

CHAPTER II

REVIEW OF RELATED LITERATURE AND HYPOTHESIS

2.1 Previous Studies

These are some researches about whispering game had been conducted:

First, research was done by Murniati (2017), entitled *The Effectiveness of Whispering Game in Learning Vocabulary of the Eight Grade at MTS AL-Istiqamah Pengambangan Banjarmasin*. The researcher use an Experiment research which the data is analyzed quantitatively. The objective of this research is to find out the result of teaching-learning process on students' vocabulary achievement in teaching vocabulary by using or not whispering games. The instruments of collecting data is objective test, fill in the blank and matching to measure the students achievement in their vocabulary. Furthermore, T formula is used in order to find the effectiveness between whispering game and vocabulary achievement. The results of this research showed that (1) students' vocabulary achievement on experiment class is significant. The result of the pre-test in experiment class is 810 and post-test is 1290 with significant value is higher than significant level. (2) students' vocabulary achievement on control class is significant.

Second, research was done by Rohmah (2014), entitled *The Effectiveness of Whispering Game to Teach Vocabulary*. This research

was conducted by using quasi experimental research. The participants of this research were the eighth grade students of SMP PGRI 1 Kuwarasan. There were two classes which class A used as the control class and class B used as the experimental class. That was used in collecting the data of this research, namely pre-test and post-test. The test consisted of multiple choice and scrabble letters item. Based on the computation, the t-test result was 2.295 and the result of t-table at the significant level 0.05 with degree of freedom 78 was 1.664. From the calculation t-obtained was higher than t-table.

Third, research was done by Soviana (2017), entitled *The Use of Whispering Game to Increase the Students' Vocabulary Mastery at the eighth Graders of SMPN 1 Punggur Centra Lampung*. The aim of this research is to know whether the whispering game can increase the vocabulary mastery in teaching learning process. This research was done in two cycles. Each cycle is done in three meetings. Each cycle consists of planning, acting, observing and reflecting. In collecting data, the researcher uses test, the names are pre-test and post-test, documentation, observation, and field note.

Fourth, research was done by Utami (2017), entitled *The Influence of Using Chinese Whisper Game Towards Students' Speaking Ability at the First Semester of the Eighth Grade in SMP Negeri 1 Tanjungsari South Lampung 2017/2018 Academic Year*. The methodology of the research was experimental design. In this research

the writer used experimental method by using quasi experimental pre-test post-test group design. The pre-test gave before the treatment at the eighth grade of SMP N 1 Tanjungsari South Lampung. At the end of the treatment, the researcher gave the students a test, which called post-test. Towards the end, the score of pre-test and post-test compared in order to find the answer for the research questions. The population consisted of 229 students' of the eighth grade of SMP N 1 Tanjungsari South Lampung in the academic year of 2017/2018. The sample was using clusters random sampling technique. The researcher took two classes, consist of experimental and control class. VIII B consist of 35 students as experimental, and VIII C which consist of 36 students as the control class. In collect the data, the researcher used oral test instruction for pre-test and post-test.

Fifth, research was done by Khusniati (2016), *entitled The Effectiveness of Chinese Whispers Game Toward Students' Vocabulary Mastery of Seventh Grade at SMPN 2 Sumbergempol Tulungagung*. This research was conducted by using pre-experimental design with one group pretest and posttest with quantitative approach. The population of this research was all the students of seventh grade at SMPN 2 Sumbergempol. The sample that used in this research was the students of VIIB class of SMPN 2 Sumbergempol that includes 26 students. Instrument of this research was test in the form of vocabulary test. The data analyzed was used t-test formula. The result

showed that the mean of student's score before used Chinese Whispers game was 73,07. While the mean of student's score after used Chinese Whispers game was 91,23. The result of t-test score was 9,078 and t-table with significant difference 5% was 2,060. After compared the score above, the result showed that t-test was greater than t-table ($9,078 > 2,060$). The results of computation showed that H1 was accepted and H0 was rejected. It can be concluded that there was any significant difference before and after taught by using Chinese Whispers game in teaching learning process, and it means that teaching used Chinese Whispers game was effective. In the other words, Chinese Whispers game can be one of alternative technique in teaching vocabulary of Junior high school level.

From the all previous above, it can be concluded that by whispering game, the teacher can improve the students' speaking ability and it can make the students easier to understand. In this research, the difference is that research uses a true experimental and whispering game only by focusing on speaking in senior high school. Beside that, this game can be used in practicing the language item that has been learned previously.

