USING WHISPERING CHALLENGE TO IMPROVE STUDENTS' LISTENING SKILLS

Aliffah Kurnia A

Department of English and Education, University of Kanjuruhan Malang

aliffahk17@gmail.com

Abstract

The eleventh graders of SMAN 8 Malang, had problem in listening. The result of preliminary study showed that the students had problem in listening due to lack of practicing and familiarization in listening. Thus, whispering challenge strategy was chosen to improve their listening skill. The design in this study is Classroom Action Research (CAR) with three instruments, i.e. listening test, listening scoring rubric, and questionnaire. The research was done in two cycles consisting of two meetings in each cycle. At the end of each cycle, a listening test was given and the students' performance was scored. Following that, the students were given a questionnaire to obtain their responses towards the implementation of whispering challenge strategy. The criteria of success in this research is If the test showed that 75% of the students gained more than 78 in their listening score. This was the suggestion of the English teacher in which students gain at least 2 points higher than criteria score and most of the students showed positive response towards the implementation of whispering challenge game. In the first cycle, several students gain below the criteria of success, therefore the first cycle was not successful. Furthermore the researcher continue to the second cycle, in the second cycle, the researcher modified the activity in the lesson plan by adding several rules, using interesting song and setting a timer for each round in the game, the researcher also asked the students to actively involved taking turn to assess another group. In results the second cycle was successful. The students considered this strategy helpful, easy to do and more interesting. Based on the findings, it can be concluded that whispering challenge helped students to improve their listening skill. For English teacher, it is suggested that they use this strategy to teach listening skill especially for students who find listening is difficult due to lack of practicing. For future researchers, it is suggested to try to explore this area of research, especially related to improving students' listening skill.

Keywords : Whispering challenge, Listening, English song, Senior high school

I.   INTRODUCTION

In the studying the English language, many skills that must be mastered by students. There are four skills that students must be mastered with, such as reading, writing, speaking and listening. That fourth skills should be mastered by the students in order to learn English very well. One of the skills that students need to be trained is listening, however in language classroom, listening tends to be neglected. Many language educators assume that listening is automatically acquired while the learners learn to speak a language. It seems not easy for the teachers to choose the appropriate methods and activities because they have to consider what the students like and what methods are interesting for them without losing the gist of learning.

Furthermore there are many ways to improve listening skill. One of the way to improve listening skill is by using game as one of the strategy. Usually we call the games with **Whispering Challenge**. Listening activities also required in academic context, in which the students have to deal with listening comprehension in the class. There are two kinds of the class in learning English such as EFL (English Foreign Language) and ESL (English Second Language). Based on the different kinds of the class, we can assume that it might be too hard for EFL students to do listening activity because they should listen first the foreign language. To overcome this problem, developing such an interactive way to teach listening is recommended. Therefore, as a teacher we have to train the students ears with listening comprehension in the class. It can be done by challenge their listening learn with games whisper challenge and listening to the song too. The reason teacher using song as one of the scaffolding activity in whispering challenge strategy is because song frequently closer to the real life experiences of the students than most textbook material, with its lyrics that exemplify good examples of authentic language, therefore it can be useful to enable and improve students' listening skill.

In relation to the teaching of listening, the teacher conducted preliminary research at SMAN 8 Malang and the findings showed that the students had difficulties in listening. They hard to digest the information spoken by the audio speaker in listening, it seemed to be their lack of familiarization in listening. Therefore in order to improve students' listening skill the teacher use whispering challenge to improve students' listening skills at SMAN 8 Malang.

The research questions based on the background study above were :

1. How can whispering challenge strategy can be used to improve students' listening skills?
2. How are the students' responses towards the use of whispering challenge game?

This study is useful for English teachers in terms of how to make the best use of whispering challenge to teach listening for students who find listening is difficult due to problem in lack of practicing and familiarization. Furthermore this study provides evidence on how whispering challenge can be used to improve English learners' listening skill.

