



**THE EFFECT OF WHISPERING GAME TO
MOTIVATION IN LEARNING VOCABULARY
AT GRADE VIII STUDENTS OF MTs.S
AL-MUKHLISHIN SIBUHUAN IN THE
ACADEMIC YEARS
2019/2020**

A THESIS

*Submitted to the State Institute for Islamic Studies
Padangsidimpuan as A Partial Fulfilment of the Requirement for
Graduated Degree of Islamic Education (S. Pd.) in English*

Written by:

KHOIRUNNISAH HASIBUAN
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ENGLISH EDUCATION DEPARTMENT
TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2020



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Term : Munaqosyah
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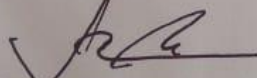
Assalamu 'alaikum wr.wb.

After reading, studying and giving advice for necessary revision on the thesis belongs to Khoirunnisah Hasibuan, entitled "The Effect of Whispering Game to Motivation in Learning Vocabulary at Grade VIII Students of MTs.S Al-Mukhlishin Sibuhuan in The Academic Years 2019/2020". We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in IAIN Padangsidempuan.

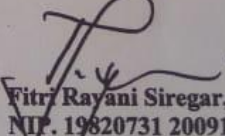
Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan. Thank you.

Wassalam 'alaikumwr.wb.

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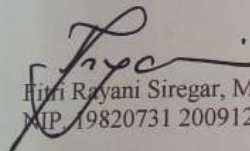


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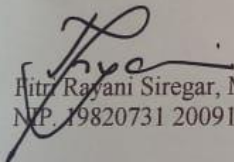
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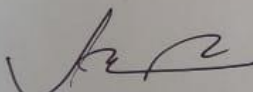
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ABSTRACT

This research focused about the effect of using whispering game to motivation in learning vocabulary at grade VIII students of MTs.Al-Mukhlisin. Most of the students were lack of motivation and no habituation in learning vocabulary class, students also did not know how to pronounce and difficult to remember the new word. Because written and spoken is different, so the students difficult to understanding English lesson. So the researcher interested to prove students motivation had the effect to students' vocabulary at grade VIII students of MTs.S Al-Mukhlisin Sibuhuan.

This research has three formulation of the problem, they are how is students' motivation in learning vocabulary before using whispering game, how is students' motivation in learning vocabulary after using whispering game and is there significant effect of whispering game to students' motivation in learning vocabulary. The purpose of this research are to describe students' motivation in learning vocabulary before using whispering game, to describe students' motivation in learning vocabulary after using whispering game, to examine the significant effect of using whispering game on motivation in learning vocabulary.

Research methodology that used in this research is quantitative method. Types of the research was experimental research. The population of the research was the grade VIII students of Al-Mukhlisin junior high school Sibuhuan. Further, the sample of the research included 92 students. They were experimental class consist of 48 students and control class consist of 46 students. In collecting the data, The researcher used questionnaire to know the English learning motivation in vocabulary and on collecting the data. To analyze the data, the researcher used t-test formula.

After analyzing the data, the researcher found that mean score of experimental class after using Whispering Game was higher than control class. Mean score of experimental class before using Whispering Game was 64 and mean score after using Whispering Game was 85. Meanwhile, the mean score of control class in post test was 75.52 Besides it, the score of t_{count} was higher than t_{table} ($5.46 > 1.684$). It's mean that the hypothesis alternative (H_a) was accepted. It was concluded that there was a significant effect Whispering Game on students motivation in learning vocabulary at grade VIII students of MTs.S Al-Mukhlisin Sibuhuan.

Key words: *Whispering Game, Motivation, Learning Vocabulary*

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I realize this thesis cannot be considered perfect without critiques and suggestions. Therefore, it is such a pleasure for me to get critiques and suggestions from the readers to make this thesis better.

Padangsidimpuan,

Researcher

KHOIRUNNISAH HASIBUAN
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CHAPTER I INTRODUCTION

A. The Background of the Problem

Motivation is having desire and willingness to do something which is needed by everyone to make his/her goals becomes success in the future. Motivation also can be said to be a series of effort to provide certain condition, so that someone wants and desire to do something. So that motivation can be stimulated by external factors but that motivation is growing inside a person.

Motivation is one of the most important factors in the success of English learning. Its mean students who have a high motivation in learning English will be easy to learn English without complaint and they learn diligently and they can improve their morphology mastery in learning, the students who have low motivation will be different from students who have high motivation.

There are many material should be mastered by the students in curriculum. One of them is vocabulary. In curriculum, vocabulary also has a position as the basic for students to master English. It can be seen from English syllabus that place vocabulary in almost every subject of English material. For example, when the material is about reading, the lesson is not about contents of the text but also about related to vocabulary. So, the reading material cannot be separated from vocabulary because vocabulary is the basic material for all subjects in English lesson.

Vocabulary is very important for students to do the communication, without comprehending vocabulary students cannot be mastered in listening, speaking, reading, writing. So the students must understand the vocabulary first.

The effects increasing motivation in learning vocabulary such as by motivation students will get more enthusiasm in learning vocabulary, the students will interest in learning vocabulary, also the students will active in learning language.

Base on the interview with the English teacher of MTs.S Al-Mukhlishin Sibuhuan.

Many students of MTs.S Al-Mukhlishin Sibuhuan lack of motivation about English lesson. She said there is no habituation in learning. Also, they don't know how to pronounce and difficult to remember the new words. Because written and spoken is different, so the students difficult to understanding English lesson.¹

There are some factors that influence student's motivation in learning vocabulary. They are method, media and game. This research only taken game for discussing. Donmus in Widya and Suastika. "The value of educational game has been increasing in language education entertaining".² Game will give many advantages for teacher and students either.

Games are part of good strategies in teaching, and can help students to build the concepts and give a natural motivation. Game also a structured form

¹ *Private Interview to the English Teacher of MTs.S Al-Mukhlishin Sibuhuan: MTs. S Al-Mukhlishin Sibuhuan 6th, October 2020).*

² Widya Adharyanti Rahayu and Suastika Yulia Riska, "Pengembangan Media Pembelajaran Game Kosakata Bahasa Inggris," *Cakrawala Pendidikan XXXVII*, no. 1 (2018): P. 87., <https://media.neliti.com>.

of play, usually undertaken for entertainment or fun, and sometimes used as an educational tool.

There are many games that can be applied in language teaching learning process including in teaching vocabulary. Such as Crossword Puzzle, Scattergories Game and Whispering Game. These games can be used in learning vocabulary.

According to Jaramilo. “proposes that another important consideration is their involvement in the design process”.³ According to Sato “Board game work in actions and interrelated systems”.⁴ According to David Thomas Whispering Game also called Chinese Whispers”.⁵ These games are kinds of technique that can be used to teach vocabulary mastery.

Whispering game, this game is also called the Telephone Game. Whispering strategy is according to Kartono and Halidjah in wahyu kurniati.⁶ “The game of serial whisper is a game of conveying information by whispering from one student to another quickly and accurately”. So which students from lines and teacher gives some words to the 1st students in line in audio form, then 1st student whisper it to the next students and so on down the line. The finally the last student must say the word correctly to the teacher.

³ Carlos Mario Zapatar Jaramilo, “Design and Solving Crossword Puzzles: Examining Efficacy in A Classroom Exercise,” *Developments in Business Simulation and Experiential Learning* 39 (2012): P. 213., <https://pdfs.semanticscholar.org/>.

⁴ Aiko Sato, “Applying an Experiential Learning Model to the Teaching of Gateway Strategy Board Games,” *International Journal of Instruction* 9, no. 1 (2016): 4 16, www.e-iji.net.

⁵ David Thomas, *Chines Whispers*, ed. PaPa Press. (shanghai: Ubu Projex Production, 2013), P.33, www.ubuprojex.com.

⁶ Wahyu Kurniati Asri, “Application of Whichever Chain Game Method on Listening Ability German Language Students SMA Negeri 1 Makassar,” *International Conference on Education, Science, Art and Technology*, no. July (2017): 234, oj.unm.ac.id.

Based on above explanation, the researcher interest in carrying out a research entitled “The Effect of Whispering Game to Motivation in Learning Vocabulary at Grade VIII students of MTs.S Al-Mukhlisin Sibuhuan.

B. The Identification of the Problem

Motivation in learning vocabulary is a mental encouragement as an activator to do something by having motivation students will get more enthusiasm in doing action. So that motivation can be stimulated by external factors but that motivation is growing inside a person.

Students’ capability in learning vocabulary is influence by many factors such as method, media and game. Game mean in this research is whispering game.

C. The Limitation of the Problem

As mention above these factors of motivation in learning vocabulary such as media, method and game. Game mean here is whispering game, this factor will influential to motivation in learning vocabulary.

In this research doesn’t discuss all the factors of motivation in learning vocabulary above, this research focus on the whispering game function.

The reason of motivation in learning vocabulary in discussing, this factor is estimate to influent to motivation in learning vocabulary.

D. The Formulation of the Problem

Based on background and identification above, researcher formulated the problem as follows:

1. How is the students’ motivation in learning vocabulary before using whispering game?

2. How is the students' motivation in learning vocabulary after using whispering game?
3. Is there significant effect of whispering game to students motivation in learning vocabulary at grade VIII students of MTs.S Al-Mukhlishin Sibuhuan?

E. The Purpose of the Research

From above formulation of the problem, the purposes of this research were:

1. To describe the students' motivation in learning vocabulary before using whispering game at grade VIII students of MTs.S Al-Mukhlishin Sibuhuan.
2. To describe the students' motivation in learning vocabulary after using whispering game at grade VIII students of MTs.S Al-Mukhlishin Sibuhuan.
3. To examine the significant effect of using whispering game on motivation in learning vocabulary at grade VIII students of MTs.S Al-Mukhlishin Sibuhuan.

F. The Significances of The Researcher

The significant of this research expected to be useful for:

1. As an information for the English teacher in teaching vocabulary
2. As an information for the headmaster about students ability in learning vocabulary.
3. As an information and the readers can use for references in the future.

G. The Outline of Thesis

The systematic of this thesis is divided into five chapters. Each chapter consist of many sub chapters with detail as follow: in chapter one, it is consist of introduction, they are: background of the problem, identification of the problem, limitation of the problem, formulation of the problem, purpose of research, significance of the research, and thesis outline. This research is expected to be useful at ;east three domains, they are for the science of education, students, and for the next researchers.

The second chapter consist of the theoretical descriptions; review of related findings, framework of thinking and hypotheses, in this research, researcher has hypotheses that the significant the effect of whispering game to motivation in learning vocabulary at grade VIII students of MTs.S Al-Mukhlishin Sibuhuan.

The third chapter consist of the research methodology; place and time of the research, research design, population and samples, definition of operational variables, instrument of research, validity and reliability of instrument, and techniques of analysis data.

The fourth chapter consist of the description of the data analysis of the data, the discussion of the result and limitation of the problem. The fifth chapter consist of the conclusion and the suggestion.

CHAPTER II LITERATURE REVIEW

A. Theoretical Description

1. Motivation in Learning Vocabulary

a. Definition of Motivation in Learning Vocabulary

Motivation has been determined as important aspect in human cognitive process. Some theorists and experts had defined in some ways. The following are definition about motivation. According to Tella, Ayeni and Popoola. "Motivation is a very important element of behaviour".⁷ Nevertheless, motivation is not the only explanation of behaviour it interacts with and acts in conjunction with other cognitive processes it is essential for someone to success in doing something.

Motivation is one of several important factors that may influence students' English achievement. Learners' motivation has been widely accepted as a key factor which influences the rate and success of second/foreign language learning. Among the factors influencing students' learning, motivation is thought to be an important reason for different achievement. Motivation is a very important factor which determines the success or failure in second language learning because motivation can directly influence the

⁷ A. Ayeni & Popoola Tella, "Work Motivation, Job Satisfaction, and Organisational Commitment of Library Personnel in Academic and Research Libraries in Oyo State, Nigeria," *Library Philosophy and Practice* ISSN 1522-, no. July (207AD): P.2, <https://www.researchgate.net/publication/28157288%0AWork>.

frequency of using learning strategies, willpower of learning, goal setting, and the achievement in learning. Therefore, motivation would explain why students ignore or achieve learning English.

Learning can comprehend as change step entire or all individual behaviour which relative remain to as result of interaction and experience with environment entangling cognate process.

According to Omrod “motivation is something you turn (energizes), directing and maintaining behaviour, motivation to make students move puts them in a certain direction, and keep them moving.”⁸

According to Harold Spears in Suprijono. “Learning is to observe, to read, to imitate, to try something themselves, to listen, to follow direction.”⁹

According to Muhibbin Syah. “Learning is the change all of individual in behaviour while relative as a result experience and interaction with environmental within cognitive process.”¹⁰

Vocabulary is a list of word usually in alphabetical order with explanation of their meaningless complete than a dictionary. Hornby defines in Alqahtani. “Vocabulary as the total number of words in a language; vocabulary is a list of words with their

⁸ Jeane Ellis Omrod, *Psikologi Pendidikan: Membantu Siswa Tumbuh Dan Berkembang* (Jakarta: Penerbit Erlangga, 2008), P.58.

⁹ Suprijono, *Psikologi Pendidikan: Educational Psychology* (Bandung: Salemba Humanika, 2009), P.2.

¹⁰ Muhibbin Syah, *Psikology Belajar* (Jakarta: Raja Grafindo Persada, 2003), P.65.

meanings”.¹¹ Vocabulary is a set of words in language and vocabulary is component of language which is conducted needed every one in mastering language especially to foreign language.

Based on explanation above the meaning of motivation in learning vocabulary is a drive to observe, read, imitate a list of words. So, that the students can learn more efficiently if students try to do maximal learning.

b. Purpose of Motivation in Learning Vocabulary

One of the purposes of this study is to investigate how the students learn and memorizes vocabulary. The results of the study reveals that the most popular vocabulary learning strategy is looking up words in a dictionary, followed by vocabulary application in daily life, mental lexicon, contextual clues, key words methods, and associations.¹²

Purpose of learning motivation is to movement someone in order that to appear wanted to do something, so that can to get English achievement and purpose of learning motivation is medium for achieve purpose definite to be teacher, purpose in leaning motivation is movement students so that can to emerge wanted for increase English achievement. Everyone that will give motivation

¹¹Mofareh Alqahtani, “The Importance of Vocabulary in Language Learning and How to Be Taught,” *International Journal of Teaching and Education* III, no. 3 (2015): P.25., <https://doi.org/10.20472/TE.2015.3.3.002>.

¹²Lin-Fang Wu, “A Study of Factors Affecting College Students ’ Use of ESL Vocabulary Learning Strategies,” *International Journal of Humanities and Social Science* 3, no. 19 (2013): 205, www.ijhssnet.com.

must know and understand life background, needed personality people that will give motivation and purpose of learning motivation is:

- 1) Motivation as push, movement, and director for to do something such as learn.
- 2) To change behaviour, from bad become good.
- 3) To add knowledge
- 4) To selection of activities.¹³

From the purpose of motivation above the more important is to add knowledge, it helps the students hone their thinking skills. it actually makes the students process learning easier.

c. **Factors of Motivation in learning Vocabulary**

Factors that can motivated the students in learning vocabulary such as media, method and game. According to Musfiqon in Yesi, “Media of learning is aids in the form of physical and non-physical who deliberately used as the agency between teachers and students in understanding learning material to be more effective and efficient.”¹⁴

According to Jill Hadfield in Tita Puspitasari “game is an activity with rules, a goal and an element of fun. One of the most

¹³ M. Dalyono, *Psikologi Pendidikan* (Jakarta: Rineka Cipta, 2009), P. 50.

¹⁴Yesi Apriyani Nurohmah, “Peranan Media Pembelajaran Dalam Meningkatkan Motivasi Belajar Siswa Pada Mata Pelajaran Tarikh Kelas VIII Di SPM Muhammadiyah 5 Surakarta Tahun Pelajaran 2014/2015” (Universitas Muhammadiyah Surakarta, 2015), P.6, eprints.ums.ac.id.

important reason for using games is simply that they are immensely enjoyable for both teacher and student.”¹⁵

Motivation is an important factor in learning process. In learning English, the students should have high motivation to make the learning process easier. The success of learning depends on the level of students' motivation. It can drive learners in reaching learning goal. Therefore, motivation is the key of success in learning teaching process. Without motivation, the goal of learning is difficult to be reached.¹⁶ By having motivation students will be enthusiastic in teaching learning process so they will be pushed to study English well. Motivation is a factor of high or low of the goal.¹⁷ So, motivation is stimulus that comes from inside of individual (intrinsic motivation) and also can be influenced by external factor (extrinsic motivation). The motivation function is as supporter or stimulus for student in English learning so the goal of learning can be reached easily.

As motivation has an effect on language learning, a logical assumption could therefore be made that motivation is likely to facilitate vocabulary learning. So far, however, there has been little

¹⁵Tita Puspitasari and Dwinesa Anggraeni, “Pendekatan Games Dalam Meningkatkan Motivasi Belajar Siswa Bagi Relawan Gemma Insani Indonesia,” *Jurnal Komunitas: Jurnal Pengabdian Kepada Masyarakat* 2, no. 1 (2019): P. 18, <http://ojs.stiami.ac.id>.

¹⁶Yolanda Rizki Putri, “Correlation Study of Students' Motivation and Students' Vocabulary Mastery Toward Reading Comprehension At SMPN 31 Bandar Lampung” (University of Lampung Bandar Lampung, 2016), P. 11, <https://www.neliti.com>.

¹⁷H. D Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (New York: Longman, 2001), P.75.

discussion about the connection of motivation and vocabulary learning.

According to Laufer and Hulstij. “Theorise on the cognitive and motivational load of vocabulary tasks”.¹⁸ As they call it, the Involvement Load Hypothesis, is further investigated by Kim “Who finds a connection between motivational factors and lexical performance”.¹⁹ Other studies conclude that both integrative and instrumental motivation can help vocabulary learning. propose a framework that explores vocabulary knowledge and motivation and suggest that motivated vocabulary learning follows a developmental mode and functions as a cyclic process as learners’ motivation towards vocabulary learning ebbs and flows over a time period.

In understanding the effect of motivation on vocabulary acquisition we should also consider the productive-receptive distinction of vocabulary types explained above. production is a more demanding task than reception, an aspect with implications for learners’ motivation towards learning a foreign language. In this vein, Nation concludes that in Almudena, “differently from receptive vocabulary, in productive vocabulary, if we want to convey a message, we need to have a sense of wanting to do it”. This feature

¹⁸ Batia Laufer, “Incidental Vocabulary Acquisition in a Second Language: The Construct of Task-Induced Involvement,” *Applied Linguistics* , no. March 2001 (2001): P.22, <https://doi.org/10.1093/applin/22.1.1>.

¹⁹ Kim, Y. “The role of task-induced involvement and learner proficiency in L2 vocabulary acquisition”, *Language Learning*, (2008): P. 285-325. doi:10.1111/j.1467-9922.2008.00442.x

is not required in receptive vocabulary. Then, each type seems to require a different level of motivation.²⁰

Motivation is an important factor in learning process because by having motivation students will be enthusiasm in learning process and with motivation students will more confidence to learn the new lesson.

d. Kind of Motivation in Learning Vocabulary

According to Jhon W. Santrock. "Motivation consist of two kinds they are intrinsic and extrinsic motivation."²¹

1. Intrinsic Motivation

Motivation in learning that sources from inside the students is called intrinsic motivation. "Intrinsic motivation comes from within the individual."²² It means motivation is a desire which comes from inside to do something. Santrock says "intrinsic motivation involves the internal motivation to do something for its own sake (an end itself)".²³ For example, another student may study hard for a best because he or she enjoys the content of the source. So, intrinsic motivation is natural tendency to seek out challenges as he or she pursues

²⁰ Almudena Fern and La Rioja, "Receptive Vocabulary Knowledge and Motivation in CLIL and EFL," *Revista de Lingüística y Lenguas Aplicadas* 9, no. December (2016): P.25, <https://doi.org/10.4995/rlyla.2014.2077>.

²¹ Jhon W Santrock, *Psikologi Pendidikan* (Jakarta: Kencana Prenada Media Grup, 2004), P.46.

²² Jeremy Harmer, *How to Teach English* (Oxford: Pearson Education Limited, 2007), P.51.

²³ Jhon W. Santrock, *Educational Psychology* (New York: Mc-Grew Hill, 2004), P.418.

personal interest and exercise capabilities. The statement above shown that motivation will be active or has function did not need to stimulate from outside, because every person has a drive to do something.

