Language Learning and How to be Taught,* (International Journal of Teaching and Education, Vol.3, No.3, 2015), Saudia Arabia: King Khaled Academy, p.22.

[3]Elfrieda H. Hiebert and Michael L. Kamil, *Teaching and Learning Vocabulary Bringing Research to Practice,* (New Jersey: Lawrence Erlbaum Associates, Publishers, 2005), p.2.

[4]Ibid.,p.3.

[5]Jeanne McCarten, *Teaching Vocabulary Lessons from the Corpus Lessons from the Classroom,* (Newyork: Cambridge University Press, 2007), p.18.

[6]Joseph Mukoroli, *Effective Vocabulary Teaching Strategies for The English for Academic Purposes Esl Classroom,*(Brattleboro, Vermont: All rights reserved, 2011), p.6.

Based on statement above, it could be concluded that vocabulary was a group of a words which becomes a basic thing in language and needs to be mastered by the language learner in supporting an effective communication, and express idea in the form of oral and written.

b. The Importance of Vocabulary

In learning language, having a good mastery in vocabulary is needed especially for students. Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas.[7] According to David Wilkins without grammar very little can be conveyed, without vocabulary nothing can be conveyed.[8] The importance of vocabulary is demonstrated daily in and out the school.[9] In classroom, the achieving students possess the most sufficient vocabulary.

Vocabulary teaching has not always been very responsive to such problems, and teachers have not fully recognised the tremendous communicative advantage in developing an extensive

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[7] Michael Lessard and Clouston, *Teaching Vocabulary,* (USA: TESOL International Association, 2013), p. 2.

[8] Scott Thornbury, *How to Teach Vocabulary,* (UK: Pearson Education Limited, 2002), p. 13.

[9] Mofareh Alqahtani, *The Importance of Vocabulary In Language Learning and How to be Taught,* (International Journal of Teaching and Education, Vol.3, No.3, 2015), Saudia Arabia: King Khaled Academy, p.22.

vocabulary.[10] Vocabulary is very important for the students are hoped to master skills reading, speaking and listening in what the speaker said. The vocabulary can help the students or the learners to acquire a considerable understanding of words. Based on McCrostie as Cited in Balci and Cakir, it is believed that having a large and varied vocabulary is indicator of communicative competence, and it is one o the important aspects of language learning.

Studies of Native speakers' vocabulary seem to sugest large number of words. While this may be useful in the long term, it is no essential short term goal. This is because studies of native speakers' vocabulary growth see all words being of equal value to the learner. Frequency based studies show very stringkly that this is not so, and that some words are much more useful than others.[11] As the summary of the primary findings of the NRP indicated, vocabularies are expanded and elaborated in multiple ways.[12] However, whereas the opportunities for learning words may be myriad, the effects of comprehension on vocabulary were found most consistently when at least some words are taught directly.

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[10]Ibid.,p.13.

[11]I.S.P. Nation, *Learning Vocabulary in Another Language*, (Cambridge: Cambridge University Press, 2000), p. 9.

[12]Elfrieda H. Hiebert and Michael L. Kamil, *Teaching and Learning Vocabulary Bringing Research to Practice,* (New Jersey: Lawrence Erlbaum Associates, Publishers, 2005), p.12.

Based on previous explanation, vocabulary becomes an important thing in learning English, because the lack of vocabulary brings many troubles. Without vocabulary the students would not be able to speak, write, and read in learning English. By expanding the vocabulary would be easier for students to communicate and express their idea in daily activity.

c. The Types of Vocabulary

There are some types of vocabulary. Hanson and padua states that there is the division between receptive vocabulary and productive vocabulary. According Elfrida and Michael, Productive vocabulary is the set of words that an individual can use when writing or speaking. Conversely, receptive, or recognition, vocabulary is that set of words for which an individual can assign meanings when listening or reading.[13]

Grains R and Redman define receptive as language items which can only be recognized and comprehended in the context of reading and listening material, and productive vocabulary to be language items which the learner can recall and use apprprietly in speech and writing. Receptive vocabulary refers to the words we understand through reading and listening. According to Lehr and Hiebert, productive vocabulary refers to the words we use to

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[13]Ibid.,p.3.

communicate through writing and speaking.[14] Receptive carries the idea that we receive language input from others through listening or reading and try to comprehend it. Productive carries the idea that we produce language forms by speaking and writing to convey messages to others.[15]

Essentially, receptive vocabulary use involves perceiving the form of a word while listening or reading and retrieving its meaning. Productive vocabulary use involves wanting to express a meaning through speaking or writing and retrieving and producing the appropriate spoken or written word form. Hatch and Brown state that words can be classified based on their functional categories and it is called part of speech. It concludes nouns, verbs, adjectives, adverb, pronouns, conjuctions, and prepositions.

1) Noun refers to name of a person, place, thing, or idea: People. For instance: farmer, mechanic, father, Professor Haskins, editors, Marcia. Then Places are like ocean, Canada, porch, Spain, classroom. And Thing, for examples scissors, giraffe, pen, smiles, tugboat, skateboard, braces, drill

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[14]Susan Hanson and Jennifer F.M. Padua, *Teaching Vocabulary Explicitly,* (Hawai: Pacific Resources for Education and Learning, 2011), p.5.
[15]I.S.P. Nation, *Learning vocabulary in Another Language* . ,p. 37.

2) Pronoun takes the place of a noun. For examples below:

Subject: I we you you he/she/it then	Object: Me us You you Him/her/it them	Possessive: Mine ours Yours yours His/hers their

adjective modifies a noun or a pronoun by describing, identifying, or quantifying words. Such as good, bad, pretty, clever, etc.

4) An adverb can modify a verb, an adjective, another adverb, a phrase, or a clause. An adverb indicates manner, time, place, cause, or degree and answers questions such as "how," "when," "where," "how much". For example quickly, loudly, here, strongly, etc.

5) A verb expresses action, or a state of being/condition. Such as speak, walk, eat, etc.

6) Preposition are joining words, sometimes called connectives, which are used to show a time, place, or ownership relation between two nouns/pronouns or a noun and a verb. For example in, on, over, under, between, by, for, at, with, during, into, among, etc.

7) Conjunctions link words or groups of words: and, but, or, nor, either/or, neither/nor, not only/but also, both/and, etc.

Subject: I we you you he/she/it they

Object: me us you you him/her/it them

Possessive: mine ours yours yours his/hers their

8) An interjection is a word or group of words used to express strong. For instance Wow! Super!, Oops!, Ouch!, Really!, Ugh!, Whoa!, etc.

It can be concluded that vocabulary was a complexs thing, although vocabulary was simple thing when see it, but actually it had two types of vocabulary such as receptive and productive vocabulary. The type of vocabulary also such as words could be nouns, pronoun, verbs, adverbs, adjectives, conjunctions, interjection, or prepositions. Those words could be used in daily life, even in social relation or in school situation.

d.   The Measurement of Vocabulary

General impression is made of the learner's vocabulary knowledge according to criteria such as the following:[16]

Wide range of word approprietly and accurately used; good, use of idiom and collocation; approprietly style	4
Adequate range, with only occasional errors of spelling, words, form, style, collocation, or word choice; meaning clear overall	3
Limited range of words, with some repetition; frequent errors of spelling style, collocaction, or word choice, leading to occasional difficulties in understanding meaning	2
Very narrow range, highly repetitive, frequent spelling and word form errors; little or no awareness of collocation or style; meaning frequently obscure	1

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[16]Scott Thornbury, *How to Teach Vocabulary.* ,p. 135.

Based on explanation above, to measure vocabulary mastery without criteria considerbale standarization were often difficult to applied in English learning teaching process.

e. The Aspect of Vocabulary

Vocabulary is one of the language aspects which should be learnt. Learning it is important because in order to be able to speak, write, and listen learners have to know vocabulary first. A person said to 'know' a word if they can recognize its meaning when they see it. It means that in learning vocabulary learners have to know the meaning of it and also understand and can use it in sentence context. The concept of a word can be defined in various ways, but three significant aspects teachers need to be aware of and focus on are *form, meaning*, and *use*.

According to Nation, the form of a word involves its pronunciation (spoken form), spelling (written form),and any word parts that make up this particular item (such as a prefix, root, and suf- fix). An example for word parts can been seen with the word *uncommunicative*, where the prefix *un-* means *negative* or *opposite,communicate* is the root word, and -ive is a suffix denoting that someone or something is able to do something. Here,

they all go together to refer to someone or something that is not able to communicate, hence *uncommunicative*.[17]

Nation stated that meaning encompasses the way that form and meaning work together, in other words, the concept and what items it refers to, and the associations that come to mind when people think about a specific word or expression. Use, Nation noted, involves the grammatical functions of the word or phrase, collocations that normally go with it, and finally any constraints on its use, in terms of frequency, level, and so forth. For form, meaning, and use, Nation declared there is both a receptive and productive dimension.

According to Lado as cited in Mardianawati in the aspects of vocabulary that can be learnt by the learners are follows:

1) Meaning

In learning foreign language, students should know the meaning of word. Knowing the meaning of the word will make students easier to communicate on written or oral.

2) Spelling

Spelling is the writing of a word or words with the necessary letters and diacritics present in an accepted standard

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[17] Michael Lessard and Clouston, *Teaching Vocabulary,* (USA: TESOL International Association, 2013), p. 3.

order and an arrangement of letters that form a word or part of a word the process of forming words by putting letters together. In learning vocabulary, spelling is very important. It can tighten the connection between sound and letters. Spelling and listening also have a common factor, proficiency with language. There are some important points that should be considered when teaching vocabulary that is form (pronunciation and spelling). The learners have to know what a word sound is like (its pronunciation) and what it looks like (its spelling).

3) Pronounciation

This will mean learning some symbols which are different from the letters of the English alphabet. Students really want to be able to speak English well with a good pronounciation so that they can communicate with others without hindrance. Prounoncing the words also enables students students to remember it longer and identify it more readly when it is hear or read.

4) Word Classes

Word class (alternatively part ofspeech) describes the category of grammatical behavior of a word.[18] Word class usually abbreviations n: noun, adj: adjective, etc., whether a noun is

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[18]Norbert Schmitt, *Vocabulary in Language Teaching*, (US: Cambridge University Press, 2000), p. 59.

countable or uncountable, and whether a verb is normally transitive (needs an object) or intransitive (doesn't need an object).

5) Word Use

Word use is how a word, phrase, or concept is used in a language. Word use may also involve grammar and thus become the subject of profound analysis.[19]

Based on statement above the researcher, it could be inferred that the learner could not did well in comprehension without large vocabulary. So, vocabulary is the one aspect should be learn to the students in English learning. Aspect of vocabulay could be learned students were divided into five such as meaning, spelling, pronounciation, word classes and word use.

f. Teaching and Learning of Vocabulary

Vocabulary is the knowledge of meanings of words.[20] The teaching of vocabulary is not easy to do. Some people think that vocabulary teaching only wastes the time because vocabulary number is unlimited. The English teachers had better teach English vocabulary first than other aspect of this language, such as grammar, speaking, reading and writing. If students know more

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[19]Michael McCarthy and Felicity O'Dell, *English Vocbulary in Use,* (Cambridge: Cambridge University Press, 1994), p. 10.
[20]Elfrieda H. Hiebert and Michael L. Kamil, *Teaching and Learning Vocabulary Bringing Research to Practice.* , p.3.

vocabulary, it will be easy for them to learn another aspect of English language.

Harmer gives the wide explanation about some technique for teaching vocabulary that is summarized as follows:

1) Demonstration

   The teacher demonstrates the language where he/she wants the students to study by offering them there in action.

2) Explanation

   The teacher explains the construction of language in diagram, using textbook, using board.

