The Impact of Chinese Whisper Game towards EFL Young Learners' Vocabulary Mastery

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Abstract

The purpose of this research was to find out whether the use of Chinese whisper game was effective to enhancein enhancing vocabulary mastery of young learners of the fifth graders of MI Nurul Huda Sidokumpul. The method of this research was quasi-experimental design because the researcher did not randomize on the sample. The sample of this research consisted of 25 students of class VA as the experimental group and 22 students of class VB as the control group. The researcher used pre-test and post-test for the control group and experimental group to collect the data. The researcher used SPSS v.16.0 software program to analyze the data. The researcher used three steps in this research. They were: pre-test, treatment, and post-test. The result of the pretest and post-test of the experimental group were 58.76 and 91.84, while the result of the pre-test and post-test of the control group were 60.36 and 70. 27. The result of the analysis showed that sig (2-tailed) was 0.000 (or <0.05. It means that there was a significant difference between the two means of post-test. It was concluded that H_0 was rejected and H_1 was accepted. Therefore, using the Chinese Whisper Game was effective to enhance the vocabulary mastery of young learners.

Keywords: EFL Young Learners; Chinese Whisper Game; Vocabulary Mastery

INTRODUCTION

Vocabulary is a major concern in elementary school materials because vocabulary is the main point of communication. Vocabulary is the basic key to mastering English. It always becomes the first aspect that must be mastered before the other components of language that support one skill of English competencies. Therefore, learning vocabulary plays an important role. It means that when people lack vocabulary, probably they cannot speak English well, write sentences well, and comprehend text well. Therefore, vocabulary is taught to introduce the simple words that are commonly used.

This research focused on the fifth graders of MI Nurul Huda Sidokumpul. Most EFL young learners think that English is difficult. To change EFL students' perception of this problem, teachers should be more creative and keep students from feeling bored in the teaching-learning process. At the same time, the educator cannot instruct the students legitimately, the students will not make the most of their learning. Consequently, the teaching and learning will fail. Teaching English to EFL young learners, however, should consider two dominant approaches: humanistic and constructivist (Paul, 2003; Anwar, 2016). Both approaches are all about students' involvement in classroom activities.

The present researchers found that the teacher of English subject on the fifth graders in MI Nurul Huda Sidokumpul, still used a conventional method. The students had difficulties to memorize the words. That was why the students easily got bored, and they said that English was difficult. In this case, the English teacher had to be creative and used appropriate strategies or techniques in the teaching and learning process.

In order to be successful in teaching vocabulary, effective strategies and methods are really needed. Applying various strategies and methods can be used by teachers in improving EFL young learners' vocabulary mastery, including Jigsaw (Putri, 2013; Neno & Erfiani, 2018), visual media (Parede et al., 2022), flipped classroom (Anwar, 2017), Total Physical Response (Khakim & Anwar, 2020). In this study, the present researchers applied a game to attract the student's interest in learning vocabulary. The game is called Chinese Whisper Game. It was believed that it would stimulate students to be more active in learning vocabulary and as a strategy to make students enjoy the learning process. Games acquire unwinding and a good time for students, and they would learn and retain new words easily. "Chinese Whisper Game is a game which is played by some students in which one person whispers a message to another, and it does repeatedly until the last person. After that, the last player mentions or writes the word on the board." By Teachers Book on 2013 Curriculum (2014). According to Howe (2012), the purpose of this game is to help the students demonstrate the importance of communicating clearly with others and automatically memorizing vocabulary.

Regarding those explanations, the researcher made an effort to find out the effectiveness of using Chinese whisper game to enhance students' vocabulary mastery of fifth graders of MI Nurul Huda Sidokumpul in the Academic Year of 2016/2017.

Young Learners

Each child has different characteristics. Pinter (2006) states that all kids are one of a kind and two kids at the states that all youths are exceptional and two children at some sequential age can show uniquely extraordinary characteristic. Pinter also identifies the characteristic of older and young learners. The characteristics are as the following table.

