THE IMPACT OF CHINESE WHISPER GAME AND VOCABULARY MASTERY ON STUDENTS’ SPEAKING SKILL

Suryadi
English language education, STKIP Situs Banten
E-mail: suryadi@stkipmunsitusbanten.ac.id

Abstract
The study's goal was to see how the Chinese whisper game and vocabulary practice affected the students' ability to communicate in English. The experimental approach was being used in this study. A 2x2 factorial design is used in research. Data on learning outcomes were gathered through pre- and post-testing activities. There were 280 students in the class of X MA Negeri 1 Serang, and a random sample of 80 students were chosen to participate in the study. Experiment and control groups were significantly different at the posttest, according to the results of this study. For the FO, the value is 5.225, whereas for the Significance, the number ranges from 0.025 < 0.05. This shows that the null hypothesis has been rejected and the research hypothesis has been validated. For students' capacity to communicate effectively in English, this suggests a distinction between the effects of playing Chinese whisper games and learning vocabulary.

Keywords: Chinese whisper game, Vocabulary mastery, Speaking skill.

Tujuan penelitian ini adalah untuk mengetahui pengaruh Chinese whisper game dan penguasaan kosakata terhadap kemampuan berbicara bahasa Inggris siswa. Metode penelitian ini menggunakan eksperimental. Desain penelitian faktorial 2x2, Data hasil belajar dikumpulkan melalui kegiatan pre dan post-tes. Populasi penelitian 280 siswa di kelas X MA Negeri 1 Serang, teknik pengambilan sampel random sampling. Sampel penelitian 80 siswa. Berdasarkan hasil penelitian kelompok eksperimen dan kontrol berbeda secara signifikan pada posttest. Dibuktikan dengan nilai FO 5,225, sedangkan dengan Sig. 0,025<0,05. Hal ini menunjukkan bahwa hipotesis nol telah ditolak dan hipotesis penelitian telah divalidasi. Chinese whisper game dan penguasaan kosakata mampu meningkatkan kemampuan berbicara bahasa Inggris siswa.

Kata Kunci: Chinese whisper game, Penguasaan kosakata, Kemampuan berbicara.

MA Negeri 1 Serang 10th-graders have been studied by the researcher for their ability to talk in English. It is expected that undergrads understand: 1) the meaning of transactional and interpersonal interactions in a real-world environment, as laid out in the MA
Negeri 1 Serang syllabus and curriculum. 2) the everyday significance of brief functional texts such as recounts, procedures, and narratives. In order to meet the set objectives, students at MA Negeri 1 Serang must succeed. In the classroom, however, there is a discrepancy between the goal and the reality. Students at MA Negeri 1 Serang have a dismal command of the English language. Getting the understudies to open up and share their opinions is going to be a challenge. Observations made by the researcher in a speaking lesson reveal that pupils face a number of challenges.

There is an issue with students who aren't motivated to speak English. Their apprehension about communicating in English is exacerbated by their perception that the language is particularly difficult for them to pick up. In addition, kids are afraid that they will be teased by their peers. They frequently hide their faces behind a book when they're reading. Making an effort to communicate in English with their peers. Whenever the teacher asks them to talk to another student they refuse to do so. Concerned about making several errors, they are afraid to begin. English vocabulary is another issue for them.

As for the second issue, pupils have difficulty understanding grammar, vocabulary, and even proper pronunciation. They have a small vocabulary, poor grammar, and a slurred accent. During speaking class, they are unable to express themselves. Many of them have difficulty coming up with the right combination of words to form a complete thought or statement. They also use a lot of pauses and pronounce words improperly when they speak. For example, students are unable to respond when the teacher asks about the meaning of various words and remain silent. Therefore, teachers are tasked with creating activities that encourage students to collaborate on a wide range of speaking assignments and exercises (Menggo et al., 2019).

Lastly, the teacher's style of instruction must be addressed. However, it is the instructor who ultimately has the upper hand when it comes to instructing students in Indonesian rather than English. Even more troubling, students are unable to develop their English language skills. Other than that, the teacher rarely employs teaching tools like role-play, game or simulation. During speaking class, the pupils become bored since there is no variety. They will not be able to improve their communication skills in this circumstance. Many students at MA Negeri 1 Serang have difficulty communicating in class and are dissatisfied with their results. On the basis of these findings, the researcher intends to undertake experimental research on students' speaking skills utilizing Chinese Whisper Game and Vocabulary Mastery in order to improve their English speaking skill. Listening, speaking, reading, and writing are all honed by playing the Chinese whispers game, which also teaches students to internalize English language components such as grammar and vocabulary. These components are regarded vital for strengthening students' language skills (Utami et al., 2018).

