CHAPTER I

INTRODUCTION

In this chapter, the researcher discusses the problem found by students in Senior High School N 3 Tambusai. Listening is a very important skill in English. This chapter explaining more detail and more focused on making the reader easy to understand how to clear about the problems, the researcher discusses the background of the problem, identification of the problem, limitation of the problem, formulation of the research, the purpose of the research, significant of the research, and the definition of the key terms.

A. Background of The Problem

People around the world always use the English language. Many people say that English is an important language in the world. The English subject consists of four skills, such as listening, speaking, reading, and writing. English is almost used in all of human life such as business, technology, science, popular entertainment, tourism, trade etc. In addition, the majority of all resources on the internet are in English. Therefore learning English is important.

English is one students' necessary, which is needed by students in this period; the students need to learn English in order to increase their ability in it to make them ready to face the globalization era in the future. Through English, they can get a good job in the company, and people feel confident when they can speak English fluently. Surely, when the students are learning English, students need to study about four skills of English, such as listening, speaking, reading, and writing.

The researcher emphasizes in the listening skill because listening as receptive skill, more competence to develop the student knowledge and performance in language. Listening is an essential competence in English. We always want to know what other people say and hear. Listening is not giving passive attention to what is said, but more than that the students have to be active to get the meaning of the language.

Usually, an English teacher does not have any new method to teach their students in learning English. Besides, a teacher should have a good method to make their students feel that learning English is fun and easy to be learned. Teacher is a key factor in the success implementation of curriculum changes (Richard , 2011, p. 99). A teacher is one of component that has important role in the teaching-learning process because the teacher is the subject of the activity. In doing teachers' role, a good teacher needs an effective method in order to make language teaching successful.

Based on the preliminary observation, the researcher found some problems at Senior High School N 3 Tambusai in the context of English teaching and learning to listen, especially in tenth grade. The first problem is that the listening class was seldom conducted there; it was just conducted two or three times in a month. It made the students become unfamiliar with the listening itself and also unfamiliar with listening to the English native speaker. Second, the students unable to listen to the English text well. The third, the students' field of writing what they hear correctly, And the last problem is the students' less attention when practicing listening it might cause by the teacher teaching method.

However, it is not easy for English teachers to teach students to reach their primary goal. It can be seen from the scores of their final exam. Many students failed to meet the minimum

standard score. It happens because they are unable to listen to the English text well in the class. When the students can listen to the sentence, they sometimes field to write what they hear. Some of them even fail to find the main idea and also some supporting ideas or details from the recording.

To overcome those problems, it is important for the teacher to find a new strategy in listening to teaching to help the students to be more active in the learning process. There are many kind strategies in teaching listening that can be used by the teacher. One of them is the Chinese Whisper Game. This game is popular among children worldwide; it also known under various other names depending on locality, such as the Rusian scandal, Whisper down the lane, Broken telephone (in Poland), Operator grapevine, Gossip, Don't drink the milk, and soon. Chinese Whisper game is an internationally popular children's game in which player form line and the first player come up with a message and whisper it to the ear of the second player repeats the message to the third player, and soon.

Learning by games is suitable for the young learner, gives the students the opportunity to learn her language experience thorough fun and play. According to (Ngunyen and Khuat , 2003, p. 14) games bring relaxation and fun for students to help them learn and retain words more easily. Chain Whispering is one of the methods that can be applied in teaching English to improve students listening skills.

Therefore the teacher should use an appropriate technique in the teaching process. So the students can understand and enjoy the learning process. According to (Hornby, 1995) in Azar (2012:252) defines English is the total number of words in a language. In order to master English, students need to know what the speaker said, they understand vocabularies in a different

context. Cannot understand the listening material is one of the students' difficulty. There are some ways to understand students' difficulties in listening; one of them we must indicate some factors that become a problem in listening.

Finally, based on the background above, the researcher should carry out the research under the title *"The Effect of Using Chinese Whisper Game on Students' Listening Skill at Tenth Grade of Senior High School N 3 Tambusai"* to help the students improving their ability listening skill.

B. Identification of the problem

Based on the background of the problem stated above, the researcher identifies the problem   find out by students' listening skill at Senior High School N 3 Tambusai

1. The students unfamiliar in listening

2. The students were unable to listen to the English text well.

3. The students' field of writing what they hear correctly.

4. The students less attention when practicing listening.

5. The teacher teaching methods still used the old method.

C. Limitation of the Problem

Based on the setting of the problem above, the researcher needs to limit the problem. The researcher limits the problems because the teacher student's techniques are not appropriate in teaching listening. It inhibits the students' ability in listening, reading, writing, and speaking.

With the result, the researcher limits the students' problem just in learning English, especially in listening skills.

D. Formulation of The Problem

Based on the limitations above, the problem is formulated as follow: Is there any significant effect of using Chinese Whisper Game toward students listening skill at Senior High School N 3 Tambusai?

E. Purpose of The Research

Inline what has been giving of problem to find about there is a significant effect of using Chinese Whisper Game toward students listening skills at tenth Senior High School N 3 Tambusai.

F. Significance of The Research

The result of this research is expected to give the theoretical contribution, practical contribution, and the next researcher:

1. For the theoretical contribution

The result of this research is expected to give the information to the English teacher of Senior High School N 3 Tambusai about the effect of using Chinese Whisper Game toward students listening skill.

2. For the practical contribution

The result of this research is expected to improve students listening skills in learning the English Language.

3. For the next researcher

The result from this research hopefully can be extended information for those who want to do research about listening skills taught by using the Chinese Whisper Game at Senior High School N 3 Tambusai.

