The Application of Whispering Chain Method in Chinese Listening Skills Practice of Junior High School Students in Makassar

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Abstract

In the digital era increasing and developing, Mandarin is one of the languages widely used by the community in communication. Mandarin is an international language that ranks second after English. There are four aspects of competence in basic Chinese learning; listening 听力 (tīnglì), reading 阅读 (yuèdú) as receptive skills, and speaking 口语 (kǒuyǔ) writing 写作 (xiězuò) as productive skills. Based on the observations and interviews with Chinese language teachers at Frater Junior High School in Makassar seventh-grade students still lack listening skills. In response to these problems, it is necessary to learn about one of the interesting learning methods, which is called Chain Whispering. This article discusses the planning, process, and results of applying the chain whisper method in training students' listening skills. In line with the purpose of this study, to obtain data in the form of planning, process, and results from applying the chain whisper method in training students' listening skills. The type of research used is classroom action research. The findings of this study are that students' listening skills are trained with an average score of student learning outcomes in cycle I 83.21 increasing in cycle II to 89.64. Supported by teacher and student observation sheets that experienced positive changes from cycle I and cycle II.

Keywords: Whisper Chain Method; Listening Skills; Chinese Language

Introduction

Chinese is an international language that ranks second after English and is one of the international languages used in communication, so it is an important thing for students to learn Chinese. Chinese language learning in Indonesia began in 1901 with the establishment of a Chinese language school in Batavia. Mandarin in Indonesia is studied at formal education levels ranging from elementary school, and junior high school to high school and since the implementation of the 2013 curriculum, Mandarin has become a compulsory subject as well as a cross-specialization subject.

There are four aspects of competence in basic Chinese learning, namely listening 听力 (tīnglì), reading 阅读 (yuèdú) as receptive skills, and speaking 口语 (kǒuyǔ) writing 写作 (xiězuò) as productive skills. Listening is a person's ability to understand words or sentences spoken by a person or certain media.

Today listening skills in junior high school are still in a very low category. They were especially listening to Chinese vocabulary or sentences because strong reasoning is needed to understand each *hanzi* (Chinese character) and translate it into Indonesian. This is supported by the results of observations and interviews with Mandarin language teachers at SMP Frater

Makassar that students still lack in listening learning, especially class VII E, with an average score that is still below the minimum completeness criteria (KKM) set by the school.

it is necessary to improve the learning methods used by the teacher. One interesting learning method is the chain whisper method. Whispering in chains is a game of conveying information by whispering from one student to another quickly and carefully. The purpose of this study is to obtain data about planning, process, and learning outcomes by applying the chain whisper method in training the Chinese listening skills of seventh-grade students of Makassar Frater Junior High School.

The difference between previous research and this research is the research using the Whisper Chain method in Chinese language subjects is still rarely used in several schools. Previous research focuses on improving student learning outcomes while this study focuses on training students' listening skills and is expected to improve learning. Some researchers who have examined SMP Frater Makassar, also rarely raise research by training students' listening skills.

