

Applying Whispering Game in Developing Listening Comprehension of Grade Eleven Students of SMAN 7 Palu

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Abstract

This purpose of this research is to investigate the effectiveness of using the whispering game in developing listening comprehension of grade eleven students of SMAN 7 Palu. This research applied a pre-experimental research approach. The population for this research was the eleventh grade students at SMAN 7 Palu, which consisted of ten classes, with 36 students picked from class XI 3 using purposive sampling. The instrument used in this research was a listening test with audio. Researchers employed pre-test and post-test methods to collect data. The collected data was analyzed using SPSS Version 23. The results showed that the mean score of the pre-test was (61.30) and post-test was (77.59). According to the findings of the t-test simple independence test, the sig (2 tailed) (0.000) value is lower than 0.05. This demonstrates that the alternative hypothesis is accepted. As a result, the whispering game is effective in developing listening comprehension of grade eleven students of SMAN 7 Palu.

Keywords: *Listening Comprehension, Whispering Game, Pre-Experimental*

Introduction

One of the skills that improves the language's capacity to hold information is listening. Nevertheless, training students to listen in class is insufficient to help them become better listeners. Given how crucial listening skills are for everyday conversation, English language learners should put a lot of effort into honing their listening skills. According to As'ari (2015), listening is a crucial English competency. We are insatiably curious about what other people think and say. Listening is more than just paying attention to what is said; in order to fully understand what is being said, we must actively participate in the conversation.

According to Diora & Rosa (2020), listening comprehension is the process of deciphering what the speaker is saying and comprehending what they are saying while listening to tapes or audio. The learner can comprehend the passage more easily when they use the listening comprehension approach, which must be able to follow the listening comprehension procedure. That is to say, the ability to recognize and comprehend what others are saying is known as listening comprehension.

Based on *Kurikulum Merdeka*, students should achieve the targeted abilities in the mandatory English subject and be able to understand the main ideas of complex listening texts both about concrete topics related to events in the surrounding environment, and abstracts related to current issues or eye-related topics. The

approach used in learning English is a text-based approach (genre-based approach), namely learning that is specific to text. The sorts of texts taught in English are extremely broad, including narrative, description, exposition, process, argumentation, discussion, special text (brief messages or advertising), and real text. The text is delivered in various formats, including textual, visual, audio, and spoken (monologue or dialogue).

The researcher's observation at SMAN 7 Palu, it showed that students faced difficulties during listening activities in English class taught by the teacher. They could not get the main information and understand the meaning of the material that they hear. This condition is in accordance with several research that change problems in listening activities into the speed, vocabulary limitation, similar Kamarullah (2018). Therefore, it needs an effective method, technique or media in teaching listening skills to make the student listen and understand well.

To response the problem, the teacher may apply an appropriate technique. A whispering game is a useful learning strategy for students to better understand the topic. The whispering game can helps students' listening and memory retention Syafii (2020). As a result, the researcher will use the whispering game in her research. Whispering word game comes from the word "whisper". As'ari (2015) suggests that the whispering game can help students understand stress and intonation, word stress patterns, and rhythmic structures.

To support this investigation, the researchers included some previous researches. The first research that is relevant to this research conducted by Sinaga (2017): *The Effectiveness of Whispering Game on Students' Listening Skills*. This research results show that the whispering game is effectively used to improve students' listening skills. The second research that is relevant to this research conducted by Utami (2018): *Chinese Whispering Game as One Alternative Technique to Teach Speaking*. From Analysis results, it is stated that the T-observe is higher than the T-critical, so H0 is accepted. This research indicates that the Chinese whispering game can enhance speaking abilities.

Method

This research used a quantitative pre-experimental research method. This research aimed to find out if whispering game can develop the student's listening comprehension. Arikunto (2010) the design of the study as shown below.

$$E = O_1 \times O_2$$

Where:

E: Experimental

O₁: Pre-test

X: Treatment

O₂: Post-test

The research consisted of pre-test, treatment, and post-test. The pre-test was intended to measure the student's listening skill before doing the treatment, while the post-test was intended to measure the student's listening skill after the treatment. The treatment was given four meetings, several teaching approach were used is related to narrative text, including "Malin Kundang", "Little Thumbelina", "Magic Mirror" and "The Crying Stone"

This research focused on 11th grade students at SMAN 7 Palu, which has 10 classes. In this research used a purposive sampling technique. In selecting sample,

the research determined the characteristics of classes that have weaknesses in English. Based on the process, the researcher chooses one class XI 3.

Results

Research data has been statistically examined. The data comprises the student's pre-test and post-test scores, as well as their means and standard deviations. This section shows student's listening comprehension result from the pre-test and post-test. Data was analyzed using the SPSS 23 for pre-test and post-test scores.

Table 1. Statistical descriptive of pre-test and post-test

		Statistics	
		PRE-TEST	POST-TEST
N	Valid	36	36
	Missing	0	0
Mean		61,2972	77,5925
Std. Error of Mean		3,01470	1,97242
Median		63,3350	80,0000
Mode		66,67	80,00 ^a
Std. Deviation		18,08818	11,83453
Variance		327,182	140,056
Range		60,00	40,00
Minimum		26,67	53,33
Maximum		86,67	93,33
Sum		2206,70	2793,33

The table shows that the mean score of pre-test is 61.30 with the maximum score 86.67 and the minimum score is 26.67. Meanwhile, the mean score of post-test is 77.79 with the maximum score is 93.33 and the minimum score is 53.33.

