



**THE USE OF WHISPER AND WRITE GAME AND TOTAL
PHYSICAL RESPONSE TECHNIQUE IN FACILITATING
ENGLISH VOCABULARY LEARNING**

A Quasi-Experimental Study on Eighth Graders of SMP Al Islam Gunung Pati in
the academic year of 2017/2018

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by

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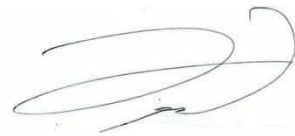
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A Quasi-Experimental Study on Eighth Graders of SMP Al Islam Gunung Pati in the academic year of 2017/2018

Saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana ini benar-benar merupakan karya saya sendiri yang saya hasilkan setelah melalui penelitian, bimbingan, diskusi, pemaparan atau ujian. Semua kutipan baik langsung maupun sumber lainya telah disertai dengan keterangan mengenai identitas sumbernya dengan cara sebagaimana yang lazim dalam penulisan karya ilmiah. Dengan demikian, walaupun tim penguji dan pembimbing penulisan skripsi atau tugas akhir atau final project ini membubuhkan tanda tangan sebagai tanda keabsahannya, seluruh karya ilmiah ini tetap menjadi tanggung jawab sendiri. Jika kemudian ditemukan pelanggaran terhadap konvensi tata tulis ilmiah yang berlaku, saya bersedia menerima akibatnya. Demikian, harap pernyataan ini digunakan seperlunya.

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MOTTO AND DEDICATION

The most difficult thing is the decision to act, the rest is merely tenacity. The fears are paper tigers. You can do anything you decide to do. You can act to change and control your life; and the procedure, the process is its own reward. (Amelia Earhart)

To:

My beloved parents and sister

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ABSTRACT

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Key Words: Whisper and Write Game; Total Physical Response Technique; English Vocabulary Learning; Quasi-Experimental Research

Many students find it difficult to understand English well because of the lack of English vocabularies. To solve the problem, an attractive way of learning is required, which games become the solution. One of the games is Whisper and Write Game. This research discusses the use of Whisper and Write Game in facilitating students' English vocabulary learning. It was intended to find out whether Whisper and Write is effective to improve students' vocabulary compared with Total Physical Response Technique. Two classes were used. The control was taught by Total Physical Response and the experimental was taught by Whisper and Write Game. Both were given pre-test and post-test in the same difficulty level. The result showed that the mean of control class increased from 52.26 to 58.63 while the mean of experimental class increased from 57.26 to 70.64. It means the students taught by Whisper and Write Game achieved higher improvement than those taught by Total Physical Response. T-test analysis also showed that t-value/t-posttest value (3.617) was higher than t-table value (2.045). It means there was a significant improvement of students' achievement. In short, Whisper and Write Game was effective to improve students' English vocabulary mastery better than Total Physical Response.

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CHAPTER I

INTRODUCTION

Chapter I is the introduction of the study. It consists of the background of the study, research problems, purposes of the study, scope of the study, significance of the study, and the outline of the study.

1.1 Background of the Study

In this part I would like to account for why I put forward the problem and why I chose the title as my research. This background is shown through an explanation about a situation I faced in a school related to students' vocabulary problem and a brief addition about how proper games can be used to solve such a problem and how the game I used, which is the Whisper and Write Game, can be applied in that kind of situation.

Prior to conducting research, I first conducted an observation in a class of SMP Al Islam, Gunung Pati, Semarang. I paid attention to how the class worked, how one of the school's English teachers gave and delivered the materials, how students of the school reacted to the delivering of the materials, the condition of the class during that day's lesson and many things.

The material that was taught that day was invitation letter. The duration of the lesson was forty minutes. In teaching the material at that meeting, the teacher did not use any guidance book. She was just delivering the material through

writing how to write invitation letter on a whiteboard and through explanations using Indonesian, Javanese, dan English (mostly in Javanese). Sometimes, she made jokes to break the ice. Then, she asked students of the class to write down some important points of the material. She did not make assessment for that day's lesson probably because the duration was little and the students needed more understanding.

