

CHINESE WHISPER GAME AS ONE ALTERNATIVE TECHNIQUE TO TEACH SPEAKING

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Abstract. When doing teaching, the teacher sometime uses games in delivering the material in order to make it fun. Wright *et al* said that games also help the teacher to create contexts in which the language is useful and meaningful. Whisper game, also known as ‘the broken telephone’, is a game that whisper or pass the message from person to person in a group, and the last person will announce the message that he/she got and compare it with the first person to see the similarity. The interested one of these games is sometimes the message will change to another message or information. In this research the writers used experimental method by using quasi experimental pre-test-post-test group design. The pre-test was given before the treatment at the eighth grade of one Junior High School in South Lampung. At the end of the treatment, the writers gave the students a test, which was called post-test. Towards the end, the score of pre-test and post-test compared in order to find the answer for the research questions.

After giving the post-test, then the writers analyzed the data. From the data analysis, it was found that the result of independent sample T-test was 2.99. This result then was consulted to the score of T_{critical} , in this case $T_{\text{critical } 0.05}$ was 2. The hypothesis proposal was that H_0 is accepted, if the score of $T_{\text{observe}} > T_{\text{critical}}$. From analysis the score of T_{observe} was higher than T_{critical} (0.05), so H_0 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.

Key words: *Chinese Whisper Game, Experimental Design, Speaking Ability*

A. INTRODUCTION

As a global language, English plays an important role in the world. Although English is not a language with the largest number of native speaker, English has become the bridge between two or more parties with different languages to communicate one another. It is also stated by Harmer (2007) that English has become a lingua franca that is widely adopted for communication between two speakers whose native language are different from each other. This condition makes English becomes important to be mastered. The speaking skill could be seen as the

leading skill during the English learning process. During the learning process, learners need to communicate with others in order to express their ideas and their feelings.

Thornbury (2005) stated that speaking is so much a part of daily life that people take it for granted. Thus, speaking is important to be learnt as early as possible especially in junior high schools. It means speaking is the leading in the learning process and a part of daily life. Teaching speaking from junior high school is important. It makes foreign language learners have ability to speak and communicate using English in early age.

One way to improve students' speaking ability is to make students more active and confident. Wright *et.al* (1994) said that language is hard work. One must make an effort to understand, to repeat accurately, to adapt and to use newly understood language in conversation and in written composition. Effort is required at every moment and must be maintained over a long period of time. Games help and encourage many learners to sustain their interest and work. It means that the learners should be more active and have a lot practice to improve their skill. Therefore, the teachers could create a more exciting learning environment by introducing games.

Nugraheni (2015) said that Chinese whispers game train students' basic language skills; those are listening, speaking, reading, and writing skills, including the internalization of English language components such as grammar, vocabulary, spelling, and pronunciation which were considered as essential components for

developing their language skills. In addition, Zulianti (2013) also states that the objective of using this game during teaching and learning is to improve the students' participation in English lesson, especially in speaking. It means that Chinese whisper game can be used by the teacher in listening, reading, speaking and writing learning process, especially in teaching speaking.

Masland in 2012 says that Chinese Whisper game also known as 'the broken telephone'. In addition, Chatbum (2013) states there is an interesting game called 'telephone' or 'whispers,' in which a message is passed on, in a whisper, down a line of people, and the last person speaks the message out loud. This game has many named in this world, such as "Telephone Game", "Whisper Game", and "Broken Telephone".

Based on the definitions above, we can conclude that Chinese whisper is a game that whisper or pass the message from person to person in a group, and the last person will announce the message that he/she got and compare it with the first person to see the similarity. The interested one of these games is sometimes the message will change to another message or information.

Procedures of using Chinese Whisper Game

Here are two procedures of using Chinese Whisper Game in teaching speaking. The first is from Venech (2012). He proposed the steps, such as:

1. Have a leader of a group of 10 students.
2. The leader whispers a sentence to a group member. Who in turn whispers it to another group member, and so on.
3. The final person says it aloud to the group.
4. The group compares the last person and the first person and the written text.

