
JOURNAL

***THE EFFECTIVENESS OF CHINESE WHISPER
TO THE EIGHTH GRADE STUDENTS' LISTENING
ABILITY AT MTS YPSM BARAN MAESAN MOJO KEDIRI
IN THE ACADEMIC YEAR 2015-2016***



By:

FAISOL AS'ARI

NPM : 11.1.01.08.0073

The Advisors,

Advisors I. Drs. AGUNG WICAKSONO, M.Pd.

Advisors II. SUHARTONO, M.Pd

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI
2017**

SURAT PERNYATAAN

ARTIKEL SKRIPSI TAHUN 2017

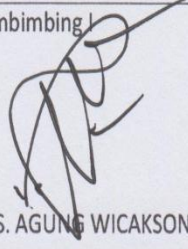
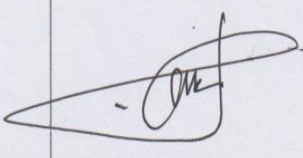
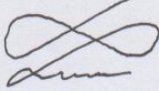
Yang bertanda tangan di bawah ini:

Nama Lengkap : Faisol As'ari
NPM : 11.1.01.08.0073
Telepon/HP : 085746017406
Alamat Surel (Email) : faisashari88@gmail.com
Judul Artikel : The Effectiveness of Chinese Whisper to the eighth grade students' listening ability at Mts YPSM baran maesan Mojo Kediri in the academic year 2015-2016.
Fakultas – Program Studi : FKIP/Bahasa Inggris
Nama Perguruan Tinggi : UNIVERSITAS NUSANTARA PGRI KEDIRI
Alamat Perguruan Tinggi : JL. K.H. Achmad Dahlan No. 76

Dengan ini menyatakan bahwa :

- artikel yang saya tulis merupakan karya saya pribadi (bersama tim penulis) dan bebas plagiarisme;
- artikel telah diteliti dan disetujui untuk diterbitkan oleh Dosen Pembimbing I dan II.

Demikian surat pernyataan ini saya buat dengan sesungguhnya. Apabila di kemudian hari ditemukan ketidaksesuaian data dengan pernyataan ini dan atau ada tuntutan dari pihak lain, saya bersedia bertanggungjawab dan diproses sesuai dengan ketentuan yang berlaku.

| Mengetahui | | Kediri, 27-01-2017 |
|---|---|--|
| Pembimbing I  DRS. AGUNG WICAKSONO, M.PD NIP. / NIDN 0711076802 | Pembimbing II  SUHARTONO, M.PD NIP / NIDN 0714026901 | Penulis,  Faisol As'ari NPM: 11.1.01.08.0073 |



THE EFFECTIVENESS OF CHINESE WHISPER TO THE EIGHTH GRADE STUDENTS' LISTENING ABILITY AT MTS YPSM BARAN MAESAN MOJO KEDIRI IN THE ACADEMIC YEAR 2015-2016

Faisol As'ari
11.1.01.08.0073
English Education Department
Faculty of Teacher Training and Education

Drs. Agung Wicaksono, M.Pd and Suhartono, M.Pd
UNIVERSITAS NUSANTARA PGRI KEDIRI

ABSTRACT

FAISOL AS'ARI, The Effectiveness Of Chinese Whisper to The Eighth Grade Students' Listening Ability at MTS YPSM Baran Maesan Mojo Kediri In The Academic Year 2015-2016, , Skripsi , English Department, Teacher Training and Education Faculty, University of Nusantara PGRI Kediri, 2017.

The students should comprehend the listening for certain purpose, however it needs a practical and suitable strategy. Many students often face some difficulties in learning English especially in listening. The problem are about difficulty in understanding the spoken text When they listen the unknown vocabulary, lost the word meaning automatically, lack in pronunciation. In the other to settle this problem of research are there any effective of chinese whisper game in listening and how is the students' response when chinese whisper is applied in teaching listening. The purpose of research are find out effective chinese whisper game in listening and to describe the students' response when chinese whisper game is applied in teaching listening to eighth grade students in MTS YPSM Baran Maesan Mojo Kediri.

