

THE USE OF WHISPERING TEAM TO ENHANCE STUDENTS' LISTENING SKILL AT GRADE 6th OF KLASAMAN 2 ELEMENTARY SCHOOL SORONG CITY

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Abstract

The aim of this journal is to enhance students' listening skill especially the students of grade 6th of Klasaman 2 Elementary School, Sorong City, West Papua Province. The model of the research is Classroom Action Research (CAR). The researcher used test in cycles and observation sheet to due the data. The result of the data is 61% students succeed to execute the exercises in second cycle. Meanwhile, the students need more thing to help the students for example picture. The picture helped the students to remind the sentences they heard from the latest whispering person. The mean of scores in cycle 1 is 56.25 from 100 and cycle 2 is 87.5 from 100. Moreover, the students also learn character value by this game, they learnt to give appreciation for their friends whether they were succeed or failed. This game helped students to learn happily and fun. It can be proven by the observation sheet. The result and discussion of this study revealed that the implementation of whispering team game enhances students' listening skill. The conclusion of this study revealed that the implementation of whispering team game enhances students' listening skill.

Keywords: *Whispering Team, Students' Listening Skill*

INTRODUCTION

Every teacher in a school certainly faces different challenges to produce a successful learning process. This is certainly not easy because the character of each student also determines what learning methods or techniques are appropriate to apply. Klasaman2, is an elementary school located in Sorong City, West Papua Province. Any number of student characteristics could also influence the effectiveness of a given learning technique (John Dunlosky *et al*, 2013). 80% of the students in the school, especially Grade 6, are students from the Eastern part of Indonesia, where these children are more likely to like to learn by moving.

The failure of the learning process is the inaccurate implementation of techniques with needs. Traditionally, the learning techniques used are lectures by asking students to record what the teacher

wrote on the board. Learning techniques are a plan for ways to utilize and use existing potentials and means to improve effectiveness and efficiency (teaching). In other words, learning techniques are a plan for how to carry out identified learning tasks (analysis results) so that the task can provide optimal learning outcomes (Slameto, 1991).

It is probably more likely that most instructors do not solely teach in this passive fashion but also have engaging or interactive classroom moments or situations (Jana Hackathorna, *et al*, 2011). Perhaps this is because many recent studies (e.g. Bonwell & Eison, 1991; Michel, *et al*., 2009) suggest that the passive method may not be the most effective way for students to learn. Teacher awareness is important in determining the direction and learning process to run well. The teacher has a very vital and fundamental role in guiding,

directing, and educating students in the learning process (Davies and Ellison, 1992). English teachers face a lot of challenges towards teaching foreign language to the students especially the students at Elementary School. Thus, the teacher should be creative to build students' interest in learning English.

There are several opinions said that students should not learn foreign language in elementary school, but several people are disagree. A study conducted by Johnson and Newport, 1991 (Santrock, 2007: 313) shows that immigrants from China and Korea who started living in America for up to 7 years were better than parents or adults. This opinion is in line with what was conveyed by Ur that foreign language learning in schools should start as early as possible, more easily attract the attention and interest of children than adults as revealed by Ur (1996: 296). According to Suyanto (2008: 14), English Young Learner (EYL) are young learners who learn English. They can be classified as schoolchildren from kindergartens and elementary schools who get English language lessons at their school.

Teaching and improving listening skills have also been limited to the use of songs. Elementary school children also need to study in groups, so they can help each other. In reality in accordance with the observations made, teachers in schools teach English in Indonesian so that most students do not get the experience of listening to English directly. Then, after studying at school, the students go home without getting English experience too. This is because English is a foreign

language in Indonesia, not a second language. Furthermore, Hakim and Dian (2015: 30) argued that it would be very important for a teacher who taught early childhood to be able to provide English material and topics based on the conditions and needs of students because sometimes when foreign students learn English, they still feel confused about what they have to do.

The first thing that became a big challenge for researchers to accommodate the needs of students to learn and experience the language process directly was not only based on books. The second thing is to determine and implement a learning listening technique that matches the character of students in Kelasman 2 Elementary School, Sorong City, West Papua Province.

METHOD

This study uses the Classroom Action Research (CAR) method. According to Arikunto (2006: 3), explaining classroom action research is a study of learning activities, an action that is deliberately raised and occurs in the classroom together. More concisely the procedure for implementing classroom action research includes: 1) Planning; 2) Actions; 3) Observation; 4) Reflection.