Whereas according to Marsland (2012) there is a variation in this game that we can use. At the end of the exercise can be a visual grammar correction exercise. This would produce a grammatically correct, if not identical, version of original text.

According to the procedures above, we know that the original one only provides one section for all the groups. At the eighth grade, there are thirty until thirty five members in one class. It may cause class become uncontrollable and the teacher will be difficult to manage the class. So, the writers modify the procedures of using Chinese whisper in teaching and learning speaking in the classroom. The steps are:

1. The teacher tells the students to make a group which consist of 7- 10 students.
2. The game will be played with two groups. So, the other groups have out of the class until the first section finish.
3. For the two groups in the first section, the teacher tells the students to stand up with their team and choose the leader.
4. Then the teacher will give the leader a sentence of message.
5. The leader reads the sentence for a minute. Then, whispers it to the next player.
6. The next player will do the same to the next player until the last player.

7. Finally, the last player will announce the message together with the other member in a group.
8. The faster group that finish first and the message is true become the winner in this group.
9. Then turn to the next section with the other two groups. The groups will get the same treatment.
10. At the end, the students with the teacher find the meaning and check the grammar structure together.

The Advantages of using Chinese Whisper Game

According to Marsland (2012) the advantages of using Chinese Whisper are:

1. To practice pronunciation.
2. Grammar correction exercise.

It means that chinese whisper not only trains the verbal ability but also trains nonverbal ability.

Meanwhile Nugraheny (2015) mentions the advantages of the Chinese Whisper Game are:

1. Give students a fun learning experience.
2. Trained students' basic language skills; those are listening, speaking, reading, and writing skills, including the internalization of English language components such as grammar, vocabulary, spelling, and pronunciation.

In addition, Wright *et.al* (1994) explains how easily words and meanings can be confused and corrupted. It means this game also has a moral value that we have to always check the truth in every information, because sometimes it is not true or has been changed. It is also stated in Al-qur'an in surah An-Nur: 15.



“When you welcomed it with your tongue, and uttered with your mouths that where of you had no knowledge, you counted it a trifle. In the sight of Allah it is very great.”(Q.S. An-Nur, 15)

Therefore we have to recheck the information that we have gotten before believe and spread it to other people. It is parallel with Chinese whisper game moral value.

Based on the descriptions above, we know that the advantages of using Chinese Whisper game in teaching and learning is making the students fun and enjoy, this game also can develop students' pronunciation, grammar, listening and speaking ability. Moreover, this game also has a moral value for the students about that they should not believe information instantly before search the true one and spread it to another person.

The Disadvantages of using Chinese Whisper Game

Chinese whisper also has disadvantages; they are from Ramadhan (2009):

1. The time sometimes does not enough for the students.
2. Students difficult to pass the length sentence.

From descriptions above, it means all of the problem in chinese whisper is caused by the students. Therefore, the writers try to give the solutions such as the teacher should tell to the students to listen carefully when they are hearing the message. So they will remember it, then the students have to be patient and give the clear message when delivering the message, and the last is the teacher has to give simple sentence to the students, so the time will be effective and enough.

B. RESEARCH METHOD

Research Design

In this research, the writers used experimental design. The experimental design sets up the conditions required for demonstrating cause-and-effect relationships. It means experimental design is a research design that use to find the influence of one variable to another variable. The writers used quasi experimental pre-test-post-test group design to know whether using Chinese whisper can influence students' speaking ability or not. We selected two classes consisting of experimental and control class. The experimental class was treated by using Chinese whisper game whereas the control class was treated by role play. In this research, the students did the pre-test to know their speaking ability before treatment and post-test to know their speaking ability after the treatment using Chinese whisper game. The pre-test and post-test were conducted for control and experimental classes.

Operational Definition of Variable

The operational definition of variable is follow:

1. Independent Variable (X)

Chinese whisper game is game for teaching speaking by asking the students to work in groups and then whisper a message from one person to another person.

2. Dependent variable (Y)

Speaking ability is ability to convey our mind, idea, opinion, or information to communicate and understanding each other.