From that observation, I found some results. The teacher was actually able to deliver the material well and interestingly, but in in ways which most teachers do like preaching, asking students to do tasks in the book, and not using different methods. As a result, some of the students did not have full attention to what the teacher told. I saw that there were few students who were paying attention to the teacher. The students who were paying attention were those who were sitting in front row. Meanwhile, the students who sat in rear rows were not paying attention well. Some even were not paying attention at all. Some were also busy with their own business though without bothering the others, some were talking not noisily with the others, some just stayed quietly with blank stares, and some closed eyes for once. Honestly, it was not a good sight for me because such atmosphere creates a situation that makes the knowledge the teacher teaches unable to be delivered perfectly to all of the students even though the condition of class during lesson is calm.

It was not over yet. I was asked by the teacher to introduce myself to all the students in that class after the observation was done. Then, I introduced myself to them. I used simple English words that Indonesian junior high school

students usually use in introduction. I tried to as simply as possible in hope that they could understand what I was saying. But, when I saw their response, I was quite surprised in silence. There was no reaction. All the students were just staring at me, looking confused. I persuaded them to reply my questions, but once again, they were still confused. The English teacher then told me that I needed to just use Indonesian because they did not and would not understand if I kept speaking English. From that, I presumed that there was a lack of something, and that was vocabulary.

To make sure whether my presumption was correct, after the observation, I did a small talk with the English teacher about to what extent the mastery of English vocabulary students of the school had averagely. We talked for a long time, and from that I found something sad enough to hear. The teacher said the vocabulary mastery of the students of the school was not as good as others' from other schools. Indirectly, I knew, and I drew conclusion that the students of the school were still lacking in English, especially English vocabulary.

I asked the teacher whether vocabulary learning was not being done in classes or not. She said vocabulary learning had been being done, but certainly in minimum allotment. The vocabulary learning was given in a gap of lesson time, and it was just for an intermezzo. I asked her again why vocabulary learning was not given much longer time. The answer was simple. It was because of the need of material completion. Besides, there were many English words and phrases to learn, and it was difficult to teach them in time allotment which was specialized and emphasized for essential lessson materials.

From that talk, I thought, somehow, vocabulary learning needs to come to practice. There are no excuses for helping improve students' English ability through mastering vocabulary. I understood that it would be better for the students if they learned vocabulary with precise, good duration and emphasis so that their vocabulary mastery could improve.

For students who are learning English, it is important to learn vocabulary because vocabulary is one of important elements in English learning and the basic key to mastering English. Students and people will not know and will not comprehend English words, phrases, or sentences if they first do not recognize the vocabularies and what they mean. Hubbard even (1983) stated that “vocabulary can be supposed to be as a powerful carrier of meaning. And if the mastering of them or at least the knowing of their meanings is successful, dealing with other English learning parts is not a difficult matter, or at least would not be as hard as not learning vocabulary at all”. In addition, what makes vocabulary important is vocabulary as the knowledge itself. Based on Diamond & Gutlohn (2006), “vocabulary itself is the knowledge of words and their meanings”.

To make certain again whether the students really lacked vocabulary skill or not, I conducted a tryout test. I chose one of classes as a tryout class randomly. After I conducted that and analyzed the result, I found that there were many mistakes in the answering the items of the test done by the students of the tryout class. Most of the students of the class did not answer most of the items correctly. I had used simple words in those items instead, and they still did not understand.

So, from that point, I concluded that there was still a lack of vocabulary on the students.

From what I obtained from the observation, the talk, and the test, I related them to find what caused the students to lack English vocabulary that way. I remembered how the situation of the class I had observed was. Most of the students looked bored. And I thought that was the cause, the reason why the students' vocabulary level was so low. It is on how the lesson was delivered which made them feel bored, not on the teacher. The teacher had tried her best. The students' interest and motivation needed to return and be lifted up.

For a few moments, I was thinking of how to make all of these students learn English with interest and motivation, especially about English vocabulary, in which it can capture all of their attention and raise their spirit in learning so that the learning process is a success in making their vocabulary mastery have improvement. Then, an idea came into my mind that games could be used in that kind of situation and would have a good effect.

