

Application of Whichever Chain Game Method on Listening Ability German Language Students SMA Negeri 1 Makassar

Wahyu Kurniati Asri^a

^a German Language Education Study Program, Jl.Dg. Tata Raya, Makassar, Indonesia.
Makassar State University

e-mail: wahyuku_ayu@yahoo.com

Abstract: The listening ability in German is a difficult language skill, especially for beginner, because there are several alphabets in German which are little bit difficult to pronounce by the student, especially when they are listening to a dialogue or a conversation from CD and Video. To solve that student problem, a fun learning process should be done. To optimizing the student learning ability, a chain whisper game is possible to do. This game is played by divide the student into some groups, by whispering a message in a chain. The purpose of this research is to discover how game can increase student's listening ability in German. The subjects of this research are 30 Senior high school 1st grade students, in SMA Negeri 1 Makassar. The method of collecting data is a listening ability test while the data analysis method is statistic descriptive. The result of this research shows the student's listening ability using chain whisper game method is 74.37% or including in the good category.

Keywords: Listening ability, Game, Whisper Chain, German.

1. PRELIMINARY

One of the functions of language is to acquire science, technology, art and culture. For that coaching and development, especially in educational institutions need to be improved. Especially in this era of globalization, people are increasingly required to be able to master and use a variety of foreign languages.

German is one of the many foreign languages studied in Indonesia aimed at the absorption and development of science, technology, art, culture and fostering relationships with other nations. Indonesia as a developing country does a lot of cooperation with Germany. This is the underlying so that learning German language became one of the existing language and learned in high school level in Indonesia.

Language skills include four basic skills: listening skills (*Hörverstehen*), speaking (*Sprechfertigkeit*), reading (*Leseverstehen*), and writing (*Schreibfertigkeit*). These four skills are interrelated linguistic potentials. Furthermore,

each of these skills is also closely related to the processes that underlie the language.

One of the language skills that became the object of this research is the ability to listen. Basically, listening ability precedes the ability to speak and the ability to speak ahead of reading ability, the latter obtained is the ability to write. In general, listening ability and speaking ability are obtained after entering the educational institution. The four abilities are a unified whole and can not be separated. In various fields of their lives.

Listening is a process ranging from the process of identifying sounds, composing interpretations, utilizing interpretive results, and storage processes, as well as the process of connecting the interpretive results with the overall knowledge and experience. This means listening is a process to appreciate what he or she is listening to, such as news reading, poetry, music and songs, dialogue, panel discussions, and debates.

In connection with the German language lessons, listening skills is a major factor in achieving the goals and fundamental

teaching of the German language. Students will be well received materials German lessons, if it has an adequate listening skill. However, it is undeniable that the student's ability to listen sometimes not adequate for listening activity students are very influenced by certain factors, including the facilities available, the school environment, and the lack of German language vocabulary of the students.

In addition to these factors, the ability to listen to German sentences is also influenced by several factors, such as writing in German. In German, there are several sounds of letters that are rather difficult to pronounce by students like the sound of sch, sp, st, ei, ie. ö, ü, and. The sounds are somewhat difficult to pronounce and listen to by the students, especially when a dialogue is played in German through audio and audiovisual media.

Based on observations at school, when learning is still a lot of students busy themselves without regard to the teacher to explain the subject matter in front of the class, there are students who liked to talk with a partner, the atmosphere less conducive school so that students can not concentrate fully, and so forth.

In addition to the above, the lack of creativity of a teacher greatly affect student learning outcomes. For that a teacher must be able to choose appropriate learning medium for students to play an active role in learning, and indirectly the student learning outcomes will be better.

To obtain this, it is necessary to listen instructional strategies that encourage students' active in learning the German language. One of the strategies that can help students in listening skills that play a serial whispered. By using this game an effective learning process and will motivate the students to listen because students learn while playing with a train in listening to the material.

