THE IMPLEMENTATION OF WHISPERING GAME TECHNIQUE TO ENHANCE THE STUDENTS' LISTENING SKILL

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ABSTRACT

The research was conducted in Collaborative Classroom Action at SMA Negeri 3 Bireuen. The aims of the research are: 1). To know Whispering Game Technique can improve the students' listening skill to the eleventh-grade students of SMA Negeri 3 Bireuen. 2). To investigate the students' response toward the implementation of Whispering Game Technique in learning listening skill. The subject of the research was the eleventh-grade students of SMA Negeri 3 Bireuen. The research data was collected from observation checklist, listening test, questionnaire and field note. The data was analyzed in qualitative and qualitative research. The researcher found some research results. The first, the result findings from the students' listening test in cycle one was 48.81 and became to 77.72 in cycle 2. The second result finding was found from the observation of the teacher's performance was 60% in cycle I and increase to 80%. Meanwhile, the percentage of students' activities in the first cycle was found 53% and increase to 75%. The third result finding found that the result of students' response toward the implementation of Whispering Game Technique. Based on the result, the students gave good (positive response) about the technique. It could be seen from the category of questionnaire result showed that in "strongly agree" category or in level 3.78. From the results findings above, it could be concluded that Whispering Game Technique improves the students' listening skill.

Key Words: Enhanced, listening skill, Whispering Game Technique.

INTRODUCTION

Listening is an essential competence of English. People always want to know what other people say and hear. Listening is very important in language learning; students understand the content of spoken language by listening. Considering important of listening skill in day communication, English learners should work hard improve their listening ability, they have to practice listening to speech language [1]. English teachers are demand to be more creative to present their lesson they must have some technique when they give the material to students.

In another definition, listening skill is an active activity that involves receiving, deciphering, and perceiving a message with intent to respond, planning ahead for a conversation improves a receiver's ability to listen message. Listening involves taking in meaningful sounds and noises and in some way, retaining and using them. Students speak for different purposes, and students also listen

for different purposes. The students listen for enjoyment, information, and evaluation. It means that listening is the process of catching the sounds or information from the speaker [2].

Based on the researcher's observation at SMAN 3 Bireuen, there were some problems found in the classroom. Such as most of students has weakness ability in listening. They cannot listen clearly, and they do not get the message from what they listen. So, they always have low score in listening. The student felt difficult to learn listening skill. It makes the researcher find the basic of problem. There are some problems because listening is difficult to be mastered by the students. First, the students begin to learn English by reading, instead of listening. Second, the English materials in teaching listening skill usually read or told by native speaker. There are different accents, difficult idioms and sometimes they use unfamiliar word. This is a big problem for students to understand what the native speaker said. Because students usually learn English by local people. Most of their teacher from local people. So, the teacher uses the different accents in teaching English material. That is way, it difficult for them to listen what the native speaker teaches in teaching listening material.

Third, when English people speak English, they are usually speaking at a normal speed. But it is too fast for the students. When they listen English people speak English, the students cannot choose a comfortable listening speed. they have to keep up with the speaker's thinking process. So, sometimes they have not even got the meaning of the first sentence, before the second sentence has already passed. So, sometimes they cannot understand the material or they cannot understand the meaning.

Based on curriculum 2013, the students must learn about English language as international language. The student also demands to be able in understanding the listening directly such as movie, song, video, dialogue and monologue. The student to be able in listening for information to words related to short stories. Then, students should be able in listening to choose the right pictures about the stories. The teacher must use creative technique and interested media to interact students to learn English in classroom.

This fact invites the researcher to investigate the cause of the problem faced by the students to enhance listening skill. As a teacher, it is necessary to find the new teaching technique to solve the problem and to motivate the students. So, the researcher proposed one technique in teaching listening by using Whispering game technique [3]. Whispering game is one of technique to improve mastery in listening. Whispering game can be defined as something or an instrument that is used to attract students' motivation to follow the teaching and enhance students' listening skill because Whispering game can make the students more focus in learning listening skill, because they do not

feel that they are forced to learn. So, whispering game can be a game technique that will give many advantages for teachers and the students both [4].

To support this thesis, the researcher also put some previous research. The first research which has relevance with this research was conducted by Sinaga (2017); *The Effectiveness of Whispering Game to Students' Listening Skill*. And the result of the research showed that Whispering Game is effective used to improve students' listening skill. The result of analysis can be concluded that the use of whispering game at Second semester UNRIKA in academic year 2016/2017 gave significant effect in the students' activity in learning process than the use of old technique [5].

There is the importance of chain whispering technique as follow: To improve the students' ability in listening skill, to measure the students' ability directly in listening, to improve the students' ability pronounce English word, this technique is easy to apply.

The second research which has relevance with this research was conducted by Utami (2018); *Chinese Whisper Game as One Alternative Technique to Teach Speaking*. From analysis the score of T-observe was higher than T-critical (0.05), so Ho was accepted, in other words. From this research, it was known that Chinese Whisper Game could improve the students' speaking ability. Therefore, there was a significant influence of using Chinese Whisper Game towards students' speaking ability [6].

