



Chain Whispering Games: The Effective Methods of Developing Receptive Language Skills of Children Aged 5 - 6 Years

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Chain whispering games, language development, playing methods, receptive language

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 Parangtambung. Sampling in this study is cluster random sampling. The sample in this study was 12 children. A total of 6 children in 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.

Kata Kunci

Permainan bisik berantai, perkembangan bahasa, metode bermain, bahasa reseptif

Abstrak

Penelitian ini mengkaji tentang Permainan Bisik Berantai Terhadap Kemampuan Bahasa Reseptif Anak Usia 5-6 Tahun Di Taman Kanak-Kanak Kota Makassar. Adapun tujuan penelitian ini adalah untuk mengetahui gambaran kemampuan bahasa reseptif anak sebelum diberi perlakuan, untuk mengetahui kemampuan bahasa reseptif anak setelah diberi perlakuan dan untuk mengetahui ada atau tidak pengaruh permainan bisik berantai terhadap kemampuan bahasa reseptif anak usia 5-6 tahun di taman kanak-kanak kota Makassar. Pendekatan penelitian yang digunakan adalah pendekatan kuantitatif dengan jenis penelitian Quasi Ekperiment Design. Populasi dalam penelitian ini adalah anak didik usia 5-6 tahun di TK Aisyiyah Bustanu Atfhal Parangtambung. Pengambilan sampel dalam penelitian ini adalah cluster random sampling. Sampel dalam penelitian ini adalah 12 anak. sebanyak 6 anak sebagai kelompok eksperimen dan 6 anak sebagai kelompok kontrol. Teknik pengumpulan data yang digunakan adalah analisis statistik deskriptif dan analisis statistik non parametrik. Berdasarkan hasil penelitian dapat disimpulkan bahwa kemampuan bahasa reseptif anak yang diberi perlakuan metode permainan bisik berantai pada kelas eksperimen lebih baik dari kelas kontrol adapun $T_{hitung} = 87 > T_{tabel} = 2,228$ diterima dan H_0 di tolak sedangkan nila $Z_{hitung} = 2,36$ dan

$Z_{\text{tabel}} = 0,4906$ di tolak H_1 terima, ini membuktikan metode permainan bisik berantai memberikan pengaruh yang signifikan terhadap kemampuan bahasa reseptif anak usia dini.

A. Introduction

Early childhood education is a coaching effort 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 stimulants so that children's growth and development run in accordance with the stages. Mulyasa (2012) 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 aspects 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. The more activities are given to children, the more helpful they are in developing their abilities (Ahmad, 2019).

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 the readiness to enter further education and children do not lose important opportunities and momentum in their growth and development (Fitriyah & Mustofa, 2019).

According to Ardy (2016), early childhood has a very valuable range compared to later ages because the development of intelligence in the process is extraordinary. 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), 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 (2021), 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 Abdul (2003), the 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. Developing the language ability component, it takes the use of appropriate methods that are also characterized by the enthusiasm of children in participating in learning activities (Mujahidah et al., 2021). The importance of receptive language according to Ariyanto & Tanto (2021) becomes from the maturity of children's language at the beginning of their development.

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), 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 Parangtambung 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. Through chain whispering games, children will have a lot of direct interaction and become an alternative to children's language development activities that are currently playing more individually such as games that use gadgets (Kamilah et al., 2020).

The same thing was said by Ngalimun & Alfulaila (2014), 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), 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), 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. To Sakti & Roesminingsih, n.d. (2017) 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 (2020) 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.

B. Methodology

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 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.

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. 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, and documentation is used to obtain images that support research.