Action research has been described as an informal, qualitative, formative, subjective, interpretive, reflective and experiential model of inquiry in which all individuals involved in the study are knowing and contributing participants (Hopkins, 1993).

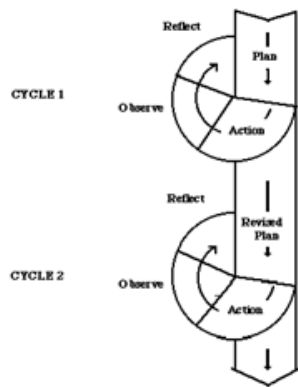


Figure 1. Action Research Protocol after Kemmis (cited in Hopkins, 1985)

This action research was carried out in class VI of Klasaman 2 Elementary School 2018/2019 Academic Year as many as 50 students divided into two classes namely VIA and VI B. The researcher was the key instrument in this study, which took data and analyzed it. In this class action research the object to be examined is students' listening ability. One way to complete this research is by using data collection techniques, this is intended to obtain complete data that can later support the success of the research. Data collection techniques in this study used tests, and observation sheets. The analysis technique used is comparing the results of the initial and final tests of students after the treatment given. Then reduce the data collected through observation and draw conclusions. To carried out the result of the test, the researcher took the result of the students worked in line (honesty), and the important one the last sentence mention by the last people in line.

Data reduction includes selecting data through summary, brief description and management of data into a more directed pattern. Presenting data is done to organize data from data reduction. Withdrawal of conclusions means giving meaning to the data obtained by triangulation, namely the process of

ensuring something from various points of view, its function is to increase the sharpness of the observations through various ways in data collection. Data analysis was carried out since data was obtained from observations by researchers.

RESULT AND DISCUSSION

Cycle 1

The learning process in cycle I was carried out on September 15, 2018 until October 20, 2018. Learning was carried out in 6 meetings, with material in the form of time, namely simple present tense and present continuous tense. The time needed for this cycle is 6 meetings, each 2 x 35 minute meeting held on Saturday. At this stage the researchers carry out learning to students by implementing the whispering team technique. The researcher also observes the development of students while accepting lessons and executing techniques.

In cycle 1 it was found that students enjoyed the learning process with the whispering team technique. But it still has not shown significant progress. After reflection, the researchers realized that the division of the team was not evenly distributed because in cycle 1, researchers divided the team randomly. There are 4 teams in each class consisting of 6 members per team. On 4 tests after treatment, the team that succeeds in all exercises is team B while the other teams can only complete the short clue.

1. *Exercise 1:*
Simple Present Tense
 - a. I am a teacher
 - b. My father is a teacher
2. *Exercise 2:*
Present Continuous
 - a. I am eating
 - b. I am eating now
3. *Exercise 3:*

Simple Present Tense

- a. We study English
- b. We study English everyday

4. *Exercise 2:*

Present Continuous

- a. We are studying English
- b. We are studying English now

Table 1. The Result of Cycle 1

Grou P	Exercises				Total
	1	2	3	4	
A	succee <i>d</i> 25	succee <i>d</i> 25	failed <i>0</i>	failed <i>0</i>	50
B	succee <i>d</i> 25	succee <i>d</i> 25	succee <i>d</i> 25	succee <i>d</i> 25	100
C	succee <i>d</i> 25	succee <i>d</i> 25	failed <i>0</i>	failed <i>0</i>	50
D	succee <i>d</i> 25	failed <i>0</i>	failed <i>0</i>	failed <i>0</i>	25
Total Score For All Teams					225 (35 %)
Mean Of Scores					56.25

Cycle 2

The learning process in cycle 2 was carried out on October 13th, 2018 until November 3rd, 2018. The learning also carried out in 6 meetings in 2 classes, with the same material about sentences especially used simple present tense and present continuous tense. The time needed for this cycle is 6 meetings, each 2 x 35 minute meeting held on Saturday. After first cycle, the researcher reflected and finally decide to add one thing according to succeed of this treatment. At the end of the line of whispering team, the researcher put several pictures which one of them is the correct picture according to the sentence. The student who wanted to answer should take the picture and mention the sentence.

After explaining to students about the rules, the researcher divided the students into groups where the researcher with consideration put the students in

mixed group, 2 students with the last score in cycle 1 of 80-100, 2 students with the last score in cycle 2 of 60-79, and 2 students with the last score in cycle 1 of 50-59. This group arranged to help students all involved and helped each other around the exercises.