G. Definition of The Key Terms

In this research, some terms used in this research to make the research more clear or to understand more and avoid misinterpretation. Here is the definition of this research:

a. Listening

According to (Flowerdew, J. Miller, L., 2005), listening is a skill that deserves equal treatment with the others, both in the classroom and in the preparation of language teachers. With the unrelenting trend toward globalization, which manifests itself in more significant international trade, travel, education, internet use, cheap international telephone calls, and mass entertainment, English has become a world language. The need to be able to understand English is increasing by the day. There is a growing need, therefore, for international l citizens to be able to understand not just standard British or American spoken English, but other varieties spoken around the world.

b. Skill

Wood (1981) points out, 'for a sociologist; all skills are socially constructed in that none are the result of some technology which has fallen from the sky. The first part of the paper provides several examples of how the skill is socially constructed, the second part considers the implications of the social construction of skill for current policy developments, and the final

section points to some initiatives which may help to avoid some of the negative consequences of social construction. Additionally, skill is one of those social science words in common parlance with many meanings, numerous synonyms such as ability, competence, knack, aptitude, and talent.

c. Chinese Whisper

According to Rosenfeld, Chinese Whisper is a game in which a message is passed through a line of people. The last player announces the message, which is often very different from the one that was uttered by the first. The game illustrates how different sources of noise accumulate, contaminating verbal communication. It means the game starts with speak and whisper a message from one person to another person.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents theories that underlie this research, the discussion of this chapter divided into three main parts; they are a review of related literature, view of related finding, and the conceptual framework. In the review of related literature, the researcher discusses some theories and the research studies which are relevant to the topic. In the conceptual framework, the researcher related the theory to the study.

A. Review of Related Finding

A1. Nature of Listening

1.1.1 Defenition of Listening

There are a lot of definitions of "listening" that have been suggested by the researchers in language learning English. According to (March Helgensen, 2003, p. 24) listening is an active, purposeful process of making sense of what we hear. Language skills often categorized as receptive or productive. Speaking and writing are productive skills. Listening, along with reading, is a receptive skill. That is, it requires a person to receive and understand incoming information (input). Because listening is receptive, we can listen to and understand things at a higher level than we can produce. For this reason, people sometimes think of it is a passive skill.

Listening is very active. As people listen, the process not only what they hear but also connect it to other information they already know. Since listeners combine what they hear with their ideas and experiences, in a very real sense, they are "creating the meaning" in their own minds. Listening is meaning-based. When we listen, we are normally doing so for a purpose.

You might even say we do not listen to words; we listen to the meaning behind the words (Nunan 2003: 24).

The important of English is acknowledged by (Feyten,1991; Nunan,1998; Flowerred& Miller, 2005) listening skills are of vital importance to the communicative process. Research shows that a considerable amount of the time adults spend communicating involves listening (45%), a percentage that dominates time spent engaged in the other three skills: writing (9%); reading (16%); and speaking (30%). Listening becomes even more important in western academic settings, where close to 90% of class time in high school and college is spent listening to discussion and lectures' (Taylor, 1964, as cited in Oxford, 1993).

As defined by (Oxford , 1993, p. 206) listening is a complex problem-solving skill, and it is more than just perception of the sounds. Listening includes comprehensions of fundamental language skills. It is a medium through which children, young people, and adults gain a large portion of the information, their understanding of the words, sentence and human affairs, their ideals, sense of values and their appreciation.

According to (Rivers in Hasyuni, 2006, p. 8), says that listening is a creative skill. It means that the students comprehend the sound falling on their ears, take a row material of words, arrangements of words, rise and fall the voice, and from this material, the students create a significance. The students must cope with the sender's choice of vocabulary, structure, and rate of delivery.

Moreover, to Russel in Hayuni (2006: 8) also say listening skill is listening with comprehension, attention, and appreciation. Then, listening activity needs integrating skill of language, such as pronunciation, vocabulary mastery, writing, speaking, and reading. Listening skills can be meant as the capability to pay attention or to hear something. However, listening

skill is not the same as the hearing. Hearing is essentially an automatic, and it is like a passive activity. It is possible to hear sounds without consciously engaging in the process. While in listening brain does not automatically translate the words. It is an active process that involves much more than assigning labels to sounds or words.

Based on the explanations above, the researcher can take the conclusion that listening is not only passive activity but more than it listening is the ability to identify and understand what others were saying. It is also a complex activity, and the researcher can help the students comprehend what they hear by using the Chinese Whispers game with Past tense material. Listening is the active process because the matter of listening is not just a matter of hearing; listening includes many processes. Listening is determining the massage of the sound.

A.**1.2 Model of Teaching Listening**

Listening comprehension has difficult models of the learning process, they are bottom-up top-down, and interactive processing (Nunan D , 2003, p. 26)They are presented as follows:

The bottom-up model (Helgensen, M., S. Brown , 2007, p. 26) explain that the bottom-up model processing is how the listener is trying to make sense by focusing on the different parts like grammar, vocabulary, and sounds. The advantage of this model is that it is to see all the parts of the language. On the other hand, the disadvantage of this model is that the learners will miss some information, such as taking the metaphor a step further, an unknown word, or a new piece of grammar.

Top-down model It is the opposite of the bottom-up model. In the bottom-up models, the learners start from their background knowledge, either general information based on the previous learning and life experience (content schemata) or awareness of the kinds of information used in a given situation (textual schemata). For example, the language in public places such as banks,

hospitals, or airports is different from the language that people use in socializing with their friends. On the other hand, the top-down model has a disadvantage. That is, learners will miss a lot of detailed information about the language. However, in general, they understand it.

Interactive processing is a combination of bottom-up and top-down models (Nunan D , 2003, p. 29). For example, in the class, the students are brainstorming related to the topic. In that process, they are based their information on their experience (top-down) as they generate the vocabulary and sentence (bottom-up data) the students' tent to listen to a foreign language by using "bottom-up" model. It is caused that in the school the teacher often teaches bases on the building block of the word and the structure (Helgensen and Brown, 2007:7).

