

Improving Students' Listening Skill Using Chain Whispers Game

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ABSTRACT

The purpose of this study is to improve students' listening skills using a series of whispering games. The subjects of this study were eighth-grade high school students of SMP Negeri 7 Sorong City. The data of the students were obtained from tests used as instruments in this work, the use of methods in this work was experimentally quantitative. The research instrument was a pre-test to determine students' listening skills and a post-test used to investigate the use of Chain whispers games to improve students' listening skills. The results of this study showed differences in the pretest and posttest scores of 28 students. The purpose of these two tests is to find out how well students can hear, and then based on these tests, the authors calculate the students' scores, and the researchers conclude that string whispering improves students' listening at SMP Negeri 7 Kota Sorong for eighth grade students. The purpose of this research is to improve students' listening skills and how students understand what the teacher intends.

Keywrod : chain whisper game, student listening skill.

ABSTRAK

Tujuan Penelitian adalah untuk meningkatkan keterampilan mendengarkan siswa, dengan menggunakan permainan berbisik. Subyek penelitian ini adalah siswa kelas VIII SMP Negeri 7 Kota Sorong. Informasi siswa diperoleh dari tes yang digunakan sebagai instrumen dalam karya ini, penggunaan metode dalam karya ini bersifat eksperimental kuantitatif. Instrumen penelitian berupa pre-test untuk mengetahui keterampilan menyimak siswa, dan post-test menguji penggunaan rangkaian permainan berbisik untuk meningkatkan keterampilan menyimak siswa. Hasil penelitian ini menunjukkan adanya perbedaan nilai pretest dan posttest dari 28 siswa. Tujuan dari kedua tes ini adalah untuk mengetahui seberapa baik siswa dapat mendengar, kemudian penulis menghitung skor siswa dari tes tersebut, dan peneliti menyimpulkan bahwa bisikan lidah meningkatkan kemampuan mendengarkan siswa. SMP Negeri 7 Kota Sorong untuk siswa kelas VIII. Tujuan dari penelitian ini adalah untuk meningkatkan keterampilan mendengarkan siswa dan bagaimana siswa memahami tujuan guru.

Kata Kunci: bisikan berantai, Kemampuan mendengarkan

1. Introduction

There are some abilities that everyone must have in learning, especially as a student to help them during the learning. The teacher is a noble profession and holds a role in shaping the generation in determines their future, Tahang, H., Wael, A., & Hartanti, R. (2022). Teaching English is the ability of teachers to lead the students in mastering listening, speaking, reading and writing skills, but the most important is listening skills. Each of the above abilities will have a relationship between one another. Therefore, by having a good ability to listen they will understand the language speaking and reading after going through the process it and writing what they hear. As a teacher in teaching must have the ability to overcome the problems that exist in students, and also the weaknesses of students who still have a lot to learn, therefore good in reading, listening, listening and writing, all of that is the basic knowledge which must have students, with more learning more so students can improve their ability in learn and students can understand what is said or delivered by the teacher.

Listening is a skill that everyone has and as high school students, they must have the ability to develop their competence in English. The process of learning English aims to develop students' skills to interact with others, and also helps students understand the relationship between language and culture. For students sometimes have obstacles that can make them lazy and not interested in learning English, especially in listening and also the learning process, it depends on how the teacher presents and explains the material being taught whether it matches the ability of students, and can make students interested to study English. Nordquist (2019), listening is an active process of receiving and responding to what is said (and sometimes unsaid). It is one of the topics in the field of language arts and conversation analysis.

According to Saddhono (2012), listening is a process that involves listening activities, identifying interpreting the sound of language then assessing the result of interpretation of the meaning and responding to messages implied in the material. The material is given by the teacher certainly can be accepted by students but not only accepts the material, if students do not understand the material then there is no point to be explained by the teacher. However, Adnan (2012), a person's ability to apprehend oral language is one of the essential factors in mastering languages, due to the fact in reality in everyday existence the language things to do that most people do are listening. Students' may understand better if they listen to the information in Indonesia but in English learning, it might be a little difficult for them to understand then students' also have a vocabulary that helps them understand what they hear, but there are several things to make students interested in learning English. Namely, how the teacher teaches and what methods are used will greatly help students in the learning process. Shofiyah (2015), listening is the key to getting messages across effectively. It is a combination of hearing the words of another person and being psychologically involved in the other speaker.