Games are everybody's favorite. No one does not like playing games, especially for students. Students can learn anything and are expected to become happy with it, including learning English vocabulary without exception, by using games. Games can be used as "a bridge" to connect knowledge with students, who mostly always want to have fun. So is what Hadfield (1984) stated, "A game is an activity with rules, a goal and an element of fun". By having the element of fun that games have, lessons can be brought with interest and motivation into students' mind so that they find the lesson interesting. And, when they finally

“drown” in the fun lessons with games, the knowledge is indirectly absorbed into the students’ brains. It will make students enjoy the process of learning so that they do not think only about learning or studying to get good marks. Based on Rohani (2013), “fun ESL games are a great way to revive student’s interest in the class and often also help them absorb and retain more information than if they are simply studying to pass a test or complete an assignment”.

Many studies also have researched related to how important the use of games in English vocabulary learning is, and most of them found that games are effective in building students’ vocabulary mastery. It is proven in most of the studies where researchers find that there is always significance after games are used in treatments to respondents.

Using games is one way to learn English vocabulary attractively. But, it needs to be known that not all games can be used to facilitate English learning, especially for English vocabulary learning. It is because certain games are created with specifications and purposes that perhaps only match with certain English learning parts. Some games are made for these or those learning parts. Even, one game is designed only for one certain learning part. Not only that, the use of games in learning in order to achieve a goal with an expected process has to be adjusted to the level of subject of research studied. So, it is important to sort and choose carefully which games are appropriate to goals. Apart from that, certain modifications are also required to fulfill the appropriateness between the game used and purposes.

Whisper and Write Game is one of games that is suitable to be applied in English learning, including English vocabulary learning. This game has many benefits. The game helps students understand English vocabulary with a way in which the students use all they have to create a learning process for themselves that is easy for them to follow by themselves. They need to understand the vocabularies easily and convey the vocabularies through whispering in a way their partners can also understand easily. With easy conveying, there would be strengthening of memory which goes to the achievement of the understanding of vocabularies. The Whisper and Write game also offers a learning process that students can do with their friends in interactive and interesting way. The students are expected to interact each other, trust each other and indirectly study together in their groups. That can bring a sense of trust and cooperation spirit to the students in the learning process. The game also has flexibility which one of it is it can be modified, depending on needs. It can be played by anyone. With certain rules and modifications this game can be implemented to almost all people. But, in my research, I used simple modification to the game because my respondents were junior high school students so that I needed to use materials that was appropriate to them and simplify the rules and how the game was done.

Overall, Whisper and Write Game in English vocabulary learning process can help the teachers and the students achieve their goals. I chose this game with a lot of consideration to know whether this game is effective in English learning. Also, I used a learning technique named Total Physical Response for comparison.

1.2 Research Problems

In this study, I would like to answer the following questions:

- 1) How effective is the Whisper and Write Game in facilitating English vocabulary learning for the experimental class?
- 2) How effective is the Total Physical Response Technique in facilitating English vocabulary learning for the control class?
- 3) How significant is the effectiveness of vocabulary mastery of the students by using the Whisper and Write Game compared to Total Physical Response Technique?

1.3 Purposes of the Study

Based on the problems above, the purposes of the study are stated as following:

- 1) To explain how effective the Whisper and Write Game is in facilitating English vocabulary learning for the experimental class.
- 2) To explain how effective the Total Physical Response Technique is in facilitating English vocabulary learning for the control class.
- 3) To explain how significant the effectiveness of vocabulary mastery of the students by using the Whisper and Write Game is, compared to Total Physical Response Technique.

1.4 Significance of the Study

There are at three significances I put forward of the study.

1) Scientific Significance

The result of the study can help as a contribution for science by giving useful information about Whisper and Write Game: what Whisper and Write Game is, the implementation or how it works, and the benefits of it, especially for English vocabulary lesson.

2) Practical Significance

With the result of the study, Whisper and Write Game is expected to be able to be applied into practice. By abiding by how the game is played, the purpose of achieving English vocabulary mastery can be realized.

3) Pedagogical Significance

With the result of the study, Whisper and Write Game can be one of alternatives or a reference in facilitating fun and interesting English vocabulary learning.

1.5 Scope of the Study

The scope of the study includes variable of the study, subject of the study, and location of the study.

