

THE EFFECTIVENESS OF WHISPERING GAMES TO TEACH SPEAKING

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Abstract

Speaking is one of the language skills related to the role of English as a foreign language in Indonesia. But often uninteresting speaking learning methods makes students' speaking ability low. Therefore, this research was aimed at knowing the effectiveness of Whispering Games to teach speaking at class XI IPA 2 one of private Islamic senior high school in Jombang in the academic year 2023/2024. Twenty-one students became the sample of this research. The researchers used a pre-experimental design and a one-group pre-test post-test research design, to analyze the effectiveness of Whispering Game on students' speaking ability. The result showed that Whispering Game is effective to teach speaking. The result showed that the student's average score was increased from 72.38 to 88.57. The result of a paired-sample T-test with a significant (2-tailed) value of 0.000 indicates that the use of Whispering Game was effective in teaching speaking. Hopefully, the results of this research can be shared as information and knowledge and can be used as a reference for further research.

Keywords: Effectiveness; speaking; whispering games.

Abstrak

Speaking merupakan salah satu kemampuan berbahasa yang berkaitan dengan peran bahasa Inggris sebagai bahasa asing di Indonesia. Namun seringkali metode pembelajaran speaking yang tidak menarik membuat kemampuan speaking siswa menjadi rendah. Oleh karena itu, penelitian ini bertujuan untuk mengetahui efektivitas Permainan Berbisik untuk mengajar speaking di kelas XI IPA 2 yang termasuk salah satu MA swasta di Jombang pada tahun ajaran 2023/2024. Dua puluh satu siswa menjadi serta sampel dari penelitian ini. Peneliti menggunakan desain pre-experimental, dan desain penelitian one-group pre-test post-test, untuk menganalisis efektivitas Whispering Game terhadap kemampuan Speaking siswa. Hasil penelitian menunjukkan bahwa Whispering Game efektif untuk mengajarkan speaking. Hasil penelitian menunjukkan bahwa nilai rata-rata siswa meningkat dari 72,38 menjadi 88,57. Hasil paired-sample T-test dengan nilai signifikan (2-tailed) sebesar 0,000 menunjukkan bahwa penggunaan Whispering Game efektif dalam mengajar speaking. Semoga hasil penelitian ini dapat dibagikan sebagai informasi dan pengetahuan serta dapat dijadikan referensi untuk penelitian ini dapat dibagikan sebagai informasi dan pengetahuan serta dapat dijadikan referensi untuk penelitian selanjutnya.

Kata kunci: Efektivitas, Speaking, Permainan Berbisik

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INTRODUCTION

People all around the world use English as their primary communication medium. All language learners should master this ability. Many people have a hard time speaking English due to various factors, such as fear of making mistakes and being ridiculed by others. In the learning process of English, students encounter various difficulties when it comes to speaking.

The teacher must be creative and have techniques to teach and face students. The techniques have to be interesting and have more educational effects on the teacher and students to help them understand and catch the material from the teacher easily. There is a method that can be used by the teacher to improve the student's ability to speak English, especially. Speaking, as one of the language skills related to the role of English as a foreign language in Indonesia, has a significant role for learners to master.

There is a method that can be used by the teacher to improve the student's skills in speaking English. The opportunity to practice English speaking for Indonesian students is essential to the learning activity. However, asking students to practice speaking in English during the learning process is a challenging task for an English teacher. There are several factors influencing students' willingness to speak English, such as familiarity with the environment, lack of confidence, discomfort, and fear of making mistakes. Novitasari (2019)

One of the private Islamic senior high school in Jombang has low speaking ability among students, particularly in English. Despite this, teachers can teach English professionally. The main issue is that many students struggle with grammar and vocabulary, which hinders their fluency in English. Some students lack interest due to environmental barriers and shyness. However, games are found to be an effective way to improve speaking abilities, as they make learning more enjoyable and help students retain vocabulary and enunciate English correctly. Murniati (2018) has conducted research on the effectiveness of the whispering game in teaching vocabulary to middle school students.