Based on the descriptions above, we know there are three models of learning listening process. They are bottom-up, top-down, and interactive processing. Each model has its own characteristic, advantages, and disadvantages. Teachers have to be selective in deciding which model would best fit their needs.

A.1.3 Types of Listening

Based on the explanation before listening occurs under the consciousness of the listener and happens because of some purposes of the listener. In harmony with this, listening can be separated into two types of listening, which are interactional listening and transactional listening. Interactional listening, it can be referred to the two-ways listening, it is often socially oriented, and mostly it happens to fulfill the listeners' social need. Interactional listening also involves the interactional between the listeners and speakers. The example of this type of listening often can be found in a family gatherings, small talk, or a casual conversation at the party. On the other hand, transactional listening can be referred to as the one way of listening. The use of this type of

listening is primarily to deliver or communicate information, which in this situation, the listeners cannot confirm nor clarify the information that the speaker informed. This type of listening often finds in the seminars, stadium general, and news broadcast. (Guan Xiaoxian and Jin Yan , 2010, pp. 17-21).

Obviously, for listeners knowing the various types of listening can be useful. The listeners can decide what to listen to other than trying to understand in listening to every single spoken word. In other words, the listener can decide which point that they have to pay more attention to, it depends on their purposes in listening. As we know, listening has many purposes, so it also produces many kinds of listening as well. Owen Hargie splits listening in to six types. They are discriminative, comprehension, evaluative, appreciative, dialogic, and emphatic listening.

Discriminative listening can be referred to as the basic form of listening ply, which the purpose of it simply to scan and monitor the visual and auditory input. Comprehensive listening refers to the goal of listening to itself, which is to comprehend the listening input and understand the message or the information that has been given by speakers. Evaluative listening is the type of listening that enables the listener to make the appropriate judgment of the speakers' message by evaluating the accuracy, meaningfulness, and utility of the speakers' message. Appreciative listening can be referred to as listening for gaining pleasure or appreciate the input. One of example of this is listening to music that makes the listener feel enjoy and appeals to the listener themselves.

Dialogic listening is two-way listening that generates benefits for both speaker and listener as they are sharing views or ideas one another in order to decide that both sides would agree. The last is emphatic listening, which the type of listening to that can be difficult to

perform because the listener needs to understand and experience what the speaker feels and thinks. The first example of this type of listening is commonly found between close friends when one of them needs someone to talk or need someone to listen to them with hopes that the listener will make them more comfortable able to feel care ford. This type of listening appears to be difficult because not everybody can be a good listener; it is far easier to tell our own story or advising someone rather than empathize with others.

While Hargie splits listening in to six types, (Jeremy Harmer, 2007, pp. 303-308) just split listening in two extensive and intensive listening. Extensive r listening is just like extensive reading with the simple purpose to create a better reader, advancing their vocabulary and also grammar. So, with the extensive listening, it also can have the same effect in students' language development. In extensive listening, teacher give the students liberty to choose the material of their extensive listening so they could do it for pleasure and it also doesn't have to happen in the classroom only but also outside classroom such as their own home, or while they are traveling somewhere. The material are vary, it can be movies, songs, audio books and etc, which can be easily get from the internet. The point is contents should be appropriate and meet the students needs. So,this type of listening will work effectively.

In addition, the students are encouraged to accomplish some certain tasks during extensive listening. For the example, recording their review towards the material they listen to. These tasks would help the teacher to assess their progress. Informing their tasks, the students may discuss system and the techniques with their teacher. Or, the teacher provides options weather the students work in individuals, groups, or pairs.

Intensive listening, is where the students and the teacher have live interaction and practicing listening strategies. Sharing the topic and responses are included in this type of

listening. The forms of intensive listening can be very, such as storytelling, reading aloud, interviews, or conversation the main purpose of the intensive listening not only to build and enhance the students listening skill but also to build students confidence and belief. Because of that, the teacher is highly the demanded to be the feedback organizer, machine operator and also the prompter. Some media such as game can be used to support this type of listening. The students can play the game in listening with the regulation of the game. So they will get the useful input from the material they listen to.

Furthermore, these two types of listening can be combined, whether the material or the procedures. Because both of the types provides input not only from the teacher but also the other sources which will provoke students good speaking habit from the English spoken input that they listen which will help them improve their pronunciation and speaking skill.

A.2 Teaching listening

The first step learning problems that students in constructing a successful listening is to identify the learning problems that students are experiencing as a result of listening to related issues. (Underwood, pp. 111-112)identifies the learner's problems. The first problem in teaching listening is trouble with the sounds, most students rely mostly on context for comprehension; they are often themselves unaware sound perception.

The second is a students have understand very word, Some students fell worried and stressed when they miss some words or the text. Here the teacher needs to give the students practice in selective ignoring of heard information' something, they do naturally in their mother tongue. The teacher should explain this point to the students, and set them occasional tasks and ask them to scan a relatively long tasks for one to limited items of information.

The third is students cannot understand fast, naturally native speaker the students can only understand if the teacher talks slowly and clearly. They can not understand fast, natural native-sounding speech. To overcome this problem, the teacher has to expose the students to as much spontaneous-informal talk as possible. so they can understand the native speech. The teacher can also provide them with the sorts of discourse at the right level for them.

The fourth is students need to hear thing, more than once in order to understand, the students need more that once to hear the text. In this problem, the teacher can try to use text that include "redundant" passage and within which the essential information is presented more than once and not too intensively and give the students the opportunity to request clarification or repetition during the listening.

The fifth is students Find it difficult to keep up, the students fell overloaded with incoming information. The solution is not (so much) to slow down the discourse but rather to encourage them to relax, stop trying to understand everything, learn to pick out what is essential and allow them to ignore the rest. And the last is the students get tired, sometimes students fell tired and bored to listen, if the discourse is too long. They also fell more difficult to concentrate: the solution of this problem is similar with the third problem above.