2.2 Related Theories

This sub-chapter presents theories that related to this research will discuss some relevant theories which are related to the study. Those are divided into four parts. They are:

2.2.1 Definition of Speaking

Speaking as one of four language skills is the important thing in our lives. Speaking is used by someone for have a communication with each other in daily life at school, at home or some other places. This is because speaking has aims to express opinions, to express intent and message, to express feeling and all emotional conditions. The students who have speaking skill well, will easy to convey their opinion and it is different with students who have not basic in speaking skill. Tarigan stated that skill only got and mastered by practice, also have more training to get more skill (Tarigan, 2008:1). It means when we always practice our skill everytime ,our skill well develop as well as possible. Although not everyone has the skill to speak in public or even in front of their friend. But, this skill can be owned by all people through learning process and practice continuously and systematic.

In order to help students resolve the problems in learning speaking, it is necessary for the teachers to figure out factors that affect their speaking skill. Students' speaking skill can be affected by the factors that come from performance conditions (time pressure,

planning, standard of performance and amount of support, fluency), affective factors (such as motivation, confidence and anxiety), listening ability and feedback during the speaking activities (Tuan & Mai, 2015:9).

The first problem from students that often encounter is obstruction. When the students try to say things in a foreign language in the classroom they are often inhibited. They are worried about making mistakes or losing face. They will feel shy of the attention that their speech appeal (Tuan & Mai, 2015:9).

So, how the teacher can develop and improve our skill for students, it depends on the teacher and the students when learning and understanding the subject of speaking skill.

2.2.2 Teaching Speaking

Teaching is not difficult but also not easy. Sometimes teaching need many things to make the students understand about the subject such as the method, ice breaking, motivation, be patient, etc. It because not all students can understand about English. Each students have different character. Teaching like challenging for English teacher.

The teachers who implement the recommended English language syllabus should make sure that the learners are equipped with comprehensive language application and can express themselves in all situations until the students feel they can (Gudu, 2015: 15). Teachers

also need to see the classroom from many angles. And in learning English teacher can begins with help the students to understand why they study about english and for what the study english. All succesful teaching depends on learning, there is no point in providing entertaining, lively, well-constructed language lessons if students do not learn from them. The proof teaching is in the learning.

The purpose of learning speaking skill is to improve students' communicative abilities, because expected students can express themselves and learn how to follow the appropriate social and cultural rules in every communication and also learning speaking skill should not be separated from the purpose of learning English. It means the teacher can make the condition of class which is the student can have a real communication and enjoy in the situation. In another explanation , the learning method is the whole planning and procedures as well as the steps of learning activities including the choice of how the assessment will be implemented. The method of learning is also defined as a procedure or process, way or a regular way to do learning.

Bahadorfar & Omidvar(2014:10)teaching speaking is to teach our learners to:

1. Produce the English speech sound and sounds patterns.
2. Use words and sentenceaccent, intonation patterns and the rhythm of the second language

3. Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
4. Organize their thoughts in a meaningful and the logical sequence.
5. Use the language quickly and confidently and fluency

2.2.3 Definition of Games

Games are educational to some level, because they force players to learn the skills needed for gaining success within that game, when playing any game, it can be said that players demonstrate complex behaviours after a period of playing that they would have been incapable of performing before they started to playing (Dell'Aquila et al., 2017:40). Another explanation of games is already being used in education, especially in classroom activities so far(Gobel et al, 2012: 24). It means when the teacher will use games to learning the teacher must care about the understanding of their students.

From statements above game is the one of method that very effective in teaching lesson. By using games the students can interact with another student and feel more enjoy. Games will give many advantages between teacher and students in the class. Teacher can use games during learning process in order to increase the students' feeling in learning English language. The teacher also must have strategy to use games in order to make the class conducive and suitable.

When the teacher uses games in the classroom the purpose can be many reasons such as :

1. Create an atmosphere that had been rigid to be liquid.
2. Make the class come alive.
3. Make students become more familiar with how to learn by playing.
4. Make the students more confident.
5. Make the students focus and be careful when there is punishment in the games.

In this study the writer hope the students can be more creative and they can learn the meaning of teamwork when they play in whispering games.

2.2.4 Definition of Whispering Game

Whispering game is one of method that can be use to teach English learning. This game is very effective and competitive game which is played in several groups. Each student in the group has to play this game by whisper a word or a sentence that given by teacher.

