Using Whispering Game to Improve Students' Pronunciation

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A B S T R A C T

Most of the students said that learning English Pronunciation is difficult. A sentence will have different meaning if they wrong in pronounce it. Therefore, teaching pronunciation is one of the important parts in learning English. The design used in this study is Classroom Action Research (CAR). Technique of collecting data in this study is both quantitative data and qualitative data. The researcher uses qualitative data consist of questionnaire sheet, and interview. While quantitative data is taken from student's score from the test, it consists of 35 students' final pronunciation. This research was conducted at SMPN 5 Lembor. The purpose of this study is to improve students' pronounciation skills by using whispering game. Based on finding research, whispering game can improve the student's pronunciation ability. The result of student's score is better than before applying the game, it means that pronunciation of students had been improved after using whispering game in English teaching learning process.

Introduction

Speaking is one of the four parts of English skills, and it is known as a productive skill. By speaking or communication people can express their idea to the other people. In speaking pronunciation is take the importance part in delivering the message, because in mispronunciations can make confusion and misunderstandings.

Most of the students said that learning English Pronunciation is difficult. A sentence will have different meaning if they wrong in pronounce it. Therefore, teaching pronunciation is one of the important parts in learning English. In the Oxford dictionary explained that pronunciation is the way in which a language, words and sounds be spoken.

According to Ramlannarie (2011:88) "Speaking is a process of thinking and reasoning so that someone's speech can be accepted and understood well by other people or listeners. Speaking is closely related to listening skills. Both are a unified whole". Students will know the way to pronounce a word correctly by studying pronunciation. The reason why pronunciation is importance in English is because doing error pronunciation of English words will have difference meaning. Mispronouncing just one vowel in English sentence can cause errors in meaning.

However, in reality students' pronunciation skills are still very low. The fact of this situation happened in the classroom where the number of students who do not understand pronunciation well and correctly is greater. This research was conducted at SMPN 5 LEMBOR and one of the causes of students' low speaking skills was the application of inappropriate methods. Therefore, the researcher tries to improve students' low pronunciation skills using the "Whispering Game" method. Students should study

pronunciation because they will know how the way to pronounce a word in sentence properly and correctly. It's meant that students well known how to pronounce words in English language so that there are no errors in speaking or reading. To help students solve this problem, other, more interesting methods of teaching pronunciation are needed. Researchers want to apply a method, namely the "Whispering Game".

Whispering game is kind of English game that requires more attention in speaking and listening skills. The way to play this game is the students should whisper the word or sentence they heard to their friends. This game can help the students to practice speaking English correctly and clearly communication to other. The benefits Playing this game are make students happy studying in the class, teach students to be more sensitive in listening a word or sentence, and students can learn to communicate well and correctly. So, playing whispering game can increase students' ability in listening, speaking and pronunciation.

Research Method

The research design used in this study is Classroom Action Research (CAR). In this study for the technique of collecting data are both qualitative data and quantitative data. This research was conducted at SMPN 5 Lembor. The subjects of this research were 7 grade students at SMPN 5 Lembor in the Even Semester 2022/2023 Learning Year. The 7th grade students selected as research subjects were 35 students consisting of 17 boys and 18 girls. They were selected based on initial observations, this class was very passive compared to other classes in 7 grade and this showed that students had less ability to pronounce words correctly, especially pronunciation skills.

The design of Classroom Action Research by Lewin's consists of four phases; planning, acting, observing, and reflecting within one cycle. If the first cycle finished but still found any problem, it is necessary to continue to the second cycle with the same concept of the first cycle.

The writer uses the classroom action research procedure based on (Kurt Lewin's, 2022) design. It consists of two cycles in which each cycle contains four phases; planning, acting, observing, and reflecting.
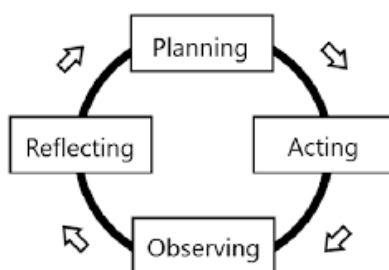

Figure 1 Kurt Lewin's Action Research Design

Result and Discussion

After doing observations the writer found that students more enthusiast in teaching learning process, it can be seen from the table below:

Table 1 The Result of the Observation sheet
OBSERVATION SHEET
Note: give (√) in each column, where 4 (Very good), 3 (Good), 2(Enough), and1 (Bad)

No	Point will be observed	Score			
		1	2	3	4
1.	Students are active in joining the learning process		✓		
2.	Students' responses to the teacher explaination		✓		
3.	Students ask question to the teacher if there is something unclear				
4.	Students enthusiast in learning process			✓	
5.	Students' bravery in giving their opinion				
6.	Students interaction in the class		✓		
7.	Students' activities in group				
8.	Students can follow the rule of Whispering Game			✓	
9.	Students do the task that given by the teacher		✓		
	Total		8	6	
	Mean Score		47.22		

From the results of the table above showed that the teaching and learning process is not optimal, there are still several descriptions that need to be improved. Apart from that, there are several descriptions that have gone well although they still need improvement in the next cycle. Most students are less active in learning activities, so the students' responses to the teacher's explanation are less. Students are afraid to ask the teacher if they don't understand and students do not dare to express their opinions during the learning process, there is a lack of interaction between students in class so that students are passive in group discussions. Researcher also measured students' pronunciation competence through tests to find out how students' pronunciation skills improved after using whispering games in learning activities. The test results are presented more detail from the table below:

Table 2 The result of students' score in the first cycle

Classification	Score	Frequencies	Percentage
Excellent	5		
Good	4	3	17.64%
Average	3	10	58.83%
Poor	2	3	17.64%
Very Poor	1	1	5.89%
Total		17	100%
Mean Score : 60.94			

From the table above it can be seen that the students' pronunciation abilities in cycle one was very poor category. The result showed that there were 3 students or in percentage (17.64%) was include in the good category, there were 10 students or in percentage

(58.83%) in the medium category, there were 3 students or in percentage (17.64%) in the poor category, 1 student or percentage (5.26%) in the very poor category. So, a total of 17 students were involved in the preliminary test process.

From the data can be seen that in cycle I students' pronunciation abilities are increase, namely that there was one additional student who received a good category. However, the overall scores obtained by students are still relatively low and have not reached the specified average score criteria. Therefore, based on the results of the weakness analysis in cycle one, the researcher decided to continue improving students' pronunciation abilities by adding the next cycle.

Table 3 The Result of students' score in the second cycle

Classification	Score	Frequencies	Percentage
Excellent	5	3	17.64%
Good	4	12	64.73%
Average	3	2	11.76%
Poor	2	1	5.89 %
Very Poor	1		
Total		18	100%
Mean Score : 72.58			

From the table presented above can be seen that there were 3 students with a percentage (17.64%) was include in excellent category, there were 12 students or with a percentage (64.73%) in good category, there were 2 students or the percentage (11.76%) was included in the medium category, there was 1 student or percentage (5.89%) in the poor category. So, the total of 17 students were involved in the pre-test process.

The comparison of students' score results between first cycle and the second cycle namely, cycle I were 3 students with a percentage (17.64%) included in the good category, 10 students with a percentage (58.83%) included in the medium category, 3 students with a percentage (17.64%) included in the poor category, and 1 student in percentage (5.89%) was included in very poor category.

Overall, the results of the student's score in cycle I was 60.94 and for the cycle II the average score of the students increased to 72.58.

Conclusion

After doing observations and giving the test in cycle I and cycle II at SMPN 5 Lembor it can be seen the improvements are as follows; there is a significant increase from cycle 1 to cycle 2. Apart from that, the average of each cycle has increased. From the table above, it can be seen that there has been an increase. The average posttest cycle 2 is better than the average of students' score in cycle 1.

1. The average score in cycle I was 60.94 and the cycle II the score test was 72.58. The post test results in cycle II were better than the posttest in cycle I. The average pretest score in cycle II was 8.5 and the post test was 9.5.
2. On average, the pretest in cycle II went very well. The percentage for each cycle I is 5%, cycle II is 7%. The minimum standard score (KKM) for SMPN 5 Lembor is 70. Researchers concluded that the student's score had met the minimum standard score (KKM). This can be seen from the cycle 2 score of 72.58.

From the Cycle II test results are better than the cycle I it means that students' pronunciation has improved after using the whispering game in the English learning process. It can be concluded that in this study there was an increase in learning achievement and mastery of pronunciation by using Whispering game.

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