3) Discovery

   The students can be encouraged to understand new language form by discovering them in a test or by looking at grammatical evidence in order to work out a grammar rule.

4) Check Question

   The teacher can check question to see if students have understood the meaning and use in the text or paragraph.

5) Presentation

   The teacher shows the things and does not present words to students, for example, picture, video and also use the mime, action, and gesture to present the words.

The vocabulary learning that occurs with students. Given the size of vocabularies that people attain and the amount of time available for instruction, this finding is not surprising. Research gives us little insight into the precise mechanisms by which this implicit or indirect learning takes place. Furthermore, although Elfrieda and Michael describe the vocabulary that arises from frequent reading and rich oral language discussions as incidental learning, the creation of such occasions in schools and homes represents intentions on the part of educators and parents[21].

As Graves noted, students need to know about words, not simply acquire new words, if they are to be successful in understanding unfamiliar vocabulary in their reading. The perspective that comes from the Panel's conclusions about classrooms that extend and enrich students' vocabularies is one of variety and richness. Effective classrooms provide multiple ways for students to learn and interact with words. These ways of learning words and strategies for learning words engage students and motivate them to listen for and look for new words. The contexts in which students see words are rich, such as books that use language inventively, and pertain to many content areas.

The ways of learning words also include technology and multimedia where students can interact with language orally,

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[21]Ibid.,p.9.

pictorially, and in writing. What is also clear is that this learning is not a happenstance occurence. Scott & Nagy state that classrooms where students receive sound word instruction are ones where lessons focus their attention on specific words and word learning strategies, where opportunities to talk about words are many, and where occasions for applying what has been taught with engaging and content rich texts and with motivating purposes occur with regularity and purpose.

According to Armbruster, Lehr, & Osborn, students can also learn vocabulary through indirect and direct exposure to words in a variety of language contexts.[22] For example, students can learn vocabulary indirectly when they engage in conversations with others, through read alouds, and through independent reading. Students can learn vocabulary directly when teachers target individual words and promote word learning strategies. Michael Graves asserts that, there are four essential components of vocabulary instruction listed below.

1) Providing rich and varied language experiences
2) Teaching individual words explicitly
3) Teaching word-learning strategies
4) Fostering word consciousness

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[22]Susan Hanson and Jennifer F.M. Padua, *Teaching Vocabulary Explicitly.* , p.8.

Based on the explanation above, teaching and learning vocabulary was an activity where the teacher gave the students knowledge about vocabulary and how to use it in daily life needed a process. In order to make an effective process, the learner should be in the effective condition of acquiring vocabulary mastery.

B. Whispering Game

1. The Concept of Whispering Game

a. Definition of Whispering Game

Whispering game is one kind of technique that can be used to teach vocabulary mastery. This game is a competitive game which is played in a group of students. Each students in the group has to cooperate well to whisper a word that given the teacher. The whispering Game is also called the Telephone Game . It is a game that demonstrates how easily a message, passed a line of communicators.[23] Cathy state that, the telephone game is a game often played to demonstrate how each of us hears things differently.[24]

Meanwhile, David Thomas says Whispering Game also called Chinese Whispers is a party game in which a whispered message is passed around a line in the expectation that, in the

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[23]Read Montague, *Your Brain Is Almost Perfect,* (USA: Penguin Group, 2006), p.4.
[24]Cathy S. Tooley, *The Education System is Broken*, (London: All Right Reserved, 2016), p. 39.

telling, it will become comically distorted or exaggerated by the time it completes the circuit.[25] In various countries it goes by different names, which are often variations on the idea of a broken telephone. In English, Chinese Whispers has become an idiomatic expression describing how a story passed from person to person will, inevitably, evolve or mutate in unpredictable ways.

Based on the definition above, whispering game was also called the telephone game and chinese whisper. Whispering game was a game in which person or player had to deliver the word that given by the teacher by whispering to other player in the group.

b. Step of Using Whispering Game

There are some steps to play this game such as:

1) In this game, teacher divides students become four group (A, B, C and D) depending on the number of students. Each group in game consist seven students.

2) Teacher gives the word to the first students.

3) The first students hears and memorize a sentence and then whispers something to the the person next to him.

4) The something that was whispered continues to be whispered to the person next in line until the last person says aloud what heard.

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[25]David Thomas, *Chinese Whispers,* (Shanghai: Ubu Projex, 2013), p. 33.

5) The last students of each group pronounces a sentence.

6) After pronounce a sentence, each group write down the answer on the worksheet.

7) The last students of each group gives the meaning of word.

8) Change the leader in their group and give another word.

9) Continue this activity untill all of students get a position as a leader in their group.

10) The group that got highest score will be winner.[26]

Based on description above the teacher vocabulary using game because game was fun away to teach vocabulary, so it makes students easy to remember and understood. It also gave big motivation in teaching learning process.

c. Teaching Vocabulary Using Whispering Game

Vocabulary is one important things in learning english because of that one should look for the way how to teach vocabulary clearly and understandbly. Teaching vocabulary is the process of mastering new word to become our own words. Teaching vocabulary also is the process of mastering the english words that used in all abilty like speaking, listening, writing, and reading. In fact, for students learning vocabulary was bored and difficult to

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[26]Cathy S. Tooley, *The Education System Is Broken*., p. 39.

understand. So that now in the challenge for teacher to make students interesting and love learning vocabulary.

In teaching vocabulary, teacher must be creative. The teacher can use picture, or play games. Then, what I want to emphasize is the teacher use game in teaching vocabulary. One way to makes students enjoy in teaching vocabulary is by using game.

There are so many games to teach english. In this research the researcher used Whispering game to teach vocabulary. Whispering game is one of kind technique that can use to make teaching learning process more fun and also giving motivation to the students. In teaching vocabulary use a word that compliments the person's character, such as friendly, clever, or kind. [27] For example, you might use the word incredible. Then whisper your compliment. While, Wright says, "Games also help the teacher to create contexts in which the language is useful and meaningful".

Therefore, the other said that games are useful and meaningful ways for the students and the teacher in teaching learning process. Beside that, Ayu and Rini explained the purpose of games.[28] They are as follows:

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[27]Diana Lomans& Karen J. Kolberg, *The Laughing Classroom,* (Canada: New World Library, 1997),p. 79.
[28]Rini Haryati. *Teaching English Vocabulary for Children 8 to 10 Years Old by Using Games*, (Jakarta: Bina Sakti Printing& Publishing. 2003),p. 11

1) For teacher, games can make them easy to give explanation about the lesson and help them to make the class more active.

2) For students, they more easy to understand the material, the lesson for them not bored, help them to remember the material easy and fast, they become active in class, and game can growth up the solidarity and sportsmanship between them.

Here are the steps for playing the game that the students and teacher must remember to do:

a) The teacher explains the activity. The explanations are about what the game is what the materials which will play; the role of this game.

b) The students will divide into some groups. Then the students in each group will stand in line.

c) While this game playing, the teacher going to whisper the message to the first students in each groups and the first students will whisper the message to the second students and it will happen continuously till the last students.

d) Have the last students say aloud the message that they heard. After that, the teacher will compare what the last students heard and the original message.

e) Discussing. It will be why the message has changed; how often the message changed and what they feel after play this game.

Based on statement showed that teaching English actually was interesting if it simple and fun. In this case not easier, but must to had quality with the education. One of the games which using in this research was whispering game. The purpose of play this game was to introduce some new words to the students of junior high school.

d. The Advantages and Disadvantages of Whispering Game

1) Advantages of whispering game

There are some advantages of teaching vocabulary using whispering game:

a) It makes teaching and learning in process more interesting for students, so it can wake up the students' motivation, enthusiasm, and excitement.

b) It makes meaning more clearly, so the students more understand and know the purpose of the lesson better.

c) It widens and varied learning experience not only in verbal communication, but also in more competitive activities.

d) It activates students because they do not only listening to the teacher they also do other activities.

e) It makes students enthusiastic to follow the lesson.

f) It enables students to study alot of vocabulary in one time.[29]

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[29]Cathy S. Tooley, *The Education System is Broken* ., p.39.

Based on description above, whispering game could attrack in learning English vocabulary in the classrom. Games created the motivation for learners of English because of the competition between students. Strong motivation makes learners be interested in language learning especially vocabulary.

2) Disadvantages of Whispering Game

There are also some diasdvantages of whispering game as follows:

a) Teacher should give clear instruction because the game is not easy.

b) It is difficult to handle all of the students in playing this game

c) It can produce some winners. So it needs time to get only one winner

d) Teacher more time to prepare material.

e) The students can "lost in translation " is leading to mass confusion.[30]

Based on explanation above, whispering game had some disadvantages. In whispering game the teachers just gave some words that had to whisper to the students that much could lost in translation because the students just listen what they hear. Although had disadvantages using whispering game would help the

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[30]Ibid., p. 40.

students to demonstrate the importance of communicating clearly with other also by playing this game make teaching learning process more fun and giving motivation to the students.

C. Action Hyphotesis

Based on the frame of theories and assumption the researcher formulates the action hypothesis "By Using of Whispering Game Can Increasethe Students' Vocabulary Mastery at eighth Graders of SMPN 1 Punggur Central Lampung"

CHAPTER III

RESEARCH METHODOLOGY

This chapter deals with the discussion about the research methodology. The topics that is discuss in this chapter has setting of the research, object of the research, procedure of the research, data collection method, data analysis technique and indicator of success.

A. Setting of the Research

The researcher conducted the research at The Eighth Graders of SMPN 1 Punggur Central Lampung. The location was in Pendidikan Street No.2, Tanggul Angin. In consists of 26 classes. The totals of teachers were 61 and 668 students.

B. Object of the Research

Object of the research was the students' vocabulary. The subject of classroom action research was 35 students of class VIII. 8 of SMPN 1 Punggur Central Lampung. The researcher would choose this class because most of the students still had lack ability especially in vocabulary. The technique that used the teacher is not interested, so the researcher tried using game to increase student's vocabulary. After using game like Whispering Game in learning process, it would be hoped that it can be increasing learning result and studying activity.

C. Procedure of The Research

In this chapter, the researcher told a brief history of classroom action research. As the focus on my research was how the researcher go about using whispering Game to increase student's vocabulary. According to Jean McNiff, action research was a term which refers to a practical way of looking at your own work to check that it was as you would like it to be.[31] Furthermore, Elliott states that action research is about improving practice rather than producing knowledge.[32] It can be inferred that classroom action research was the inquiry toward the problems faced in learning activity by conducting an action to improve the quality of process and the result of learning.

Furthermore, McNiff suggests that action research was conducted with critical partner.[33] It means the researcher would conduct the research together with friend. In doing classroom action research, the researcher will ask Mrs. Yulia Fitri Sampurna, S.Pd. as a collaborator of the research.

In this research, the researcher would conducted in 2 cycles. The first cycle is not successful; it continues in the second cycle. It conducts until there was an increasing on the students' vocabulary. There are four steps in each cycle which have relationship one another, they are:

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[31] JeanMcNiff,. *Action Research for Professional Development: Concise advice for new and experienced action researchers*. (UK, Dorset: September Books, 2010), p. 8.

[32] Jean, McNiff, *et.al.You and Your Action Research Project*.(USA and Canada: Taylor & Francis e-Library, 2002). p. 10.