This research used quantitative research with subject is eighth grade students class of MTS YPSM Baran Maesan Mojo Kediri. It consist of 26 students. The research conducted on march 2016 until june 2016. Technique of this research is experimental research. This research conducted pre-and post test. The result of this research is students' listening ability had improved after they got the treatment using chinese whisper. It shown by the differences between pre-test score and post-test score. In the pre-test, the lowest score exits 55 while in post-test, the lowest score exist 60. There is also an improvement in highest score frequently. Therefore, according to the deferential frequency of pre-test and post-test above , the researcher concludes that there are two research result . They are the students' listening ability is increasing and chinese whisper give very significant effective to teachig listening

Key word : listening, listening ability, Effective , chinese whisper

I. BACKGROUND OF THE RESEARCH

There are four language skills in English, they are listening, speaking, reading



and writing. Listening as part of language acquisition is an essential skill that develops someone's language achievement. Etman (2009:1) says "Listening is the basis for the development of all other skills and the main channel through which the students make initial contact with the target language and its culture". From the statement above, it is clear that listening is an essential skill or foundation of other skills. It develops other skills such as speaking, reading, and writing in learning a new language. This is because one receives input through listening to instructions or explanations prior to responding orally or written.

By listen, someone catch the information before they respond through verbal and non-verbal. Listening is the best way to retain information longer than through reading.

Although listening can be called as a passive activity, but contrarily, it is an

"active process" because the listeners must recognize the differences among sounds, understand the vocabularies and grammatical structures, get the meaning of language input and other prosodic proof from the text, and they must save the information. Gathered in their mind long enough to interpret the context in the which the communication take place. It is properly with Holden (2004) state in Hesabi that listening activity is a complicated and difficult to understand extremely a lot that requires mental exertion. The complexity of the stages in listening and limited vocabulary of the students cause students' difficulty to grasp the full information of what they heard.

In order to get successful in listening, the problems in listening have to be identified well so it can be solved using the appropriate technique that suitable with the problem itself. Actually the problems come from both of the teacher



and the students. The problem from the teacher usually because the teacher using unsuitable teaching technique and media, most of them using tape recorder as the media to teach listening in the class, it's make the students feel bored and very difficult to get the information or the meaning from the speaker said. Another problem that is caused by teacher, teacher uses long explanation of the material. Students have no chance to practice listening, then, this situation makes students bored easily.

Listening problems that is seen by students' point of view are less vocabulary, unknown meaning, lost spoken idea, and learning bored situation. When the teacher explained and gave example by using tape recorder, students felt bored because they were difficult to understanding what the speaker said.

The problems is also found in school, including in MTS YPSM Baran Maesan Mojo Kediri. And dealing with the problem of listening above, the

teachers can use suitable media in teaching learning process. In listening ability, there have been many media used by English teacher to help the students understand about listening easily. From so many media which have been developed the writer believe that game is a suitable media for teaching listening.

Chinese whispers is one person whispers something to the person next to them. The receiver then whispers what the first person said to a third person. This third person whispers the message to a fourth person, and the message is passed on in this way until all the players have heard the message. The object is to see how much the message will change along the way. 'Chinese Whispers' from Tom Cho *Look Who's Morphing* (Giramondo 2009)

Based on the definition of Chinese Whisper above, it is clear that Chinese Whisper as one of media to assist the students in listening when the learner hear message with very fast, recognize the function of stress and intonation, ability to



recognize the stress patterns of words, ability to recognize the rhythmic structure of English. Chinese Whisper an appropriate media to improve listening ability in the classroom. The learners will use the media easily to understand when the speaker speaks very fast, interest in study. Furthermore they will enjoy the listening process.