It can be seen from the results of previous studies showing that students' speaking ability can increase after being taught by whispering games. Auluddin (2018), found that whispering game was effectively improving students' speaking abilities. Meanwhile, Hidayah (2018), analyzed qualitatively and quantitatively by scoring the students' speaking performance tests using a speaking rubric. The qualitative data were obtained by observing the teaching and learning process during the implementation of the actions and interviewing the students and the English teacher. The quantitative data were gained by assessing the students' speaking skills through the pre-test and post-test.

The next researcher Yazdanparast & Gorjian (2018), investigated the use of a whispering game in teaching speaking skills among pre-intermediate Iranian English as foreign language learners. The study involved 60 learners divided into equal groups, with the experimental group receiving whispering activities and the control group receiving speaking tasks. The results showed that the experimental group outperformed the control group on the post-test, suggesting the importance of using whispering games in English language learning.

Agustianti (2019) conducted a quantitative approach and a quasi-experimental design to compare the effectiveness of the What's Missing Game and the Whispering Game in teaching speaking to high school students, and the result is Whispering Game is effective to teach speaking.

From the explanation above, the researcher is interested in researching the effectiveness of whispering games to teach speaking using a pre-experimental study at class XI IPA 2

METHOD

The researcher used a quantitative research approach to conduct this research. In this study, the researcher used pre-experimental research, namely a group pretest-posttest design that would be conducted on one single study group without a comparative group or control group. According to Creswell (2015), quantitative methodology is a research approach that focuses on collecting and analyzing numerical data to answer research questions and test hypotheses. The pre-and post-tests would be carried out, and the results of both would be compared to know the student's fluency and speaking ability before and after the treatment. The population in this research is the second-grade students one of a private Islamic senior high school in Jombang. Then XI IPA 2 was the sample chosen for this research using a random sampling technique. Through this design, it would be known the use of whispering games in students' speaking abilities before and after treatment.

The pre-test of this research was done by the researcher, who told the students to form groups, and each group contained two students. The test would be done orally by asking the students to make a dialogue about inviting someone to their birthday party with their partner. The dialogue is about 16 sentences. The researcher would give the students ten minutes to prepare their dialogue, and the students would perform it in front of the class.

The post-test of this research was done by the researcher, who told the students to form a group that contained two students. The test would be done by asking the students to have a dialogue about inviting someone to a book fair with their partner. The dialogue is about 20 sentences. The researcher gave the students 10 minutes to prepare their dialogue, which they performed in front of the class.

Before the researcher does the pro- and pre-tests, she has to make sure that the pro- and pre-tests are valid and readable. According to DuBay (2004), readability is what makes some texts easier to read than others. It's often confused with legibility, which concerns typeface and layout. Validation is a process for collecting and analyzing data to support inferences. A validity test is one of the important requirements of a test so that it can be qualified for a good test.

This research was quantitative, so it needed data analysis. In this research, to analyze the data, the researcher used a suitable technique to determine whether the students' speaking ability was effective or not. The technique of data analysis here is the set of steps to analyze and process the data. Quantitative analysis uses statistics, which is called statistical analysis. This technique is used to find a significant difference in students' speaking ability before and after being taught by Whispering, the researcher in this study used a paired sample T-test at *SPSS 25.0*. The results of the hypothesis would indicate whether it is significant or not.

FINDINGS AND DISCUSSION

Students' speaking ability before being taught by whispering game

Before being taught by the whispering game, the pre-test of speaking was conducted. The students' speaking was scored by four scorers, then the scores from the four scorers were added and became one. The following table presents the result of the descriptive statistics of the pre-test score.