Table 1. The Differences between Young Learners and Old Learners

Young Learners	Older learners
Learners are at first-school or in the main couple of years of tutoring.	The children are entrenched at school and alright with school schedules.
Generally, they have an all-encompassing way to deal with language, which implies that they comprehend important message however cannot break down language yet.	They indicate developing enthusiasm for scientific methodologies, which implies that they start to appreciate language as a dynamic framework.
They have standard levels of mindfulness about themselves as well as about the way toward learning.	They demonstrate a developing level of mindfulness about themselves as language learners and their learning.
They have constrained reading and writing abilities, even in their first language.	They have all around created aptitudes as readers and writers
Generally, they are more worried about themselves than others.	They have a developing consciousness of others and their perspectives.
They have constrained information about the world.	They have a developing mindfulness about our general surroundings.
They appreciate dream, creative ability, and development.	They start to show and enthusiasm for genuine issues.

(Pinter, 2006)

Teaching Vocabulary

Teaching language cannot be separated from teaching vocabulary. Vocabulary is an important component in English language teaching. According to Thornbury (2002), teaching vocabulary

is a crucial aspect of learning a language, as languages are based on words. While Walters (2004) states, it is practically difficult to take in a language without words, even correspondence between individuals depend on words. Both teachers and students agree that obtaining of the vocabulary is of focal calculated educating a language.

In teaching vocabulary, the educator, as the specialist of the class, has the occupation of dealing with the understudies' figuring out how to pick up the objective of the vocabulary. As indicated by Wallace (1982), there are principles of teaching and learning vocabulary. They are the aim, quantity, need, frequent exposure and repetition, meaning, and its situation.

Chinese Whisper Game

Based on Sintungs' theory (2012), Chinese Whisper Game is a game which needs more attention in listening and speaking. To play this game, the students will whisper what they heard. This game will help students to demonstrate the importance of communicating clearly with others. And with this game also, the students will be able to demonstrate how easy it is to make exactly what others are saying and discuss what that means for communicating. And automatically, by playing this game, the students can help to increase their vocabulary.

The purpose of playing Chinese Whisper Game is to introduce some new words to the students of elementary. Here are the steps for playing the game that the students and teacher must remember to do:

a) The teacher explains the activity: the explanations are about what the game is, what the materials which will play, and the role of this game.
b) The students will be divided into some group. Then the students in each group will stand in line.
c) While this game is played, the teacher going to whisper the message to the first students in each group, and the first whisper will whisper to the second students, and it will happen continuously until the last students.
d) After that, the last student says the message that she or he heard loudly. Then the teacher will compare what the last student heard and the original message.
e) Discussing. It will be why the message has changed, how often the message changed, and what they feel after playing this game (Howe, 2012).

Based on the explanation above, the researcher can conclude that the Chinese Whisper Game is can help the students to get some new information or words by listening and speaking. This game leads the students to moderate the volume of their voices. So, the students must listen attentively. From those activities, the students will grasp new lexicons of vocabulary.

There are other researchers who have used the same game. The first is Isnaeni et al. (2011). The title of their thesis is "Whisper Race Game Method in Improvement of English Listening Skills" for Fourth Grade Students in State Elementary School 1 Adikarso. The objective of this research was to describe the effectiveness of Whisper Race Games method in improving English listening skills for Fourth Grade Students in Elementary School 1 Adikarso in the Academic Year 2011/2012. This research was conducted in classroom action research. Action research was conducted in three cycles, and every cycle involved planning, implementing, observing, and reflecting. After the activity of using Whisper Race Game was given the students' interest in listening increased. It could be seen by the percentage of every cycle increased. In cycle I, the students' percentage score was 28.9%, on cycle II, the students' score increased by 87%, and in cycle III, the students' percentage score was 92.1%.

The second study was conducted by Sintung (2012). The title is "The Influence of Playing Whispering Game to the Students' Vocabulary Increasing." At the third grade of SD Negeri 96 Gorontalo. The researcher used a quantitative method and pre-experimental design. The result of this research showed that whispering games increase students' vocabulary. The value of t_{count} is more than t_{list} or $2.83 \geq 2.10$. So, the hypothesis of this research was

acceptable. The result showed that playing Whispering Game can increase students' vocabulary mastery.

There were some differences between the previous studies and this study. In the first previous study, the researcher used classroom action research conducted in three cycles. In addition to that, they used Whisper Race Game Method to improve Listening Skills for fourth students in Elementary schools, whereas, in the second previous study, the researcher used Whispering Game to increase students' vocabulary focused on Elementary School students. The researcher used a pre-experimental design.

Something different from this researcher was in its treatment that it was conducted the Chinese Whisper Game by using picture cards. In addition, the present researchers used a quasi-experimental research design.