In additions, (Rost, 1994, p. 119)has identified the listener's problem as follows acuity of hearing, discrimination, and auditory perception, attention and concentration, comprehension, interpretation, critical listening, and evaluation listening.

a. Acuity of hearing

Some pupils have physical problems which prevent them from participating full pr owing to environmental problem (such as noise), are not hearing what is said.

b. Discrimination and auditory perception

Some pupils have problem with auditory memory (recalling what they have just heard) and sequential memory (recalling in correct sequence of words our utterance they have just heard.

c. Attention and concentration

Many pupils have difficulties following instructions owing to apparent in attention and concentration. Such pupils may not be adapting well to the numerous distraction in typical classroom.

d. Comprehension

Numerous pupils have difficulties with different aspects of listening comprehension. Some have trouble with factual or literal comprehension (identifying what was said or what facts were stated); others have trouble with interpretation (such as categorizing new information or seeing cause-effect relationship between facts); other have trouble with critical listening (applying what they have heard and problem-solving). Still others have problems with evolutional listening (appreciating or commenting critically on what they have heard.

Based on the explanations above, the teacher should be pay attention in teaching listening. The teacher should be know the students' need and choice the suitable topic with the capacity of students in learning listening. The topic must be interest, so the students not bored in listening class and can more concentration with the sounds. The teacher should be provide the material and clear pronunciation based on the students' ability, so that the students not any problem in listening activity.

A.2.1 Assessing listening

Assessment is very important in the teaching-learning process because the teachers need to give grade and feedback of the students. It will help to analyze the students' problems(Helgensen, M., S. Brown , 2007, p. 18) says that assessment is both important because as teachers need to give grades and because they want to provide feedback.

The word assessment becomes a popular word for educators, in much the same way that communicative or interactive have gained widespread acceptance in language teaching circles. A test is a method of measuring a person's ability or knowledge in a given domain, with an emphasis is on the concept of method and measuring. Test are instruments that are (usually) carefully designed and that have identifiable scoring rubrics. Testare prepared administrative procedures that occupy identifiable time periods in a curriculum when learners master all their faculties to offer peak performance, knowing that responses are being measured and evaluated.

Assessment, on the other hand, is an ongoing process that encompasses a much wider domain. Whenever a student responds to a question, offer a comment, or tries out a new word or structure the teacher subconsciously make an assessment of the student's performance. Listening activities usually require some productive performance that the teacher implicitly judges, however peripheral that judgment. A good teacher never ceases to asses students weather those assessment are incidental or intentional based on (Brown, H. Douglas, 2004, p. 42).

In this view of those two concepts, tests are subsets of assessment, they are certainly not the only form of assessment that a teacher   can make. Tests can be useful devices, but they are only one among many procedures and tasks that teachers can ultimately use to assess students.

What we are doing when we are "coaching" our students and giving them feedback is essentially informal assessments: incidental, unplanned comments and responses like "Good Job!" "did you say can or can't?" you o to the movies yesterday?" or a marginal comment on a

paper. A good deal of teacher's informal assessment is commended in classroom tasks designed to elicit   performance but not with the intent of recording results and making fixed judgments about student's competence.

On the other hand, formal assessment includes exercise or procedures specifically designed to tap into a storehouse of skills and knowledge. They are systematic, planned sampling techniques constructed to give teacher and students an appraisal of students achievement.

Maybe we have a question, is formal assessments the same as a test, we can say that all tests are formal assessments, but not all formal assessment is testing. For example, we might use a student's journal or portfolio of materials as a formal assessment of the attainment of certain course objectives, but it is problematic to call those two procedures "tests". A systematic set of observations of student's frequency of oral participation in class is certainly a formal assessment, but it too hardly what anyone would call a test according to (Douglas, Brown. , 2007).

A.2.2 Measuring of Listening

There are many limited description scale In measuring of listening, such as nonscorable, limited, edaquate, good, very good, and excellent.

Table 1.scales used for measuring listening

By Carrol and West (1989) in flowerdew, J-Miller, L(2005)

Percentage Scale	Number Scale	Grade Points	Limited Description Scale
0	0	F	Nonscorable
10	1	E	Limited

20			
30			
40	2	D	Adequate
50			
60	3	C	Good
70			
80	4	B	Very Good
90			
100	5	A	Excellent

A.3 The Nature of Chinese Whisper game

A.3.1 definition of Chinese Whisper game

According to (David Thomas , 2013), Chinese Whisper is a party game in which a whispered message is passed around a circle in the expectation that, in the telling, it will become comically distorted or exaggerated by the time circuit, in various countries it goes by difference names, which are often variations on the idea of a broken telephone. In English, Chinese Whisper has become an idiomatic expression describing how a story passed from person to person will, inevitably, evolve or mutate unpredictable ways.

Futhermore, (Nugraheni, Yenny Dwi, 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. It means that Chinese Whispers game can be used by the teacher in listening, reading, speaking and writing learning process.

Based on, (Marsland, Bruce , 2012) says that Chinese Whispers game also known as a 'broken telephone'. in addition, (Chatburn, Robert L, 2013) states there is an interesting game called 'telephone' or 'whispers', in which a massage is paused on, in which a whispers, down a line of people, and the last person speaks the massage out loud. This game has many named in this world, such as "Telephone Game", "Whisper Game". and "Broken Telephone".

Chinese Whispers is one person whispers something to the person next to them. The receiver then whispers what the first person said to the third person. This third-person whispers the message to the fourth person, and the message is passed on 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)

Whispering game is one kind of technique that can be used to teach vocabulary mastery. This game is a competitive game that is played in a group of students. Each student in the group has to cooperate well to whisper a word given to the teacher. The whispering game is also called the Telephone Game. It is a game that demonstrates how easily a message passed a line of communication. (Cathy S. Tooley, 2016)stated that the telephone game is a game often played to demonstrate how each of us hears things differently.