2. Extrinsic Motivation

Jeremy Hammer says, “Extrinsic motivation caused by any, number of outside factors, for example the need to pass an exam the hope of financial reward, or the possibility of future travel.”²⁴

Extrinsic motivation is that which drives from the influence of some kind of external incentive, as distinct from the wish to learn for its own sake or interest in tasks. Extrinsic motivation is motivate active function if there is stimulation from outside. An example: a person studying, because he or she knows that tomorrow morning there will have a test, by hoping that she or he could get good value.

e. **The Characteristic of Motivation in Learning Vocabulary**

Interested and motivated can be as the first vision of learning progress, because by the learner or students are interested and motivated those will make the students ready and ready to receive the learning as well as possible and also give a good feedback.

²⁴ Harmer, *How to Teach English*, P.51.

Recognizing the characteristics of students is importance of the learning process. According to Sadirman characteristic of motivation such as:

1. Diligently in facing the assignment (able to keep working in a long time, never stop before done).
2. Great thought in facing a difficulties (never surrounding).
3. Showing as interest to some various of problem (interesting to be success).
4. Have an orientation to the future (visioner).
5. Prefer to work alone without any helping.
6. Get boring to a routine assignment (something mechanically, a habitual, so it's less creative).
7. Able to defend her or his argument (if she or he have believe to).
8. Never easily letting go something trusted.
9. Glad to looking for and solving the problem of questions.²⁵

As the additional, Hamzah B. Uno in Agus Suprijono the characteristics of the students who motivated in learning as follow:

- 1) There is willing and wanting of success.
- 2) There is drive and need in learning.
- 3) There is hope and ambition in the future.
- 4) There is appreciated in the learning.
- 5) There is conducive learning environment that makes the students can learn well.²⁶

Based on the explanation characteristic above, can be conclude that there are five characteristic of students they are: active, optimist, never give up, diligent, lead the time. The students have a number of characteristics that can be seen from the physical aspects, social, emotional and cognitive.

²⁵ AM Sadirman, *Interaksi Dan Motivasi Belajar Mengajar* (Jakarta: PT. Raja Grafindo Persada, 2006), P.73.

²⁶ Agus Suprijono, *Cooperatave Learning:Teori Dan Aplikasi Paikem* (Yogyakarta: Pustaka Pelajar, 2012), P.163.

f. The Material of Teaching Vocabulary

According to Nation in Bellout Hadjer. “Some teachers think that there is no need to teach vocabulary since it can take care of itself”.²⁷ However, vocabulary work can be directed toward useful words and useful skills and therefore it can enhance the second language learning process. Vocabulary learning will be most effective if learners take control of their learning and are responsible for it. In principle, this means knowing what to learn how to learn it being simultaneously motivated to do this and eventually putting the knowledge to use. Therefore language teaching and the actions made by the teacher can have an impact on the learners' approach towards their learning.

Principles of vocabulary learning and teaching include the following:

1. The sequence of vocabulary learning should move from high frequency vocabulary and special purposes vocabulary to low frequency vocabulary.
2. High frequency vocabulary and special purposes vocabulary should get attention a cross all the fields of teaching and learning vocabulary: meaning-focused input, meaning-focused output, language-focused learning, and fluency development.
3. With low frequency vocabulary, teachers should focus on the strategies of guessing words from context, learning word cards, using word parts, and using dictionary.
4. Learning activities should be designed to encourage thoughtful processing of vocabulary through retrieval, generative use, and the use of mnemonic devices where needed.

²⁷Bellout Hadjer, “The Effect of Learning Styles and Motivation on Students ’ Vocabulary Acquisition for Writing Purposes” (University of Constantine, 2014), P.46, 193.194.84.142.

5. Learners should be helped to take responsibility for their own vocabulary learning.

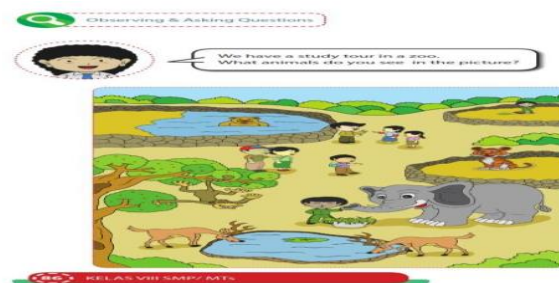
In syllabus of eighth grade of junior high school in curriculum K13, there are some materials of vocabulary can be divided into Basic vocabulary such as:

- 1) Person
- 2) Things
- 3) Animal
- 4) In the room and outside the room
- 5) Surroundings²⁸

In the research, to know the students' vocabulary mastery, researcher limit the materials of vocabulary into basic vocabulary includes Animal by using Whispering Game method.


There are some material of vocabulary that teach in eight grade of junior high school. Here will give the example of material that related to animal:²⁹

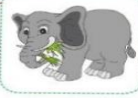
Zoo




²⁸ Syllabus of eighth grade of junior high school in curriculum K-13

²⁹Siti Wachidah, *Bahasa Inggris "When English Rings a Bell"*, (Jakarta: Pusat Kurikulum dan Pembinaan, Balitbang, Kemendikbud, 2017), p.88-89


 Observing & Asking Questions




Elephants are the heaviest land animals. They are also intelligent and have good memories. Most of them live in Africa and Asia, such as in Lampung, Indonesia. They use their long trunks almost like an arm, to put food and water in their mouths. They eat grass and plants.
(Adopted from The Little Animal Encyclopedia)




Tigers are the biggest of all cats. They live in the grasslands and forests. Their striped coat gives them good camouflage when they hunt. They love meat to eat.
(Adopted from The Little Animal Encyclopedia)



Bears have thick fur coats to protect them from the cold. Most of them live in northern parts of the world. They are large and powerful. They have a good sense of smell. Some of them eat meat, and some of them eat honey. In winter, some bears find a snug place to hibernate.
(Adopted from The Little Animal Encyclopedia)



Monkeys are clever mammals that can solve problems and hold things in their hands. They live in groups called troops. Monkey eat plants, birds' eggs, small animals, and insects. Most of them live in the forest.
(Adopted from The Little Animal Encyclopedia)

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Here are what we will do. We will work in groups. First, we will study the examples carefully and copy them in our notebook. Second, we will discuss and fill in the table with the information of the animals, like the examples. Finally, every one of us will handwrite the analysis in the notebook or type it with a computer.

No	Animal	Habitat	Food	Activity	Characteristic
1	Elephants	Africa and Asia	Grass, and plants	Use their long trunks to put food and water in their mouths	Are the heaviest land animals
2	Tigers				
3	Bears				
4	Monkey				

2. Whispering Game

a. Definition of Whispering Game

Whispering game is one kind of technique that can be used to teach vocabulary mastery. This game will help the students to show the importance of communicating clearly with other. “Also by

playing this game, the students will be able to demonstrate how easy it is to miss exactly what others are saying and discuss what that means for communicating”.³⁰ Automatically by playing this game, the students can help to increase their vocabulary.

Whispering game is a game played around the world, in which students in the group have to cooperate well to whisper a word that is given by the teacher, that, in the telling of the sentences which is passed through a line of people until the last player announces the message to the entire group.³¹ This game is also called the Telephone Game.

Meanwhile, David Thomas says the Whispering Game is also called “Chinese Whispers is a party game in which a whispered message is passed around a line in the expectation that, in the telling, it will become comically distorted or exaggerated by the time it completes the circuit”.³² In the 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, the whispering game was also called the telephone game and Chinese whisper. The whispering game was a

³⁰Mina Yazdanparast and Bahman Gorjian, “Using Whispering Game in Teaching Speaking Skill to EFL Learners,” *Journal of Applied Linguistics and Language Learning* 4, no. 2 (2018): p.43, <https://doi.org/10.5923/j.jall.20180402.03>.

³¹Yazdanparast and Gorjian.p.43

³²David Thomas, *Chinese Whispers*, ed. PaPa Press. (Shanghai: Ubu Projex Production, 2013),p.33. www.ubuprojex.com.

game in which person or player had to deliver the word that given by the teacher by whispering to other player in the group.

Whispering game also called Chinese whisper, telephone, or gossip. The game is played in all parts of the world and each country has its own names for it. It first started appearing in print and in online postings in Usenet newsgroups in 1989. This was probably a consequence of the use of Chinese whispers' as the name of a track on the 1985 album *Stereotomy* by the English rock group The Alan Parson Project.³³

For the first creator of whispering game, it is not certain who it is but this whispering game has been around for a long time and it is played all over the world, only the name is different in each country.

b. Purpose of Whispering Game

Whispering game is one of kind technique that can use to make teaching learning process more fun and also giving motivation to the students. Therefore, the other said that games are useful and meaningful ways for the students and the teacher in teaching learning process.

Beside that, Victor explained the purpose of games. They are as follows:³⁴

- 1) To develop an enthusiastic learner.
- 2) To motivate and engage students.

³³[https://www. Phrases.org.uk/meanings/chinese-whispers.html](https://www.Phrases.org.uk/meanings/chinese-whispers.html), accessed in 05 august 2019, accessed at 11:32 am

³⁴Victor Samuel Zirawaga, "Gaming in Education : Using Games as a Support Tool to Teach History," *Journal of Education and Practice* 8, no. 15 (2017): P. 55, www.iiste.org.

- 3) Reduce monotonous learning methods.
- 4) To help students with focus, self-esteem, and memory.

c. Steps of Using Whispering Game

Games are useful and meaningful ways for the students and the teacher in teaching learning process. There are some steps to play whispering game according to Cathy S Tooley in Wiji Sofiana 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 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.
- 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 until all of students get a position as a leader in their group.
- 10) The group that got highest score will be winner.³⁵

Based on description above the step for using this game must complete because if one of step is past so this is not effective. So it makes students easy to remember and understood. It also gave big motivation in teaching learning process.

³⁵Cathy S. Tooley, *The Education System Is Broken* (London: All Right Reserved, 2016), P. 39.

d. The Advantages and Disadvantages of Whispering Game

1) Advantages of Whispering Game

Whispering game can be a way to motivate the students in learning process. There are some advantages of teaching vocabulary using Whispering Game:

- a) It makes teaching learning process more interesting for students, so it can wake up the student's motivation, enthusiasm, and excitement.
- b) It makes meaning of material 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 but they also do other activities.
- e) It makes students more enthusiastic to follow the lesson.
- f) It enables students to study a lot of vocabulary in one time.³⁶

Based on description above, whispering game could attract in learning English vocabulary in the classroom. 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

³⁶Tooley, P.39.

Whispering game is interesting game that can make students feel fun but this game is not easy to play. There are also some disadvantages 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 long 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.³⁷

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 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.

e. Teaching Vocabulary Using Whispering Game

Vocabulary is one important thing in learning English because of that one should look for the way how to teach vocabulary clearly and understandably. Teaching vocabulary is the process of mastering the English word. In fact, for students learning vocabulary was bored

³⁷Tooley, 39.

and difficult to 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, here I want to emphasize to the teacher for use game in teaching vocabulary. One way to makes students enjoy in teaching vocabulary is by using game.

One way to make students enjoy in learning vocabulary is by using games. There are so many games to teach English. In this research the researcher uses Whispering Game to teach vocabulary. Whispering Game is one of kind of technique that can use to make teaching learning process more fun and also giving motivation to the students. Teaching vocabulary is the process of mastering new word to become our own words. Vocabulary also use a word that compliments the person's character, such as friendly, clever, or kind. For example, you might use the word incredible. Then whisper your compliment. While, Wright said in Putri Utami "Games also help the teacher to create contexts in which the language is useful and meaningful".³⁸

Teaching is not an easy job, but it is necessary to see our students. Progress and know that we have helped to make it happened. Teaching vocabulary seem so difficult and challenging for English teacher. Vocabulary is an essential element of language in

³⁸Putri Utami, Istiqomah Nur Rahmawati, and Syofnidah Ifrianti, "Chinese Whisper Game as One Alternative Technique to Teach Speaking," *English Education* 11, no. 1 (2018):p.99, <https://ejournal.radenintan.ac.id/index.php/ENGEDU>.

teaching English. That's way teacher have big challenge to enable their students to master English well, especially vocabulary in the class. There are some kinds of cooperative learning method.

One of method to teach vocabulary is Whispering Game. This vocabulary teaching method uses some procedures and divided 3 steps of procedures; small group discussing in teaching speaking such as: pre-teaching, while-teaching and post-teaching. The more explanation as follow

a. Pre Teaching

Before starting the lesson about vocabulary, firstly, teacher gives greetings for students and prepare the students for studying and follow in teaching learning process. Then, teacher instruct the students for praying before starting the lesson and check the students' attend list.

Next, teacher give the explanation to students about the lesson plan, about standard competence that have to know the students, the indicators, and also about the method that teacher's use when teaches vocabulary.

b. While Teaching

When teaching learning process, the teacher give the treatment to students about learning vocabulary by using whispering game. Where team game whispering have 10 steps. There is teach, team study, whispering and team recognition.

c. Post Teaching

After giving the treatment to students, the teacher ask to students how their feeling after teaching vocabulary by using whispering game. Is there any significant effect after using whispering game.

The explanation above will summary in tables below:

Table I
Step How the Teacher and Students Using Whispering Game

Procedure	Teachers Activity	Steps of Whispering	Students Activity
PRE-TEACHING	<ol style="list-style-type: none"> 1. The teacher gives greeting. 2. The teacher instruct the students for praying and check the students' attend list 		<ol style="list-style-type: none"> 1. Students answer the greeting 2. The students praying together and said present when the teacher called their name for attend list.
WHILE-TEACHING	1. The teacher explain the activity	1. The teacher dived students become four groups	<ol style="list-style-type: none"> 1. The students listening to the teacher's explanation 2. Students make a group base on teacher instruction, and they join the group
	1. The teacher begin with whisper the word	2. The teacher gives the words to the first student	1. The students listen carefully the word that the teacher has given to the first student
	1. The teacher ask the student to memorize the word	3. The first students hear and memorize a sentences and then whispers something to the person next to him.	<ol style="list-style-type: none"> 1. The first student memorize the word that the teacher has given. 2. Student whispers the word to the next student
	1. The teacher ask the students to say a loud what the last student heard	4. The something that was whispered continues to be whispered to the person next in line until the last person says a loud what heard.	<ol style="list-style-type: none"> 1. The students continue to whisper the word to the next student in line until the last student 2. The last student will say a loud the word that he/she heard

	1. The teacher ask the students to pronounce the sentence what they heard	5. The last students of each group pronounce a sentence	1. After all the group done the last students of each group pronounce the sentence
	1. The teacher ask the students to write the answer	6. After pronounce a sentence, each group write down the answer on the worksheet.	1. After the last students pronounce the sentence, the member each group write down the answer on the worksheet
	1. The teacher will compare what the last students heard and the original message	7. The last students of each group gives the meaning of word	1. After write the answer that the last student has pronounced, the students each group gives the meaning of word 2. The last students will compare the answer with the first student
	1. The teacher changes the leader of each group	8. Change the leader in their group and give another word	1. The students change the leader of their group and get the new word
	1. The teacher ask the students to continue after all the students become leader	9. Continue this activity until all of students get a position as a leader in their group.	1. The students continue the activity until all of students become a leader in their group
POST-TEACHING	1. The teacher gives the score for each group 2. The teacher gives feedback to the students 3. The teacher gives the evaluation 4. The teacher gives the conclusion	10. The group that got highest score will be winner.	1. The students give some comment or responding

From the steps of whispering above, it is more dominant implemented in while teaching. This activity will help the students more easier to application the step of whispering game.

B. Related Finding

This research is not first research had been done, there are some related findings in this research the first is Bellout Hadjer in his research find that there is Learning Styles and Motivation on Students' Vocabulary Acquisition for Writing Purposes. The total number of the students during the University year 2011-2012 was \approx 520 scattered over 12 groups. They study written expression module for 3 hours per-week divided in two sections, 1h30mn for each. The sample population consists of 52 students of different proficiency levels.³⁹

The second, research was done by Yolanda Rizki Putri. She has done research in University of Lampung Bandar Lampung. The result showed that r of students' motivation and reading comprehension, and students' vocabulary mastery and students' reading comprehension were .862 and .844 respectively. Therefore, it can be concluded that there is a positive correlation between students' motivation and vocabulary mastery toward their reading comprehension.⁴⁰

The third is Muna A. Al-Shaw, research is conducted by entitle "Using Game Strategy for Motivating Students to Learn New English Vocabulary". The results of this research demonstrate clearly that using games to practice vocabulary improves learners' ability to memorize the new words effectively. Games provide logical contribution while learners interact in the group,

³⁹Bellout Hadjer, "The Effect of Learning Styles and Motivation on Students' Vocabulary Acquisition for Writing Purposes."

⁴⁰Putri, "Correlation Study of Students' Motivation and Students' Vocabulary Mastery Toward Reading Comprehension At SMPN 31 Bandar Lampung."

allowing students to clarify the meanings of the words. This strategy also enhanced students' enthusiasm to learn new vocabulary of scientific English.⁴¹

The fourth is Seli Marsela by under the title "The Motivation and Reading Comprhension Achievement of The Eleventh Grade Students of MAN 2 Palembang". The result showed that there is significant correlation between reading motivation and reading comprehension achievement with $r = .587$. Besides, there was also significant influence of reading motivation and reading comprehension achievement with 34,5%. This study could have implications for English teacher, students, and next researcher.⁴²

The last is Putri Utami. The Influence of Using Chinese Whispering Game Towards Students' Speaking Ability At The First Semester of The Eighth in SMP Negeri 1 Tanjung Sari South Lampung 2017/2018 Academic Year. The concluding of her research, where the mean score T-test was 2.99. This result then was consulted to the score of T_{critical} , in this case $T_{\text{critical}} 0.05$. The hypothesis proposal was that H_0 is accepted, if the score of $T_{\text{observe}} > T_{\text{critical}}$. From analysis the score of T_{observe} was higher than T_{critical} (0.05), so H_0 was accepted.⁴³

⁴¹Muna A Al-shaw, "Using Game Strategy for Motivating Students to Learn New English Vocabulary," *Journal of American Arabic Academy for Sciences and Technology* 5, no. 12 (2014): 137-46, www.amarabac.com.

⁴²Seli Marsela, "The Correlation Between Reading Motivation and Reading Comprhension Achievement of The Eleventh Grade Students of MAN 2 Palembang" (Universitاسy IslamRaden Fatah Palembang, 2017).

⁴³Putri Utami, "The Influence of Using Chinese Whispering Game Towards Students' Speaking Ability At The First Semester of The Eighth in SMP Negeri 1 Tanjung Sari South Lampung 2017/2018 Academic Year" (State Islamic University Raden Intan Lampung, 2018), <http://repository.radenintan.ac.id>.

Based on the description above it can be seen clearly that make the motivation can apply all subject like vocabulary, speaking, also can apply in listening. The researcher hope that make motivation and game to increase the students' vocabulary and could complete the previous research. So, this research about "The Effect of Whispering Game to Motivation in Learning Vocabulary at Grade VIII Students of MTS.s Al-Mukhlisin Sibuhuan.

J. The Conceptual Framework

Vocabulary is a list of words usually in alphabetical order with explanation of their meaning. In learning vocabulary, we have to know the meaning of words itself and can use it in sentences.

There are many factors that make vocabulary was success. One of them was teacher's way teaching vocabulary to the students. The suitable techniques was very important in teaching, especially in teaching language. In this case, the students would enjoy in learning process without forgetting the purpose of learning. Beside that, by having suitable technique, they would be easier to memorize the words. So many ways to mastering the vocabulary, one f them is whispering game method.

All activities in the class are using technique. Technique is a single activity that comes from procedure. Procedure is smaller that method and large than technique.