Based on the statements above, it can be concluded that the researcher is sure that Whispering Game can help students to solve their problem in listening skill. This technique can make the students get the message from what they listen. Therefore, the researcher chooses the title of this research, that is, "*The Implementation of Whispering Game as A Technique to Enhance Students' Listening Skill (A Collaborative Classroom Action Research to The Eleventh Grade Students of SMAN 3 Bireuen)*".

METHOD

The research design used in this research was Collaborative Classroom Action Research (CCAR). It aims to help the teacher at the school in solving the students' problem in learning listening skill. This research was carried out at SMA Negeri 3 Bireuen and the sample was taken from the eleventh -grade students of class XI MIPA I that consisted of 22 students. The research was done in two cycles and followed four steps which developed by Kemmis [7] such as planning, implementing, observing and reflecting.

Technique of collecting data

In collecting the data, the researcher used some research instruments such as observation checklist, test, questionnaire and field note. Observation sheets used to observe the teacher's performance and the students' activities during the research was running in the classroom both of the cycles. Test used to know the students' listening skill that given at the end of the cycles. Whereas, the questionnaire used to know the students' response about the implementation of Whispering Game technique when they learned listening in the class. The questionnaire was given in the cycle two.

Technique of Data Analysis

The data were analyzed in qualitative and quantitative. The quantitative data analyzed by descriptive statistics to calculate the mean score of the students. It means that the collecting data in this research analyzed by using the formula which proposed by Malik [8]. Mean score is used to find the average score of the students' mastery.

$$\bar{x} = \frac{\sum fx}{N}$$

Where:

$\bar{x}$ = Mean score

$\sum fx$ = Total score of all students

N = Number of students

       Categories: Level 4 = 76 – 100 = Excellent

                           Level 3 = 50 – 75 = Good

                           Level 2 = 26 – 49 =Fair

                           Level 1 = 0 – 25   = Poor

Meanwhile, the qualitative data is the data in the form of sentence which obtained from observation checklist, field note, and questionnaire. Indicator of being active is analyzed on the basis of explanation and conclusion obtained from observation checklist and field note and questionnaire was analyzed based on the Likert scale proposed by Sugiono [9].

Level 4 : 3.0 – 3.5   = Strongly Agree

Level 3 : 2.5 – 3.00   = Agree

Level 2 : 2.0 – 2.5   = Disagree

Level 1 : 0 – 2.0 = Stronglydisagree

FINDINGS AND DISCUSSION
Finding

After conducting the research in two cycles which consisted of two meetings for each cycle, the researcher found some result findings. There are:

1. The Result of Students' Listening Test Cycle 1 and Cycle 2

This research was conducted in two meetings both of the cycles. The listening test was given to the students at last meeting of each cycle. In the first cycle, the researcher got the students' mean score of listening test was 48.81 in level fair. But in the second cycle, the students' mean score was increased to be 77.72. It means that the students' skill had improved in learning listening through Whispering Game Technique.

2. The Results of Teacher's Performance Cycle 1 and Cycle 2

The percentage of teacher's performance was found from the observation sheets. The observation was about the way of the teacher in implementing the Whispering Game Technique to enhance the students' listening skill. The percentage of teacher's performance in the first cycle was 60% and in cycle 2, it was found 80%. It means that the teacher has good performance in implementing the technique.

3. The Results of the Students' Activities Cycle 1 and Cycle 2

The percentage of the students' activities during learning listening through Whispering Game Technique in the first cycle was found 53% and in the second cycle was 75%. It showed that the students' activities in the cycle 2 was more active and enjoyable when they studied listening subject through Whispering Game technique.

4. The Result of the Students' Responses Toward the Implementation of Whispering Game Technique in Learning Listening Skill

The last result that found after conducting the research was the students' responses toward the implementation the Whispering Game technique in listening class. It was gotten the average score of the students' response was 3.78 in category strongly agree. It means that the students gave good or positive response toward the technique applied in the classroom.

Discussion

Based on the result have been discussed in the chapter four, the researcher could say that the improvement of the students' learning depends on the technique used bay the teacher. If the teacher used the interesting and innovative technique so the result of the students' learning would be improved. Besides, the used game in teaching learning process especially in listening class can make the students more be active. It could be seen on the students' activities during the teaching learning process. The students were motivated when the game was applied in the class. Through the game, the students also got the challenges in their listening skill when they dictated the words to their friends in their group. It was said that the Whispering Game technique was effective in listening class and the students' listening skill were improved significantly.

CONCLUSION

Based on the result of the research above, the researcher could conclude that the Whispering Game Technique could improve the students' listening skill and could increase the students' motivation in learning listening. This conclusion could be proved by the results were found before such as: 1). The result of the students' listening test has improved significantly. It could be proved by the students' mean score of listening test in cycle 1 was 48.81 and in cycle 2 was 77.72. 2). The percentage of the teacher's performance in implementing the Whispering Game Technique was 60% in the first cycle increased to be 80% in the second cycle. 3). The percentage of the students' activities in learning listening through Whispering Game Technique in cycle 1 was 53% and increased to be 75% in cycle 2. 4). The result of the students' responses toward the implementation of Whispering Game Technique in learning listening was in category 'strongly agree' or in level 3.78. it can be said that students gave good or positive responses toward the technique.

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