Based on the definitions of Chinese Whispers above, we can conclude that Chinese Whispers is a game that whispers or pass the message from students to the students in a group. Additionally, in this section the researcher will adopt the definition from (David Thomas , 2013), because 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 stressed and intonations, ability to recognize the stress pattern of words, ability to recognize the rhythmic structure of English.

A.**3.2 Procedures of using Chinese Whisper game**

Here are a few procedures of using Chinese Whisper Game in teaching listening. The first is from (Venech, David J. , 2012). He proposed the steps, such as 1) Have a leader of a group stand of 10 students. 2) The leader whispers a sentence to a group member. 4) Who in turn, whispers another group member, and so on. 5) The final students say it aloud to the group. 6) The group compares the last students and the first students and their written text.

The second procedure of using Chinese Whisper is from (Cathy S. Tooley, 2016) she proposed the step they are: 1) in this game, the teacher divides students become four groups (A, B, C, and D) depending on the number of students. Each group in the game consists of seven students. 2) The teacher gives the word on the first students. 3) The first students hear and memorize a sentence and then whispers something to the students next to him. 4) The something that was whispered continues to be whispered to the students next in line until the last person says aloud what heard. 5) The last students of each group pronounce a sentence. 6) After pronouncing a sentence, each group writes down the answer on the worksheet. 7) The last students of each group give the meaning of the word. 8) Change the leader in their group and give another word. 9) Continue this activity until all of the students get a position as a leader in their group. 10). The group that got the highest score will be the winner.

The third procedure of using Chinese Whisper is (classroom Activity Junior High School, 2013: 70) stated that: 1) Each row of students is a group. 2) One of the teachers take the last students in each row into the hallway and has them memorize a word or sentence. 3) When the teacher shouts, Go! Students race to whisper the word or sentence to the next students in line. 4) When the word or sentence has reached to the last students, you can have the students either write the word or sentence down on a scratch piece of paper. Or have the students come and whisper it in to a teacher. 5) Points are awarded for speed: 5pts, 4pts, 3pts, 2pts. 6) While the last two group receive 1pt each telephone line rotates so there is a new last person and the game is repeated.

The fourth procedure of using Chinese Whisper is according to Daphne Tan, singapore stated that: 1) Choose ten words that students already know. It is important that they are familiar words. 2) Choose four or five other familiar words as examples. 3) Demonstrate on the board that the word 'cat', for example, can be written CVC, Consonant sound, Vowel sound, Consonant sound. This is very easy example but there are more difficult ones. 'Caught' is CVC, 'through' is CCV, 'breakfast' is CCVCCVCC, 'brother' is CCVCV, 'hour' is VV, 'carrot' is CVCVC. 4) Ask the students to do the same with ten words you have chosen. You can ask them to do this by looking and writing, by looking listening (to you) and writing, by listening saying (to teach other)and writing-whichever combination seem valuable and necessary. 5) If you are sure about a word, check the phonemic symbols in a dictionary. 6) Check the students' answers and explain any difficulties.

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

Based on the procedure above, we know that the original one only provides one section for all of the groups. At the eleventh grade, there are eighteen until twenty onestudents in one class. So, the researcher modify the procedures of using Chinese Whispers in teaching and learning listening in the classroom. The steps are: 1) The teacher tells the students to make a group consist of 6 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 massage. 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 massage together with the other member in a group.8) The faster group that finish first an the massage is true become the winner in this group. 9) Then turn to the next section with the other two groups. The group will get the same treatment. 10) At the end, the students with the teacher find the meaning and check the grammar structure together.

A.3.2. The advantages of using Chinese Whisper game

Chinese Whisper is competitive game which is played in a group of students. In regard to the teaching listening, games are useful to stimulate the students' to comprehension by doing some actions (Pinter, A, 2006). There are several benefits of using Chinese Whisper. Teaching students with having feelings of fun, they are more relaxed to receive the language contextually. The games give students an opportunity in using English and they seem less embarrassed to do what the teacher ask   or to express what they hear. (Marsland, Bruce , 2012)states that using Chinese Whisper game benefits to improve students pronunciation by speak what they read and hear, This game also improve students basic skill and grammar correction.

However, even more important, Chinese Whisper game process encourages students basic skill most in listening, engagement, and empathy by giving each member of the group essential part to play in the academic technique. A group member must work together as team to accomplish a common goal; each person depends on all others. No students can succeed completely unless every one work together as a team.

Based on the descriptions above, we know that the advantages of using Chain in teaching and learning is making 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.

B. Review Related Findings

There are many studies that related to this research, in the review of related findings, the research reviewed other researchers finding. The first, FaisolAs'ari (2017), conducted a research is *The Effectiveness of Using Chinese Whisper to The Eighth Grade Students' Listening Ability at MTS YSPN BaranMaesan Mojo Kediri in The Academic Years 2015-2016.* This was experimental research he stated that teaching listening skill is one of the most difficult tasks for any teacher because there are no rules as in grammar teaching. At this point, many teachers try to find out ways to help their students succeed in listening skills was very difficult rather than language skills anothers.

The second, Mukarramaamma (2015), on her research *Improving Students' Listening Ability by Using Chain Whispering Words or Sentences Techniquea at The First Year of SMP Somba Opu Sungguminasa Gowa.* The researcher was action classroom research. She explained that listening is a complex, active process of interpretation in whic listeners math what they have

heard with what they have already known. It was a process to start mind. We must pay attention first with the listening, then we can easily study the other skills. In the conclution, learning listening the students must be seriously by pay attention in learning listening.

