

# EFFECT OF CHAIN WHISPERING GAMES ON RECEPTIVE LANGUAGE SKILLS OF CHILDREN AGED 5-6 YEARS

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**Abstract:** *This research examines the Whispering Chain Game on Receptive Language Skills of 5-6-year-old Children in Kindergartens in Makassar City. The purpose of this study was to determine the description of children's receptive language skills before being treated, to find out the description of children's receptive language skills after being treated, and to determine whether or not there was an effect of the chain-whisper game on the receptive language skills of children aged 5-6 years in kindergarten. Makassar city before and after the chain whispering activity was given. The research approach used was a quantitative approach with a Quasi-Experimental Design type of research. The population in this study were students aged 5-6 years in TK Aisyiyah Parang Tambung. Sampling in this study is cluster random sampling. The sample in this study was 12 children. A total of 6 children as the experimental group and 6 children in the control group. Data collection techniques used were descriptive statistical analysis and non-parametric statistical analysis. Based on the results of the study, it can be concluded that the receptive language skills of children who were treated with the whisper-chain game method in the experimental class were better than in the control class, while  $T_{count} 87 > T_{table} 2,228$  was accepted, and  $H_0$  was rejected while  $Z_{count}$  was 2.36 and  $Z_{table} 0.4906$  was rejected.  $H_1$  accepts this proves that the whisper-chain game method has a significant effect on receptive language skills in early childhood.*

**Keywords:** Whisper chain game method, receptive language skills.

## INTRODUCTION

Early Childhood education is a coaching upaya shown to children from an early age that is carried out through the provision of educational planning to help the development of physical, intelligence, social-emotional, language, communication and physical and spiritual so that children have the readiness to enter basic education and the next stage. Children urgently need education such as coaching and giving rangsangan so that children's growth and development runs in accordance with the stages. Mulyasa, (2014) means that early childhood is experiencing a very rapid growth and development process as an individual, said to be a leap of development.

Early Childhood Education Is Very Important to be implemented as a basis for the alleviation of personality as a whole. One of the education that can be given in early childhood is play. Games for children are a very fun activity, causing obesity and as a place to express what children feel. Semiawan, (2008) said that games are activities that are actually designed with the intention that children can improve certain abilities based on the learning experience they get.

Herlina & Amal, A. (2016) Early age is a unique phase of life with characteristic characteristics of each child, both physically, psychically, socially emotionally and morally. Therefore, children need the initiation of learning through the provision of

educational activities to help growth, physical development and spiritual development so that children have readiness to enter further education and children do not lose important opportunities and momentum in their growth and development.

According to Ardy, (2016) that early childhood has a very valuable range compared to later ages because the development of intelligence is in the middle of a regular luat. At this time, it is called the golden age period, where almost all the potential of children experiences a sensitive period of children to be able to grow and develop appropriately. This golden age is a defining period for developing cognitive, social-emotional motoric, moral religion and language skills. One aspect of development that must be developed is the development of language.

According to Musi & Winata, (2017) that language learning in the absence of unfocused learning actions can be adjusted and modified based on how language learning mediates. The same thing was said by Ilyas & Asti, n.d. (2021) that children can know the language and say it after listening to examples of the language that is heard in everyday life. Furthermore, the quality of reading and writing skills is a crucial milestone in children's lives.

Through language, children will understand the communication conveyed by their friends and the people around them. Without good language, children will not be able to communicate and understand the communication. The quality of language used by those closest to the child will affect the child's skills in speaking or speaking, then at the next stage of the child's development. so language development is very difficult in early childhood because language is an easy way for children to communicate or interact with others so that children can get information.