Research Instrument

In this research, the instrument was an instruction to having monologue for control class and experimental class, about describing people, animal, thing, or etc. The students will choose one topic that has been provided. Based on Cambridge university teaching guideline, students should do oral test in 3 minutes maximally to asses speaking ability.

C. FINDINGS AND DISCUSSION

Findings

The pre-test score of the students' speaking ability in experimental class could be seen in figure 1.

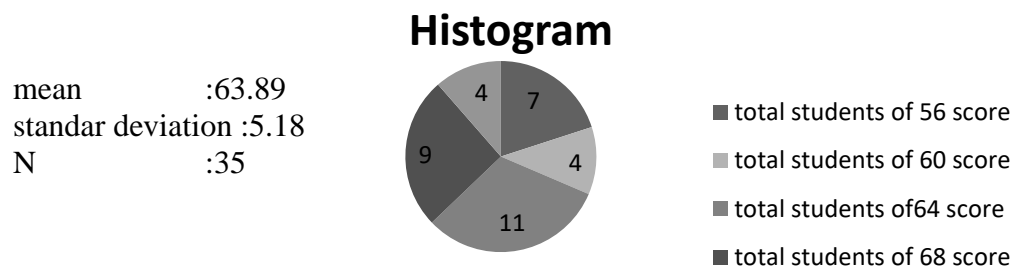


Figure 1
Graph of Pre-Test Result in Experimental Class

Based on figure 1, the total students who got 56 was 7 person, 60 = 4 person, 64 = 11person, 68=9 person, and who got score 72 was 4 person. The mean of pre-test in experimental class was 63.89, standard deviation was 5.18, N was 35, median was 64.5, variance was 26.81, minimum score was 56, and maximum score was 72. It showed students' speaking ability before the treatments.

After that the writers conducted post-test in order to see students' speaking ability after the treatments. The post-test was administered on 10th October 2017. The post-test score of students' speaking ability in experimental class could be seen in figure 2.

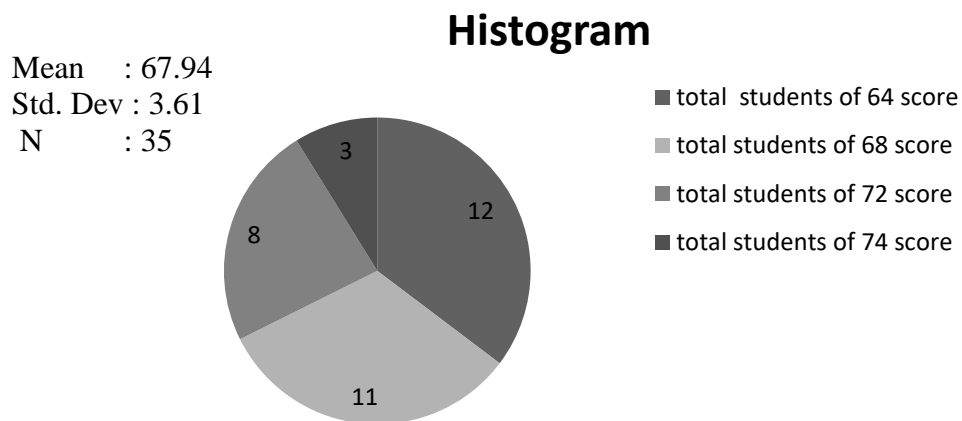


Figure 2
Graph of Post-Test Result in Experimental Class

Based on figure 2, the mean of post test in experimental class was 67.94, standard deviation was 3. 61, N was 35, median was 68, variance was 13.97, minimum score

was 64, and maximum score was 74. It showed students' speaking ability after they got the treatments. It can be seen in appendix 8.

Based on explanations above, we can see an improvement score after treatment. From the mean of both data, for the pre-test, it was 63.89. Meanwhile, the mean of post-test was 67.94. The mean of pre-test score < the mean of post-test score, it means there is an improvement.

From previous explanations, we treated the experimental class using Chinese Whisper game and role play for control class. Based on the result before, there was improvement in both classes. But, the experimental class showed more improvement than in the control class. It can be proved by differentiating of mean score. In the experimental class, the score difference was 4.05. Meanwhile, the score difference in control class was just 2.01. The score difference of experimental class was higher than the score difference of control class. Therefore, the treatments using Chinese Whisper Game were more improve students' speaking ability than using role play.

