

Increasing the Student Vocabulary Skill Use Flashcard Media Through Chain Whisper Game in Seventh Grade of SMP PGRI 2 Rengas Bekri Lampung

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Abstract: The main objective of this study was to determine whether the use of the flashcard method of the chain whisper game technique helps in memorizing and improving English vocabulary. The method used in this study is known as Classroom Action Research (CAR). Data were collected through documentation, observation, field notes, interviews, and tests. The researcher chose class VII, consisting of 24 students, as the subjects in this study. Based on the data obtained, it can be seen that there was a significant increase in students' vocabulary memorization abilities. This is evidenced by the average value of students in the pre-test and post-test 1, which increased from 56.25 to 67.91, or 11.66, while in post-test 1 and post-test 2, it increased from 67.91 to 77.08, or 9.17. This means that the use of the flashcard method through the chain whisper game technique in memorizing vocabulary can improve English vocabulary in class VII students of SMP 2 PGRI Rengas Bekri Lampung Tengah. It can be seen that this study concludes that the technique of memorizing English vocabulary with the chain whisper game can improve the memorization and understanding of class VII students of SMP 2 PGRI Rengas Bekri, Central Lampung, especially students' interest in learning to memorize vocabulary in learning English.

Keywords: Vocabulary, Flashcard, Chain Whisper Game, CAR, Active learning, Teaching Materials.

1. Introduction

In this modern era, language is a very important tool used in communicating in various parts of the world, one of which is English. This language is a mandatory language that must be mastered by humans in today's modern era so that humans can communicate using technological progress well. English is a language that cannot be separated from the components of current technological advances. So that English becomes mandatory for people throughout the world, including in our country, Indonesia, the government supports the emphasis on English language lessons for students in schools from an early age.

Language development is very important because early childhood is a responsive period for children, and the English language is an international language. Acquisition of language at an early age includes two stages, namely, first language acquisition and second language acquisition. Acquisition is the first language that children acquire and understand from living and communicating in their environment. The mother tongue is the first language because the mother is the first to communicate, interact, and teach language to children.

Language learning is very important because early childhood is a responsive period in learning a language. Language learning at an early age includes two stages, namely the acquisition of a first language, which children acquire and understand from living and communicating in their environment, and the mother tongue as the first language because the mother is the first to communicate, interact, and teach language to a child.

The second language that children learn from childhood is generally Indonesian, and then foreign languages are acquired through the environment in which they live and from

Received March 15 2025;

Revised March 30 2025;

Accepted April 14 2025;

Published : April 16 2025

Curr. Ver: April 16 2025



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formal education at school. Childhood is a sensitive period for children to know and learn languages, and English is an international language that is now mandatory for children to learn. Because English is a universal language that has an important role in our lives because this language has become a necessity to be studied by various groups of people, from students to the general public, as a means of global communication. Learning Earning to speak.

Speaking is one of the four language skills that students must master in English lessons. The connection is that by communicating, by being good at speaking, we can quickly adapt to whatever environment we are in. However, there are still some people who do not consider the ability to speak and communicate to be important in today's modern era because it is related to having to increase their vocabulary by adding new and unfamiliar words that must be understood and memorized. One of them is at VII Class of SMP PGRI 2 Bekri Middle Lampung, learning to speak, is related to memorizing English vocabulary, it is still very difficult to pronounce words and sentences, let alone memorize words from foreign languages that you have never encountered. So this, of course, hinders them from generating ideas and creativity due to their lack of understanding of the vocabulary. There is one more factor that causes students' lack of understanding in learning, namely, the absence of interesting media and methods to support the learning process of memorizing vocabulary. To find out more about the problems currently occurring among class VII students at SMP PGRI 2 BEKRI, researchers interviewed Mr. Wismoyo Sandi Nugroho, S.Pd, as the English teacher for class VII. According to him, one of the problems that occurs in class VII students when following learning material for speaking and memorizing vocabulary is a lack of interest and attraction, and the learning media used is less modern and creative, and the method that is still used today is the one-way method or lecture. , so that students who have been influenced by the progress of the times feel very bored and have no motivation to learn English, namely the ability to speak and memorize English vocabulary.