[33] Jean McNiff ,*et.al*, *Action Research: Principles and Practice*, (London and New York: Routledge Falmer, 2002), p. 15.

planning, acting, observing, and reflecting. Those steps can be illustrated as follow:

Figure 1

Spiral Classroom Action Research

Jean McNiff's Model[34]
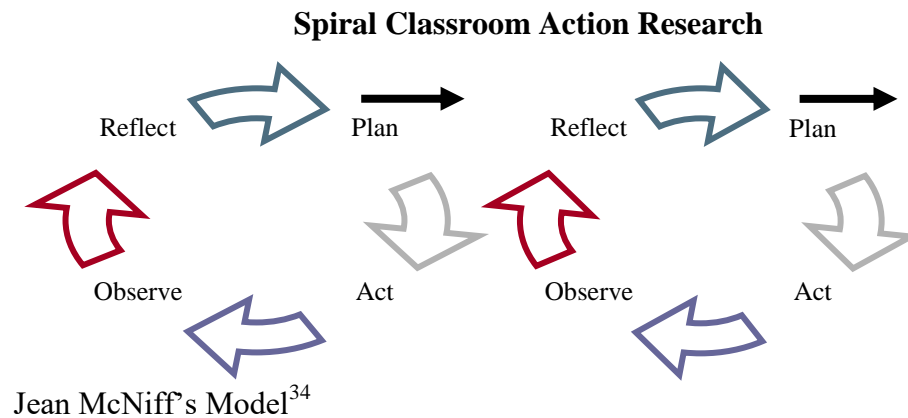
From the illustrated above, the explanations about four steps of action research procedure were conducted in each cycle:

1. Cycle 1

   a. Planning

      In this research, the researcher conducted some plans, namely:

      1) Preparing English lesson plan

      2) Preparing materials and media of learning

      3) Making observation sheets and list of students' name.

      4) Making work sheets and answer sheets which would be learned by the student in group.

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[34]*Ibid*, p.41

5) Making test would be used in pre-test and post-test.

b. Acting

In this action, the researcher did pre-test, treatment and post-test to the students. This action conducted in some meetings.

In this implementation, the researcher followed the schedule of English subject in the class and additional class. The researcher acted as if a teacher in the classroom and implement some activities as follows:

1) The teacher giving test to the students about multiple choice as pre-test of the research and beginning score in vocabulary mastery.

2) The teacher gave material about flora and fauna to the students.

3) The teacher guided and help the students in the learning process.

4) After the students understood about the material, the teacher gave posttest quiz to the students.

c. Observing

While observing, the researcher and collaborator used observation sheet to write down the important things as long as the learning process happened. From the observation sheet the

researcher and collaborator should know the result of the student's learning activities.

d. Reflecting

In this step, the researcher and collaborator analyzed how the effect of the acting, what thing which had to be repaired, and what thing which become attention on the next acting. Then, the result of reflecting would be used as a guideline to make a new plan in the next cycle.

2. Cycle 2

a. Planning

1) The researcher studied the result of reflecting on cycle 1.

2) The researcher prepared the lesson plan, material and media of learning, observation sheet, work sheets, answer sheets, and test for post-test.

b. Acting

1) The teacher gave the students motivation to study harder.

2) The teacher divided the students into small groups consist of 7 students in each group.

3) The teacher did treatment by using Whispering Game to explain about the material.

4) The teacher gave post-test after the treatment about missing letter.

5) The teacher gave a reward to the top team.

c. Observing

The collaborator observed and collected the data when the learning process is conducting.

d. Reflecting

Reflection was an activity to analyze, understand, and make conclusions based on observations and field notes. The researcher and collaborator reflected all the acting which had been conducted and identified the result of observation in the learning process and compare the score of pre-test and post-test.

D. Data Collecting Method

In this research, the researcher collected the data by using test, observation and documentation.

1. Test

The researcher gave the students test to evaluate their skills and capability in vocabulary mastery. There are two tests which are used in this research namely pre-test and post-test.

a. Pre Test

In pre-test section, the researcher used 25 items. The pre-test had given before the treatment. In this section, the researcher used multiple choice test to know the students' basic vocabulary.

b. Post Test

Post test would be done after the treatment. It had implemented in order to know the students' vocabulary. The test in this part was same with in the pre-test composition. It is consist of 25 items. The goal of this test is to know whether playing whispering game in teaching vocabulary can improve the students' vocabulary or not.

2. Observation

In this research, the researcher observed the students' behaviors and the students' activities in the learning process to know how the process of learning will be held. In doing the observation, the research would make the observation sheet that contains of list of the students' activities.

3. Documentation

The researcher used documents which are taken from the data of the school such as total of the students, the teachers and the condition of the school.

4. Field Note

The researcher used field note to record during the teaching and learning of students' vocabulary mastery use whispering game in the classroom. Including description of classroom atmosphere students' attitude, and teachers' creativity in presenting the material of vocabulary mastery.

E. Data Analysis Method

In this research, the researcher used the data analysis by taking the average from pre-test and post-test. To know the improvement, the researcher would compare between pre-test and post-test score. Then, the results were matched with the minimum mastery criteria (MMC) in the school. At the eighth graders of SMPN 1 Punggur, the minimum mastery criterion (MMC) for English subject is 71.

There were some students not success in cycle 1, the researcher continues to conduct the cycle 2. In cycle 2 the students were success, so the cycles stopped because the students had achieved the minimum mastery criteria.

The researcher used SPSS program to analyze the data by a formula for counting the average score is as follow:

$$X = \frac{\Sigma X}{N}$$

Notes:

X = Mean

$\sum X$ = Total of students' score

n   = Total of students[35]

F. Indicator of Success

The indicator of the success had taken from the process and the result of the action research. This research called success if 80% of students got score 71. In addition, there was increasing in study activities and learning result in the learning process.

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[35] Arthur Conan Doyle, *Understandable Statistics:Averages and Variation..*, p.79

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. Result Of The Research

1. Description of Research Location

a. The History of SMPN 1 Punggur Central Lampung

SMPN 1 Punggur Central Lampung was built in 1984. SMPN 1 Punggur Central Lampung had changed leader seventh times.

1) Mulyo Sutamto (1984-1995)

2) Drs. Zubairi Saibi (1996-1997)

3) Drs. Suwanto (1998-1999)

4) Drs. Teguh Wiyono (1999-2010)

5) Drs. Usa Herianto (2010-2012)

6) Hi. Purnomo (2012-2017)

7) Drs. Pramono (2017-present)

b. Teacher and Staff Names

Table 1

Teacher and Staff Names

Teachers educational development						
No.	Name	SMA	D3	S1	S2	Occupation
1	Drs. Pramono			✓		Headmaster
2	B. Triyanto S.Pd.			✓		Vice Headmaster
3	Y. Swatignyo, S.Pd.			✓		Indonesian Language Teacher
4	Samino Suradi			✓		PKN Teacher
5	Edi Susanto, S.Pd			✓		Sains Teacher

6	Helmi Wijayanti			✓		English Teacher
7	Kaminah			✓		English Teacher
8	Nasekah			✓		Religy Teacher
9	Prayitno		✓			Sport Teacher
10	Puranti			✓		BP/BK Teacher
11	S. Komirah			✓		MathematicTeacher
12	Selesai, B.A		✓			BP/BK Teacher
13	Susrini Dwi Astuti, S.Pd			✓		SBK Teacher
14	Tri Warni			✓		English Teacher
15	Yulia Fitri Sampurna			✓		English Teacher
16	Maryuni		✓			Staff
17	Maya		✓			Staff
18	Suwarni		✓			Head Staff
Total			5	13		18

Source: The documentation result at SMPN 1 Punggur Central Lampung on July 19, 2017

c. The School Organization

Figure 1

The Structural School's of SMPN 1 Punggur Central Lanpung
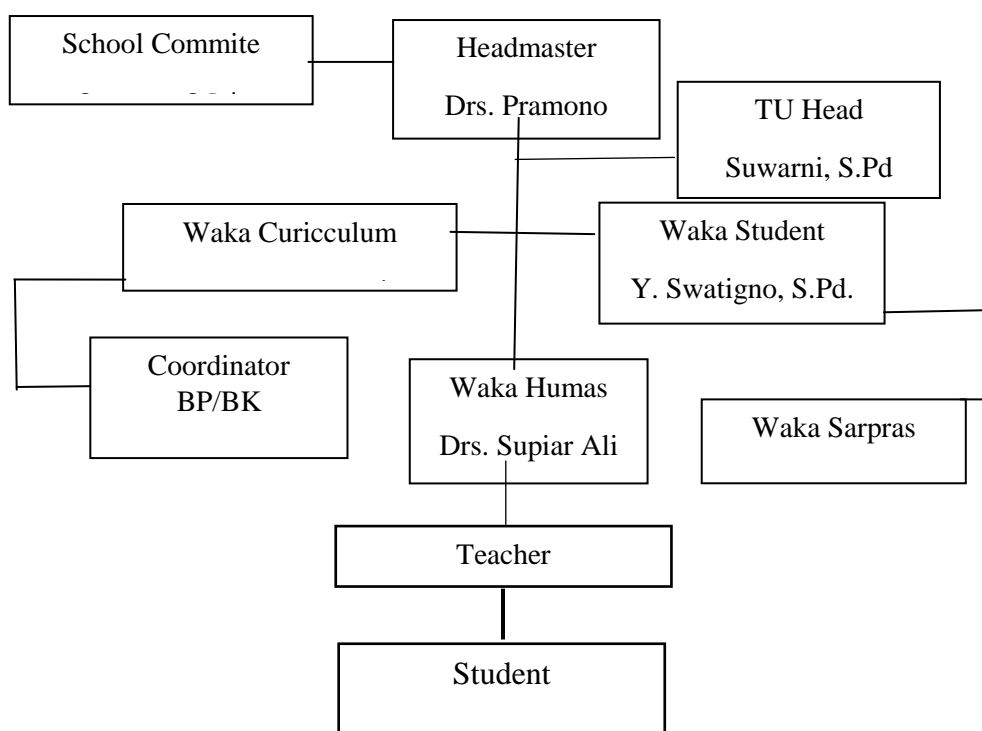
d. The Number of Students

Students enter school at 07.15 WIB and come home at 13:05. Academic Year 2017/2018 with the number of students of class VII, VIII, and IX were 668 students with details of class VII 282 students, class VIII 277 students, and class IX 267 students, with details as follows: To be clear look at the table bellow :

Table 2

The number of students of SMPN 1 Punggur central Lampung

In the academic year 2017/2018

No	Class		
	VII	VIII	IX
1	34	34	36
2	34	35	35
3	35	36	34
4	36	35	35
5	36	34	32
6	36	34	29
7	36	35	32
8	35	34	34
Total	282	277	267

Source:The documentation result at SMPN 1 Punggur Central Lampung on July 19, 2017

2. Description of the Research

This research was conducted in 2 cycles. Action in cycle 1 and cycle 2 was conducted about six meetings in each cycle and each meeting in these cycles took 2 x 40 minutes, As it was mentioned before, each cycle consists of planning, acting, observing, and reflecting.