Anilawati & A (2006), listening is full understanding, attention, appreciation, with interpretation to obtain information, including idea or messages as well as understanding the meaning of communication delivered by speakers starting from spoken or spoken language. The terms listen and listening are often encountered in the world of language teaching. The term is related to meaning, hearing events usually occur by chance, suddenly and unexpectedly beforehand. Because of that the listening activity was not planned, it happened by accident what is heard may not be understood its meaning and may also not be a concern at all, the sound that is heard enters the right ear and exits the left ear in certain cases the sound that is heard is really understood its meaning this is evident from the reaction of the listener concerned. Listening is at a higher level than listening. If in the hearing event there is no intentional factor, then the listening event already exists, the understanding factor usually also might not be there because it is not yet a goal.

In addition, Wibowo (2013), Listening skill is listening or paying attention to what other people say. The intentional factor in the listening activity is quite big, bigger than listening, because in the listening activity you try to understand what you hear, while in the listening activity the level of understanding is not realized. By listening to language sounds captured by hearing aids, they are identified, grouped into syllables, words, phrases, sentences, sentences and finally syllables discourses. Adnan (2013), listening is one of the skills a director needs. Listening is not simply hearing something that "comes from the left ear to the right ear" or vice versa. Listening is listening to understand what others are saying through a serious process that cannot be done by relying on habits, reflexes or instincts.

Dewi (2018), the purpose of listening can be classified into six: get facts, analyze facts, evaluate facts, get inspiration, amuse yourself, and improve speaking skills. Term listening and listening are very closely related meaning and are hierarchical. The purpose of listening is variable which is very important in a series of listening sessions. Fauziah (2015), a whispered chain game where the teacher whispers a message or information to students. Likarde (2019), chain whisper game is a strategy or approach learning that allows students to understand the subject matter more interesting, more fun, more meaningful and more memorable the specialty of the whisper chain game is developing abilities listen, talk, cooperate, and understand the material, which is taken with a pleasant and exhilarating step

2. Method

This research used quantitative research methods. Where the writer can determine only a few variables of the object under study and then can make an instrument to measure it. Quantitative research was demanded to use numbers, ranging from the data collection, interpretation of the data, as well as the appearances of the results. Likewise, understanding of research conclusions will be better if it is also accompanied by table, graph, chart, picture or other views. Sugiyono (2012), research method as a means of obtaining valid information the goal is to be discovered, developed and proven, certain knowledge thus which in turn can be used to understand, solve and prevent problems. In this study, the writers used the pre-experimental design. The writers used this design to find out the improvement on the use of chain whisper game in listening skill. Pre-experimental design is defined as the most complete quantitative research approach, meaning that it fulfils all the requirements for testing cause and effect relationships. The writers conducted research by involving 28 students. The writers want to know the extent of students' ability to listen by giving initial tests in the form of multiple-choice with audio recordings that they have learned.

3. Result and Discussion

This research begins by collecting data through observation, observation was conducted by the writers to find out what things need to be done by the writers. The writers had observed the extent of their understanding of learning English. Most students are still less in learning English, so they need a lot of vocabularies to help them in learning process. Sometimes the English text and how to read it also when heard by them are different so students find it difficult to understand well if without an explanation, by giving a pre-test the writer finds that there is some student who do not understand what is taught there are also students who really do not can answer correctly only a few students who can answer well even though their answers are not completely correct. This result shows their ability to listen before and after using the game chain whisper. The pre-test can be seen as follows:

Table 1. The Result of Pre-Test

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
0	1	3,6	3,6	3,6
10	8	28,6	28,6	32,1
20	8	28,6	28,6	60,7
30	8	28,6	28,6	89,3
40	3	10,7	10,7	100,0
Total	28	100,0	100,0	

After getting students' score in a pre-experimental group, below the writers use the frequency of the data and the percentage of pre-test results above can be seen as follows:

Tabel 2. Rate Percentage of Students' Pre-test for Pre-experimental Class

Score	Classification	Frequency	Percentage
96 – 100	Excellent	-	-

86 – 95	Very Good	6	20%
76 – 85	Good	6	14%
66 – 75	Fairly Good	9	30%
56 – 65	Fair	1	-
36 – 55	Poor	6	10%
0 – 35	Very Poor	-	-

The frequency and results of students in table 4.3 above show that some students scored 50-90. The highest percentage and frequency in the classification is very good which shows% or 21 students in the pre-experimental trial class scored 50-90. The percentage of student scores in the pre-test is 0.75%. This means that 21 students have passed the KKM out of 28 students who are above the KKM standard. After analyzing the results of the post-test, it can be concluded that students in eighth grade at SMP N 7 Sorong City, their listening skills have improved, using chain whispering game techniques.