The teacher made 4exercises, where 4 groups (all students) in class VI A can finish the sentences after the last lines. The same treatment was held in class VI B, but only 3 groups (19 students) who succeed. The other 6 students in group C was failed in exercises 3 and 4, because they were not 100% put attention while the learning process happened. The sentences gave by the teacher are as follows:

1. *Exercise 1:*

Simple Present Tense

- c. I go to school
- d. I go to school on foot everyday

2. *Exercise 2:*

Present Continuous

- c. I am studying English
- d. I am studying English with my friends now

3. *Exercise 3:*

Simple Present Tense

- c. We usually speak in English
- d. We always speak in English each other

4. *Exercise 2:*

Present Continuous

- c. They are speaking in English
- d. They are speaking in front of the class

Table 2. The Result of Cycle 2

Grou P	Exercises				Total
	1	2	3	4	
A	succee <i>d</i> 25	succee <i>d</i> 25	succee <i>d</i> 25	succee <i>d</i> 25	100
B	succee <i>d</i> 25	succee <i>d</i> 25	succee <i>d</i> 25	succee <i>d</i> 25	100

C	<i>succee</i> <i>d</i> 25	<i>succee</i> <i>d</i> 25	<i>failed</i> <i>0</i> 0	<i>failed</i> <i>0</i> 0	50
D	<i>succee</i> <i>d</i> 25	<i>succee</i> <i>d</i> 25	<i>succee</i> <i>d</i> 25	<i>succee</i> <i>d</i> 25	100
Total Score For All Teams					350 (61 %)
Mean Of Scores					87.5

This exercises held and repeated continuously, sometimes the researcher also changed the sentences and added some if the students asked for more. The students were happy and joy along the learning process. The students also advised to give in applause to the other friends when they are succeed or even wrong. The appreciation in important to help students motivated in learning English. and conducted in 6 meetings of the class. At this stage the researchers carry out learning to students by implementing the whispering team technique. The researcher also observes the development of students while accepting lessons and executing techniques.

In cycle 1 it was found that students enjoyed the learning process with the whispering team technique. But it still has not shown significant progress. After reflection, the researchers realized that the division of the team was not evenly distributed because in cycle 1, researchers divided the team randomly. There are 5 teams in each class consisting of 5 members per team. On 3 tests after treatment, the team that succeeds is team B while the other team can only complete the short clue.

Discussion

Based on the diagram below known that there is a big change between the first and second cycle. 61% students succeed to execute the exercises in second cycle.

Meanwhile, the students need more thing to help the students for example picture.

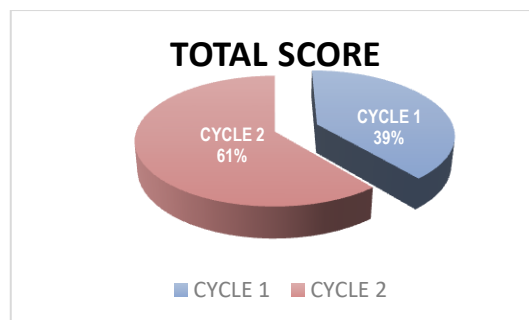


Figure 2. The Result in Diagram

Tabel 3. The Observation Sheet

No.	Statement	Observation Result	
		Yes	No
1.	The students are happy	✓	
2.	The students can work together with the other students	✓	
3.	The students were silent when listen the explanation	✓	

The picture helped the students to remind the sentences they heard from the latest whispering person. The mean of scores in cycle 1 is 56.25 from 100 and cycle 2 is 87.5 from 100. Moreover, the students also learn character value by this game, they learnt to give appreciation for their friends whether they were succeed or failed. This game helped students to learn happily and fun. It can be proven by the observation sheet.

CONCLUSION

The result and discussion of this study revealed that the implementation of whispering team game enhances students' listening skill. It seemed to be effective, as shown by the results' differences of cycle 1 and cycle 2. This game will greatly help students to learn English. Moreover, the observation sheet shown to be clear that 44 students agreed that this game is so much

fun. This game also enhance students' interest to learn English. The teacher can help students to love English which it is always being one terrified things in school.

ACKNOWLEDGEMENT

Foremost, I would like to express my sincere gratitude to my partner Ms. Melda Agnes Manuhutu who contributed a lot in analyzing the data and through finishing checker of this paper. Besides my partner, I would like to thank the board of this paper who let me submit this paper. May this article be invaluable knowledge for all the readers.

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