In short, the writer assumes that Chinese Whisper is a good media in stimulating the students' listening ability. Therefore, the writer wants to know **"THE EFFECTIVENESS OF CHINESE WHISPER TO THE EIGHTH GRADE STUDENTS' LISTENING ABILITY AT MTS YPSM BARAN MAESAN MOJO KEDIRI IN THE ACADEMIC YEAR 2015-2016"**

II. RESEARCH METHODE

In every research there must be an object observed which is called variable. Briefly, this research has two variables; independent variables and dependent variables where dependent variable is Chinese Whisper which is something that

will be object of the research in getting the data and independent variable is eighth grade students' listening ability.

In this research, the writer will use a quantitative research design. Where the data can be analyzed in terms of numbers and method used by the writer in this research is Experimental method with design is One-Group Pretest-Posttest. Design in which the students' pre test are undertaken before being taught and the students' post test are undertaken after being taught by using chinese whisper. Then both scores were computed using t-test to find out whether there is significant effectiveness of chinese whisper to the eighth grade students' listening ability at MTS YPSM baran maesan mojo kediri in the academic 2015-2016.

The research will be carried out at Mts YPSM Baran Kediri. It is located on Dusun Baran Desa Maesan Kec. Mojo Kediri The subject of the research is the eighth grade students of at Mts YPSM Baran Kediri. This research will be conducted on March 2016 until June 2016. It will be necessary to arrange time schedule of the research according to the activities which will be done for the research.

The instrument of this research is used to measure of the values of variable of the research. In this research, the instrument that is used is test. The writer gives 10 question with invitation as material. The writer used Pre-Test and Post-Test and have same question level.

Writer gives pre test to measure the students' listening ability before they given learning using chinese whisper. After giving pre test the teacher teach listening giving invitation using chinese whisper as media to help students more focus on and interest to study in listening. This treatment be held twice meetings on march, 24th and 31th 2016. After giving the treatment for twice, the writer gives post-test to measure the students' listening ability after they given learning using chinese whisper.

After collecting the data, the writer will analyse the data obtained and draw the conclusion. To analyze the results of experiments using the pre-test and post-test one group design, then the formula is :

$$t = \frac{Md}{\sqrt{\frac{X^2 d}{N(N-1)}}}$$

The detail is as follow:

Md = mean from the difference of pre-test and post test

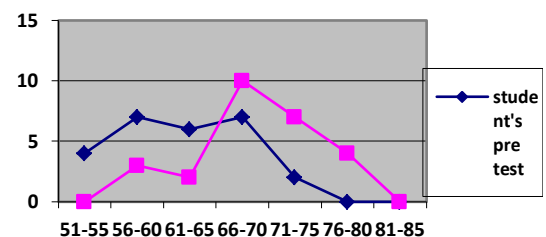
xd = deviation from each subject (x and y)

$\sum x^2 d$ = the number of deviation

N = the number of subjects as sample

III. RESULT OF THE RESEARCH

In the previous chapter, it is clear that the topic that is discussed by the writer is about the effectiveness of using chinese whisper in teaching listening



From the diagram frequency above, it can be seen that there is difference between pre-test and post-test score. The frequency of post-test score increase than the frequency of pre-test, where the number of students who got high score was higher than before.

| Db | t-score | t-table 1% | Significant Ha | H ₀ |
|----|---------|------------|------------------|----------------|
| 26 | 5,35 | 2,787 | Very significant | Rejected |

Based on the table above, the result of this research shows that t-score is 5,35 at degree of freedom 25 and t-table is 2,787 at the level of significance of 1%. It

means that $t\text{-score} (5,35) > t\text{-table}$ at the level of significance 1% (2,787).

From the table 4.6 above it can be conclude that t Based on the table above, the result of this research shows that $t\text{-score}$ is 5,35 at degree of freedom 25 and $t\text{-table}$ is 2,787 at the level of significance of 1%. It means that $t\text{-score} (5,35) > t\text{-table}$ at the level of significance 1% (2,787).

