**WHISPERING GAME ON VOCABULARY MASTERY**

**LERANING: TRUE – EXPERIMENTAL RESEARCH AT**

**FOURTH GRADE STUDENTS ELEMENTARY SCHOOL**

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**Abstrak:**

Penelitian ini merupakan penelitian pra-eksperimental. Penelitian ini bertujuan untuk mengetahui apakah permainan berbisik dapat meningkatkan penguasaan kosakata siswa. Populasi penelitian ini adalah siswa kelas IV SDN Tunjung 4 Burneh Bangkalan. Peneliti menggunakan teknik sampling jenuh untuk menentukan siswa sebagai sampel. Instrumen penelitian ini adalah tes tertulis. Data yang diperoleh dianalisis secara statistik menggunakan SPSS 2.1. Hasil komputasi SPSS menunjukkan rata-rata pre-test sebesar 43,89 dengan nilai standar deviasi 12,712, sedangkan hasil post-test menunjukkan rata-rata sebesar 72,78 dengan standar deviasi 9,743. Hasil tersebut dapat disimpulkan rata-rata post-test sebesar (72,78) dan rata-rata pre-test sebesar (43,89). Jadi terdapat pengaruh yang signifikan terhadap hasil tes penguasaan kosakata siswa. Berdasarkan hasil hipotesis, pembelajaran penguasaan kosakata pada siswa menggunakan Media Permainan Berbisik berpengaruh terhadap peningkatan penguasaan kosakata siswa kelas IV SDN Tunjung 4. Jadi terdapat perbedaan sebelum dan sesudah menggunakan Media Permainan Berbisik pada siswa. ' penguasaan kosakata.

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**Kata Kunci**: Kosataka, Permainan Bisik - bisik..

***Abstract:***

*This research is pre-experimental research. This research aims to find out whether Whispering game can enhance students' vocabulary mastery. The population of this study were fourth grade students at SDN Tunjung 4 Burneh Bangkalan. The researcher used saturated sampling techniques to determine students as samples. The instrument of this research is a written test. The data obtained were analyzed statistically using SPSS 2.1. SPSS computing results showed a pre-test average of 43.89 with a standard deviation value of 12.712, while the post-test results showed an average of 72.78 with a standard deviation of 9.743. These results can be concluded that the post-test average is (72.78) and the pre-test average is (43.89). So there is a significant influence on the results of students' vocabulary mastery tests. Based on the results of the hypothesis, learning to master vocabulary on students using the Whispering game Media has an effect on enhancing vocabulary mastery of class IV students at SDN Tunjung 4. So there is a difference before and after using the Whispering game Media on students' vocabulary mastery.*

***Keywords:*** *Vocabulary, Whispering Game.*

**INTRODUCTION**

Whispering game is one of the games that can be applied to student learning. Whispering game is an activity where the teacher whispers a word to the first student, then the first student whispers the word to the second student and so on (Juniati et al., 2022). Whisper game is an alternative technique for teaching children, especially at the elementary level. This game is done by whispering in turn and in sequence. Many students are happy when learning while playing this game (Suryadi, 2022). Whispering game are one strategy for teaching vocabulary knowledge. This game often called Chain whisper or Chinese whisper game, and the important of this game are listening and speaking. The way to play is where student whispers what she heard to her friend, her friend also whispers what he heard. Whispering game assist students to show the crucial of clear communication because it ensures students understand the context of the conversation and avoids misunderstandings. And automatically, by playing this game help students enhance their vocabulary (Sihombing tet al., 2022).