The first is variables of study. The first/independent variable is the use of Whisper and Write Game. Meanwhile, the second/dependent variable is English vocabulary mastery. I used this game with the purpose to help subject of study enrich, understand, and improve their English vocabulary.

The second is related to the subject of study. The subject in this research is eighth graders of SMP Al Islam Gunung Pati in the academic year of 2017/2018.

The third is the location of study. SMP Al Islam is located on Morokono Street, Gunung Pati, Semarang, Central Java 50229.

1.6 Outline of the Study

This final project is comprised of five chapters.

Chapter I is the introduction of the study. It consists of the background of the study, research problems, purposes of the study, scope of the study, significance of the study, and the outline of the study.

Chapter II is the review of the related literature. This chapter comprises three parts, which are review of the previous studies, theoretical review, and theoretical framework.

Chapter III is research methodology. It covers research design, subject of the study, population and sample, research variables and hypothesis, type of data, instruments for collecting data, method of collecting data, and method of analyzing data.

Chapter IV is findings and discussion. This chapter is the explanation of all the data collected after conducting the research. It covers a complete analysis of data and discussion in detail.

Chapter V is conclusion and suggestion. The conclusion is drawn from the result gained after a series of analysis and discussion to be brief statements. The suggestion explains briefly what the result of this study proposes.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

Chapter II is the review of the related literature. This chapter comprises three parts, which are review of the previous studies, theoretical review, and theoretical framework.

2.1 Review of Previous Studies

There are many studies done by people which show that games have many benefits to be used in language learning. Almost every part of language can be learned by using games.

As mentioned before, games are effective for improving students' vocabulary mastery. This was proven by Trihandayani (2016). In her quasi-experimental research, she used a computer game Fast Hands. The result is the mean of the post-test scores of the experimental class using this game had higher mean than the one of the control class. In other words, the game helped improve the students' vocabulary mastery. Another similar quasi-experimental study is a study which was conducted by Hidayati (2016). Hidayati used Charade Game to teach vocabulary. From the study, the conclusion that can be drawn is the Charade Game was effective to be applied in teaching and learning English vocabulary. The other is the one conducted by Aulia (2013). In her action research, Aulia used Manual Super Text Twist Game to improve students' English Vocabulary Mastery. By doing two cycles, the result was gained which

was there was a high increase between the subjects' score of initial pre-test and final post-test.

Not only for improving students' vocabulary mastery, games also have positive effects on other skills in English. By using Whispering Game, Sinaga (2017) proved that the game gave significant effect in the students' activity in the learning process than the use of close procedure in training students' listening skill. Similar to the principle Sinaga used, Robiyah (2015) conducted a research related to game for learning skills. The difference is Robiyah used Guessing Game to improve students' speaking ability. The result is the game was able to improve the students' speaking ability in two cycles. The use of game to teach and learn speaking skill was also conducted by Nirmawati (2015). In her study, Nirmawati used Speaking Board Game. By applying the game, the students became more confident to speak English, like making conversations by using expressions which had been learnt during the implementation of the game.

Games also have good impacts on learning grammar part. A quasi-experimental research conducted by Albab (2014) was successful in proving that. Albab in her research tested whether Snakes and Ladders Game was effective or not on students' mastery of simple past tense in constructing recount texts. The result is the purpose of the study was achieved where there was significant improvement with significant difference on the experimental group than the control group. The mean score of the post-test of the experimental group was proven higher than the mean of the post-test of the control group. Another similar study is like what Chalim (2010) did. Although the purpose was the same like

Albab's, Chalim used different game, which is Tic Tac Toe Game. The result after getting all the treatment using this game, the students' average score increased in line with the increase of the students' achievement in each cycle.

In the field of motivation, games also have reliable role. To improve students' motivation of speaking, Lukito (2013) conducted a Game Card Tournament for his case study. Actually, after doing a series of activities, the use of that game had a good effect on the students where the students improved their motivation to speak, like expressing their idea freely during playing the game. Besides that study, there is also a study to improve students' motivation by using games. Picture Games was a game used by Rizki (2013) in his action research to improve students' motivation in learning vocabulary. In the study, he did three cycles aimed to reduce the problem faced by students in learning, to improve motivation, and to improve students' achievement in vocabulary mastery. The result is the students felt happy and their achievements were improved.