Cycle 1

a. Planning

In planning the researcher makes lesson plan and the researcher would teach the students by using the lesson plan. The material of this research were flora and fauna. The researcher also prepared observation sheet. This was done by collaborator to know the students and the teacher participation in learning process.

b. Acting

CAR in cycle 1 was begun on Monday, July 24th, 2017 at 11.15 until 13.05 the researcher told them that the researcher would did research in their class to know the ability of the students before giving the action. In the first meeting all of the students were given a pre-test that had to did individually. The test was multiple choice that consist of 25 items. The materials in cycle 1 were flora and fauna. Action in cycle 1 the researcher was divided in three meetings which can be seen in the following table:

Table 3

The Schedule of Action in cycle 1

Meeting	Day/Date	Time	Activities
1st	Monday, July 24th, 2017	11.15-13.05	Giving the pre-test and doing action by giving the material about flora and fauna.
2nd	Tuesday, July 25th, 2017	07.15-09.05	Doing action by giving the material about flora and fauna

3th	Thursday, July27[th], 2017	11.15-13.05	Giving the Post-test 1

Table 4

The Students result at pre-test

No.	Names	Score
1	AS	32
2	AH	56
3	AS	56
4	AW	68
5	AP	68
6	ASH	40
7	AAR	44
8	AA	36
9	BA	72
10	CF	72
11	DI	32
12	DNP	56
13	DA	80
14	ERA	52
15	FR	44
16	FAR	40
17	FA	56
18	GSF	56
19	HAPS	48
20	IIH	84
21	IK	32
22	MDY	44
23	MR	52
24	NJV	76
25	RN	48
26	RMS	56
27	RP	44
28	RS	72
29	SPM	64
30	TWP	32
31	TA	48

32	TS	32
33	TSI	40
34	ZS	52
35	ZKL	76
Total		1860
Average		53, 1

Table 5

Distribution of Students Score at Pre-test

Score	Frequency	Percent %
30 – 39	6	17.1
40 – 49	10	28.6
50 – 59	9	25.7
60 – 59	3	8.6
70 – 79	5	14.3
80 – 89	2	5.7
Total	35	100%

Based on the table above, we can see that 28 students (80%) were not success. The complete students were the students which fulfill the minimum standard at SMPN 1 Punggur Central Lampung at least 71. So, we could compare that the success students were more be less not success students. And from the result pre-test, we got average 53.1%. So, the result was unsatisfactory. It was the reason why the researcher used whispering game as an alternative technique to increase the student's vocabulary mastery.

Table 6

The Students Result in Post-Test 1

No.	Names	Score
1	AS	40
2	AH	60
3	AS	64
4	AW	72
5	AP	72
6	ASH	44
7	AAR	48
8	AA	44
9	BA	80
10	CF	84
11	DI	40
12	DNP	64
13	DA	84
14	ERA	72
15	FR	48
16	FAR	40
17	FA	60
18	GSF	58
19	HAPS	52
20	IIH	88
21	IK	40
22	MDY	40
23	MR	60
24	NJV	80
25	RN	52
26	RMS	60
27	RP	52
28	RS	76
29	SPM	72
30	TWP	40
31	TA	52
32	TS	40
33	TSI	44

34	ZS	56
35	ZKL	80
Total		2052
Average		58,6

Table 7

Distribution of Students Score in Post-Test

Score	Frequency	Percentage (%)
40 – 49	12	34.29
50 – 59	6	17.14
60 – 69	6	17.14
70 – 79	5	14.29
80 – 89	6	17.14
Total	35	100%

Based on the table above, we could see that 11 students (31.4%) were success and 24 students (68.6%) were not success. It was more be higher than the result of pre-test. The criteria of students who was successful in mastering the material was the students who got minimum score of 71, while the class could be said successful in achieving the material if 80% of the students in that class got score at least 71. The fact showed that the result was unsatisfactory.

c. Observing

In observation of the researcher action, the collaborator observed the students' activities. The researcher as a teacher gave material about flora and fauna.

In the learning process, there were four used and mentioned to know the students' activity. Every student who was active in learning process gave a thick in observation sheet. Then, the students were not active in learning process, let the observation sheet empty. It can be seen on appendix. The indicators of the students' activities were:

1) The students to attention explanation from the teacher.

2) Understanding the material.

3) Active in group.

4) The students are able to do the task.

The result of the students' learning activities could be seen as follow:

Table 8

The Students' Activities in Cycle I

No.	Students Activities	Frequency	Percentage
1	The students pay attention from the teacher.	18	51.42 %
2	Understanding the material.	16	45.71 %
3	Active in a group.	20	57.14 %
4	The students are able to do the task	21	60.00%
The total of percentage of students' activities in cycle I (in the average)			53.57 %

The table showed that not all the students' active in learning process. There were 18 students (51.42%) who gave attention to the teacher explanation, 16 students (45.71%) who understood the material and

20 students (57.14%) who active in a group, and there were 21 students (60.00%) were able to do the task

d. Reflecting

After looking in the end of cycle 1 there was result that the student activities increased from the first meeting until next meeting. The student scores also increased from the average in pre-test 53.1 and the average post-test in the end of cycle 1 was 58.6, but it was not fulfill minimum mastery criteria (MMC) at least 80% students must got $\geq$ 71. in cycle 1 showed that the success students were only 11 students or 31.1%. So, it was not fulfill MMC.

Cycle 2

a. Planning

In the planning, the researcher and collaborator (Mrs. Yulia Fitria Sampurna, S.Pd) plan the materials that are things around flora and fauna. The researcher prepared the items test and post test and pictures related the material.

b. Acting

CAR in cycle 2 was begun on Monday, August 1st at until in the first meeting in cycle 2 all of the students were given a test and post test that has to do individually. The test was missing letter that consist of 25 items. The materials in cycle 2 were things flora and

fauna. Action in cycle 2 was divided in three which can be seen in

the following table:

Table 9

The Schedule of Action in Cycle 2

Meeting	Day/Date	Time	Activities
1st	Monday, August1st,2017	13.00-14.10	Giving the test and doing action by giving the material about flora and fauna by using Whispering Game
2nd	Monday, August 7th,2017	13.00-14.10	Doing action by giving the material about things around us by using Whispering Game
3rd	Wednesday, August9th, 2017	13.00-14.10	Giving the Post-test 2

Table 10

The stude

nts result in test of Cycle 2

No.	Names	Score
1	AS	44
2	AH	48
3	AS	72
4	AW	76
5	AP	64
6	ASH	76
7	AAR	52
8	AA	80
9	BA	84
10	CF	52
11	DI	60
12	DNP	72
13	DA	72
14	ERA	48
15	FR	72
16	FAR	76
17	FA	88
18	GSF	44
19	HAPS	48
20	IIH	76

21	IK	56
22	MDY	60
23	MR	88
24	NJV	60
25	RN	52
26	RMS	76
27	RP	84
28	RS	44
29	SPM	48
30	TWP	72
31	TA	56
32	TS	68
33	TSI	72
34	ZS	76
35	ZKL	80
Total		2296
Average		65.6

Table 11

Distribution of Students score in test of cycle 2

Score	Frequency	Percentage (%)
40 – 49	7	20
50 – 59	5	14.29
60 – 69	5	14.29
70 – 79	12	34.28
80 – 89	6	17.14
Total	35	100%

The table above showed in mastering that most students (18 students) scored higher then 71. The highest score of beginning test in cycle 2 was 88, and the lowest score 44. The average score of beginning test was 65.6. The success students were 18 students (51.4%). It showed that the result of student vocabulary achievement

in beginning test was unsatisfactory. Because the criteria of students who were successful in mastering material was the students who got minimum score of 71, and the class can be said successful in achieving the material if 80% of the students in that class got score at least 71.

Table 12

The Students Result at Post-test 2

No.	Names	Score
1	AS	60
2	AH	72
3	AS	76
4	AW	76
5	AP	72
6	ASH	80
7	AAR	72
8	AA	84
9	BA	92
10	CF	72
11	DI	72
12	DNP	76
13	DA	76
14	ERA	56
15	FR	76
16	FAR	80
17	FA	88
18	GSF	52
19	HAPS	52
20	IIH	80
21	IK	72
22	MDY	72
23	MR	96
24	NJV	72

25	RN	72
26	RMS	80
27	RP	88
28	RS	92
29	SPM	52
30	TWP	76
31	TA	72
32	TS	72
33	TSI	76
34	ZS	80
35	ZKL	84
Total		2620
Average		74.9

The post test was given to see the students achievement in vocabulary in cycle 2, the researcher gave the post test 2 after finishing the cycle 2. It was done because the researcher wanted to know whether there or not there were improvements of the students score.

Table 13

Distribution of Students Score at Post-test 2

Score	Frequency	Percentage %
50 – 59	4	11.4
60 – 69	1	2.9
70 – 79	18	51.4
80 – 89	9	25.7
90 – 99	3	8.6
Total	35	100%

The table above showed that the result of post-test can fulfill the criteria of MMC where there were 85.7% students (30 students) who can get score ≥ 71, and only 5 students who were not success. The result of post test showed that the lowest score was 52 and the highest score was 96. The average score of post-test was 74.9. It showed that they were successful in teaching learning activities, because 80% of all students got ≥ 71.

c. Observing

In this step, the researcher presented the material by using Whispering Game. In learning process, there were also four indicators used to know the students' activities like in learning process previously.

Based on the result of the observation sheet in cycle II, the researcher indicated that learning process in cycle II was successful. The result score of students' learning activities observation, as follow:

Table 14
The Students' Activities in Cycle II

No	Students Activities	Frequency	Percentage
1	The students pay attention of the teacher's explanation	30	85.71 %
2	Understanding the material	26	74.29%
3	Active in a group	29	82.86%
4	The students are able do the task	28	80.00%
The total of percentage of students' activities in cycle II (In the avarage)			80.71%

The table above showed that the students' activity in cycle II was increased. The students' activity that had high percentage were pay attention of teacher's explanation (85.71%) and the students are able to do the task (80.00%), then, the percentage of the students are active in a group (82.86%), and the students understood the material (74.29%). Based on the result above, the researcher indicated that learning process in cycle II was successful because the average of fourth students' activity got percentage ≥80%.

Based on the result of the research in cycle II, it could be inferred that cycle II was successful. The researcher felt satisfied about the result of the research. There were >80% of students passed the examination. It means the students' vovabulary mastery had increased. From the result above, the researcher concluded that this research was successful and would be not continued in the next cycle.

d. Reflecting

The implementation of using whispering game in teaching vocabulary in cycle 2 was better than in cycle 1. It can be seen by the student's activities and the students score more higher than cycle 1. In cycle 2, the student's activities increased than cycle 1.

The students score also increased in cycle 2, in beginning test of cycle 2 was gotten average 65.6, and the students who were success 51.4% (18 students) and not success 48.6% (17 students). In post-test was gotten average 74.9, and the students who where success 85.7% (30 students) and not success 14.3% (5 students). The increasing result can be seen in diagram below.

Figure 2

The Students Result Before and After Treatment
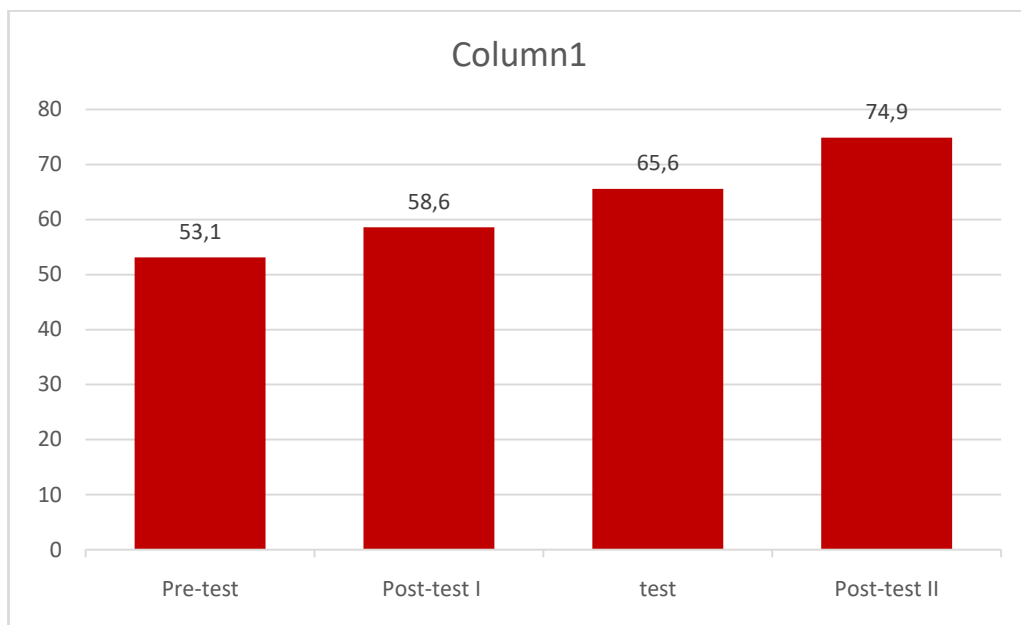
B. Interpretation

