Improving The Students' Ability On Listening Using Whisper Race Game At Mts Al Washliyah Batang Serangan

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Abstract

The aims of this research are to find out the effectiveness of whisper race games strategy in improving the students' ability on listening. This research is a classroom action research. The action research was conducted in two cycles, each of which involved planning, implementing, observing and reflecting. The subject of this research was the first year students of MTS Al-Washliyah Batang Serangan. The subject of this research was 37 students in class VII. The technique of collecting data were interview, document, observation and test. After analyzing the data, it was found out that the students' score increased from pretest until post test of cycle I and cycle II. It means there is an improvement on the students ability on listening through whisper race game strategy. It was shown from the improvement of the means of students' score namely the mean of post test of cycle I (66.75) was higher than the mean of the students' score in pretest (46.75) and the mean of cycle II (79.45) was higher than the mean of the students' score in post test I. It can be seen that the score continuously improved from the pre-test until the post test of cycle 2. And for the presentation in post test I 29.73% was higher than pre test 5.40% and the post test II 62.16% it was higher than pre test and post test 1. From the hypothesis data computation that t_{count} =9.27 and t-table df-N-1= 37-1=36. It can be seen that coefficient of t_{count} = 9.27 with the fact level a = 0.05 which the real level of t_{table} =2,02 in the coefficient of t_{count} (9.27)>t_{count} = (2.02). Thus, the hypothesis is acceptable. Based on the finding the statistics analysis stating that Whisper Race Game strategy can improve the students ability on listening

Keywords : whisper race game , listening

INTRODUCTION

Listening is the process of making sense out of what we hear. Listening is an active activity that involves receiving, deciphering and perceiving a message with intent to respond. Planning ahead for a conversation improves a receiver's ability to listen a message. Listening involves taking in meaningful sounds and noises and in some way, retaining and using them. Just as we speak for different purposes, we also listen for

different purposes. We listen for enjoyment, information, and evaluation. Listening requires entering actively and imaginatively into the other fellow's situation and trying to understand a frame of reference different from your own.

Sometimes, the students are stuck with bad listening habits that come in the way of effective listening. They often tend to do other things while listening, or get distracted due to external factors. At the times, they do not try to listen and understand something that they judge as difficult or even get influenced by the speaker's use of certain words that they might find objectionable. However, they must leam to get over such things and not allow external influences affect their listening skills.

In teaching listening the teacher use many strategies to make the students understand about the lesson easily, such as asking and answering, using media, etc. We know that there are many kinds of media that can be used in teaching learning process. This is training for active listening comes into play by strategy. One of them is Whisper Race game. Whisper Race game is one of strategy which is well known in every teaching. Teacher can use the Whisper Race game effectively in process of learning at every level for various subjects. In teaching process by using Whisper Race game term endows are suitable for the pictorial representation of single concepts for example: the size and shape of the Whisper Race games are excellent for speedy and simulating work. And Whisper Race game is easy to use.

Whisper Race games is a game that devide the class into groups, and make each group stand in a line. Make several cards and have different phrases written on them, Shuffle the cards. Let the first person in each line choose one card and read the phrase written on it. Then he/she has to whisper the phrase to the next person in the line. This continues till it reaches the last person in the line who has to say the phrase aloud. This activity will teach students that active listening is an important part of effective communication and helps everyone convey their messages clearly.

A strategy in teaching is one of the important elements in process of learning especially in teaching a language. It determines to get success in teaching language in the school or course. Furthermore, in book Strategy in Teaching and Learning written by Saiful Bahri Djamarah and Aswan Zein says that (Teacher must have strategy so the students can learn effective and efficient, teaching to the aims hopped. One of ways to have the strategy is to mastery the techniques of serving or usually called by teaching method).

Based on this idea, it is clear that for getting the aim of education, a teacher as the transfer of knowledge should have and using the strategy in teaching. By using the strategy teaching and learning activities will be effective and efficient. According to Merriam Webster's Dictionary, Strategy is method devised for making or doing something or attaining. So strategy is a way or operational planning to do something successful.