Receptive language is the process by which a person can receive the message conveyed by the interlocutor well and carry it out. Chaer, (2003) that receptive ability is a process that takes place in the fencer who receives meaningful and useful language codes that are presented by the speaker through articulation and received by the fencer. Fitriani et al., (2019) receptive language skills (understanding) also include children's skills in understanding teacher rules in the classroom, commands, and explanations. In addition, good receptive language skills allow the child to understand words, sentences, stories, and practices. According to Hanifah & Atika, (2020), Receptive language has a function that reacts to sounds released by a person, they will be dismal by those who listen so that the person will understand the mentioned word. Receptive language is the ability to hear spoken language that is heard or read to process information, capture content, and understand the meaning of communication that the speaker will convey through speech. There are four components of language, namely speaking, listening, listening, and writing.

Zubaidah, (2013) explained that listening skills are an essential component in the language aspect because listening will affect other language components, namely writing and reading. The same thing is also explained by Subana, (2009) that the ability to listen well and correctly is capital for children to develop knowledge that children will face in the future. The ability to listen to plays an important role in human life that requires concentration.

In this case, it is known that the initial observations in the students of the B4 group of Aisyiyah Bustanul Atfhal Parang Tambung Kindergarten, which amounted to 12

children, consisting of 4 girls and eight boys in the learning carried out, found that there was no improvement in listening skills, in the implementation of the learning process usually children when invited to communicate there are still some children who look still tricky and reluctant to answer questions from teachers and teacher orders that are not yet appropriate—done by the child. In addition, children's actions are carried out during the learning process, such as many jokes with their friends. As a solution to this problem to improve receptive language skills, researchers will apply the method of playing, namely chain whispering games. The indicators used are: The ability to respond to other people's conversations, carry out what others say that can make children happy and hone various children's intelligence, and the ability to hear and re-convey the sentences/stories heard.

Chain whispering games are one of the methods of listening teaching and cooperative exploration as an alternative for teachers in teaching students, which can develop aspects of language. Chain brisk games can be used in learning because it is by the level of early childhood development that still tends to be happy to play. Naisaban, (2002) said that chain messages are folk games that can make children happy and hone various children's intelligence.

The same thing was said by Ngalimun & Alfulaila, (2014) that chain whispering is an activity where the teacher whispers a sentence to a student whispering the punishment to the first student, and so on until the last child. In this game, the child directly plays, whispering messages or information to his friend. The first child will whisper news or information to the second child, the second child will whisper a letter to the third child, and so on. In a chain; the last child mentions what the message is in a clear voice in front of other friends. The same thing is also stated by Dewi et al., (2014) that the chain whispering game is carried out by listening to words or sentences said by the teacher, and then the child whispers to other children in a row. The game trains listening, listening, fencing skills, practicing language skills, concentration, memory, and interaction skills.

Another opinion explained by Rismawati, MS et al., (2019) is that the chain message of one of the traditional games played in groups aims to show the process of communication and differences of understanding communication and differences of understanding due to misunderstandings of communication chain message games played by rules of play and agreement and played with the form of groups and play. By Sakti & Roesminingsih, n.d. (2017) that chain whispering game is a game that is done in groups by whispering messages in a chain before starting the chain whispering game activity agreed with teachers and children is done so that the training runs as planned. Based on this opinion, playing whispering braai is one of the language games of conveying messages given from the first row of children and the last that can train the department. Memory adds to the child's vocabulary.

Rahayu (2014) expressed his opinion about the benefits of playing chain whispering, namely: making children happy to be in the classroom, teaching children to be more careful, teaching children to be quick to respond in the face of something, learning to communicate verbally appropriately and correctly and adding to the distinction of words. Mardiyatmo, (2010) that the benefit of playing chain whispering is that participants can understand deviations in communication. So chain whispering games have several

advantages, namely training children's concentration, training cooperation, and children being able to develop communication with their peers.

The purpose of the study was to find out the picture of receptive language skills of children aged 5-6 years in Makassar kindergarten before being treated. To find a picture of sensory language skills of children aged 5-6 years in kindergarten in Makassar city. To find out whether or not chain whispering games influence receptive language skills of children aged 5-6 years in Makassar kindergarten.