1. Cycle 1

Table 15

The increasing of students score at pre-test and post-test cycle 1

No	Students Names	Pre-test Score	Post-test Score	Increasing	Increasing Percentage	Explanation
1	AS	32	40	8	25.00	Increased
2	AH	56	60	4	7.14	Increased
3	AS	56	64	8	14.29	Increased
4	AW	68	72	4	5.88	Increased
5	AP	68	72	4	5.88	Increased
6	ASH	40	44	4	10.00	Increased
7	AAR	44	48	4	9.09	Increased
8	AA	36	44	8	22.22	Increased
9	BA	72	80	8	11.11	Increased
10	CF	72	84	12	16.67	Increased
11	DI	32	40	8	25.00	Increased
12	DNP	56	64	8	14.28	Increased
13	DA	80	84	4	5.00	Increased
14	ERA	52	72	20	38.46	Increased
15	FR	44	48	4	9.09	Increased
16	FAR	40	40	0	0	Constant
17	FA	58	60	2	3.44	Increased
18	GSF	56	52	-4	-7.14	Decreased
19	HAPS	48	52	4	8.33	Increased
20	IIH	84	88	4	4.76	Increased
21	IK	32	40	8	25.00	Increased

22	MDY	44	40	-4	-9.09	Decreased
23	MR	52	60	8	15.38	Increased
24	NJV	76	80	4	5.26	Increased
25	RN	48	52	4	8.33	Increased
26	RMS	56	60	4	7.14	Increased
27	RP	44	52	8	18.18	Increased
28	RS	72	76	4	5.56	Increased
29	SPM	64	72	8	12.5	Increased
30	TWP	32	40	8	25.00	Increased
31	TA	48	52	4	8.33	Increased
32	TS	32	40	8	25.00	Increased
33	TSI	40	44	4	10.00	Increased
34	ZS	52	56	4	7.69	Increased
35	ZKL	76	80	4	5.26	Increased
Total		1868	2052			
Average		53,1	58,6			

In this research pre-test and post-test had done individually. It is aimed to know the ability of the students before and having a treatment. From the result of pre-test and post-test, we know that there was an increasing from the students result score. It can be seen from the average 53.1 become 58.6 .

Beside that, from the pre-test and post-test cycle 1 score, it can be seen that there was increasing because the researcher had given more explanation about the problem in pre-test and gave enough examples about

vocabulary flora and fauna. The researcher also devided a picture for each student's, so they could imagine the vocabulary who gave the researcher.

2. Cycle 2

Table 16

The Increasing of Students score at pre-test and post-test cycle 2

No	Students Names	Test Score	Post-test Score	Increasing	Increasing Percentage	Explanation
1	AS	44	60	6	13.64	Increased
2	AH	48	72	24	50.00	Increased
3	AS	72	76	4	5.56	Increased
4	AW	76	76	0	0	Constant
5	AP	64	72	8	12.5	Increased
6	ASH	76	80	4	5.26	Increased
7	AAR	52	72	20	38.46	Increased
8	AA	80	84	4	5.00	Increased
9	BA	84	92	8	9.52	Increased
10	CF	52	72	20	38.46	Increased
11	DI	60	72	12	20.00	Increased
12	DNP	72	76	4	5.56	Increased
13	DA	72	76	4	5.56	Increased
14	ERA	48	56	8	16.67	Increased
15	FR	72	76	4	5.56	Increased
16	FAR	76	80	4	5.26	Increased
17	FA	88	88	0	0	Constant
18	GSF	44	52	8	18.18	Increased

19	HAPS	48	52	8	16.67	Increased
20	IIH	76	80	4	5.26	Increased
21	IK	56	72	16	28.57	Increased
22	MDY	60	72	12	20.00	Increased
23	MR	88	96	8	9.09	Increased
24	NJV	60	72	12	20.00	Increased
25	RN	52	72	20	38.46	Increased
26	RMS	76	80	4	5.26	Increased
27	RP	84	88	4	4.76	Increased
28	RS	88	92	4	4.54	Increased
29	SPM	48	52	4	8.33	Increased
30	TWP	72	76	4	5.55	Increased
31	TA	56	72	16	28.57	Increased
32	TS	68	72	4	5.88	Increased
33	TSI	72	76	4	5.56	Increased
34	ZS	76	80	4	5.26	Increased
35	ZKL	80	84	4	5.00	Increased
Total		2296	2580			
Average		65.6	74.9			

From the increasing of pre-test to the post-test cycle 2, it can be seen know that the used of game could increased the students ability in vocabulary achievement, but because the result of students score could not achieve the target, the researcher gave a test to the students using missing letter the same way post test in cycle 2 but with different picture.

3. The comparison of Pre-test and Post-test

Based on the explanation of cycle I and cycle II, it could be inferred that the use of whispering game could increase the students' vocabulary mastery. There was progress average score from 53,1 to 58,6 and 65,6 to 74,9.

From the graph 2, we could be seen that there was an increasing on the average score and total of the students who passed the test from pre-test, post-test I and test to post-test II. In the graphs above, the average score in the pre-test was 53.1 and only 7 students or (20.00%) whose the scores completed the minimum mastery criteria.

Moreover, in the post-test I there was 11 students or (31.43%) whose the scores completed the minimum mastery criteria with the average 58.6. In the test and post-test II there was 18 students or (51.43) whose scores completed the minimum mastery criteria and 30 students or (85.71%) whose the scores completed the minimum mastery criteria with average 74.9. From the explanation, the researcher concluded that the research was successful and it could be stopped in the cycle II because the indicator of success (80% of students got score $\geq$ 71) was reached.

4. The Result of Students' Learning Activities in Cycle I and Cycle II

The students' learning activities data was gotten from the whole students' learning activities on observation sheet. The table improvement of it as follows:

Table 17
The Table of Students' Activities in Cycle I and Cycle II

No	Students'	Cycle I	Cycle II	Increasing

	Activities	F	Percentage	F	Percentage	
1	The students pay attention to the teacher explanation	18	51.43%	30	85.71 %	34.26 %
2	Understanding the material	16	45.71%	26	74.29 %	28.57 %
3	Active in a group	20	57.14%	29	82.86 %	25.71 %
4	The students are able to do the task	21	60.00%	28	80.00 %	20.00 %

Figure 3

The Graph of Students' Result of Learning Activities in Cycle I and Cycle II
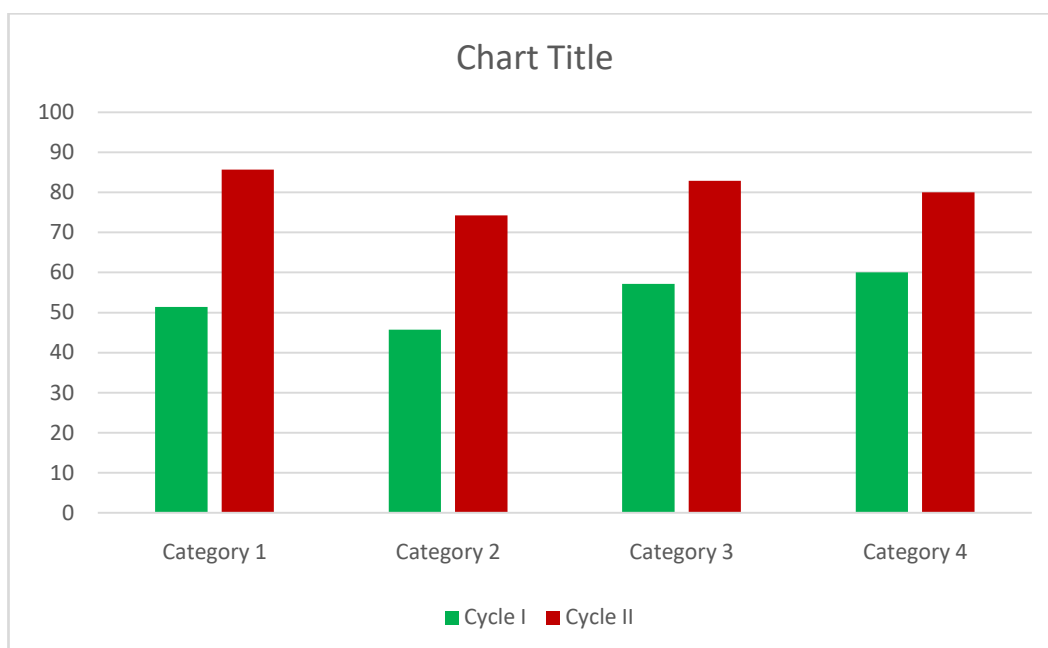
Based on the data had gotten, it can be explained as follow:

a.   The students pay attention to the teacher's explanation

The students' attention to the teacher explanation from the first meeting to next meeting was improved. In cycle I was only 51.43% and in cycle II 85.71%, it increased 34.26%.

b. The students understanding the material

The students who understood the material from the teacher was increased from the first meeting to next meeting. For this activity was increased 28.57%, from cycle I 45.71% and cycle II 74.26%.

c. The students active in a group

The students who had activated in a group also increased. From cycle I 57.14% and cycle II 82.86% so it increased 25.71%.

d. The Students were able to do the task

The students who had done the task were increased. It could be seen on the cycle I 60.00% and cycle II 80.00%, it increased 20.00%.

Based on the data above, it could be concluded that the students felt comfortable and active with the learning process because most of the students shown good increasing in learning activities when Whispering game as techniques was applied in learning process from cycle I up to cycle II.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the use of Whispering Game in vocabulary mastery, it can be concluded that there is the increasing of vocabulary mastery ability by using Whispering Game at the eighth graders of SMPN 1 Punggur Central Lampung. Therefore, the use Whispering Game can be effective technique and it can be used as an alternative way in teaching vocabulary, because it is easy to be implemented and it is one of the interesting technique which is very closed to the students' learning activities. The students are involved actively in teaching learning process. It makes the students to be easier to understand the material so it can increase the students vocabulary mastery.

It is supported by the increasing of the students' average score from pre test 53.4 to post test I 58.8 test II 65.6 became 74.9 in post test II. In cycle 1, there were 7 students passed the test. Moreover, in cycle II there were 30 students who got score ≥ 71. It means that the result of cycle II had already reached the indicator of success that was >80 % students fulfill the minimum mastery ctriteria (MMC). It was clear that Whispering Game could be used to increase the students' vocabulary mastery.

B. Suggestion

After the researcher had done the research at the eighth grade of SMPN 1 Punggur Central Lampung, the researcher would like to give some suggestion as follows:

1. For the Students

    This technique can increase their ability in studying English, especially to vocabulary, and the students are suggested to memorize their vocabulary by whispering game.

2. For the English Teacher

    The English teacher can use whispering game in English learning in the class because those technique are effective to increase the students' English vocabulary in learning, and the teacher gives motivation to the students to be active in teaching and learning process.

3. For the headmaster

    It is suggested for the headmaster in order to persuade the teachers to use this technique it can be enjoyed by the students and efficient in teaching English. And it is suggested in supporting the English learning process by preparing the facilitation and instrument completely.

4. For the other researcher

    It is suggested for the other researcher to develop this research with the new innovation and hopefully the result of this research could be a reference.