Moreover, learning through games is suitable for both younger and older ages. This media can increase students' interest and motivation in learning English. students in the classroom become more active and exciting. And also She claims that playing games makes students have fun and not boring (Silalahi, 2019). And also according to Kaldarova et al., (2023) games can help students concentrate while learning because games are students' favorite as entertainment. Games become fun activities that can arouse students' interest in learning English, can understand English lessons quickly and easily and also it can initiate a better bonding between teacher and learners. Whispering game is one methat can be applied in teaching English vocabulary mastery students. One of the most prominent in the use of whispering game is that it makes it easier for students to remember vocabulary. Vocabulary plays an important role in communication because, vocabulary is the foundation of communication, without vocabulary students cannot communicate, write, or understand the meaning of sentences (Sari & Aminatun, 2021). The suitable and interesting way for students to learn vocabulary is by playing games. Whispering game is a solution on student’s vocabulary mastery, without vocabulary students will difficult to learning. It is relevant with Haryadi et al., (2021) and he stated vocabulary is an important aspect of foreign language acquisition. The vocabulary of a language is the list of words that make up a sentence. It is utilized as the primary tool for comprehending forms, phrases, sentences, and texts in one or more paragraphs. Vocabulary is used as the main tool for understanding forms, phrases, sentences, and text in one or several paragraphs. Vocabulary form the main part of a message. Students cannot learn a language without knowing vocabulary (Gholamreza, A., & Pourhosein, G. A., 2019). Learning through whispering games is expected to make it easier for students and more interesting in learning English, especially in mastering vocabulary.

Another opinion explained by Ratih Juniati, dkk (2022) the procedur are the children are divided into several groups, children in groups are arranged in a row or lined up to the side or back, as expected, the teacher calls the group representative students to whisper some of the words that have been made, the child receives the information and whispers the information to his friends, in a series of children whisper the information, and the last child will mention what he has heard from his friends in at least 3 words.

There are many methods and techniques to make the English teaching learning process enjoyable and interesting. One of them is using whispering game. In the field, teachers apply the whispering games method by forming groups. According to Riza Fathulbari Rahman (2018) some instructions for using whispering game, section out a language that is appropriate in difficulty. 1) Groups should be formed and assigned in a predetermined order. 2) Whispers each group's representative the first line of the word. They whisper it to the next member of their group after learning it by heart, and so on, either in a line or a circle. The representative should get back to their teacher when they're prepared for the next passage of text. Whenever there is to be competition in the activity, take away points whenever a student walks away from their designated spot other than the group representative. 3) Each group's last students memorize and then share what they have heard. At the end of the activity, read and speak out students’ versions, and the real version.

During the learning process in class, students often experience errors in remembering vocabulary in English. Number is one part of the vocabulary in English sentences when someone communicates. This happens because students lack knowledge of number vocabulary and lack of learning support from teachers. Therefore, teachers must find the right methods and techniques to help students understand and be able to master English number vocabulary. Related to the media used in vocabulary mastery. Teaching English number vocabulary should be given more attention because number vocabulary is very important in language memory ability. Teachers must prepare all components in teaching the learning process well. The components are materials and teaching media.

Based on the formulation above, the research had the objective of the study is to know the effect whether whispering game is effective to students’ vocabulary mastery or not at the fourth grade of UPTD SD Negeri Tunjung 4, so the researacher will conduct a research entitled: Whispering Game on Vocabulary Mastery Learning: True – Experimental Research at Fouth Grade Student Elementary School.

**RESEARCH METHOD**

A method is a process for measuring or testing something. The Researcher will find it easier to analyse data in general. According to Arikunto (2017) research methods is the way a researcher uses to collect data in a study. And Sugiyono (2013) he stated that the research method is a scientific methodology to collect data for specified aims and uses. Quantitative research is called pure research as it may be described with specific figures (Darwin, 2021). So, the researcher will be using the method of quantitative research apply pre-experimental research design.

Lailatul Maya (2021) states that Pre-experimental research involves measuring a dependent variable in a group of subjects by applying a treatment. This study used a one-group pretest-posttest design. In summary, the researcher administered tests at both the start and end of the study to assess the accuracy of the results by comparing conditions before and after the treatment. (Sugiyono, 2013).

This study is divided into pre-test, treatment, and post-test. The purpose of experimental research to be achieved to find out whether the whispering game method is effective or not in increasing vocabulary mastery of fourth grade students at SDN Tunjung 4 ". The researcher found out the results after knowing the difference between students' vocabulary mastery before and after implementing the whispering game by through comparing pre-test and post-test scores. Following is the design table one group Pre-test-Post-test Design research.

Table 1 Pre-experimental Research Design

|  |  |  |
| --- | --- | --- |
| Pre-test | Treatment | Post-test |
| O1 | X | O2 |

Description:

O1: Pre-test to determining students' abilities before being given treatment

X : The treatment that applying use the whispering game media

O2: Posttest final score after using treatment

1. **Data collection Method**

In this research, the researcher is collecting the data by using tests, observation and documentation. The researcher will give the students a vocabulary mastery test to assess their skills and abilities. In this study, the tests are used: pre-test, treatment, and post-test.

