IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH APPLYING WHISPERING GAMES ASSISTED SHORT STORY AT SMP PAB 19 HELVETIA IN THE ACADEMIC YEAR 2021/2022

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English Education Program

By:
NURUL MAULIDA LUBIS
1702050102

FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA
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MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. KaptenMuchtarBasri No .3 Telp. (061) 6619056 Medan 20238
Website :http://www.fkip.umsu.ac.id Email: fkip@umsu.ac.id

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NPM	: 1702050102
Program Studi	: PendidikanBahasaInggris
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Nurul Maulida Lubis

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Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata 1

Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara

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NPM	:	1702050102
Program Studi	:	Pendidikan Bahasa Inggris
Judul Proposal	:	Improving Students' Vocabulary Mastery Through Applying Whispering Game Assisted Short Story At SMP PAB 19 Helvetia In The Academic Year 2021/2022

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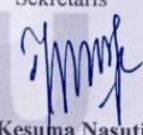
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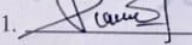
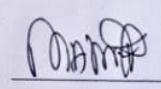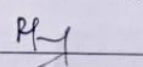Ketua   Sekretaris

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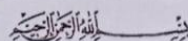
ANGGOTA PENGUJI :

1. Dra. Diany Syahputri, M.Hum   1.

2. Mandra Saragih, S.Pd, M.Hum   2.

3. Ratna Sari Dewi, S.S., M.A.   3.

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UNIVERSITASMUHAMMADIYAHSUMATERAUTARA
FAKULTASKEGURUANDANILMUPENDIDIKAN
Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext, 22, 23, 30Website:
http://www.fkip.umsu.ac.idE-mail:fkip@umsu.ac.id

BERITA ACARA BIMBINGAN SKRIPSI

Nama : Nurul Maulida Lubis

NPM : 1702050102

Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : Improving Students' Vocabulary Mastery Through Applying Whispering Games Assisted Short Story At SMP PAB 19 Helvetia In The Academic Year 2021/2022.

Nama Pembimbing : Ratna Sari Dewi, S.S., M.A

Tanggal	Bimbingan Skripsi	Paraf	Keterangan
7 Maret 2022	1. Penomoran tabel. 2. Data Analysis.		
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Ketuan Program Studi
Pendidikan Bahasa Inggris

Dosen Pembimbing
Riset Mahasiswa

Pirman Ginting, S.Pd., M.Hum

Ratna Sari Dewi, SS., M.A

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
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NPM : 1702050102

Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : Improving Students' Vocabulary Mastery Through Applying

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Saya layak di sidangkan.

Medan, 31 Mei 2022

Disetujui Oleh :

Dosen Pembimbing

Ratna Sari Dewi, S.S., M.A

Diketahui Oleh :

Dekan

Ketua Program Studi

Dra. Hj. Syamsuyurnita, M.Pd

Pirman Ginting, S.Pd., M.Hum

ABSTRACT

Maulida Lubis, Nurul. 1702050102. "Improving Students' Vocabulary Mastery Through Applying Whispering Games Assisted Short Story At SMP PAB 19 Helvetia in The Academic Year 2021/2022". Skripsi: English Education of Faculty of Teacher Training and Education University of Muhammadiyah Sumatera Utara. Medan. 2022.

The purpose of this study was to significantly increase English vocabulary from the use of short stories through the medium of whispering games for eighth graders A. This research was conducted at SMP PAB 19 Helvetia Jl. Veterans of Pasar IX Manunggal Village. The population in this study was 40 students in the 2021/2022 academic year. The researcher only took one class as a sample. The sample consisted of 20 students from class VIII-A and was selected by means of whispering games. The experimental group was taught by using a whisper game as a medium. The data collection instrument is a written test. The experimental group was given pre-test and post-test. After the data was collected, the data was analyzed using the t-test formula. The results of the analysis show that t-observe (5.33) is higher than t-table (1.734) with a significance level of significant 0.05. The last hypothesis shows that Ho is rejected and Ha is accepted. This means that there is a significant effect of the use of whispering game media on students achievement in improving English vocabulary.

Keywords: Whispering Games, Listening, Short Story

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The title of this study was *"Improving Students' Vocabulary Mastery Through Applying Whispering Games Assisted Short Story At SMP PAB 19 Helvetia In The Academic Year 2021/2022"* with purpose for submitting in partial fulfillment of the requirement to obtain the Degree of Sarjana Pendidikan from English Department. In writing this study, there were many problems and obstacles certainly, and it was impossible for the researcher for finishing this thesis without help from many people around her. Then, the researcher would like to express her gratitude for:

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The Researcher,

Nurul Maulida Lubis
1702050102

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CHAPTER I

INTRODUCTION

A. Background of Study

Learning English is very important for us, because English is an International language. English is the most widespread means of communication that can be used in almost all countries. The language differences of each country can be united with English. According to Brumfit (2001:35) "English is an international language that it is the most widespread medium of international communication".

To develop our complete English communication we must master four language skills, namely : listening, speaking, reading and writing. It means that listening, speaking, reading and writing need wide vocabulary acquisition. The acquisition of vocabulary becomes the most important part in learning foreign language. The communication will succeed or not it depends on the accurate vocabulary understanding. In learning English students can't listen, speak, read and write well if they don't know vocabulary and any single word well.

According to Richard and Rodgers (2001), "vocabulary is one of the important elements of language proficiency that becomes the basis of how well learners speak, write, listen and read. In the past, vocabulary teaching and learning were often given little priority in second language programs".

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

students learning vocabulary was bored and difficult to understand. So that, now in the challenge for teacher to make students interesting and love learning vocabulary.

Based on the questionnaire with the students of SMP PAB 19 Helvetia: Many students of SMP PAB 19 Helvetia lack of vocabulary English mastery. They said that they don't know how to pronounce and have difficulties to remember the new words. Because written and spoken is different, so the students difficult to understanding English lesson.

In this case researcher investigate the problem faced by the students at the eight grade of SMP PAB 19 Helvetia in learning English vocabulary. Most of the students lack of vocabulary mastery, they do not know the meaning of the words, difficult in understanding and memorizing of vocabulary, and do not know how to pronounce the word well. The researcher tries to find a good technique to help the students improving their vocabulary mastery and motivate them to give an active participation in vocabulary learning process in class. To help the students improving students' vocabulary mastery the researcher implemented whispering games assisted short story.

Whispering Game is one of kind of technique that can use to make teaching learning process more fun and also giving motivation to the students. In applaying whispering games assisted short story, the students can give an active participation during the learning process. It can be developed any kind of material so that learning vocabulary will not become such boring and monotonous. It also make the students know English words and their meanings, how the words work

together in English sentences too. It is because in teaching vocabulary is not only to give the meaning of the word but also teach how the word works in sentence, because there are many words that have multiple meanings.

Based on the statements above, the researcher has motivation to make a classroom research about improving students' vocabulary mastery through applying whispering games assisted short story at SMP PAB 19 Helvetia in the academic year 2021/2022.

B. The Identification of The Problem

According what the researcher wrote in background of the research about improving students' vocabulary mastery through applying whispering games assisted short story at SMP PAB 19 Helvetia. The identification of the problems involve :

1. The students lack of English vocabulary mastery

2. The student do not know the meaning of the words.

3. The students have difficulties in understanding and memorizing of vocabulary.

4. The students do not know how to pronounce the words well.

C. The Scope and Limitation

The scope of the research is mastery language skill and limited on content vocabulary using whispering game of students of SMP PAB 19 Helvetia in the academic year 2021/2022.

D. Formulation of the Problem

Based on the identification of problem, the problem were formulated, namely: "is there any significant improvement the students' vocabulary by applying whispering games assisted short story?"

E. The objective of the study

Based on the formulation of the problem, the aimed of the study, namely: "to find out the significant improvement of the students' vocabulary by applying whispering game assisted short story".

F. The Significances of Study

The significances of this study is expected to be useful for:

1. For the researcher as a teacher, who will has an experience and capability in conducting a research on the students' ability in learning English as the first foreign language and to increase her ability in teaching as the good teacher in the future.

2. For students, to introduce and make the technique be familiar to the students in learning process and to explore the students mastery in vocabulary after applying whispering games assisted short story.