There are four key terms in this research that will be explained to avoid ambiguity. The key terms will be explained as follows :

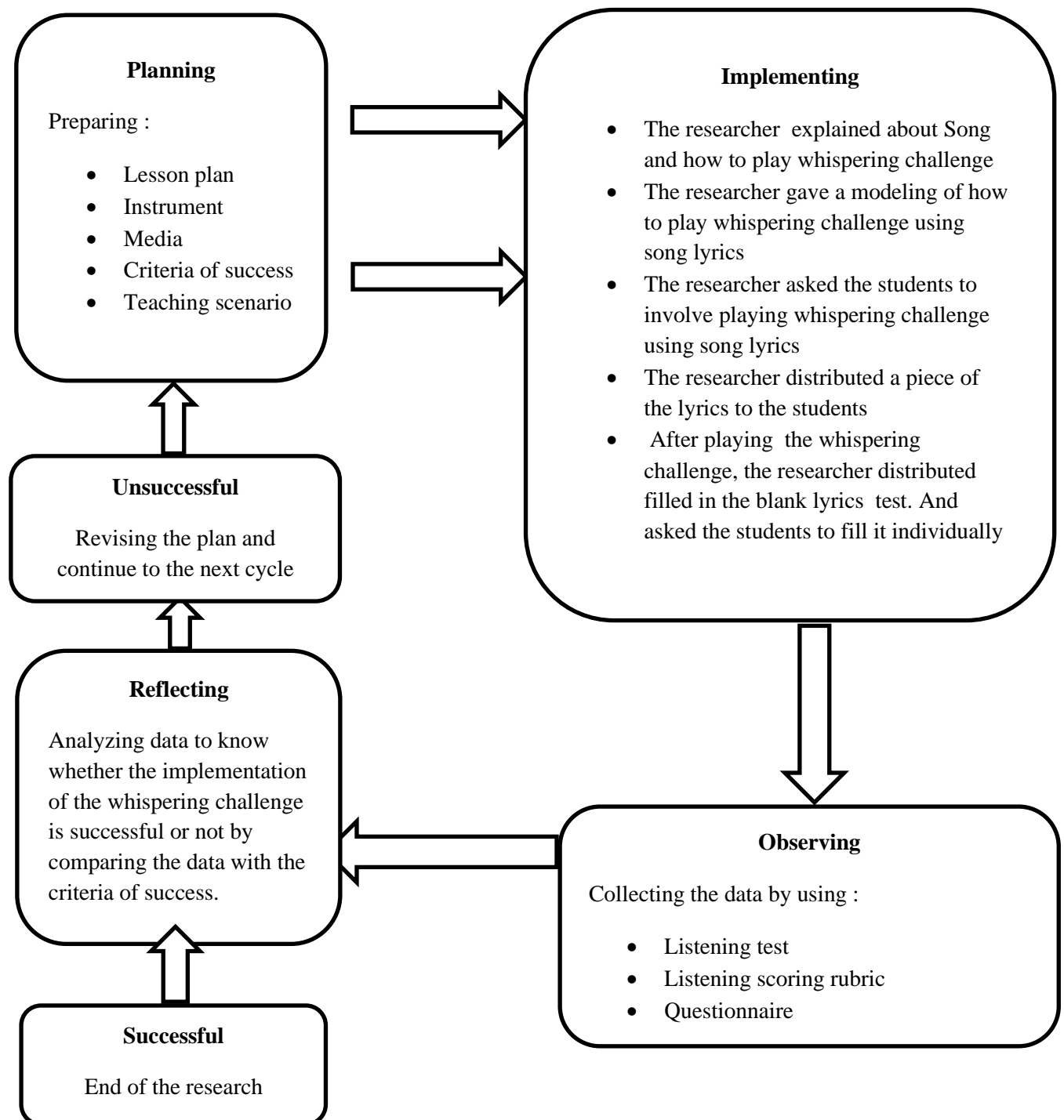*Listening skills* in this study refers to the skills that contribute to your ability to accurately receive information when communicating with others.

Song in this study refers to a short musical composition of words and music.

Whispering challenge is a fun game that requires students to work with a partner and determine if you can understand what is being said and move the information to the next partner.