METHOD
Research Design
The design of this research was experimental research design. Quasi-experimental research design using a nonequivalent control group design was employed. The Control group and experimental group became the subject of the study, and the subject of the study was selected without random sampling. The experimental group received a treatment using Chinese Whisper Game while, while there was no treatment in the control group, and both groups got similar pretest and post-test.

Participants
In this research, the researcher utilized convenience sampling as the technique to choose the sample. Convenience sampling also referred to as incidental sampling technique, essentially includes incorporating into the example whoever happens to be accessible at the time (Airasian, 2000). There were two classes that were utilized by researchers as the samples. Those were VA and VB. The VA consisted of 25 students as the experimental group, and the VB which consisted of 22, served as the control group.

Instrument
The instrument of this study was a vocabulary test. So, in order to collect the data, the present researchers chose a test as the instrument. Tests were precious measuring instruments for educational research. According to Arikunto (2006), a test is a set of questions that is used to measure the skill, knowledge, intelligence, and talent of an individual or group." In this research, the researcher utilized vocabulary tests by using multiple choice, matching, and cloze tests. These kinds of tests were chosen because they are effective, practical, and objective. The test was arranged by considering the students' knowledge. For the multiple-choice test, 15 questions were made, and three choices in each question, while the matching test had 10 questions, the students matched the vocabulary and the correct meaning of the vocabulary, and the last was for the cloze test which had 5 questions. The students filled in the blank space on the sentence.

After measuring the reliability of the test using Cronbach's alpha formula, the present researchers analyzed the coefficient of Cronbach's alpha formula with the standard of reliability as follows:

Table 2. Level of Standard Reliability

Score	Standard
>0.90	Very highly reliable
0.80 – 0.90	High reliable
0.70 – 0.70	Reliable
0.60 – 0.69	Minimally reliable
<0.60	Un acceptably low reliable

(Cohen, 2007)

The equation above was utilized to figure the information in the sake of ascertaining the test outcome. To dodge the subjectivity of the outcome, this equation ought to be utilized to ensure that the score was not subjective.

Procedures of the Study

In conducting the study, some steps were done as follows: *First*, choosing the population of the study. The population of the study was fifth graders of MI Nurul Huda Sidokumpul; *Second*, selecting two groups from the population for the sample. Those were V A which consists of 25 as experimental group and VB which consisted of 22 as the control group; *Third*, doing try out. Before conducting the research, the researcher gave the try-out to the same level in another school, which was not the sample of the research. The aim of the tryout result was beneficial to gather evidence to support the instrument's validity and reliability. In this try-out, the material test was the vocabulary test using multiple choice, matching, and the cloze test, which has consist of 30 questions. The time allocated was 60 minutes; *Fourth*, conducting a pre-test. The pre-test was given before treatment. The researcher conducted the pre-test. The pre-test was given for both the experimental group and the control group. The purpose of the pre-test was to find out the students' vocabulary mastery before getting the treatment. The researcher used multiple choice, matching, and the cloze test for data collection. *Fifth,* conducting treatments. The treatment gave after the pre-test only to the experimental group. The purpose was to find out the effectiveness of the method used by the researcher. The experimental group was taught by using Chinese Whisper Game to enhance students' vocabulary mastery, while the control group was taught without using the game or using a conventional method in their learning. The treatment was done for four meetings. It had a different topic in each meeting, the topic about things around the class, parts of the body, fruits, and animals.

In the first treatment, the students were asked about things around the class, and this section the researchers wanted to know how far the student's vocabulary mastery. After knowing the students' vocabulary mastery, the present researchers gave the treatments for the class. Before giving the treatments, *first*, the researcher explained the procedure of Chinese Whisper Game. *Second*, the class was divided into five groups consisting of five students. *Third*, the students were given the topic to play the game. The teacher showed a picture with the word bellow the picture for example there was a picture of table and the word "table" was written bellow it. Then, the teacher asked the first students to the next students until the last students.

In the second treatment, the teacher reviewed of previous lesson and asked the vocabulary that they have learnt before. Then, the teacher divided and switched the class into the different group with the previous meeting. After that, the teacher gave different topic about fruits, and then played the game. The teacher showed a picture with the word bellow the picture for example there was a picture of apple and the word "apple" was written below. Then, the teacher asked the first students to the next students until the last students.