Methods chain whispered language game as a learning strategy for listening skills where students play and learn with whisper a

message to his friends and then friends of the last recite back a message properly and appropriately. The game is very appropriate given the serial whispered at beginner learners of German. German language began to be taught at the high school level.

Listening by Tarigan (2008:19) is a process of listening to verbal symbols with caring, understanding, appreciation, and interpretation of information, capturing the content or the message and understand the meaning of communication that have been submitted by the speaker through speech or spoken language.

The listening comprehension according to Akhadiah in Sutari, et al, (1998:19) is a process that involves listening to the sound of the language, identifying, interpreting, and reacting to the meaning contained there in it.

In terms of listening ability at its core according to Chamdiah (2010:3) students must be able to remember simple facts, be able to relate a set of facts to which they listen, and to estimate the meaning contained in the oral message being heard.

In listening not only listening (hearing), but requires other activities that understand (understanding) the content of the talk delivered by the speaker. Furthermore, it is expected to interpret (interpreting) the points of opinion which are either expressed or implied. The next activity in the listening process is evaluating activities (evaluating) that the listener assesses the idea both in terms of superiority and weakness, absorbing and accepting the idea put forward by the speaker. In relation to that the success of students in learning depends on the ability possessed by students and existing factors dilingkungannya, as well as on the process of learning teachers that provide interesting things in the learning to make students become more interested in learning and can affect student learning outcomes better.

Based on the opinion of experts above can be concluded that listening is a process of listening to the oral symbols with full attention

and understanding to obtain information and ideas contained in the material.

Each activity is certainly having a purpose and in the ability to listen also has a purpose. The purpose of listening is to obtain information, capture content or messages, and understand communication. According to Tarigan (2008:20) the purpose of listening can be viewed from various aspects of the objectives are: a) listening aims to learn, b) listening aims to enjoy, c) listening aims to evaluate, d) listening aims to appreciate, e) listening aims to Communicating ideas, f) listening for the purpose of solving the problem. Thus, it can be said that the purpose of someone listening is to obtain information, capture the content, and understand the meaning of communication that the speaker will convey through speech. In listening there are stages. The stages are according to Kusmayadi (2008:10) is: a) Stage of listening, at this stage we just hear everything that the speaker said in speech or conversation. B) the stage of understanding, after hearing the desire to understand well the content of the conversation, c) the stage of interpretation, ie trying to interpret or interpret the content of the conversation, d) evaluating stage, listening to opinion assessment and speaker's ideas, e) responding stage, ie the final stage after receiving, understanding, interpreting, and evaluating, we can express responses according to our own opinion.

The game of serial whispers according to Budinuryanta, Kasuriyanta and Koerman (2009: 929-930) is a game that starts from the teacher whispering a message or information to a student and the student whispers the information to the second student. The second student whispers the message or information to the third student, and so on in a chain. The last student mentions clearly and precisely in front of the class. The teacher checks if the message actually reaches the last student or not. The same thing is also stated by Kartono and Halidjah ((2013:8) the game of serial whispers is a game of conveying information by whispering from one student to another quickly and accurately. The first player

receives information from the teacher, then the students deliver 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 lined or marching sideways or backwards, 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.) 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 error made by the group, 11) and doing the above as the next group, 12) the group with the best score is awarded. The same thing is said by Subana and Sunarti (2011:209) as follows 1) for class in teams and then circle shape, 2) whisper a short sentence to a student on each team, 3) he should whisper it again to a friend in Next to it, 4) the last student had to say aloud to the teacher, 5) the team that managed to say the right sentence was the winner.

2. METHOD

This research is a study of the ability to listen to the German language with a game of chain whispers. The ability to listen to a chain whisper in this case is the students say a short sentence to a student on each team, then he should whisper it again to the friend next to him, and the last student should tell the teacher in class.