RESEARCH METHOD

Classroom Action Research (CAR) is an action research conducted by teacher in the classroom. Action research is essentially a series of "research action - research - action", which carried out the cycle, in order to solve the problem, the problem was solved. There are several types of action research, two of which are individual action research and

collaborative action research (CAR). Thus CAR can mean two things, namely classroom action research and collaborative action research both refer to the same thing.

Classroom Action Research is combination of Qualitative research and Quantitative research. In Classroom Action Research, the data collected qualitatively and analyzed quantitatively. Action research is different from formal research, which aims to test hyphotesis and build theory of general Action research aims to as further improve performance, and contextual nature not to generalize the results. However, the results of action research can be applied by others who have a background similar to that researchers possess.

The procedure of data collection of the study was conducted five meetings by administrating two cycles. Each cycle has four steps, namely planning, acting, observing, and reflecting.
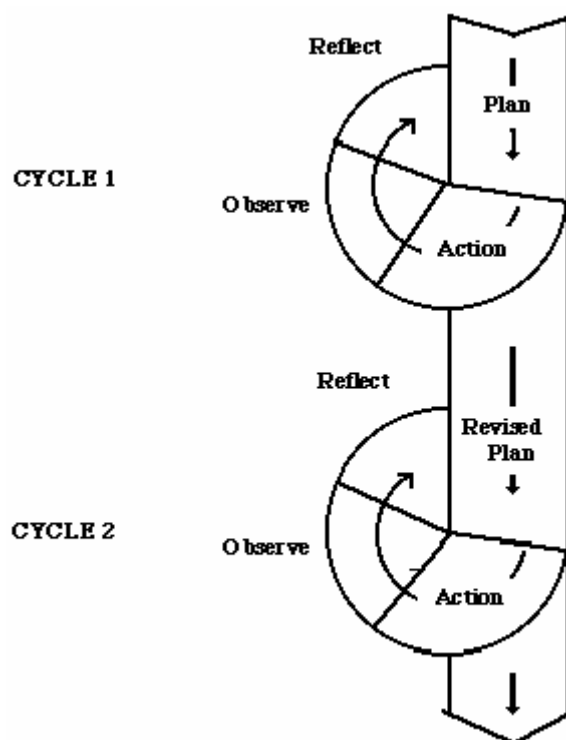

Figure 1 Simple Action Research Model (from MacIsaac, 1995)

The Procedure of Data Collection in each cycle can be seen as Follows:
Cycle 1.
Planning:
1. Administrating a diagnostic test to gain students' prior listening ability.

2. Preparing the lesson plan about improving students' listening ability by using whisper race game.

3. Preparing the observation sheet and other materials needed for teaching and learning process.

3. Developing an observation sheet.

Action:

1. Implementing   the whisper race game in teaching listening skill.

2. Assigning the first test in cycle I to the students.

Observing:

1. Checking the observing sheet by checklist the observation format.

2. Taking the diary notes and wrote all of the action that happened in the classroom.

Reflecting:

1. Conducting the evaluation of teaching and learning process.

2. Reflecting and evaluating what had been done.

In cycle 2:

1. The researcher changed, revised and conformed the scenario of teaching and learning process in the classroom.

2. Gave the second test (last test).

Reliability of The Test

Brown (1988:154) says that reliability is the test designed as the extent to which the result can be considered consistent or stable. In this study, Pearson Product Moment is used to know the reliability of the whole test whether reliable or not.

The data on this research were collected at each observation activity of CAR implementation cycle and were analyzed descriptively using percentages techniques to see trends in learning activities. The researcher determined learning's outcomes by analyzing the average value of daily tests then categorized in a classification of high, medium, and low. Then, the researcher determined students' activity in teaching and learning process by analyzing the students level of activity in the teaching and learning process and categorized in a classification of high, medium, and low. Also, the implementation of learning by analyzing the level of success, then categorized in a classification of successful, less successful,and unsuccessful.

FINDING AND DISCUSSION

The Finding of this research is that whisper race game strategy can help the students improve their ability on listening. By applying this whisper race game strategy, the score of the students in listening kept increasing from the pre-test until the post-test in each cycle. It was proved by the data which showed that the mean of the students in the post-test 11 (79.45) was higher than that of the post test | (66.75) and also higher than that of pre- test (46.75). Whisper race game strategy was applied to improve the students'

ability on listening. Whisper race game strategy was one of many strategy that could make the students easier in learning English especially in listening.