3. For other researchers, to use this study as a reference to conduct next research.

CHAPTER II

THE REVIEW OF LITERATURE

A. Theoritical Framework

1. Vocabulary

There are many definitions of vocabulary put forward by several experts. It is very important for one to know what vocabulary is before discussing vocabulary mastery. Mastering a large amount of vocabulary is very important for foreign language learners. Without mastering it, of course foreign language learners will experience some difficulties in developing these four language skills.

A.S. Hornby (1987) says vocabulary is the number words that make up language. So language is composed by so many words and phrase. Timothy Rasinski (2004) adds that vocabulary is knowledge of word meaning. It means that vocabulary has meaning that has to be learnt. Language as one of the language aspects have to be learned when people are learning a language. Good vocabulary mastery is important for anyone learning a language used for listening, speaking, writing, and reading in addition to grammar.

According to Hatch and Brown as quoted by Budi, the term vocabulary refers to a list or a collection of words for particular language or a list of words used by individual language speakers. In addition, Macmillan Dictionary, vocabulary is a list of words and their meanings, especially in a book for learning a foreign language.

Hornby says, "vocabulary is a total number of words that (with the role of combining them) form a language". This definition tells us not only the number of

words, but also the rules for combining the words to form a language. It means that vocabulary includes knowing the meaning of words and it uses in context.

From the explanation above, the writer concludes that vocabulary means knowledge of the meaning of words and is arranged into a language. When we only know the form and meaning, but do not know the application of vocabulary in sentences, our vocabulary will be useless. So, it is important to teach vocabulary first to the student. Because vocabulary plays a significant role in supporting the mastery of a language skills such as listening, reading, speaking, and writing which are called by four skills of language. In order to communicate well in language, students should acquire an adequate number of words and should know how to use them accurately.

1.1 Kinds of Vocabulary

According to Thornbury, explained that there are six kinds of vocabulary, they are:

1. Word Class

Word classes are more familiar in morphology and syntax, but few people know this subject in grammar. This subject is usually called a part of speech such as nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions. This material is usually explained in grammar books.

a. Noun

A noun is a part of speech, and a part of speech only refers to a type of word. Nouns identify people, places, things, and ideas. Nouns can be categorized as countable nouns and uncountable nouns. Example:

1. Countable Nouns: Table, book, pen, pencil, and paper.

2. Uncountable Nouns: Weather, water, rice, sugar, and dust.

    b. Pronoun

    A pronoun is a word that replaces a noun or noun phrase. 8 kinds of pronouns and examples:

1. Personal pronouns: I, you, we, they, she, he, it.

2. Possessive pronouns: My, your, her, them, ours.

3. Reflexive pronouns: Myself, yourself, self theme.

4. Demonstrative pronouns: This, that, this, that.

5. Interrogative pronouns: Who? which? which? where? when? what? how?.

6. Relative pronouns: That, which, who, what.

7. Indefinite pronouns: All, anything, someone.

8. Reciprocal pronouns: One another, one another.

    c. Verb

    The verb emphasizes something about the subject of the sentence and expresses an action, event, or state of being. Example: come, go, read, write, drink, eat, etc.

    d. Adjective

    Adjectives modify nouns or pronouns by describing, identifying, or measuring words. Example: lonely, honest, young, etc.

    e. Adverb

    Adverbs indicate manner, time, place, cause, or degree and answer questions such as how, when, where, and how much. Example:

1. Children can answer all questions well (how to).

2. The water is very cold in winter (degrees).

3. After that we decided to go by car (time)

4. He looks everywhere, hoping to see his girlfriend in the crowd (place).

f. Preposition

A preposition is a part of speech that connects words, clauses and sentences together and shows the relationship between other words in the sentence. Example:

I watch TV at night.

g. Conjunctions

A conjunction is a part of speech that connects two words, phrases or clauses together. Conjunctions can be classified as coordinating or subordinating conjunctions. Example:

1. Dion likes to read comics and story books (coordinates).

2. He will stand still until the woman opens the door (humbles).

In this case, the researcher limits the focus of the research on vocabulary word classes.

2. Word Family

Similar to word classes, word families are also more familiar in morphology and syntax, this type discusses affixes or shifts in a word. Example:

1. Playful: inflection

2. Play-replay-playful: derivative.

3. Word Formation

In English there are various forms or combinations of words, such as:

a. Compounding: second hand, word processor, typewriter.

b. Blending: information + entertainment = infotainment.

c. Conversions: I always Google any information. The word "Google" is actually a noun but is changed to a verb.

d. Clipping: electronic mail = email, influenza = flu.

3. Multi-Word Unit

This type usually forms phrasal verbs and idioms. Example:

Find, treat, wipe, throw away.

4. Phrasal Verbs

Famous last words, eat your words, take me around: Idiom

5. Collocation

This type can mean as two or more words together. Example:

This week, once again, again, too.

6. Homonyms

Homonyms are words that have the same form but different meanings.

Example:

1. Yah = Well, good, healthy.

2. Left = left, depart.

7. Homograph

Homographs have the same writing but different meanings.

From the point of view of word knowledge, Kamil and Hibiert explain that there are at least two forms of vocabulary, receptive and productive. Receptive, or recognition, vocabulary is a collection of words that a person can give meaning

when listening or reading. Productive vocabulary is a collection of words than an individual can use when writing or speaking. They are well-known, familiar and frequently used words.

1.2 Benefits of Learning Vocabulary

There are many benefits of learning vocabulary at all grade levels as follows:

a. Improve Understanding

Word knowledge contributes greatly to comprehension, with some estimates as much as 80 percent. We know that a large vocabulary deepens students' experiences with books and writers, and makes it easier for them to deduce the meaning of unfamiliar words they encounter in print, conversation, radio, film, and the internet.

b. Improve Performance

Students with large and rich vocabularies scored higher on achievement tests than students with small vocabularies. Also, because vocabulary is directly related to concept knowledge, having a large vocabulary allows students to achieve higher standards at school and, later, at work.

c. Improve Communication

A large vocabulary encourages precise, strong, and engaging written speech. When students have a treasure trove of words at their command, they can understand their ideas other people's ideas more easily and deeply, and other people can understand their ideas more effectively too.

d. Thinking Form

Words are tools for analyzing, inferring, evaluating, and reasoning. For example, students who know and can apply grammatical terms, nouns, verbs, and adjectives are more likely to be able to discuss and revise their writing to make it clearer and more interesting to others.

Based on some of the benefits of vocabulary above, we can imply that these benefits will serve a purpose in students' vocabulary work, to help them understand how strong vocabulary helps them in school and the world. This is not only for teachers, but parents will also need this benefit to understand it. Because parents are their children's first teachers and can be a great asset in teaching vocabulary and word learning strategies.

1.3 Vocabulary Mastery

Vocabulary is mostly about remembering, and students generally need to see, say, and write newly learned words many times before they can be said to have learned them. Vocabulary is about remembering words (Thornburry). Thombury also explains how words are remembered through three memory systems, short-term store (STS), working memory and long-term memory.

a. Short-term storage (STS) is the capacity of the brain to store a limited number of items of information for a period of time up to a few seconds. Successful vocabulary learning definitely involves more than just remembering words for a few seconds. In order for words to be integrated into long-term memory, they must undergo various types of operations.

b. Focusing on words long enough to perform operations on STS is a function of working memory. Many cognitive tasks such as reasoning, learning and understanding rely on working memory. This capacity is made possible by articulation loops, a process of repeating sub vocals, much like the loops on a looping audio tape. This allows the short term store to be refreshed. Just hearing the word new, for example, we can run it as many times as we need to check it.

c. Long-term memory can be taught as a kind of charging system. Unlike working memory, which is limited in capacity and has no permanent contents, long-term memory has a very large capacity, and its contents last for a long time.

From the statement above, the writer can conclude that vocabulary mastery is not remembering words at one time. They have to keep the words in memory for a long time so that students don't forget them many times. However, remember that is not enough. Students must know the meaning of words. Because, students who already know the word will be able to use it both for oral and written needs. If students master a lot of vocabulary, then students can use the word in a variety of sentences not only good at speaking but also good at writing. Can understand the contents of a reading book, especially English books and then they can use words in daily life to test their language skills.

1.4 Vocabulary Teaching

The problem is that many students who need vocabulary development do not engage in extensive reading, especially the types of books that contain foreign vocabulary, and these students are less able to derive meaningful information from the context. In learning, students must master vocabulary. To increase

students' vocabulary, the teacher teaches vocabulary in class. Vocabulary teaching is a complex task as it includes the meaning of words. A good teacher should use the right technique and enough practice for certain words, so that the goal will be achieved. Regarding the right technique, a teacher should choose a suitable method for teaching vocabulary. Teachers must teach not only the meaning of words but must also use appropriate methods for every other aspect of the language.