Table 2. Normality Test

Table 4.1.2 Test of Normality

		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Hasil	Kelas Pre Eksperimental	,127	36	,150	,939	36	,049
	Kelas Post Eksperimental	,140	36	,074	,926	36	,018

The research of the students' pre-test and post-test showed probability value (sig.) of 0.150 and 0.074 for the post-test. The p-value is larger than 0.05 indicates that the data is regularly distributed. How, if the p-value is less than 0.05 indicates that the data does not follow a normal distribution. . Therefore, it can be seen that the two of the probability value (sig) is higher than 0.05. This indicates that the data is regularly distributed.

Table 3. The paired sample test of pre-test and post-test

Pair		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
1	PRE EKS	-	10,6	1,77	-	-	-	35	,000
	-	16,2	252	087	19,8	12,7	9,20		
	POS	952	0		903	002	2		
	TEKS	8			3	3			

The results of the pre-test and post-test differ significantly if the p-value of sig (2 tailed) less than 0.005, the alternative hypothesis is accepted. Meanwhile, the data analysis above revealed that the value of sig (2 tailed) was 0.000. Because $0.000 < 0.050$ indicates that the H1 (alternative hypothesis) is accepted and the H0 (null hypothesis) is rejected. It showed that there was a substantial change in the students' listening abilities before and after playing the whispering game. As a result, the researcher believes that the whispering game can developing students' listening comprehension of grade eleven students of SMAN 7Palu.

Discussion

In this research, the researchers recruited 36 students and treated them in four meetings. However, before beginning the treatments, the researcher administered a pre-test to assess the students' listening skills, and after finishing the treatments, the researcher administered a post-test to establish whether the students' listening skills had improved or remained unchanged.

In the pre-test, the researchers assigned the topic "Sangkuriang". The researcher played the listening tape for "Sangkuriang" and instructed the students to listen closely before answering the test. The researchers then discovered the pupils' listening score from the pre-test. The post-test covered the same material as the test, but the questions were different. The researchers then determined the pupils' hearing score in the post-test.

According to the research findings mentioned above, the researcher discovered that using the whispering game is an effective way to improve students' listening comprehension. According to the data analysis, the students' mean pre-test score was 61.30, while their post-test score was 77.59. The pre-test standard deviation was 18.09, while the post-test was 11.83.

After evaluating the data, it was discovered that there is a significant difference between the pre-test and post-test results. A p-value of sig (2 tailed) less than 0.050 indicates that the alternative hypothesis is accepted. Meanwhile, the data analysis above revealed that the value of sig (2-tailed) was 0.000. $0.000 < 0.050$ indicates that

the alternative hypothesis (H1) is accepted and the null hypothesis (Ho) is rejected. It showed that there was a substantial change in the students' listening skills before and after playing the whispering game.

Furthermore, this research provides the same results as previous research. Annisa Apriani Wala (2019) discovered that the whispering game may also be used to teach pronunciation in her study "The Influence of Using CWT (Chain Whispering Technique) towards Students' Ability in Pronunciation". Dian Deviana (2018) discovered that whispering games can be used in teaching writing since they help students absorb the subject more easily. According to the findings of these studies, the whispering game can also be used to teach other language skills. This means that the whispering game is effective in teaching English.

Some explanations suggest that the whispering game is useful in improving kids' listening skills. For starters, by playing the whispering game, kids can concentrate on listening to each word that the native speaker says in the audio. Second, by filling in the blanks in the text, the students were able to understand the meaning of the challenging listening assignment. The listening activity will be successful if the listener understands what the speaker stated. As state by Shofiyatul Holidayah (2021), the students must really listen to information conveyed by their friend in a whisper because if the student hear only one wrong word, then the next student will continue to make mistakes. Furthermore, the students must pay attention and focus on the information. Therefore, it is clear that the whispering game is used to make students easy to learn English especially in listening skill.

Meanwhile, there are certain hurdles to undertaking this research. Because it was their first time playing the game, the pupils were unsure how to proceed. The whispering game is still new to students, therefore many people feel confused and make mistakes when playing it (Situng, 2014). The researcher then explained the game's role again to the students until they understood.

The students' concerns at the second meeting were with the pronunciation of the word they whispered. Some students didn't know how to pronounce or write the word. It makes it harder for students to play the game. The researcher solved this challenge by demonstrating and giving the correct pronunciation or word, as well as spelling the letter. As a result, the students were able to provide the term with proper pronunciation and spelling. It can assist students practice how to speak, spell, and write the word. Finally, on the third and last meeting, the students liked playing the game.

Conclusion

The purpose of this study was to determine the effectiveness of using a whispering game to promote listening comprehension among grade eleven students at SMAN 7 Palu. The data analysis revealed that the mean pre-test score is 61.30, while the post-test score is 77.59. The t-test revealed that the value of sig (2-tailed) was 0.000. Since $0.000 < 0.050$, the H1 (alternative hypothesis) is accepted and the Ho (null hypothesis) rejected. It refers to the efficient use of a whispering game to increase listening comprehension.

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