

The Implementation Of Chinese Whisper Game For Teaching Speaking To Elementary School Students

Juliana Ting Pit Lee¹, Sulistyani², Khoiriyah³, Agung Wicaksono⁴

¹²³⁴English Education Department/University of Nusantara PGRI Kediri

¹julianatpl.03@gmail.com

²sulistyani@unpkediri.ac.id

³Khoiriyah@unpkediri.ac.id

⁴agungwicaksono@unpkediri.ac.id

ABSTRACT

Speaking is the basic ability in learning a new language that elementary school students have to learn. In fact, the characteristics of elementary school students are still playful, easily bored and have short memory. In addition, many teachers still teach by conventional media so that students are easily bored and less interested in actively participating in learning. For this reason, the researcher proposes to apply joyful learning using Chinese whisper game to teach speaking. The purpose of this research is to update the learning media to be suitable for teaching English speaking to elementary school students. The contribution of this research is to provide references to teachers in updating or developing previous English learning media. This study used an observational research method with a qualitative approach. This research involves the process of teaching speaking using Chinese whisper game to MI Mambahul Ulum 5th grade students with a total of 24 students. The data were obtained from observation, interview and documentation. This study concludes based on observation that Chinese whisper game is an effective media in teaching speaking to elementary school students. By using Chinese whisper games, students can more easily remember vocabulary, pronunciation, and the meaning of a word. And students are more enthusiastic in participating in learning and the classroom atmosphere is more fun. Based on the results of student interviews, almost all (80%) students felt helped in learning speaking by using Chinese whisper games.

KEYWORDS: *Speaking, Young Learners, Chinese Whisper Game*

1.0 INTRODUCTION

Since English is a worldwide language and offers benefits to those who speak it well, it is becoming more and more in demand. Thus, learning English at a young age is preferable. (Mwalongo, 2016) asserts that as young students are highly productive at their age, English language instruction should begin early. In second language learning young learners will learn foreign languages better than older learners in the final achievement, giving young learners early foreign language learning will help them learn the language well.

Providing speaking activities is very necessary for students at MI Mambaul Ulum Dahu. The reason is that the most important thing in learning a language is that students can speak the language. Many language learners recognize speaking skills as a measure of knowledge of a language



(Hamidova & Ganiyeva, 2020). In addition, they are young learners who must be given the basics of speaking, so that they have the background knowledge of speaking to the next level.

Teachers must consider the characteristics of elementary school students that elementary school students still like to play, are easily bored and have short memories. Therefore, teaching and learning English in elementary school should be fun. However, there are still many teachers who teach with conventional methods so that students are easily bored and less interested in actively

participating in learning. According to (Douglas, 2001) when conducting learning techniques such as playing games, puzzle groups, or discussing solutions to environmental crises, make sure that the techniques designed can help students understand and use the foundations of language. For this reason, the researcher proposes to apply joyful learning in the form of games, using Chinese whisper games as one way to teach English, especially in learning speaking in elementary schools.

There are several previous studies related to the use of games for English language learning. (Yuliani & Id, 2017) in her article entitles “Teaching English Vocabulary by Using Guessing Game to The Fifth Grade Students 117 Palembang” explains how to find out whether or not teaching English vocabulary is effective by using guessing games on grade V students of elementary school 117 Palembang. Using the quasi-experimental method, the results of her study showed that there was a significant difference in vocabulary mastery between students who were taught and students who were not taught using guessing games as the teaching techniques. It means that teaching vocabulary by using guessing games is effective for fifth grade students of elementary school 117 Palembang. (Ratminingsih, 2018) in her study entitles “Implementation of Board Games and Their Effect on English Language Learning Outcomes” investigates the effect of board games on students' English learning outcomes. Using a quasi-experiment, the results of her study prove that board games have an effect on improving students' English learning outcomes. (Yu & Tsuei, 2023) investigated “The effects of digital game-based learning on children's Chinese language learning, attention and self-efficacy. They explained the effect of digital game-based learning (DGBL) on Chinese language learning, self-efficacy, and attention of elementary school students that it supported the effectiveness of improving students' Chinese learning. From previous studies, many researchers used quasi-experiments as a research method and also used different games, such as digital games, board games, guessing games for learning. The years of research are also different, namely 2017, 2018, and 2023.

Therefore, this current research updated it by using the Chinese whisper game and using a research method that is observational with a qualitative approach. The purpose of this study is to update learning media to make it suitable for teaching English speculation to elementary school students. The contribution of this study is to provide references to teachers in updating or developing previous English learning media.