II.   RESEARCH METHOD

This study used Classroom Action Research (CAR) because the researcher found a problem in the classroom and tried to solve it using the innovative strategy to help students learning English. The researcher used the CAR design from Kemmis and McTaggart (1998). The steps of classroom action researcher design could be seen in figure 2.1.

Planning

Preparing :

- Lesson plan
- Instrument
- Media
- Criteria of success
- Teaching scenario

Implementing

- The researcher explained about Song and how to play whispering challenge
- The researcher gave a modeling of how to play whispering challenge using song lyrics
- The researcher asked the students to involve playing whispering challenge using song lyrics
- The researcher distributed a piece of the lyrics to the students
- After playing the whispering challenge, the researcher distributed filled in the blank lyrics test. And asked the students to fill it individually

Unsuccessful

Revising the plan and continue to the next cycle

Reflecting

Analyzing data to know whether the implementation of the whispering challenge is successful or not by comparing the data with the criteria of success.

Observing

Collecting the data by using :

- Listening test
- Listening scoring rubric
- Questionnaire

Successful

End of the research

Planning

The lesson plans were made by the researcher. In the lesson plan , the researcher used cooperative learning method as the learning activity. In cooperative learning method there are six steps , as follows present goal and set, present information, organize students into language learning team, assist team work and study, test on materials, provide recognition. The researcher consulted the lesson plans with the English teacher to make sure that the lesson plans fit to the condition of students in IX MIPA 3. The researcher used various types of song lyrics in every meeting, but with the same weight of difficulties. The material in the first meeting are : fill in the blank song lyrics entitled Happy by Pharrel Williams and whispering challenge game. The material in the second meetings are: fill in the blank song lyrics entitled Sunday best by Surface and whispering challenge game. The media that was used in this research are audio listening from the song of Happy by Pharrel Williams and Sunday best by Surface. The example of fill in the blank lyrics (see figure 2.2) as students' worksheet.

Sunday best

"Surfaces"

Good, feeling good Ay, feeling good, like I should Went and took a walk around the (1)_____ Feeling blessed, never stressed Got that sunshine on my Sunday best (yeah) Ay, everyday can be a better day despite the challenge All you gotta do is leave it better than you found it It's gonna get difficult to stand but hold your (2) _____ I just say whatever 'cause there is no way around it E-e-everyone (3)_____ sometimes But you just gotta know it'll all be fine It's okay, uh-huh, uh, uh It's okay, it's okay Ay, feeling good, like I should (4)_____ and took a walk around the neighbourhood Feeling blessed, never (5)_____ Got that sunshine on my Sunday best	Ay, somedays you wake up And nothing works, you feel surrounded Gotta give your feet some (6)_____ to get you grounded Keep good things inside your ears Just like the waves and sound did And just say whatever 'cause there is (7) _____around it E-e-everyone falls down sometimes But you just (8)_____ know it'll all be fine It's okay, uh-huh, uh, uh It's okay, it's okay Ay, feeling good, like I should Went and took a walk around the neighbourhood Feeling blessed, (Ay) never stressed Got that (9)_____ on my Sunday best Ay, feeling good, like I should Went and (10)_____ a walk around the neighbourhood Feeling blessed, never stressed Got that sunshine on my Sunday best

Happy

"Pharrel Williams"

It might seem crazy what I'm about to say Sunshine she's here, you can take a break I'm a hot air balloon that could go to space	(Because I'm happy) Clap along if you feel like a room without a roof (Because I'm happy)