1. Pre-Test

 In the pre-test section, the researcher will be use 10 multiple choice questions about numbers vocabulary. The 10 questions cover ordinal number, cardinal number, and multiple number material. The pre-test is given before the treatment. In this section, the researcher also uses a written test to find out the numbers of vocabulary known by students.

1. Treatment

The researcher uses whispering game to the treatment is implemented after pre-test, the treatment will be administered in two meeting.

1. The first meeting treatment

There are steps in this meeting `such as 1) the researcher explains about number materials namely: the definitions and types of number such as cardinal numbers, ordinal numbers, and multiple numbers, 2) the researcher explain about the method “whispering game” in vocabulary mastery on numbers that will be playing with students and also explain about the guessing test in the whispering game, 3) provide stimulus about numbers vocabulary, 4) form 5 groups, each group consists of 7-8 students, 5) each group lines up in rows, 6) the researcher whispers the number vocabulary to the first student, 7) the first student whispers the vocabulary to the next student and so on, 8) the last student says the results of the vocabulary he/she hears out loud, 9) the researcher matches the vocabulary from the last student with the actual vocabulary, 10) the researcher will conduct an assessment after using the whispering game.

1. The second meeting treatment

In this meeting, the researcher will repeat the whispering game such as

1) provide stimulus about numbers vocabulary, 2) students line up with each group, 3) the researcher will whisper the number word to the first student of group, 4) first student of group also whisper to the second student of group and so on, 5) the last student of group will say out loud, 6) the researcher will correct the last student's speech with the actual number word. This game will be repeated with 10 guesses. with this game, it will train students' memory and can increase the vocabulary of numbers.

1. Post-Test

After the treatments, the researcher give posttest to students. the post test is given to the students because the researcher wants to know diffrences of students’ development in mastery vocabulary number before and after using whispering game. So, the researcher gives the assignment to result in the end posttest. The test is about one hour. in this section is the same as the composition of the initial test which consists of: 10 vocabulary numbers which consists of 10 multiple choice questions.

1. **Data Analysis Technique**

In data analysis techniques the researcher using test normality, homogeneity and paired samples T-test.

Descriptive statistics

Descriptive statistics is a method that deals with the collection and presentation of a set of data to assess data quality in the form of variable types, summary statistics (mean, median, mode, standard deviation, and so on), distributions, and graphical representations, without using probability formulas. The researcher using SPSS program 21.0 version.

1. Normality Test

Normality test is a statistical test used to test whether the observed data has a normal distribution or not. Normality test using Shapiro-Wilk.

1. Paired Sample T-Test

Paired Sample T-Test analysis is used to compare the means of two variables in one group.

The results using theory by Indah (2019) with the title "Students' Ability to Understand Simple Past Tense Through Whisper and Write Game". The previous technique used was pre-experimental, the aim was to determine the effectiveness of using whisper and write games to improve students' ability to understand simple past tense. The previous study used the classification of student score, The mean Score and Standard Deviation of Pretest and Posttest, and Test of significance (t-test) and hypothesis. The classification of student score was the pretest results showed that 11.43% of students were classified as fair, 20% as poor, and 68.57% as very poor. No students received excellent, very good, good, or fairly good categories. In the posttest, 20% of students were classified as good, 60% as fairly good, and 20% as fair. No students received excellent, very good, poor, or very poor categories. The mean Score and Standard Deviation of Pretest was the study reveals a significant difference in the mean scores between the pretest and posttest of Second Grade Informatics Department students at Cokroaminoto Palopo University. The posttest showed a higher mean score (71.31 > 44.51), indicating an increase in students' understanding of simple past tense through the Whisper and Write Game. Test of significance (t-test) and hypothesis was the study found a significant difference in students' ability to understand simple past tense after using a whisper and write game at Cokroaminoto Palopo University. The P-value was 0.000, indicating that the null hypothesis (H0) was rejected and the alternative hypothesis (H1) was accepted. The study concluded that the game can enhance students' understanding of simple past tense.