The third and fourth treatments were the same as the second treatment with different topics. In the third treatment, the teacher gave a topic about animal. The teacher showed a picture with the word bellow the picture for example there was a picture of bird and the word "bird" was written bellow it. In the fourth treatments the researcher gave a topic about parts of body. The teacher showed a picture with the word bellow the picture for example there was a picture of eyes and the word "eyes" was written bellow it. Then, the teacher asked the first students to the next students until the last students.

Data Analysis
After getting the data from pre-test and post-test, the data were analyzed using statistic computation through SPSS (Statistical Package for the Social Sciences). Multiple choice, matching, and cloze test as pre-test and post-test were used. In multiple tests, the students got 1 point for the correct answer and 0 point for incorrect answer while, in matching test, they got 2 points for each number, and in cloze test they got 3 points for each number. So, the maximum score will be 50 points if they can answer all of questions correctly.

After scoring the data, the researcher inputted the scores into the following criteria. The level of the students' achievement was interpreted based on Arikunto (2006) as follows:

Table 3. The Criteria of Score

Criteria of Master	Grade
91 – 100	Excellent
81 – 90	Very Good
71 – 80	Good
61 – 70	Fair
51 – 60	Poor
Less than 50	Very Poor

(Arikunto, 2006)

From the criteria above, the level of achievement showed the level student's achievements. After getting the score, the researcher processed the data by using statistic computation through SPSS program. In this study, the statistical technique used is t-test technique. It is used to analyze the data of two groups. They were control group and experimental group.

As a prerequisite test research, before t-test there were two tests was analyzed, they were normality and homogeneity. To identify the normality test, the criteria used to test the normality test. According to Ghozali (2011), if the result of significance level is sig (2-tailed) > 0.05, it indicates that the data is normally distributed. If the result of significance level or sig (2-tailed) < 0.05, it indicates that the data is not normally distributed.

The aim of homogeneity test is to find out the homogeneity of data. The criteria used to test the homogeneity are: if the result of significance level is more than 0.05 or if sig (2-tailed) > 0.05, it indicates that the data are homogenous but if the result of significance level is less than 0.05 or if sig (2-tailed) < 0.05, it indicates that the data is not homogenous.

After the data are normal and homogenous, the researcher can conduct the t-test to identify whether the treatment effect is significant or not. The researcher will use t-test formula in SPSS 20 program. The criteria for the hypothesis are:
If t-value < t-table and sig (2-tailed) < 0.05, it means H_1 is accepted, and H_0 is rejected.
If t-value > t-table and sig (2-tailed) > 0.05, it means H_1 is rejected and H_0 is accepted.

RESULTS AND DISCUSSION

In this research, there were 25 students in V A as experimental group, which consisted of 14 male and 11 female, and 22 students in V B as control group, which consisted of 11 male and 11 female. The table as follows:

Table 4. The Data of Respondents

Class	Gender		Total
	Male	Female	
V A (Experimental Class)	14	11	25
V B (Control Class)	11	11	22
Total	**25**	**22**	**47**

Instrument Validity and Reliability
Validity

In this research, the researcher used content validity and construct validity for getting validity of the instrument. The researcher used content validity because the test was given based on the material which students learned and related to the national curriculum. Moreover, and it was consulted to the advisor and to the English teacher.

Reliability

The researcher used intra-rater and Cronbach's Alpha to measure the reliability of the test. The reliability of the test can be seen in Table 5 as below.

Table 5. The Score of Reliability Test

Reliability Statistics

Cronbach's Alpha	N of Items
.818	30

Pre-Test
Pre-test of Experimental Class

The present researcher conducted the pre-test on Tuesday, November 22nd, 2016. There were three kinds of the test. The first was multiple choices. The second was matching test. The last was cloze test. The aim of the pre-test was to know how far the students' knowledge about vocabulary items presented and to know if the students were familiar with the vocabulary items or not. It required 60 minutes to administer the pretest.

The students' level of attainment in pre-test was elaborated in to the below table, the criteria as follows:

Table 6. The Pre-test Result of Experimental Class

Score	Number of students
Excellent: 91-100	0
Very Good: 81-90	0
Good: 71-80	7
Fair: 61-70	6
Poor:51-60	4
Very Poor: 0-50	8
Total	**25**

From the table above, it showed that Pre-test outcome in experimental class there were seven students obtain predicate Good, six students obtain predicate Fair, four students obtain predicate Poor, and eight students obtain predicate very poor.

The students who obtain the score among 71-80 meant good. The students who obtain the score among 61-70 meant fair. The students obtain the score among 51-60 meant poor. The students obtain the score between 0-50 meant very poor.