With the air like I don't care, baby, by the way	Clap along if you feel like happiness is the truth
Uh	(Because I'm happy)
	Clap along if you (7)_____ what happiness is to you
(Because I'm happy)	(Because I'm happy)
Clap along if you feel like a room without a roof	Clap along if you feel like that's what you wanna do
(Because I'm happy)	(Because I'm happy)
Clap along if you feel like happiness is the (1)_____	Clap along if you feel like a room without a roof
(Because I'm happy)	(Because I'm happy)
Clap along if you know what happiness is to you	Clap along if you feel like happiness is the truth
(Because I'm happy)	(Because I'm happy)
Clap along if you feel like that's what you wanna do	Clap along if you know what (8)_____ is to you
	(Because I'm happy)
Here come bad news, talking this and that (Yeah!)	Clap along if you feel like that's what you wanna do
Well, give me all you got, don't hold it back (Yeah!)	
Well, I should probably (2)_____you I'll be just fine (Yeah!)	Bring me down
No offense to you	Can't nothing bring me down
Don't waste your (3)_____, here's why	My level's too high to bring me down
	Can't nothing (9)_____, I said
(Because I'm happy)	
Clap along if you feel like a room without (4)_____	(Because I'm happy)
(Because I'm happy)	Clap along if you feel like a room (10)_____a roof
Clap along if you feel like happiness is (5)_____	(Because I'm happy)
(Because I'm happy)	Clap along if you feel like happiness is the truth
Clap along if you know what happiness is to you	(Because I'm happy)
(Because I'm happy)	Clap along if you know what happiness is to you
Clap along if you feel like that's what you wanna do	(Because I'm happy)
	Clap along if you feel like that's what you wanna do
Bring me down	(Because I'm happy)
Can't nothing bring me down	Clap along if you feel like a room without a roof
My level's too(6)_____ to bring me down	(Because I'm happy)
Can't nothing bring me down, I said	Clap along if you feel like happiness is the truth
Bring me down	(Because I'm happy)
Can't nothing bring me down	Clap along if you know what happiness is to you
My level's too high to bring me down	(Because I'm happy)
Can't nothing bring me down, I said	Clap along if you feel like that's what you wanna do

Implementing

In this stage, the researcher implemented whispering challenge game. The researcher applied collaborative action researcher with the English teacher in this study. During the implementation of this cycle, the researcher explained the topic which is about song and also gave an explanation about how to play a whispering challenge game. Then, researcher asked the students to play the game as instructed in a group consisting of seven students. Following that, researcher distributed a fill in the blank paper song lyrics to each student which is still related about the song that is being played during the game. Then, after playing the game the students should fill in the blank paper song lyrics based on the song that is already being played during the whispering challenge game. The detail of the implementation could be seen in the teaching scenario.

Table 2.1.2 Teaching Scenario for cycle 1

Meeting	Main Activities
1ST Meeting	- The teacher explained song topic - The teacher asked the students to do a pre-test which is about fill in the blank song lyrics, the audio listening is being played 3 times. - The teacher explained about how to play whispering challenge game - The teacher organized the class to be in six groups, each group consisting of 7 students to play whispering challenge game using a song. Each group is competing with other groups to win the game.
2nd Meeting	- The teacher gave another example of whispering challenge game, using another song - The teacher asked the students to play the game still with the same group as previous meeting - The teacher asked the students to fill in the blank song lyrics, the audio listening is being played 3 times.

Observing

The researcher observed the implementation using several instruments. The instruments were listening test, listening scoring rubric, peer assessment for group scoring rubric and questionnaire. The details for instruments used in this research are elaborated below.

Table 2.1.3 Elaboration of the data and instrument

No.	Research Problems	Data	Instrument
1.	How can whispering challenge game strategy be used to improve the 11th graders'	Students' listening score	Listening test, listening scoring rubric, assessment for group scoring rubric.

	listening skill	
2.	How the students' respond towards whispering challenge game?	Students' learning process	Questionnaire

Questionnaire

The questionnaire uses application web namely wordwall.com to help students express their feeling towards the implementation of whispering challenge strategy. The questions are about their response after using whispering challenge strategy to improve their listening skill. The questionnaires were given at the end of the cycle. The students answered each questions by giving anonymous answers trough the link given by the teacher.

Listening test

The test was conducted in the end of the first cycle and second cycle, the aim of which is to measure the students' ability in listening whether or not their listening skill has improved after they learned using whispering challenge strategy. In this test, the researcher used fill in the blank lyrics from the various popular song such as "Happy" by Pharrel Williams and "Sunday best" by Surface. Then , asked the students to fill it based on the song that is being played.