Measurement of research variables conducted to obtain data from the results of students' listening ability used tests in which

includes a listening ability test. Each item is scored according to the weight and criteria assessed. Furthermore, all scores obtained from each criterion are summed and the result is the final score that each student has. To evaluate the content of sentences seen from the aspects of ability to be evaluated. The aspects of the assessment of the ability to listen to the sentence from Nurgiyantoro (2001) are: receiving messages, repeating words, repeating the word order, and smoothly expressing the sentence. If the student can correctly declare the sentence on every aspect then it is given a score of 4 and who can not deliver correctly get a score of 1. Thus, the total score for the listening ability in German is 16.

The population of this study is all students of Class X SMA Negeri 1 Makassar. While the sample used in this study is the students of class X SMA Negeri 1 Makassar and performed on 1 class representing class X is class X1 by using random sampling. The sample is 30 students divided into 5 groups. So each group contains 6 students.

The instrument used in this research data collection is the ability to listen to sentence test. While to analyze the data used percentage technique, in other words, data from the research results collected in percentage.

3. RESEARCH RESULT AND DISCUSSION

In this research method, it is proposed that the instrument used to collect data is test. The test consisted of 1 (one) type, namely the listening ability test in German students of Class X 1 SMAN 1 Makassar. The form of listening ability test by using the method of whisper game in the German language is the students are given information provided by the teacher. The message or information must be relayed back to a friend in one group and the last group of friends who get the message must relay the message or information to the teacher. From these results, the teacher will assess which groups can correctly and

correctly convey the message or information that has been given.

Presentation of Data Analysis Results

The results of the analysis of listening skills using games whispered chain in the German language class students of SMA Negeri Makassar X1 can be seen in the table below.

Data were analyzed using frequency tables and percentages. The data were analyzed according to the serial whispered skills assessment as follows:

3.1. Category Received Messages

Table 1. Frequency Distribution and Percentage Score Category Received Messages

No.	Score	Frequency	Percentage
1.	4	10	33.33%
2.	3	12	40%
3.	2	8	26.67%
4.	1	0	0%
	Amount	30	100%

The table above shows that listening ability by using game whisper method in German for the category of receiving message there are 10 (33.33%) students who got score 4. Next there are 12 (40%) students who got score 3 dan 8 (26.67%) Students who scored 2 and nobody (0%) of the students scored 1.

The result of listening ability test by using game whisper method in German language to receive message category is analyzed with the following percentage formula:

$$\begin{aligned}
 X &= \frac{\Sigma \text{ score}}{\Sigma \text{ samples}} \\
 X &= \frac{92}{30} \\
 &= 3.06 \text{ (maximum score of 4)} \\
 \% &= \frac{\text{Average Score}}{\text{Maximum Score}} \times 100\% \\
 &= \frac{3.06}{4} \times 100\% \\
 &= 76.67\%
 \end{aligned}$$

These findings indicate that the listening ability by using the method of whispered chain in German students of grade X 1 SMA Negeri 1 Makassar in the category of receiving messages is **76.67%**, or including the **Good** category. Thus, it can be concluded that the students in listening to the German language using the method of whisper game chain. Based on this it can be said that students can receive messages conveyed by the teacher.

3.2. Category Repeating words

Table 2. Distribution of Frequency and Percentage Score Category Repeating the Words

No.	Score	Frequency	Percentage
1.	4	19	63.33%
2.	3	8	26.67%
3.	2	3	10%
4.	1	0	0%
	Amount	30	100%

The table above shows that the listening ability by using the game whisper method in German for the category of repeat word there are 19 (63.33%) of students who got score 4. Next there are 8 (26.67%) students who got score 3 and 3 (10%) Students who scored 2 and 0 (0%) of the students who scored 1.