The third, Apriani Sufiarti (2013), *The Research Was The Influence Using Chain Whispering Technique on Listening Skill and Learning Interests of Students.* Results of the research show that English listening skills and learning interests of students who take lessons using Chain Whispering Technique is higher than than the group of students who take conventional learning. These result also demonstrate taht using Chain Whisper techniques in learning English can improve listening skill and students' interest in learning English.

The fourth, Wiji Soviana (2017), her research was *The Use of Whispering Game to Increase The Students' Vocabulary Mastery at The Eight Graders of SMPN 1 PUNGGUR CENTRAL LAMPUNG.* The result of the research was by using Whispering game has positive increase in learning vocabulary. By using whispering game technique, the students are interested and motivated in following the class.

Based on the studies above, the researcher positive to conduct the research about Chinese Whisper in listening skill. Actually this game has many named like Telephone Game, American Gossip, Chain Whisper and the most popular name is Chinese Whisper Game, Although the procedure of this game almost same. In this research, the researcher try to find out the significant effect of using Chinese Whisper Game toward students' listening skill at tenth grade Senior High School 3 Tambusai. Many studies have been practiced Chinese Whisper Game in teaching vocabulary and also listening, then that is important to research this game. The research interested to apply Chinese Whisper in teaching listening in SMA N 3 Tambusai. The difference

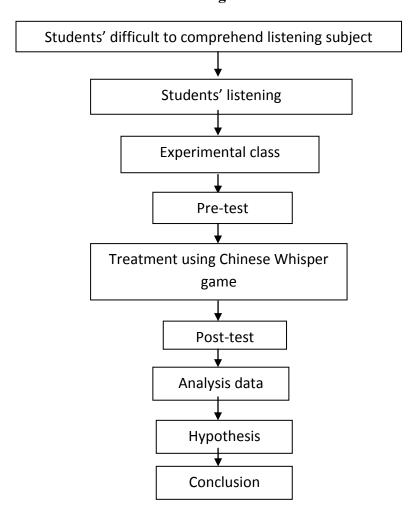between the researcher's study with the researchers will use in applying Chinese Whisper Game. The a mterial is about Simple Past Tense.

C. Conceptual Framework

Based on the review of related theories, a conceptual framework was students' listening skill at X of Senior High School 3 Tambusai. On the framework, we can see the problem and purpose of the research.