The effect of whispering game to motivation in learning vocabulary can be seen as follow:

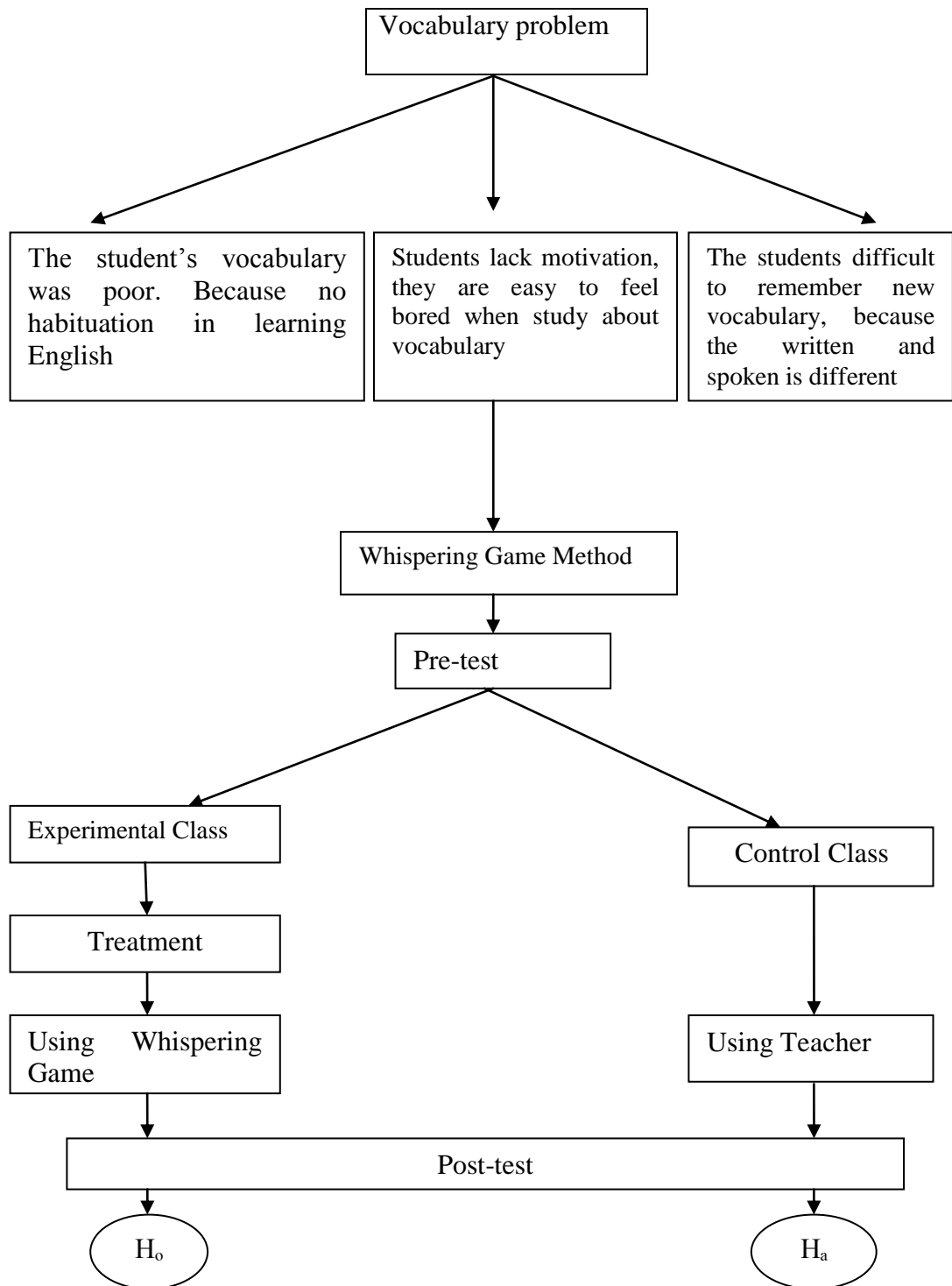


Figure 1 Conceptual frame work

K. Hypothesis

The hypothesis is the provisional result of the research. The hypothesis of this research are:

1. Alternative Hypothesis (H_a): There is significant effect of using Whispering Game strategy to motivation students in learning vocabulary at VIII MTs. S Al-Mukhlisin Sibuhuan.
2. Null Hypothesis (H_0): There is no significant effect of using Whispering Game strategy to motivation students in learning Vocabulary at grade VIII MT.

CHAPTER III RESEARCH METHODOLOGY

A. Place and Time of Research

The location of this research is in MTs.S Al-Mukhlisin Sibuhuan. It is located in Jl. Bakti No 78 b. Lik. II Psr Sibuhuan, Kb. Padang Lawas.

It is in Sibuhun town. The subject of research is at the grade VIII students at MTs.S Al-Mukhlisin Sibuhuan. This research had been start on 15 October 2019 until finish.

B. Research Design

The kind of this research is quantitative research. Where “quantitative research is based on the collection and analysis of numerical data, usually obtained from questionnaires, tests, checklists and other formal paper and pencil instruments.”⁴⁴

This research is uses experimental method. Gay says “Experimental research is the only type of the research that can test hypotheses to establish cause and effect.”⁴⁵ Experimental research is the only type of research that can be tests hypotheses to establish cause and effect relationship. So, this research concluded experimental research is one of research design kinds which have purpose to know or to find causal-effect from the variables.

In this research use two classes, as an experimental class and control class. The experiment class is the class that teach with whispering game, as a treatment. Then, the control class is the class that teach with use conventional

⁴⁴ L. R. Gay Geoffrey E. Mills and Peter Airasian, *Educational Research Competencies For Analysis and Applications* (America: Prentice Hall, 2000), p.8, www.myeducationlab.com.

⁴⁵ Airasian, p.367.

method or without treatment. The research design of this research can be seen from the table:

Table.1
Pre test-Post test Control Group Design

R	O ₁	X	O ₂
R	O ₃		O ₄

Notes:

R : The sample of the research

O₁ : Pretest in experimental class

O₂ : Posttest in experimental class

X : Treatment

O₃ : Pretest in control class

O₄ : Post test in control class⁴⁶

C. Population and Sample

a. Population

Population is the total number of unit individuals that the characteristic or subject of research. Sugiyono says “population is a generalization area consisting of: objects/subjects that have certain qualities and characteristics that are determined by the researcher for study and then draw the conclusions.”⁴⁷ Based on the quotation, the population of research consists of the grade VIII students of MTS.s Al-Mukhlisin Sibuhuan.

The population of the research consist of 11 rooms with 538 students. It can be seen the following table:

⁴⁶ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan Kombinasi (Mixed Methods)* (Bandung: Alfabeta, 2004), P.76.

⁴⁷ Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta, 2017), P.117.

Table II
The Population of The Eighth
Grade Students MTs.S Al-Mukhlishin Sibuhuan

No	Class	Total Students
1	VIII 1	49
2	VIII 2	50
3	VIII 3	50
4	VIII 4	47
5	VIII 5	48
6	VIII 6	50
7	VIII 7	50
8	VIII 8	50
9	VIII 9	48
10	VIII 10	50
11	VIII 11	46
12	Total	538

(Source : Data of Students MTs.S Al-Mukhlishin Sibuhuan from Vice of Headmaster)

b. Sample

Sample is a part of the population that can be reached and has the same characteristics as the population taken the sample. Sugiyono says” sample is part of the number and characteristics of the population.”⁴⁸ In this research used random sampling to take the class research. This research taken two classes as a sample. Ranjit Kumar says “that with draw the entire sample by using homogen sampling technique, each element in the population has equal opportunities and probabilities to chose.”⁴⁹

So, the reason used homogeneous sampling technique is because of all the sample had the same time, age, lesson, placed because not

⁴⁸ Sugiyono, P.118.

⁴⁹ Ranjit Kumar, *Research Methodology a Step by Step Guide For Beginners*, Third Edit (New Delhi: India Pvt Ltd, 2011), p.208, www.sagepublications.com.

placement test, to chosen and it is the best way to obtain a representative sample.

Then, the researcher used the trick to take the sample using a lottery technique of taking random sampling. The population is all the 8th Grade. After that, 2 classes chosen as sample there are class VIII-9 and VIII-11

This research choose two classes. Class VIII-9 consist of 48 students such as control class and class VIII-11 consist of 46 students such as experiment class. Therefore, total samples are 94 students.

Table III
The sample of students MTs. S Al-Mukhlisin Sibuhuan

Experimental Class	Control Class	Total
VIII-9= 48	VIII-11=46	94

D. Definition of Operational Variables

Based on the explanation above there are two variables this research conveyed some theories of each variables. Therefore, can be conclude the both variables as follow:

Motivation in learning vocabulary is a drive to observe, read, imitate a list of words.

Whispering game is a game played around the world, in which students in the group has cooperate well to whisper a word that given the teacher.

E. Instrument of Collecting Data

Instrument is a tool that can be used by the researcher to collect the valid and reliable data. In this research used instrument of validity and reliability for taking the valid data. Based on the participants, for the primary data this research used the interviews an instrument for collecting the data, this research used the quantitative research. Based of statement above, this research chosen the instrument of collecting data is questionnaire.

A Questionnaire is simply a “tool” for collecting and recording information about a particular issue of interest. Blaxter says

Questionnaires are one of the most widely used social research techniques. The idea of formulating precise written questions, for those whose opinions or experience you are interested in, seems such an obvious strategy for finding the answers to the issues that interest you.⁵⁰

It is mainly made up of a list of questions, but should also include clear instruction and space for answer or administrative detail. The questionnaire is used to get information about students' motivation in learning vocabulary.

There are five basics types of scales used to measure attitudes, they are Likert scales, Semantic differential scales, rating scales, thrust one scales and Gutman scales.

The type of questionnaire that used in this research is Likert Scale. The Likert type scale response was level of frequency, in which there are five of alternative answer and score in using positive and negative, strongly agree (SA), agree (A) undecided (U), disagree (D) or strongly disagree (SD) with

⁵⁰ Loraine Blaxter Christina Hughes Malcolm Tight, *How to Research*, ed. OZ Graf S.A., Third Edit (New York: Open University Press, 2006), p.179, www.polskabook.pl.

each statements. For instance, the following point values are typically assigned to positive statements: SA = 5, A = 4, U = 2, SD =1, while negative statements, the point values should be reversed that is SA = 1, A = 2, U= 3, D = 4, SD = 5. The way to score the questionnaire is as follow:

Table IV
Likert Scale

Alternative Options	Score	
	Favorable	Unfavorable
Strongly agree	5	1
Agree	4	2
Undecided	3	3
Disagree	2	4
Strongly disagree	1	5

In continuation, each item of the questionnaire was developed from indicator that has been described in the following below:

Table V
Indicator of Pre-test

Sub indicator		Number of Questionnaires			Total of Questionnaires
Motivation		Active	Never Give up	Confidence	
Meaning	Habitat	1,2,3	4,5	2,3	23
	Food	6	8,22	7,21	
	Activity	12,16	18,19	17	
	Characteristic	11,15	9,14,24	10, 20,13	
Pronunciation	Habitat	48,50,54	49,51,52	53,55	32
	Food	32,39,36	34,38	37,33,35	
	Activity	42, 44,	41,47.43	40,45,46	
	Characteristic	24,26,31	25,29,30	27,28	
Total					55

Table VI
Indicator of Post-test

Sub indicator		Number of Questionnaires			Total of Questionnaires
Motivation		Active	Never Give up	Confidence	
Meaning	Habitat	1,2,3	4,5	2,3	23
	food	6	8,22	7,21	
	Activity	12,16	18,19	17	
	Characteristic	11,15	9,14,24	10, 20,13	
Pronunciation	Habitat	48,50,54	49,51,52	53,55	32
	Food	32,39,36	34,38	37,33,35	
	Activity	42, 44,	41,47.43	40,45,46	
	Characteristic	24,26,31	25,29,30	27,28	
		Total			55

F. Validity and Reliability Instrument

a. Validity

Validity is seen as a unitary concept. An example would be if various researchers had to examine one specific research study and also come up with the same conclusion, then the research study would be internally valid.⁵¹ According to Suharsimi Arikunto. "Validity is a measurement that shows the valid level an instrument".⁵² In addition Anas Sudijono says "Validity is a characteristic of the good test".⁵³ It means that validity is a measurement to show the characteristic of good test.

⁵¹Silverman. David, "Validity and Reliability," *Interpreting Qualitative Data. Methods for Analysing Talk, Text and Interaction.*, 2019, p.51.

⁵² Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, n.d.), p.168.

⁵³ Sugiyono, *Metode Penelitian Pendidikan* (Bandung: Alfabeta, 2013), P.117.

So in this research, the questionnaire was validated by construct validity. It is checked by expert person. The expert person of questionnaire is a psychologist.

b. Reliability

Reliability is also needed to create a good test because a test must be reliable as a measuring instrument. The instrument is said reliable when the instrument believable to use as an instrument of collecting data because the instrument is good.

G. Technique of Data Collecting

To collect the data, the researcher will use test. In giving the test, it will divide into two kinds, they are: pre-test and post-test.

a. Pre-test

Pre-test is conducted to find out the homogeneity of sample. The function of pre-test is to find the mean score of the experimental researcher give treatment to the experiment class. In this case, researcher use the steps, they are:

- 1) The researcher prepares the test that will be fills by the students.
- 2) The researcher distribute the paper *f* test to the students of experimental class and control class.
- 3) The researcher explain what the students to do.
- 4) The researcher gives the time to the students to answer the question.
- 5) The researcher collects the test paper.

6) The researcher checks the answer of the students and counts the students' score.

b. Treatment

After giving the pre-test, the students are given the treatment. The researcher will give the different way in teaching vocabulary mastery between experiment class and control class. Treatment will be given to experimental class by using whispering game. Treatment will be done after validity.

c. Post-test

It is the test that will be given after the researcher gives the treatment to experiment class. The researcher conducts a post-test which is the same test as the pre-test, and has been concluded in the previous of the research. This post-test is the final test in the research, especially measuring the treatment, whether it is significant or not. After conducting the post-test, the researcher analyzes the data, then the researcher finds out the effect of whispering strategy in experimental class.

H. Technique of Data Analysis

In this research, the researcher uses the technique of data analysis as follows:

a. Requirement test

1) Normality test

To know the normality, the researcher uses *Chi-Quadrante* formula. The formula is as follows:

$$X^2 = \sum \left(\frac{f_o - f_h}{f_h} \right)$$

Where:

X^2 = Chi-Quadrate

f_o = Frequency is gotten from the sample/result of observation (questioner).

f_h = Frequency is gotten from the sample as image from frequency is hoped from the population.

To calculate the result of Chi-Quadrate, it is used significant level 5% (0.05) and degree from as big of freedom as big as total frequency is lessened 3 ($dk = k-1$). If result $x^2 \text{ count} < x^2_{\text{table}}$. So, it concluded that data is distributed normal.

2) Homogeneity test

To test the data whether homogeneity of not, the researcher uses

Harley test, as follow:

$$F = \frac{\text{Thebiggestvariant}}{\text{Thesmallestvariant}}$$

Hypothesis is accepted if $F_{(\text{count})} \leq F_{(\text{table})}$

Hypothesis is rejected if $F_{(\text{count})} \geq F_{(\text{table})}$

3) Hypothesis test

Hypothesis is the provisional result of the research. So the researcher needs to analyze the data which have been divided into two groups: experiment class and control class. From the hypothesis is to answer the result of research. So, the data will be analyzed by using the *t-test* formula. The formula is as follow:

$$Tt: \frac{X_1 - X_2}{\sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

Where:

- Tt : The value which the statistical significance
- X_1 : The average score of the experimental class
- X_2 : The average score of the control class
- s_1^2 : Deviation of the experimental class
- s_2^2 : Deviation of the control class
- n_1 : Number of experimental
- n_2 : Number of control class⁵⁴

⁵⁴ Sugiono, *Statistik Untuk Penelitian* (Bandung: ALFABETA, 2006), P.135.

CHAPTER IV RESULT OF THE RESEARCH

As mentioned in earlier chapter, in order to evaluate the effect of Whispering Game to Motivation in Learning Vocabulary, the researcher has calculated the data using pre-test and post-test. The researcher used the formulation of T-test the hypothesis. Next, the researcher described the data as follows:

A. Description of Data

1. Description of Data before Using Whispering Game

a. Score of Pre-test Experimental Class

The result of the test in experimental class before using Whispering Game on students' vocabulary in the appendix 15 and 18, can be seen in following table:

**Tabel 7
The Score of Experimental Class in Pre-test**

Descriptive	Statistics
Highest score	75
Lowest score	52
Mean	66
Median	67.5
Modus	65
Range	23
Interval	4
Standard deviation	4.76
Variant	22.8

Based on the table, the researcher got the highest score is 75 and the lowest score is 52, mean is 63, median is 67.5, modus is 65, range is 23, interval is 4, standard deviation

Is 4.76 and the last variant is 22.8. Then, the calculation of the frequency distribution of the students' score in experimental class can be applied into table frequency distribution as follows:

Table 8
Frequency Distribution of Experimental Class (Pre-test)

No	Interval	MidPoint	F	Percentages
1	52–55	53,5	1	2,083%
2	56–59	56,5	4	8,335%
3	60–63	59,5	12	25%
4	64–67	62,5	17	35,416%
5	68–71	65,5	8	16,666%
6	72–75	68,5	6	12,5%
<i>i=4</i>			48	100%

Based on the table above, the students score that is there in class interval between 52–55 is 1 students (2,083%), class interval between 56–59 is 4 students (8,335%), class interval 60–63 is 12 students (25%), class interval 64–67 is 17 students (35,416%), and the class interval 68–71 is 8 students (16,666%) class interval 72–75 is 6 students (12,5%).

Based on the table above, it could be seen the histogram on the following figure:

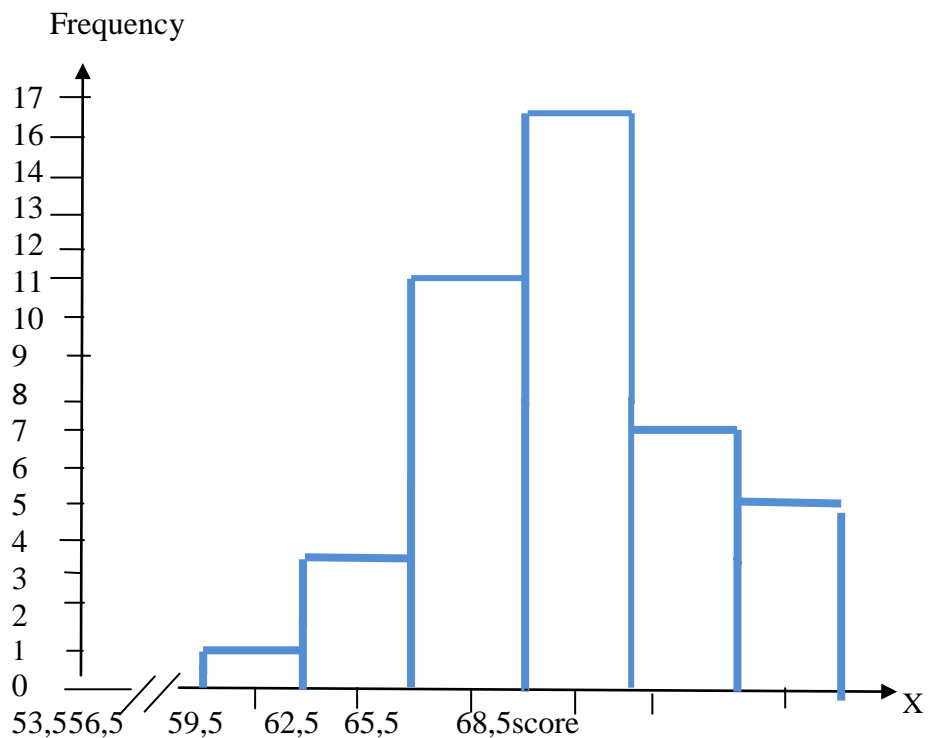


Figure 1: Description of Experimental Class (Pre-Test)

Based on the table and histogram above, the students' score from 53 is 1 students, the student score 56 is 4 students, the students' score 59 is 12 students, the students' score 62 is 17 students, the students score 65 is 8 students and the students' 68 is 6 students.

b. Score of Pre-Test Control Class

The result of the pre-test of control class, the researcher calculated is gotten by the students in answering the test at the control class. The score of pre-test control class can be seen in following table:

Table 9
The Score of Control Class in Pre-Test

Descriptive	Statistics
Highest score	71
Lowest score	58
Mean	64
Median	66.5
Modus	64.3
Range	13
Interval	2
Standard deviation	3.5
Variant	1.754

Based on the table, the researcher got the highest score is 71 and the lowest score is 58, mean is 64, median is 66.5, modus is 64.3, range is 13, interval is 2, standard deviation is 3.5 and the last variant is 1.75. Then, the calculation of the frequency distribution of the students' score of control class can be applied into table frequency distribution as follows:

Table 10
Frequency Distribution of Control Class (Pre-Test)

No	Interval	Mid Point	F	Percentages
1	58–59	58,5	4	8,695%
2	60–61	60,5	4	8,695%
3	62–63	62,5	8	17,391%
4	64–65	64,5	10	21,739%
5	66–67	66,5	7	15,217%
6	68–69	68,5	8	17,391%
7	70–71	70,5	5	10,869%
	<i>i:2</i>		46	100%

Based on the table above, the students score that is there in class interval between 58–59 is 4 students (8,695%), class interval between 60–61 is 4 students (8,695%), class interval

62–63 is 8 students (17,391%), class interval between 64–65 is 10 students (21,739%), and the class interval 66–67 is 7 students (15,217%), class interval 68–69 is 8 students (17,391%), class interval 70–71 is 5 students (10,869%).