Table 1. Results of descriptive statistics of pre-test

Pre-test Scores	Statistic	Std. Error
Mean	72.38	1.065
Median	72	
Std. Deviation	4.88	
Minimum	64	
Maximum	80	

The pre-test result shows that the average score of the students' speaking ability to speak a conversation was 72.38. It means that their ability to speak a conversation is still low. Their conversation was lack of pronunciation and fluency. Many of them use the wrong grammar and vocabulary. It seemed that they had trouble with their dialogue text. The students had limited memorization and acknowledgment of the dialogue text they were supposed to speak about, which resulted in their speaking ability being low. It supported by Harris (2015), that students' limited memorization and comprehension of dialogue text can negatively impact their speaking ability.

Next, the dialogue they spoke was a little confusing. It was caused by the way their pronunciation the vocabulary was not good enough. Dealing with this Antaris (2019), it is because the students whose native languages have different phonetic systems may find it difficult to adapt to English pronunciation. And according to Rohmatillah (2017), some factors

that can contribute to students' difficulties in vocabulary include spelling, grammatical form, context, choosing the appropriate meaning, and idiom expressions.

All phenomena above were caused by their lack of interest and environment. Some students were not interested in learning English language because of their pesantren environment and they felt that studying English would not be relevant to their lives. So, it made they did not have opportunities to use the target language, and contextualized learning and interaction in English are often limited to classroom practices, leading to a lack of interest and motivation. According to Yusup & Munawaroh (2023), students may not be motivated to learn English due to a lack of intrinsic or extrinsic motivation. Besides the environment, the students also fear being mocked by their friends for making mistakes. According to Hendriani (2016), students may fear making mistakes or being laughed at or mocked when speaking English, which can lead to anxiety and hinder their ability to communicate effectively. Fear of these negative responses is a common cause of anxiety in speaking English, the students were worried about what others think of their language skills.

Students' Speaking Ability After Being Taught by Using Whispering Game.

The students were taught using the whispering Game in 2 meetings by the researcher. The material was two topics of Invitation text, the first meeting was an invitation text about inviting someone to a birthday party, and the second meeting was an invitation text about inviting someone to join some cultural event. Before conducting the Whispering Game, the researcher explained to the students what the Whispering Game was and its procedures. The researcher conducted the pre-test on January 20, 2024, and got the data. The students' speaking scores were still low, furthermore, the researcher gave the treatments. It was conducted from January 21, 2024, to February 2, 2024.

According to the researchers, the first meeting material was a birthday invitation text. The researchers asked the students to read aloud about a birthday invitation dialogue. All activities ran well but there were some barriers like a few students did not pay attention to the researcher while explaining the materials. However, the researchers can handle it by having some conversations with the students and inviting them to join the materials while observing the characteristics of the students. As long as the material was taught by the researcher, the students were interested and they participated in the class.

After the material was taught by the researchers, the students were asked to play the whispering game. The researchers divided them into three groups, each group containing 6 students. The researchers gave them procedures on how to play the whispering game. Then, the researchers started the game and asked one representative from each group to provide a

clue card to them. The group representative will read the sentence briefly. Then, it is whispered to the next player. The next player will do the same thing to the next player until the last player. Finally, the last player will read aloud the message along with the other members of the group. In this game, each student will have the opportunity to be the player who brings the clue to be whispered to the next player until the cards run out (6 cards). At the end of the game, the researchers will count the most points from each group. The group that is the fastest, most accurate, and has the most points will be the winner in this game. In the end, students and the researchers discover the meaning and examine the grammatical structure together.

The second meeting was a little different from the first meeting, the researchers only changed the material and it was a cultural event invitation text. For this material, gladly the students were familiar with what had been taught by the researchers. They directly pay attention and understand the material. After the material was taught by the researchers, the students were asked to play the whispering game same as the first meeting. In the second meeting, the researchers saw that students speaking abilities were increasing. They are more fluent and confident in speaking English than in the first meeting.