Whispering game also called Chinese Whispers is a party game in which whisper a message or word that pass around a line in the expectation that, intelling, it will become comically distorted by the time it completes the purpose in that game activities (Thomas, 2013 : 33).

Based on Thomas's definition above, whispering game is a game in which person or students have to deliver the word or sentence that given by the teacher by whisper to other students in a group.

2.2.5 Steps to Play Whispering Game

According to Marsland (2012 : 59)there are some steps to play this game such as:

1. Teacher divides students become four group depending on the number of students. Each group in game consist 7-8 students.
2. Teacher gives the sentence to the all first students.
3. Then all first students write down the sentences and back to the line for whisper sentence to the the person next to him.
4. The sentence that was whispered continues to be whispered to the person next in line until the last person says aloud what heard.
5. All of the last students of each group write a sentence on the whiteboard.
6. The last students of each group gives the meaning of word.
7. Change the leader in their group and give another word.
8. The group that got highest score will be winner

2.2.6 The Advantages of Using Whispering Game

Games can be beneficial for the students especially when the class becomes boring and the students have been tired of serious discussions (Amrullah, 2015:17). Here are some advantages of teaching speaking skill using whispering game:

1. Make teaching and learning in process more interesting for students.
2. Make the students more understand and know the purpose of the lesson subject.
3. It is like learning experience not only in verbal communication, but also in more competitive activities.
4. Students not just listening the teacher, but also do action in speaking.
5. Make students enthusiastic to follow the lesson.
6. Make students know about new vocabulary.
7. To practice pronunciation

2.3 Conceptual Framework

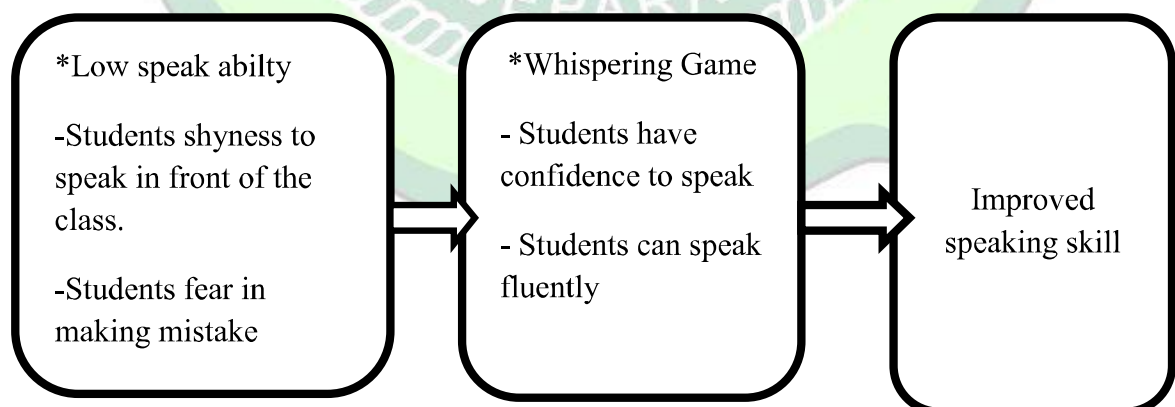
Learning English as a foreign Language needs a set of methods and process. The process of learning is an important part to master a language especially for speaking. Teaching a foreign language especially English is not as easy as teaching the first language, because the students will face many problems. English speaking skill is a skill of people who want to inform their desire and thoughts to everyone through verbal, but

speaking skill is difficult to develop without practice every time and continuously and it can be done with your partner like with your friends in the classroom, English teachers, or other teachers who can speak english.

The students usually do not have desire to study about english because they think english is difficult for study. But some of the students have desire to study and speaking english well, but they do not have basic to began their english skill. In this situation, the teacher have important position to invite their student for study about english begin from basic.

Using whispering games is one of the way method that can increase students skill in speaking. The students will have confidence and be able to speak fluently if they have desire and curiosity to material or topic that they learn. The framework of the present study can be seen in the following scheme:

Figure 1. Conceptual Framework



2.4 Hypothesis

The hypothesis of this study are :

- a. Alternative hypothesis (H_a): There is a significant influence of using whispering game on students' speaking skill at the tenth grade of SMA N 1 Tahunan in academic year 2019/2020.
- b. Null Hypothesis (H_0) : There is no significant influence of using whispering game on students' speaking skill at the tenth grade of SMA N 1 Tahunan in academic year 2019/2020.