Tab 3.The Result of Students’ Post-Test

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
50	6	21,4	21,4	21,4
60	1	3,6	3,6	25,0
70	9	32,1	32,1	57,1
80	6	21,4	21,4	78,6
90	6	21,4	21,4	100,0
Total	28	100,0	100,0	

After getting student scores in a pre-experimental group, below the writer enters the frequency data and the percentages of post-test results above can be seen in the table below:

Tabel. 4 Rate Percentage of Students’ Pre-test for Pre-experimental Class

Score	Classification	Frequency	Percentage
96 – 100	Excellent	-	-
86 – 95	Very Good	6	20%
76 – 85	Good	6	14%
66 – 75	Fairly Good	9	30%
56 – 65	Fair	1	-
36 – 55	Poor	6	10%
0 – 35	Very Poor	-	-

The frequency and results of students in table 4 above shows that some students get the score 50-90. The highest percentage and frequency in the classification is very good which shows% or 21 students in the pre-experimental trial class scored 50-90

Table. 5 Result of T-Test and T-Table

T-Test	T-Table
14.517	2.052

In addition, the data was analyzed by SPSS, the T-test score was 14,517 and the T-table was 2,025. It can be interpreted that the T-test is greater than the T-table ($14,517 > 2,025$), so the interpretation of the research hypothesis is that H_0 was rejected and H_1 was accepted. After the writers tested the results of research tests using SPSS it showed that the pre-test and post-test scores were significant at 21.42 and 71.78 which means that these results indicate that data usually contributes. Analysis using SPSS shows that the average value is 18,354 which means there is an improvement between pre-test and post-test. After analyzing data used SPSS, the T-Test score was 14,517 and the T-Table was 2,025. Can be interpreted that the T-Test is greater than the T-Table ($14,517 > 2,025$). Therefore, the interpretation of the research hypothesis is that H_0 was rejected and H_1 was accepted. The writes concluded there is a correlation between the chain whisper (X) and the ability of students' listening skills at SMP Negeri 7 Sorong. The above results mean that there is a correlation between the use of chain whisper games and the level of listening ability of students in SMP Negeri 7 Sorong. However, students' listening skills is important thing that helps students in learning. Using games in the learning process can also be a suitable technique to help students improve their skills.

In general, listening to students is an important thing that helps students in learning. Using games in the learning process can also becomes suitable technique to help students improve their skills. In connection with this, according to experts, the use of games as a teaching technique was also explained, such as Mukarrama's explanation that the use of serial signals shows The T-test value is greater than the T-table value. Which means whispering chain techniques can improve students' listening skills because there is a significance between increasing pre-test and post-test before and after using whispering chain techniques and Kholifatun has explained that there are differences before and after using chain whispering techniques based on research results that have been they got. Likarde also said that playing serial whispers is not only fun for children but many benefits can be obtained, one of which is that can improve children's learning outcomes. This study has the same results as previous studies conducted by researchers with different titles but in the use of serial whispering game techniques. From the research, the experts describe one common goal which is to assist students in the learning process.

4. Conclusion

After applying the use of the game of chain whisper in eighth-grade students of SMP N 7 Sorong City and based on the results of students' listening skills, it would be concluded that one way to activate students in the learning process is the technique or method used by the teacher. It can help students in their listening skills. Students enjoy and have fun while learning and playing serial whispers they are very enthusiastic about using this game help them interact and understand English words, they are not being shy of asking how to say the words in English and they were so excited. Therefore, chain whisper game improved students listening skills, it can be proven by obtaining the score of T-Test and T-Table. The T-Test was 14.517 the T-Table was 2.052. So it can be said that H_0 was rejected and H_1 was accepted. Beside that, the improvement of students' listening that can be seen clearly in the students' scores of pre-test and post-test results. The ability of the students in listening test before using a chain whisper game was low. The result of the data show that the difference before and after using the chain whisper game found the results of post-test were higher than pre-test.

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