**RESULT AND DISCUSSION**

1. **RESULT**
2. **Data Description**

The research design in class IV SDN Tunjung 4 with pretest and posttest instruments for one class, the researcher also explained the results of the pre-test and post-test that the students had done. And the researcher explained about the effectiveness of whispering game media in mastering vocabulary in students in class SDN Tunjung 4. The sample of this research is 36 fourth grade students of SDN Tunjung 04. In this study, the researcher compare the results of the pre-test and post-test related to the effectiveness of the whispering game media used.

Before conducting the research, the researcher first gave a pre-test to students to find out the extent of students' vocabulary abilities in class IV at SDN Tunjung 4 using material about numbers name such as ordinal numbers, cardinal numbers and multiple numbers without using whispering game.

The researcher started this study on April 05, 2024. As shown by the data above, students' pretest scores were still poor; some students still scored less than 50 out of the total aspects. The average score on each aspect is 20. The first aspect is meaning, this aspect is the most important aspect in vocabulary learning because meaning is the denotation of the word. The students cannot process words if they do not know the meaning of the word. Based on the results of the data above, it was found that 30% of students scored 20 out of the target score of 30. The students who scored below 20 occurred due to lack of reading and memorizing vocabulary. The second aspect is Spelling, the spelling aspect is a fairly easy aspect for students, because students are already quite good at spelling English words. However, there are still some students who get low scores below 20. The results showed 47% of students scored 20 out of the target score of 20.

The next third is the pronunciation aspect, the pronunciation aspect is an aspect that is very difficult to achieve by students because of the pronunciation of words that are difficult for students to imitate in English. This aspect of pronunciation is also the aspect that students score the lowest compared to other aspects. From the results obtained, only 5% of students scored an average of 20 with a target score of 20. And 52% of students scored 0 out of a target score of 20. This is also due to the lack of students remembering how to pronounce vocabulary correctly. And the last is the use word aspect, the use word aspect here focuses on how well students can change the form of words, for example from cardinal number namely “one” to ordinal number namely “first”. Use word changes the form of the word which means that if the word changes then the meaning will also change. Based on the data results, 25% of students scored 20 out of the target score of 30. From these results, only a few students were able to remember word changes and were able to change them, and there were still many students who were unable to change words by getting scores below the average. From the acquisition of student scores, the researcher made repair by providing treatment to fourth grade students of SDN Tunjung 04.

The researcher gave treatment to students by introducing a learning media in the form of a game, namely whispering game media. The researcher gave the treatment for sixty minutes so that students can be more enthusiastic in learning vocabulary, especially in remembering aspects of number vocabulary and can increase the acquisition of number vocabulary.

1. First Treatment

In the first treatment conducted on April 06, 2024 with a duration of 60 minutes, the researcher began the treatment by greeting students, said morning greetings and asked how is the students so that learning could be more fun and the learning process could run well. Furthermore, after giving greetings, the researcher provides basic material about basic numbers vocabulary in English, explaining to students the kinds of numbers in English such as cardinal numbers, ordinal numbers and multiple numbers. In the material, the researcher also explained how to interpret, spell, pronounce and change words correctly.

After the explanation, students were instructed to read and memorize numbers vocabulary for 10 minutes. Then, the researcher informed the students about the game to be played, which was a whispering game. Next, students were formed into 5 groups, each group consisting of 7-8 students. Each group lined up in turn. The researcher whispered the number vocabulary such as cardinal numbers (one, seventeen, twelve, seven, eleven, twenty-two, etc.) then ordinal numbers (first, second, thirty, four, etc.) and finally multiples numbers (once, twice, three times, four times, etc.) The vocabulary was whispered to students who were in the last row randomly. The last student whispers the word to the next row student, and so on until the firstrow student. The firstrow student says the word out loud. The researcher corrects whether the word matches the word at the beginning. If the word is correct then the group gets star points. Each group played for 10 minutes with 5-8 words about numbers. After students played the whispering game, the researcher saw the expansion of students' number vocabulary. Some students were able to remember and add number vocabulary.

1. Second Treatment

In the second treatment conducted on April 12, 2024 with a duration of 60 minutes, the researcher began the treatment by greeting students by saying morning greetings and asking how the students were doing. The researcher also asked whether the students were still excited to learn while playing, and how much vocabulary the students had mastered. giving yells to students so that learning can be more fun and learning is more active.