Research Methods

Research Method is Classroom Action Research conducted with 2 cycles, each cycle consisting of 3 meetings. This research consists of 4 stages, there are planning, implementation, observation, and reflection. The source of data was obtained from students of class VII E SMP Frater Makassar which amounted to 28 students and 1 Chinese teacher. Data collection techniques used in this study are tests as quantitative data and observation sheets as qualitative data.
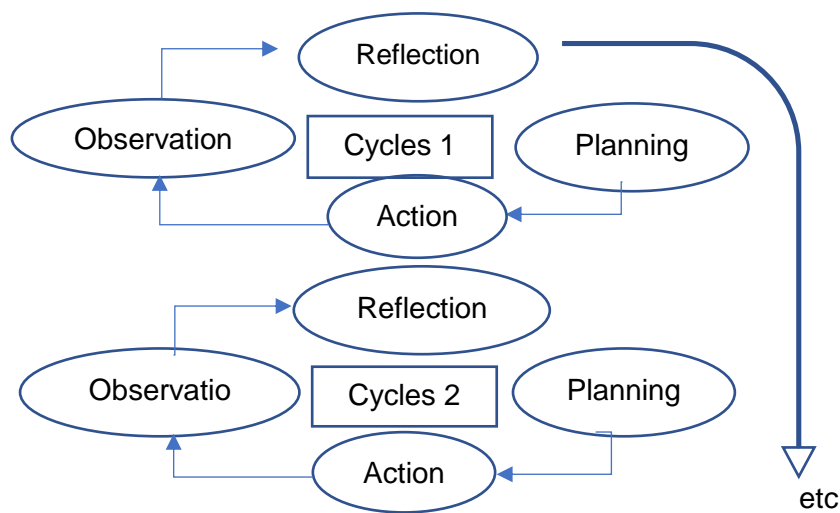
Figure 1. Classroom Action Research by Kemmis and Mc Taggart (2013)

The stages of data collection in cycles I and II, starting with the first meeting, planning was carried out with the Mandarin language teacher at Frater Junior High School Makassar. The second and third meetings carried out the implementation of learning and observation guided by student and teacher observation sheets until reflection was carried out. Data analysis was used in the form of qualitative data obtained from student and teacher observation sheets and quantitative data obtained from the results of student listening skills tests.

Results and Discussion
A. Planning
the planning stage is carried out in cycle 1 and cycle II. At this stage, the researcher together with the Mandarin language subject teacher at Frater Junior High School Makassar discussed the lesson plan (RPP), teacher and student observation sheets, and research instruments.
B. Implementation
1. Cycle I
The meeting and the second meeting on Tuesday, February 13, 2024. In the first meeting of cycle I, the learning process was carried out with the material of the names of the day (日子 *rìzi*) and using the chain whisper method. The teacher divided the students into 5 groups of 6 students and whispered the vocabulary and phrases of the names of the days (日子 *rìzi*). Then at the second meeting, the teacher also gave material about the names of days and applied the chain whisper method. At the end of the lesson, an evaluation test of listening skills was carried out by listening to audio and answering multiple-choice questions.

After the first and second meetings were held, then cycle I reflection was carried out. The stages that need to be improved at the next meeting are as follows:
a. Teachers should motivate to learn to students, especially Chinese so that students are eager to learn.
b. The teacher should convey the learning objectives and indicators to be achieved on the material of the names of the day (日子 rìzi) at the beginning of learning.
c. Teachers should appreciate all opinions expressed by students so that students can be more enthusiastic and excited and express their opinions.
d. The teacher should ask the students to conclude at the end of the lesson to provide a monitoring effect or reflection on themselves regarding the material that has been learned.

From all student activities on the observation sheet, several plans have not been optimized in their implementation such as:
a. During the learning process, students should not go in and out of the classroom to focus more on learning if it is not an urgent matter and with the teacher's permission.
b. Students must be more honest in whispering vocabulary to friends when the chain whisper method takes place
c. If the teacher forgets to give instructions to make conclusions, students should remind the teacher.
d. Students must be more focused in listening to audio during the test, especially on questions in the form of sentences.
2. Cycle II

As like cycle I, in cycle II this was done with 2 meetings. At the first meeting, material was given about the name of the moon (月 *Yuè*) and related to everyday life. Then the chain whispering method was carried out which was divided into 5 groups of 6 students in each group. The teacher whispered vocabulary and phrases about the name of the month (月 *Yuè*). At the end of the lesson, the teacher asked about students' obstacles during learning and provided follow-up in the form of tasks that must be done by students.

Continuing on the second meeting, the teacher gave feedback on the previous learning. Then start the learning by briefly explaining the material of the name of the month. After explaining the material, the teacher applies the chain whisper method with groups that have been formed before and with the same mechanism. Then at the end of the lesson, the teacher gave an evaluation test, namely the audio listening test, and answered through multiple choice questions totaling 10 questions.