The research had proved the effectiveness of applying whisper race game strategy. It was shown in the table 3, the students' score from pre-test post test in cycle | and post test in cycle II It was because the teacher controlled the class better, directly admonished the students who were noisy So, the class become quitter and also provided more interesting activity in cycle II. The data of stuednts in post test of cycle II showed that the mean of students' scores were higher than the mean of the students' score in post test of cycle and also better than the pre test. In the last test of cycle II, there were 23 students who got the score above 75 point and only 14 students who got the score under 75 point. And the highest score was 90.

This improvement not only happened in the mean of students' score but also the expression, interest, and excitement of students showed that there was improvement. It can be seen in the interview, and observation sheet. Most of the students were more active and enthusiast during teaching learning process. It implied that the use of whisper race game strategy could improve the students' ability at listening and also help the teacher to teach listening.

Table 1. The Percentage of Students who Got Point up to 75

Competence Test	Percentage
Pre – Test	5,40%
Post – Test I	29,73 %
Post – Test II	62,16%

The result of percentage of students master during the research showed that percentage of students master improved in each test. In the pre-test there was only 5.40% (two students) who got point 80. It was caused the teacher did not gave the treatment to the students.

In the post test I there was the improvement of percentage of students who got points up to 75 namely 29.73 % (11 students). In post test one (cycle 1), the students did not get meaningful changes score from pre-test to post test 1. although the teacher had applied whisper race game strategy in teaching listening. It was caused by some of the students still did not know how to make whisper race game strategy with the topic teacher was given because when the teacher explained whisper race game strategy they did not give attention. Many students were not seriously or active in doing the task because they did not know what to do even they just imitated their friends' task. The lack of students' interest in learning, lack of motivation, lack control of teacher, and lack concentration on the teaching material. In observation sheet and interview said that some of students were not paid attention to the teacher's explanation about whisper race game strategy, sometime some students bored in the class during teaching learning process, some students did not bring dictionary, and there was no distinct punishment to the students who were noisy because their voice disturb teaching and learning process. In addition, it was caused by the lack controlling of the teacher or lack in mastering the material.

And in the post test II (cycle II) there were 62,16 % (23 students) who got the point up to 75. In the cycle II, not all the students got point up to 75 but there were 14 students who did not get good point. Even though they did not get point up to 75, their score kept improving from pretest until post test II. It was caused in this cycle the teacher still applied whisper race game strategy and explained it more detail, and also did some additional activities that were hased on the reflection done by the teacher and collaboration to prevent the same mistakes in cycle I and to get better improvement of students' score Teacher motivated students to generate their interest in learning English, gave punishment to the students were noisy to sit in front, gave more chance and attention to the students were not confidence to present their work or to ask what they had not understand.

CONCLUSION

After analyzing the data, it was found out that the students' score increased from pre test until post test of cycle I and cycle II. It means there is an improvement on the students ability on listening through whisper race game strategy. It was shown from the improvement of the means of students' score namely the mean of post test of cycle I (66.75) was higher than the mean of the students' score in pre test (46.75) and the mean of cycle II (79.45) was higher than the mean of the students' score in post test I. It can be seen that the score continuously improved from the pre-test until the post test of cycle 2. And for the presentation in post test I 29.73% was higher than pre test 5.40% and the post test II 62.16% it was higher than pre test and post test 1. Therefore, it can be concluded that:

1. Whisper race game as a strategy can improve the students' ability on listening .
2. Whisper race game as a strategy can solve the problems faced by teacher in teaching listening
3. The hypothesis is acceptable. Based on the finding the statistics analysis stating that Whisper Race Game strategy can improve the students' ability on listening.

Therefore, it can be concluded that the use of whisper race game significantly improved students' listening skill and it can be seen from data of their score on posttest. Besides that, observation and daily journal show that the students were more enthusiastic in following the class when they were taught through whisper race game since it was fun and engaging.

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