I could infer that the use of such interesting games for learning English vocabulary is useful based on the positive results of the studies. They become references for my study about the Whisper and Write Game, which, to my knowledge, has never been studied yet until this time, and that is why the game is worth researching.

2.2 Theoretical Review

2.2.1 Vocabulary

2.2.1.1 Definition of Vocabulary

Ur cited in Alqahtani (2015) points out that “vocabulary can be defined, roughly, as the words we teach in the foreign language”. Meanwhile, Good (1973: 143) defines that “vocabulary as the words having meaning when heard and seen even though not produced by the individual himself to communicate with others and the words are considered essential for minimal use a language”. Hiebert (2005) himself says, “vocabulary is the knowledge of meanings of words”.

2.2.1.2 The Importance of Vocabulary

It is true if people say it is very difficult and perhaps almost impossible for students to be able to learn and understand a foreign language if they have not learned its vocabulary first. It is because the understanding of the literature of a language can be achieved first by going through the most basic level, which is vocabulary comprehension. Huyen and Nga (2003) state, “in learning a foreign language, vocabulary plays an important role. It is one element that links the four skills of speaking, listening, reading and writing all together”. It indicates that the intervention of vocabulary comprehension in linguistic learning process can not be ignored. Students can listen, read, write dan speak a foreign language because there is the foreign vocabulary. This thing is also supported by Rasisnski (2008) stating “an extensive vocabulary helps students read fluently, discuss what they have read and learn”.

According to Berne & Blachowicz cited in Alqahtani (2015), “vocabulary learning is an essential part in foreign language learning as the meanings of new words are very often emphasized, whether in books or in classrooms. It is also central to language teaching and is of paramount importance to a language learner.” Dellar H. and Hocking D. cited in Thornbury (2013) even say “If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words!” This statement shows that learning vocabulary is so important, even more important than learning grammar. It is because it is better to learn the meaning of a word than to learn how it is structured.

Meanwhile, Alqahtani (2005) states “vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication”.

2.2.1.3 Learning Vocabulary

According to Frost (2004) on www.teachingenglish.org.uk, there are a lot of ways to teach, present or learn vocabulary. Some of them are:

1. *Illustration*

This is very useful for more concrete words (dog, rain, tall) and for visual learners. It has its limits though, not all items can be drawn.

2. *Mime*

This lends itself particularly well to action verbs and it can be fun and memorable.

3. *Synonyms/ Antonyms/ Gradable items*

Using the words a student already knows can be effective for getting meaning across.

4. *Definition*

Make sure that it is clear (maybe check in a learner dictionary before the lesson if you are not confident). Remember to ask questions to check they have understood properly.

5. *Translation*

If you know the students' L1, then it is fast and efficient. Remember that not every word has a direct translation.

6. *Context*

Think of a clear context when the word is used and either describe it to the students or give them example sentences to clarify meaning further.

2.2.2 Technique of Language Teaching

Language teachers often use various techniques to help him/her facilitate the teaching of certain language material.

2.2.2.1 Total Physical Response

Total Physical Response is one of popular techniques in language teaching. According to Harmer (2000), “James Asher, the originator of TPR, worked from the premise that adult second language learning could have similar developmental patterns to that of child language acquisition. In TPR, students are asked to respond physically to the language they hear. Language processing is thus matched with physical action”.

In conducting Total Physical Resonse Technique, it is an obligation to abide by its principles in order to make an outcome without violating the essence of the technique. The following are the principles of Total Physical Response Technique:

- 1) Meaning in the target language can often be conveyed through actions;
- 2) The students' understanding of the target language should be developed before speaking;
- 3) Students can initially learn one part of the language rapidly by moving their bodies;
- 4) The imperative is a powerful linguistic device through which the teacher can direct student behaviour;
- 5) Students can learn through observing actions as well as by performing the actions themselves;
- 6) Feeling of success and low anxiety facilitate learning;
- 7) Students should not be made to memorize fixed routines;
- 8) Correction should be carried out in an unobtrusive manner;
- 9) Students must develop flexibility in understanding novel combinations of target language chunks;
- 10) Spoken language over written language;
- 11) Tolerating students' errors for their first time speaking (Larsen-Freeman 2000).