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email: jurnalvisi@untan.ac.id
is the ability to use the sounds and letters of a language to express one’s thoughts, feelings, and ideas in a way that the people listening to one’s speech can make sense of (Kardiansyah & Qodriani, 2018).

For example, using a game like Chinese whisper to help teachers teach vocabulary and help students improve their command of English words is a simple but effective method. There are several variations of the Chinese Whisper game, in which someone whispers a sentence to their neighbor, who then whispers it back to their neighbor, and so on until it reaches its final destination (Shofiyuddin, 2017). Hopefully, students in the eighth grade of junior high school will be able to expand their vocabulary through the use of this approach (Pasaribu et al., 2020).

It was difficult to teach vocabulary and grammar. Students’ incapacity to learn English was hampered by a lack of prior knowledge, errors in word usage, and grammatical errors (Syafizal et al., 2021).

Using Chinese whisper game as a teaching tool in this case could make the classroom more enjoyable for the students. Getting students’ attention and getting them involved in classroom activities are two different things (Syafizal et al., 2021). According to a study by Utami et al. (2018) titled The Chinese Whisper Game as an Alternative Technique for Teaching Speaking, several studies have been done to find Chinese whisper games. The findings of Pasaribu et al. (2020) show that the Chinese whisper game has a considerable impact on students’ speaking abilities. As a result of the Chinese whispering game, pupils’ vocabulary skills improved significantly in the research study.

Based on two previous studies that have been carried out, there is a research gap, namely previous researchers have not combined the research variables of Chinese whisper game and vocabulary mastery on students’ English speaking skills. In this study, researchers will identify the effect of Chinese whisper game and vocabulary mastery on students' English speaking skills. One of the primary aims of this study is to determine the impact of playing a Chinese whisper game while also working on vocabulary on students' ability to communicate verbally. 2) the impact of Chinese whispering on pupils’ ability to speak. 3) the impact on students' speaking abilities of vocabulary mastery. It is hypothesized that 1) there are no interaction effects of Chinese whisper game and vocabulary mastery on students’ speaking skills and 2) there are interaction effects of Chinese whisper game and vocabulary mastery. 2) Chinese whisper games have no influence on students' speaking abilities, but they do have an effect on students' ability to communicate in Chinese. 3) Students' speaking skills are unaffected by vocabulary mastery, whereas vocabulary mastery is affected by students' speaking skills.

METHOD
Quantitative methods were employed in this study to test hypotheses and identify causal links between different variables (Degeng, 2000). An alternative to the between-groups approach is the factorial design, in which more than one
treatment variable is employed to investigate the impact of many, independent variables on a single outcome (Creswell, 2014).

In the 2021/2022 academic year, all students in the X MA Negeri 1 Serang are eligible to participate. There are a total of eight classes here. Students in each class are limited to 35, with a total of 280 students in eight different classes. Class X MIA 1 (the experimental class) and Class X MIA 2 (the control class) are the only two classes selected from the four randomly selected classes. In both the control and the experimental classes, there are 40 pupils each. The researcher then uses Levene's test before treatment to conduct homogeneity tests after the initial test (pre-test). The Levene's test is used to measure the homogeneity of the sample, which is a measure of the population's normal distribution. If the significance level is set at $\alpha = 0.05$, then the data acquired from a homogenous sample is deemed acceptable. If $F$ is observed, then $F$ is represented by the table in the previous sentence. It is possible to determine whether or not the data is homogeneous.

Table 1. Factorial Design 2 x 2

| Note: | Teaching Media | $\sum$ Rows |
|-------|----------------|-------------|
| A     | A1: Chines Whisper game |               |
| A2    | Conventional Media |               |
| B     | B1: High |               |
| B2    | Low |               |
| Y     | Students’ speaking skill |               |

| Vocabulary Mastery | Chinese Whisper Game (A1) | Conventional Media (A2) |
|-------------------|--------------------------|-------------------------|
| High (B1) A1B1    | A2B1                    | $\sum A1$               |
| Low (B2) A1B2     | A2B2                    | $\sum A2$               |

$\sum$ Columns $\sum B1$ | $\sum B2$ | $\sum$ Total
The treatment are conducted, each lasting three times 50 minutes or 150 minutes for both the control and experimental classes, which meet every Monday from 09.50-12.20 for the experiment and every Wednesday at 9:50 a.m. - 12.20 for the control. The Lesson Plan outlines the educational resources to be used (RPP). Students are tested on their vocabulary and speaking skills. Vocabulary and speaking are part of the first and last meetings. Vocabulary tests require students to answer 40 questions. Prior to and during treatment for the learning process, students are tested on their ability to speak English.