Based on the result of German speaking skill test for vocabulary aspect is analyzed with the following percentage formula:

$$\begin{aligned}
 X &= \frac{\Sigma \text{ score}}{\Sigma \text{ samples}} \\
 X &= \frac{104}{30} \\
 &= 3.53 \text{ (maximum score of 4)} \\
 \% &= \frac{\text{Average Score}}{\text{Maximum Score}} \times 100\% \\
 &= \frac{3.53}{4} \times 100\% \\
 &= 88.25\%
 \end{aligned}$$

These findings indicate that the listening ability by using the method of bisik berdantai game in German students of Class X 1 SMA Negeri 1 Makassar in the category of repeating the word is **88.25%**, or including the **Good** category. Thus, it can be said that the repetition of words by students almost no errors.

3.3. Category Repeats Word Order

Table 3. Frequency Distribution and Percentage of Category Repeats Word Order

No.	Score	Frequency	Percentage
1.	4	7	23.33%
2.	3	9	30%
3.	2	14	46.67%
4.	1	0	0%
	Amount	41	100%

The table above shows that the listening ability of using the game whisper chain method in German language for the category of repeating the word order is seen that 7 (23.33%) students get the score 4. Next there are 9 (30%) students who score 3 and 14 (46.67 %) Students who scored 2 and 0 (0%) students who scored 1.

Based on the results of German speaking skills test for aspects of Intonation is analyzed by the following percentage formula:

$$\begin{aligned}
 X &= \frac{\Sigma \text{ score}}{\Sigma \text{ samples}} \\
 X &= \frac{83}{30} \\
 &= 2.76 \text{ (maximum score of 4)} \\
 \% &= \frac{\text{Average Score}}{\text{Maximum Score}} \times 100\% \\
 &= \frac{2.76}{4} \times 100\% \\
 &= 69\%
 \end{aligned}$$

These findings indicate that the listening ability by using the method of whispered biscuits in German students of grade X 1 SMA Negeri 1 Makassar in the category of repeating the word order is **69%**,

or including the **Enough** category. Thus, it can be concluded that not all students can repeat the order of words it receives. They find it difficult to repeat the words spoken by the teacher to be forwarded to their group mates.

3.4. Current Category Express Sentences

Table 4. Frequency Distribution and Percentage of Current Category Scores Reveals Sentences

No.	Score	Frequency	Percentage
1.	4	3	10%
2.	3	12	40%
3.	2	13	34.33%
4.	1	2	6.67%
	Amount	30	100%

The table above shows that students' listening ability by using the game whisper chain method in German language for the current category reveals 3 visible sentences (10%) of students who got score 4. Next there are 12 (40%) students who got score 3 and 13 (34.33 %) Students who scored 2 and 20 (6.67%) of students who scored 1.

Based on the results of the students' listening ability test by using the whisper method in German for the current category express the sentence is analyzed with the following percentage formula:

$$\begin{aligned}
 X &= \frac{\Sigma \text{ score}}{\Sigma \text{ samples}} \\
 X &= \frac{69}{30} \\
 &= 2.53 \text{ (maximum score of 4)} \\
 \% &= \frac{\text{Average Score}}{\text{Maximum Score}} \times 100\% \\
 &= \frac{2.53}{4} \times 100\% \\
 &= 63.25\%
 \end{aligned}$$

These findings indicate that the listening ability by using the method of whispered chain in German language students X 1 SMA Negeri 1 Makassar in the category of fluent express the sentence is 63.25%, or including the Enough category. Thus, it can be

concluded that it is not smooth in revealing the sentence that he heard. This is because they still have not mastered the vocabulary of the German language and also still have difficulty to pronounce some vocabulary correctly.