Learning in class must be accompanied by play, pleasant, and the use of interesting media. This is to the learning principle at SMP 02 PGRI, namely playing while studying and learning through play. For this reason, learning is created and designed in such a way that children are interested in learning English. Introducing vocabulary in English through the chain whisper game or whisper chains using the flashcard method or picture cards can give pleasure and comfort for the child moment studying the English language. So that they can learn, control, and push children to study more actively about English vocabulary.

Chain whisper game or whispered chain using flash cards is a type of game that can be used to improve children's ability to pronounce English vocabulary. According to Utami (2018), in the game whisper challenge, namely the game played with the method in groups, messages are passed on in whispers, which are communicated continuously to the last player. The vocabulary or words are in the form of pictures and then the child chooses the picture that will be mentioned in the first person and whispered first by the teacher and then the child conveys it to their group friends and the last participant mentions the vocabulary words that have been conveyed by their friends and children who answer correctly will get a reward so that the children will also be more enthusiastic about learning. With the use of a game, this child will feel an atmosphere of study that is comfortable and pleasant so that all children come along to participate and active moment activity ongoing, Because usually there are children who, when doing less enjoyable activities, will be quiet and not participate.

The author found several studies that contained discussions about student development. Whisper challenges are interactive, which can help participants become educated to be able to actively participate in English pronunciation. Therefore, to generate motivation, attraction, and interest in students in developing speaking skills and memorizing vocabulary, creative and innovative media and methods are also needed so that students' creative abilities and ideas can develop rapidly through this interesting media. One media that is interesting and very helpful in developing students' abilities is Flashcard media.

Therefore, to generate motivation, attraction, and interest in students in developing speaking skills and memorizing vocabulary, creative and innovative media and methods are also needed so that students' creative abilities and ideas can develop rapidly through this interesting media. One media that is interesting and very helpful in developing students' abilities is flashcard media. Flashcards are media in the form of paper with pictures of objects or creatures that have very attractive shapes with practical shapes, have cute image displays, and can be used to increase the visual interest of students.

Memorizing vocabulary becomes more interesting, playing can quickly grow and develop memory creativity and inspire students' imaginations. Therefore, in this study, one of the learning media for speaking and memorizing, namely flashcards, was tested. With flashcard media, students can memorize vocabulary more practically and quickly. So that the vocabulary that has been memorized becomes material for speaking and communicating. Apart from that, the learning process using Flashcard media will be much more fun and interesting because this media can improve students' memory and creative imagination in the learning process.

2. Research Method

Action research in the classroom is a type of research methodology that involves gathering data, analyzing it, and examining the results. This research was carried out from March 2024 until November 2024. Classroom Action research has been applied in several settings, such as educational institutions, medical facilities, public health clinics, government agencies, and more. Build unique initiatives and programs, enhance regular work procedures, and address particular issues. Action research operates on the assumption that local conditions are very variable and that several answers to the problem cannot be found in universal truths that ignore local factors.

While other school staff members can undoubtedly use the process, action research can be applied in areas such as curriculum development, teaching strategies, and school reform. It can also be conducted in person by practitioners, teachers, or students. Other educational professions outside teaching include coaches, counselors, principals, supervisors, librarians, and technology specialists. Action research in education seeks to foster a culture of curiosity in teaching by encouraging self-reflection and making practice an integral part of the profession.

Moreover, action research is conducted by people or organizations to address issues or gather data to guide practices in the area. Action researchers typically seek to address real-world issues, including how to lower student absenteeism or vandalism rates, inspire motivated learners, identify innovative methods to employ technology in mathematics education, or secure more financing. Educators in the classroom, therapists, managers, and supervisors may assist in offering some responses to these (and other) significant concerns with intriguing action research. Like independent studies. Nonetheless, they can provide a foundation of concepts that can generalize policy or practice if other teachers in the same district, for instance, enter various schools and look into the same subject in their classrooms (thereby replicating the study of their peers).