Listening Scoring Rubric

The scoring rubric is adapted from iRubric, there are three criteria used in the scoring rubric ; listening process, listening types, remembering info. This scoring rubric was designed to see if students were following the listening process. This rubric would help the researcher to understand where were in terms of listening comprehension. The students' score is calculated below:

$$\frac{Students' score}{Maimum\ score} \text{ x } 100$$

Reflecting

In this stage, the researcher analyzed all of the data which have been gained in the previous stage to know whether or whispering challenge game could improve the students' listening skill by comparing the data with the criteria of success. The data were taken from the students' listening performance using listening scoring rubric. The students' listening skill would be considered improve of they reach criteria of success.

Criteria of success

The criteria of success were determined after the researcher did classroom observation in preliminary study. The researcher used KKM set by school which is 78 as the criteria of success. She consulted to the English teacher about the criteria of success. If the test showed that 75% of the students gained more than 78 in their listening score. This was the suggestion of the English teacher in which students gain at least 2 points higher than criteria score and 85% students showed positive response towards the implementation of whispering challenge game in listening.

III.   RESEARCH FINDINGS

Students' listening skill in cycle I

The results of the speaking test at the end of the first cycle showed that there were several students who did not achieve the criteria of success. Thus, this cycle was not successful because during the implementation of this strategy, the students still find difficulties during the listening activity and lack of familiarization in listening on the first meeting. This happened because the students did not familiarize about how to play a whispering challenge game yet. Since the first cycle did not meet the criteria of success, the researcher decided to continue the research into the second cycle by modifying the strategy, preparing a new lesson plan, and creating a new teaching scenario which can be seen in table 3.1

Table 3.1 Teaching Scenario for Second Cycle

Meeting	Main Activities
3rd Meeting	• The teacher played a song The teacher asked students opinion about the song • The teacher asked the students to play whispering challenge game • The teacher organized the students into 4 groups consisting of 7 students • The teacher explained the new rules of the game • The teacher set timer for the games, one round is 3 minutes. The group who can answer correctly and fastest will be the winner. • Each of the group was given a scoring rubric to assesses another group team work • At the end of the meeting, the teacher asked the students to fill in the blank lyrics using the song that is already being played. The audio song is being played 3 times.

4th Meeting	• The teacher played different song
	• The teacher asked students opinion about the song
	• The teacher asked the students to play whispering challenge game
	• The teacher organized the students into 4 groups consisting of 7 students
	• The teacher explained the rules of the game
	• The teacher set timer for the games, one round is 3 minutes. The group who can answer correctly and fastest will be the winner.
	• Each of the group was given a scoring rubric to assesses another group team work
	• At the end of the meeting, the teacher asked the students to do a post-test, which is fill in the blank lyrics using the song that is already being played. The audio song is being played 3 times.

According to the previous problem face by the researcher in the first cycle, the researcher set new rules for the Whispering Challenge Game and set timer for students while playing the game, and asked the students to assess another group team work. These are the modification of the strategy to make the game well-played and more organize while also increasing students' interest towards the game.

Based on the results of the post-test in cycle 2, there were 100% of students (28 students) gained above the KKM and achieve 2 points higher than the KKM. In this research, the criteria of success is that 75% students got more than 78 score. In this second cycle the final score post-test met the criteria of success. In this cycle, the students understood how to use whispering challenge game and therefore they could improve their listening skill continuously. The results of the students' score can be seen in table 3.2 below.