2.2.3 Game

2.2.3.1 Definition of Game

According to electronic Oxford Advanced Learner's Dictionary, game is "an activity or a sport with rules in which people or teams compete against each other". Game also can be defined as "an activity in which participants play with rules and maybe create competition with the purpose of winning the activity or just for fun".

2.2.3.2 The Use of Games in Language Learning

According to Wright (1994), "games help the teacher to create contexts in which the language is useful and meaningful. The learners want to take part and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information".

Wright (1994) also adds that “games can be found to give practice in all the skills (reading, writing, listening and speaking), in all the stages of the teaching/learning sequence (presentation, recombination and free use of language) and for many types of communication (e.g. encouraging, criticising, agreeing, explaining)”.

2.2.3.3 Vocabulary Games

Mehregan (2014) states, “The use of games as an approach in the teaching of vocabulary focuses on the issue of tasks in language classrooms. Task-based teaching attends to the accomplishment of significant tasks in the learning process. It is formed by the idea that if learners center on the completion of a task, they are just as likely to learn language as they are if they are concentrating on language forms”.

Based on Shelly Vernon cited in Rohani & Pourgharib (2013), “Fun ESL games are a great way to revive student’s interest in the class and often also help them absorb and retain more information than if they are simply studying to pass a test or complete an assignment”.

2.2.3.4 Whisper and Write Game

This game actually has many names. It depends on how the game will be used and for what purposes. And, there are many modifications for this game, adjusting to what part of language that will be learned. According to *wikipedia.org*, Whisper and Write Game is also known as Chinese Whispers, Whispering Game, Whisper Race, Telephone Game, or Broken Telephone Game. No matter which name is used, the fundamental principle is the same.

Based on *wikihow.com*, Whisper and Write Game or Telephone Game is “a classic ice breaker and party game. It is easy to set up and a lot of fun to play. You and your friends will try to pick a a word or a phrase, “pass it on” by whispering it to someone next to you, and have fun seeing how much it changed during the game. All you will need to play is a couple of friends, a word or phrase, and a quiet whisper”. In addition, according to Fathoni (2015) on *mediabahasainggris.com*, “the last person in the group (after hearing the whisper from his friend behind him writes the word or phrase on board (or a piece of paper)”. This is one of some variations of the game.

This game is useful for learning vocabulary through listening and memory sharpness. Besides, it also trains the sensitiveness, comprehension, reliance to friends, and team work.