Table 5. Frequency and Percentage of Student Score of Class X 1 SMA Negeri 1 Makassar On the Listening Skill Test Using Method of Random Whispered Chain Game In German

No.	Score	Frequency	Percentage
1.	16	2	6.67%
2.	15	6	20%
3.	14	0	0%
4.	13	4	13.33%
5.	12	4	13.33%
6.	11	5	16.67%
7.	10	4	13.33%
8.	9	2	6.67%
9.	8	1	3.33%
10.	7	2	6.67%
11.	6	0	0%
12.	5	0	0%
13.	4	0	0%
14.	3	0	0%
15.	2	0	0%
16.	1	0	0%
	Amount	30	100%

The table above shows that the students' listening ability by using game whispering method in German language analyzed from 4 Nurgiyantoro Evaluation Criteria seen 2 people (6.67%) of students who got score 16, Next there are 6 (20%) students who got score 15, And 0 (0%) students who scored 14, 4 people (13.33%) students who scored 13, and 12, 5 people (16.67%) students who scored 11, 4 people (13.33%) students who scored 10, 2 people (6.67%) students who scored 9, 1 person (3.33%) students who scored 8, 2 people (6.67%) students who scored 7, nobody (0%) students who got a score of 6.5, 4, 3, 2 and 1. Based on the test of listening ability using

game whisper method in German for the four categories, analyzed with the following percentage formula:

$$\begin{aligned}
 X &= \frac{\Sigma \text{ score}}{\Sigma \text{ samples}} \\
 X &= \frac{357}{30} \\
 &= 11,90 (\text{maximum score } 16) \\
 \% &= \frac{\text{Average Score}}{\text{Maximum Score}} \times 100\% \\
 &= \frac{11,90}{16} \times 100\% \\
 &= 74.37\%
 \end{aligned}$$

These findings indicate that the listening ability by using the method of whisper game in the German language class X 1 SMA Negeri 1 Makassar is **74.37%** or including the **Good** category. This indicates that listening ability by using the method of whisper game chain is very useful for them. Because by using the game method of whispered chain students can convey messages or information provided by the teacher well.

4. CONCLUSION AND SUGGESTION

Based on the previous discussion, the results obtained that the listening ability by using the game whispered method of class X students 1 SMA Negeri 1 Makassar is 74.37% or included in the category of Good. This means that in the German language learning process teachers can use various methods so that their students can better express themselves in the target language.

Based on the research, some suggestions are expected to be useful for all

parties, among others: 1) this game method can be used in the classroom especially in listening ability, 2) the game is conducted in groups and no more than 10 students, 3) add Other media so that it will be more interesting for students, and 4) should the words whispered to the students are pronounced with correct pronunciation and intonation.

5. REFERENCES

- Abdulah. (2013). *Inovasi Pembelajaran*. Jakarta. Bumi Aksara.
- Arikunto, S. (2006). *Prosedur Penelitian, Suatu Pendekatan Praktek*. Jakarta: PT. Bina Angkasa.
- Budinuryanta, Y, Kasuriyanta dan Koerman, Imam. (2009). *Pengajaran Keterampilan Berbahasa*. Jakarta: Universitas Terbuka.
- Kartono, Farida dan Halidjah, Siti. (2013). *Peningkatan Kemampuan Menyimak Menggunakan Teknik Permainan Berbisik Berantai di Kelas V Sekolah Dasar Negeri 9 Sungai Pinuyuh. Artikel Penelitian Pada Universitas Tanjung Pura Pontianak*.
- Kusmayadi, Ismail. (2008). *Think Smart Bahasa Indonesia*. Bandung: Grafindo Media Utama.
- Mukhtar. (2013). *Metode Praktis Penelitian Deskriptif Kualitatif*. Jakarta Selatan: Referensi.
- Nurgiyanto, Burhan. (2001). *Penilaian dalam Pengajaran Bahasa dan Sastra*. Yogyakarta: BPFE Universitas Gajah Madah.
- Subana, M dan Sunarti. (2011). *Strategi Belajar Mengajar bahasa Indonesia Cet. III*. Bandung: Pustaka Setia.
- Sutari, Ice. (1998). *Menyimak*. Jakarta: Depdikbud.
- Tarigan, Henry G. (2008). *Menyimak Sebagai Suatu Keterampilan Berbahasa*. Bandung: PT. Bina Angkasa.