Complete knowledge of the primary research categories is also sometimes not essential for action research. Action research involves the following steps: The key is to constantly keep in mind that studies are based on the needs and interests of SF practitioners, and that's very simple. Conversely, undergraduate and graduate students pursuing approved programs at higher education levels frequently employ action research as a technique of inquiry. Students pursuing a teaching doctorate (EdD) in a few years will focus on the practice side of education and use action research as a study approach.

Action research is an inquiry carried out with context and knowledge to continuously enhance practice; new findings based on evidence will help practitioners investigate further professional growth. Based on the explanation above, the author concludes that action research is one way of research to help researchers in the teaching and learning process.

Characteristics of Action Research

Martler provides us with a list of traits to assist us in distinguishing between action research and non-action research. Are three traits found in action research:

- The local context and problem focus of research are situated there.
- The researcher is a practitioner.
- An opportunity or action taken out by partition in that setting represents the research's findings.

The Advantage of Classroom Action Research

In classroom action research, there are five superiorities obtained, these are as follows:

- To begin with, practically any expert may conduct an investigation into nearly any kind of problem at any grade level and in any kind of school. A teacher working alone in their class is capable of doing this.

- Secondly, by using action research to enhance teaching methods, Administrator, performer, and teacher all regain their professional competence. Their ability to comprehend and use other people's study results can also be enhanced by this, in addition to making them more proficient and effective in what they do. Teachers and other professionals in the field of education can improve their reading comprehension, memorization, interpretation, and formal critique research skills by conducting action research on their own.
- Thirdly, by practicing the design and implementation of their action research, educators and other professionals can become more proficient in the process. This will enable them to read formal research reports of comparable practices and gain a better understanding of how the findings of such studies may be applied to their circumstances.
- Fourth, instructors can discover issues and aesthetic challenges with the use of action research. The ability to accurately characterize an issue is necessary for learning how to undertake action research (typically operationally). Acknowledge the issue and attempt to find a different solution, assess the solution, and then impart their education to others of a similar age.
- Fifth, a small research community of people focused on the school itself can be formed through action research. When teachers, performers, and administrators leave the school to complete their everyday jobs, this can assist in lessening the sense of isolation they may have. In another book, here are some of the many benefits that encourage this research was carried out:
 - Encourage professional growth and elevate the caliber of educators' work
 - Providing constructive criticism in the field and empowering teachers.
 - Build knowledge via hands-on experience and concentrate on repair techniques.
 - Encourage introspection and utilize knowledge to help you make better decisions.
 - Develop an open mind to new concepts and foster innovation
 - Promote teamwork and the growth of the learning community.
 - Push think again about d how "Teacher" And student" Work is evaluated.
 - Provide rich sources from data that can be used for school enhancement.
 - Revitalizes professional life and makes work interesting and beneficial.
 - Low wings articulation from the choice made And the method used.
 - Increase understanding And honor between Teachers, students, parents, and administrators

3. Findings And Discussion

Pre-test activity

Before carrying out planning, researchers first carried out observations of students' skills in recognizing and memorizing English vocabulary in the learning process. Observations were carried out at SMP 2 PGRI Rengas Bekri, Central Lampung, specifically class VII. This observation was carried out to see how students' skills were in recognizing and memorizing vocabulary before using flash cards (letter cards) in the learning process.

Table 1. Student Skills Test Results in Initial/Pre-Cycle Conditions

No	Student Score	Frequency	Percentage
1.	40	5	20.83 %
2.	50	8	33.33 %
3.	60	6	25%
4.	70	3	12.49 %
5.	80	2	8.33 %
Total		24	100%

Based on the results above, it can be concluded that 19 students out of 24 students, or approx (79.16%) did not complete, and 5 students out of 24 other students or around (20.82%) completed. Successful students get the minimum score The standard is 70 at SMP PGRI 2 Bekri, Central Lampung. From this data, students are successful less compared to -students who are not successful.