Based on the table, it could be seen the histogram on the following

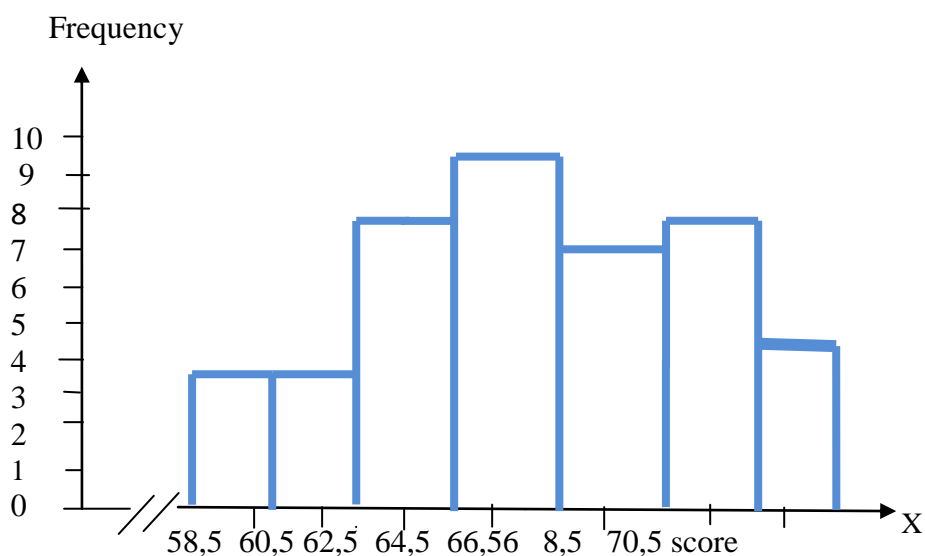


Figure 2: Description of Control Class (Pre-Test)

Based on the table and the histogram above, the students' score 58.5 is 4 students, the students' score 60,5 is 4 students, the students' score 62,5 is 8 students, the students' score 64,5 is 10 students, the students' score 66.5 is 7 students, and the students' score 68,5 is 8, students, the students' score 70,5 is 5 students.

2. Description of Data After Using Whispering Game

a. Score of Post-Test Experimental Class

The result of the calculation that had been gotten by the students in answering the question (test) after the researcher did the treatment by using Whispering game can be seen the table:

Table 11
The Score of Experimental Class in Post Test

Descriptive	Statistics
Highest score	89
Lowest score	60
Mean	85
Median	79
Modus	77
Range	29
Interval	4
Standard deviation	7.00
Variant	51.74

Based on the table, the researcher got the highest score is 89 and the lowest score is 60, mean is 85, median is, 79 modus is 77, range is 29, interval is 5, standard deviation was 7.00 and the last variant is 51.74. Then, the calculation of the frequency distribution of the students' score of experiment class can be applied into table frequency distribution as follows:

Table 12
Frequency Distribution of Students' Score

No	Interval	Mid Point	F	Percentages
1	60–63	61.5	3	6.25%
2	64–67	65.5	4	8.33%
3	68–71	69.5	4	8.33%
4	72–75	73.5	10	20.83%
5	76–79	77.5	15	31.25%
6	80–83	81.5	5	10.41%
7	84–87	85.5	4	8.33%
8	88–89	88.5	3	6.25%
$i=4$			48	100%

Based on the table , it can be shown that the students' score that is there in class interval between 60–63 is 3 students (6.25%), class interval between 64–67 is 4 students (8,33%), class interval 68–71 is 4 students (8,33%), class interval 72–75 is 10 students (20.83%), class interval 76–79 is 15 (31.25%), class interval 80–83 is 5 students (10.41%), class interval 84–87 is 4 students (8.33%), and the last class interval 88–89 is 3 students.

Based on the table above, it could be seen the histogram on the following figure:

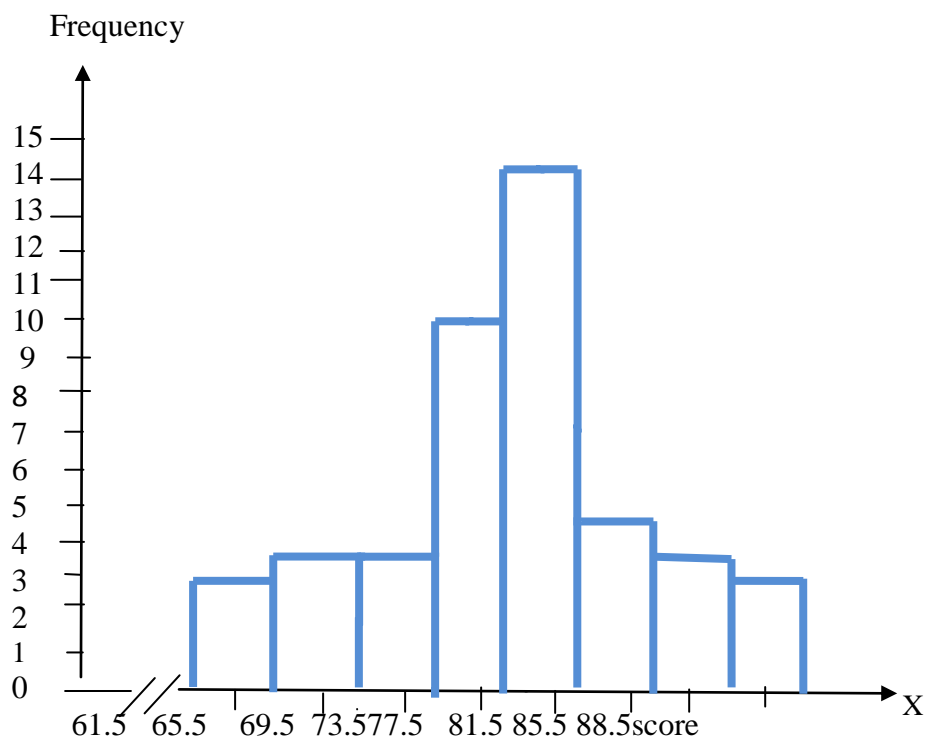


Figure 3: Description of Experimental Class (Post-Test)

Based on the table and the histogram above, the students' score 61.5 is 3 students, the students' score 65.5 is 4 students, the students' score 69.5 is 5 students, the students' score 73.5 is 10 students, the students' score 77.5 is 15, the students' score 81.5 is 5 students, the students' score 85.5 is 5 students and the students' score 88.5 is 3 students.

b. Score of Post-Test Control Class

The result of control class in post-test, the researcher took class VIII -11 as control class, could had been gotten by the students in answering the question (test) after the researcher taught vocabulary mastery by using conventional method can be seen the table below:

Table 13
The Score of Control Class in Post-Test

Descriptive	Statistics
Highest score	85
Lowest score	55
Mean	75.52
Median	75
Modus	70.3
Range	40
Interval	6
Standard deviation	8.7
Variant	1.755

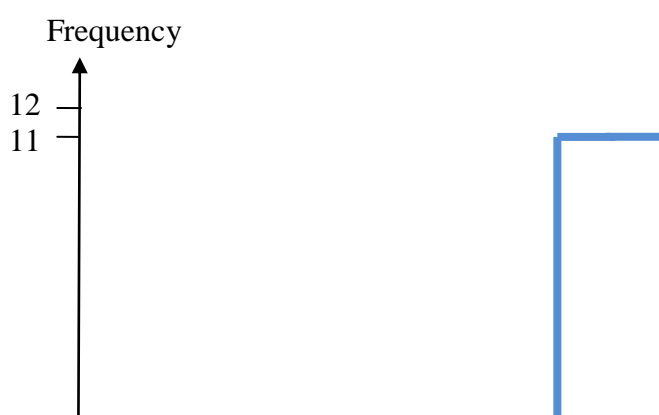
Based on the table, the researcher got the highest score is 85 and the lowest score is 55, mean is 75.52, median is 75, modus is 70.3, range is 40, interval is 6, standard deviation is 8.7 and the last variant is 1.755. Then, the calculation of the frequency

distribution of the students' score of control class can be applied into table frequency distribution as follows:

Table 14
Frequency Distribution of Students' Score

No	Interval	Mid Point	F	Percentages
1	45-50	47.5	2	4.34%
2	51-56	53.5	3	6.52%
3	57-62	59.5	9	19.56%
4	63-68	65.5	10	21.73%
5	69-74	71.5	12	26.08%
6	75-80	77.5	8	17.39%
7	81-86	83.5	2	4.34%
	<i>i=6</i>		46	100%

Based on the table above, it can be shown that the students score is there in class interval between 45-50 is 2 student (4.34%), class interval between 51-56 is 3 students (6.52%), class interval 57-62 is 9 students (19.56%), class interval 63-68 is 10 students (21.73%), class interval 69-74 is 12 students (26.08%) class interval 75-80 is 8 students (17.39%), and the class interval 81-86 is 2 students (4.34%). Based on the table above, it could be seen the histogram on the following figure:



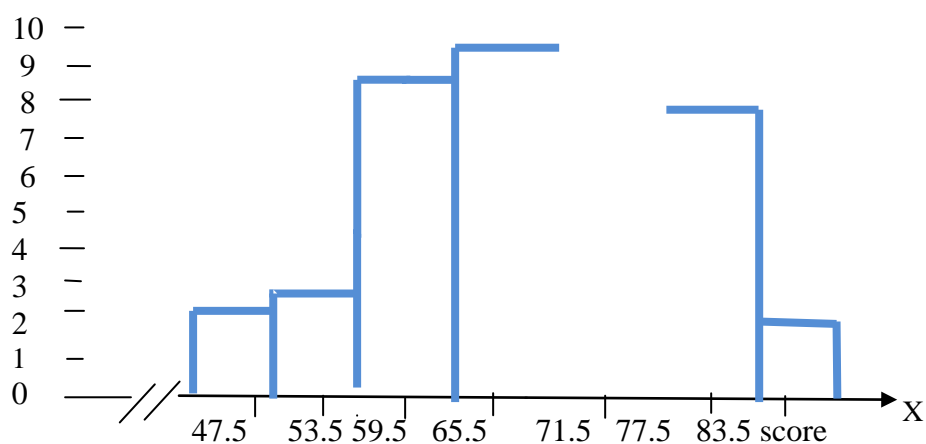


Figure 4: Description of Control Class (Post-Test)

Based on the table and the histogram above, the students' score 47.5 is 2 student, the students' score 53.5 is 3 students, the students' score 59.5 is 9 students, the students score 65.5 is 10 students, students' score 71.5 is 12 students, the students' score 77.5 is 8 students and the students' score 83.5 is 2 students.

B. Hypothesis Test

After calculating the data of post-test, researcher has found that post-test result of experimental and control class is normal and homogenous. The data would be analyzed to prove the hypothesis. It used formula of t-test. Hypothesis of the research was "there is the effect of whispering game to motivation in learning vocabulary at grade VIII students of MTs.S Al-Mukhlisin Sibuhuan". The calculation can be seen on appendix 15 and 16. The result of t-test was as follow:

Table 15
Result of T-test from the both average

Pre-test		Post-test	
t_{count}	t_{table}	t_{count}	t_{table}
2.5	1.684	5.46	1.684

The hypothesis test has two criteria. They are if $t_{\text{count}} < t_{\text{table}}$, H_0 is accepted and if $t_{\text{count}} > t_{\text{table}}$, H_a is accepted. Based on researcher calculation in pre-test, the researcher found that $t_{\text{count}} = 2.5$ while $t_{\text{table}} = 1.684$ with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 48 + 46 - 2 = 92$. Cause $t_{\text{count}} > t_{\text{table}}$ ($2.5 > 1.684$), it means that hypothesis H_a was accepted and H_0 was rejected. So, in pre-test, the two classes were same. There is no difference in the both of classes. But, in post-test, the researcher found that $t_{\text{count}} = 5.46$ while $t_{\text{table}} = 1.6684$ with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 48 + 46 - 2 = 92$. Cause $t_{\text{count}} > t_{\text{table}}$ ($5.46 > 1.684$), it means that hypothesis H_a was accepted and H_0 was rejected. So, there was significant effect of whispering game to motivation in learning vocabulary at grade VIII students of MTs.S Al-Mukhlisin Sibuhuan. In this case, the mean score of experimental class by using whispering game was 80 and mean score of control class by using conventional strategy was 75.52. The gain score was 2.48. The calculation can be seen in the following table:

Table 16
Gain Score of Experimental Class and Control Class

Class	Pre-test	Post-test	Enhancement	Gain score
Experimental	66	80	14	2.48
Control	64	75.52	11.52	

C. Discussion

Based on the related finding, the researcher discussed result of this research and compared with finding. It also discussed with theory that

has been stated by researcher. In this case, the theory which has been discussed by the researcher was from Bellout Hadjerin his research find that there is Learning Styles and Motivation on Students' Vocabulary Acquisition for Writing Purposes.

Motivation is effective strategies in training second language mainly on learning vocabulary include, for instance, identifying one's mood and anxiety level, talking about feelings and rewarding oneself. training second language learners to use learning strategies concentrates mainly on learning vocabulary.⁵⁵

The second, research was done by Yolanda Rizki Putrihas done her research about motivation and reading comprehension. She used ex post facto as her research design of her research in title "Comparative Study Between Students With Intrinsic And Extrinsic Motivation In Reading Comprehension At SMAN 7 Bandar Lampung "This research aimed to know is there any significant difference between students who have intrinsic and extrinsic motivation in reading comprehension.⁵⁶

The third is Muna A. Al-Shaw, research is conducted by entitle "Using Game Strategy for Motivating Students to Learn New English Vocabulary" .Teaching vocabulary through games is chosen as the focus area for this research that it has been observed during the course of teaching this topic. Consequently, From the results of this research

⁵⁵Bellout Hadjer, "The Effect of Learning Styles and Motivation on Students ' Vocabulary Acquisition for Writing Purposes."

⁵⁶Putri, "Correlation Study of Students' Motivation and Students' Vocabulary Mastery Toward Reading Comprehension At SMPN 31 Bandar Lampung."

demonstrate clearly that using games to practice vocabulary improves learners' ability to memorize the new words effectively. Games provide logical contribution while learners interact in the group, allowing students to clarify the meanings of the words..⁵⁷

The last is Putri Utami. The Influence of Using Chinese Whispering Game Towards Students' Speaking Ability At The First Semester of The Eighth in SMP Negeri 1 Tanjung Sari South Lampung 2017/2018 Academic Year. Chinese Whisper Game is appropriate game in teaching speaking. It can increase student's motivation in learning activities, makes students feel engage in the class, and also can increase students' speaking skill.⁵⁸

From the result of the research that is previously stated. It was proved that the students who were taught vocabulary by using whispering game got better result. As in this research, the mean score of experimental class got better result than control class (83.25>63). Looking the students' score after using whispering game to motivation learning vocabulary, this strategy is good to be used as an innovation for teaching vocabulary. It aims to motivate the students in learning vocabulary. Although not all of the aspect in vocabulary can be covered

⁵⁷Muna A Al-shaw, "Using Game Strategy for Motivating Students to Learn New English Vocabulary," *Journal of American Arabic Academy for Sciences and Technology* 5, no. 12 (2014): 137-46, www.amarabac.com.

⁵⁸Putri Utami, "The Influence of Using Chinese Whispering Game Towards Students' Speaking Ability At The First Semester of The Eighth in SMP Negeri 1 Tanjung Sari South Lampung 2017/2018 Academic Year" (State Islamic University Raden Intan Lampung, 2018), <http://repository.radenintan.ac.id>.

by this strategy. It can be considerably used in teaching vocabulary. This strategy makes the students happy and not feel bored when the teacher gave the material about vocabulary. As a conclusion, this strategy is recommended to be used for teaching vocabulary.

D. The Threats of the Research

The researcher found the threats of the research as follows:

1. The students needed more time for answering the test.
2. There were some students that were noisy while teaching and learning process. So, it can disturb the concentration of the others
3. There were some students that were lack of serious to answer the Questionnaire in pre-test and post-test. It can be the threat of the research. So, the researcher cannot reach the validity of trustworthiness data.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research, the conclusions of this research are:

1. Before using whispering game, students' vocabulary mastery was still low. it can be seen by highest score of experimental class in pre test was 75 only and lowest score was 52. While the highest score of control class was 71 and the lowest score was 58. Besides, the mean score of experimental class with using conventional strategy was 66 and the control class with using conventional strategy was 64, it is on the level low.
2. After using Whispering Game, the mean score of experimental class as higher than the mean score of control class which was taught by conventional strategy. The mean score of post-test of experimental class was 89 and the mean score of control class was 80. It can be seen experimental class was higher than control class ($80 > 75.52$). it means that by using Whispering Game in learning motivation was higher.
3. Based on the calculation of t_{count} was 5.46 was higher than t_{table} 1.684 and the mean score of experimental class in post-test was 80, meanwhile the mean score of control class in post-test was 75.52, it was higher than control class ($54.46 > 1.684$), it can be conclude that there was the significant effect of using Whispering Game on Students' Vocabulary at

the eighth Grade students of MTS.s Al-Mukhlishin Sibuhuan where H_a was accepted and H_0 was rejected.

B. Suggestion

After finishing this research, the researcher got much information in English teaching and learning process. Therefore, the writer has suggestion

1. Head master of MTs.S Al-Mukhlishin Sibuhuan, to motivate the teacher, especially English teacher to teach as well as possible by maximizing the using whispering game or other strategies in teaching English.
2. The researcher hopes to the English teachers, especially in MTS.s Al-Mukhlishin Sibuhuan to use whispering game as the alternative to increase students' vocabulary, It is very wise to apply the innovative approach such as using Whispering Game on vocabulary.
3. Other researcher, the researcher hopes that the others researchers who want to conduct a research related to this research to find the others influence of English achievement. In order to motivate the readers more critics and consider whatever they read

CURRICULUM VITAE



A. Identity

Name : Khoirunnisah Hasibuan
Nim : 1620300077
Place and Birthday : Manggis 09th Mei 1997
Sex : Female
Religion : Moslem
Address : Desa Manggis Kec. Batang Lubu Sutam, Kb.
Padanglawas.

B. Parent

1. Father's name : Baktaruddin Hasibuan
2. Mother's Name : Aslamiah Pasaribu

C. Educational Background

1. Elementary School : SDN 101950 Tamiang (2009)
2. Junior High School : Ponpes Babul Hasanah Manggis (2012)
3. Senior High School : SMA S Abdi Utama Sibuhuan (2016)
4. Institute : IAIN Padangsidempuan (2020)

Appendix I

RENCANA PELAKSANAAN PEMBELAJARAN

(EXPERIMENT CLASS)

Satuan pendidikan : MTs. S Al-Mukhlisin Sibuhuan
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : VIII / 2
Tema : Habitat, Food, Activity, Characteristic (Animal)
Alokasi Waktu : 2 x 40 menit

A. Kompetensi Inti

1.	Menunjukkan perilaku yang berterima dalam lingkungan personal, sosial, budaya, akademik, dan profesi;
2.	Mengidentifikasi fungsi sosial, struktur teks dan unsure kebahasaan dari teks pendek dan sederhana, dalam kehidupan dan kegiatan siswa sehari-hari;
3.	Berkomunikasi secara interpersonal, transaksional dan fungsional tentang habitat, makanan, aktifitas dan sifat yang terdekat dengan kehidupan dan kegiatan siswa sehari-hari di rumah, sekolah, dan masyarakat;
4.	Menangkap makna dan menyusun teks lisan dan tulis, pendek dan sederhana dengan menggunakan struktur teks secara urut dan runtut serta unsure kebahasaan secara akurat, berterima, dan lancar.

B. Kompetensi Dasar

3.7	Membandingkan fungsi sosial, struktur teks, dan unsure kebahasaan beberapa teks deskriptif lisan dan tulis dengan member dan meminta informasi terkait dengan habitat, makanan, aktifitas dan sifat dari hewan, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.
4.7	Kosa Kata
4.7.1	Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks dan unsure kebahasaan teks kosa kata lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda.