2.0 METHODOLOGY

This study focused on describing the implementation of Chinese whisper game in teaching speaking. The data were obtained from questionnaires, observation, and documentation. The method applied in this research is descriptive qualitative method. Through this method the author analyzes and describes the implementation of Chinese whisper game which is used to teach speaking to elementary school students of MI Mambaul Ulum Dahu consisting of 24 students. In this study the researcher as the author and key instrument, the author not only writes the research, but also collects data, analyzes and checks the validity of the data. Instrument and procedure of collecting the data used by the triangulation author are observation, questionnaire, documentation. In the observation, an observation sheet or observation checklist was used to collect data on what processes were carried out in the PMB in the speaking class using the Chinese whisper game. Questionnaires were given to students to get information about whether Chinese whisper game can facilitate their speaking learning. Documents collected by the researcher are learning tools; teaching module, hand out, student worksheet, and list of target language used by the teacher. The data were analyzed qualitatively through data reduction, data display and conclusion drawing. With data reduction techniques, researchers summarize the data obtained during observation, questionnaires, documentation to select and focus on important parts that are useful for research. In data display, the data has been reduced presented in narrative form supported by documents in the form of learning devices. Conclusion drawing was made, namely the presentation of data from the observation results will be tested for truth, data robustness and compatibility of the data that has been presented.

3.0 FINDING AND DISCUSSION

3.1 Finding

The teacher has implemented the Chinese whisper game for speaking learning at MI Mambaul Ulum Dahu. The lesson started with greeting and continued with taking attendance of the students. The steps of the Chinese whisper game are first the teacher tells the students about the rules in playing the Chinese whisper game, so that students understand and can run the game correctly and according to the rules. Then the teacher writes some words about diseases on the board and tells the pronunciation and meaning of the written words to facilitate and know the meaning and pronunciation of the written words. After that, the teacher formed 3 groups consisting of 7 to 8 students in the class, at that time the students were very enthusiastic about the game and the class became run lively. The next step is for the students to line up with each group, the competitive spirit of the students in this game is increased. Next, the first student in each group goes to the front of the teacher to come for the word that will be played. Next, the first student returns to the line and whispers the word to the next friend until the last student, in this step students can be seen enjoying and being more enthusiastic in the learning process. The last student comes forward to share the word they have gotten after whispering. And the teacher gives feed back to students and tells the correct pronunciation and



meaning so that students are not wrong in pronunciation. And the game can be continued and alternate players. Before closing the lesson, the teacher gives an evaluation to the students to see if the students can pronounce and know the meaning of the words about diseases correctly. After the evaluation, it can be seen that implementing Chinese whisper game in speaking learning is a suitable method for elementary school students.

3.2 Discussion

The teacher has implemented the Chinese whisper game for speaking learning at MI Mambaul Ulum Dahu. The steps of the Chinese whisper game are first the teacher tells the students about the rules in playing the Chinese whisper game. Then the teacher writes some words about diseases on the board and tells the pronunciation and meaning of the written words. After that, the teacher formed 3 groups consisting of 7 to 8 students in the class. The next step is for the students to line up with each group. Next, the first student in each group goes to the front of the teacher to come for the word that will be played. Next, the first student returns to the line and whispers the word to the next friend until the last student. The last student comes forward to share the word they have gotten after whispering. And the teacher gives feedback to students and tells the correct pronunciation and meaning so that students are not wrong in pronunciation. And the game can be continued and alternate players. Before closing the lesson, the teacher gives an evaluation to the students.

(Suryadi, 2022) in his research entitled “The Impact of Chinese Whisper Game and Vocabulary Mastery on Students' Speaking”. explains how Chinese Whisper Game and vocabulary practice affect students' ability to communicate in English. The result of the study was that playing the Chinese whisper game media helped students learn a new language and improve their speaking skills.

(Al Muammamah & Zuhriyah, 2024) in a study entitled “The Effectiveness of Whispering Games to Teach Speaking”. Explained the effectiveness of Whispering Games to teach speaking in class XI IPA. The results of his study prove that the use of Whispering Games is effective in teaching speaking.

(Utami et al., 2018) in her research entitled “Chinese Whisper Game as One Alternative Technique to Teach Speaking” explains how the effect of using Chinese Whisper Game as one of the techniques to teach speaking. The results of his study prove that Chinese Whisper Game can improve students' speaking ability. Therefore, there is a significant effect of using Chinese Whisper Game on students' speaking ability.

This study supports previous studies that Chinese whisper game is recommended in facilitating and helping to teach speaking to students well. The disadvantage of this study is that researchers only apply this media to elementary school students, from previous research it can be applied to junior high school students and even high school students. For future researchers to help students become more proficient speakers, the researcher suggests conducting more research on Chinese whisper

games and other media. Students learning English should be able to understand speaking, listening, writing, and reading. Therefore, future researchers should continue to look for English learning materials can adjust to the skills that are focused on.

4.0 CONCLUSION

In conclusion the use of Chinese Whisper Game can facilitate and help the teaching of speaking for elementary school students at MI Mambahul Ulum Dahu Kediri. When Chinese Whisper Game is applied to students, students can be more motivated in following speaking lessons and participate well. This can be seen during the learning process and from student responses. By using this media, the classroom situation can run lively, fun, active and not monotonous.

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