Cycle II reflects that all aspects have been achieved both on the student and teacher observation sheets. During the learning process in cycle II, it was found that there was an increase in student learning activeness as at this second meeting students were more courageous and

confident in expressing their opinions, and students who at the previous meeting looked shy became bolder in conveying conclusions and asking things that had not been understood.

C. Test results of students listening skills in cycle I and II (quantitative data)
1. First cycle test results

The evaluation test results obtained can be concluded that the number of students in class VIIE is 28 people. In cycle I, the lowest score obtained by students was 30 in the ability to listen to Chinese vocabulary and sentences. Furthermore, the highest score is 100, more details can be seen from the research results which are as follows:

To find the average score of students, the following formula is used:

$$X = \frac{\sum x}{N}$$
$$= \frac{2.330}{28}$$
$$= 83,21$$

To determine the number of intervals, the formula used is

K = 1+3.3 log n
  = 1 + 3.3 log 28
  = 1 + 3,3 (1,44)
  = 1 + 4,75
  = 5.75 rounded to 6

R = Highest value- Lowest value: Number of intervals
  = 100 - 30: 6
  = 11.66 rounded to 11.

Table 1. Frequency data and percentage of Chinese listening skills of students in class VII E Frater Junior High School Makassar

No.	Interval	Frequency	Percentage(%)
1.	89-100	16	57,12
2.	77-88	5	17,85
3.	65-76	4	14,28
4.	53-64	0	0
5.	41-52	1	3,57
6.	30-40	2	7,14
amount		28	100%

Source: Research Data

Based on Table 1 above, it is known that the ability to listen to Chinese texts of students using the chain whisper method shows that 16 students (57,12%) are in the score interval 89-100. Then 5 students (17,85%) are in the score interval 77-88. Meanwhile, 4 students (14,28%) were in the score interval of 65-76. Meanwhile, 2 students (7,14%) were in the 30-40 score interval. Furthermore, 1 student (3,57%) was in the score interval 41-52. Meanwhile, 0 students (0%) were in the score interval 53-64.

The data above shows that the students who obtained the highest scores were 16 people with scores of 90 and 100 in the very good category and the students who obtained the lowest scores were 2 people with scores of 30 and 40 in the very poor category.

2. Cycle 2 Test Results

Cycle II evaluation activities were carried out on Monday, February 26, 2024, at 10:00-11:20 (GMT +8). Student test results will be described as follows:

To find the average score of students, the following formula is used:

$$X = \frac{\sum x}{N}$$
$$= \frac{2.510}{28}$$
$$= 89,64$$

To determine the number of intervals, the formula used is

K   = 1+3.3 log n
     = 1 + 3.3 log 28
     = 1 + 3,3 (1,44)
     = 1 + 4,75
     = 5.75 rounded to 6

R   = Highest value- Lowest value: Number of intervals
   = 100 - 50: 6
     = 8,33 rounded to 9

Table 2. Frequency data and percentage of Chinese listening skills of students in class VIIE Frater Junior High School Makassar

No.	Interval	Frequency	Percentage(%)
1.	95-103	8	28,56
2.	86-94	14	49,98
3.	77-85	5	17,85
4.	68-76	0	0
5.	59-67	0	0
6.	50-58	1	3,57
Amount		28	100

Source: Research Data

Based on the table above, it is known that students' Chinese listening skills can be described as follows of the 28 students studied there are, 14 students (49,98%) with score intervals 86-94, 8 students (28,56%) with score intervals 95-103, 5 students (17,85%) with score intervals 77-85, and 1 student (3,57%) with score intervals 50-58, 0 students (0%) with score intervals 59-67 and 68-76.