4.7.2	Menyusun kosa kata lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, benda dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan, secara benar dan sesuai konteks.
-------	--

C. Indikator Pencapaian Kompetensi

Siswa dapat mengkomunikasikan secara terintegrasi lisan dan tulis tentang kosa kata binatang, tokoh, untuk tujuan membanggakan/mengenalkan/mengambil teladan, secara kontekstual, terkait ketiga aspek teks berikutini:

1. Fungsi Social

Menentukan (menyebutkan/memilih) secara lisan dan tulis:

- a. Tujuan dari kosa kata dan sederhana tentang binatang yang berbeda,
- b. Fokus yang dibicarakan dalam masing-masing kata,
- c. Pembaca yang akan tertarik membaca masing-masing kata,
- d. Manfaat yang dapat dipetik dari masing-masing kata.

2. Struktur Text

Menentukan (menyebutkan/menyalin/membacakan) secara lisan dan tulis:

- a. Nama binatang, habitat, makanan, aktifitas, dan sifat yang terkait.
- b. Karakteristik fisik/psikis lainnya dari masing-masing binatang
- c. Kebiasaan/kegiatan yang menjadi penciri masing-masing binatang,
- d. Aspek lain yang dipaparkan untuk mendeskripsikan masing-masing binatang.

3. Unsur Kebahasaan

Menentukan (menyebutkan/menyalin/membacakan) secara lisan dan tulis unsur-unsur kebahasaan yang mendukung cara pendeskripsian binatang:

- a. Makna kata dan ungkapan tertentu (verb, naun, adverb, adjective)
- b. Tata bahasa (kalimat, klausa, verba, nomina, konjungsi, dll),
- c. Ucapan, tekanan kata, danintonasi yang benar,
- d. Ejaan dan tanda baca yang benar,
- e. Tulisan tangan yang benar.

D. Tujuan Pembelajaran

Setelah melewati proses pembelajaran yang menerapkan 5M:

1. Siswa mampu membandingkan fungsi sosial, struktur teks, dan unsure kebahasaan beberapa teks deskriptif lisan dantulis dengan member dan meminta informasi terkait dengan binatang, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.
2. Siswa menangkap makna secara kontekstual terkait fungsisosial, struktur teks dan unsure kebahasaan kosa kata lisan dan tulis, sangat pendek dan sedehana, terkait binatang.
3. Siswa menyusun kosa kata lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, benda dengan memperhatikan fungsi sosial, strukturteks, dan unsure kebahasaan, secara benar dan sesuai konteks.

E. Materi Pembelajaran

1. Habitat of animal
2. Food of animal
3. Activity of animal
4. Characteristic of animal

F. Metode Pembelajaran

- Whispering game strategy

G. Alat dan Sumber Pembelajaran

1. Alat : papantulis, kertas A4, spidol, bolpoin.
2. Sumber : buku-buku relevan, internet.

H. Langkah-langkah Kegiatan Pembelajaran

Teacher's Activities	Procedures of Mind Mapping Strategy	Students' Activity
Pre-Teaching		
1 Teacher comes to the class by saying salam.		1 Students answer salam together.
2 Teacher asks students to pray before starting the lesson.		2 Students pray on their belief.
3 Teacher checks students' attendance and prepare the lesson.		3 Students listen and raise their hand depend on their attendance
4 Teacher mentions the goal of study.		4 Students listen to the goal of study.
5 Teacher involves the lesson to the students in brainstorming activity related to the topic. Teacher asks students about the ideas by using brainstorming to know students background knowledge.		5 Students brainstorm some examples related to the topic.
While Teaching		
2. The teacher explain the activity	2. The teacher dived students become four groups	3. The students listening to the teacher's explanation 4. Students make a group base on teacher instruction, and they join the group
3. The teacher begin with whisper the word	4. The teacher gives the words to the	2. The students listen carefully the word that

	first student	the teacher has given to the first student
2. The teacher ask the student to memorize the word	3. The first students hear and memorize a sentences and then whispers something to the person next to him.	3. The first student memorize the word that the teacher has given. 4. Student whispers the word to the next student
2. The teacher ask the students to say a loud what the last student heard	4. The something that was whispered continues to be whispered to the person next in line until the last person says a loud what heard.	3. The students continue to whisper the word to the next student in line until the last student 4. The last student will say a loud the word that he/she heard
2. The teacher ask the students to pronounce the sentence what they heard	5. The last students of each group pronounce a sentence	2. After all the group done the last students of each group pronounce the sentence
1. The teacher ask the students to write the answer	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	2. After the last students pronounce the sentence, the member each group write down the answer on the worksheet 3. After write the answer that the last student has pronounced, the students each group gives the meaning of word 10 The last students will compare the answer with the first student
10 The teacher will compare what the last students heard and the original message		
2. The teacher changes the leader of each group	8. Change the leader in their group and give another word	3. The students change the leader of their group and get the new

		word
11 The teacher ask the students to continue after all the students become leader	Continue this activity until all of students get a position as a leader in their group.	11 The students continue the activity until all of students become a leader in their group
Post Teaching		
5. The teacher gives the score for each group 6. The teacher gives feedback to the students 7. The teacher gives the evaluation 8. The teacher gives the conclusion	11. The group that got highest score will be winner.	2. The students give some comment or responding

I. Penilaian

1. Teknik : Test
2. Bentuk : Penilaian proses
3. Instrumen : Tes jawab singkat dan lembar pengamatan
4. Pedoman Penilaian

Rubrik Penilaian

Indicator pencapaian kompetensi	Teknik penilaian	Bentuk instrumen	Instrument soal
Mengidentifikasi habitat, makanan, aktifitas dari hewan	Test tulisan	Angket	Memilih jawaban yang sesuai dengan petunjuk soal
Mengidentifikasi habitat, makanan, aktifitas dari hewan			

Padangsidempuan, Oktober

Mengetahui

Guru Mata Pelajaran

Peneliti

Aisyah, S.Pd.

Khoirunnisah Hasibuan
Reg. No. 1620300077

Appendix II

RENCANA PELAKSANAAN PEMBELAJARAN

(CONTROL CLASS)

Satuan pendidikan : MTs. S Al-Mukhlisin Sibuhuan
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : VIII / 2
Tema : Habitat, Food, Activity, Characteristic (Animal)
Alokasi Waktu : 2 x 40 menit

J. Kompetensi Inti

1.	Menunjukkan perilaku yang berterima dalam lingkungan personal, sosial, budaya, akademik, dan profesi;
2.	Mengidentifikasi fungsi sosial, struktur teks dan unsure kebahasaan dari teks pendek dan sederhana, dalam kehidupan dan kegiatan siswa sehari-hari;
3.	Berkomunikasi secara interpersonal, transaksional dan fungsional tentang habitat, makanan, aktifitas dan sifat yang terdekat dengan kehidupan dan kegiatan siswa sehari-hari di rumah, sekolah, dan masyarakat;
4.	Menangkap makna dan menyusun teks lisan dan tulis, pendek dan sederhana dengan menggunakan struktur teks secara urut dan runtut serta unsure kebahasaan secara akurat, berterima, dan lacer.

K. Kompetensi Dasar

3.7	Membandingkan fungsi sosial, struktur teks, dan unsure kebahasaan beberapa teks deskriptif lisan dan tulis dengan member dan meminta informasi terkait dengan habitat, makanan, aktifitas dan sifat dari hewan, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.
4.7	Kosa Kata
4.7.1	Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks dan unsure kebahasaan teks kosa kata lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda.

4.7.2	Menyusun kosa kata lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, benda dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan, secara benar dan sesuai konteks.
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L. Indikator Pencapaian Kompetensi

Siswa dapat mengkomunikasikan secara terintegrasi lisan dan tulis tentang kosa kata binatang, tokoh, untuk tujuan membanggakan/mengenalkan/mengambil teladan, secara kontekstual, terkait ketiga aspek teks berikutini:

4. Fungsi Social

Menentukan (menyebutkan/memilih) secara lisan dan tulis:

- e. Tujuan dari kosa kata dan sederhana tentang binatang yang berbeda,
- f. Fokus yang dibicarakan dalam masing-masing kata,
- g. Pembaca yang akan tertarik membaca masing-masing kata,
- h. Manfaat yang dapat dipetik dari masing-masing kata.

5. Struktur Text

Menentukan (menyebutkan/menyalin/membacakan) secara lisan dan tulis:

- e. Nama binatang, habitat, makanan, aktifitas, dan sifat yang terkait.
- f. Karakteristik fisik/psikis lainnya dari masing-masing binatang
- g. Kebiasaan/kegiatan yang menjadi penciri masing-masing binatang,
- h. Aspek lain yang dipaparkan untuk mendeskripsikan masing-masing binatang.

6. Unsur Kebahasaan

Menentukan (menyebutkan/menyalin/membacakan) secara lisan dan tulis unsur-unsur kebahasaan yang mendukung cara pendeskripsian binatang:

- f. Makna kata dan ungkapan tertentu (verb, naun, adverb, adjective)
- g. Tata bahasa (kalimat, klausa, verba, nomina, konjungsi, dll),
- h. Ucapan, tekanan kata, danintonasi yang benar,
- i. Ejaan dan tanda baca yang benar,
- j. Tulisan tangan yang benar.

M. Tujuan Pembelajaran

Setelah melewati proses pembelajaran yang menerapkan 5M:

- 4. Siswa mampu membandingkan fungsi sosial, struktur teks, dan unsure kebahasaan beberapa teks deskriptif lisan dan tulis dengan member dan

meminta informasi terkait dengan binatang, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.

5. Siswa menangkap makna secara kontekstual terkait fungsisosial, struktur teks dan unsure kebahasaan kosa kata lisan dan tulis, sangat pendek dan sederhana, terkait binatang.
6. Siswa menyusun kosa kata lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, benda dengan memperhatikan fungsi sosial, strukturteks, dan unsure kebahasaan, secara benar dan sesuai konteks.

N. Materi Pembelajaran

5. Habitat of animal
6. Food of animal
7. Activity of animal
8. Characteristic of animal

O. Metode Pembelajaran

- Whispering game strategy

P. Alat dan Sumber Pembelajaran

3. Alat : papantulis, kertas A4, spidol, bolpoin.
4. Sumber : buku-buku relevan, internet.

Q. Langkah-langkah Kegiatan Pembelajaran

Teacher's Activities	Procedures of Mind Mapping Strategy	Students' Activity
Pre-Teaching		
6 Teacher comes to the class by saying salam.		6 Students answer salam together.
7 Teacher asks students to pray before starting the lesson.		7 Students pray on their belief.
8 Teacher checks students' attendance and prepare the lesson.		8 Students listen

		and raise their hand depend on their attendance
9 Teacher mentions the goal of study.		9 Students listen to the goal of study.
10 Teacher involves the lesson to the students in brainstorming activity related to the topic. Teacher asks students about the ideas by using brainstorming to know students background knowledge.		10 Students brainstorm some examples related to the topic.
While Teaching		
<ul style="list-style-type: none"> 3. The teacher explain what is animals 4. The teacher ask the students about animal 5. The teacher explain animals habitat, food, activity and characteristic 6. The teacher give the example of each habitat, food, activity and characteristic of animal 		5. The students listening to the teacher's explanation

1. The teacher ask the students to give the example about habitat, food, activity, and characteristic of animals 2. The teacher ask the students to write the example in the task book		1. The student s write the task that the teacher has given
Post Teaching		
9. The teacher gives the score for each group 10. he teacher gives feedback to the students 11. he teacher gives the evaluation 12. he teacher gives the conclusion	12. The group that got highest score will be winner.	3. The student s give some comment or responding

R. Penilaian

S. Teknik : Test

T. Bentuk : Penilaian proses

U. Instrumen : Tes jawab singkat dan lembar pengamatan

V. Pedoman Penilaian

Rubrik Penilaian

Indicator pencapaian kompetensi	Teknik penilaian	Bentuk instrumen	Instrument soal
Mengidentifikasi habitat, makanan, aktifitas dari hewan			Memilih jawaban yang sesuai dengan petunjuk soal

Mengidentifikasi habitat, makanan, aktifitas dari hewan	Test tulisan	Angket	
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Padangsidempuan, Oktober 2020

Mengetahui

Guru Mata Pelajaran

Peneliti

Aisyah, S.Pd.

Khoirunnisah Hasibuan
Reg. No. 1620300077

APPENDIX IV

ANGKET TENTANG PENGARUH MOTIVASI SISWA DALAM BELAJAR VOCABULARY POST-TEST

NAMA :

KELAS :

HARI/TANGGAL :

Petunjuk pengisian

1. Baca dan pahami setiap pernyataan dengan baik
2. Pertimbangkan jawaban yang paling sesuai dengan keadaan anda, dan pilihlah satu jawaban yang paling sesuai dengan keadaan anda, lalu berikan tanda “Cek” (√) pada kolom yang tersedia

Keterangan Pilihan Jawaban:

SS : Sangat Setuju

S : Setuju

RR : Ragu-ragu

TS : Tidak Setuju

STS : Sangat Tidak Setuju

No	Pernyataan	SS	S	RR	TS	STS
1	Saya berusaha dan aktif untuk mengetahui arti kosa kata tentang habitat melalui whispering game					
2	Saya berupaya mengetahui arti kosa kata tentang habitat melalui whispering game					
3	Saya tidak mau berusaha mengetahui arti kosa kata tentang habitat karena saya tidak tertarik belajar melalui whispering game					
4	Saya tidak pernah menyerah untuk mengetahui arti kosa kata tentang habitat walaupun susah melalui whispering game					

5	Saya tidak pernah semangat untuk memahami arti kosa kata tentang habitat walaupun sudah dijelaskan guru melalui whispering game					
6	Saya bertekad kuat untuk menguasai arti kosa kata tentang habitat walaupun tidak ada di buku melalui whispering game					
7	Saya kurang bersemangat dan kurang aktif untuk mengetahui arti kosa kata tentang makanan walaupun sudah ajarkan melalau whispering game					
8	Saya berusaha mengetahui arti kosa kata tentang makanan melalui whispering game					
9	Saya tidak pernah menyerah untuk mengetahui arti kosa kata tentang makanan walaupun sering lupa melalui whispering game					
10	Saya tidak mempunyai tekad yang kuat untuk mengetahui arti kosa kata tentang makanan karna sulit melalui whispering game					
11	Saya tidak putus asa untuk mengetahui arti kosa kata tentang makanan walaupun sering lupa melalui whispering game					
12	Saya tidak yakin dapat megetahui arti kosa kata tentang sifat karena saya tidak tertarik belajar melalui whispering game					
13	Saya percaya dapat mengetahui arti kosa kata tentang sifat melalui whispering game					
14	Saya benar-benar memahami arti kosa kata tentang sifat melalui whispering game					
15	Saya bersemangat dan aktif untuk mengetahui arti kosa kata tentang aktivitas melalui whispering game					
16	Saya tidak mau berupaya utuk mengetahui arti kosa kata tentang aktivitas karena saya tidak paham melalui whispering game					

17	Saya berusaha untuk dapat mengetahui arti kosa kata tentang aktivitas melalui whispering game					
18	Saya menyerah untuk mempelajari arti kosa kata tentang sifat karena susah dipahami melalui whispering game					
19	Saya tidak putus asa untuk bisa mengerti arti kosa kata tentang sifat walaupun sering lupa melalui whispering game					
20	Saya bertekad kuat untuk memahami arti kosa kata tentang sifat walaupun sulit melalui whispering game					
21	Saya yakin dengan mengetahui arti kosa kata tentang aktivitas maka masa depan saya akan lebih sukses melalui whispering game					
22	Saya kurang bersungguh-sungguh mempelajari arti kosa kata tentang aktivitas walaupun sudah diajarkan guru melalui whispering game					
23	Saya tidak pernah menyerah untuk mengetahui arti kosa kata tentang aktivitas walaupun sulit di mengerti melalui whispering game					
24	Saya putus asa untuk memahami arti kosa kata tentang aktivitas yang tidak diajarkan oleh guru melalui whispering game					
25	Saya pantang menyerah untuk mengerti arti kosa kata tentang aktivitas walaupun tidak ada di buku melalui whispering game					
26	Saya bersemangat dan aktif mengertahui arti kosa kata tentang sifat melalui whispering game					
27	Saya cepat dapat memahami arti kosa kata tentang sifat melalui hispering game					
28	Saya tidak mau berupaya untuk memahami arti kosa kata tentang sifat karena sulit melalui whipering game					
29	Saya punya keyakinan dapat mengetahui arti kosa kata tentang					

	makanan melalui whispering game					
30	Saya tidak percaya bahwa saya bisa memahami arti kosa kata tentang makanan walaupun sudah dijelaskan melalui whispering game					
31	Saya percaya dapat memahami arti kosa kata tentang makanan melalui whispering game					
32	Saya tidak yakin bisa mengetahui arti kosa kata tentang habitat walaupun sudah diajarkan melalui whispering game					
33	Saya percaya dapat mengerti arti kosa kata tentang habitat melalui whispering game					
34	Saya sungguh-sungguh berusaha dalam memahami arti kosa kata tentang habitat melalui whispering game					
35	Saya tidak aktif dalam mengucapkan kosa kata tentang sifat karena saya kurang mengerti melalui whispering game					
36	Saya tidak mau berusaha mengucapkan kosa kata tentang sifat walaupun sudah dipelajari melalui whispering game					
37	Saya cepat dapat mengucapkan kosa kata tentang sifat melalui whispering game					
38	Saya yakin dapat mengucapkan kosa kata tentang sifat melalui whispering game					
39	Saya kurang percaya diri dapat mengucapkan kosa kata tentang sifat walaupun sudah diajarkan melalui whispering game					
40	Saya berusaha dengan sungguh-sungguh untuk bisa melafalkan kosa kata tentang sifat walaupun sulit melalui whispering game					

41	Saya tidak pernah menyerah untuk bisa mengucapkan kosa kata tentang sifat walaupun saya kurang paham melalui whispering game					
42	Saya tidak pernah percaya diri melafalkan kosa kata tentang sifat karena sulit dipahami melalui whispering game					
43	Saya berani melafalkan kosa kata tentang sifat walaupun tidak ada di buku melalui whispering game					
44	Saya bersemangat dan aktif mengucapkan kosa kata tentang makanan melalui whispering game					
45	Saya berupaya melafalkan kosa kata tentang makanan melalui whispering game					
46	Saya tidak mau berusaha menyebutkan kosa kata tentang makanan walaupun sudah dijelaskan oleh guru melalui whispering game					
47	Saya merasa tidak yakin bisa mengucapkan kosa kata tentang makanan melalui whispering game					
48	Saya betul-betul dapat melafalkan kosa kata tentang makanan walaupun tidak dijelaskan guru melalui whispering game					
49	Saya percaya bisa mengungkapkan kosa kata tentang makanan walaupun sulit melalui whispering game					
50	Saya patah semangat untuk bisa mengucapkan kosa kata tentang makanan karena susah dimengerti melalui whispering game					
51	Saya tidak putus asa untuk bisa mengucapkan kosa kata tentang makanan walaupun pengucapannya sulit melalui whispering game					
52	Saya punya tekat yang kuat untuk dapat mengungkapkan kosa kata tentang makanan walaupun tidak mengerti melalui whispering game					

53	Saya yakin dapat mengucapkan kosa kata tentang aktivitas melalui whispering game					
54	Saya gigih untuk dapat menyuarkan kosa kata tentang aktivitas melalui whispering game					
55	Saya tidak percaya diri dalam mengucapkan kosa kata tentang aktivitas walaupun sudah dipraktekkan melalui whispering game					
56	Saya tidak pernah aktif mengucapkan kosa kata tentang aktivitas walaupun sudah dijelaskan melalui whispering game					
57	Saya cepat dapat mengujarkan kosa kata tentang aktifitas melalui whispering game					
58	Saya dapat meyebutkan kosa kata tentang aktivitas melalui whispering game					
59	Saya tidak pernah menyerah untuk dapat mengucapkan kosa kata tentang aktifitas walaupun membingungkan melalui whispering game					
60	Saya tidak punya keberanian mengungkapkan kosa kata tentang aktivitas karena tidak ada di buku melalui whispering game					
61	Saya tidak takut menyuarkan kosa kata tentang aktivitas walaupun sulit melalui whispering game					
62	Saya selalu aktif mengucapkan kosa kata tentang habitat melalui whispering game					
63	Saya selalu kurang bersemangat menyuarkan kosa kata tentang habitat melalui whispering game					
64	Saya selalu antusias melafalkan kosa kata tentang habitat melalui whispering game					
65	Saya selalu menyerah mengucapkan kosa kata tentang habitat karena susah untuk diucapkan melalui whispering game					
66	Saya selalu semangat dalam					

	melafalkan kosa kata tentang habitat walaupun sulit melalui whispering game					
67	Saya tidak patah semangat dalam melafalkan kosa kata tentang habitat walaupun kurang paham melalui whispering game					
68	Saya tidak pernah yakin bisa mengucapkan kosa kata tentang habitat walaupun sudah dipraktikkan melalui whispering game					
69	Saya dapat dengan jelas melafalkan kosa kata tentang habitat melalui whispering game					
70	Saya berusaha dengan sungguh-sungguh untuk bisa mengucapkan kosa kata tentang habitat melalui whispering game					