2. Whispering Game

a. Definition of Whispering Game

Whispering game is one technique that can be used to teach vocabulary mastery. This game will help students to demonstrate the importance of communicating clearly with others. "Also by playing this game, students will be able to show how easy it is to miss what others are saying and discuss what it means to communicate". Automatically by playing this game, students can be helped to increase their vocabulary. (In my opinion).

The whispering game is a game played all over the world, where students in groups must work well together to whisper a word that the teacher gives, that, in telling a sentence that is passed through the line of people until the last player announces the message to the whole group. This game is also called Phone Game. Meanwhile, David Thomas says Whispering Games also called "English Whispers is a party game in which whisper messages are passed around a line in the hope that, in storytelling, it will be amusingly distorted or exaggerated by the time the circuit is complete". In different countries it goes by different names, which are

often variations of the idea of a broken phone. In English, English Whispers have become an idiomatic expression that describes how a story that is passed from person to person will, inevitably, evolve or mutate in unexpected ways.

Based on the above understanding, whispering games are also called telephone games and English whispering. Whispering games are games in which people or players must convey the word given by the teacher in a whisper to other players in the group.

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

2.1 The Goal of the Whisper Game

Whispering games are one of the techniques that can be used to make the teaching and learning process more fun and also motivate students. Therefore, others say that the game is a useful and meaningful way for students and teachers in the teaching and learning process.

In addition, Victor explained the purpose of the game. They are as follows:

1. To develop enthusiastic learners.

2. To motivate and involve students.

3. Reducing monotonous learning methods.

4. To help students with focus, self-esteem, and memory.

2.2 Steps to Use the Whisper Game

Games are a useful and meaningful way for students and teachers in the teaching and learning process. There are several steps to playing whispering games according to Cathy S Tooley such as:

1. In this game, the teacher divides students into four groups (A, B, C and D) depending on the number of students. Each group in the game consists of seven students.

2. The teacher gives the word to the first student.

3. The first student hears and memorizes a word then whispers something to the person next to him.

4. Something that is whispered continues to be whispered to the next person in line until the last person says aloud what was heard.

5. The last student from each group pronounces a word.

6. After saying a word, each group writes the answer on the worksheet.

7. The last student of each group gives the meaning of the word.

8. Change the leader in their group and give another word.

9. Continue this activity until all students get a position as a leader in their group.

10. The group that can answer more correctly will be the winner.

Based on the description above, the steps to use this game must be complete because if one of the steps is skipped, it will not be effective. This makes it easy for students to remember and understand. It also provides great motivation in the teaching and learning process.

2.3 Advantages and Disadvantages of Whisper Games

a. Advantages of the Whisper Game

Whispering games can be one way to motivate students in the learning process. There are several advantages of teaching vocabulary using Whispering Games:

a. This makes the teaching and learning process more interesting for students, so that it can generate motivation, enthusiasm, and enthusiasm for students.

b. It makes the meaning of the material clearer, so that students better understand and know the purpose of the lesson better.

c. It expands and varies the learning experience not only in verbal communication, but also in more competitive activities.

d. It activates the students because they not only listen to the teacher but they also do other activities.

e. This makes students more enthusiastic to take part in learning.

f. It allows students to learn a lot of vocabulary at one time.

Based on the description above, whispering games can be interesting in learning English vocabulary in the classroom. Games create motivation for English learners because of competition between students. Strong motivation makes students interested in learning languages, especially vocabulary.

b. Disadvantages of Whisper Games

The whispering game is an interesting game that can make students feel happy but this game is not easy to play. There are also some disadvantages of whispering games as follows:

a. The teacher should give clear instructions because this game is not easy.

b. It is difficult to handle all students in playing this game.

c. It could produce several winners. So it took a long time to get only one winner.

d. The teacher has more time to prepare the material.

e. The students can be "lost in translation" leading to mass confusion.

In the whispering game the teacher only gives a few words to whisper to the students which many can be lost in translation because students only listen to what they hear. Although it has the disadvantage of using whispering games will help students to show the importance of communicating clearly with others, also playing this game makes the teaching and learning process more fun and motivates students.

3. Short Story

A short story is one that is meant to be read in a single setting. Typically, short stories range from 2000 to 7500 words. Short stories are less complex than novels, often focusing on a single event. They have a small number of characters. Short stories, short fiction prose forms, receive less attention from literary scholars than novels. Like novels, the roots of short stories lie in ancient and medieval times." Short stories have characteristics that get less attention from literary scholars than novels and also have antique characteristics.

In conclusion, short stories are short prose fiction that contains all intrinsic elements such as characters, plot, setting, theme, and point of view that can be read in one setting. Short stories are classified into two broad classifications, short

stories based on word count (short stories and long short stories) and short stories based on quality of work (literary and entertaining short stories).

a. Short Story Elements

1. Settings

Setting is the place and time of the story. The short story has several parts, namely:

a. Place, the place where the story takes place.

b. Time, when the story was taken (history, period, time, year).

c. Weather conditions, conditions when the story was shot, whether it was raining, sunny, stormy, etc.

d. Social conditions, daily life of the characters like? Does the story contain local color (writing that focuses on speech, clothing, manners, customs of a particular place).

e. Mood or atmosphere, the feeling created at the beginning of the story.

2. Flow

In longer forms of fiction, stories tend to contain certain core elements of dramatic structure, but short stories will focus on only one incident, have a single plot, have a limited number of characters and cover a short period of time, the dramatic structure is:

a. Exposition (introduction of setting, situation, and main character). An early incidental set the story in motion.

b. Complications (events that give rise to conflict): complications arise, often due to mistakes made by the protagonist. The protagonists face some kind of crisis that causes them to change in several ways.

c. Increased action, crisis (a defining moment for the protagonist and his commitment to an action.) Based on these changes, they must resolve the key conflicts of the story at the climax.

d. Climax (the point of highest interest in terms of conflict and the point with the most action).

e. Resolution (point when conflict is resolved) and morale.

Due to their short length, short stories may or may not follow this pattern, for example, modern short stories only have occasional expositions. What's more typical, however, is the sudden start, with the story starting in the middle of the action. As with longer stories, story plots also have a climax, crisis, or turning point. However, the endings of many stories are sudden and revealing and may or may not have a moral or practical lesson.

1. Conflict, is the central issue and makes the story move. Short stories have one conflict, while novels have many conflicts. Literary conflicts include internal conflicts, also known as human versus self conflicts, and external conflicts, namely humans versus humans, humans versus nature, humans versus society, and humans versus fate. The way conflict is used and how it is resolved are all determined by the type of story being told.

2. Character, is a mental, emotional, and social quality that distinguishes one entity from another (humans, animals, spirits, robots, furniture, and other animated objects.

3. Theme, is the main idea that unites the story, why, the idea that underlies what happens in a literary work, often a statement about society or human nature.

3.1 Procedure for Teaching English Short Stories (Theory)

There are many ways to present vocabulary, namely:

1. The teacher explains about the short story.

2. Give an English example to show how the word is used. The teacher gives an example of English first, and students follow and repeat it, hoping to show how the word is used. The teacher gives an example first how to pronounce the word correctly, and pronounce it clearly, then the teacher asks the students to follow and repeat it, after that the teacher says it.

3. Ask the class to repeat the word in chorus. The teacher tries to repeat the word, so that the students can practice more, and they understand it.

4. Translate the word into the students' own language. The teacher gives words to the prepared text, and also asks them to translate it into the students' own language.

5. Ask students to translate the word. Usually, the teacher gives the text, reads it correctly, after which he asks the students to translate the word.

6. List some new words and translate them. One technique of presenting a new word is to make a list of new vocabulary and they have to remember the word.

7. Ask questions using new words. After the teacher gives an example of English, follow it, and repeat it correctly. Then the teacher asks questions using new words to measure whether students can understand or not. Here it can be said that this method is very good for all teachers to use this method, because many things can be obtained, namely: students can know, pronounce, use, and understand the meaning of new words. In addition, the teacher must choose one method based on the level of students, students' abilities, and vocabulary conditions.

