



## PART OF SPEECH MASTERY OF THE EIGHTH GRADE STUDENTS TAUGHT BY USING WHISPER CYCLES GAME

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### ABSTRACT

*There are many students feel difficult in mastering English, especially in written one. The students can write well when they master the basic of English writing. It is the part of speech. An observation result of the students in the eight grade in some schools in kudu shows that many of them have the same problem. After finding the case, the writer applies this research in a school in to help the students master the part of speech. The objective of this research is to find out whether there is any significant differences or not, between the eighth grade students' mastery of part of speech taught by using Whisper Cycles Game and taught by using Three Phases Technique. This is an experimental research design using control group. the variables are whisper cycles game as independent variable and the mastery of part of speech of the eighth grade students as dependent variable. It takes two classes as the sample, VIII A as the control group and VIII B as the experimental group. The writer uses test to get the accurate data. After conducting this research, the writer found the highest score is 92 and the lowest one is 68 from the data of the experimental group. The mean of the whole scores is 75.24 and the standard deviation is 6.60. Meanwhile, for the control group, the writer found the highest score is 78 and the lowest one is 60. The mean of the whole scores is 68.93 and the standard deviation is 5.16. It can be concluded that there is a significant difference between the mastery of part of speech of the eighth grade students taught by using whisper cycles game and by using three phases technique. Teachers should use the technique to teach the students and be more active in teaching while the students should practice more and may use the games out of formal condition.*

**Keywords:** *part of speech, whisper cycles game, junior high school students*

### INTRODUCTION

Written language is commonly preferred to use because it is used on internet or letter for communication. In mastering written language, it is quite more difficult than the spoken one. The students not only need to practice but also to understand how to use the structure correctly. Sometimes it makes the teachers have to think how to make their

students master it. However, most students still have difficulties more to master it.

Mostly, the students feel bored or uninterested in it. So, that is the teachers' turn to make the students enjoy learning it more.

In this research the writer focuses on the students of junior high school who need to master the basic of structure. From interviewing the English teacher of the

school, the teacher said that the students still have many problems in understanding and using written English. The teacher also said that around 70% of the students still cannot use written English well. It is shown by their

<< | **30** scores which are still under the minimum score criteria (KKM). The KKM (Kriteria Ketuntasan Minimum) of the school is 65. Besides, the average score of the whole students is 60.3. The students cannot do it especially in analyzing and understanding the classes of words, in this case meant the parts of speech. They still do not understand well which the verb, subject or object, adjective and adverb are correctly. On the other way, the reason is also supported by a secondary data given by the teacher. The case can be caused by the teaching technique used by the teacher still cannot attract the students well so that they cannot receive the given materials well.

From the case found, the writer applied this research in the school to help the teacher increase the students' parts of speech mastery. Then, to attract the students the writer would like to use Whisper cycles game as the technique to teach the students. Whisper cycles game is one of interesting games that can be used to teach students enjoyably so that the students interested and can increase their structure easily. Commonly, Whisper cycles game is used to teach listening. Laningtyas (2011) in her research, she used Whisper cycles game to teach listening comprehension and the result of this research is there is significant different after doing the treatment. Campbell and Kryszewska (1992) state that Whisper Cycles Game can be also used to teach translation and grammar structure. It can be applied to lower, intermediate and high level. To master the structure easily, everyone should firstly master the basic of it. The first level of the structure is the parts of speech. Whisper

cycles game is a kind of interesting technique that can make the students more interested to learn and master the materials. Not only does it guide the students to practice but also brings them into the fresh and enjoyable situation of learning English structure.

## **DISCUSSION**

### **Teaching English in the School**

The method of teaching is one important element that can support the successful learning process. In the teaching process, the teacher determines the method of teaching that is appropriate to the material so that the teaching process will be successful. It means that the appropriate method can make students understand about the material which delivered by the teacher.

Based on the interview with the English teacher, she uses TPT (Three Phase Technique). Three Phase Technique is a technique which consists of pre-activity (activity before learning, it is used to build the same perception), whiles activity (main activities in learning process) and post activity (activity after the main learning, it is used to evaluate the students' understanding and give motivation to the students).

### **Part of speech**

According to Yule (2006: 74), he divides the words based on some types: (1) Nouns are words used to refer to people (boy), objects (backpack), creatures (dog), places (school), qualities (roughness), phenomena (earthquake) and abstract ideas (love) as if they were all 'things'. (2) Adjectives are words used, typically with nouns, to provide more information about the things referred to (happy people, large objects, a strange experience). (3) Verbs are words used to refer to various kinds of actions (go, talk) and states (be, have) involving people and things in events (Jessica is ill and has a sore throat so

she can't talk or go anywhere). (4) Adverbs are words used, typically with verbs, to provide more information about actions, states and events (slowly, yesterday). Some adverbs (really, very) are also used with adjectives to modify information about things (Really large objects move slowly. I had a very strange experience yesterday). (5) Pronouns are words (she, herself, they, it, you) used in place of noun phrases, typically referring to people and things already known (She talks to herself. They said it belonged to you). (6) Conjunctions are words (and, but, because, when) used to make connections and indicate relationships between events (Chantel's husband was so sweet and he helped her a lot because she couldn't do much when she was pregnant). (7) Prepositions are words (at, in, on, near, with, without) used with nouns in phrases providing information about time (at five o'clock, in the morning), place (on the table, near the window) and other connections (with a knife, without a thought) involving actions and things. (8) Interjections are what or sound thrown into sentence to express some feeling of the main.