## **METHOD**

The approach used in this research is to use a quantitative approach, research with a quantitative approach that emphasizes its analysis of numerical data which are then processed by statistical methods. The type of research used in this research is *Experimental Design* or *Quasi-Experimental Design*. This type of study compared the group in inferring the changes caused by the treatment. In this study, the experimental research design used is a *nonequivalent control group design* or pseudo experiment.

This study examined two variables, namely free variables and bound variables, chain whispering games as free variables, and children's receptive language skills as bound variables. The population of this study is all students of Tk Aisyiyah Bustanul Atfhal Parangtambung with a sample of 12 children consisting of 8 boys and 4 girls. The data collection techniques used are: Observations are made by researchers to produce student data, tests are used to find out the child's receptive language skills before and after being given a chain whispering game, documentation is used to obtain gambar that supports research,

Data collection procedures in this study go through several stages, namely as follows: the planning stage, at this stage the researcher determines the number of samples and formulates instruments containing children's research items. The instrument created is validated by the validator first, the item that is valid is used to measure the improvement of the child's receptive language skills. Then the implementation stage by observing the improvement of the child's receptive language before being given the treatment of chain whispering games which is carried out by checking each *indicator item* in accordance with the category of development of research instruments used and observing the child's receptive language skills after being treated by checking each *item*. indicators in accordance with the category of development of research instruments used. Analytical techniques used in this study.

The analysis of the results in this study is to compare the receptive language skills of children before being treated and treated, to find out the changes that occur in the child's receptive language skills and also to find out what the activities of playing chain whispers influence the ranking of receptive language of children. The data analysis techniques used in this study are descriptive statistical analysis and non parametric statistical analysis. descriptive statistical analysis is used to determine the gambaran of improvement of receptive language of children before and after being treated with chain whispering games. The non parametric statistical analysis used in this study is a different test (*Wilcoxon Signad Rank Test*).

## RESULTS AND DISCUSSIONS

### Result

The following will be outlined research data on improving children's receptive language skills through chain whispering game activities. This study was conducted with the aim of knowing the significant influence of the role of chain whispering play activities on improving children's receptive language skills. Presentation of research data related to the picture of improving the receptive language of children before and after doing chain whispering play activities against the improvement of the receptive language of children in Aisyiah Bustanu Atfal Parangtambung Kindergarten.

The distribution of categorization of listening skills to control groups that follow learning through storytelling activities can be seen in the following table:

No	Interval	Category	Frekuensi	Presentase
1	3-4	Undeveloped	1	17%
2	5-6	Start To Grow	4	67%
3	7-8	Develop As Expected	1	17%
4	9-10	Developed Very Well	0	0%
<b>Sum</b>			<b>6</b>	<b>100%</b>

Based on the table above, it can be known that of the 6 children who are used as control classes there is 1 child with a percentage of 17% who have not been able to respond to other people's conversations, have not been able to do what others say, have not been able to hear and re-convey the stories / sentences heard so that they belong to the undeveloped category. There are 4 children with a percentage of 67% who are able to respond to other people's conversations, are able to do what people say, are able to hear and re-convey sentences / stories heard but are still in the help of teachers / researchers so that they are included in the category of start to grow. There is 1 child with a percentage of 17% who is able to respond to other people's conversations, able to do what others say. Able to hear and convey back sentences / stories that are heard but sometimes still ask for the help of teachers / researchers so that they are included in the category of developing according to expectations. There are no children who belong to the category of very good development.

The distribution of categorization of the ability to listen to the Ekperimen group that follows learning through chain whispering game activities can be seen from the following table:

No	Interval	Category	Frekuensi	Presentase
1	3-4	Undeveloped	0	0%
2	5-6	Start To Grow	1	17%
3	7-8	Develop As Expected	3	50%
4	9-10	Developed Very Well	2	33%
<b>Sum</b>			<b>6</b>	<b>100%</b>

Based on the diataas table, it can be known from the 6 number of children who are treated as experimental classes, there are no children who fall into the category of undeveloped. There is 1 child with a percentage of 17% who is able to respond to other people's conversations, is able to do what others say, is able to hear and re-convey sentences / stories heard but is still in the help of teachers / researchers so that they belong to the category of start to grow. there are 3 children with a percentage of 50% who are able to respond to other conversations, able to do what others say, able to convey back the sentences / stories heard but sometimes still ask for help from teachers / researchers so that they fall into the category of Developing according to expectations. There are 2 children with a percentage of 33% who are able to respond to other people's conversations, are able to do what others say, are able to hear and re-convey sentences/stories heard without the help of teachers, and can help their friends so that they fall into the category of developing very well.