3.2 Advantages of Using Short Story to Teach Vocabulary

As we know there are many techniques in teaching vocabulary:

1. Children can hone their thinking and imagination, through short stories they can explore the horizons of thinking better, more critically and intelligently. They can imagine the actors or situations in the story. Over time they can try creativity in this way.

2. Short stories can stimulate children's development. It not only fosters interest and reading habits, but also plays a role in developing children's language and thoughts.

3. Short stories can help children's personality development. It also helps to understand feelings by recognizing the feelings the person has in common. Through short stories, children can also gain an understanding of how figures solve problems similar to theirs.

From the advantages of short stories above, the author can imply that through short stories, children will hone their thoughts, imagination, and language. If this happens, then the child will be able to create a creativity that

might make them more familiar. Not only that, with short stories, the relationship between parents and their children or students with their teachers will be even closer. It can also help them to solve their problems which are similar to stories. Cultivate a sense of sympathy for others and the environment

B. Related Studies

This research is not first research had been done, there are some related findings in this research:

1. On Journal by Wiji Soviana (State Institute For Islamic Studies Of Metro) entitled is: The Use of Whispering Game To Increase The Students' Vocabulary Mastery At The Eight Grades Of SMPN 1 Punggur Central Lampung. Based on this research the result in cycle 1 showed that the average percentage of active students 50% and in the cycle 2 is 80%. Meanwhile the average of post-test in cycle 2 is higher than Pre-test and post test 1. Post-test 2 show that there is an increase from Pre-test and post-test 1. The average pre-test is 53.1 and the post-test is 74.9. So there is progress 21.8 points. It is clear that based on the result pre-test and post-test, it can be said that *whispering game* has positive increase in learning vocabulary. By using *whispering game* as technique, the students are interested and motivated in following the class. So they enjoy doing the task. It also makes them easier in studying the material.

2. On Journal by Murniati (Antasari State Islamic University Banjarmasin) entitled is: The Effectiveness of Whispering Game in Teaching Vocabulary Of The Eighth Grade At Mts Al-Istiqamah Pengambangan Banjarmasin. The results of this research showed that (1) students' vocabulary achievement on experiment

class is significant. The result of the pre-test in experiment class is 810 and post-test is 1290 with significant value is higher than significant level. (2) students' vocabulary achievement on control class is significant. The result of the pre-test is 900 and post-test is 1110 with significant value higher than significant level. Using whispering game in teaching vocabulary of MTs Al-Istiqamah Pengambangan Banjarmasin is effective because both of the class increase in the mean score, which is mean of experiment class is 78,75 and mean score of control class is 58,75.
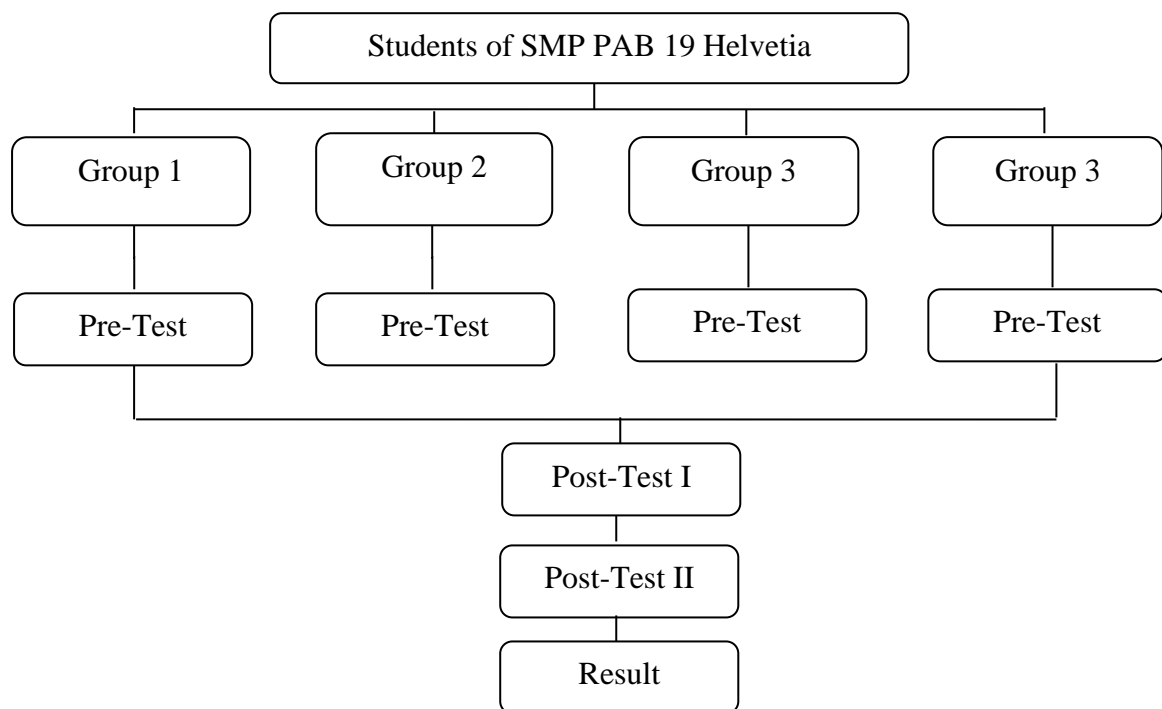
3. On Journal by Khoirunnisah Hasibuan (State Institute For Islamic Studies Padangsidimpuan) entitled is: The Effect Of Whispering Game To Motivation In Learning Vocabulary At Grade Viii Students Of Mts.S Al-mukhlishin Sibuhuan In The Academic Years 2019/2020. Based on the research, the researcher found that mean score of experimental class after using Whispering Game was higher than control class. Mean score of experimental class before using Whispering Game was 64 and mean score after using Whispering Game was 85. Meanwhile, the mean score of control class in post test was 75.52 Besides it, the score of tcount was higher than ttable (5.46>1.684). It's mean that the hypothesis alternative (Ha) was accepted. It was concluded that there was a significant effect Whispering Game on students motivation in learning vocabulary at grade VIII students of MTs. S Al-Mukhlishin Sibuhuan.

C. Conceptual Framework

Using game is one way to make students enjoy in learning vocabulary. In this research the researcher used Whispering Game assisted short story to teach

vocabulary. The title of short story are My Bedroom. To analyzed all the data collection, the researcher used t-test.