The data above shows that the students who obtained the highest score were 8 people with a score of 100 in the very good category and the student who obtained the lowest score was 1 person with a score of 50 in the very poor category.
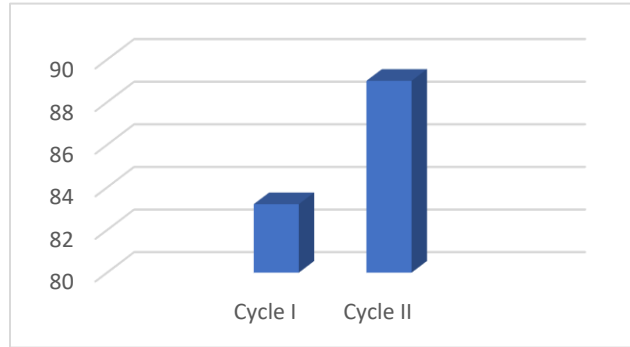
Figure 1 Histogram of the increase in student evaluation scores from cycle I to cycle II.
Source: Research Data

Based on the histogram above, the average listening score of students in class VIIE Frater Junior High School Makassar increased in cycle 1 with an average score of 83.21 increasing in cycle II 89.29, with increasing in score of 6.43 points.

D. Student and Teacher Observation Results and Discussion (Qualitative data)

1. Teacher Observation Results Cycle I
   Overall teacher activities according to the reference teacher observation sheet, it is known that several activities are not carried out by the teacher at the first and second meetings in cycle I, namely:
   a. The teacher did not give directions to the class leader to pray before carrying out the lesson because the teacher forgot but it was corrected at the second meeting.
   b. The teacher did not motivate students to learn about Mandarin because the teacher forgot but it was fixed at the second meeting.
   c. The teacher did not convey the learning objectives and indicators to be achieved because the teacher forgot,
   d. The teacher did not show appreciation by asking students about the material learned in the previous meeting because the teacher forgot and only focused on the material at that meeting but it was corrected in the second meeting.
   e. The teacher did not allow students to ask questions if there was still something that was not understood. That's because the teacher saw that all students seemed to understand and wanted to maximize learning time to apply the whispering chain method but it was corrected in the second meeting.
   f. The teacher does not explain things that have not been understood by students. That's because the teacher does not allow students to ask questions and students do not ask questions to the teacher but it has been corrected in the second meeting.
   g. The teacher did not ask students to make conclusions about the learning that had taken place due to insufficient learning hours.
   h. The teacher does not provide follow-up to students in the form of assignments because the teacher forgets and is limited to insufficient learning hours.

2. Results of Cycle II Teacher Observation
The researcher then continued the series of observations of the teacher at the first and second meetings in cycle II guided by the observation sheet. All aspects have been carried out by the teacher from the first meeting to the second meeting in the second cycle.

3. Student observation results Cycle I meeting 1
The results of student observations obtained are guided by the student observation sheet that has been prepared previously. 4 aspects of student activities in the first meeting of the cycle I were carried out well but 12 aspects were not maximally achieved, namely:

a. Students did not pray before learning with a percentage of 0% because the teacher forgot to give directions to pray according to their respective beliefs

b. All students did not answer the teacher's questions and connect with learning (0%) because the teacher forgot to give questions and opportunities to students.

c. 23 students (82,14%) listened to the material taught by the teacher. The other 5 students (17,85) were busy playing with their classmates and some students were disabled so they were less focused on listening to the material.

d. 26 students (92,85%) listened to the teacher explaining the chain whisper method and 2 students (7,14%) were not focused because they wrote the material on the blackboard.

e. 1 student (3,57%) asked the teacher about the chain whisper method because they were not focused when the teacher explained.

f. 19 students (67,85%) were able to listen to the whispered vocabulary/phrases. 9 students (32,14%) were only able to listen but could not understand the whispered vocabulary/phrases.

g. 20 students (71,42%) were able to pronounce the vocabulary/phrases correctly both in terms of pinyin and tone. At the same time, the other 8 students (28,57%) are not able to pronounce correctly because they still have difficulty listening and pronunciation is still lacking.