Based on the above exposure, it can be known that the improvement of children's receptive abilities in the category of very well developed there are 2 children in the experimental group and there are no children in the control group. In the category of developing as expected, there were 3 children in the experimental group and 2 children in the control group. In the start to develop category, there were 1 child in the experimental group and 3 children in the control group. In the Undeveloped (BB) category there were no children in the experimental group and 1 child in the control group.

The non-parametric analysis is the result of research obtained based on initial and final observations, it can be known the influence of chain whispering games on children's receptive language skills after hypothesis testing with Wilcoxon Test analysis. The steps taken are as follows: Control class data (A) and experimental class data (B) treat set a large difference in score, Counting the paired  $T_{count}$  test and  $T_{tabel}$  test, N obtained from the number of samples studied, A comparison between the T value obtained with the T value in the Wilcoxon test and the Z value obtained with the Z value on the Wilcoxon test. In decision making if  $T_{count} < T_{tabel} = H_0$  accepted and  $H_1$  rejected means that there is no influence of chain whispering games on the improvement of the child's receptive language skills However, if  $T_{count} > T_{tabel} = H_0$  rejected and  $H_1$  accepted means that there is an influence of chain whispering games on the improvement of children's receptive language skills. Tabel pengaruh permainan bisik berantai terhadap kemampuan bahasa rseptif anak usia 5-6 tahun dapat dilihat sebagai berikut:

No	Nilai Pre-test	Nilai Post-test	Selisih	D <sup>2</sup>
	X1	X2	D	
1	6	6	0	0
2	9	12	-3	9
3	6	9	-3	3
4	6	11	-5	25
5	3	9	-6	36
6	6	9	-3	9

Jumlah	36	56	-21	98
<b>S<sup>2</sup>D</b>	2			
<b>S</b>	0,23			
<b>T<sub>hitung</sub></b>	87			
<b>T<sub>tabel</sub></b>	2,228			

The Count value obtained is 87, and  $T_{tabel}$  is 2,228 then received  $T_{count} 87 > T_{tabel} 2.228 = H_1$  is accepted and  $H_0$  rejected means that there is an influence of chain whispering games on the child's receptive language skills. In contrast, the value of  $Z_{count}$  obtained is 2.36 and  $Z_{tabel}$  which is 0.05 which is 0.4906 criteria then received  $Z_{count} 2.36 > Z_{tabel} 0.4906 = H_0$  rejected and  $H_1$  accepted means that there is an influence of chain whispering games on the child's receptive language skills. Based on the description, it can be concluded that chain whispering games affect the child's sensory language skills.

## Discussion

Differences in the improvement of the receptive language of children's storytelling methods with chain whispering games. Based on the Wilcoxon Test study results, there is a significant difference between the receptive language of children who follow storytelling activities and chain whispering games. In this case, the average sensory language score of children who participated in chain whispering games was higher than the average score for sensory language activities of children who participated in storytelling activities. It can be known that the improvement of the sensory language of children in the category of very well developed there were two children in the experimental group and not in the control group. In the Group developing according to expectations, there were three children in the experimental group and one child in the control group. At the start of creating a category, there was one child in the experimental group and four children in the control group. There was no in the experimental group in the undeveloped class, and there was one child in the control group.

