

USING WHISPERING GAME IN EFL LEARNERS

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Abstract

In the process of learning English, many techniques and media can be used. The methods and media in learning are made in various ways so that learning English is not monotonous, and student motivation in learning English can be increased. In this study, the researcher discussed the effectiveness of the whispering game in EFL learners. The method applied in this research is library research by comparing and re-examining one researcher's results with another. In the learning process of English, the 'Whispering Game' can increase student motivation and make the learning process more attractive to students to improve students' ability to learn English exactly. In conclusion, the researcher will apply the steps, advantages, and disadvantages of this game.

Keywords: *whispering, game, EFL, learners*

Abstrak

Dalam proses pembelajaran bahasa Inggris, ada terdapat beberapa teknik dan media yang dapat digunakan. Metode-metode dan media dalam pembelajaran dibuat dengan berbagai cara agar pembelajaran bahasa Inggris tidak monoton, dan motivasi murid dalam belajar bahasa Inggris dapat ditingkatkan. Dalam pembahasan ini, peneliti akan mendiskusikan tentang keefektifan dari permainan whispering (berbisik) pada pembelajar bahasa Inggris. Metode yang digunakan adalah metode pustaka dengan membandingkan mengecek ulang hasil dari peneliti satu dengan peneliti lainnya. Pada proses pembelajaran bahasa Inggris, "permainan berbisik" dapat meningkatkan motivasi murid, membuat proses pembelajaran semakin atraktif sehingga meningkatkan kemampuan murid dalam belajar bahasa Inggris secara tepat. Pada kesimpulannya, peneliti akan menjelaskan langkah-langkah, kelebihan dan kekurangan dari permainan ini.

Kata kunci: *berbisik, permainan, EFL, pembelajar*

INTRODUCTION

In the learning process, EFL learners have encountered specific difficulties in teaching and learning

English, such as lack of motivation, getting bored, no understanding or catching the meaning, etc. These issues are a challenge for the teacher,

and, of course, the teacher is also responsible for solving them. In the learning process, teachers should use an appropriate approach and technique for EFL learners to understand and enjoy the learning process. For EFL learners, games are usually used to teach language because it was fun and motivating. According to Ngunyen and Khuat (2003:14), the game provides students with relaxation and fun, helps them learn more efficiently, and retains words. Moreover, in this study, by using the 'whispering game' that can be applied for EFL learners in the learning English process, using this game will try to solve these problems.

Whispering has had a significant impact on learners in the process of learning English. For the students: Students can increase listening skills, so they will master four English language skills that are speaking, reading, writing, and listening. Students will be more accessible and enjoyable to understand in the learning process. For the teacher: Whispering game is easy to use in teaching listening

skills. This method can help the teacher learn English teacher so that students will be easier to know and understand the lesson and students' enjoyable learning English (Juwita, 2017). Based on this explanation above, we will discuss the whispering game and how to apply the whispering game for EFL learners.

The notion of a game has produced several definitions. The most useful is philosopher Bernard Suits from his *The Grasshopper: Games, Life, and Utopia* (1978), in which he says: 'To play a game is to engage in activity directed towards bringing a specific state of affairs, using only means permitted by rules, where the rules prohibit more efficient in favor of less efficient means, and where such rules are accepted just because they make possible such activity [...] playing a game is the voluntary attempt to overcome unnecessary obstacles' (Richard & Bohlk, 2012).

The emphasis on rules and either the implicit or explicit assumption that games occur in a space frequently described as the

magic circle is what this and many other definitions share. The magic circle concept within games came into everyday use through games designers Katie Salen and Eric Zimmerman's adoption of the phrase in their *Rules of Play* (2003). A game has goals; the fulfillment of an objective is one of the rules. This goal can be something like the accuracy of completing an activity first by making points. A game is an activity that is closed down. It means games have to start and end; it has to be easy for the player and the teacher to know who is about to achieve the goal.

METHOD

The method applied in this research is library research by comparing and re-examining one researcher's results with another. After reviewing several research results carried out by researchers, the author rewrites the results of these studies and puts the critical points in the writing of this article. Because what is being researched is the text written form in the form of a corpus (data used as a source of material

research), then the approach used is based on a research library (library research). Library research is a series of activities related to data collection methods library, reading and taking notes, and processing research materials. It is research that utilizes library resources to obtain research data.