In the pre-test results, researchers obtained an average of 56.25. So, it can be seen that the results are less than satisfactory. Therefore, researchers will use flash card media to memorize vocabulary through the chain whisper game technique. It is hoped that this technique can improve students' ability to memorize English vocabulary so that the results are better.

Results of the Class Learning Process in Cycle 1 and Cycle 2

Cycle 1

This section presents research results on improving students' vocabulary skills using flashcard media through the Chain Whisper game in class VII of SMP PGRI 02 Rengas Bekri, Central Lampung. In this research, the researcher acts as a teacher and the teacher as a collaborator. The teacher observed the researcher when the researcher takes action in each cycle. preparing a learning process plan or RPP and materials, creating assessment instruments to check the results of the pre-test And pos test in cycle 1, preparing materials, and observation sheets for observing student activities during the learning process, identify problems, find problems that exist from the beginning of learning to the end of learning. Researchers also plan to provide an evaluation to measure the extent to which students are in mastery learning. In the first learning process, the teacher explains the subject matter that will be taught. Then the students listen to the teacher's explanation. The teacher also explains the meaning of flashcards and the function of memorizing mathematics. Students listen to the teacher's explanation. The teacher also invites students to pronounce the vocabulary on the flashcard together. Furthermore, students follow the pronunciation on the flashcard from the teacher.

The teacher then divides the students into 4 groups, each group consisting of 6 students to improve English language skills through a chain whispering game using the flashcard method. Then each group makes a straight line backwards. The teacher gives 10 flashcards to each group which will later be distributed by the teacher to each group. The teacher whispers understanding to each group. Each group that has been taught mathematics using flashcards by the teacher will come forward and the correct answers will be recorded on the board. Finally, the teacher gives rewards to groups that answer correctly by copying English vocabulary using the chain whispering game technique. While carrying out some of the previous actions, the teacher observes the students and the class process. In observing actions, researchers used observation sheets to observe students and the teaching and learning process.

Table 2. The Students' Score Results Post Test 1

No.	Student Score	Frequency	Percentage
1.	40	2	8.33 %
2.	50	3	12.49 %
3.	60	1	4.16 %
4.	70	10	41.66%
5.	80	8	33.33%
Total		24	100%

The table above shows the results of post-test 1, which can be seen that there are various achievements or score values. So 2 students got a score of 40, 3 students got a score of 50, 1 student got a score of 60, and there were 10 students got a score of 70, and 8 students got a score of 80. Based on the results above, it can be concluded that there were 18 students (74.99%) were successful and 6 other students (24.98%) were unsuccessful. From the results of post-test 1, the researcher has a mark average of 67.91.

Based quality classification of student grades, At the end of cycle 1, the results from activities that students experience increase from the first meeting until the next meeting. This increase can be seen from the results in the table shown in the following table :

Table 3. The result of The Students' Learning Activities In Cycle 1

N O	Student Activity	Cycle 1		Increase
		Meeting 1	Meeting 2	
1.	Give Attention to That Teacher" explanation	60%	67%	7 %
2.	Give a response to That Teacher" explanation- Question	50%	60%	10%
3.	Asking-answering the question to-from the teacher-other students	63%	67 %%%	4 %
4.	Making notes from the Material	57%	60%	3%
5.	Working on that assignment	60%	63 %	3%
Total		290 %	317 %	27%
Average		58 %	63.4 %	5.4%

Based on the table, it can be concluded that it looks like increasing student learning activities during the learning process carried out, through flashcard media using the chain whisper game technique can improve students' vocabulary memorization.

To improve this, the researcher reflected on the action research and efforts made in the first cycle. This means evaluating the teaching and learning process in the first cycle and providing solutions in the next cycle.