Validator

Padangsidempuan, 15 oktober 2020

Pembuat Angket/Peneliti

Drs. H. Agus Salim Daulay, M.Ag
NIP. 19561121 198603 1 002

Khoirunnisah Hasibuan
1620300077

APPENDIX III

**ANGKET TENTANG PENGARUH MOTIVASI SISWA DALAM
BELAJAR VOCABULARY
PRE-TEST**

NAMA :

KELAS :

HARI/TANGGAL :

Petunjuk pengisian

1. Baca dan pahami setiap pernyataan dengan baik
2. Pertimbangkan jawaban yang paling sesuai dengan keadaan anda, dan pilihlah satu jawaban yang paling sesuai dengan keadaan anda, lalu berikan tanda “Cek” (√) pada kolom yang tersedia

Keterangan Pilihan Jawaban:

SS : Sangat Setuju

S : Setuju

RR : Ragu-ragu

TS : Tidak Setuju

STS : Sangat Tidak Setuju

No	Pernyataan	SS	S	RR	TS	STS
1	Saya bersemangat dan aktif untuk mengetahui arti kosa kata tentang habitat					
2	Saya berupaya mengetahui arti kosa kata tentang habitat					
3	Saya tidak mau berusaha mengetahui arti kosa kata tentang habitat karena saya tidak tertarik					
4	Saya tidak pernah menyerah untuk mengetahui arti kosa kata tentang habitat walaupun susah					
5	Saya tidak pernah semangat untuk memahami arti kosa kata tentang habitat walaupun sudah dijelaskan guru					

6	Saya bertekad kuat untuk menguasai arti kosa kata tentang habitat walaupun tidak ada di buku					
7	Saya kurang bersemangat dan kurang aktif mengetahui arti kosa kata tentang makanan walaupun sudah ajarkan					
8	Saya berusaha mengetahui arti kosa kata tentang makanan					
9	Saya tidak pernah menyerah untuk mengetahui arti kosa kata tentang makanan walaupun sering lupa					
10	Saya tidak mempunyai tekad yang kuat berani untuk mengetahui arti kosa kata tentang makanan karna sulit					
11	Saya tidak putus asa untuk mengetahui arti kosa kata tentang makanan walaupun sering lupa					
12	Saya tidak yakin dapat mengetahui arti kosa kata tentang sifat karena saya tidak tertarik untuk belajar					
13	Saya percaya dapat mengetahui arti kosa kata tentang sifat					
14	Saya benar-benar memahami arti kosa kata tentang sifat					
15	Saya bersemangat dan aktif untuk mengetahui arti kosa kata tentang aktivitas					
16	Saya tidak mau berupaya untuk mengetahui arti kosa kata tentang aktivitas karena saya tidak paham					
17	Saya berusaha untuk dapat mengetahui arti kosa kata tentang aktivitas					
18	Saya menyerah untuk mempelajari arti kosa kata tentang sifat karena susah dipahami					
19	Saya tidak putus asa untuk bisa mengerti arti kosa kata tentang sifat walaupun sering lupa					
20	Saya bertekad kuat untuk memahami arti kosa kata tentang sifat walaupun sulit					
21	Saya yakin dengan mengetahui arti kosa kata tentang aktivitas maka masa					

	depan saya akan lebih sukses					
22	Saya kurang bersungguh-sungguh mempelajari arti kosa kata tentang aktivitas walaupun sudah diajarkan guru					
23	Saya tidak pernah menyerah untuk mengetahui arti kosa kata tentang aktivitas walaupun sulit di mengerti					
24	Saya putus asa untuk memahami arti kosa kata tentang aktivitas yang tidak diajarkan oleh guru					
25	Saya pantang menyerah untuk mengerti arti kosa kata tentang aktivitas walaupun tidak ada di buku					
26	Saya bersemangat dan aktif untuk mengetahui arti kosa kata tentang sifat					
27	Saya cepat memahami memahami arti kosa kata tentang sifat					
28	Saya tidak mau berupaya untuk memahami arti kosa kata tentang sifat karena sulit					
29	Saya punya keyakinan dapat mengetahui arti kosa kata tentang makanan					
30	Saya tidak percaya bahwa saya bisa memahami arti kosa kata tentang makanan walaupun sudah dijelaskan					
31	Saya percaya dapat memahami arti kosa kata tentang makanan					
32	Saya tidak yakin bisa mengetahui arti kosa kata tentang habitat walaupun sudah diajarkan					
33	Saya percaya dapat mengerti arti kosa kata tentang habitat					
34	Saya berusaha dalam memahami arti kosa kata tentang habitat					
35	Saya tidak aktif dalam mengucapkan kosa kata tentang sifat karena saya kurang mengerti					
36	Saya tidak mau berusaha mengucapkan kosa kata tentang sifat walaupun sudah					

	dipelajari					
37	Saya cepat dapat mengucapkan kosa kata tentang sifat					
38	Saya yakin dapat mengucapkan kosa kata tentang sifat					
39	Saya kurang percaya diri dalam mengucapkan kosa kata tentang sifat walaupun sudah diajarkan					
40	Saya berusaha dengan sungguh-sungguh untuk bisa melafalkan kosa kata tentang sifat walaupun sulit					
41	Saya tidak pernah menyerah untuk bisa mengucapkan kosa kata tentang sifat walaupun saya kurang paham					
42	Saya tidak pernah percaya diri melafalkan kosa kata tentang sifat karena sulit dipahami					
43	Saya berani melafalkan kosa kata tentang sifat walaupun tidak ada di buku					
44	Saya bersemangat dan aktif mengucapkan kosa kata tentang makanan					
45	Saya berupaya melafalkan kosa kata tentang makanan					
46	Saya tidak mau berusaha menyebutkan kosa kata tentang makanan walaupun sudah dijelaskan oleh guru					
47	Saya merasa tidak yakin bisa mengucapkan kosa kata tentang makanan					
48	Saya betul-betul dapat melafalkan kosa kata tentang makanan walaupun tidak dijelaskan guru					
49	Saya percaya bisa mengungkapkan kosa kata tentang makanan walaupun sulit					
50	Saya patah semangat untuk bisa mengucapkan kosa kata tentang makanan karena susah dimengerti					
51	Saya tidak putus asa untuk bisa					

	mengucapkan kosa kata tentang makanan walaupun pengucapannya sulit					
52	Saya punya tekak yang kuat untuk dapat mengungkapkan kosa kata tentang makanan walaupun tidak mengerti					
53	Saya yakin dapat mengucapkan kosa kata tentang aktivitas					
54	Saya gigih untuk dapat menyuarakan kosa kata tentang aktifitas					
55	Saya tidak percaya diri dalam mengucapkan kosa kata tentang aktifitas walaupun sudah dipraktekkan					
56	Saya tidak pernah aktif mengucapkan kosa kata tentang aktivitas walaupun sudah dijelaskan					
57	Saya cepat dapat mengujarkan kosa kata tentang aktivitas					
58	Saya dapat meyebutkan kosa kata tentang aktivitas					
59	Saya tidak pernah menyerah untuk dapat mengucapkan kosa kata tentang aktifitas walaupun membingungkan					
60	Saya tidak punya keberanian dalam mengungkapkan kosa kata tentang aktivitas karena tidak ada di buku					
61	Saya tidak takut menyuarakan kosa kata tentang aktivitas walaupun sulit					
62	Saya selalu aktif mengucapkan kosa kata tentang habitat					
63	Saya selalu kurang bersemangat menyuarakan kosa kata tentang habitat					
64	Saya selalu antusias melafalkan kosa kata tentang habitat					
65	Saya selalu menyerah mengucapkan kosa kata tentang habitat karena susah untuk diucapkan					
66	Saya selalu semangat dalam melafalkan kosa kata tentang habitat					
67	Saya tidak patah semangat dalam melafalkan kosa kata tentang habitat walaupun kurang paham					

68	Saya tidak pernah yakin bisa mengucapkan kosa kata tentang habitat walaupun sudah dipraktikkan					
69	Saya dapat dengan jelas melafalkan kosa kata tentang habitat					
70	Saya berusaha dengan sungguh-sungguh untuk bisa menyatakan kosa kata tentang habitat					

Validator

Padangsidempuan, 15 oktober 2020

Pembuat Angket/Peneliti

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Khoirunnisah Hasibuan
1620300077

Appendix VII

ISTRUMENT FOR PRE-TEST

1. Pengantar

Test ini bertujuan untuk menjaring data dari mahasiswa/i mengenai student's motivasi dalam belajar vocabulary dan jawaban tidak mempengaruhi kedudukan anda di sekolah ini.

2. Petunjuk

- a. Baca dan fahamilah setiap pernyataan dengan baik.
- b. Pertimbangkan jawaban yang paling sesuai dengan keadaan anda, dan pilihlah satu jawaban yang paling sesuai dengan keadaan anda, lalu berikan tanda "Cek" (√) pada kolom yang tersedia.

Keterangan Pilihlah Jawaban:

SS : Sangat Setuju

S : Setuju

RR : Ragu-ragu

TS : Tidak Setuju

STS : Sangat Tidak Setuju

- c. Apabila ada pertanyaan yang kurang jelas, tanyakan langsung kepada pengawas.

Validator

Aisyah, S.Pd

ISTRUMENT FOR POST-TEST

3. Pengantar

Test ini bertujuan untuk menjaring data dari mahasiswa/i mengenai student's motivasi dalam belajar vocabulary dan jawaban tidak mempengaruhi kedudukan anda di sekolah ini.

4. Petunjuk

- d. Baca dan fahamilah setiap pernyataan dengan baik.
- e. Pertimbangkan jawaban yang paling sesuai dengan keadaan anda, dan pilihlah satu jawaban yang paling sesuai dengan keadaan anda, lalu berikan tanda “Cek” (√) pada kolom yang tersedia.

Keterangan Pilihlah Jawaban:

SS : Sangat Setuju

S : Setuju

RR : Ragu-ragu

TS : Tidak Setuju

STS : Sangat Tidak Setuju

- f. Apabila ada pertanyaan yang kurang jelas, tanyakan langsung kepada pengawas.

Validator

Aisyah, S.Pd

APPENDIX IX

**ANGKET TENTANG PENGARUH MOTIVASI SISWA DALAM
BELAJAR VOCABULARY
POST-TEST**

NAMA :

KELAS :

HARI/TANGGAL :

Petunjuk pengisian

3. Baca dan pahami setiap pernyataan dengan baik
4. Pertimbangkan jawaban yang paling sesuai dengan keadaan anda, dan pilihlah satu jawaban yang paling sesuai dengan keadaan anda, lalu berikan tanda “Cek” (√) pada kolom yang tersedia

Keterangan Pilihan Jawaban:

SS : Sangat Setuju

S : Setuju

RR : Ragu-ragu

TS : Tidak Setuju

STS : Sangat Tidak Setuju

No	Pernyataan	SS	S	RR	TS	STS
1	Saya berusaha dan aktif untuk mengetahui arti kosa kata tentang habitat melalui whispering game					
2	Saya berupaya mengetahui arti kosa kata tentang habitat melalui whispering game					
3	Saya tidak mau berusaha mengetahui arti kosa kata tentang habitat karena saya tidak tertarik belajar melalui whispering game					
4	Saya tidak pernah menyerah untuk mengetahui arti kosa kata tentang habitat walaupun susah melalui whispering game					

5	Saya bertekad kuat untuk menguasai arti kosa kata tentang habitat walaupun tidak ada di buku melalui whispering game					
6	Saya kurang bersemangat dan kurang aktif untuk mengetahui arti kosa kata tentang makanan walaupun sudah ajarkan melalau whispering game					
7	Saya berusaha mengetahui arti kosa kata tentang makanan melalui whispering game					
8	Saya tidak mempunyai tekad yang kuat untuk mengetahui arti kosa kata tentang makanan karna sulit melalui whispering game					
9	Saya tidak yakin dapat megetahui arti kosa kata tentang sifat karena saya tidak tertarik belajar melalui whispering game					
10	Saya percaya dapat mengetahui arti kosa kata tentang sifat melalui whispering game					
11	Saya benar-benar memahami arti kosa kata tentang sifat melalui whispering game					
12	Saya bersemangat dan aktif untuk mengetahui arti kosa kata tentang aktivitas melalui whispering game					
13	Saya menyerah untuk mempelajari arti kosa kata tentang sifat karena susah dipahami melalui whispering game					
14	Saya tidak putus asa untuk bisa mengerti arti kosa kata tentang sifat walaupun sering lupa					
15	Saya bertekad kuat untuk memahami arti kosa kata tentang sifat walaupun sulit melalui whispering game					
16	Saya kurang bersungguh-sungguh mempelajari arti kosa kata tentang aktivitas walaupun sudah diajarkan guru melalui whispering game					

17	Saya tidak pernah menyerah untuk mengetahui arti kosa kata tentang aktivitas walaupun sulit di mengerti melalui whispering game					
18	Saya putus asa untuk memahami arti kosa kata tentang aktivitas yang tidak diajarkan oleh guru melalui whispering game					
19	Saya pantang menyerah untuk mengerti arti kosa kata tentang aktivitas walaupun tidak ada di buku melalui whispering game					
20	Saya tidak mau berupaya untuk memahami arti kosa kata tentang sifat karena sulit melalui whipering game					
21	Saya punya keyakinan dapat mengetahui arti kosa kata tentang makanan melalui whispering game					
22	Saya tidak percaya bahwa saya bisa memahami arti kosa kata tentang makanan walaupun sudah dijelaskan melalui whispering game					
23	Saya tidak yakin bisa mengetahui arti kosa kata tentang habitat walaupun sudah diajarkan melauai whispering game					
24	Saya tidak aktif dalam mengucapkan kosa kata tentang sifat karena saya kurang mengerti melalui whispering game					
25	Saya tidak mau berusaha mengucapkan kosa kata tentang sifat walaupun sudah dipelajari melalui whispering game					
26	Saya cepat dapat mengucapkan kosa kata tentang sifat melalui whispering game					
27	Saya yakin dapat mengucapkan kosa kata tentang sifat melalui whispering game					
28	Saya kurang percaya diri dapat mengucapkan kosa kata tentang sifat walaupun sudah diajarkan melalui					

	whispering game					
29	Saya berusaha dengan sungguh-sungguh untuk bisa melafalkan kosa kata tentang sifat walaupun sulit melalui whispering game					
30	Saya tidak pernah menyerah untuk bisa mengucapkan kosa kata tentang sifat walaupun saya kurang paham melalui whispering game					
31	Saya berani melafalkan kosa kata tentang sifat walaupun tidak ada di buku melalui whispering game					
32	Saya bersemangat dan aktif mengucapkan kosa kata tentang makanan melalui whispering game					
33	Saya berupaya melafalkan kosa kata tentang makanan melalui whispering game					
34	Saya tidak mau berusaha menyebutkan kosa kata tentang makanan walaupun sudah dijelaskan oleh guru melalui whispering game					
35	Saya merasa tidak yakin bisa mengucapkan kosa kata tentang makanan melalui whispering game					
36	Saya betul-betul dapat melafalkan kosa kata tentang makanan walaupun tidak dijelaskan guru melalui whispering game					
37	Saya percaya bisa mengungkapkan kosa kata tentang makanan walaupun sulit melalui whispering game					
38	Saya patah semangat untuk bisa mengucapkan kosa kata tentang makanan karena susah dimengerti melalui whispering game					
39	Saya punya tekak yang kuat untuk dapat mengungkapkan kosa kata tentang makanan walaupun tidak mengerti melalui whispering game					

40	Saya yakin dapat mengucapkan kosa kata tentang aktivitas melalui whispering game					
41	Saya gigih untuk dapat menyuarkan kosa kata tentang aktivitas melalui whispering game					
42	Saya tidak pernah aktif mengucapkan kosa kata tentang aktivitas walaupun sudah dijelaskan melalui whispering game					
43	Saya cepat dapat mengujarkan kosa kata tentang aktifitas melalui whispering game					
44	Saya dapat meyebutkan kosa kata tentang aktivitas melalui whispering game					
45	Saya tidak pernah menyerah untuk dapat mengucapkan kosa kata tentang aktifitas walaupun membingungkan melalui whispering game					
46	Saya tidak punya keberanian mengungkapkan kosa kata tentang aktivitas karena tidak ada di buku melalui whispering game					
47	Saya tidak takut menyuarkan kosa kata tentang aktivitas walaupun sulit melalui whispering game					
48	Saya selalu aktif mengucapkan kosa kata tentang habitat melalui whispering game					
49	Saya selalu kurang bersemangat menyuarkan kosa kata tentang habitat melalui whispering game					
50	Saya selalu antusias melafalkan kosa kata tentang habitat melalui whispering game					
51	Saya selalu semangat dalam melafalkan kosa kata tentang habitat walaupun sulit melalui whispering game					
52	Saya tidak patah semangat dalam melafalkan kosa kata tentang habitat					

	walaupun kurang paham melalui whispering game					
53	Saya tidak pernah yakin bisa mengucapkan kosa kata tentang habitat walaupun sudah dipraktekkan melalui whispering game					
54	Saya dapat dengan jelas melafalkan kosa kata tentang habitat melalui whispering game					
55	Saya berusaha dengan sungguh-sungguh untuk bisa mengucapkan kosa kata tentang habitat melalui whispering game					

APPENDIX VIII

**ANGKET TENTANG PENGARUH MOTIVASI SISWA DALAM
BELAJAR VOCABULARY
PRE-TEST**

NAMA :

KELAS :

HARI/TANGGAL :

Petunjuk pengisian

3. Baca dan pahami setiap pernyataan dengan baik
4. Pertimbangkan jawaban yang paling sesuai dengan keadaan anda, dan pilihlah satu jawaban yang paling sesuai dengan keadaan anda, lalu berikan tanda “Cek” (√) pada kolom yang tersedia

Keterangan Pilihan Jawaban:

SS : Sangat Setuju

S : Setuju

RR : Ragu-ragu

TS : Tidak Setuju

STS : Sangat Tidak Setuju

No	Pernyataan	SS	S	RR	TS	STS
1	Saya bersemangat dan aktif untuk mengetahui arti kosa kata tentang habitat					
2	Saya berupaya mengetahui arti kosa kata tentang habitat					
3	Saya tidak mau berusaha mengetahui arti kosa kata tentang habitat karena saya tidak tertarik					
4	Saya tidak pernah menyerah untuk mengetahui arti kosa kata tentang habitat walaupun susah					

