

**THESIS**

**THE EFFECTIVENESS OF USING  
CHINESE WHISPER  
IN TEACHING VOCABULARY  
TO THE ELEVENTH GRADE STUDENTS  
OF SMA NEGERI 2 KUPANG  
IN THE SCHOOL YEAR 2016/2017**



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**TERESIA NOVITA ABANIT**

**NO. REG. 12113024**

**ENGLISH STUDY PROGRAM  
TEACHER TRAINING AND EDUCATIONAL SCIENCE  
FACULTY  
WIDYA MANDIRA CATHOLIC UNIVERSITY  
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Approved by

Advisor I

Advisor II



Dr. Klemens Ataburan, M.Hum



Maria Goretti Djohatu S.Pd


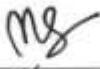

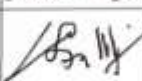

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Widya Mandira Catholic University  
Kupang



Dr. Des. Kletus Erom, M. Hum


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Board of Examiners

No	Names	Positions	Signature
1	Drs. Ataburan Clemens, M.Hum	Chairman	
2	Maria Goreti Djehatu, S.Pd	Secretary	
3	Dr. Drs Kletus Erom, M.Hum	Examiner I	
4	P. Paul Asa, Mag. TESOL, M.Pd	Examiner II	
5	Drs. Ataburan Clemens, M.Hum	Examiner III	

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*Motto:*

*Think and act now*

*(Novita Abanit)*

## **DEDICATION**

**This thesis is particularly dedicated to:**

❖ **My beloved parents:**

**Bonefasius Atolan & Endy S. Budiharti**

❖ **My beloved brothers and sister**

**Chiko Abanit, Selus Bria, Dhyan Abanit**

❖ **My teachers**

❖ **My beloved Almamater:**

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And now, as her study at the university is approaching its termination through the completion of this writing, she wishes to express her gratitude to those who generously help her put some ideas to be mosaic of this writing with their knowledge, experience and advice. Therefore, the writer also wants to thank them:

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Kupang, May 2017

The writer



## ABSTRACT

This study is entitled **“THE EFFECTIVENESS OF USING CHINESE WHISPER IN TEACHING VOCABULARY TO THE ELEVENTH GRADE STUDENTS OF SMA NEGERI 2 KUPANG IN THE SCHOOL YEAR 2016/2017”**. This study was held to find the answer of the following questions: (1) Is the Chinese Whisper effective in teaching vocabulary for the eleventh grade students of SMAN 2 Kupang in the school year 2016/2017? (2) To what extent, is the Chinese Whisper effective in improving vocabulary of the eleventh grade students of SMAN 2 Kupang in the school year 2016/2017?. The objective of the study are: (1) To find out whether the use of Chinese Whisper in teaching vocabulary to the eleventh grade students of SMAN 2 Kupang in the school year 2016/2017 is effective or not. (2) To find out the extent of effectiveness of using Chinese Whisper in improving vocabulary in the eleventh grade students of SMAN 2 Kupang in the school year 2016/2017. The study focused on the effectiveness of Chinese Whisper in teaching vocabulary. The subject of the research was the eleventh grade students of SMAN 2 Kupang in the school year 2016/2017. The writer chose class XI IPA 7 with 21 students. The instruments used in this study were pre test, post test, observation sheet and exercises. The pre test was given before they had been taught using Chinese Whisper and post test was given after they had been taught using Chinese Whisper. Observation sheet was used to assess the teacher and students performance in teaching learning process and exercises was given after teaching the material, the exercises used to know how far they understand about the material that given to them before come to Chinese Whisper. The research used Classroom Action Research (CAR). The Classroom Action Research used in this research was adopted from the Mc. Taggart in Burns’ design which consists of two cycles. Every cycle consists of four phases, they are: planning, acting, observing, and reflecting. Based on the analysis of data, the writer concludes that (1) Chinese Whisper is effective in teaching vocabulary at the eleventh grade students at SMAN 2 Kupang. (2) There are some significant differences in research of teaching vocabulary by using Chinese Whisper. The students’ level of vocabulary in the pre test was average (67) while the post test 1 level was Good (77) and the second cycle the post test 2 increased (92.6) was Very good. while in exercises 1 (task 2) the average was Fairly good (70) moreover the average of post test 2 was Excellent (96). The increasing of test result shows that in teaching vocabulary without technique or games especially Chinese Whisper students had low motivation in classroom interaction but in playing Chinese Whisper students had higher motivation in learning English especially about vocabulary. Based on the result of the study the writer would like to propose some suggestions as follows: (1) The result of this study shows that using Chinese Whisper is effective in improving students’ vocabulary mastery so the English teacher is suggested to apply this media in his/ her teaching learning process. (2) Chinese Whisper technique can be an alternative to overcome students’ boredom in learning English. (3) This strategy of technique is suggested to be used by English teacher in teaching vocabulary.

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