The Effect of Using Chinese Whisper Game on Students' Listening Skill at

Tenth Grade of Senior High School 3 Tambusai

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┌──────────────────────────────────────────────┐
│  Students' difficult to comprehend listening subject  │
└──────────────────────────────────────────────┘
                        ↓
        ┌──────────────────────────────┐
        │      Students' listening      │
        └──────────────────────────────┘
                        ↓
            ┌──────────────────────┐
            │   Experimental class  │
            └──────────────────────┘
                        ↓
              ┌──────────────────┐
              │     Pre-test      │
              └──────────────────┘
                        ↓
        ┌──────────────────────────────┐
        │  Treatment using Chinese Whisper │
        │             game              │
        └──────────────────────────────┘
                        ↓
              ┌──────────────────┐
              │     Post-test     │
              └──────────────────┘
                        ↓
              ┌──────────────────┐
              │   Analysis data   │
              └──────────────────┘
                        ↓
              ┌──────────────────┐
              │    Hypothesis     │
              └──────────────────┘
                        ↓
              ┌──────────────────┐
              │    Conclusion     │
              └──────────────────┘
```

According to (Miles, Mathew B., and A Michael Huberman , 1944)(the conceptual framework of your study put the system of concepts, assumpions, expectations, beliefs and theories that supports and informs your research is a key part of your design. The funtion of this theory was to informs the rest of the design to help the researcher to asses and refine your goal, develope realistic and relevant research questions, select appropriate methods, and identify potential validity threats to your conclutions.

Based on the figure above in students listening skill, some of the students Senior High School 3 Tambusai difficult in learning English because their teaching technique is not appropriate. Based on the problem mention in previous chapter, thes researcher tries to offer teaching listening by using Chinese Whisper Game. It makes teaching and learning process easier and the students enjoy in learning because they are using game as a technique. It is hope the students can improve their listening by using this technique. By using this game, the researcher just has one class that is experimental class. This class will use pre-test post-test design. In experimentsal class will use treatment using Chinese Whsiper Game.

After the test is complete, the researcher gathers the data on the test result of students. The researcher analyze the result of the students with a few steps. First, the researcher uses normalize data to know the variable X and Y distribute or not. Second, homogenize data to know the two sets of data variance or not. Then, t-test it is to know thre is significantly difference between the students' listening and to know there is significant effect in post-test**.**

The researcher propose the hypotesis there are alternative hypotesis (H_a) and the null (H_o), based on the explanation above, the researcher conlude that, the researcher hopes this

strategy can successful and the researcher hope the students are able to learning English well in reading, writing, speaking, and the most is listening.

D. Hypotesis

Hypotesis is focuses which predict an answer to the research question. The hypotesis which is still a temporary answer will then be verified numerically. (Sugiono 2017: 31). A well work up hypotesis is a half the answer to the research question. Hypotesis is not a true assumpsion about the result of the research and still in that position until the valid data is being collected. Based on the explanation above, the hypotesis of this study can be forwarded as follow:

1. Alternative hypotesis (H_a): There is a significant effect of Chinese Whispers game on student's listening skill at eleventh grade of Senior High School N 3 Tambusai.

2. Null hypotesis (H_o): There is no any significant effect of Chinese Whispers game on student's listening skill at eleventh grade of Senior High School N 3 Tambusai.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter the researcher discusses about the research design, setting of the research, in the setting of the researcher the researcher explained about the place was taken when doing the research, in the population and sample the researcher was taken from eleventh grade students of Senior High School N 3 Tambusai, instrumentation of the research, technique in collecting the data, procedure of the research, technique of analyzing the data, the complete of the explanation the reader can be read on the following this chapter.

A. Research design

The type of research use in this study is experimental design. According to (Sugiyono, 2012, p. 134)the experimental research method can be interpreted as a research method used to find the effect of certain treatments on others under controlled conditions. Based on this opinion, it can be understood that experimental research is always carried out by giving treatment to research subjects then seeing the effect of such treatment.

The research design of this research is use Pre-Experimental Design with a type One-Group Pretest-Posttest Design. The research use this design because there is pretest before given a treatment, using treatment result can be known more accurate because it can be compare to circumstances before given treatment (Sugiyono, 2017, p. 64). The effectiveness is known thorough differentiate score between pre-test and post-test, if the post-test score higger than pre-test score it means the technique is effective. This design can be described as follows:

Table 2
Research Design

Pretest	Treatment	Posttest
O1	X	O2
	(Chinese Whisper)	

From the table above, it can be described that the first step the researcher organized a pretest (01) with a purpose of measuring the students' listening skill of X IPA grades of SMA 3 Tambusai. Then the researcher applied the experimental treatment of teaching listening skill using Chinese Whisper Game. The last, the researcher administered a posttest (02) with a purpose of measuring the students listening skill of XIPA grades of SMA N 3 Tambusai after conducting the treatment. Differences attributed to application of the experimental treatment are then evaluated by comparing the pretest and posttest scores.

B. Setting of the Research

This research is conducted at the eleventh-grade students Senior High School N 3 Tambusai, Dalu-daluTambusai Tengah, Tambusai sub district, of RokanHulu Regency in March 2020.

C. Population and sample

C. 1. Population of the research

Population is a whole participant in the research. According to (Sugiyono , 2017, p. 119) population is a generalization area that consists of: objects / subjects that have certain qualities and characteristics determined by researchers to be studied and then drawn conclusions.

In this study, the population was all the tenth grades students of SMA N 3 Tambusai in academic year 2019/2020. The tenth grade students of SMA N 3 Tambusai in academic year 2019/2020 consist of two classes. The quantity of students in each class of the populations is as follow:

Table 3
Population of The Research

No	Class	Number of students
1	X IPA	24
2	X IPS	20
	Total	**44**

C. 2. Sample of The Research

Selecting sample is very important step in conducting a research study. Sample is more specific than population. (Margono, S, 2003, p. 103)given the definition of sampling is technique to choose sample that the number of sample is appropriate to collect the data source by considering the nature and the distribution of population so that gotten the representative sample. Based on (Sugiyono , 2017, p. 119) sample is part of the characteristic number possessed by the population.

Thus, in selecting the sample in this study, the researcher chose one kind of non probability sampling that is purposive sampling. Purposive sampling is a technique of taking sample by some considerations (Sugiyono , 2012, p. 124). In purposive sampling, also referred to

as judgment sampling, sample elements judged to be typical or representative are chosen from the population.

In this research, the research decided to choose X IPA class that consists of 24 dtudents as the sample. The consideration of choosing X IPA as the sample was because in applying the experimental design, the sample must not be to "good" and too "bad" in their English achievement. And also, according to the English teacher, X IPA class was taken because among other classes the students of the X IPA class had average capability. But because this pandemic the sample was taken just eleventh students from X IPA.

D. Instrumentation of the Research

The instrument of this research is used to measure of values of variable of the research. In this research. To know the effect of teaching listening, the researcher will use a listening test. The researcher will used pretest post-test design. According to Sugiyono (2011: 133) the research instrument was used to measure the value of the variable under study.

To know the student's ability, the researcher needs test. According to Gay (1992: 154) test is a means of measuring the knowledge, skill, feeling, intelligence, or aptitude of an individual or group. Therefore, test produces numerical score that get from the students and it will be as representative how much students understand the materials received from teacher.