5	Saya bertekad kuat untuk menguasai arti kosa kata tentang habitat walaupun tidak ada di buku					
6	Saya kurang bersemangat dan kurang aktif mengetahui arti kosa kata tentang makanan walaupun sudah ajarkan					
7	Saya berusaha mengetahui arti kosa kata tentang makanan					
8	Saya tidak mempunyai tekad yang kuat berani untuk mengetahui arti kosa kata tentang makanan karna sulit					
9	Saya tidak yakin dapat mengetahui arti kosa kata tentang sifat karena saya tidak tertarik untuk belajar					
10	Saya percaya dapat mengetahui arti kosa kata tentang sifat					
11	Saya benar-benar memahami arti kosa kata tentang sifat					
12	Saya bersemangat dan aktif untuk mengetahui arti kosa kata tentang aktivitas					
13	Saya menyerah untuk mempelajari arti kosa kata tentang sifat karena susah dipahami					
14	Saya tidak putus asa untuk bisa mengerti arti kosa kata tentang sifat walaupun sering lupa					
15	Saya bertekad kuat untuk memahami arti kosa kata tentang sifat walaupun sulit					
16	Saya kurang bersungguh-sungguh mempelajari arti kosa kata tentang aktivitas walaupun sudah diajarkan guru					
17	Saya tidak pernah menyerah untuk mengetahui arti kosa kata tentang aktivitas walaupun sulit di mengerti					
18	Saya putus asa untuk memahami arti					

	kosa kata tentang aktivitas yang tidak diajarkan oleh guru					
19	Saya pantang menyerah untuk mengerti arti kosa kata tentang aktivitas walaupun tidak ada di buku					
20	Saya tidak mau berupaya untuk memahami arti kosa kata tentang sifat karena sulit					
21	Saya punya keyakinan dapat mengetahui arti kosa kata tentang makanan					
22	Saya tidak percaya bahwa saya bisa memahami arti kosa kata tentang makanan walaupun sudah dijelaskan					
23	Saya tidak yakin bisa mengetahui arti kosa kata tentang habitat walaupun sudah diajarkan					
24	Saya tidak aktif dalam mengucapkan kosa kata tentang sifat karena saya kurang mengerti					
25	Saya tidak mau berusaha mengucapkan kosa kata tentang sifat walaupun sudah dipelajari					
26	Saya cepat dapat mengucapkan kosa kata tentang sifat					
27	Saya yakin dapat mengucapkan kosa kata tentang sifat					
28	Saya kurang percaya diri dalam mengucapkan kosa kata tentang sifat walaupun sudah diajarkan					
29	Saya berusaha dengan sungguh-sungguh untuk bisa melafalkan kosa kata tentang sifat walaupun sulit					
30	Saya tidak pernah menyerah untuk bisa mengucapkan kosa kata tentang sifat walaupun saya kurang paham					
31	Saya berani melafalkan kosa kata tentang sifat walaupun tidak ada di buku					

32	Saya bersemangat dan aktif mengucapkan kosa kata tentang makanan					
33	Saya berupaya melafalkan kosa kata tentang makanan					
34	Saya tidak mau berusaha menyebutkan kosa kata tentang makanan walaupun sudah dijelaskan oleh guru					
35	Saya merasa tidak yakin bisa mengucapkan kosa kata tentang makanan					
36	Saya betul-betul dapat melafalkan kosa kata tentang makanan walaupun tidak dijelaskan guru					
37	Saya percaya bisa mengungkapkan kosa kata tentang makanan walaupun sulit					
38	Saya patah semangat untuk bisa mengucapkan kosa kata tentang makanan karena susah dimengerti					
39	Saya punya tekak yang kuat untuk dapat mengungkapkan kosa kata tentang makanan walaupun tidak mengerti					
40	Saya yakin dapat mengucapkan kosa kata tentang aktivitas					
41	Saya gigih untuk dapat menyuarakan kosa kata tentang aktifitas					
42	Saya tidak pernah aktif mengucapkan kosa kata tentang aktivitas walaupun sudah dijelaskan					
43	Saya cepat dapat mengujarkan kosa kata tentang aktivitas					
44	Saya dapat meyebutkan kosa kata tentang aktivitas					
45	Saya tidak pernah menyerah untuk dapat mengucapkan kosa kata tentang aktifitas walaupun membingungkan					

46	Saya tidak punya keberanian dalam mengungkapkan kosa kata tentang aktivitas karena tidak ada di buku					
47	Saya tidak takut menyuarkan kosa kata tentang aktivitas walaupun sulit					
48	Saya selalu aktif mengucapkan kosa kata tentang habitat					
49	Saya selalu kurang bersemangat menyuarkan kosa kata tentang habitat					
50	Saya selalu antusias melafalkan kosa kata tentang habitat					
51	Saya selalu semangat dalam melafalkan kosa kata tentang habitat					
52	Saya tidak patah semangat dalam melafalkan kosa kata tentang habitat walaupun kurang paham					
53	Saya tidak pernah yakin bisa mengucapkan kosa kata tentang habitat walaupun sudah dipraktekkan					
54	Saya dapat dengan jelas melafalkan kosa kata tentang habitat					
55	Saya berusaha dengan sungguh-sungguh untuk bisa menyatakan kosa kata tentang habitat					

Appendix XIV**SCORE OF EXPERIMENTAL CLASS AND CONTROL CLASS****PRE-TEST****A. Pre-Test score of Experimental Class (VIII-9)**

No	The Initial Name of Students (n)	Pre-test
1	NL	66
4	SW	62
5	AT	74
4	LT	65
5	FB	71
6	AU	68
7	WY	67
8	NS	58
9	KD	62
10	KL	67
11	MN	62
12	YL	59
13	FT	61
14	RM	64
15	AL	64
16	AN	65
17	SF	65
18	SH	62
19	AY	68
20	HM	57
21	ND	72
22	LL	71
23	YN	68
24	SH	73
25	LR	66
26	AG	57
27	MM	63
28	MN	60
29	RZ	52
30	HL	72
31	WD	61

32	KT	65
33	RD	75
34	JR	68
35	SL	66
36	AR	70
37	RF	65
38	ULF	67
39	MRB	62
40	NZW	61
41	HSN	69
42	FN	64
43	DS	64
44	NAI	72
45	NR	63
46	DN	64
47	CT	65
48	PK	63
	Total Score	3125

B. Pre-Test score of Control Class (VIII-11)

No	The Initial Name of Students (n)	Pre-test
1	DY	67
4	MF	63
5	IRM	65
4	ADL	63
5	SRY	64
6	ASY	64
7	An	67
8	LL	65
9	ULF	62
10	YM	65
11	PTR	69
12	AUT	69
13	IND	69
14	MZD	69
15	NZM	65
16	NAL	69

17	ZHR	68
18	DANT	59
19	RS	65
20	NYL	71
21	IS	63
22	SHD	63
23	SL	65
24	LN	65
25	SYR	66
26	ANG	68
27	RES	64
28	HLM	58
29	MZA	60
30	MRA	59
31	NS	67
32	AI	59
33	HDS	61
34	KR	60
35	KHT	66
36	KHS	71
37	ANND	63
38	HNP	66
39	ART	70
40	LMNN	71
41	ANNS	71
42	NTSY	63
43	NB	62
44	SF	69
45	RZ	67
46	RSK	61
Total Score		2996

Appendix XV

RESULT OF NORMALITY TEST IN PRE-TEST

A. Result of the Normality Test of VIII-9 in Pre-Test

1. The score of VIII-9 in pre-test from low score to high score

52	57	57	58	59	60	61	61	62	62
62	62	62	63	63	63	64	64	64	64
64	65	65	65	65	65	65	66	66	67
67	67	67	67	67	67	68	69	68	68
69	70	71	72	72	73	74	75		

$$\begin{aligned}
 2. \text{ High} &= 75 \\
 \text{Low} &= 52 \\
 \text{Range} &= \text{High} - \text{Low} \\
 &= 75 - 52 \\
 &= 23
 \end{aligned}$$

$$\begin{aligned}
 3. \text{ Total of classes} &= 1 + 3.3 \log (n) \\
 &= 1 + 3.3 \log (48) \\
 &= 1 + 3.3 (1.68) \\
 &= 1 + 5.54 \\
 &= 6,54 \\
 &= 6
 \end{aligned}$$

$$4. \text{ Length of classes} = \frac{\text{range}}{\text{total of class}} = \frac{23}{6} = 3.8 = 4$$

5. Mean

Interval	F	X	X	Fx	x ²	Fx ²
----------	---	---	---	----	----------------	-----------------

52–55	1	53,5	+3	3	9	9
56–59	4	57,5	+2	8	4	16
60–63	12	61,5	+1	12	1	12
64–67	17	65,5	0	0	0	0
68–71	8	69,5	-1	-8	1	8
72–75	6	73,5	-2	-12	4	24
<i>i</i>=4	48	-	-	3	-	69

$$\begin{aligned}
 Mx &= M^l + i \frac{\sum fx^1}{N} \\
 &= 65,5 + 4 \left(\frac{3}{48} \right) \\
 &= 65,5 + 4 (0,06) \\
 &= 65,5 + (0,24) \\
 &= 66
 \end{aligned}$$

$$\begin{aligned}
 SD_t &= i \sqrt{\frac{\sum fx^2}{n} - \left(\frac{\sum fx^1}{n} \right)^2} \\
 &= 4 \sqrt{\frac{69}{48} - \left(\frac{3}{48} \right)^2} \\
 &= 4 \sqrt{1,43 - 0,0036} \\
 &= 4 \sqrt{1,42} \\
 &= 4 \times 1,19 \\
 &= 4,76
 \end{aligned}$$

Table of Normality Data Test with Chi-Quadrat formula

Interval of Score	Real Upper Limit	Z - Score	Limit of Large of the Area	Large of Area	f_h	f_o	$\left(\frac{f_o - f_h}{f_h}\right)$	
72-75	75.5	2.62	0.4956	0.03	1.44	6	3.16	
68-71	71.5	1.78	0.4625	0.13	6.24	8	0.28	
64-67	67.5	0.94	0.3264	0.28	13.44	17	0.26	
60-63	63.5	0.10	0.0398	0.30	14.4	12	-0.16	
56-59	59.5	-0.73	0.23270	-0.19	-9.12	4	-14.24	
52-55	55.5	-1.57	0.05938	0.17	8.16	1	1	
	51.5	-2.41	0.00798					
X^2								-97

Based on the table above, the researcher found that $x^2_{\text{count}} = -97$ while $x^2_{\text{table}} = 3.841$ cause $x^2_{\text{count}} < x^2_{\text{table}}$ ($-97 < 3.841$) with degree of freedom (dk) = $4 - 3 = 1$ and significant level $\alpha = 5\%$ so distribution of VIII-9 class (pre-test) is normal.

6. Median

No.	Interval	F	Fk
-----	----------	---	----

1	52–55	1	1
2	56–59	4	5
3	60–63	12	17
4	64–67	17	34
5	68–71	8	42
6	72–75	6	48

Position of Me in Interval of classes is number 4 , that

$$Bb = 63.5$$

$$F = 12$$

$$Fm = 17$$

$$i = 4$$

$$N = 48$$

$$1/2n = 24$$

So,

$$Me = Bb + i \left(\frac{\frac{n}{2} - F}{fm} \right)$$

$$= 63.5 + 4 \left(\frac{24 - 12}{17} \right)$$

$$= 63.5 + 4 (0,7)$$

$$= 67.5$$

7. Modus

No.	Interval	F	Fk
1	52–55	1	1
2	56–59	4	5
3	60–63	12	17
4	64–67	17	34
5	68–71	8	42
6	72–75	6	48

$$M_0 = L + \frac{d_1}{d_1+d_2} i$$

$$L = 6.5$$

$$d_1 = 5$$

$$d_2 = 9$$

$$i = 4$$

so:

$$M_0 = 63.5 + \frac{5}{5+9} 4$$

$$= 63.5 + 0.35 (4)$$

$$= 63.5 + 1.4$$

$$= 64.9$$

B. Result of the Normality Test of VIII-11 in Pre-Test

1. The score of VIII-11 in pre-test from low score to high score

58	59	59	59	60	60	61	61	62	62
63	63	63	63	63	63	64	64	64	64
65	65	65	65	65	66	66	66	67	67
67	67	68	68	68	69	69	69	69	69
69	70	71	71	71	71				

2. High = 71

Low = 58

Range = High – Low

$$= 71 - 58$$

$$= 13$$

3. Total of classes = $1 + 3.3 \log (n)$

$$= 1 + 3.3 \log (46)$$

$$= 1 + 3.3 (1,66)$$

$$= 1 + 5.47$$

$$= 6.47$$

$$= 6$$

$$4. \text{ Length of classes} = \frac{\text{range}}{\text{total of class}} = \frac{13}{6} = 2.1 = 2$$

5. Mean

Interval	F	X	X	Fx	x ²	Fx ²
58–59	4	58,5	+3	12	9	36
60–61	4	60,5	+2	8	4	16
62–63	8	62,5	+1	8	1	8
64–65	10	64.5	0	0	0	0
66–67	7	66,5	-1	-7	1	7
68–69	8	68,5	-2	-16	4	32
70–71	5	70,5	-3	-15	9	45
<i>i=2</i>				-10		144

$$\begin{aligned}
 Mx &= M^l + i \frac{\sum fx^1}{N} \\
 &= 64.5 + 2 \left(\frac{-10}{46} \right) \\
 &= 64.5 + 2 (-0.2) \\
 &= 64.5 + -0.4 \\
 &= 64
 \end{aligned}$$

$$\begin{aligned}
 SD_t &= i \sqrt{\frac{\sum fx^2}{n} - \left(\frac{\sum fx^1}{n} \right)^2} \\
 &= 2 \sqrt{\frac{144}{46} - \left(\frac{-10}{46} \right)^2} \\
 &= 2 \sqrt{3.13 - -0.04}
 \end{aligned}$$

$$= 2\sqrt{3.09}$$

$$= 2 \times 1.75$$

$$= 3.5$$

Table of Normality Data Test with Chi-Quadrat formula

Interval of Score	Real Upper Limit	Z - Score	Limit of Large of the Area	Large of Area	f_h	f_o	$\left(\frac{f_o - f_h}{f_h}\right)$
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70-71	71.5	2.14	0.4927				
				0.47	21.62	5	-0,76
68-69	65.5	0.04	0.0160				
				-0.348	-6.00	8	- 4
66-67	67.5	1	0.364				
				-0.058	-2.66	7	1.68
64-65	65.5	0.42	0.4222				
				0.295	13.57	10	-0.2
62-63	63.5	-0.14	0.12714				
				-0.093	-4.27	8	-0.54
60-61	61.5	-0.7	0.22065				
				0.120	5.52	4	-0.27
58-59	59.5	-1.28	0.10027				
				-0.097	-4.46	4	-4.92
	57.5	-1.85	0.19766				
X^2							-9.01

Based on the table above, the researcher found that $x^2_{\text{count}} = -9.01$ while $x^2_{\text{table}} =$

3.841 cause $x^2_{\text{count}} < x^2_{\text{table}}$ ($-9.01 < 3.841$) with degree of freedom (dk) = $2-3 = -1$

and significant level $\alpha=5\%$ so distribution of VIII-11 class (pre-test) is normal.

6. Median

No.	Interval	F	Fk
1	58-59	4	4
2	60-61	4	8

3	62–63	8	16
4	64–65	10	26
5	66–67	7	33
6	68–69	8	41
7	70–71	5	46

Position of Me in Interval of classes is number 4, that

$$Bb = 63.5$$

$$F = 8$$

$$Fm = 10$$

$$i = 2$$

$$N = 46$$

$$1/2n = 23$$

So,

$$Me = Bb + i \left(\frac{\frac{n}{2} - F}{fm} \right)$$

$$= 63.5 + 2 \left(\frac{23 - 8}{10} \right)$$

$$= 63.5 + 2 (1.5)$$

$$= 63.5 + 3$$

$$= 66.5$$

7. Modus

No.	Interval	F	Fk
1	58–59	4	4
2	60–61	4	8
3	62–63	8	16
4	64–65	10	26
5	66–67	7	33

6	68-69	8	41
	70-71	5	46

$$M_0 = L + \frac{d_1}{d_1+d_2} i$$

$$L = 63.5$$

$$d_1 = 2$$

$$d_2 = 3$$

$$i = 2$$

so:

$$M_0 = 63.5 + \frac{2}{2+3} 2$$

$$= 63.5 + 0.4 (2)$$

$$= 63.5 + 0.8$$

$$= 64.3$$

Appendix XVI

HOMOGENEITY TEST (PRE-TEST)

Calculation of parameter to get variant of the first class as experimental class sample by using direct method and variant of the second class as control class sample by using conventional method are used homogeneity test, which the formula:

$$S^2 = \frac{n \sum xi^2 - (\sum xi)^2}{n(n-1)}$$

Hypotheses:

$$H_0 : \delta_1^2 = \delta_2^2$$

$$H_1 : \delta_1^2 \neq \delta_2^2$$

A. Variant of the VIII-9 class is:

No	Xi	Xi ²
1	66	4356
4	62	3844
5	74	5476

4	65	4225
5	71	5041
6	68	4624
7	67	4489
8	58	3364
9	62	3844
10	67	4489
11	62	3844
12	59	3481
13	61	3721
14	64	4096
15	64	4096
16	65	4225
17	65	4225
18	62	3844
19	68	4624

20	57	3249
21	72	5184
22	71	5041
23	68	4624
24	73	5329
25	66	4356
26	57	3249
27	63	3969
28	60	3600
29	52	2704
30	72	5184
31	61	3721
32	65	4225
33	75	5625
34	68	4624
35	66	4356

36	70	4900
37	65	4225
38	67	4489
39	62	3844
40	61	3721
41	69	4761
42	64	4096
43	64	4096
44	72	5184
45	63	3969
46	64	4096
47	65	4225
48	63	3969
Σ	3125	204523

$$n = 48$$

$$\Sigma xi = 3125$$

$$\sum xi^2 = 204523$$

So:

$$\begin{aligned}
 S^2 &= \frac{n\sum xi^2 - (\sum xi)^2}{n(n-1)} \\
 &= \frac{48(204523) - (3125)^2}{48(48-1)} \\
 &= \frac{2577344 - 2477476}{48(47)} \\
 &= \frac{99868}{992}
 \end{aligned}$$

$$= 22.8$$

B. Variant of the VIII-11 class is:

No	X	Xi2
1	67	4489
2	63	3969
3	65	4225
4	63	3969
5	64	4096

6	64	4096
7	67	4489
8	65	4225
9	62	3844
10	65	4225
11	69	4761
12	69	4761
13	69	4761
14	69	4761
15	65	4225
16	69	4761
17	68	4624
18	59	3481
19	65	4225
20	71	5041
21	63	3969

22	63	3969
23	65	4225
24	65	4225
25	66	4356
26	68	4624
27	64	4096
28	58	3364
29	60	3600
30	59	3481
31	67	4489
32	59	3481
33	61	3721
34	60	3600
35	66	4356
36	71	5041
37	63	3969

38	66	4356
39	70	4900
40	71	5041
41	71	5041
42	63	3969
43	62	3844
44	69	4761
45	67	4489
46	61	3721
Σ	2996	195716

$$n = 46$$

$$\Sigma xi = 2996$$

$$\Sigma xi^2 = 195716$$

So:

$$\begin{aligned}
 S^2 &= \frac{n\sum xi^2 - (\sum xi)^2}{n(n-1)} \\
 &= \frac{46(195716) - (2996)^2}{46(46-1)} \\
 &= \frac{9002936 - 8976016}{46(45)} \\
 &= \frac{26920}{2070}
 \end{aligned}$$

$$= 13.0$$

The formula was used to test homogeneity was:

1. VIII-9 and VIII-11

$$\begin{aligned}
 F &= \frac{\textit{The biggest variant}}{\textit{The smallest variant}} \\
 &= \frac{22.818}{13.004} \\
 &= 1.754
 \end{aligned}$$

After doing the calculation, the researcher found that $F_{\text{count}} = 1.754$ with $\alpha 5\%$ and $dk = 48$ and 46 from the

distribution list F, researcher found that $F_{table} = 4.08$, cause $F_{count} < F_{table}$ ($1.754 < 4.08$). So, there is no difference the variant between the VIII-9 class and VIII-11 class. It means that the variant is homogenous.

