



Enhancing English Listening Skills Using the Whisper Race Game

Trisnawati¹, Sukmawati Yasim², Nurul Imansari³

^{1) 2) 3)} Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sulawesi Barat

¹⁾ trisnawati@gmail.com

²⁾ sukawatiyasin@unsulbar.ac.id

³⁾ nurul.imansari@unsulbar.ac.id

ABSTRACT

This study examines the effect of using the Whisper Race Game on listening skills learning in Majene 5 Middle School students as English as foreign language learners. Based on the preliminary study in this school, the researcher found that listening was the most challenging aspect of English for students. The study was also intended to figure out the student's perceptions. The quantitative method was implemented with a quasi-experimental design. The data were analyzed by using the Likert scale. The samples of this study were two groups consisting of 14 students for the control group and 14 students for the experimental group number of students were selected randomly due to the limited number of students in this school. The researcher used a listening test (pretest and posttest) as an instrument. The study results show that the Whisper Race game method can significantly improve students' listening skills.

Keywords: *Whisper Race Game, Listening Skills, EFL learners*

INTRODUCTION

English is one of the most essential languages in the world today. In the current age of globalization, the importance of English in our daily lives cannot be overstated (Astri et al., 2022; Syamsir et al., 2021; Wahab & Astri, 2022). Even though English is not the language with the most significant number of native speakers, according to (Utami, Rahmawati, & Ifrianti, 2018), language has become a bridge between two or more parties with different languages to communicate. English can be used as a second language nowadays (Astri & Fian, 2020).

Learning a language is learning to speak. Communicating requires proficiency in language skills, including 4 (four) aspects (Wardhono & Spanos, 2016). Hence, listening skills play an essential role in mastering the competencies of study material for each subject. (Setyaningsih, 2016) argued that listening is children's first skill, mainly if they have not yet learned to read.

According to the researchers' experience in teaching English, listening competence is one area where students still struggle. Students learn spoken language through listening, which is a crucial component of language learning.

Language acquisition depends on listening, which is the link between the two (A et al., 2015). Students still lack attention to listening skills in the classroom because they think this skill is less important than other English skills and many factors prevent students from listening well in learning English. Listening skill has hardly gotten students' attention in learning English as a foreign language. Thus, that would be at least one reason listening skill has not been paid much attention among students. Among many factors that cause the low learning abilities of students to understand English, traditional learning techniques are the most dominant factor. According to (Akdogan, n.d.) making young learners see pictures or actions is one technique to boost their learning ability. This will allow them to expand their vocabulary while also having fun with games, gaming activities, and materials. (Schneider & Kulmhofer-Bommer, 2022).

The teacher must keep looking for solutions as they attempt to overcome the need of students in terms of education (Astri, 2018; Astri et al., 2023; Astri & Wahab, 2018, 2019). For teaching listening in particular, they must be able to employ various teaching techniques. Furthermore, effective teaching strategies and methods are essential for the teaching of vocabulary to be successful. Teachers can utilize a variety of techniques for improving the vocabulary proficiency in EFL young learners, including total physical response (Khakim & Anwar, 2020), and also can enhance their

listening skills by playing oral games. Teachers should use the strategy to teach cyclic games and three stages. Teachers should use the strategy to teach the students and be more involved in teaching, while students should practice more and may use games outside of public contexts. (Shofiyuddin, 2017)

According to (Utami et al., 2018), a game known as the "whisper race" is played worldwide. Players convey messages back and forth along a line of players until the last participant, who then records the message. By including the students in this activity, using them as dictators will increase participation. Students can learn by playing games because the game can make their learning, especially listening practice. It becomes more fascinating (Syafii et al., 2020). The game also enables students to keep up their solid relationships with others, particularly to foster group cooperation and communication. Here, the students use whispering to improve communication (Indah, 2019).

This study sought to shed light on how students among the students of SMP Negeri 5 Majene as English as foreign language learners were improving their listening skills by employing a whispering game. Moreover, this study also aims to discover students' perceptions of learning after using the whisper race game method at SMP Negeri 5 Majene. The effectiveness of the English class involvement of the students, particularly in listening, can be improved by using whispering games during the

teaching and learning process. Playing the whispering game will help students become more active listeners. The students also enjoyed learning English because using games to teach English positively affects both the teacher and the students. Games keep students from getting bored while they study and help teachers focus more on the students' listening abilities. This study will examine the effect of using a whispering game on learning listening skills among students.

METHOD

In figuring out the effect of Whisper Games, the research was conducted in quantitative analysis, a quasi-experiment with four times treatments within a month. Because teaching approaches are more suited to being naturally set and compared in unbiased circumstances, experimental research is acceptable for use in education.(Ramadhana & Allo, 2021). It would be characterized by gathering information that could be analyzed numerically, the results of which were usually presented using statistics, tables, and graphs.

This researcher used a pre-test-post-test control group design. The researcher formed two groups: a control group and the experiment group. The control group was taken from students with the most excellent grades in the class, while the experiment group was taken randomly from students with high and low average scores. The researcher determined the control group and the experiment group using cluster sampling due to the limited number of

students in this school. After selecting the sample, the researcher prepared the materials and instruments used for teaching. Then a pretest was conducted on the control group and the experiment group. The pretest was conducted to determine the initial results of the listening ability of the control and experiment groups before being given treatment. A pretest was also conducted to equalize the control and experiment groups. First, the control and experiment groups were given the same pretest and considered to have the same ability.

The next step is to provide treatment to determine the effectiveness of the whisper game method. This treatment aims to collect data on both groups. In this case, the treatment in the control group did not use the whispering competition game method because the researchers only focused on the experiment group to find out whether the method to be used could improve students' listening skills, while the treatment in the experimental group used the whisper race game method.