The influence of chain whispering game methods on the child's receptive language skills. The value of  $T_{count}$  obtained is 87 and  $T_{tabel}$  which is 2,228 then obtained  $T_{count} 87 > T_{tabel} 2.228 = H_1$  accepted and  $H_0$  rejected means that there is an influence of chain whispering games on children's receptive language skills. In contrast, the value of  $Z_{count}$  obtained is 2.36, and  $Z_{tabel}$  is 0.05, which is 0.4906 criteria then received  $Z_{count} 2.36 > Z_{tabel} 0.4906 = H_0$  rejected, and  $H_1$  accepted means that there is an influence of chain whispering games on the child's receptive language skills in the control class.

The improvement of children's receptive language through chain whispering games makes children not bored because children can play while learning. In addition, chain whispering games are riveting, practical, and fun activities and sample memorize the creativity of various aspects of early childhood development. Sakti & Roesminingsih (2017) states that chain whispering games are a game that is done in groups by whispering messages in a chain. Before starting the chain, the whispering game activity agreed with the teacher and the child; this is done so that the training runs as planned.

The same thing was expressed by Ngalimun & Alfulaila (2014) that chain whispering is an activity where the teacher whispers a sentence to a student whispering the punishment to the first student, and so on until the last child. Similarly, Naisabban (2002) stated that chain messages are folk games that can make children happy and hone their intelligence. Playing chain messages is a way to train listening to children because, in this game, children are required to be able to share the exact words as likened by their friends.

Another opinion said Fitriani et al., (2019) receptive language skills also include children's

skills in understanding teacher rules in the classroom, commands, and explanations. In addition, good receptive language skills allow the child to understand words, sentences, stories, and traditions. Another opinion is also explained by Chaer (2003) that sensory ability is a process in the fencer who receives meaningful and helpful language codes delivered by the speaker through articulation and received by the fencer.

The result of research on children's receptive language skills shows that chain whispering games are very effective in developing the child's receptive language skills. The statement is reinforced by a hypothesis test that uses descriptive statistical calculations and parametric nn tests. The results show that the average results of receptive language skills before perlskuann obtained a score of  $T_{\text{count}} = 57$ ,  $T_{\text{tabel}} = 2.228$  and  $Z_{\text{count}} = 0.78$ ,  $Z_{\text{Tabel}} = 0.2734$ . The average result of receptive language skills after treatment obtained a score  $T_{\text{count}} = 87$ ,  $T_{\text{tabel}} = 2.228$ .  $Z_{\text{count}} = 2.36$  and  $Z_{\text{Tabel}} 0.4906$ . After being treated (treatment) in chain whispering games, children in practical classes showed a significant improvement or change compared to the child's receptive language skills in the control class. Thus it can be known that there is an influence of whispering games in developing receptive language for Aisyiyah Bustanul Atfhal kindergarten.

This research is supported by research that has been conducted Hardianti (2019) with the research method used, namely Classroom Action Research. A study conducted with B-2 class teachers completed two cycles and obtained results. Namely, the ability of receptive language children in the group B-2 Kindergarten Abdul Azis Lambada Lhok increased gradually. Using chain whispering games can increase the activeness of children in the teaching and learning process, practice language skills, attract children's interest in learning and cause happiness in children.

Fauziah, (2015) The research method used is a quasi-experimental method. This study was conducted at SDN Bekasi Jaya II. The sample in this study consisted of two groups, namely the experimental group of 25 students and the control group of 25 students. The experimental group is the group that carries out Indonesian learning with the chain whispering language game method. In contrast, the control group is the group that carries out Indonesian education without the chain whispering language game method. The instrument used is a test instrument listening to the guide. The study results showed the results of the t-test on the data.

## **CONCLUSION**

Based on the results of research and discussion can be concluded that the child's receptive language before being treated with chain whispering games can be seen that some children look still tricky and reluctant to answer questions from teachers; children have not been able to do what others say without the help of teachers and children are still not able to reveal messages or sentences that are heard. In the game of chain whispering to the improvement of receptive language, children incubated the increase from each meeting so that there is a difference in the progress of the child's receptive language after being treated. There is an influence of chain whispering games on sensory language skills of children aged 5-6 tofu in the children of Makassar.

## **ANNOUNCEMENT**

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