Six steps were involved in this study. Identifying the population and selecting a representative sample is the first stage. The next step is to choose and organize the materials that will be used as a pretest by the pupils. A pre-test is necessary in the third phase to determine students' vocabulary and speaking skill. The fourth step is to administer treatment. A variety of media game, including Chinese whisper media, are made available to students in the experimental class. The other half of the class learned how to speak English in the old-fashioned way. The posttest is the final step. The final phase is data analysis. Students' final tasks were scored based on the results of their pre- and post-tests. The researcher next compared the results to two other types of testing to see if they were comparable. Using the two-way analysis of variance, the research hypothesis is put to the test after the research data has been examined to determine the difference in average score between two independent variables (ANOVA).

**RESULTS AND DISCUSSION**

Students’ ability to communicate was assessed before and after they participated in a Chinese whisper game and learned new vocabulary. An SPSS analysis was used to compare the pre- and posttest data acquired by the research team.

**Table 2. Description of Statistic according to Design of the Research**

| Vocabulary mastery (B) | Teaching Media (A) | Total |
|------------------------|--------------------|-------|
| High (B1)              | Chinese whisper game (A1) | Conventional Media (A2) |
| n = 20                 | n = 20             | n = 40 |
| $\bar{X}$ = 86.70     | $\bar{X}$ = 73.55 | $\bar{X}$ = 77.62 |
| s = 8.451              | s = 6.250          | s = 14.701 |
| Low (B2)               |                    |       |
| n = 20                 | n = 20             | n = 40 |
| $\bar{X}$ = 68.55     | $\bar{X}$ = 65.40 | $\bar{X}$ = 69.48 |
| s = 13.56              | s = 9.489          | s = 9.740 |
| Total                  | n = 40             | n = 80 |
| $\bar{X}$ = 77.63     | $\bar{X}$ = 69.47 | $\bar{X}$ = 73.55 |
| s = 19.82              | s = 17.84          | s = 23.64 |

**Table 3. Levene's Test**

|        |        |        |        |
|--------|--------|--------|--------|
| $\bar{X}$ | $\bar{X}$ | $\bar{X}$ | $\bar{X}$ |
| 77.63   | 69.47   | 73.55   |         |
| s       | s       | s       | s       |
| 19.82   | 17.84   | 23.64   |         |
Levene's Test of Equality of Error Variances

| Source of Variance | df1 | df2 | Sig. |
|--------------------|-----|-----|------|
| Corrected Model    | 3   | 76  | .335 |

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + A + B + A * B

Table 4. The test of ANOVA 2 ways

| Tests of Between-Subjects Effects | Dependent Variable: Speaking skill |
|----------------------------------|-----------------------------------|
| Source                           | Type | df | Mean Sq | F     | df1 | df2 | Sig. |
| Corrected Model                  | III  | 3  | 176     | 18    |     |     |      |
| Model                            | Sq   | 0  | 2.30    | .4    | .000 |     |      |
| Intercept                        | Squares | 1 | 43276   | 452   |     |     |      |
|                                  |      |   | 8,200   | 2.32  | .000 |     |      |
|                                  |      |   | 0       | 0     |     |     |      |
| A                                |      |   | 132     | 13    |     |     |      |
|                                  |      |   | 8.45    | .8    | .000 |     |      |
|                                  |      |   | 0       | 82    |     |     |      |
| B                                |      |   | 345     | 36    |     |     |      |
|                                  |      |   | 8.45    | .1    | .000 |     |      |
|                                  |      |   | 0       | 40    |     |     |      |
| A * B                            |      |   | 500.0   | 5     |
|                                  |      |   | 500.0   | 22    | .025 |     |
|                                  |      |   | 00.0    | 5     |      |     |
| Error                            |      |   | 7272    | 95.6  |
|                                  |      |   | 900     | .000  |     |      |
|                                  |      |   | 76      | 96    |     |      |
| Total                            |      |   | 445328  |       |
| Corrected Total                  |      |   | 9,800   |       |
| a. R Squared = .421 (Adjusted R Squared = .398) |

A statistically significant difference was found in the vocabulary of students taught in the Chinese whisper game, according to Table 2. In order to help students expand their vocabulary, the game of Chinese whispers was implemented successfully. Class X MIA 1 and class X MIA 2 before and after treatment had significantly different average test results. Before therapy, the average class X MIA 1 student score was 68.55; after treatment, the average class X MIA 1 student score was 86.70. Class X MIA2 pupils had an average pre-treatment score of 65.40 and an average post-treatment score of 73.55. Chinese whispering was a more effective method of teaching vocabulary than standard media, as demonstrated by this study. In order to improve vocabulary, students need to learn in a way that is engaging, inspirational, and enjoyable, and that is supported by the use of media that encourages them to take an active role in their education.