Data analysis is the process of searching and compiling systematically the data obtained. Data analysis is done by organizing the data, breaking it down into units, synthesizing, organizing into patterns, choosing what is essential and what to learn, and making conclusions that can be told to others. Content analysis usually uses qualitative studies with conceptual. This realm should condense the words that contain definitions. First, the words are collected into the reference element, which has been expected, so it is easy to build a concept—the concept expected to accommodate the content or message of the work comprehensively.

In several studies that several researchers have carried out, the researchers found many similarities,

such as the procedure of the whispering game, advantages, and disadvantages. Based on the results of several studies that have been conducted, the whispering game is a compelling game that can be used in EFL learning. This can be seen in the increased students' interests, skills, and final results in the research that has been done.

FINDING AND DISCUSSION

a. Games

There are several types of games, such as picture games. According to Wright et al. (1997, p.15-179), a game in which the use of images is a significant part. Comparisons and separate images are included in these games, taking into account differences or similarities. The other game is psychology games that include various games that could all lead to a greater understanding of the functioning of human minds and wisdom. There is much individual variation in opinion and experience in psychology games, and concentration and language use are encouraged. The next one refers to

the magic trick game, which requires exact repetition in this form. Always draw attention to the magic trick and invite comments. All games in this section require trust and interest in others to care for and share games.

The complexity of such games is the shyness or reluctance of learners to share personal feelings and experiences with other class members. Only the teacher can decide how and when to introduce learners to caring and sharing activities. The other one is sound games that can create an impression of people, places, and actions in the listener's mind. There is a demand to contribute through imagination for the listener. This inevitably contributes to personal understanding and individual points of view and to expressing views and thoughts. Instead of engaging in short exchanges, story games offer a framework for learners to speak and write at length. The teacher should decide that it might be helpful to correct inevitable mistakes made during the storytelling, make a written or mental note of the

mistakes, but delay delaying them until afterward.

The other type of educational game is word games, in which intentions are initially focused on the word rather than the phrase in the games: spelling, meanings, sentence-making words, words as inferred from contexts, or words as categorized according to grammatical use. Someone makes a statement in True/False games that is either true or false. Memory games are the other type; essentially, these games challenge the ability of the player to recall. The inevitable is differences between what players remember to contribute to the debate and views and information shared. The question and answer game refers to various games designed to create contexts in which the learner wants to ask a question, usually linked to grammatical points, to find something. The last one is to guess and speculate about games in which someone knows something and others have to figure out what it is. For less sophisticated learners and/or students whose English is limited, it is valid. However, learners at their

command with a broader range of English should be required to think and speak in a more comprehensive, connected manner.

b. Whispering Game

A whispering game is a game played around the world in which one person whispers a message to another, which is passed through a line of people until the last player announces the message to the entire group. The game of whispering is the game that in listening and speaking needs more attention. The students will whisper what they have heard in order to play this game. This game will help students demonstrate the importance of communicating clearly with others; students will also demonstrate how easy it is to miss precisely what others say and discuss what that means for communication by playing this game. The students can automatically assist the students in increasing their vocabulary by playing this game.

Whispering is a worldwide game in which one individual whisper a message to another, passed through a line of people until the last

player announces the message to the group as a whole. Typically, errors accumulate in the retellings, so the last player announces that the statement differs significantly from the one uttered by the first and often amusingly. Anxiety, impatience, erroneous corrections, the difficulty-to-understand mechanism of whispering, and deliberately altering what is said to guarantee a changed message by the end of the line are reasons for changes. In listening and speaking, this game needs greater attention (Sintung, 2014).

According to several researchers (Ersoz, 2000, 2005), whispering games help the students and teachers to speak interactively. It causes (1) For teachers, games can make them easy to give explanations about the lesson, and (2) For students, they understand the material very quickly, the lesson is not bored anymore, help them to remember the material accessible and fast, they become active in class, and game can affect growth up the solidarity and sportsmanship between them. The purpose of this game is to introduce some new

phrases to the students of pre-intermediate.