### **Whisper cycles game**

Whisper cycles game is one of kinds of game that can be used to teach English. In Chinese Whispers it is defined that Chinese whisper game is where someone whispers a phrase to their neighbor who in turn whispers what they heard to their neighbor and so on until it reaches the last person in line and you then compare the original with what that final person heard. In About Chinese Whisper, it is stated that this game begins with the first player whisper a phrase or sentence to the next player. Each player successively whispers what that player believes he or she heard to the next. The last player announces the statement to the entire group.

So, it can be concluded the procedure of whisper cycles game in teaching part of speech by using Whisper Cycles Game as follows: 1) Seat the students in a big circle or in a way in which it is possible to pass sheets of paper around easily. 2) Each student takes **31 | >>** a sheet of paper containing a text/ a paragraph. 3) Students pass the sheet to their left-hand neighbor. 4) Students analyze the parts of speech of the sentences that they receive. 5) Then they pass the sheet again and analyze more it continually until the sheet is received again by the owner. 6) After that, the students helped by the teacher discuss the result of the analysis.

### **METHOD**

This research is an experimental research with a control group. The writer uses two different groups where one group becomes an experiment group while another one as the control group. The writer just needs to conduct the post test for both of the experiment and control group. The purpose of experimental research is to examine the cause and the result after the treatment has been done towards the experimental group and the control group, then to compare the result between those two groups (Ali, 1984:132).

According to Ali (1984:32), "There are two variables in Experimental research. There are independent variables and dependent variable. First, independent variable is a condition which affects another variable. This variable is called X variable. Second, dependent variable is condition which is affected by experiment. This variable is called Y variable." In this research, there are two variables. They are independent variable or X is using Whisper Cycles Game and Dependent variable or Y is the Mastery of part of speech of the Eighth Grade Students. In this research, the writer uses two classes to do the research which is experiment group

(experiment class) and control group (control class).

**Population and Sample**

In this research the population used by the writer is the eighth grade students in a school << | **32** in Kudus. The total number of eighth grade students is 82 students. They are grouped into 3 classes (A,B and C). and the classes are as

follow:

Table 1 List of population of the eight grade students.

Class	The number of students
VIII A	29
VIII B	27
VIII C	26

Then, the writer selects the sample randomly through lottery and the sample was taken not individuals but class. The writer chooses this technique because in this research all of groups have same chance to be researched. There are two classes are chosen, they are VIII A as the control group and VIII B as the experiment group.

**Instrument of the Research**

According to Ali (1984:101), the result of test is to measure the students' competence. In this research, the writer uses multiple-choice test as instrument of the research, consist of 25 questions. The test is made by the writer based on the curriculum and standard competency in the syllabus.

Before using the test as a posttest, the writer measures the reliability of the test questions by doing try out in class C of eighth grade students.

To calculate the reliability of the test items, the research is applied the following formula:

$$r_{xy} = \frac{\sum xy - \left( \frac{\sum x}{N} \left( \frac{\sum y}{N} \right) \right)}{\sqrt{\left\{ N \sum x^2 - (\sum x)^2 \right\} \left\{ N \sum y^2 - (\sum y)^2 \right\}}}$$

Note :

$R_{xy}$  : The correlation coefficient of the X variable and Y variable

N : The number of samples

x : The sum of X variable score

y : The sum of Y variable score

xy : The sum of the result of X and Y scores for the each student

$x^2$  : The sum of X score of X square

$y^2$  : The sum of Y score of Y square

The result of the computation then applied into the Spearman Brown formula to estimate the reliability of the entire test. The formula is:

$$r_{xy} = \frac{2 \cdot r_{xy}}{1 + r_{xy}}$$

Note :  $r_{11}$  : coefficient of the reliability of the whole test

$r_{xy}$  : coefficient of the correlation between odd and even numbers

The reliability of the correlation coefficient (Arikunto, 2010: 319) as follow:

$r_{xy} = 0,00$  up to  $0,20$  not reliability

$r_{xy} = 0,21$  up to  $0,40$  low reliability

$r_{xy} = 0,41$  up to  $0,60$  enough reliability

$r_{xy} = 0,61$  up to  $0,80$  high reliability

$r_{xy} = 0,81-1,00$  perfect reliability

**Data Analysis**

To analyze the data, it is needed to calculate Mean and Standard Deviation firstly. In calculating the mean and standard deviation, the writer used the formula by Ali (1984: 181-182) as follows:

Mean (Average)

$$\text{Mean} = \frac{\sum fx}{N}$$

Notes:

f = frequency

x = middle score of

interval close N=the number of sample

N= the number of

sample

For calculating of Standard Deviation

$$SD = i \cdot \sqrt{\frac{\sum fx'^2}{N} - \left(\frac{\sum fx'}{N}\right)^2}$$

Note : SD = Standard Deviation  
 i = the width of interval = frequency  
 x<sup>1</sup> = coding  
 x<sup>2</sup> = score of x<sup>2</sup>  
 N = the number of sample

After finding the Mean and Standard Deviation, the writer puts them in the t-test formula:

T-test formula:

$$t_o = \frac{a - b}{s}$$

where  $S^2 = \frac{(N_1 - 1)S_1^2 + (N_2 - 1)S_2^2}{(N_1 + N_2 - 2)}$

t<sub>o</sub> : t-observation  
 X<sub>1</sub> : mean posttest from experiment group  
 X<sub>2</sub> : mean posttest from control group  
 S<sup>2</sup> : variants  
 N<sub>1</sub> : sample 1  
 N<sub>2</sub> : sample 2  
 S<sub>1</sub> : standard deviation of experiment group

S<sub>2</sub> : standard deviation of control group  
 According to Arikunto (2002:251)

stated that the criteria of the students score are Excellent, Good, Sufficient, Low, Poor and Bad. Finally, the writer could arrange the criteria to find out the mastery of part of speech of the students by using three phases technique as follow:

Table 2 The Criteria of the Students' Score of Part of Speech Mastery

No	Scores	Criteria
1.	86-100	Excellent
2.	71-85	Good
3.	56-70	Sufficient
4.	41-55	Low
5.	26-40	Poor

	< 25	Bad
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To know there is a significant difference between dependent variable (Y) and independent variable (X), the hypothesis of this research can be formulated as follows:

$$H_o : \sim_1 = \sim_2$$

$$H_a : \sim_1 \neq \sim_2$$

Where :

H<sub>o</sub> : There is no significant difference between the students' mastery of part of speech of the Eighth grade taught by using Whisper Cycles Game and taught without using Whisper Cycles game.

H<sub>a</sub> : There is a significant difference between the students' mastery of part of speech of the Eighth grade taught by using Whisper Cycles Game and taught without using Whisper Cycles game.

~<sub>1</sub> : The Mean score of part of speech mastery of the Eighth grade taught by using Whisper Cycles Game.

~<sub>2</sub> : The Mean score of part of speech mastery of the Eighth grade taught without using Whisper Cycles game.

This research used quantitative data. After doing T-test, the writer got t<sub>o</sub> = 8.8. It is bigger than t-table (on the level of significance of 5% (df) N<sub>1</sub>+N<sub>2</sub>-2=54, t-table is 2.01), in other word t<sub>o</sub> > t-table = 8.8 > 2.01. It means that the Null Hypothesis (H<sub>o</sub>) is rejected and the Alternative Hypothesis (H<sub>a</sub>) is accepted. So, the hypothesis of this research that there is a significant difference of the part of speech mastery of the eighth grade students is accepted.

From the data analysis, the writer found that the mean score of the mastery of part of speech of the eighth grade students taught by using Whisper cycles game is 75.5 and the Standard Deviation is 3.56. Meanwhile, the mean score of the mastery of

part of speech of the eighth grade students taught without using Whisper cycles game is 68.9 and the Standard Deviation is 2.58. This is indicated that Whisper cycles game is a good technique to improve the students' part

<< | 34 of speech mastery.

After conducting the test for the experimental class and control class, there is a significant difference in their result. The experimental class got better in their posttest result. The minimum score was 68 up to 92 and for the control class, the minimum score was 60 up to 78.

According to Arikunto (2002:251) stated that the criteria of the students score are Excellent, Good, Sufficient, Low, Poor and Bad. Finally, the writer could arrange the criteria to find out the mastery of part of speech of the eighth grade students taught by using and without using Whisper cycles game as follow:

Table 3 The Criteria of the Students' Score of Part of Speech Mastery

No	Scores	Criteria
1.	86-100	Excellent
2.	71-85	Good
3.	56-70	Sufficient
4.	41-55	Low
5.	26-40	Poor
	< 25	Bad

Based on the table above, the writer found the Mean score of the Experimental class is categorized Excellent. While the Mean score of the Control class is categorized

good. It is indicated that the class which is given Whisper cycles game treatment can improve their part of speech mastery. After analyzing the data of the experimental class and control class, the result shows that using whisper cycles game in teaching part of speech is more effective than using three phase technique.

## CONCLUSION

In this research, the writer concluded that there is a significant difference between the mastery of part of speech of the eighth grade students taught by using and without using whisper cycles game. The significant difference can be seen between the Mean and the Standard Deviation of the students who are taught by using whisper cycles game and without using whisper cycles game.

It has calculated that the Mean of the students' part of speech mastery who are taught by using whisper cycles game is 75.5 and the Standard Deviation is 3.56. Meanwhile, the Mean of the students' part of speech mastery who are taught without using whisper cycles game is 68.9 and the Standard Deviation is 2.58. After calculating the data, to is 8.8 and t-table is 2.01 in the level of significance =0.05. It can be concluded that there is a significant difference between the mastery of part of speech of the eighth grade students taught by using and without using whisper cycles game.

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