Discussion

The students were taught by using Chinese whisper game in the experimental class and role play technique in the control class. The material was three topics of describing about people for the first and second meeting, describing about animal for the third and fourth meeting, and describing about thing for the fifth and sixth meeting. Before doing Chinese Whisper Game, the writers explained the students

what Chinese whisper game was and its procedures. The writers did the pre-test on 12th September 2017 and got the data. In fact, the student's speaking score were still low. Furthermore, they gave the treatments. It was conducted from 19th September 2017 to 5th October 2017. According to the teacher, all activities could run well. All students were paying attention to the teacher while presenting the lesson. The students were not worried and nervous anymore and they participated in the class well. The treatments were interesting for the students. Although at the first meeting the students still felt shy and confused when they were trying to speak. But then, the students seemed more enthusiasts and motivated in learning process especially in speaking. The last of the research, post test was given to measure the improvement of speaking ability in both classes after treatments done. Based on the analysis of the data and testing hypothesis, the result of the calculation found that null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted. From the analysis above, the writers knew that the students who were taught using Chinese whisper Game got better score.

Based on the result of research, it was showed that Chinese Whisper Game influences students' speaking ability. It can be seen that the result of students' post-test in the experimental class was higher than in the control class. Besides that, Chinese Whisper Game could improve each aspect of students' speaking ability including grammar, vocabulary, comprehension, fluency, and pronunciation.

Ur states that the important things in teaching speaking are make the students motivate, active, and engage in learning. And game gives all that things. Boyle and Wright said that game makes the teaching and learning activity become enjoyable

and fun. Game also can encourage students' motivations and creativities. Game increases the students' interest in learning process. And Chinese Whisper Game is one of good techniques in motivating students in learning English, especially in speaking. It had been supported by Zulianti who says this game can improve students' participation in English lesson especially in speaking. It also stated by Nugraheni who says that Chinese Whispers Game trained students' basic language skills; those are listening, speaking, reading, and writing skills, including the internalization of English language components such as grammar, vocabulary, spelling, and pronunciation which were considered as essential components for developing their language skills.

Based on the descriptions above, it can be concluded that Chinese Whisper Game is appropriate game in teaching speaking. It can increase students' motivation in learning activities, makes students feel engage in the class, and also can increase students' speaking skill.

D. CONCLUSION AND SUGGESTION

Conclusion

After conducting the research and analyzing the data, the writers drew conclusion as follows: there was a significant influence of Chinese whisper game towards students' speaking ability. Since the result of the data calculation in previous chapter where null hypothesis (H_0) was rejected, and alternative hypothesis (H_a) was accepted, it means that our assumption was true. Chinese whisper game could give an influence towards students' speaking ability. It was supported by the scores achieved by the students in which they got higher scores after the writers gave the

treatments (Chinese Whisper Game) as a technique in teaching speaking. It can be proved from the hypothetical, where alternative hypothesis was accepted and null hypothesis was rejected.

Suggestion

Based on the conclusion above, the writers would give some suggestions as follow:

1. Suggestion to the teacher

- a. In this research, we found out that Chinese Whisper Game can be used to develop and motivate the students in speaking. English teacher could help students increase their speaking ability in describing something by using other effective techniques. It can be done among others by providing certain based on the techniques. It means that the students can increase their speaking ability appropriately.
- b. The English teacher should provide interesting activities and materials, in order to prevent the students from being bored and encourage the students' attention in learning English. Especially in speaking.

2. Suggestion for the students

The students should study hard and more practice in speaking English to improve their confident, so they can improve their speaking ability. They also should be active and creative in learning activity, it would be better if the students arrange and plan the strategy in learning process.

3. Suggestion to the further research

In this research, we focused on the influence of Chinese Whisper Game towards students' speaking ability in describing something. Therefore, it is suggested

for the next researcher to investigate the influence of other techniques toward other English skill such as listening skill, reading skill, or writing skill.

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