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SILABUS

Sekolah : **SMPN 1 PUNGGUR**
Kelas : **VIII (Delapan)**
Mata Pelajaran : **BAHASA INGGRIS**
Semester : **1 (Satu)**
Standar Kompetensi : Berbicara
3. Mengungkap kan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar

| Kompetensi Dasar | Materi Pokok/Pembelajaran | Kegiatan Pembelajaran | Indikator | Penilaian | | | Alokasi Waktu | Sumber Belajar | Karakter |
				Teknik	Bentuk Instrumen	Contoh Instrumen			
3.1Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta,memberi,men olak jasa meminta, memberi, menolak barang, mengakui,mengingkari	Percakapan singkatan memuat ungkapan – ungkapan. A; *Let me help you.* B: *Thank you so much.* A: *Can I have a bit.* B: *Sure. Here you are.* A: *Did you break the glass?* B: *Yes, I did / No, it wasn't me.* A: *What do you think of this?* B: *Not bad.*	1.*Review* kosakata dan ungkapan-ungkapan terkait materi dan tema 2. Tanya jawab menggunaka n ungkapan-ungkapanters ebut 3. Bermain peran melakukan percakapan yang disediakan gurudenganp	• Bertanya dan menjawab tentang meminta , memberi, menolak jasa • Bertanya dan menjawab tentang meminta, memberi, menolak barang • Bertanya dan menjawab	Tes lisan Tulisan	Bermain peran	*Create a dialogue based on the role cards and perform it in front of the class.* *Write the missing letter*	2 x 40meni t	1. Buku teks yang relevan 2.Gamb ar-gambar terkait tema	Kreatif, toleransi, bersahab at, komunik atif Percayad iri

fakta, dan meminta dan memberi pendapat		ercayadiri 4. Bermain peran melakukan percakapan berdasarkan situasi /gambar yang disediakanper cayadiri 5.Menggunak an ungkapan yang telah dipelajari dalam *real lifesituationd enganmandir i*	tentang mengakui, mengingk ari fakta • Bertanya dan memberi pendapat						
	.								

Punggur, Juli 2017

Mengetahui,

Guru Mata Pelajaran

Peneliti

(Yulia Fitri Sampurna, S.Pd)
NIP: 19820715 200801 2013

(Wiji Soviana)
NPM : 13108767

The Symbol Location Sketch of SMPN 1 Punggur Central
Lampung

Note	
A : Headmaster Office	M : Cooperative
B : Admistration Room	N : Pramuka Room
C : Waka Curriculum Room	O : Canteen
D : Waka Sarana and	P : Teacher Parking
Infrastructur Room	Q : Mosque
E : Teacher's WC	R : Student Parking
F : Counseling Guidance Room	S : Computer Lab
G : Teacher's Office	T : Osis Room
H : Student's Wc	U :IPA Lab
I : Class Room	V : Entrance Gate
J : Living Room	W: Language Lab
K : Student Waka Room	X : UKS
L : Library Room	

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah   : SMPN1 PUNGGUR

Mata Pelajaran   : BahasaInggris

Kelas/Semester   :VIII (Delapan) / 1

Standar Kompetensi

                              :3.Mengungkapkanmaknadalampercakapantransaksionaldan interpersonal lisanpendeksederhanauntukberinteraksidenganlingkungansekitar

Kompetensi Dasar   : 3.1. Mengungkapkan makna yang terdapat dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, mengakui, mengingkari fakta, dan meminta dan memberi pendapat

Indikator   :

- Merespon ungkapan dan mengingkari fakta
- Mengidentifikasi ungkapan mengakui dan mengingkari fakta
- Mengucapkan ungkapan mengakui dan mengingkari fakta
- Menjawab ungkapan mengakui dan mengingkari fakta

Jenis Teks   : Transactional/ Interpersonal

Tema   : Flora and Fauna

Aspek / Skill   : Berbicara/ Speaking

AlokasiWaktu   : 4 x 40 menit

1 **Tujuan Pembelajaran**

Pada akhir pembelajaran siswa dapat :

a. Memahami ungkapan mengakui dan mengingkari fakta

b. Merespon ungkapan mengakui dan mengingkari fakta

c. Memahami dan merespon percakapan mengakui dan mengingkari fakta

2. **Materi Pembelajaran**

a. To admit a fact, you could use these expressions:

   ➢ Yes, I admit it.

   ➢ Yes, I did...

   ➢ Yes, it's true

b. To deny a fact, you could use these expressions:

   ➢ I'm not lying, Dad. (actually you lie)

   ➢ No, I didn't say that. (actually you said it)

   ➢ The flower smells good. (actually the flower smells bad)

c. Kosakataterkaittema / jenisteks.

   Misalnya : Lotus, *watermelon, orchid, raflesia,* dsb

d. *Verbs : plant, grow, fertilize, dig, absorb, dsb*

e. *Types of animal : mammals, reptiles, insects, poultry, fish, amphiby, dsb.*

3. **Metode Pembelajaran / Teknik :** *Whispering Game Technique*

4. **Langkah-langkah Kegiatan**

   a. **Kegiatan Pendahuluan**

   • Mengawali pelajaran dengan sadar dan motivasi.

   • Menyapa para siswa (greeting)

   • Mengecek absen sisiswa.

   • Memeriksa dan mempersiapkan kondisi kelas.

   • Memberitahu tujuan pembelajaran.

b. Kegiatan Inti

   1. Eksplorasi

- Ellicting ungkapan-ungkapan terkait materi
- Memfasilitasi teks yang didengar siswa melalui percakapan sederhana yang dibacakan guru.
- Memfasilitasi terjadinya interaksi antar peserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya.
- Menggunakan beragam pendekatan pembelajaran, media pembelajaran, dan sumber belajar lain.

   2. Elaborasi

- Guru membuat kelompok siswa terdiri dari 5 sampai 7 siswa di setiap kelompok
- Guru memberikan materi/ ungkapan dengan menggunakan whispering game
- Guru memberikan petunjuk dan bantuan kepada siswa pada proses pembelajaran
- Guru memberikan apresiasi kepada siswa atas pencapaian siswa
- Guru memberikan post-test kepada siswa

   3. Konfirmasi

- Menanyakankesulitansiswaselamapembelajaran.
- Menyimpulkanmateripembelajaran

c. Kegiatan Penutup

- Siswa mendapatkan feedback dari guru dan mereview materi yang diberikan guru
- Guru menutup kegiatan pembelajaran dengan salam

5. Sumber Belajar

  a. Buku teks yang relevan :

- Let's Talk, English for Junior High School, Pakar Raya
- Solusi Siswa for Junior High School, CV. Pustaka Bengawan

  b. Picture

6. Penilaian

Indikator PencapaianKompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
1. Bertanya dan menjawab tentang mengakui, mengingkari fakta	Lisan	• Uji Petik Berbicara • Bermain peran	• *Create a dialogue based on the role cards and perform it in front of the class.*
	Tulisan	Missing letter	• *Write the missing letter!*

a. Instrumen:

1. *Make up a short dialogue with your partner based on each topic. Perform the dialogues in front of the class.*

Topics:

- *My garden*
- *Beautiful beach*
- *pet*
- *wild animal*

2. *Write the missing letter*
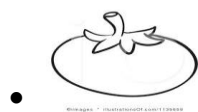
-    **T_M_T_**

-    **W_T_R_ELO_**

-    **_R_N_E**

b. PedomanPenilaian
   1. Jumlah skor maksimal keseluruhan   100
   2. Jumlah soal= 25
      - Jumlah soal x 4 = 100

c. RubrikPenilaian

No.	Element yang dinilai	Skormaksimal	Penilaianpesertadidik
1.	Intonation	20	
2.	Pronunciation	20	
3.	Fluency	20	
4.	Content	20	
5.	Face/ body expression	20	
	Total	100	

Mengetahui,
Guru Mata Pelajaran

Peneliti

(Yulia Fitri Sampurna, S.Pd)
NIP: 19820715 200801 2013

(Wiji Soviana)
NPM : 13108767

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah   : SMPN1 PUNGGUR

Mata Pelajaran   : BahasaInggris

Kelas/Semester   :VIII (Delapan) / 1

Standar Kompetensi

                    :3.Mengungkapkanmaknadalampercakapantransaksi onaldan interpersonal lisanpendeksederhanauntukberinteraksidenganlingkunga nsekitar

Kompetensi Dasar   : 3.1. Mengungkapkan makna yang terdapat dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, mengakui, mengingkari fakta, dan meminta dan memberi pendapat

Indikator   :

- Merespon ungkapan dan mengingkari fakta
- Mengidentifikasi ungkapan mengakui dan mengingkari fakta
- Mengucapkan ungkapan mengakui dan mengingkari fakta
- Menjawab ungkapan mengakui dan mengingkari fakta

Jenis Teks   : Transactional/ Interpersonal

Tema   : Flora and Fauna

Aspek / Skill   : Berbicara/ Speaking

AlokasiWaktu   : 4 x 40 menit

1   Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

  d. Memahami ungkapan mengakui dan mengingkari fakta

  e. Merespon ungkapan mengakui dan mengingkari fakta

  f. Memahami dan merespon percakapan mengakui dan mengingkari fakta

7.   Materi Pembelajaran

  f. To admit a fact, you could use these expressions:

      ➤ Yes, I admit it.

      ➤ Yes, I did...

      ➤ Yes, it's true

  g. To deny a fact, you could use these expressions:

      ➤ I'm not lying, Dad. (actually you lie)

      ➤ No, I didn't say that. (actually you said it)

      ➤ The flower smells good. (actually the flower smells bad)

  h. Kosakataterkaittema / jenisteks.

    Misalnya : Lotus, *watermelon, orchid, raflesia,* dsb

  i. *Verbs : plant, grow, fertilize, dig, absorb, dsb*

  j. *Types of animal : mammals, reptiles, insects, poultry, fish, amphiby, dsb.*

8.   Metode Pembelajaran / Teknik : *Three-phase technique*

9.   Langkah-langkah Kegiatan

b. Kegiatan Pendahuluan

- Mengawalipelajarandengansadardanmotivasi.
- Menyapa para siswa (greeting)
- Mengecekabsensisiswa.
- Memeriksadanmempersiapkankondisikelas.

- Memberitahutujuanpembelajaran.

c. **Kegiatan Inti**

4. **Eksplorasi**
   - Ellictingungkapan-ungkapanterkaitmateri
   - Memfasilitasiteks yang didengarsiswamelaluipercakapansederhana yang dibacakan guru.
   - Memfasilitasiterjadinyainteraksiantarpesertadidiksertaantarapesertad idikdengan guru, lingkungan, dansumberbelajarlainnya.
   - Menggunakanberagampendekatanpembelajaran, media pembelajaran, dansumberbelajar lain.