Accordingly, the game of whispering is a party game. It is easy to set up and much fun to play. Students try to pick a phrase, "pass it on," by whispering it to someone else and have fun seeing how much it changed during the game. All students will need to play in a couple of friends, phrases, and a whisper. Students get everyone in place. Although the game of whispering is simple to play, students will need to arrange the players to support the game. Students stand in either a line or a circle; players will be spaced far enough apart that they will not overhear the word when it is not their turn. Proper position is essential when playing the whispering game, and then students need to whisper a phrase to a person during the game of whispering. Whispering helps in two ways; keeping the phrase a secret and making it hard to interpret correctly. Keeping the phrases quiet can make them more likely to mishear and wildly different from the starting phrase.

c. **Whispering Game Procedures**

According to Budinuryanta, Kasuriyanta, and Koerman, respectively (2009: 929-930), a whispering game starts from the beginning.

1. A teacher who whispers a message or details
2. The student whispers to a pupil and the student To the second student, information.
3. In the second one, the student whispers the message or the data
4. To the third student, in a chain, and so on.
5. The last student mentions clearly and precisely in front of the class.
6. The teacher checks if the message reaches the last student or not.

Halidjah (2013:8) stated that whisper is a game that transmits information From one student to another by whispering quickly and accurately. The first player receives information from the teacher; then the students deliver it to the second player as well; the last player then sends the teacher back or writes the information on the board. As for the

steps of the serial whispered game, according to Subana and Sunarti (2013: 8) as follows:

1. The teacher gives a brief introduction about the implementation of the steps whispered chain.
2. The students in the group arranged in a line or marching sideways or backward
3. The teacher plays the tape recorder on the child's story or other material
4. Each group rewrites the message heard in a paragraph or phrase
5. After the student's position is as expected, the teacher calls the student group representative to whisper a paragraph that has been made
6. The student receives the info and whispers the information to his/her friends
7. The student whispers the information whispered
8. The student whispers the result of his or her friend's whisper and so on
9. The teacher can repeat some different information into one group gradually

10. The assessment can be done by calculating some level of an error made by the group
11. And doing the above as the next group
12. The group with the best score is awarded

Examples of sentences of the application of whispering games about 'adjective word' at junior high school in learning English:

1. I am a thin girl
2. He is handsome
3. You are beautiful
4. My father is fat

d. The Advantages and Disadvantages of Whispering Game

There are many advantages of Whispering Game, such as:

1. It makes the teaching and learning process more interesting for students so that it can wake up the students' motivation, enthusiasm, and excitement
2. It makes the meaning more clearly, so the students more understand and know the purpose of the lesson better
3. It widens and varied learning experience on only in verbal communication but also in more competitive activities
4. It activates students because they do not only listening to the teacher they also do other activities
5. It makes students enthusiastic to follow the lesson
6. It enables students to study much vocabulary at one time (Cathy, 2016)

On the other hand, the disadvantages of Whispering Game are:

1. A teacher should give explicit instruction because the game is not easy
2. It is not easy to handle all of the students in playing this game
3. It can produce some winners. So it needs time to get only one winner
4. Teacher more time to prepare the material
5. The students can "lost in translation," is leading to mass confusion.

Based on the explanation above, the whispering game has advantages and disadvantages in the learning process. Although the whispering game has disadvantages, it would help the students to demonstrate the importance of communicating clearly with others. Also by playing this game make the teaching-learning process more fun and giving motivation to the EFL learners. Whispering game is advantageous since it provides a competitive environment for the learners in the classroom. To put it

briefly, educational uses of games are gaining recognition due to the benefits they offer (Mina and Bahman, 2018). For example, they give students responsibility and the opportunity to be active physically and mentally. Another advantage they offer is that games are almost student-centered rather than teacher-centered, as well as they easily capture children's attention, boost their interaction and are fun to play in the formal academic process, and socialize students.



Picture 1: Whispering Game at Elementary School



Picture 2: Whispering Game at Junior High School



Picture 3: Whispering Game at Course Learning



Picture 4: Whispering Game at Course Learning

CONCLUSION

This study is helpful for teachers as they can improve the quality of education without much burden through such strategies and put a share of the responsibility of instruction on the shoulders of the EFL learners when they are involved in the learning process. Teachers must be more creative in applying methods or creating new media in the English learning process so that learning is not monotonous and enjoyable for students.

Applying the 'Whispering Game' in this study is one of the methods that teachers can apply in the learning process. Whispering game is advantageous since it provides a competitive environment for the learners in the classroom—the importance of using games in general and games with whispering in particular. The researcher argues that using whispering games and activities can offer students numerous benefits based on the results obtained: helping students learn new experiences, adding variety to lessons, improving

motivation, and helping students engage in various tasks.

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