The conceptual frame work of this research as follows:

```
              Students of SMP PAB 19 Helvetia

   Group 1        Group 2        Group 3        Group 3

   Pre-Test       Pre-Test       Pre-Test       Pre-Test

                    Post-Test I

                    Post-Test II

                      Result
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D. Hypothesis

As regards to the theories, discussion of the previous studies, and the explanation of applying whisper games assisted short story above, furthermore, in this action research, the researcher hypothesizes are formulated as follow:

The Alternative Hypothesis (Ha): Applying whisper games assisted short story in English classroom can improve student vocabulary mastery.

Null Hypothesis (H_o): Applying whisper games assisted short story in English

classroom can not improve student vocabulary mastery.

The criteria of testing hypothesis as follows:

If $H_o < H_a$ it means there is an improvement in vocabulary.

If $H_o > H_a$ it means there is no improvement in vocabulary.

CHAPTER III

METHOD OF RESEARCH

A. Location

The location of this research was conducted at SMP PAB 19 Helvetia, at Jl. Veteran Pasar IX, Desa Manunggal, Kec. Labuhan Deli , Kab . Deli Serdang. The reason for choosing this location was because in this location researcher found the problem and the same research never been conducted there.

B. Subject of The Research

The subject of the research was VIII-A grade students of SMP PAB 19 Helvetia at academic year 2021/2022. Which, consisted of one class included of 20 students.

C. Research Design

This research was conducted by classroom action research. The name of action research was given to a series of procedures that teachers can engage in, either because they wished to improve aspects of their teaching, or because they wish to evaluate the success and appropriateness certain activities and procedures.

D. Instrument of Research

The data in this study were the students vocabulary skill test. In order to get the data, the researcher used written test as the instruments. The written test consists of two types, pre-test and post-test. Written text was taken from English books for junior high school students to collect students' data.

E. Technique of Collecting Data

The procedure of data collection of this study was conducted by administering six meetings and two cycles. Each cycle consist of three meetings. The four steps were planning, action, observation and reflection, which involved in each cycle. Analysis of situation, in order of knowing the situation, the test was be given to identify the students' vocabulary to predict students' problem.

In this procedures can be drawn as follows:

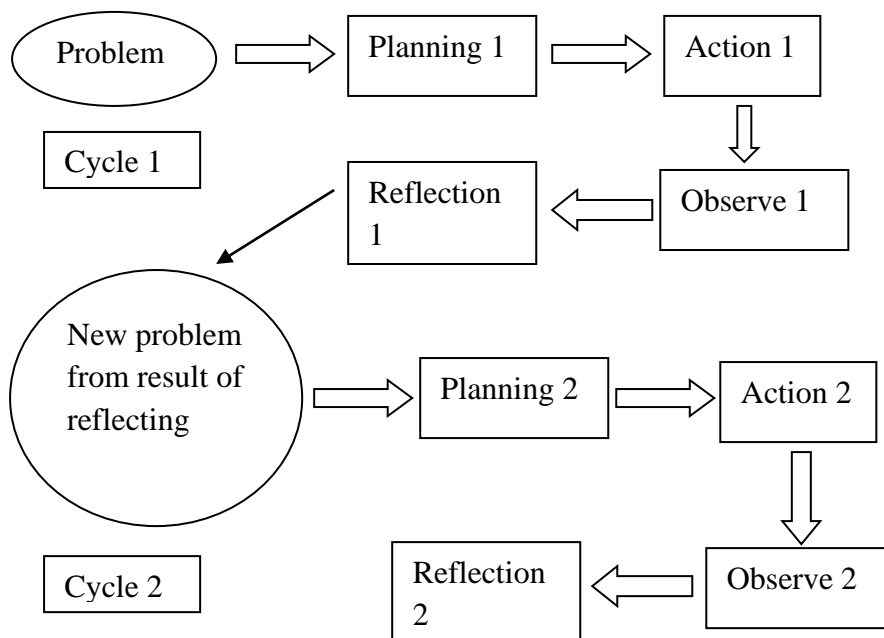**Figure. Classroom Action Research by Kemmis & Tanggert (2001)**

Cycle 1

Planning

There were some preperation in planning. They can preparing lesson plan, preparing teaching media such as text copies, prepering research instrument vocabulary test. Based on the problem that it found after analyzing situation, then it was planned a solution to solve the problem by constructing a lesson plan.

Action

In this step, whispering game assisted short story strategy was applied based on lesson plan. The students were given the same text. After having the learning process, then the students face the test. The result of the test benefit to know how successful the teaching and learning process and the students' difficulties in English vocabulary. In this steps, it was seen the different results between the students' English vocabulary before and after whispering game assisted short story strategy was applied. The main activities of Cycle 1 can be seen as the following:

Table 3.1 Activities in cycle I

Researcher's Activities	Student's Activities
Presented short story and whispering game.	Paid attention to the researcher.
Asked the students' knowledge about short story and whispering game.	Responded to the teacher's questions.
Explained short story and whispering game.	Listened to the researcher's explanation.
Gave examples of short stories and whispering games.	Understand the examples given.
Gave provides short story texts and several choices of vocabulary to be memorized, interpreted, and written as student exercises.	Do the exercises that have been given by researcher to students.
Checked the students' understanding.	Asked some questions to the researcher if there was something unclear or need more explanation.

Observation

In this step, the teacher observed the situation of teaching and learning process that was applied whether based on the teaching and learning program and lesson plan or not. The observer observed the strategy that could be used by the writer in order to improve the students' reading comprehension competence. The

observation was done while the teaching and learning process was taking place. It was about the behavior and all the activities in the teaching and learning process.

Reflection

Reflection referred to the feedback process from the action was conducted. It was necessary to make the decision for what to do or revise based on the data were collected by doing the action, and I could be drawn a conclusion whether or not the second cycle will be necessarily done or not.

Cycle 2

Planning

After analyzing all observation sheet, students' test of the first cycle. It was concluded that the second cycle could be applied in order to improve students' achievement. Some revised plans according to students' needs.

Action

Action in cycle 2 was the implementation of revised plans of cycle 1. This cycle was conducted in four meetings. There were aspects or procedures that was changed in order to improve students' achievements in the reading process. The activities in the second cycle could be seen as follows:

Table 3.2 Activities in cycle II

Researcher's Activities	Student's Activities
Explained and reminded about short story and whispering game to the students.	Listened and paid attention to the researcher's explanation.
Gave the exercise short story and some words to the students.	Doing the exercises given by the researcher.
Asked the students to write down the vocabulary that the researcher has chosen.	Done the teacher's instruction.

Asked the students to translate the vocabulary that the researcher has chosen.	Done the teacher's instruction.
Asked the students to pronounce the vocabulary that the researcher has chosen.	Done the teacher's instruction.
Checked the students' tasks.	Collected their tasks.
Discussed the correct answer with the students.	Discussed the correct answer of the tasks.

Observation

Observation was done when the classroom action research was going on four meetings by the researcher using observation sheet by the researcher. The researcher observed the whole process of action involve students and the context of situation as in cycle 1.

Reflection

After answer sheets of some tests of students, observation sheet for the cycle 2 was collected, researcher evaluated the result of the test, the observation. It could be analyzed in order to know the surplus and the lacks of the application of the revised plan that was done. In test 3, most of the students get score improvement up to seventy.

F. Technique of Data Analysis

Qualitative and quantitative data were applied in this study. The qualitative data was found by describing the situation during the teaching and learning process takes place. Observation sheet could used in analyzing the qualitative data. On the other hand, the quantitative data was be found by analyzing the score of the tests done by the students. Computing the scores of the reading test will the way of analyzing the quantitative data.

The technique for analyzing the data in this study used the following formula Sugiyono (2017):

$$\bar{X} = \frac{\sum \bar{X}}{N}$$

$\bar{X}$　　= Mean of the scores

$\sum \bar{X}$　= Total score

N　　= Number of students

In scoring the result of the test, the cumulative score range was 0-100. To obtain the score, the correct answers will counted as the following:

$$S = \frac{R}{N} \times 100$$

S = the score.

R = the number of correct answer.

T = the number of question.

CHAPTER IV

DATA COLLECTION AND DATA ANALYSIS

A. Data Collection

The data of this research were qualitative data included of observation sheet and quantitative data included of test which had been gathered within in two cycles. Cycles I consisted of three meetings and cycle II consisted three meetings. So, the totally of two cycles were six meetings in this research. The data were taken from VIII-A grade students of SMP PAB 19 Helvetia which consisted of 20 students. For it made information clearly, it was show in data analysis below.