The next meeting was for the post-test of speaking. The researchers asked the students to make a dialogue with their partner about inviting someone to join a book fair event that contained 20 sentences and perform it in front of the researcher. The test which is intended to determine the students' speaking ability in the post-test is presented in the table below:

Table 2. Results of descriptive statistics of post-test

Post-test Scores	Statistic	Std. Error
Mean	88.57	1.043
Median	88	
Std. Deviation	4.78	
Minimum	80	
Maximum	96	

Table 2 shows that the post-test average was 88.57. It means that the student's speaking ability to speak a dialogue was better than that of the pre-test one. Their ability to speak a dialogue got an improvement. Their speaking ability became good after learning to speak using the whispering game. One of the causes was that they had good pronunciation in their vocabulary. Pasaribu (2020) argued that the whispering game provides an enjoyable way for students to practice and master English words, leading to improved vocabulary skills. He also said that Whispering Game can increase students' vocabulary by promoting active participation

and engagement in the learning process. This active involvement enhances the retention and recall of new words, leading to improved vocabulary.

The researchers saw that the students were more confident in their speaking because they could memorize and have better comprehension than the pre-test. Imami (2019) stated that memorization can help students internalize and preserve information permanently, which could potentially lead to increased confidence in speaking.

There is a Significant Difference in Students' Speaking Ability Before and After Being Taught by Using Whispering Game

Based on the data above, the mean score of the pre-test is 72.38 and the mean score of the post-test is 88.57. It can be seen from the score that there is a difference between pre-test and post-test scores, but these results need to be tested whether they are significant or not during testing. The pre-test and post-test data need to be tested for normality data. The normality test is presented in the table below:

Table 3. Normality test results

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test	.152	21	.200*	.925	21	.110
Post-test	.167	21	.131	.926	21	.114

Based on the data above the significance from Shapiro-Wilk data is 0.110 for the normality of the pre-test data and 0.114 for the normality of the post-test data. The conclusion is the data above are normal because the significant data are more than 0.05 (...>0.05). Because the data was normal, then continued to do a Paired sample T-test result. The Paired sample T-test result aims to test the hypothesis, the Paired sample T-test is presented in the table below:

Table 4. Paired Sample T-Test

		Paired Differences			t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean			
Pair 1	Pre-test	-20.19048	.87287	.19048	-85.000	20	.000
	Post-test						

Based on the data above, the Sig(2-tailed) shows data is 0.000 which is lower than 0.05 (...<0.05). Because the Sig(2-tailed) above is lower than 0.05, it means that there are significant differences between the pre-test and post-test average scores, then effectiveness happened. So

it can be concluded that using the Whispering Game is effective to teach speaking. This present study result is in line with studies by Yazdanparast & Gorjian (2018), Auluddin (2018), Hidayah (2018), and Agustianti (2019). After the treatment held by the researcher, the student showed many significant improvements like accuracy in pronunciation, expansion of vocabulary, fluency development, and use of correct grammar.

Ur (1996), states that teachers should not be confused in using games as a method of teaching a language with a situation where the language learning activity is called a “game” which conveys the message that it is just fun not to be taken too seriously. The Whispering game used in this study can put the learners in a pending position make motivate them. In fact, in the whispering game, all the participants were awaiting their turn to produce the words and phrases through whispering.

Based on the descriptions above, it can be concluded that the whispering game is effective in teaching speaking. It can increase student’s motivation in learning activities, makes students feel engaged in the class, and also can increase the students’ speaking skills. This present study also reveals that there is a difference in the average score of students' speaking ability before and after the treatment, which indicates that The Whispering game has an impact on students' speaking ability. To sum up, Whispering Game was effective to teach speaking to one of private Islamic senior high school in Jombang in the academic year 2023/2024.

CONCLUSION

The student’s ability to speak a dialogue before using the whispering game was significantly different from their speaking ability after using the whispering game in their speaking class. This proved that the use of the whispering game for teaching speaking was effective In conclusion, Whispering Game was effective to teach speaking to XI IPA 2 one of private Islamic senior high school in Jombang, in the academic year 2023/2024.

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