After the groups were given treatment, the next step was to give the same posttest to both groups. The posttest of listening skills aims to see the difference in learning outcomes after the two groups were given treatment. In this process, it is known whether the experimental group experienced a greater improvement and significance than the control group.

FINDINGS AND DISCUSSIONS

1. Findings

a. Test

In collecting data, the research conducted five meetings consisting of a pretest, treatment,

posttest, and questionnaire. This research was conducted from July 12 to August 2021 at SMP Negeri 5 Majene.

▪ Pretest

Table 1. Pretest Score Data

Score	Frequency	Percent	Valid Percent	Cumulative Percent
35	3	21.4	21.4	21.4
40	2	14.3	14.3	35.7
45	1	7.1	7.1	42.9
50	1	7.1	7.1	50.0
55	2	14.3	14.3	64.3
60	2	14.3	14.3	78.6
65	1	7.1	7.1	85.7
70	1	7.1	7.1	92.9
80	1	7.1	7.1	100.0
Total	14	100.0	100.0	

Based on the table above, it can be concluded that the students who got the lowest score with a score of 35 were 3 or (21.4%) people

and the student who got the highest score with a score of 80 was 1 or (7.1%) people.

▪ Posttest

Table 2. Posttest Score Data

Score	Frequency	Percent	Valid Percent	Cumulative Percent
60	2	14.3	14.3	14.3
65	1	7.1	7.1	21.4
70	5	35.7	35.7	57.1
75	3	21.4	21.4	78.6
80	1	7.1	7.1	85.7
85	2	14.3	14.3	100.0
Total	14	100.0	100.0	

Based on Table 2 above, it can be described that the students who got the lowest score with a score of 60 were 2 or (14.3%), people, the students who got the highest score

with a score of 85 were 2 or (14.3%) people, and there were 5 or (35.7%) people who got a score of 70.

b. Comparison between pretest and posttest scores

Table 3 contains the differences between the pretest and post-test scores of the control group in improving listening skills. Based on Tables 1 and 2, the mean value of the pretest was 52.50 while the mean of the post-test was 72.14. Thus, the mean of the posttest score is higher than the pretest score. Based on the improvement above, students' listening skills changed after being treated with conventional methods by researchers during the learning process.

Table 3. Comparison of Data Between Pretest and Posttest in

	Pretest	Posttest
Number of Group	14	14
Mean	52.50	72.14
SD	14.224	7.774
Low Category of Frequency	35	60
Hight category of frequency	80	85

c. Test of Hypothesis

The test is one of the statistics used to determine whether a hypothesis is true or false. The null hypothesis states that there is no significant increase in listening learning achievement between the control and experiment groups. In addition, the alternative hypothesis revealed a significant increase in listening learning achievement between the control and experimental groups.

Table 4. Data Test of Hypothesis

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	.456	.506	-3.916	26	.001	-10.357	2.645	-15.794	-4.920
Equal variances not assumed			-3.916	24.648	.001	-10.357	2.645	-15.808	-4.906

Based on the table, the results of the independent sample t-test which were analyzed using SPSS both pretest and posttest showed that Sig. (2-tailed = 0.001) < 0.05, so the t-test value is smaller than Sig. value of 0.05, it can be concluded that the Alternative Hypothesis (H₁) is accepted while the Null Hypothesis (H₀) is rejected. Based on the calculations, it can be concluded that there is a significant effect of the use of the whisper race game method to

improve the listening ability of the students of SMP Negeri 5 Majene

2. Discussions

From the results of the post-test study, the control and experiment groups obtained data, namely, the average value of the experiment group was 82.50, mode 80, median 80.00, standard deviation 6.124, and the average value of the control group 72.14, mode 70. Median 70.00 and standard deviation 7.774

and based on hypothesis testing, it was obtained that the significant value between the posttest control group and the experiment group was 0.001, smaller than the significance level of 0.005. This shows that H1 is accepted and H0 is rejected, which means that listening scores using the whisper race game method can improve students' listening skills compared to students who do not use the whisper race game method.

This study is in line with research conducted by (Indah, 2019) which shows that students' listening skills have increased. This learning method makes students more active in the classroom during the learning process. Then, (Arti et al., 2013) showed that English listening skills and students' interest in learning using the whisper-chain technique were higher than those in the group of students who did not use the whisper-race game method. Furthermore, (Asrianti, 2021), (Uktolseja & Manuhutu, 2018), (Arti et al., 2013), and (Sinaga, 2017) stated that the results of research data analysis using the whisper race game method can improve students' listening skills.

In this case, the whisper race game method can help students to improve their scores on the post-test. The frequency distribution shows that in the post-test control group, there are 3 students (21.4%) in the Very Good category, 9 students (64.3%) in the Good category, and 2 students (14.3%) in the Poor category. While the frequency distribution in the posttest experiment group included 10 (71.4%) students in the Very Good category. It means

that most of the students experienced increased listening skills after being given the whisper race game method treatment. This finding shows that the listening ability of students who use the whisper race game method is higher than that of students who do not use the whisper race game method. In addition, students perceived this Whisper games enjoyable based on the questionnaires distributed.

CONCLUSION

Based on the data from the T-Test analysis, it can be concluded that there is a significant increase in students' listening learning achievement using the whisper race game method. The results showed that the post-test of the experiment group students was higher than that of the control group, and independent sample tests were calculated for the control and experiment groups. The mean value of the pretest was 52.50, while the mean of the post-test was 72.14. The data indicate that there is a significant increase in students' listening learning achievement using the whisper race game method, as indicated by the value of the independent sample test, namely Sig (2-tailed) < 0.05). In addition, based on the data from the questionnaires distributed, it was found that the students found the Whisper Games helpful in improving their listening skills.

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