In general, there was an increase in students' memorization using flashcard media using the chain whisper technique in this cycle. This is proven by the results of good scores and an increase. Although has improved and is already quite good. However, some problems in the learning process must be corrected in the next cycle. Based on teacher notes as well as on the observation sheet, there are several note problems students while studying, as follows:

- Several student Difficulty in interpreting the images provided.
- Several students have difficulty pronouncing these words in English vocabulary.
- Several students lack in memorizing English vocabulary

Cycle 2

Cycle 2 was carried out while applying the second test. The results of students' vocabulary scores in cycle 2 are shown in the table below:

Table 4. That Students' Scores Result In the Post-Test 2

No.	Student Score	Frequency	Percentage
1.	40	2	8.33 %
2.	50	1	4.16 %
3.	60	2	8.33 %
4.	70	4	16.66 %
5.	80	8	33.33 %
6.	90	7	29.16 %
Total		24	100%

The table above is the result of post-test 2. It can be seen that there are scores from learning to memorize various kinds of English vocabulary. 2 students got a score of 40, 1

student got a score of 50, 2 students got a score of 60, 4 students got a score of 70, 8 students got a score of 80, and 7 students got a score of 90. Based on the results above, it can be concluded that 19 students (79.16%) were successful and 5 other students (20.82%) were unsuccessful. From the post-test results of the 2 researchers The average 77.08. Already higher than results in the cycle 1.

The success criteria of this study is to obtain a score of 70, this score is adjusted to the KKM at SMP 02 PGRI Rengas Bekri Lampung Tengah. As many as 75% of students obtained a minimum result of 70, meaning that the use of the chain whisper technique on flashcard media in the English learning process has succeeded in increasing students' vocabulary memory. He also used the method used to complete this study.

The students' vocabulary test score is the sum of the scores from several vocabulary test indicators. Student are able to mention vocabulary, memorize vocabulary, and pronounce vocabulary. At this stage, students are increasingly enthusiastic about following instructions and completing assignments. This can be seen in the table below:

Table 5. The result of The Students' Learning Activities In Cycle 2 Meeting 2

No.	Student Activity	Cycle 2		Increase
		Meeting 1	Meeting 2	
1.	Give Attention to Teacher" explanation	80%	90%	10%
2.	Provide a response to the Teacher" explanation- Question	80%	83%	3%
3.	Asking-answering the question to-from the teacher-other students	77%	87%	10%
4.	Making notes from the Material	70%	80 %	10%
5.	Working on that assignment	80%	90%	10%
Total		387 %	430 %	43 %
Rate-rate		77.4%	86 %	8.6 %

From That table on, he shows That the average intact percentage from student" activity is Formerly higher compared to cycle 1.

Apart from that, this cycle also shows the average score obtained on post-test 1 student was 67.91. Meanwhile, on average 2 students' post-test score was 77.08. So it can be concluded that flashcards using the chain whisper technique, can improve students' ability to memorize vocabulary in English well.