Table 3.2 The results of students' score

No.	Nama Peserta Didik	MATERI SONG LYRICS						
		(1st Meeting) PRE-TEST	(2nd & 3rd Meeting) MIDDLE-TEST	(4th Meeting) POST-TEST	KKM	INDICATOR PRE-TEST	INDICATOR MIDDLE-TEST	INDICATOR POST-TEST
1	Aa Ari Aryyaguna	75	75	98	78	TIDAK LULUS	TIDAK LULUS	LULUS
2	Aprilia Widi Prananda	75	75	98	78	TIDAK LULUS	TIDAK LULUS	LULUS
3	Azzahra Callysta Putri Aditya	70	70	98	78	TIDAK LULUS	TIDAK LULUS	LULUS
4	Bernadus Ricky Prasetya	83	83	98	78	LULUS	LULUS	LULUS
5	Christiano Eleazar Siloam	75	75	88	78	TIDAK LULUS	TIDAK LULUS	LULUS
6	Clarissa Aurelia Azzahra	80	83	98	78	LULUS	LULUS	LULUS
7	Devian Ayuningrum	83	83	98	78	LULUS	LULUS	LULUS
8	Dimitrij Javas Savatyoso	75	75	98	78	TIDAK LULUS	TIDAK LULUS	LULUS
9	Gabriella Viga Vilomena Cristian	83	90	98	78	LULUS	LULUS	LULUS
10	Ignatia Regina Fitrianinggusti	70	70	98	78	TIDAK LULUS	TIDAK LULUS	LULUS
11	Johanes Rema Bai Handoyo	75	75	98	78	TIDAK LULUS	TIDAK LULUS	LULUS
12	Jonathan Ariel Christaven	80	80	[509] 83	78	LULUS	LULUS	LULUS
13	Kayla Dinar Maharani	83	83	80	78	LULUS	LULUS	LULUS

14	Mahdiyah Rizviyah	80	80	98	78	LULUS	LULUS	LULUS
15	Meirachel Aldila Sava	70	70	98	78	TIDAK LULUS	TIDAK LULUS	LULUS
16	Monica Adinda Mardiana	80	80	98	78	LULUS	LULUS	LULUS
17	Muhammad Hylmi Firmansyah	75	75	80	78	TIDAK LULUS	TIDAK LULUS	LULUS
18	Muhammad Hanif Syahnandra	75	75	98	78	TIDAK LULUS	TIDAK LULUS	LULUS
19	Mujahid Abdul Hakim	80	80	98	78	LULUS	LULUS	LULUS
20	Nadia Maulivia Zahra	70	70	88	78	TIDAK LULUS	TIDAK LULUS	LULUS
21	Najwa Winy Destiana	83	83	88	78	LULUS	LULUS	LULUS
22	Neenda Amelia	75	75	80	78	TIDAK LULUS	TIDAK LULUS	LULUS
23	Praditya Hadi Saputra	75	78	80	78	TIDAK LULUS	LULUS	LULUS
24	Rahajeng Adyah Rarasati	75	75	88	78	TIDAK LULUS	TIDAK LULUS	LULUS
25	Shem Firdaus Setiawan Putra	83	83	80	78	LULUS	LULUS	LULUS
26	Wangi Suci Avrillya	75	80	88	78	TIDAK LULUS	LULUS	LULUS
27	Yusuf Ade Ramadhana	70	70	80	78	TIDAK LULUS	TIDAK LULUS	LULUS
28	Zerlina Arshanty	83	83	88	78	LULUS	LULUS	LULUS
	Average	77	77.64285714	91.46428571				

Students' responses toward the implementation of whispering challenge game

The teacher asked the students to fill out a questionnaire. The questionnaire are in the form of application link namely padlet.com. it consist of three questions. The aim of the questionnaire was to know students responses towards the use of whispering challenge during the lesson. The questionnaire was distributed in the end of second cycle. There were 28 students filling out the questionnaire.

Students' responses in Cycle 2

The results of questionnaire in the second cycle are presented as follows. The first question is whether or not the students like whispering challenge strategy for listening activity. The result showed that most of the students (28 students) agree and the students considered whispering challenge strategy as helpful for their learning during the listening activity.

The next questions in the questionnaire is whether or not whispering challenge strategy for listening strategy is easy to do. The results showed that most of the students (28 students) agree that it is easy to be done. The students responded that when the song chosen for whispering challenge listening activity suited their interest and helped them performed better during the listening activity.