Pre-Test of Control Class

The present researchers conducted the pre-test on Tuesday, November 22nd, 2016. There were three kinds of the test. The first was multiple choices. The second was matching test. The last was cloze test. The aim of the pre-test was to know how far the students' knowledge about vocabulary items presented and to know if the students were familiar with the vocabulary items or not. It required 60 minutes to administer the pretest. The students' level of attainment in pre-test was elaborated into the below data, the criteria as follows:

Table 7.
The Pre-Test Result of Control Class

Score	Number of Students
Excellent: 91-100	1
Very Good: 81-90	2
Good: 71-80	2
Fair: 61-70	4
Poor:51-60	6
Very Poor: 0-50	7
Total	**22**

Table 7 showed that Pre-test result in control class there were one student obtain predicate excellent, two students obtain predicate very good, two students obtain predicate good, four students obtain predicate fair, six students got predicate poor and seven students got predicate very poor.

The students who obtain the score among 91-100 meant Excellent. The students who obtain the score among 81-90 mean Very good. The students obtain the score among 71-80 meant Good. The students obtain the score among 61-70 it meant fair. The students who obtain the score among 51-60 meant poor. The students who obtain the score among 0-50 meant very poor.

Table 8.
The Normality Analysis of Control and Experimental Class in Pre-test
One-Sample Kolmogorov-Smirnov Test

		pre-test controla	pre-test experiment
N		22	25
Normal Parameters a	Mean	60.36	58.76
	Std. Deviation	16.797	16.328
Most Extreme Differences	Absolute	.141	.151
	Positive	.141	.108
	Negative	-.082	-.151
Kolmogorov-Smirnov Z		.663	.756
Asymp. Sig. (2-tailed)		.772	.617

a. Test distribution is Normal.

According to the table 4.5, it can be inferred which the score of Kolmogrov-Smirnov in experimental class was 0.756 with sig (2-tailed) 0.617>0.05. The score of kolmogrov-Smirnov in control group was 0.663 with sig (2-tailed) 0.772>0.05. It meant the whole samples either experimental class or control class was normal.

The figure 4.1 shows that the average of pre-test in control class was 60.36 with the below score was 30 and 100 in the highest score, whereas the figure 4.2 shows that in experimental class obtained the average of pre-test was 58.76 with the below score was 18 and 79 was the highest score.

After knowing the standard normality, the researcher continued the next step which was homogeneity test. Homogeneity test was important to see whether the data of every group has the same variance or not. To know the variance of the homogeneity, the researcher used Levene's test. The data of control and experimental class was said homogeneous if the significance scores of the data ≥ 0.05.

Hypothesis used in this test were:

Ho   : The data are homogeneous (homogeneity)

Ha   : The data are not homogeneous (heterogeneity)

The test results of homogeneity for pre–test of experimental and control class can be seen in Table 9:

Table 9.
Result of the Homogeneity of Pre-test Control and Experimental Class

Test of Homogeneity of Variances

Pre-test			
Levene's Statistic	df1	df2	Sig.
.233	1	45	.632

The outcome of homogeneity test in table 4.6 utilized Levene's Test for Equity of Variances might have been demonstrated that the significance score of the data of control and experimental class were $0.632 \geq 0.05$. Therefore, it could be concluded that the data of both were equal or homogeneous or had same variance. It could be concluded that H0 was accepted, it according the data outcome of data of VA and VB was used as a sample in this study.

After knowing the normality and homogeneity, the researcher continued the next step which was t-test analysis. The researcher utilized t-test to establish whether both samples are not related to ha mean score of differences. Table 10 shows the outcome of t-test pre-test score:

Table 10.
T-test of pre-test

Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
Pretest	pre-test control	22	60.36	16.797	3.581
	pre-test experiment	25	58.76	16.328	3.266

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Pre-test	Equal variances assumes	.233	.632	.331	45	.742	1.604	4.838	-8.140	11.347
	Equal variances not assumes			.331	43.890	.742	1.604	4.847	-8.165	11.372

Based on the results of t-test was seen that the average of pre-test in control class was 60.36 and pre-test in experimental class was 58.76. It could be described that the two classes have an average that is nearly as significant. Then the independent t-test table sig. (2-tailed) indicates the total score 0,742. Because sig. (2-tailed) 0.742> 0.05 H_0 was accepted. It means that there was no significant difference among the average score of experimental class and control class in pre-test. Therefore, it was important to do treatment.