h. 11 students (39,28%) realized their mistakes, especially in the vocabulary/phrases they listened to through the chain whisper method. The other 17 students (60,71%) have not realized their mistakes because they are not focused.

i. 3 students (10,71%) still leave the class without permission from the teacher because they are inattentive and forget.

j. No students asked about the obstacles they faced because the teacher did not give them the opportunity and the learning time was limited.

k. 27 students (96,42%) responded positively to the chain whisper method as evidenced by their enthusiasm for playing. 1 student (3,57%) seemed not so focused on the chain whisper method due to disability.

4. Student Observation Results Cycle I Meeting 2

There are 10 aspects of student activities in the second meeting of the cycle I were carried out well but 6 aspects were not maximally achieved, it is:

a. 3 students (10.71%) answered questions asked by the teacher about the student's condition. The other 25 (89.28%) did not answer because they were represented by 3 of their friends.

b. 26 students (92.85%) listened to the material explained by the teacher, and 2 students (7.14%) were not focused because they were playing with their classmates.

c. 23 students (82.14%) listened to the teacher explaining the chain whisper method, and 5 students (17.85%) because they played with their classmates.

d. 20 students (71.42%) were able to listen and understand the vocabulary/phrases 2 times, and 8 students (28.57%) were able to listen to the vocabulary/phrases heard but did not understand the meaning.

e. 24 students (85.71%) were able to pronounce the vocabulary/phrases they heard correctly but 4 students (14.28%) were still slightly wrong in pronouncing the phrases.

f. 1 student (3.57%) still left the class without the teacher's permission due to urgent matters.

5. Results of Student Observation Cycle II Meeting 1

13 aspects of student activities in the first meeting of cycle II were carried out well but 3 aspects were not maximally achieved, there are:

a. 27 students (96.42%) understood the vocabulary taught but 1 student (3.57%) who had limitations was still unable to understand the material.

b. 26 students (92.85%) were able to pronounce the vocabulary correctly when playing whispering in chains. The other 2 students (7.14%) are still not focused so the pronunciation is wrong.

c. There were no students who left the class without the teacher's permission (0%).

6. Student Observation Results Cycle II Meeting 2

15 aspects of student activities in the second meeting of cycle II were well implemented but 1 aspect that had not been optimally achieved: 5 students (17.85%) answered questions from the teacher, and 23 students (82.14%) only listened.

Conclusion

Lesson planning carried out by teachers and researchers in applying the chain whisper method to Chinese listening learning at Frater Junior High School Makassar has gone well through three aspects, such as: 1) lesson plan (RPP), 2) research instruments, 3) teacher and student observation sheets. This can be seen from the percentage value of teacher observation in cycle I, the first meeting was 60% and the second meeting was 75%, which increased in cycle II by 100% at the first and second meetings.

The learning process by applying the chain whisper method in training the listening skills of seventh-grade students of Makassar Frater Junior High School has improved. It can be seen from the percentage value of student observation in cycle I, the first meeting was 58.70% and the second meeting was 64.50%, which increased in cycle II, the first meeting was 69.19% and the second meeting was 77.19%.

The results of listening tests of students in class VII E SMP Frater Makassar through the chain whisper method have increased. It can be seen from the average score of student test results in cycle I was 83.21 which increased to an average score of 89.64 in cycle II which was declared successful. The increase in scores between cycle I and cycle II amounted to 6.43.

According to observation, it can be concluded that class activities and students' enthusiasm increased from Cycle I to Cycle II. After applying the chain whisper method in Chinese language learning, it can be seen that there is a positive change in student learning outcomes as seen from the results of listening tests and student observation sheets. student test results have increased with an increase in score of 6.43. besides that, it can be seen from the student observation sheet, always experiencing an increase in each meeting and student response to the chain whisper method is also enthusiastic.

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