Table 4 contains the relevant data. Students' speaking ability can be affected by Chinese whisper interaction and vocabulary knowledge as evidenced by the Fo value of 5.225 and Sig value of 0.025<0.05, as revealed in the first and second study questions. Thus, the null hypothesis has been denied, but the research hypothesis has been deemed correct. Chinese whisper game and vocabulary learning work synergistically, as evidenced here, to improve pupil speaking ability. Speaking ability refers to the ability to communicate one's thoughts and feelings in real-life settings, as well as the ability to convey a sequence of ideas fluently. A teacher’s first job in teaching speaking is to motivate...
students by providing them with opportunities to freely express their thoughts and feelings through the medium of English communication. The ability to speak smoothly in a variety of situations, such as a job interview or a conversation. We can only communicate our thoughts and feelings to others by using the spoken word (Lumettu & Runtuwene, 2018). Most students, on the other hand, do not have the opportunity to communicate in English with native speakers (Terhune, 2016). Students have traditionally had a difficult time learning English (Zhang & Liu, 2018). Spoken Learners' capacity to communicate in English is a key measure of their proficiency, and practice is an essential component of English speaking instruction (Gao, 2022).

Students' speaking abilities were examined as a second research question in this study. Pre and post-test scores of students in experimental and control classes were compared. Use of Chinese whisper game had a significant impact on students' ability to speak English, indicating that students might develop their capacity to speak English by using Chinese whisper game as a medium for learning to speak the language. The Fo of 13,882 and the Sig of 0.000<0.005 support this conclusion. Students' ability to learn a language is aided by media. Researchers found that using Chinese whisper game media increased the students' ability to communicate in Chinese. Thus, the null hypothesis has been denied, but the research hypothesis has been deemed correct. When it comes to the use of Chinese whisper game media, it's clear that there are major differences. To teach a language, a teacher must not only explain the rules but also provide students with examples of how to use the various language functions, such as how to introduce someone, make a phone call, request something, interrupt a conversation, apologize, ask for forgiveness, and so on. But perhaps most importantly, teaching a language is an activity designed to help students use the language functions and think in that language (Lumettu & Runtuwene, 2018). Mastering four language skills, including speaking, is required to communicate effectively in English (Mukminin et al., 2015).

The third research question focuses on the impact of students' vocabulary knowledge on students’ speaking skill. Students’ speaking ability was greatly influenced by their ability to master vocabulary. The Fo was 36.140, and the Sig was 0.000<0.05. Having dismissed the null hypothesis, the research hypothesis has now been confirmed. Vocabulary proficiency is critical to the success of learning English as a foreign language or a second language (Umar et al., 2019). Only at the university level in Indonesian students acquire English as a supplement to their native language. Developing one's vocabulary is an essential part of learning a second language, according to students, teachers, textbook authors, and academics alike (Schmitt, 2008). In order for students to succeed in school, they must master four key skills: listening, speaking, writing, and reading (Syafitri et al., 2021). Many pupils lack the vocabulary necessary to communicate clearly, comprehend what they read, or write
well in English because they don't know what language to use. In light of the foregoing discussion, the researcher might conclude that in order to be a skilled language user, a language learner must possess appropriate vocabulary (Umar et al., 2019).

CONCLUSION AND SUGGESTION

Conclusion
An investigation into how students' ability to communicate is impacted by Chinese whisper game and vocabulary acquisition came to the following conclusions. There was a significant difference in vocabulary acquisition between pupils who learned from traditional media and those who learned through a Chinese whispering game. Students who learn vocabulary through a Chinese whisper game are better able to retain it than those who learn it from traditional media. While both groups were taught using a Chinese whisper game and mainstream media, students with a high level of vocabulary mastery were significantly better at speaking in English than students with a low level of vocabulary mastery. Students' ability to speak English improved significantly as a result of the Chinese whisper game's interaction with their vocabulary skills. As a result, it's clear that playing Chinese whisper game media helps pupils learn new language and enhances their speaking ability.

Suggestion
The researcher proposes to conduct further studies on Chinese whisper game and English learning media to improve students' speaking ability. In learning English, media that is able to help students master speaking, listening, writing and reading are needed. For this reason, researchers should continue to do further research on English learning media.

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