B. Data Analysis

1. Qualitative Data

Qualitative data consisted of observation sheet where observation sheet were filled by English teacher as collaborator of this research based on the observation sheet, it was concluded that teaching learning process by applying whispering game assisted short story run well. The situation in giving motivation in teaching learning process was very good. In addition whispering game assisted short story created good environment and interaction between students and researcher in classroom which became the students briefly and enthusiastic. Besides, students' interaction in group was very good were the teachers' ability in organizing the class and giving explanation about material was very good. From the result of observation sheet, it can be concluded that whispering game assisted short story can improve students English vocabulary and created good environment in classroom enjoyable, comfort, and focused.

The Activities in Pre-Test

In cycle one was done in three meetings. Before the researcher prepared planning 1 in cycle 1 the researcher had given pre-test to the students' to know their achievement before applying whispering game assisted short story. After the evaluation and gave the score in pre-test, all of the students got bellow. Because the researcher found the problems in this study so, the researcher continue to cycle 1.

The Activities in Cycle I

In this test, there was some problems in cycle I. So, the researcher continued in cycle II with three meetings.

1. Planning

In planning, the researcher prepared lesson plan to teach reading comprehension by applying whispering game assisted short story. After that the researcher prepared material and task. It was planned to solve the problem from pre-test.

2. Action

In this step, the researcher applied whispering game assisted short story in the classroom. The researcher gave the examples to the students. Next gave some tasks to the students regarding of vocabulary. Than asked the students to write down, translate and pronounce every vocabulary has choose. The last check the students' understanding.

3. Observation

After the researcher explained the material using whispering game assisted short story. Then, the researcher gave the test about reading comprehension in multiple choice form. When the students did the test while the researcher observed the students ability in doing the test. During the observation, most of the students still difficult in passing the test of reading comprehension. However, some of the students can answer the question and enjoyable in learning reading comprehension.

4. Reflection

After the students answered the test, the researcher evaluated the result of test with given by the researcher. The result showed that twenty students failed to get up 70 point. But there was improvement from pre-test because ten students faced to get up 70 point. It means that most of the students still difficult in comprehending the text especially in narrative text. That is why, the researcher continued to the next cycle.

The Activities In Cycle II

In this test, there was some problems in cycle I. So, the researcher continued in cycle II with three meetings.

1. Planning

After the researcher evaluated the result of students in cycle I, the research revised lesson plan in cycle II. In cycle II, the researcher prepared one paragraph as media in teaching learning process. It aimed to repair the problems in cycle I.

2. Action

Firstly explained and remind about vocabulary to the students, than gave a paragraph in this research, next asked the students to write down vocabulary has choose, and than translate, and ask the students to pronounce the vocabulary using whispering game to their groups.

3. Observation

After applying whispering game assisted short story in cycle II, there was improvement from the students. During observation in cycle II, students attention and enthusiastic in this material can improve.

4. Reflection

After the researcher gave test in post test II, the result show that applying whispering game assisted short story can improve students achievement in English vocabulary lesson. It was proven from the students score showed significant improve from pre-test, post–test, and post-test II. In post-test II all of students (20 students) passed to get up 70 point. That is why the researcher stopped until here because students achievement can improve significant in English vocabulary.

2. Quantitative Data

In quantitative data, test was given two students with 20 questions in pre-test, the result of students score show was very low it could be seen in table 4.1 below:

Table 4.1 The Students' Score in Pre-Test

No	Students' Initial	Score Pre-Test
1	A	60
2	AA	70
3	BA	50
4	FF	20
5	FPL	10
6	IA	50
7	I	10
8	J	30
9	KF	40
10	KF	50
11	MA	30
12	MH	40
13	NA	50
14	PA	50
15	RWPP	70
16	RA	50
17	RK	20
18	SM	60
19	SA	50
20	SE	40
Total		**850**
Mean		**42.5**

From the table above, it showed that the total and means' score was very bad. The total score in pre-test was 1.120 and the number of students were 20 students so the mean score in pre-test was:

$$\bar{X} = \frac{\sum \bar{X}}{N}$$

$$\bar{X} = \frac{850}{20} = 42.5$$

It can be concluded that the students' vocabulary is still low. It continued to the next cycle in post-test I. The students' score in post-test I could be seen in table 4.2 below.

Table 4.2 The Students' Score of Cycle I

No	Students' Initial	Score Cycle I
1	A	70
2	AA	100
3	BA	70
4	FF	80
5	FPL	60
6	IA	70
7	I	80
8	J	70
9	KF	80
10	KF	90
11	MA	70
12	MH	80
13	NA	80
14	PA	80
15	RWPP	100
16	RA	80
17	RK	70
18	SM	80
19	SA	80
20	SE	80
Total		**1.570**
Mean		**78,5**

From the table above, it show that the total and means score was good The

total score in post-test I was 1.570 and the number of students were 20 students so

the mean score in post-test I using formula:

$$\bar{X} = \frac{\sum \bar{X}}{N}$$

$$\bar{X} = \frac{1570}{20} = 78.5$$

Researcher continued to cycle II and it could be seen in table 4.3 below:

Table 4.3 The Students' Score of Cycle II

No	Students' Initial	Score Cycle II
1	A	80
2	AA	100
3	BA	100
4	FF	100

6	IA	90
7	I	100
8	J	90
9	KF	100
10	KF	100
11	MA	90
12	MH	100
13	NA	90
14	PA	90
15	RWPP	100
16	RA	90
17	RK	80
18	SM	90
19	SA	100
20	SE	90
Total		**1.860**
Mean		**93**

From the table above, it showed that the total and means score was very good. The total score in post-test II was 1.860 and the number of students were 20 students so the mean score in post-test II using formula:

$$\bar{X} = \frac{\sum \bar{X}}{N}$$

$$\bar{X} = \frac{1860}{20} = 93$$

It can be concluded that the students' vocabulary improved by using whispering game assisted short story. To know the improvement students' score from pre-test, post-test I, and post-test II could be seen in table 4.4 below:

Table 4.4 The Result of Students' Score in Pre-test, Cycle I, Cycle II

No	Students' Initial	Pre-Test	Cycle I	Cycle II
1	A	60	70	80
2	AA	70	100	100
3	BA	50	70	100
4	FF	20	80	100
5	FPL	10	60	80
6	IA	50	70	90
7	I	10	80	100

8	J	30	70	90
9	KF	40	80	100
10	KF	50	90	100
11	MA	30	70	90
12	MH	40	80	100
13	NA	50	80	90
14	PA	50	80	90
15	RWPP	70	100	100
16	RA	50	80	90
17	RK	20	70	80
18	SM	60	80	90
19	SA	50	80	100
20	SE	40	80	90
Total		**850**	**1.570**	**1.860**
Mean		**42.5**	**78.5**	**93**

From the table above, it show that the total of students score in pre-test was 850 and the mean score was 42.5. Than in post test one there was improvement students vocabulary were the total of score was 1.570 and the mean score was 78.5. In post test two the total students was 1.860 and the mean score was 93.

C. Research Finding

From the Result in Data Analysis, it could be found in this research that there was improvement in students vocabulary by applying whispering game assisted short story. It was show from the mean of pre-test which was 42.5. After using whispering game assisted short story was applied in the first cycle, there was an improvement of the result of the students' vocabulary the mean was 78.5. It means that there was an improvement from pre-test to post-test I and for the second cycle after reflection on the first cycle, there was an improvement of students' mean which was 93, and based the result of observation showed that students enthusiastic and motivation in learning vocabulary was very good after

using whispering game assisted short story.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

There was a significant effect of using whispering games assisted short story on students' vocabulary mastery which proved by the result of the score of pre-test before giving treatment was 1.198.76, and the post-test after treatment was 1.748.75 and it was found that the $t_{observe} > t_{table}$ or $5.33 > 1.734$. So, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted.