Next, the researcher repeats the whispering game by whisper some vocabulary such as cardinal numbers (two, five, nineteen, forty, fifty-three, one hundred, sixty-four, etc.), then ordinal numbers (first, second, third, fourth, fifth, sixth, etc.), and finally multiples (once, two, three times, four times, ten times etc.). The numbers vocabulary was whispered to the student in the back row to the student in the next row and so on until the last student. The last student say the word out loud. The researcher matches the results of the word from the last student with the previous word. In this treatment, students can play whispering whenever at school to help improve vocabulary, this game also helps enhance students' enthusiasm for learning so that students are more active in learning and not easily bored.

After the researcher conducted the treatment twice, students were able to remember and master some numbers vocabulary. To ensure the truth, the researcher gave a posttest which was conducted on April 13, 2024 with a duration of 40 minutes, the researcher also saw the difference before and after treatment.

Based on the posttest results above, it can be seen that there is a better change in students. Some students get scores above 50 from the total aspects and get an average score in each aspect. From the results of the table above, it is found that in the aspect of meaning, 77% of students get an average score of 20, which means that there has been an improvement in the aspect of meaning, the average score on students increased by 47%. Then it was found that in the aspect of spelling, 80% of students got an average score of 20. This means that there has been an enhancement in the spelling aspect, the average score on students increased by 33%.

Furthermore, in the aspect of pronunciation, the most difficult aspect for students, it was found that 33% of students got an average score of 20. From the table it can be concluded that the average score on students increased by 28%. And the last is aspect of use word, in this aspect 72% of students got an average score of 20. Which means the increase in the average score on students increased by 47%. From the explanation above, the aspects that experienced the most enhancement were in the aspects of meaning and use word. And the aspect with the lowest level is the pronunciation aspect.

The researcher also found that the cause of the enhance in students' vocabulary scores using the whispering game media was in the third part of the steps, namely when the researcher whispered words to students. The students master vocabulary when it is spelled out in their ears, so they focus on hearing and focus on remembering the vocabulary that is whispered. In this case students will try as much as possible to remember the vocabulary whispered to them, which will cause students to remember vocabulary frequently. The whispering game media is a significant effect in helping to increase the mastery of numbers vocabulary on students. This is supported by Sihombing (2022) stated that whispering game is one of the Media that can be used to teach vocabulary mastery. This game assist students in demonstrating the significance of clear communication with others. Engaging in this game automatically make it easier for students to master vocabulary.

The researcher also used SPSS version 2.1 for windows to make it easier to compare students' pre-test and post-test scores after being given treatment to find out if there were significant differences.

1. **Realibity Test**

With the test criteria, if rAlpha > rtabel is 0.05 then the measuring instrument is declared reliable and conversely if rAlpha < rtabel then the measuring instrument is declared unreliable. Reliability test results during the pretest.

Table 2. Reliability Test of Pretest

|  |
| --- |
| Reliability Statistics |
| Cronbach's Alpha | N of Items |
| ,927 | 8 |

The results of the calculation of the reliability test when the pretest in the table above is 0.927 Then the result of rAlpha 0.927 > rtabel 0.05 then according to the test criteria can prove that when the pretest has a level of reliability.

Table 3. Reliability Test of Posttest

|  |
| --- |
| Reliability Statistics |
| Cronbach's Alpha | N of Items |
| ,892 | 9 |

The results of the calculation of the trial reliability test when the Posttest in the table above is 0.892 Then the result of rAlpha 0.892 > rtabel 0.05 then according to the test criteria can prove that when the posttest has a level of reliability.

1. **Normality Test**

After the research instrument has been processed, the next step is to conduct a normality test to determine the distribution of data obtained from the pretest and posttest given to respondents is normally or abnormally distributed. With the basis for decision making:

a) If the significance obtained >0.05, then the data is normally distributed.

b) If the significance obtained <0.05, then the data is not normally distributed.