Treatment

Treatment was given after doing pre-test. The researcher used Chinese whisper game to teach class V A as the experimental class. The first treatment started on November 23rd, 2016. The total numbers of the students were 25 students and the researcher took 70 minutes as the treatment in each meeting. In the first treatment the researcher used think around the class as the topic. In this session, the students got some vocabulary items like table, chair, blackboard etc.

The second treatment was conducted on November 24th, 2016. In this session, the researcher gave feedback and reviewed material for the first meeting. The researcher asked the students to pronounce the vocabulary which had been taught, and then the teacher corrected the students' pronunciations. Then, the researcher continued to the next material. In the second treatment the researcher used fruits as the topic. In this session, the students got some vocabulary like jackfruit, pineapple, grape etc. Before starting the material, the researcher asked the students about the name of fruits that they knew.

The third treatment was conducted on November 30th, 2016. In this session, the researcher also gave feedback and reviewed the material of previous meeting. Then the researcher continued to the next material. In the third treatment, the researcher used animals as the topic. In this session, the students got some vocabulary items like Duck, Camel, Hen, Cat etc. Before starting the material, the researcher asked to the students about the name of animals that they knew.

The last treatment was conducted on December 1st, 2016. Same with the previous meeting, the researcher gave feedback and reviewed the material about the previous meeting. The researcher continued to the next material. In this treatment, the researcher used part of body as the topic. In this session, the students got some vocabulary like hair, eyes, ears, hand, foots etc.

Learning Activity of Control Class

Treatment was given after doing pre-test. In control group, the English teacher taught by using the different method. The first learning activity started on November 23rd, 2016. The total numbers of the students were 22 students. In the first meeting the teacher used think around the class as the topic. In this session, the students got some vocabulary items like table, chair, blackboard etc. The second meeting was conducted on November 24th, 2016. In the second treatment the teacher used fruits as the topic. In this session, the students got some vocabulary items like jackfruit, pineapple, grape etc. The third meeting was conducted on November 29th, 2016. In the third treatment the teacher used animals as the topic. In this session, the students got some vocabulary items like Duck, Camel, Hen, Cat etc. In the last meeting was conducted on November 30th, 2016. In this treatment the teacher used part of body as the topic. In this session, the students got some vocabulary items like hair, eyes, ears, hand, foots etc.

Post Test
Post-Test of Experimental Class

The post test was given after giving the treatment. It was conducted on Friday, December 2nd, 2016. The questions in the post test were same in the pre-test in different number. It needed 40 minutes to administer the pretest.

The level of students' attainment in post-test was elaborated into the following criteria:

Table 11.
The Post-Test Result in Experimental Class

Score	Number of Students
Excellent: 91-100	15
Very Good: 81-90	7
Good: 71-80	3
Fair: 61-70	0
Poor:51-60	0
Very Poor: 0-50	0
Total	**25**

From the table above it showed that Post-test outcome in experimental class there were 15 students obtain predicate excellent, seven students obtain predicate very good and three students obtain predicate good.

The students who obtain the score among 91-100 meant excellent. The students who obtain the score among 81-90 meant very good. The students who obtain the score among 71-80 meant good.

Post-Test of Control Class

The post-test was conducted on Friday, December 2nd, 2016. The questions in the post test same in the pre-test in different number. It needed 40 minutes to administer the pretest. The level of students' attainment in post-test was elaborated in to the below table, the criteria as follows:

Table 12.
The Post-Test Result of Control Class

Score	Number of Students
Excellent: 91-100	2
Very Good: 81-90	5
Good: 71-80	2
Fair: 61-70	6
Poor:51-60	4
Very Poor: 0-50	3
Total	**22**

From the table above, it showed that Post –test result in control class there were two students obtain predicate excellent, five students obtain predicate very good, two students obtain predicate good, six students obtain predicate fair, four students obtain predicate poor and three students obtain predicate very poor.

The students who obtain the score among 91-100 meant excellent. The students who obtain the score among 81-90 meant very good. The students who obtain the score among 71-80 meant good. The students who obtain the score among 61-70 meant fair. The students who obtain the score among 51-60 meant poor. The students who obtain the score among 0-50 meant very poor.