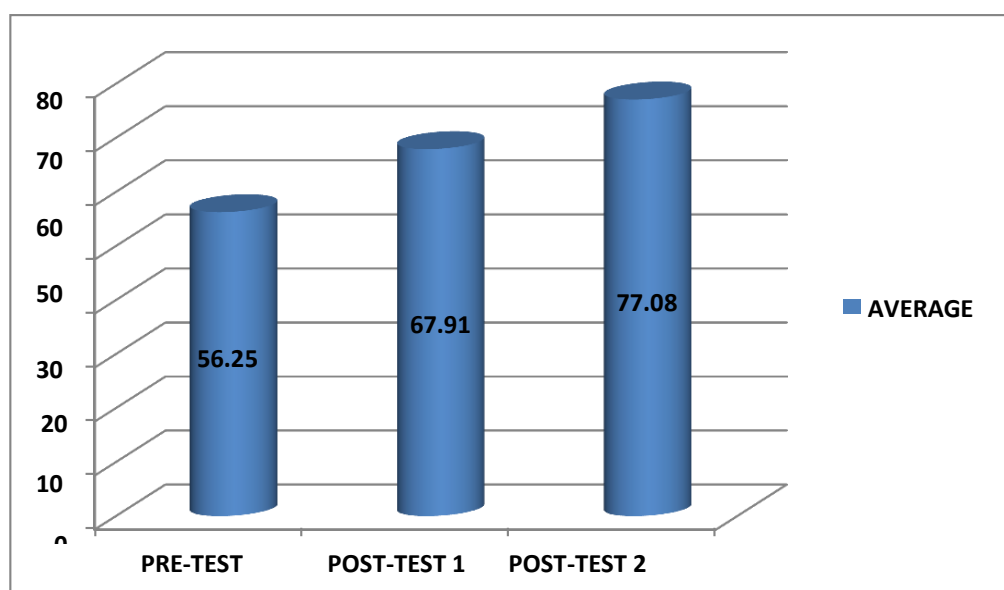


Figure 1. The Comparison Of The Average Of Pre-Test, Post-Test 1, And Post-Test 2

This study includes data analysis from quasi-experimental trials conducted on experimental and control groups. Based on the analysis of pre-test, post-test 1, and post-test 2 data, it can be concluded that there has been an increase in students' vocabulary memorization scores.

There was an increase from 56.25 to 67.91 and 77.08. The analysis shows that there is a significant difference between the pre-test and post-test results in the experimental group with a significant value of 77.08. This means that the application of flashcard media with the chain whisper technique has a positive effect on the teaching and learning process, especially in improving students' vocabulary and memorization skills.

There are several obstacles found in the use of flashcard media with the chain whisper game technique, namely, some students have difficulty interpreting the images provided, some students have difficulty pronouncing these words in English vocabulary, and some students are lacking in memorizing English vocabulary.

This finding supports the constructivist learning theory, which states that students find it easier to understand concepts if they actively participate in learning and direct experience.

The results of this study are also in line with research conducted by Ahmad Wael1 and Rezkiah Hartanti (2022) entitled "Improving Students' Listening Skill Using Chain Whispers Game" and a journal from Rahma Matsa Aulia, which applied the same thing as the researcher did to junior high school and MTs students. The results of the study obtained were certainly very good and showed a change in students' interest in learning to memorize English vocabulary to be more enthusiastic because they were supported by

interesting methods such as chain whisper game media and flashcards that had never been applied before. This can be seen from the impact of the progress that has been carried out through several cycles of implementation at the junior high school level.

The research findings can be concluded that the use of flashcard media and Chain Whisper games is effective in improving the vocabulary memorization ability of class VII students of SMP PGRI 02 Rengas Bekri, Central Lampung. The practical implications of this study suggest that active learning approaches that directly involve students can be applied more frequently in the learning process in schools to improve student learning achievement.

4. Conclusion

Based on research that has been carried out, researchers conclude that activity activity in cycle 1 Can described as follows: paying attention to the teacher's explanation was found to be 63.5%, Responding to teacher explanations was found to be 55%, asking and answering questions from teachers to other students were found to be 65%, taking notes from 58.5% of the material provided, 61.5% of the work on assignments. Student participation in cycle 2 can be explained as follows: give attention 85% responded to the teacher's explanation, responded to the explanation and questions given by the teacher 81.5%, asked and answered questions from the Teacher and other students 82%, taking notes on material 75%, doing assignments given by the teacher 85%, this proves that, through the media of picture flashcards using the chain whisper technique can increase student activity in the process of teaching and learning and memorizing English vocabulary.

Student scores at PGRI 2 Bekri Middle School, Central Lampung in pre-test and post-test 1 it was 56.25 to 67.91 or an increase of 11.66%, while in post-test 1 and post-test 2, it was 67.91 77.08 or an increase of 9.17%. As a result, through flashcards using the chain whisper technique in the memorization process, students can improve their ability to learn and understand English vocabulary.

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