Therefore, according to the results of the questionnaire above, showed that most of the students showed positive responses towards the use of whispering challenge. In this cycle, the students understood how to play whispering challenge game in the class and they prefer to use this strategy to help them familiarized with the listening activity. In this research the criteria of success is 85% showed positive response towards the use of the whispering challenge strategy. Thus, this cycle was successful, as the students considered the strategy as helpful, easy to play, fun and interesting.

Moreover, the positive response given by the students further confirm that whispering challenge strategy is suitable to be implemented to help improve students' listening skill.

IV.   DISCUSSION

The improvement of Students' Listening Skill

The findings of this research have demonstrated that the implementation of whispering challenge strategy successfully improved students' listening skill. The research was conducted in two cycles. In the first cycle, the students' scores were below the KKM and thus the researcher proceeded with the second cycle resulting in the increasing of the students' score above the KKM and 2 points higher the KKM. The implementation of whispering challenge strategy in this research helped the students improve their listening skill. Before this research was conducted, the students had difficulty in listening, especially due to their lack of familiarization and practice. Having sufficient practice and familiarization in listening is crucial for students to be able to produce and comprehend the meaning and utterance spoken by the audio listening. This point is supported by Murphey (1990) suggest that many English teachers have long recognized that song and music work well in language classes. The statement shows that teacher can use song as a media to overcome the students difficulties in listening and improve their listening ability. Moreover, this strategy allows students to be more active and engaged in their learning activity since it promotes group interaction. This is in line with statement from Kaveh and Rassaei (2016) who say that teachers can make the best use of whispering challenge activity. Teaching English to student is not always about theory. As a teacher, we can change learning techniques through game. Because game can increase students enthusiasm in learning English. As example when the whispering challenge played, student can listen the voice directly and in chain. After that they should repeat the sentences. Through that, student will more understand because they feel the experience directly.

V. CONCLUSION AND SUGGESTION

Based on the findings and discussion of the findings in this research, some conclusions can be drawn. Firstly, the findings of this research have demonstrated that the implementation of whispering challenge strategy successfully improved the students' listening skill. According to the criteria of success, 75% of the students show their score above the KKM and achieve 2 points higher and 85% students show positive response. The improvement could be seen from the students' scores that 100% of students (28 students) reached above the KKM 2 points higher, besides most of the students showed positive response towards the implementation of the strategy. The research was conducted in two cycle as in the first the students did not understand well how to play whispering challenge. In the second cycle, the researcher modified the lesson plan by modifying the activity to be more fun and practical.

Secondly, students learned listening activity through fill in the blank song lyrics, students practice listening skill by listening to the audio song played in the class.

Thirdly, related to the students' responses towards the implementation of the strategy, the findings showed positive responses. They considered whispering challenge strategy as helpful, easy to do, and more interesting rather than common listening activity. This strategy also encouraged the students to be able to enable their listening skill using English song maximally to support their English learning and helped them more engaged in learning activity.

Furthermore, based on the results of this study, some suggestions are given to English teachers and further researchers. For English teachers, they can help their students improve their listening skill by using this strategy, especially when the students face difficulty in listening skill due to the lack of familiarization and practice. This strategy does not force the students to understand the whole audio listening in serious and rigid way, otherwise this strategy treats the students to learn in more fun and interesting learning situation.

For future researchers, it is suggested that they can implement this strategy to help students with their listening skill. It is also suggested that the researchers carefully plan the activity by considering the classroom context and the students' background by implementing diagnostic assessment in the preliminary study.

Finally the findings of this research can be used as a reference for future researchers who intended to explore this area of research, especially related to improving students' listening skill.

REFERENCES

Prasetia.,Agung. *The Effectiveness of Using English Songs on Students' Listening Ability*. Jakarta, 2017

Cesarina, Elka. *Using Games Whispering Challenge to Improve Students' Listening Skill for Young Learners.* Jakarta. 2018

Yazadnparst, Mina. *Using Whispering Game in Teaching Speaking Skill to EFL Learners*, Azad University. 2018

Christiana Veronica, *Improving Students' speaking skill through English Songs and Puppets*, Yogyakarta. 2014