5. **Elaborasi**
   - Guru memberikan Pre-test kepada siswa menggunakan multiple choice
   - Guru memberikan petunjuk dan bantuan kepada siswa pada proses pembelajaran
   - Guru memberikan apresiasi kepada siswa atas pencapaian siswa
   - Guru memberikan post-test kepada siswa

6. **Konfirmasi**
   - Menanyakankesulitansiswaselamapembelajaran.
   - Menyimpulkanmateripembelajaran

d. **Kegiatan Penutup**
   - Siswa mendapatkan feedback dari guru dan mereview materi yang diberikan guru
   - Guru menutup kegiatan pembelajaran dengan salam

10. **Sumber Belajar**
   a. Buku teks yang relevan :
      - Let's Talk, English for Junior High School, Pakar Raya
      - Solusi Siswa for Junior High School, CV. Pustaka Bengawan
   b. Picture

11. Penilaian

Indikator PencapaianKompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
2. Bertanya dan menjawab tentang mengakui, mengingkari fakta	Lisan	• Uji Petik Berbicara • Bermain peran	• *Create a dialogue based on the role cards and perform it in front of the class.*
	Tulisan	Multiplr choice	• *Choose the correct answer by crossing (x) a, b, c or d!!*

d. Instrumen:

3. Make up a short dialogue with your partner based on each topic. Perform the dialogues in front of the class.

Topics:

- *zoo*
- *water park*
- *pet*
- *wild animal*

4. Choose the correct answer by crossing (x) a, b, c or d!!

1. This is a
   a. ruler   c. book
   b. table   d. chair

2. I have ….. book
   a. One   c. three
   b. four   d. two
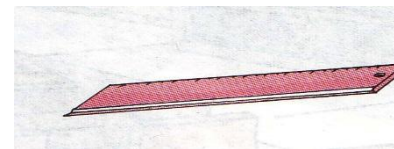
e. PedomanPenilaian

3. Jumlah skor maksimal keseluruhan   100
4. Jumlah soal x 4
   • 25 x 4= 100

f. Rubrik Penilaian

No.	Element yang dinilai	Skormaksimal	Penilaianpesertadidik

1.	Intonation	20	
2.	Pronunciation	20	
3.	Fluency	20	
4.	Content	20	
5.	Face/ body expression	20	
	Total	100	

Mengetahui,
Guru Mata Pelajaran

Peneliti

(**Yulia Fitri Sampurna, S.Pd**)
NIP: 19820715 200801 2013

(**Wiji Soviana**)
NPM : 13108767

Observation Sheet of the Teachers' Activities

School : SMPN 1 Punggur

Grade/ Semester : VIII.8/ I

Cycle : II

Teachers' Activities	Good	Enough	Less

1. Pre teaching
   a. Prepare the lesson
   b. Prepare the material that will given
   c. Ability in opening the learning process
	✓		

2. While teaching
   a. Inform the objective of learning
   b. Explain the material chronological
   c. Guide the students follow the lesson
   d. Motivate the students
   e. Guide the students to practice the material
	✓		

3. Post teaching
   a. Conclude the result learning
   b. Close the learning activity
	✓		

Tick (✓) for each positive activity.

Mengetahui,
Guru Mata Pelajaran

Peneliti

(Yulia Fitri Sampurna, S.Pd)
NIP: 19820715 200801 2013

(Wiji Soviana)
NPM : 13108767

Note :

➢ Tick (✓) gor each positive activity

➢ The students activities that observed are :

1. The students to attention explanation from the teacher.

2. Understanding the material.

3. Active in group like answer the question from the teacher to order the students.

4. Doing the task.

Mengetahui,
Guru Mata Pelajaran

Peneliti

(Yulia Fitri Sampurna, S.Pd)
NIP: 19820715 200801 2013

(Wiji Soviana)
NPM : 13108767

Name :
Class :
St. Number :
Pre-test I for Vocabulary Mastery
Direction!

1. *Write down your name and class on the left top of this paper.*
2. *Answer the correct answer in the paper*
3. *Check your answer before submitting.*

Choose the correct answer by crossing (x) a, b, c or d!!

3. This is a
   c. ruler   c. book
   d. table   d. chair
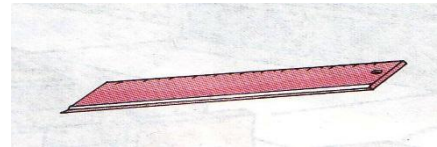
4. I have ….. book
   c. One   c. three
   d. four   d. two

5. A student is …… a book
   a. Writing
   b. Playing
   c. Reading
   d. Sleeping

6. She is ….. in the bedroom
   a. Reading
   b. Writing
   c. Playing
   d. Sleeping

7. Nadie has a new ……
   a. Pencil root
   b. Pencil eraser
   c. Pencil case
   d. Pencil sharpener
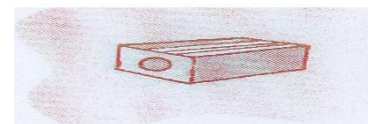
8. Ali is ……
   a. Playing
   b. Swimming
   c. Sitting

   d. Walking

9. A…..can fly
   a. Mouse   c. Horse
   b. Bird   d. Monkey

10. What pet have you got?
    I have got a…..
    a. Pigeon   c. Parrot
    b. Cat   d. Hen

11. She is …… on the grass
    a. Walking
    b. Climbing
    c. Swimming
    d. Sitting

12. Rudi is …… a kite
    a. Studying
    b. Climbing
    c. Flying
    d. Sitting

13. A…..eats a mouse
    a. Cat   c. Horse
    b. Dog   d. Monkey

14. Have you got a…..?
    a. Hen   c. Horse
    b. Bird   d. Rabbit

15. Is this a library?
    a. Yes, it is   c. Yes, it is not
    b. No, it is not   d. No, it is

16. It is a…..
    a. Broom   c. Duster
    b. Dust bin   d. Map

17. A…..eat a bone
    a. Horse   c. Cat
    b. Dog   d. Monkey

18. A…..eats rice
    a. Mouse   c. Cock
    b. Cat   d. Dog
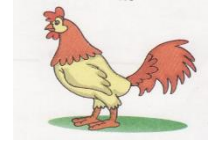
19. Susi is ….. a note
    a. Writing
    b. Walking
    c. Sweeping
    d. Playing

20. The students are …… football in the yard
    a. Playing
    b. Writing
    c. Sweeping
    d. Reading

21. Susunanhuruf yang benarpada kata P – N – I – C – L – E
    Adalah ….
    e. PENCIL   c. NEPCIL
    f. CILPIN   d. LICPEN

22. Is it a flag ?
    a. no, it is   c. yes, it is not
    b. no, it is no   d. yes, it is

23. I have one bag. Bag artinya..
    a. Tas   c. Pensil
    b. Buku   d. Penggaris
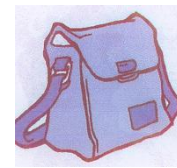
24. Hasan is …… the tree
    a. Sweeping
    b. Watering
    c. Climbing
    d. Painting

25. Hesti is ……. the floor
    a. Sweeping
    b. Planting
    c. Watering
    d. Climbing

26. It is a…..

a. Elephant   c. Horse
b. Goat   d. Giraffe

27. A….eats banana
 a. Horse   c. Cock
 b. Cat   d. Monkey

Name :
Class :
St. Number :
Post-test I for Vocabulary Mastery
Direction!

4. *Write down your name and class on the left top of this paper.*
5. *Answer the correct answer in the paper*
6. *Check your answer before submitting.*

Choose the correct answer by crossing (x) a, b, c or d!!

2. I have two ….
   a. nose   c. stomachs
   b. neck   d. hand

3. "Rambut", in English is…..
   a. Hair   c. Eye
   b. Nose   d. Ear

4. You like a…..
   a. Star fruit   c. Peanut
   b. Durian   d. Mango

5. Does your mother like grapes?
   Yes,….
   a. He does   c. I do
   b. She does   d. You do

6. We use our….. when we write
   a. hand   c. nose
   b. mouth   d. head

7. I have two ….
   a. eyes   c. nose
   b. head   d. neck

8. What is that ? it is my …
   a. chin   c. hair
   b. tooth   d. tongue

9. I have two…..
   a. Grapes   c. Pineapples
   b. Apples   d. Durians

10. I like……very much
    a. Orange   c. Peanut
    b. Papaya   d. Pineapple

11. What's this?
    It's my…..
    a. Neck   c. Shoulder
    b. Tongue   d. Head

12. This is a…..
    a. Hand   c. Head
    b. Knee   d. Stomach

13. Do you eat apple? No….
    a. You do not   c. I do
    b. You do   d. I don't
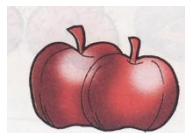
14. She likes…..
    a. Banana   c. Mango
    b. Pineapple   d. Apple
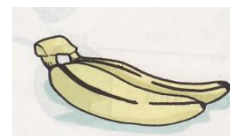
15. What is that?
    It is my …..
    a. Chin   c. Hair
    b. Tooth   d. Tongue

16. Saskia is
    a. Tall and fat   c. Shortandthin
    b. Shortand fat   d. Tail and thin

17. Fery is…
    a. Short and thin   c. Tall and fat
    b. Tall ind thin   d. Short and fat

18. Does your sister like…..?
    a. Mango   c. Star fruit
    b. Mangos teen   d. Coconut

19. My father doesn't like…..
    a. Apple   c. Banana
    b. Grape   d. Pineapple
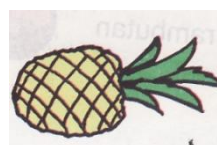
20. We use our …. When we see
    a. eyes   c. ear
    b. mouth   d. hand

21. What is this ? it is my ….
    a. nose   c. ear
    b. chin   d. eye

22. Ani likes…..
    a. Tomato   c. Durian
    b. Papaya   d. Banana

23. Ani likes…..
    a. Grape   c. Orange
    b. Pineapple   d. Banana
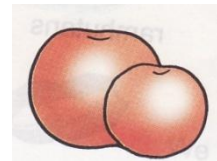
24. What is Bayu's hair like?
    a. Short and straight   c. Short and curly
    b. Long and curly   d. Long and Straight

25. Anis is…
    a. Shortand fat   c. Tall and thin
    b. Short and thin   d. Tall and fat

26. Dea's nose is…
    a. Sharp   c. Round
    b. Oval   d. Flat

Name   :

Class   :

St. Number   :
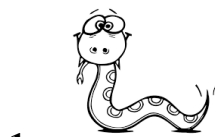
Test for Vocabulary Mastery

Direction!
1. Write down your name and class on the left top of this paper.
2.Answer the blank word in the paper
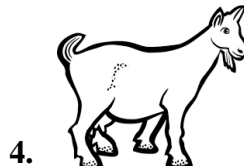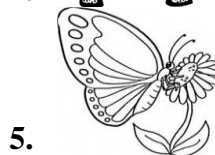*3. Check your answer before submitting.*
5.   Write the missing letter

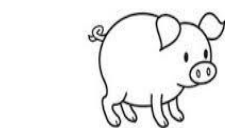- T_M_T_   8.   PA_ _YA
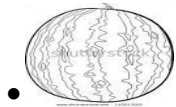
- W_T_R_ELO_   9.   C_CO_UT
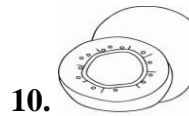
- _R_N_E   10.   K_W_

- GR_ _E   11.   _ARR_T

- A_PL_   12.

  S_RAW_E_R_

- M_N_O   13.   _UR_A_

- ME_O_   14.   F_O_E_

15.   C_W   21.   _I_D

16. _I_H

C_IC_EN

17. _ _G

_I_N

18. D_C_

C_M_L

19. BE_R

E_EP_A_T

20. OS_R_C_

22.

23.

24.

25.
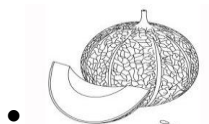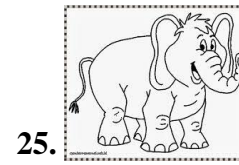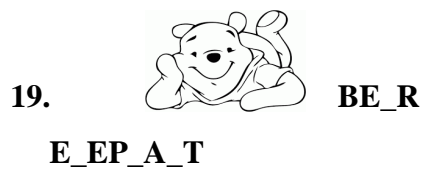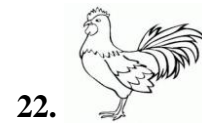
Name   :

Class   :

St. Number   :

Post-test for Vocabulary Mastery

Direction!
1. Write down your name and class on the left top of this paper.
2.Answer the blank word in the paper
3. Check your answer before submitting.
6.   Write the missing letter

1.   **S_A_E**

2.   **_WL**

3.   **P_N_A**

4.   **_OA_**

5.   **B_TT_RF_Y**

6.   **E_G_E**

7.   **P_G**

D_LP_I_
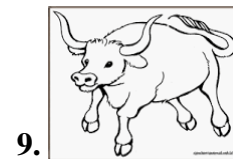
9.   **B_FF_L_**

10.   **F_R_**

11.   **P_GE_ _**

12.   **_ON_E_**

13.   **_I_ER**

14.   **_A_**

15.