Appendix XVII

SCORE OF EXPERIMENTAL CLASS AND CONTROL CLASS

POST-TEST

A. Pre-Test score of Experimental Class (VIII-9)

No	The Initial Name of Students (n)	Post-Test
1	NL	68
4	SW	73
5	AT	73
4	LT	76
5	FB	78
6	AU	73
7	WY	63
8	NS	66
9	KD	79
10	KL	74
11	MN	79
12	YL	79
13	FT	79
14	RM	79
15	AL	64
16	AN	80
17	SF	74
18	SH	80
19	AY	79
20	HM	74

21	ND	79
22	LL	89
23	YN	87
24	SH	64
25	LR	69
26	AG	71
27	MM	78
28	MN	63
29	RZ	79
30	HL	75
31	WD	88
32	KT	74
33	RD	79
34	JR	74
35	SL	87
36	AR	89
37	RF	83
38	ULF	79
39	MRB	84
40	NZW	78
41	HSN	78
42	FN	60
43	DS	84
44	NAI	74
45	NR	66
46	DN	71

47	CT	83
48	PK	83
	Total Score	3658

B. Pre-Test score of Control Class (VIII-11)

No	The Initial Name of Students (n)	Post-Test
1	DY	55
4	MF	49
5	IRM	78
4	ADL	77
5	SRY	72
6	ASY	76
7	An	78
8	LL	71
9	ULF	72
10	YM	65
11	PTR	71
12	AUT	71
13	IND	71
14	MZD	69
15	NZM	70
16	NAL	60
17	ZHR	59
18	DANT	58
19	RS	60
20	NYL	70

21	IS	69
22	SHD	65
23	SL	60
24	LN	63
25	SYR	84
26	ANG	56
27	RES	56
28	HLM	45
29	MZA	58
30	MRA	68
31	NS	75
32	AI	57
33	HDS	57
34	KR	65
35	KHT	69
36	KHS	68
37	ANND	85
38	HNP	71
39	ART	68
40	LMNN	65
41	ANNS	63
42	NTSY	68
43	NB	75
44	SF	75
45	RZ	60
46	RSK	76

Total Score	3088
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Appendix XVIII

RESULT OF NORMALITY IN POST TEST

A. Result of Normality Test of VIII-9 in Post Test

1. The score of VIII-9 in pre-test from low score to high score

60	63	63	64	64	66	66	68	69	71
71	73	73	73	74	74	74	74	74	74
75	76	78	78	78	78	78	79	79	79
79	79	79	79	79	79	79	80	80	83
83	84	84	87	87	88	89	89		

2. High = 89

Low = 60

Range = High – Low

= 89 – 60

= 29

3. Total of classes = $1 + 3.3 \log (n)$

= $1 + 3.3 \log (48)$

= $1 + 3.3 (1.68)$

= $1 + 5.54$

= 6.54

= 7

4. Length of classes = $\frac{\text{range}}{\text{total of class}} = \frac{29}{7} = 4$

5. Mean

Interval	F	X	X	Fx	x ²	Fx ²
60–63	3	61.5	+4	12	16	48

64-67	4	65.5	+3	12	9	36
68-71	4	69.5	+2	8	4	16
72-75	10	73.5	+1	10	1	10
76-78	15	77.5	0	0	0	0
80-83	5	81.5	-1	5	1	5
84-87	4	85.5	-2	8	4	16
85-89	3	88.5	-3	9	9	27
<i>i=4</i>	48			20		153

$$\begin{aligned}
 Mx &= M^l + i \frac{\sum fx^1}{N} \\
 &= 77.5 + 4 \left(\frac{20}{48} \right) \\
 &= 77.5 + 4 (0.416) \\
 &= 77.5 + 1.664 \\
 &= 80
 \end{aligned}$$

$$\begin{aligned}
 SD_t &= i \sqrt{\frac{\sum fx^2}{n} - \left(\frac{\sum fx^1}{n} \right)^2} \\
 &= 4 \sqrt{\frac{153}{48} - \left(\frac{20}{48} \right)^2} \\
 &= 4 \sqrt{3.18 - (0.416)^2} \\
 &= 4 \sqrt{3.18 - 0.173} \\
 &= 4 \sqrt{3.007} \\
 &= 4 \times 1.73 \\
 &= 7.00
 \end{aligned}$$

Table of Normality Data Test with Chi-Quadrat formula

Interval of Score	Real Upper Limit	Z - Score	Limit of Large of the Area	Large of Area	f_h	f_o	$\left(\frac{f_o - f_h}{f_h} \right)$
-------------------	------------------	-----------	----------------------------	---------------	-------	-------	--

88–89	89.5	1.09	0.3621				
				0.07	3.36	3	-0.10
84–87	87.5	0.80	0.2881				
				0.13	6.24	4	-0.35
80–83	83.5	0.40	0.1554				
				-0.32	-15.36	4	-26.72
76–79	79.5	-0.05	0.48006				
				0.17	8.16	10	0.22
72–75	75.5	-0.52	0.30153				
				0.13	6.28	15	1.38
68–71	71.5	-0.98	0.16354				
				0.08	3.84	5	0.30
64–67	67.5	-1.44	0.07493				
				0.04	1.92	4	1.08
60–63	63.5	-1.90	0.02872				
				0.01	0.48	3	5.25
	59.5	-2.36	0.00914				
							-18.94

Based on the table above, the researcher found that $x^2_{\text{count}} = -18.94$ while $x^2_{\text{table}} = 5.991$ cause $x^2_{\text{count}} < x^2_{\text{table}}$ ($-1.94 < 5.991$) with degree of freedom (dk) = $4 - 3 = 1$ and significant level $\alpha = 5\%$ so distribution of VIII-9 class (pre-test) is normal.

6. Median

No.	Interval	F	Fk
1	60–63	3	3
2	64–67	4	7
3	68–71	4	11
4	72–75	10	21
5	76–79	15	36
6	80–83	5	41
	84–87	4	45
	88–89	3	48

Position of Me in Interval of classes is number 5, that

$$Bb = 75.5$$

$$F = 10$$

$$Fm = 15$$

$$i = 4$$

$$N = 48$$

$$1/2n = 24$$

So,

$$Me = Bb + i \left(\frac{\frac{n}{2} - F}{fm} \right)$$

$$= 75.5 + 5 \left(\frac{24 - 10}{16} \right)$$

$$= 75.5 + 5 (0.875)$$

$$= 75.5 + 3.5$$

$$= 79$$

7. Modus

No.	Interval	F	Fk
1	60–63	3	3
2	64–67	4	7
3	68–71	4	11
4	72–75	10	21
5	76–79	15	36
6	80–83	5	41
	84–87	4	45
	88–89	3	48

$$M_0 = L + \frac{d_1}{d_1+d_2} i$$

$$L = 75.5$$

$$d_1 = 5$$

$$d_2 = 10$$

$$i = 4$$

so:

$$M_0 = 75.5 + \frac{5}{5+10} 5$$

$$= 75.5 + 0.33 (4)$$

$$= 75.5 + 1.32$$

$$= 77$$

B. Result of Normality Test of VIII-11 in Post Test

1. The score of VIII-2 in pre-test from low score to high score

45	49	55	56	56	57	57	58	58	59
60	60	60	60	63	63	65	65	65	65
68	68	68	68	69	69	69	70	70	71
71	71	71	71	72	72	75	75	75	76
76	77	78	78	84	85				

2. High = 85

$$\text{Low} = 45$$

$$\text{Range} = \text{High} - \text{Low}$$

$$= 85 - 45$$

$$= 40$$

3. Total of classes = $1 + 3.3 \log (n)$

$$= 1 + 3.3 \log (46)$$

$$= 1 + 3.3 (1.66)$$

$$= 1 + 5.47$$

$$= 6.47$$

$$= 6$$

$$4. \text{ Length of classes} = \frac{\text{range}}{\text{total of class}} = \frac{40}{6} = 6$$

5. Mean

Interval	F	X	X	Fx	x ²	Fx ²
45-50	2	47.5	+4	6	16	32
51-56	3	53.5	+3	9	9	27
57-62	9	59.5	+2	18	4	36
63-68	10	65.5	+1	10	1	10
69-74	12	71.5	0	0	0	0
75-80	8	77.5	-1	8	1	8
81-86	2	83.5	-2	4	4	16
i=6	46			31		129

$$\begin{aligned} Mx &= M^l + 6 \frac{\sum fx^1}{N} \\ &= 71.5 + 6 \left(\frac{31}{46} \right) \\ &= 71.5 + 6 (0.67) \\ &= 71.5 + 4.02 \\ &= 75.52 \end{aligned}$$

$$\begin{aligned} SD_t &= i \sqrt{\frac{\sum fx^2}{n} - \left(\frac{\sum fx^1}{n} \right)^2} \\ &= 6 \sqrt{\frac{129}{46} - \left(\frac{31}{46} \right)^2} \\ &= 6 \sqrt{2.80 - 0.67} \\ &= 6 \sqrt{2.13} \\ &= 6 \times 1.45 \\ &= 8.7 \end{aligned}$$

Table of Normality Data Test with Chi-Quadrat formula

Interval of Score	Real Upper Limit	Z - Score	Limit of Large of the Area	Large of Area	f_h	f_o	$\left(\frac{f_o - f_h}{f_h}\right)$	
81-86	86.5	1.49	0.4319	0.158	7.26	2	-0.72	
75-80	80.5	0.75	0.2734	0.265	12.19	8	-0.34	
69-74	74.5	0.02	0.0080	-0.230	-10.58	12	-9.16	
63-68	68.5	-0.71	0.23885	0.163	7.498	10	0.33	
57-62	62.5	-1.44	0.07493	0.060	2.76	9	0.26	
51-56	56.5	-2.18	0.01463	0.012	0.552	3	4.43	
45-50	50.5	-2.91	0.00181	0.00	0	2	0	
	39.5	-4.26	0.00004					
							X^2	-2.52

Based on the table above, the researcher found that $x^2_{\text{count}} = -2.52$ while $x^2_{\text{table}} = 7.815$ cause $x^2_{\text{count}} > x^2_{\text{table}}$ ($-2.52 < 7.815$) with degree of freedom (dk) = $6 - 3 = 3$ and significant level $\alpha = 5\%$ so distribution of VIII-11 class (pre-test) is normal.

6. Median

No.	Interval	F	Fk
1	45-50	2	1
2	51-56	3	2
3	57-62	9	13
4	63-68	10	21
5	69-74	12	33

6	75-80	8	44
7	81-86	2	46

Position of Me in Interval of classes is number 5, that

$$Bb = 68.5$$

$$F = 10$$

$$Fm = 12$$

$$i = 6$$

$$N = 46$$

$$1/2n = 23$$

So,

$$Me = Bb + i \left(\frac{\frac{n}{2} - F}{fm} \right)$$

$$= 68.5 + 6 \left(\frac{23 - 10}{12} \right)$$

$$= 68.5 + 6 (1.08)$$

$$= 68.5 + 6.48$$

$$= 75$$

7. Modus

No.	Interval	F	Fk
1	45-50	2	1
2	51-56	3	2
3	57-62	9	13
4	63-68	10	21
5	69-74	12	33
6	75-80	8	44
	81-86	2	46

$$M_0 = L + \frac{d_1}{d_1 + d_2} i$$

$$L = 68.5$$

$$d_1 = 2$$

$$d_2 = 4$$

$$i = 6$$

so:

$$\begin{aligned}M_0 &= 68.5 + \frac{2}{2+} 6 \\&= 68.5 + 0.3(6) \\&= 68.5 + (1.8) \\&= 70.3\end{aligned}$$

Appendix XIX

HOMOGENEITY TEST (POST-TEST)

Calculation of parameter to get variant of the first class as experimental class sample by using direct method and variant of the second class as control class sample by using conventional method are used homogeneity test, which the formula:

$$S^2 = \frac{n \sum xi^2 - (\sum xi)^2}{n(n-1)}$$

Hypotheses:

$$H_0 : \delta_1^2 = \delta_2^2$$

$$H_1 : \delta_1^2 \neq \delta_2^2$$

A. Variant of the VIII-9 class is:

No	Xi	Xi ²
1	68	4624
2	73	5329
3	73	5329
4	76	5776
5	78	6084
6	73	5329
7	63	3969
8	66	4356
9	79	6241
10	74	5476
11	79	6241
12	79	6241
13	79	6241
14	79	6241
15	64	4096
16	80	6400
17	74	5476
18	80	6400

19	79	6241
20	74	5476
21	79	6241
22	89	7921
23	87	7569
24	64	4096
25	69	4761
26	71	5041
27	78	6084
28	63	3969
29	79	6241
30	75	5625
31	88	7744
32	74	5476
33	79	6241
34	74	5476
35	87	7569
36	89	7921
37	83	6889
38	79	6241
39	84	7056
40	78	6084
41	78	6084
42	60	3600
43	84	7056
44	74	5476
45	66	4356
46	71	5041
47	83	6889
48	83	6889
Σ	3658	281202

$$n = 48$$

$$\Sigma xi = 3658$$

$$\sum xi^2 = 281202$$

So:

$$\begin{aligned} S^2 &= \frac{n\sum xi^2 - (\sum xi)^2}{n(n-1)} \\ &= \frac{48(281202) - 3658^2}{48(48-1)} \\ &= \frac{13497696 - 13380964}{48(47)} \\ &= \frac{116732}{2256} \\ &= 51.74 \end{aligned}$$

B. Variant of the VIII-11 class is:

No	Xi	Xi2
1	55	3025
2	49	2401
3	78	6084
4	77	5929
5	72	5184
6	76	5776
7	78	6084
8	71	5041
9	72	5184
10	65	4225
11	71	5041
12	71	5041
13	71	5041
14	69	4761
15	70	4900

16	60	3600
17	59	3481
18	58	3364
19	60	3600
20	70	4900
21	69	4761
22	65	4225
23	60	3600
24	63	3969
25	84	7056
26	56	3136
27	56	3136
28	45	2025
29	58	3364
30	58	3364
31	75	5625
32	57	3249
33	57	3249
34	65	4225
35	69	4761
36	68	4624
37	85	7225
38	71	5041

29	68	4624
40	65	4225
41	63	3969
42	68	4624
43	75	5625
44	75	5625
45	60	3600
46	76	5776
Σ	3088	208625

$$n = 46$$

$$\Sigma xi = 3088$$

$$\Sigma xi^2 = 208625$$

So:

$$\begin{aligned}
 S^2 &= \frac{n\Sigma xi^2 - (\Sigma xi)^2}{n(n-1)} \\
 &= \frac{46(208625) - (3088)^2}{46(46-1)} \\
 &= \frac{9596750 - 9535744}{46(45)} \\
 &= \frac{61006}{2070} \\
 &= 29.47
 \end{aligned}$$

The formula was used to test homogeneity was:

1. VIII-9 and VIII-11

$$\begin{aligned}
 F &= \frac{\text{The biggest variant}}{\text{The smallest variant}} \\
 &= \frac{51.74}{29.47} \\
 &= 1.755
 \end{aligned}$$

After doing the calculation, the researcher found that $F_{\text{count}} = 0.755$ with $\alpha 5\%$ and $dk = 48$ and 46 from the distribution list F, researcher found that $F_{\text{table}} = 4.08$, cause $F_{\text{count}} < F_{\text{table}}$ ($0.75 < 4.08$). So, there is no difference the variant between the VIII-9 class and VIII-11 class. It means that the variant is homogenous.

Appendix XXI

T-TEST OF THE BOTH AVERAGES IN POST-TEST

The formula was used to analyse hypothesis test of the both averages was t-test, that:

$$Tt = \frac{M_1 - M_2}{\sqrt{\left(\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$Tt = \frac{80 - 75.52}{\sqrt{\left(\frac{(48 - 1)51.74 + (46 - 1)29.47}{48 + 46 - 2}\right)\left(\frac{1}{48} + \frac{1}{46}\right)}}$$

$$Tt = \frac{4.48}{\sqrt{\left(\frac{(47)51.74 + (45)29.47}{92}\right)(0.02 + 0.02)}}$$

$$Tt = \frac{4.48}{\sqrt{\left(\frac{243.178 + 1326.15}{92}\right)(0.02 + 0.02)}}$$

$$Tt = \frac{4.48}{\sqrt{\left(\frac{1569.328}{92}\right)(0.04)}}$$

$$Tt = \frac{4.48}{\sqrt{17.05(0.04)}}$$

$$Tt = \frac{4.48}{\sqrt{0.682}}$$

$$Tt = \frac{4.48}{0.82}$$

$$Tt = 5.46$$

Based on researcher calculation result of homogeneity test of the both averages, researcher found that $t_{count} = 5.46$ with opportunity $(1 - \alpha) = 1 - 5\% =$

95% and $dk = n_1 + n_2 - 2 = 48 + 46 - 2 = 92$, $t_{table} = 1.684$. So, $t_{count} > t_{table}$ -
($5.46 > 1.684$) and H_a is accepted, it means there was the difference average
between the first class as experimental class and the second class as control class
in this research.

Appendix XXII**GAIN SCORE OF EXPERIMENTAL CLASS AND CONTROL CLASS**

Class	Pre-test	Post-test	Enhancement	Gain score
Experimental	66	80	14	2.48
Control	64	75.52	11.52	

Appendix XXIV

DOKUMENTASI RISET



Explain about the material



Explain about the material



Explain about the material



Asking the students about the material



Divided the students into groups



Practicing the game



Practicing the game



Practicing the game



Practicing the game



Practicing the game



Answering the questionnaire



Answering the questionnaire



Answering the questionnaire





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 Telephone (0634) 22080 Faximile (0634) 24022

16 September 2019

Nomor : 68 /In.14/E.6a/PP.00.9/09/2019
 Lamp : -
 Perihal : Pengesahan Judul dan Pembimbing Skripsi

Kepada Yth:
 1. Dr. Fitriadi Lubis, M. Pd (Pembimbing I)
 2. Fitri Rayani. M. Hum (Pembimbing II)

di-Padangsidempuan

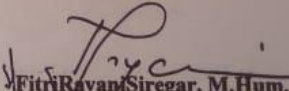
Assalamu'alaikum Wr. Wb.

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi Program Studi Tadris/Pendidikan Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan. Maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

Nama	: Khoirunnisah Hasibuan
NIM	: 16 203 00077
Fak/Jurusan	: Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris
Judul Skripsi	: The Effect of Whispering Game to Motivation in Learning Vocabulary at Grade VIII Students of MTS.s Al-Mukhlisih Sibuhuan in The Academic Years 2019/2020

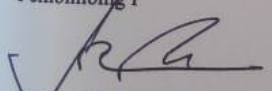
Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Ketua Program Studi Tadris Bahasa Inggris


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Nomor : B-1026 /In.14/E.1/TL.00/09/2020 28 September 2020
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 Penyelesaian Skripsi.

Yth. Kepala MTs Al-Mukhlisin Sibuhuan
 Kabupaten Padang Lawas

Dengan hormat, bersama ini kami sampaikan bahwa :

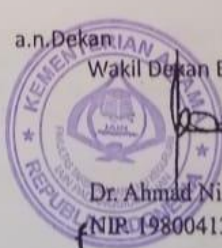
Nama : Khoirunnisah Hasibuan
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 Fakultas : Tarbiyah dan Ilmu Keguruan

adalah mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan yang sedang menyelesaikan Skripsi dengan judul **"The Effect of Whispering Game to Motivation in Learning Vocabulary at Grade VIII Student of MTs Al-Mukhlisin Sibuhuan in The Academic Years 2019/2020"**.

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

a.n. Dekan
 Wakil Dekan Bidang Akademik



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YAYASAN AL-MUKHLISHIN PADANG LAWAS
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Nomor : *K/2* /B/02/YAMIN/III/1442
 Lampiran : -
 Hal : **Surat Balasan Penelitian**

Sibuhuan, 19 Oktober 2020

Kepada Yang Kami Hormati :
Ketua Jurusan Tadris Bahasa Inggris
IAIN Padangsidempuan
 di –
 Tempat

Assalamu'alaikum Wr. Wb.

Syukur Alhamdulillah kehadiran Allah SWT, shalawat dan salam kepada Rosululloh SAW. Semoga Bapak senantiasa berada dibawah lindungan Rahmat dan Taufiq-Nya serta sukses dalam menjalankan aktifitas sehari-hari. Aamien.

Berdasarkan surat Permohonan Penelitian, yang bertanda tangan di bawah ini:

Nama : H. RAMDAN SYALEH HSB, Lc, M.Pd.I
 Jabatan : Kepala Madrasah
 Unit Kerja : MTs Al-Mukhlishin Sibuhuan
 Alamat : Jl. Bhakti Lingkungan II Pasar Sibuhuan

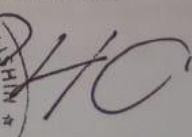

Dengan ini menerangkan bahwa:

Nama : KHOIRUNNISAH HASIBUAN
 NIM : 1620300077
 Fakultas/Jurusan : Tadris Bahasa Inggris/Tarbiyah
 Alamat : Desa Manggis Kec. Batang Lubu Sutam
 Kab. Padang Lawas
 Asal Perguruan Tinggi : IAIN Padangsidempuan

Telah kami setuju mengadakan penelitian di Madrasah yang Kami Pimpin dengan Judul Skripsi "**The Effect of Whispering Game to Motivation in Learning Vocabulary at Grade VIII Students of MTs.S Al-Mukhlishin Sibuhuan in the Academic Years 2019/2020**" dari tanggal 19 s/d 26 Oktober 2020

Demikianlah Surat Keterangan ini diperbuat, untuk dapat dipergunakan seperlunya.

Kepala MTs Al-Mukhlishin



H. RAMDAN SYALEH HSB, Lc, M.Pd.I