B. Suggestions

After the researcher had done the research at the VIII-A grade of SMP PAB, the researcher would like to give some suggestions as follows:

1. For the English Teacher

The English teacher can use whispering game in English learning in the class because those technique are effective to increase the students' English vocabulary in learning, and the teacher gives motivation to the students to be active in teaching and learning process. Then, the English teacher is recommended to apply this game in teaching the other class not only in eight grade but also in seventh grade or ninth grade of SMP.

2. For the Students

This technique can increase their ability in studying English, especially vocabulary and the students are suggested to memorize their vocabulary by

whispering game assisted short story, then suggested keeping on playing game their mind not only in English class but also in learning other subjects.

3. For the Other Researcher

It is suggested for the other researcher to develop this research with the new innovation and hopefully the result of this research can be a reference.

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Appendix 1

RENCANA PELAKSANAAN PEMBELAJARAN

(LESSON PLAN)

Sekolah : SMP PAB 19 Helvetia

Kelas/semester : VIII / I

Mata Pelajaran : Bahasa Inggris

Tema : Vocabulary

Sub Tema : Short Story

Alokasi Waktu : 1x40 menit

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.

2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

3. Memahami pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa keingintahuannya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah.

B. Kompetensi Dasar

1.1 Mensyukuri kesempatan dapat mempelajari bahasa inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

C. Tujuan Pembelajaran

1. Siswa mampu mendengar kosa kata yang dibisikkan teman.

2. Siswa mampu menuliskan kosa kata di papan tulis yang telah dibisikkan teman.

3. Siswa mampu mengartikan kosa kata yang telah diberikan.

4. Siswa mampu mengingat kosa kata yang telah diberikan.

D. Kegiatan Pembelajaran

Kegiatan Pendahuluan

1. Kelas dimulai dengan memberikan salam, menanyakan kabar dan kehadiran siswa.
2. Kelas dilanjutkan dengan berdo'a yang dipimpin oleh ketua kelas.
3. Guru melakukan absensi untuk mengecek kehadiran siswa.
4. Guru membentuk menjadi 4 kelompok.

Kegiatan Inti

1. Guru menanyakan materi minggu lalu.
2. Guru memberikan materi baru.
3. Guru memberikan instruksi permainan berbisik dengan materi short story "My Bedroom".
4. Siswa memainkan permainan berbisik di depan papan tulis Bersama kelompok yang telah dibagi.
5. Guru memberikan kosa kata yang benar setelah ketua kelompok menuliskan kosa kata yang telah dibisikkan anggotanya.

Kegiatan Penutup

1. Siswa dapat menyimpulkan materi pembelajaran yang telah diberikan.
2. Guru memberikan kesimpulan.
3. Memberikan salam dan do'a bersama.

E. Penilaian

Penilaian sikap : Observasi selama kegiatan belajar mengajar.

Penilaian pengetahuan : Melalui permainan berbisik.

Medan, 5 Juli 2022

Mengetahui:

Kepala Sekolah SMP PAB 19 Helvetia   Peneliti

Nani Ramadhani, S.Pd   Nurul Maulida Lubis

Appendix 2

Pre-Test:

My Bedroom

My bedroom is yellow. In my bedroom, there is a television because I like watch TV. There is mp4 player too, because I like listen to music. My bedroom is a quiet place, so i like study there. There is a brown desk and brown wardrobe. On the desk there are photos of my family and friends. There are boxes and on there are newspapers. There is a bed.

1. Bedroom =
2. Television =
3. Watch =
4. Listen =
5. Quiet =
6. Study =
7. Desk =
8. Wardrobe =
9. Boxes =
10. Newspapers =

Post-Test:

My Bedroom

My bedroom is yellow. In my bedroom, there is a television because I like watch TV. There is mp4 player too, because I like listen to music. My bedroom is a quiet place, so i like study there. There is a brown desk and brown wardrobe. On the desk there are photos of my family and friends. There are boxes and on there are newspapers. There is a bed.

1. Bedroom =
2. Television =
3. Watch =
4. Listen =
5. Quiet =
6. Study =
7. Desk =
8. Wardrobe =
9. Boxes =
10. Newspapers =

Appendix 3

The Students Attendance List

The Students Attendance List

VIII-A Class

No.	Name	Meeting	
		First	Second
1.	Alimansyah		
2.	Alya Azrina		
3.	Bunga Adelia		
4.	Fauzi Firmansyah		
5.	Feri Pratama Lubis		
6.	Ibnu Arzasah		
7.	Iwahluddin		
8.	Januari		
9.	Kaiyla Fanesah		
10.	Kia Fanesa		
11.	Mhd. Aldigo		
12.	Mhd. Hafidz		
13.	Nadya Aulia		
14.	Pasya Alizati		
15.	Rahmawati Putri Permatasari		
16.	Rico Atmaja		
17.	Riska Kayla		
18.	Selo Mita		
19.	Suci Amalia		
20.	Sultan Ersa		

Appendix 4

Documentation

Appendix 5

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

UMSU
Unggul | Cerdas | Terpercaya

Form : K – 1

Kepada Yth: Bapak Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa	: Nurul Maulida Lubis
NPM	: 1702050102
Prog. Studi	: Pendidikan Bahasa Inggris
Kredit Kumulatif	: 136 SKS

IPK= 3.39

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
	The Use of Procedure Text to Improve Students' Writing Skill In Zoom Meeting	
04-2021	The Use of Short Story in Teaching Listening to Improve the Students' Vocabulary Mastery at SMP PAB 19 Helvetia in the Academic Year 2020-2021	
	An Analysis of Communication Strategies Used by Tour Guide at Maimoon Palace	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 07 April 2021
Hormat Pemohon,

Nurul Maulida Lubis

Keterangan:

Dibuat rangkap 3　:　-　Untuk Dekan/Fakultas
　　　　　　　　　　-　Untuk Ketua/Sekretaris Program Studi
　　　　　　　　　　-　Untuk Mahasiswa yang bersangkutan

Appendix 6

UMSU
Unggul | Cerdas | Terpercaya

Form K-2

Kepada : Yth. Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr, Wb

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa	: Nurul Maulida Lubis
NPM	: 1702050102
Prog. Studi	: Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

The Use of Short Story in Teaching Listening to Improve the Students' Vocabulary Mastery at SMP PAB 19 Helvetia in the Academic Year 2020-2021

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu:

1. Ratna Sari Dewi, S.S, M.A   Acc ¹⁹/₀₄-2021

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, 07 April 2021
Hormat Pemohon,

Nurul Maulida Lubis

Keterangan
Dibuat rangkap 3 :
- Untuk Dekan / Fakultas
- Untuk Ketua / Sekretaris Prog. Studi
- Untuk Mahasiswa yang Bersangkutan

Appendix 7

Nomor   : 949 /II.3/UMSU-02/F/2021
Lamp   : ---
H a l   : Pengesahan Proyek Proposal
               Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :.

Nama   :   Nurul Maulida Lubis
N P M   :   1702050102
Program Studi   :   Pendidikan Bahasa Inggris
Judul Penelitian :   The Use of Short Story in Teaching Listening to Improve The Students'
                     Vocabulary Mastery at SMP PAB 19 Helvetia in The Academic Year
                     2020-2021

Pembimbing   :   Ratna Sari Dewi, SS, MA

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :
1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal : 9 April 2022

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dikeluarkan pada Tanggal   :
Medan, 26 Sya'ban   1442 H
        09 April   2021 M

Dekan

Prof. Dr. H. Elfrianto Nst, S.Pd, M.Pd.
057302

Dibuat rangkap 4 (empat) :
1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :
   WAJIB MENGIKUTI SEMINAR

Appendix 8

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيمِ

PENGESAHAN PROPOSAL

Panitia Proposal Penelitian Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara Strata – 1 bagi :

NamaLengkap	: Nurul Maulida Lubis
NPM	: 1702050102
Program Studi	: Pendidikan Bahasa Inggris
Judul Skripsi	: The Use Of Short Story In Teaching Listening To Improve Vocabulary Mastery At SMP PAB 19 Helvetia In The Academic Year 2020/2021

Dengan diterimanya proposal ini, maka mahasiswa tersebut dapat diizinkan untuk melakukan riset di lapangan.

Diketahui oleh :

Diketahui/Disetujui Oleh
Ketua Program Studi

Dosen Pembimbing

MandraSaragih, S.Pd., M.Hum

Ratna Sari Dewi. S.S., M.A

Appendix 9

UMSU
Unggul | Cerdas | Terpercaya

BERITA ACARA BIMBINGAN PROPOSAL

Nama   : Nurul Maulida Lubis
NPM   : 1702050102
Program Studi   : Pendidikan Bahasa Inggris
Judul Skripsi   : The Use Of Short Story In Teaching Listening To Improve The Students Vocabulary Mastery At Smp Pab 19 Helvetia In The Academic Year 2020/2021

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
30 Juni 2021	Background of study, scope and limitation, theoritical framework, the significances of study, related study, conceptual framework, method of research, techniques of collecting data, techniques of data analysis, and references.	