In this research, the instrument will provide test to the students. The test will be in the form of a pretest and post-test design. The pretest is aim to measure the students listening before giving treatment and posttest to find out students listening skill after giving treatment. Treatment will use Chinese Whisper game. To get the score, the researcher will analyzed the listening test for students' listening skill by using Chinese Whisper game.

E. Procedure of The Research

E.1 The Procedure of The one group pre-test post-test design

Here the procedures of pre-experimental research that use one group pre-test post-test design:

a. Pre-test

The researcher administered pre-test on March 10th, 2020 to know students' listening skill ability before being taught by using Chinese Whisper game. This test follow by 26 students and conducting 45 minutes for allocated times. The test include fill in the blank with the theme My Wright Brother focus on tenses that is past tenses. The material of the test taken from English book and other resources to add more material which related to their subject based on Senior High School curriculum.

b. Treatment

After conducting the pre-test, the researcher gave treatment for the students. The treatment that the researcher will use Chinese Whisper game in teaching listening skill in simple past tense which the students finding the simple past tense, regular and irregular verb. This treatment takes order to know is there any significant effect on students' listening skill after using Chinese Whisper game. Treatment is conduct for three meetings. In this research, there are some steps to conduct a treatment in the classroom those are:

1. First meeting

For the first meeting, the researcher explain about simple past tense, and students got explanation about the goals and instructing Chinese Whisper. The students follow the steps of Chinese Whisper game.

2. Second meeting

For the second meeting the researcher applied Chinese Whisper game, in this meeting the researcher give treatment test with the topic My Wright Brother and then students listen the sentence which is whisper by teacher,

3. Third meeting

For the third meeting, the researcher find the students to make a group consist of 4 students in line. The researcher show the topic to the lead of group about recount text, and then the students can play game when the lead whisper to other and soon. It is apply by 60 minutes. And every group reconfirm or conveying the sentence which is listen. It is apply around 25 minutes

c. Post-test

After conducting the treatment to the students, the researcher give administered post-test on 26[th] March, 2020. The purpose of giving post-test is to find the effect on students listening skill after using Chinese Whispers game, whether there is any significant difference in the students listening skill. Post-test was given to the class with the material Inventor of the Wheel.

Table 4

Meeting 1	Meeting 2-5	Meeting 6
Pre-test Past tense	Conventional teaching Past tense about **-history of Train** -history of bicycle **-History of telephone**	Post-test (Inventor of the Wheel)

Table 5
Teaching Activities in Experimental Group

No	Activities	Teacher' Activities	Students' Activities
1	Pre	– Greeting the students' – Praying together – Check Attendance list – Apperception (telling the purpose of learning material and what related with the previous lesson)	The students say greeting, praying, answer the teacher question, open the book
2	While Activities	• The teacher gives the material about past tense • the teacher find the students to make a group consist of 4 students in line • The researcher showed the topic to the lead of group about past tense (My Wright Brother) • The students can play game when the lead whisper to other and	1. The students listen the teachers' explanation. 2. The students must active. 3. The students listen the instruction 4. Play game

		soon.
		• Every group reconfirm or conveying the sentence which is listened.

4	Post activities	– The teacher instruct students to conclude the material – The teacher tells about next material – Closing the lesson – Greeting the students	– The students try to conclude the material. – The students say greeting.

F. Technique of Collecting the Data

Widoyo, stated that (2012: 33), to collect the data the researcher could use many methods, there were questioner, interview, observation, and test. In this researcher, the researcher used post-test only to collect the data. The steps in collecting the data as follows; firstly, the researcher gave a treatment using Chain Whisper game in the experiment class and in the control class there was no any treatment given in teaching listening.

Secondly, in the experiment class and control class, the researcher gave a post-test with the some topics and the teacher invite the students to make a group in a consist of seven students. Thirdly, the teacher chose the lead of the group and the teacher show a sentence to the lead of the group, after that the lead whisper the sentence to a group member who in turn whispers in to

another group member, and soon. Fourthly, the last students says it aloud to the group, and the teacher compares the last students and the first students. Lastly, the researcher was scored by the raters and then the data was analyzed by the researcher.

Table6
The students assessment in listening skill.

Criteria	Level	Low	Fair	Good	Very good
Ability to focus	1	area of concern students was not able to concentrate on the listening taks and was easily distracted and inattentive.	Needs work The students found it difficult to concentrate on the listening task, but was able to attend occasionally.	Good The students was mostly attentive and usually able to listen with good perception .	Very good The students was able to concentrate fully and listen very attentively throughout theassess

					ment.
General understanding	2	Area of concern Students did not understand enough vocabulary or information to answer the question.	Needs work While the students did notunderstand a lot of the vocabulary and information, he/she was able to complete some of questions.	Good The students showed a good general understanding of the vocabulary and information, with most questions completed.	Very good The students showed a very good general understanding of all vocabulary and information, completing all the questions.
Listening for details	3	Area of concern Students was	Needs work Although the	Good The	Very good

		unable to grasp specific details when listening, and did not include them in the answers.	students showed a limited ability to listen for details, specific information was occasionally included.	students was able to include most specific information and details in his/her answers.	The students included all the specific information and details in his/ her answers.
Accuracy of answer	4	Area of concern The student's answers were mostly left out or unrelated to the information gives.	Needs work The students included a small amount of information, however, a lot was left out or was not accurate.	Good Answers were mostly accurate and related to the information given with an only a few errors.	Very good The content was always accurate and related to the information given.

Table 7
Scoring Rank

Range of the score	The level of the skill
81 – 100	Excellent
61 – 80	Good
41 – 60	Average
21 – 40	Fair
0 – 20	Poor

(Harris, 1968 in Juliati 2013)

To find out many students who got the percentage poor, fair, average, good and excellent the researcher using formula;

$$P = \frac{F}{N} \times 100\%$$

P = Precentage of students

F = Number precentage of each letter case

N = Number of students

G. Technique of analyzing the data

There were several steps that researchers use for game of data analysis: firstly, researcher taught by online class. Secondly, the researcher gave a test, and the test was listening test. Thirdly, after the researcher gave the test, the next step was to researcher check the result of their test using indicator of listening and rated them. Fourthly, then researcher got the students' scores of pre-test and post-test. Finally, the researcher computed the hypothesis significance. It easy to

know whether the H_a accepted or not. The researcher calculated deviation in post-test of experimental and control group to analyze the data, the researcher use the SPSS. In this case the formula was to get the highest score: 15 x 6,6 = 99.

a. Normality Data

Normality test aim to see whether the data is normally distribution or not, this is used to determine the slope formula.(Sundayana. Rostina , 2010, p. 83) argue the normality of data distribution is a requirement to determine what kind of statistic used in subsequent analyzes. To know variable X and Y distributed or not. The researcher used lilifors test because the data was a normal data.

b. Homogeneity Data

Homogeneity the test is uses to find out whether the two sets of data have a homogeneous variance or not. If both the sample is normal, continue with the second test of homogeneity of variance. To find two classes with the test. If data is not homogeneous. It used test parameters.

c. Paired Sample T-Test

Paired sample t-test is a statistical technique that is used to compare two population means in the case of two samples taht are correlated. Paired sample t-test is used in before-afte observation on the same subject (e.g. students' diagnostic test result before and after a particular module or course). Or when the samples are the matched pairs, or when it is case-control study. This is the formula of Pared Sample T-Test:

$$t_{hit} = \frac{\overline{D}}{\frac{SD}{\sqrt{n}}}$$

$$\text{Dimana: } SD = \sqrt{var}$$

$$var(s^2) = \frac{1}{n-1}\sum_{i=1}^{n}(x_i - \overline{x})^2$$

Explanation:

t : $Value\,of\,T$

$\overline{D}$: $average\ measurement\ difference\ 1\ and\ 2$

SD : $standart\ deviation$

n : $number\ of\ sample$

aditional Pre-Experimental design describing based of the data teaching indicator.