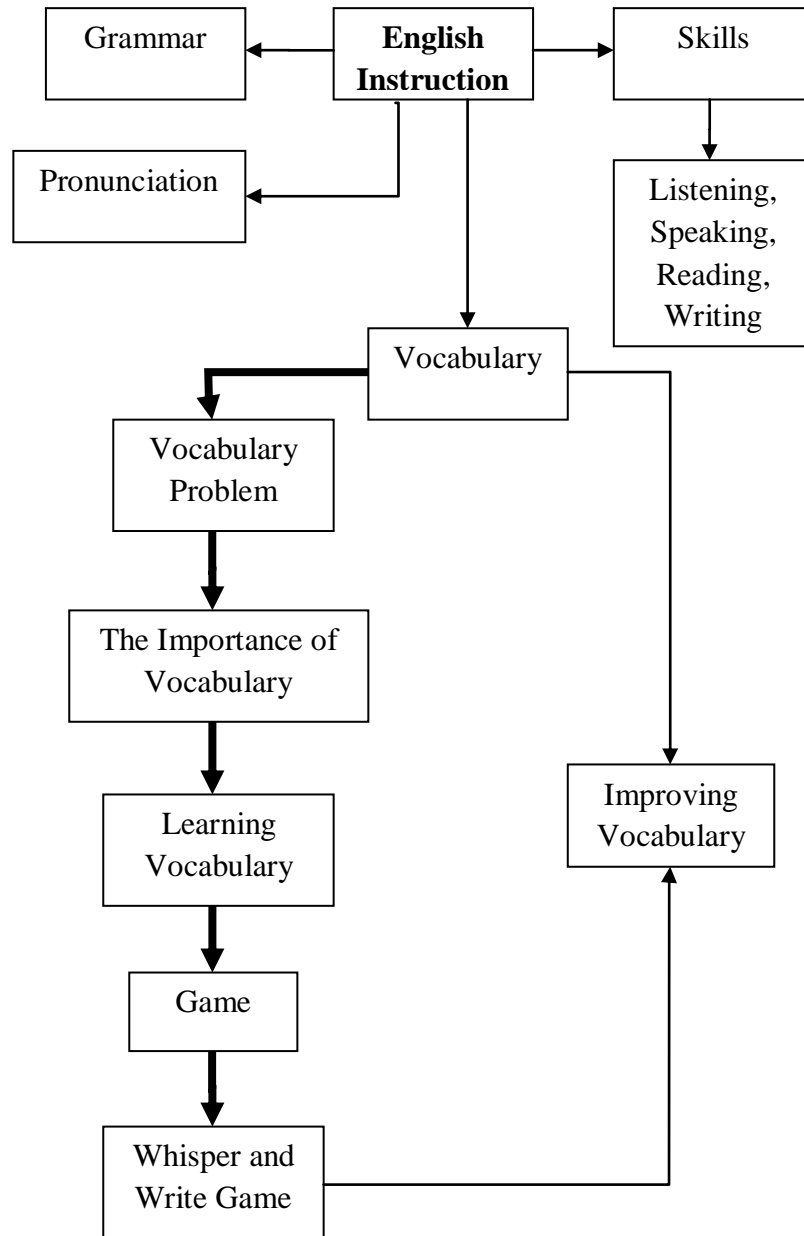
2.3 Theoretical Framework

As explained above, vocabulary is the basic part in learning a language. Without knowing and understanding the meaning of a word, students’ progress in mastering English in general will get impeded.

As a teacher, presenting interesting learning techniques is important. By using games in language teaching, especially for English vocabulary, students will get motivated to learn English vocabulary more seriously, and it increases the quality of language learning. And one of interesting vocabulary games used was Whisper and Write Game for facilitating English vocabulary learning.

The following is the scheme I will use on my research.

Figure 2.1 Theoretical Framework



CHAPTER V

CONCLUSION AND SUGGESTION

Chapter V is conclusion and suggestion. The conclusion is drawn from the result gained after a series of analysis and discussion to be brief statements. The suggestion explains briefly what the result of this study proposes.

5.1 Conclusion

The Whisper and Write Game is effective in facilitating English vocabulary learning. It is proven by the data of posttest of the experimental class which showed that the average score increased to 70.64, where previously the average score of pretest of the experimental class was only 57.26. The difference in improvement achieved was 23.3%. Meanwhile, the average score of posttest of the control class only increased to 58.63, where previously the average score of pretest of the control class was only 52.26. The difference in improvement achieved was only 12.2%. Besides, the result also showed that t_{posttest} 3.617 was higher than t_{table} which is 2.045, which means there was significance with the posttest result.

In other words, the use of the Whisper and Write Game was far more effective than the use of Total Physical Response technique by increasing the average score twice higher. In addition, the Whisper and Write Game got a good response through the data from the questionnaire, where many of the respondents agreed with the positiveness the game had.

5.2 Suggestion

The following are some suggestions taken from the conclusion.

For the students; this study can show that the playing the Whisper and Write game is effective and attractive to learn vocabulary. By using this kind of game, the students at least will have good motivation in learning vocabulary, so that there will never be reluctance or boredom in learning new vocabulary.

For the teachers, who are always, directly or indirectly, demanded to teach creatively, this Whisper and Write Game can be a supporting medium or an alternative for teaching English vocabulary.

For the readers; hopefully this study can be the source of information showing that the Whisper and Write Game is effective for learning English vocabulary.

For future researchers, this study hopefully gives much knowledge for them about this game, started from the planning until the analysis, so that they can study and explore the game more so there will be other enrichment for this game in the future, especially in the scope of English vocabulary.

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