The results of the normality test are in the following table:

Table 4.Normality Test

|  |
| --- |
| **One-Sample Kolmogorov-Smirnov Test** |
|   | Unstandardized Residual |
| N | 36 |
| Normal Parametersa,b | Mean | ,0000000 |
| Std. Deviation | 6,54439276 |
| Most Extreme Differences | Absolute | ,118 |
| Positive | ,118 |
| Negative | -,064 |
| Kolmogorov-Smirnov Z | ,708 |
| Asymp. Sig. (2-tailed) | ,698 |
| a. Test distribution is Normal. |
| b. Calculated from data. |

The analysis test was carried out at the 0.05 confidence level in the table above, it can be concluded that the normality test results were normally distributed because they met the criteria seen from the Kolmogorov-Smirnov test table 0.69 8> 0.05.

1. **Paired Sample T-Test**

The paired sample t-test technique used in this study. Paired Sample t-test is often used to see the difference test of two paired samples. Paired sample consist of the same subjects who undergo different treatment with the help of the SPSS 2.1 for windows application. With the hypothesis namely:

H0 = the two populations mean are identical (the average pretest and posttest scores are not significantly different).

Ha = the two populations means are not identical (the average pretest and posttest scores are significantly different).

Basis for decision making:

a. If the probability/significance level > 0.05 then H0 is accepted.

b. Conversely, if the probability / significance level <0.05 then H0 is rejected.

Table 5. Paired Sample T-test

|  |
| --- |
| **Paired Samples Statistics** |
|   | Mean | N | Std. Deviation | Std. Error Mean |
| Pair 1 | Pretest | 43,89 | 36 | 12,712 | 2,119 |
| Posttest | 72,78 | 36 | 9,743 | 1,624 |

|  |
| --- |
| **Paired Samples Test** |
|   | Paired Differences | t | Df | Sig. (2-tailed) |
| Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference |
| Lower | Upper |
| Pair 1 | Pretest - Posttest | -28,889 | 8,545 | 1,424 | -31,780 | -25,998 | -20,285 | 35 | ,000 |

Based on the results of the above output, it can be obtained that the average pretest value is 43.89 and posttest is 72.78 with a significant value (2-tailed) of 0.000 < 0.05, so it is concluded that whispering game on vocabulary mastery learning true-experimental research at fourth grade students elementary school shows the influence/difference of the average by using on vocabulary mastery of students.

1. Hypothesis Testing

The results of data analysis using SPSS version 2.1 for windows show that the mean of the pre-test is 43.89 with a standard deviation of 12.712, while the post-test results show a mean of 72.78 with a standard deviation of 9.743. These results can be concluded that the mean of the post-test (72.78) is the mean of the pre-test (43.89), so this means that there is a significant effect on the test results of students' numbers vocabulary mastery.

So in conclusion, HI which says that there is a significant effect on students' numerical vocabulary mastery by using whispering game media is accepted and HO which says that there is no effect on students' numbers vocabulary mastery by using whispering game media is rejected. So, based on the results of the hypothesis above, learning the mastery of number vocabulary on students by using whispering game media has an effect on enhanced the mastery of numbers vocabulary of grade IV students of SDN Tunjung 4. So that there are differences before and after using whispering game media on students' mastery of numbers vocabulary.

1. **DISCUSSION**

After calculating and analyzing the data, the researcher presents a discussion based on the findings. This section aims to describe the results of student scores before and after applying the game in teaching vocabulary, especially number material. From the findings based on the theory of research objectives regarding the effectiveness of whispering game as a media to enhance students' vocabulary mastery. The final result shows that the output of the paired simple t-test is that there is an effect of using whispering games on the vocabulary mastery of grade IV students of SDN Tunjung 4. The average score was 43.89 pretest and 72.78 posttest.

This finding shows that students' vocabulary mastery ability by using whispering game media has enhanced significantly. This is the same as research conducted by Indah (2019). The study found that students' comprehension ability in simple past tense material was significant before and after using whisper and write game. It was found that the average score was 44.51 pretest and 71.31 posttest. Therefore, it can be concluded that whisper and write game can enhance students' simple past tense comprehension ability. Therefore, seeing the conclusion obtained, it is necessary to apply whispering game as a learning media that helps enhance comprehension and memory of vocabulary to support students in learning.

The researcher sees that this game is one of the suitable Media in teaching vocabulary for grade IV students at SDN Tunjung 4 because students can find out vocabulary from what they hear and students automatically store the material in their memory because the message they convey/whisper must be heard and observed properly. That way they are forced to focus and memorize the message. Besides that, there are advantages and disadvantages of whispering games, according to Indah (2019) Lewis stated that there are advantages and disadvantages of whispering games based on the results of these studies, researchers provide additional information about the advantages and disadvantages of this game.