After getting information from post-test of both of class, the researcher used Kolmogrov-Smirnov to check the normality of data. The result of it:

Table 13.
The Normality Analysis of Control and Experimental Class in Post-test

One-Sample Kolmogorov-Smirnov Test			posttest_exp	posttest_co nt
N			25	22
Normal Parameters[a]		Mean	91.84	70.27
		Std. Deviation	8.345	15.739
Most Extreme Differences		Absolute	.196	.098
		Positive	.164	.098
		Negative	-.196	-.090
Kolmogorov-Smirnov Z			.980	.459
Asymp. Sig. (2-tailed)			.293	.984

a. Test distribution is Normal.

According to the table 4.10, it can be inferred which the score of Kolmogrov-Smirnov of control class was 0.459 with sig (2-tailed) 0.984>0.05. The score of Kolmogrov-Smirnov score of experimental class was 0.980 with sig (2-tailed) 0.293>0.05. It meant the whole samples either control class and experimental class was normal. After knowing the normality test, the researcher continued the next analysis which was t-test analysis of post-test. T-test has criteria that if probability>0.05 so H_0 is accepted, and if<0.05 H_0 is rejected. The table as follows:

Table 14.
T-test of post-test

Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
Postte st	post-test control	22	70.27	15.739	3.356
	post-test experiment	25	91.84	8.345	1.669

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Posttest	Equal variances assumed	7.595	.008	-5.969	45	.000	-21.567	3.613	-28.844	14.290
	Equal variances not assumed			-5.755	31.0 14	.000	-21.567	3.748	-29.211	13.924

Table 14 showed that the average score of control class was 70.27 and the experimental class was 91.84. It could be described that the outcome scores of experimental class higher than of the control class. Moreover, the table of Independent Sample t-test demonstrated that sig (2-tailed) was 0.000 < 0.05. It could be concluded that H_1 was accepted and H_0 was rejected.

The researcher concluded that Chinese Whisper Game as teaching technique was more than effective to teach vocabulary. Therefore, there was difference among either of control class or experimental class in the average score after they got the treatment.

Discussion

The purpose of this research was to know the effectiveness of Chinese Whisper Game could enhance vocabulary mastery of the fifth graders of MI Nurul Huda Sidokumpul in the academic year 2016/2017. The outcome of the research demonstrated that the outcome of student's post-test of both higher than of the pre-test. It inferred that the treatment of both class impact vocabulary mastery.

Pre-test was given on both groups to know their basic knowledge in vocabulary. The outcome showed that they had same capability, and these were the average scores of the control group 60.36 and the experimental group 58.76. After obtain the pre-test, the researcher gave the treatments to the student's experimental class, while for control class the treatments were given by the teacher. Then, post-test was conducted to find out the outcome after they obtain treatment. The result shows that the average of post-test was 70.27 for control group and 91.84 for experimental group.

From the result above, it could be described that the mean score of the post-test for experimental class was higher than the control class. It means that using Chinese Whisper game was effective to enhance students' vocabulary mastery. Finally, the researcher concluded that Chinese whisper game could enhance students' vocabulary because there was a significant different among the average score of the students were taught using Chinese Whisper Game and the mean score of the students were not using Chinese Whisper Game.

CONCLUSION

From the analysis on previous chapter, it could be described that the utilized of Chinese Whisper Game could enhance the students' vocabulary. According to the outcome of the research, there was a significant difference among the outcome of the post-test for both of group. Based on the calculation of post-test the mean score of control group was 70.27 and the mean score of experimental group was 91.84. The Independent Sample t-test showed that sig (2-tailed) was $0.000 < 0.05$. It could be concluded that that H_1 was accepted and H_0 was rejected. In conclusion, H1 was accepted and H_0 was rejected, so that the use of Chinese Whisper Game was effective to enhance students' vocabulary mastery of the fifth graders of MI Nurul Huda Sidokumpul in the Academic year of 2016/2017. From the result of this study, the researcher hopes that this research could provide a meaningful contribution in the teaching and learning process. This research is also hoped to be useful for English teacher of elementary school in teaching vocabulary. Eventually, the researcher would like to give some suggestion to English teacher, students, and other researchers. The teacher is expected to often give new or effective method or strategy in teaching to make the students more enthusiastic in the teaching learning process. By giving the effective technique or strategy in teaching learning process, it would make the students easier to acquire the material because the students were relaxed and enjoy in teaching and learning process. Whereas the students should practice the vocabulary more frequently that they had learnt in their daily life to improve their vocabulary mastery.

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