14 Agustus 2021	Cover, background of study, pages, margin, conceptual framework, research design, research instrument, techniques of data analysis, and references.	
23 Agustus 2021	Identification of the problem, definition of listening and teaching procedure of english short story.	
24 Agustus 2021	Conceptual framework, hypothesis and research design.	
28 Agustus 2021	Identification of the problem, conceptual framework, research design and techniques of collecting data.	
1 September 2021	ACC Seminar Proposal	

Diketahui/Disetujui
Ketua Prodi Pendidikan Bahasa Inggris

Medan, 1 September 2021
Dosen Pembimbing

Mandra Saragih, S.Pd., M.Hum.

Ratna Sari Dewi, S.S., M.A.

Appendix 10

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. KaptenMuchtarBasri No .3 Telp. (061) 6619056 Medan 20238
Website :http://www.fkip.umsu.ac.id Email: fkip@umsu.ac.id

UMSU
Unggul | Cerdas | Terpercaya

SURAT KETERANGAN

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

Ketua Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan bahwa :

Nama Mahasiswa	: Nurul Maulida Lubis
NPM	: 1702050102
Program Studi	: Pendidikan Bahasa Inggris

Adalah benar telah melaksanakan Seminar Proposal Skripsi pada :

Hari	: Jum'at
Tanggal	: 10 September 2021
Dengan Judul Proposal	: The Use Of Short Story In Teaching Listening To Improve The Students Vocabulary Mastery At SMP PAB 19 Helvetia In The Academic Year 2020/2021

Demikianlah surat keterangan ini kami keluarkan/diberikan Kepada Mahasiswa yang bersangkutan, semoga Bapak/Ibu Pimpinan Fakultas dapat segera mengeluarkan surat izin riset mahasiswa tersebut. Atas kesediaan dan kerjasama yang baik kami ucapkan banyak terimakasih. Akhirnya selamat sejahteralah kita semuanya. Aamiin.

Dikeluarkan di : Medan
Pada Tanggal :10 September 2021

Wassalam
Ketua Program Studi Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd.,M.Hum.

Appendix 11

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminarkan oleh mahasiswa di bawah ini:

Nama Mahasiswa : Nurul Maulida Lubis
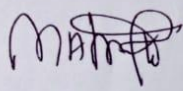N P M : 1702050102
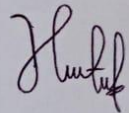Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : Improving Students' Vocabulary Mastery Through Applying Whispering Game Assisted Short Story At SMP PAB 19 Helvetia In The Academic Year 2020/2021.

Pada hari Jum'at, tanggal 10 September 2021 sudah layak menjadi proposal skripsi.

Medan , 10 September 2021

Disetujui oleh :

Dosen Pembahas   Dosen Pembimbing

Mandra Saragih, S.Pd., M.Hum   Ratna Sari Dewi, S.S., M.A

Diketahui Oleh :
Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd., M.Hum

Appendix 12

Kepada Yth : Bapak/Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERUBAHAN JUDUL**

SKRIPSI Dengan hormat yang bertanda tangan

dibawah ini :

Nama Mahasiswa   : **Nurul Maulida Lubis**
N P M   : 1702050020
Program Studi   : Pendidikan Bahasa Inggris

Mengajukan Permohonan perubahan judul skripsi, sebagai tercantum dibawah ini dengan judul sebagai berikut:

The Use Of Short Story In Teaching Listening To Improve The Students Vocabulary Mastery At SMP PAB 19 Helvetia In The Academic Year 2020/2021.

Menjadi :

Improving Students' Vocabulary Mastery Through Applying Whispering Game Assisted Short Story At SMP PAB 19 Helvetia In The Academic Year 2020/2021.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya.
Akhirnya atas perhatian dan Kesediaan Bapak/Ibu saya ucapkan terima kasih.

Ketua Progra Studi
Pendidikan Bahasa Inggris

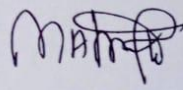Medan, 10 September 2021
Hormat Pemohon
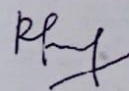
Mandra Saragih, S.Pd, M.Hum

Nurul Maulida Lubis

Diketahui Oleh :

Dosen Pembahas

Dosen Pembimbing

Mandra Saragih, S,Pd., M.Hum

Ratna Sari Dewi, S.S., M.A

Appendix 13

UMSU
Unggul | Cerdas | Terpercaya

SURAT PERNYATAAN

Assalamu'alaikum Warahmatullahi Wabarakaatuh
Saya yang bertanda tangan dibawah ini :

Nama Mahasiswa	: Nurul Maulida Lubis
NPM	: 1702050102
Program Studi	: PendidikanBahasaInggris
Judul Penelitian	: Improving Students' Vocabulary Mastery Through Applying Whispering Game Assisted Short Story At SMP PAB 19 Helvetia In The Academic Year 2020/2021

Dengan ini saya menyatakan bahwa :
1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara.
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun, dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong plagiat.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan,10 September2021

Diketahui oleh
Ketua Program Studi Pendidikan Bahasa Inggris

Hormat saya
Yang membuat pernyataan

METERAI
TEMPEL
DAF7BAJX857392202

Mandra Saragih, S.Pd.,M.Hum

Nurul Maulida Lubis

Appendix 14

UMSU
Unggul | Cerdas | Terpercaya

Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

Nomor   : 2201 /II.3-AU/UMSU-02/F/2021
Lamp   : ---
H a l   : **Permohonan Izin Riset**

Medan, 13 Shafar   1443 H
20 September 2021 M

Kepada Yth, Bapak/Kepala Sekolah
SMP PAB 19 Helvetia
Jln. Veteran Psr IX Desa Manunggal Kec. Labuhan Deli
di
Tempat

Bismillahirahmanirrahim
Assalamu'alaikum Wr. Wb

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan/aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di tempat Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama Lengkap   : Nurul Maulida Lubis
NPM   : 1702050102
Program Studi   : Pendidikan Bahasa Inggris
Judul Skripsi   : Improving Students' Vocabulary Mastery Through Applying
                              Whispering Game Assisted Short Story At SMP PAB 19 Helvetia In
                              The Academic Year 2020/2021

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih. Akhirnya selamat sejahteralah kita semuanya, Amin. Wassalamu'alaikum Wr.Wb

Dekan

Prof. Dr. H. Elfrianto Nst, M.Pd
NIDN 0115057302

Pertinggal

Scanned by TapScanner

Appendix 15

SURAT KETERANGAN/IZIN PENELITIAN
Nomor : P.19/B.039 / PAB/I/2022

Kepala SMP Swasta PAB 19 Kecamatan Labuhan Deli Kabupaten Deli Serdang, dengan ini menerangkan bahwa sehubungan dengan surat Fakultas Keguruan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara (UMSU) Nomor : 2201/II.3-AU/UMSU-02/F/2021 Tanggal 20 September 2021 tentang Izin Penelitian Skripsi dengan ini menerangkan bahwa :

Nama	: Nurul Maulida Lubis
NPM.	: 1702050102
Prog.Studi	: Pendidikan Bahasa Inggris-FKIP

Bahwasannya nama diatas adalah benar telah mengadakan Penelitian Skripsi di SMP Swasta PAB 19 dalam rangka penyusunan Skripsi yang berjudul :

Improving Students' Vocabulary Mastery Through Applying Whispering Games Assisted Short Story At SMP PAB 19 Helvetia In The Academic Year 2020/2021

Demikian Surat Keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya.

Dikeluarkan di : Manunggal
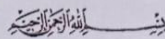Pada Tanggal   : 10 Januari 2022

Kepala SMP Swasta PAB 19

Nani Rahmadani, S.Pd

Appendix 16

MAJLIS PENDIDIKAN TINGGI
UNIVERSITASMUHAMMADIYAHSUMATERAUTARA
FAKULTASKEGURUANDANILMUPENDIDIKAN
Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext, 22, 23, 30Website:
http://www.fkip.umsu.ac.idE-mail:fkip@umsu.ac.id

بسم الله الرحمن الرحيم

BERITA ACARA BIMBINGAN SKRIPSI

Nama   : Nurul Maulida Lubis
NPM   : 1702050102
Program Studi   : Pendidikan Bahasa Inggris
Judul Skripsi   : Improving Students' Vocabulary Mastery Through Applying Whispering Games Assisted Short Story At SMP PAB 19 Helvetia In The Academic Year 2021/2022.

Nama Pembimbing : Ratna Sari Dewi, S.S., M.A

Tanggal	Bimbingan Skripsi	Paraf	Keterangan
7 Maret 2022	1. Penomoran tabel. 2. Data Analysis.	₽ᵮ	
16 Maret 2022	1. Penomoran tabel. 2. Data Analysis. 3. Tanda koma ganti jadi tanda titik dalam penulisan angka. 4. Bab 3 tuliskan cara menganalisis data seperti Bab 4.	₽ᵮ	
25 Maret 2022	1. Abstract. 2. Acknowledgemts 3. Conceptual framework buat bagan.	₽ᵮ	
16 April 2022	1. Acc skripsi.	₽ᵮ	

Medan, 31 Mei 2022

Ketuan Program Studi   Dosen Pembimbing
Pendidikan Bahasa Inggris   Riset Mahasiswa

Pirman Ginting, S.Pd., M.Hum   **Ratna Sari Dewi, SS., M.A**

CURRICULUM VITAE

I. DATA PERSONAL

Name : Nurul Maulida Lubis

Place and Date Birth : Medan, 20 Oktober

Age : 24 Years Old

Gender : Female

Nationally : Indonesia

Religion : Islam

Marital Status : Not Married

Address : Jl. Pengabdian Bandar Setia No. 74, Kec. Percut Sei Tuan, Kab. Deli Serdang

Phone Number : 0817-6774-968

Email : Nurulmaulidalubis@gmail.com

Father : Aisuddin Lubis

Mother : Ratna Pardede

Hobbies : Play badminton, traveling, and listen to music.

II. EDUCATION

2005 – 2011 : SD Swasta Sabilina Tembung

2011 – 2014 : MTs LAB IAIN Sumatera Utara Medan

2014 – 2017 : SMK IT Marinah Al-Hidayah Medan

2017 – 2022 : Student of University Muhammadiyah of North Sumatera