And related to the experts' statements regarding the advantages and disadvantages of this game, researchers also experienced the same thing when playing this game. Indah (2019) stated here are some of the advantages that researchers found after applying whispering game, among others: 1. It can enhance their memory in mastering English vocabulary and make them eager to learn, not feel bored and happy because of the new atmosphere when learning the material. 2. Good relationships are established, having a solid team and can foster trust with others, especially in their group. This can be proven when they play the game. Before starting to play, they support each other especially for the first student who wants to start the game. They believe and hope that their friends can memorize well and convey messages by whispering clearly and correctly.

And also Indah (2019) stated the disadvantages of this game are: 1. Requires a large room. If the classroom is small, it is difficult for students to move. When this game is applied, the classroom is not spacious so it interferes with their movement because the distance between each group is too close together. 2. If it is too noisy in the classroom or outside the classroom, it is difficult for students to hear the message clearly and correctly. Students will send the wrong message to other members which causes some students to mishear the message. And students also find it difficult to apply this game because it needs full attention and concentration in memorizing the material, having to convey messages to their friends correctly and clearly. When doing this game, some of them did not memorize well because they lost concentration. So, they sent the wrong message. In teaching vocabulary by using whispering game, the researcher found that the students looked excited and confident. Although the researcher faced some problems, this game can still make the students feel happy and comfortable to learn English because the researcher tries to solve the problem so that it can reduce the students' problems to keep learning well.

**CONCLUSION**

Established on the data in the previous chapter, the researcher finally got whispering game results based on research results, data analysis and discussion carried out, it can be concluded that there is an influence vocabulary mastery learning media uses whispering games to enhance memory and vocabulary mastery of class IV students at SDN Tunjung 04. The data is statically analyzed from Paired Simple T-Test analysis from SPSS 2.1 program. The results of the Paired Simple T-Test show that there is differences in students' vocabulary mastery with an average score of 43.89 pretest and 71.31 posttest. On the other hand, this method may be applicable at another school.

**ACKNOWLEDGE**

*Alhamdulillahi rabbil 'alamin*, all praise and gratitude are due to Allah SWT, the Almighty, for all the outpouring of His grace and guidance so that the author is able to complete the thesis entitled “WHISPERING GAME ON VOCABULARY MASTERY LERANING: TRUE - EXPERIMENTAL RESEARCH AT FOURTH GRADE STUDENTS ELEMENTARY SCHOOL” on time. Shalawat and greetings are addressed to the final chosen religious messenger, the Prophet Muhammad SAW, who has brought us from the darkness to the brightness.

This thesis is written in order to fulfill the requirements to achieve a Bachelor of Education degree in the English Education Study Program of STKIP PGRI Bangkalan. In completing the study and writing of this thesis, the author has received a lot of help both teaching, guidance and direction from various parties both directly and indirectly. For this reason, the author expresses his deepest appreciation and gratitude to:

1. Mr. Fajar Hidayatullah, M.Pd as the head of STKIP PGRI Bangkalan.
2. Mrs. Tera Athena, M.Pd as the chairman of English Education Department STKIP PGRI Bangkalan.
3. Mr. Hafidz, M.Pd as the supervisor who have given the writer guidance, correction, and support until this thesis was complete.
4. All of the lecturers of the STKIP PGRI Bangkalan especially to the lectures of English Education Department who taught me for many years.
5. Muzayyanah, S.Pd as a teacher of SDN Tunjung 4 Kec. Burneh Bangkalan
6. My family who always provide support and prayer and materials so that they are able to complete their studies well.
7. My beloved friends Siti Karimah and Nurus Syifak who always provide help and support to the author. Thank you for the sweet memories with the author. As well as all friends of the English education study program class of 2020.
8. The last thank you for my special person. Thank you very much for your time, support and contribution.

The author realizes that the preparation of this thesis is still far from perfect due to the limitations of the author's abilities and knowledge. Therefore, for errors and shortcomings in writing this thesis, the author apologizes and is willing to accept constructive criticism.Finally, the author hopes that this thesis can provide benefits to anyone who reads it.

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