IV. BIBLIOGRAPHY

Steven Brown. (2006) *Teaching Listening*. Cambridge University Press 2006

32 Avenue of the Americas, New York, ny10013-2473, USA.

Ina Thomas and Brian Dyer. (October 28, 2007). *The Problem of Poor Listening Skills*. Weber State University.

Ary, D., Jacobs, L. C., Sorensen, C., & Razavieh, A. (2010). *Introduction to Research in Education*. Canada: Wadsworth.

Bell, J. (1999). Doing your research project: a guide for first-time researchers in education and social science (3rd ed.). Buckingham; Philadelphia: Open University Press.

Chris Biemann. (2011). *Chinese Whispers - an Efficient Graph Clustering Algorithm and its Application to*

The data shows that $t\text{-score}$ is higher than $t\text{-table}$ in significance 1%. Therefore, the alternative hypothesis (H_a) is accepted and null hypothesis is rejected. It can be concluded that chinese whisper has very significant influence to the students' listening ability at the eighth grade students of Mts YPSM Baran Kediri in the academic year 2015/2016.

Natural Language Processing Problems, 04109 Leipzig, Germany

David, N.2003.*Practical English Language Teaching*.Singapore:

McGraw Hill/Contemporary. p.69
Education Psychologist, 41,75-86.

Hedge, Tricia. (2003). *Teaching & learning in the language classroom*. UK: OUP.

Weidenfeld & Nicolson. (2013). *CHINESE WHISPER*. Ltd Orion House5 Upper Saint Martin's Lane London, WC2H 9EA

Hubberman , M.A. & Miles, B, M. (1994) " *Data Management and Data Analysis*" : 429

Schunk, D.H.2008. Congnitions and instruction.In D.H.Schunk (2008).*Learning theories: An Education perspective* .(pp.278-323). Upper Saddle River. NY : Pearsonsimulations of

conceptual domains. *Review of Educational Research*.

- Cohen, L., Manion, L., & Morrison, K. (2005). *Research Methods in Education*. London: Taylor & Francis e-Library.
- Miriam Aziz. (2004). *The Chinese Whispers of Constitution-Making in the EU* Paper for the CIDEL Workshop "Constitution Making and Democratic Legitimacy in the EU" London, 12 - 13 November 2004.
- Tokeshi, Masanori. *Listening comprehension processes and strategies of junior high school students in interactive settings*, Ed. D thesis, Faculty of Education, University of Wallongong, 2003.
- Farinaz Shirani Bidabadi. (2011). *The Relationship between Listening Strategies Used by Iranian EFL Freshman University Students and Their Listening Proficiency Levels* Faculty of Education, University Kebangsaan Malaysia, 43600 UKM Bangi, Malaysia.
- Nihei, Koichi. *How To Teach Listening*, Koichi Nihei Fukushima-Minami Senior High School Fukushima Prefecture, Japan March 2002.
- Hassan Soodmand Afshar.(2014). *Listening strategy use, test anxiety and test performance of intermediate and advanced Iranian EFL learners*, Raouf Hamzavi (MA in TEFL, Bu-Ali Sina University, Hamedan, Iran).
- Galina Kavaliauskienė, Lilija Anusienė. (2009). *English For Specific Purposes: PODCASTS FOR LISTENING SKILLS*, Mykolas Romeris University, Ateities g. 20, LT-08303 Vilnius, Lithuania.
- Man Gao. (1999). *Tones in whispered chinese: Articulatory features and perceptual cues*. B.A., Zhongshan University.
- Buck, Gary. *Assessing Listening*. Cambridge: Cambridge University Press, 2001.
- Helgesen, Marc and Steven Brown. *Practical English Language Teaching: Listening*. New York: McGraw-Hill, 2007.