8. S_A_K

16. H_R_E

17. MA_G_ST_EN

18. P_UM_K_N

19. R_M_UT_N

20. C_R_
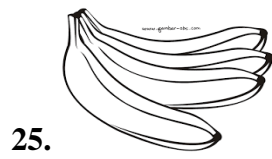
21. CH_RR_

22. L_ME

23. O_I_N

24. C_A_ _V_
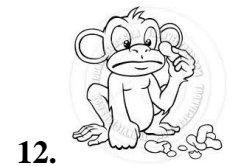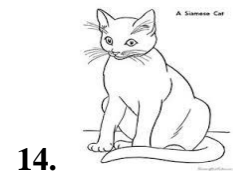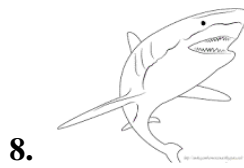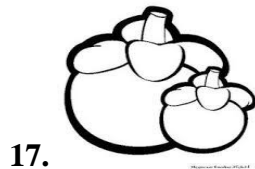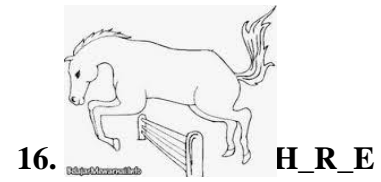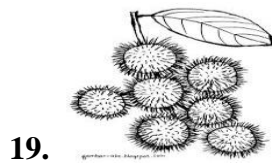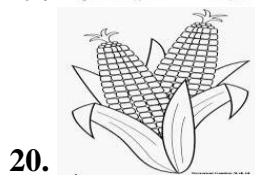
25. B_N_N_

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : P.1204/In.28/FTIK/PP.00.9/05/2017
Lamp : -
Hal : **BIMBINGAN SKRIPSI**

Kepada Yth:
1. Sdri. Dra. Umi Yawisah, M.Hum
2. Sdr. Ahmad Subhan Roza, M.Pd.
Dosen Pembimbing Skripsi
di-
        Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya di Institut Agama Islam Negeri (IAIN) Metro, maka mahasiswa diwajibkan menyusun skripsi, untuk itu kami mengharapkan kesediaan Saudara/i untuk membimbing mahasiswa tersebut dibawah ini:

Nama : Wiji Soviana
NPM : 13108767
Jurusan : Tarbiyah/TBI

Dengan ketentuan sebagai berikut:
1. Dosen Pembimbing, membimbing mahasiswa dari proposal sampai dengan penulisan skripsi, termasuk penelitian.
   a. Dosen pembimbing, bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan koreksi akhir.
   b. Ass. Dosen Pembimbing bertugas melaksanakan sepenuhnya bimbingan sampai selesai.
2. Waktu menyelesaikan skripsi:
   a. Maksimal 4 (empat) semester sejak mahasiswa yang bersangkutan lulus komprehensif.
   b. Waktu menyelesaikan skripsi 2 (dua) bulan sejak mahasiswa yang bersangkutan menyelesaikan konsep skripsinya sampai BAB II (pendahuluan + Konsep Teoritis).
3. Diwajibkan mengikuti pedoman penulisan skripsi yang dikeluarkan oleh IAIN Metro.
4. Banyaknya antara 40 s.d 60 halaman bagi yang menggunakan Bahasa Inggris dengan:
   a. Pendahuluan   ± 1/6 bagian
   b. Isi   ± 2/3 bagian
   c. Penutup   ± 1/6 bagian

Demikian disampaikan untuk dimaklumi dan atas kesediaan Saudara kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 24 Mei 2017
Wakil Dekan Bidang Akademik
dan Kelembagaan

Dra. Isti Fatonah, MA
NIP 196705311993032003

KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) JURAI SIWO METRO
JURUSAN TARBIYAH

Sekretariat : Jl. Ki. Hajar Dewantoro 15 A Metro. Telp (0725) 41507

Nomor : Sti.06/JST/PP.00.9/2351/2016
Lamp : -
Hal : **IZIN *PRA SURVEY***

Metro. 24 Oktober 2016

Kepada Yth.,
Kepala Sekolah SMP N 1 Punggur
Di –
    Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian tugas akhir/skripsi. mohon kiranya saudara berkenan memberikan izin kepada mahasiswa kami :

Nama   : Wiji Soviana
NPM   : 13108767
Jurusan   : Tarbiyah
Prodi   : PBI
Judul   : The Use of Whispering Game to Improve Student's Vocabulary at SMP N 1 Punggur in the Academic Year of 2016/2017

Untuk melakuan *PRA SURVEY* di SMP N 1 Punggur.

Demikianlah permohonan ini disampaikan, atas perhatian dan perkenannya dihaturkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan

Dr. Akla. M.Pd
NIP. 19691008 200003 2005

DINAS PENDIDIKAN
KABUPATEN LAMPUNG TENGAH
SMP NEGERI 1 PUNGGUR

Jalan Pendidikan No.2 Tanggulangin Punggur Telp. (0725) 7522125, E-mail: smpn1punggur@yahoo.co.id

SURAT IZIN PENELITIAN
NO. 422 /209/ 03 / C7.D8 / 2016

Berdasarkan surat saudara tanggal 24 Oktober 2016 No. Sti.06/JST/PP.00.9/ 2351/2016 tentang **izin Pra survey**, kami Kepala SMP Negeri 1 Punggur Kabupaten Lampung Tengah, mengizinkan kepada :

Nama	:	**WIJI SOVIANA**
NPM	:	**13108767**
Jurusan	:	Tarbiyah
Program Studi	:	Pendidikan Bahasa Inggris (PBI)

Mahasiswa tersebut diatas diizinkan untuk melaksanakan **Pra survey** di SMP Negeri 1 Punggur untuk digunakan sebagai Bahan Penulisan Skripsi,dengan Judul "The Use of Whispering Game to Improve Student's Vocabulary at SMP N 1 Punggur in the Academic Year of 2016/2017.

Demikian surat izin **Pra survey** ini dibuat, untuk dapat dipergunakan sebagai mana mestinya.

Punggur, 12 November 2016
Kepala SMP Negeri 1 Punggur

Hi. PURNOMO,S.Pd
NIP. 19651010 199203 1 010

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507, Faksimili (0725) 47296.
Website: www.metrouniv.ac.id: e-mail. iainmetro@metrouniv.ac.id

IAIN
METRO

Nomor : B-2848/In.28/R.1/TL.00/06/2017	Kepada Yth.,
Lampiran : -	KEPALA SMPN 1 PUNGGUR
Perihal : **IZIN RESEARCH**	di-
	Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2847/In.28/R/TL.01/06/2017, tanggal 06 Juni 2017 atas nama saudara:

Nama	:	**WIJI SOVIANA**
NPM	:	13108767
Semester	:	8 (Delapan)
Jurusan	:	Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMPN 1 PUNGGUR, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF WHISPERING GAME TO INCREASE THE STUDENTS' VOCABULARY MASTERY AT THE EIGHTH GRADERS OF SMPN 1 PUNGGUR CENTRAL LAMPUNG".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 06 Juni 2017
Wakil Rektor Bidang Akademik
dan Kelembagaan.

Dr. Suhairi, S.Ag, MH
NIP. 197210011999031003

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507, Faksimili (0725) 47296
Website: www.metrouniv.ac.id, e-mail: iainmetro@metrouniv.ac.id

S U R A T   T U G A S

Nomor: B-2847/In.28/R/TL.01/06/2017

Rektor Institut Agama Islam Negeri Metro, Menugaskan Kepada Saudara:

Nama	:	**WIJI SOVIANA**
NPM	:	13108767
Semester	:	8 (Delapan)
Jurusan	:	Pendidikan Bahasa Inggris

Untuk :
1. Mengadakan observasi/survey di SMPN 1 PUNGGUR, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF WHISPERING GAME TO INCREASE THE STUDENTS' VOCABULARY MASTERY AT THE EIGHTH GRADERS OF SMPN 1 PUNGGUR CENTRAL LAMPUNG".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal   : 06 Juni 2017

Mengetahui,
Pejabat Setempat

an. Rektor
Wakil Rektor Bidang Akademik,

Dr. Suhairi, S.Ag, MH
NIP 197210011999031003

PEMERINTAH KABUPATEN LAMPUNG TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 1 PUNGGUR
Jln. Pendidikan No 2 Tanggulangin Punggur Telp (0725)7522125

SURAT IZIN RESEARCH
Nomor : 422/ *143* /03/C7.D8/2017

Berdasarkan Surat Nomor : B-2848/In.28/R.1/TL.006/06/2017 tanggal 06 Juni 2017 tentang izin Research, dengan ini Kepala SMP Negeri 1 Punggur Kabupaten Lampung Tengah memberikan izin kepada :

Nama	: **WIJI SOVIANA**
NPM	: 13108767
Semester	: 8 (delapan)
Jurusan	: Pendidikan Bahasa Inggris

Untuk mengadakan research/survey di SMP Negeri 1 Punggur Kabupaten Lampung Tengah dalam rangka menyelesaikan Tugas Akhir/Skripsi Judul **"THE USE OF WHISPERING GAME TO INCREASE THE STUDENT'VOCABULARY MASTERY AT THE EIGHT GRADERS OF SMPN 1 PUNGGUR CENTRAL LAMPUNG"**

Demikian surat izin research ini dibuat, untuk dapat dipergunakan sebagai mana mestisnya.

Punggur, 19 Juli 2017
Kepala SMP Negeri 1 Punggur

Drs. PRAMONO
NIP 19600909 198602 1 007

Cycle I

(The reseracher prepare the material)

❖ **1ˢᵗ meeting (Monday, July 24ᵗʰ at 11.15 until 13.05)**

➢ **The researcher gave pretest to the students.**

➢ **The researcher doing action by giving the material**

❖ **2nd meeting (Tuesday, July 25th, 2017 at 07.15 untill 09.05)**

The researcher doing action by giving the material

❖ **3th meeting (Thursday, July 27th, 2017 at 11.15-13.05)**

The researcher giving the Post-test 1

Cycle II

> ➢ **The researcher prepare the material**

❖ **1st meeting (Monday, August 1st, 2017 at 13.00-14.10)**

➢ **The researcher doing action by giving the material**

➢ **The researcher applied the technique (Whispering Game)**

❖ **2ⁿᵈ meeting (Monday, August 7ᵗʰ, 2017 at 13.00-14.10)**

➢ **The researcher doing action by giving the material**

➢ **The researcher applied the technique (Whispering Game)**

❖ **3ᵗʰ meeting (Wednesday, August 9ᵗʰ, 2017 at 13.00-14.10)**

➢ **The researcher gave post test II**

CURRICULUM VITAE

The writer was born on October, 22, 1995, in Nambahrejo, Lampung. She is the thirth daughter in her family. Her father is Alm.Sutarno and her mother is Laswanti. She has two sisters Eka Sri Widarti and Ratnawati.

She entered the elementary school of SDN. 2 Nambahrejo in 2001 and graduated in 2007. Then she entered the junior high school of SMPN 1 Punggur Central Lampung in 2007. Then and graduated in 2010. At the same year she entered the senior high school of SMAN 1 Punggur Central Lampung and graduated in 2013. After that, she entered at IAIN Metro in 2013.

I conducted my PPL IN SMPN 1 Punggur Central Lampung on August 2 to September 14, 2016