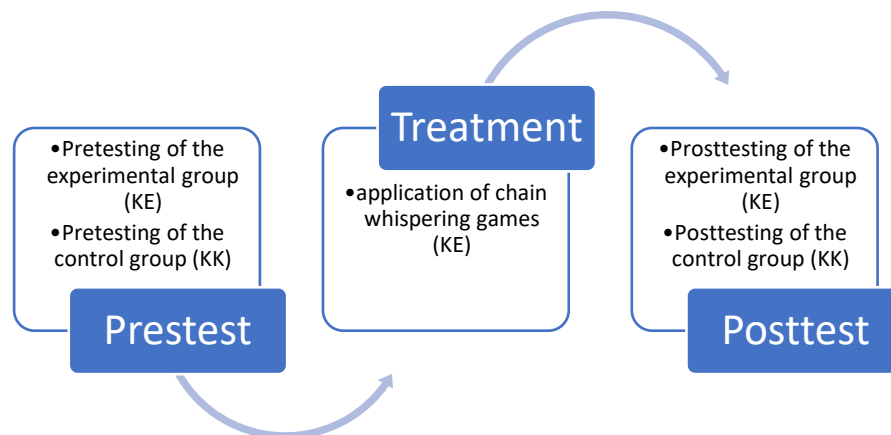


Figure 1. experimental research design

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 instruments used in the study consisted of a child's receptive language skills observation test sheet applied at the pretest and posttest stages and an action implementation module. Before being applied, the two instruments are validated using a team of expert validators, where the validation results provide valid conclusions and can be applied at the implementation stage. The stage of strengthening the results of the skill comparison before and after treatment is carried out by observing the comparison of the results of the child's receptive language skills before and after being given a chain whispering game by checking each point of the observation test.

The analysis of the results in this study was carried out by comparing the results of measurements of children's receptive language skills before and after being treated. The data analysis techniques used are descriptive statistical analysis and non-parametric statistics. Descriptive statistical analysis is used to find out the picture of the improvement of the receptive language of children before and after being treated, while for the analysis of non-parametric statistics a different test (Wilcoxon Signed Rank Test) is used to determine the degree of influence of the use of chain whispering games on the development of the expressive language of children.

Table 1. Observation guidelines grid

Research Variable	Indicator	Items
Child's receptive language	Ability to respond to other people's conversations	Children are able to catch the words that have been said and answer questions from the teacher/researcher
	The ability to do what other people say	The child is able to carry out simple commands correctly according to the direction of the teacher/researcher
	The ability to listen and rephrase the sentences heard	Children are able to express messages or sentences that have been heard in front of peers and teachers with simple vocabulary.

Chain whisper Game	<ol style="list-style-type: none"> 1. The children are divided into several groups 2. Children in groups are arranged in a row or lined up to the side or back. 3. As expected, the teacher calls the group representative students to whisper some of the words that have been made. 4. The child receives the information and whispers the information to his friends 5. In a series of children whisper the information. 6. The last child will mention what he has heard from his friends in at least 3 words. 7. Make the atmosphere conducive but still cheerful
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C. Result and Discussion

1. 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:

Table 2. Data Pretest and Posttest Results of Children's Listening Ability in Control Group

No	Category	Frequency		Percentage	
		Pretest	Posstest	Pretest	Posttest
1	Undeveloped	2	1	33%	17%
2	Start To Grow	4	4	67%	67%
3	Develop As Expected	0	1	0%	17%
4	Developed Very Well	0	0	0%	0%
<i>Sum</i>		6		100%	

Based on the table above, it can be seen that of the 6 children who were used as the control class before being given treatment (Pretest), there are 2 children with a percentage of 33% who have not been able to respond to other people's conversations, have not been able to do what other people say and are able to show understanding of something that heard or listened to so that it is included in the Undeveloped category. there are 3 children with a percentage of 50% who are able to respond to other people's conversations, are able to do what other people say, are able to listen to and retell sentences/stories that are heard but are still under the help of teachers/researchers so they are included in the category of Beginning to Develop. there is 1 child with a percentage of 17% who is able to respond to other people's conversations, is able to do what other people say, is able to listen and retell sentences/stories that have been heard but are still under the help of teachers/researchers so it is included in the category of Very Good Developing and There are no children who are included in the category of Very Good Development.

It can be seen that of the 6 children who were used as controls after being given treatment (Posttest), there is 1 child with a percentage of 17% who has not been able to respond to other people's conversations, has 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 eksperimen group that follows learning through chain whispering game activities can be seen in the following table:

Table 3. Data Pretest and Posttest Results of Children's Listening Ability in Eksperimental Group

No	Category	Frequency		Percentage	
		Pretest	Posstest	pretest	Posttest
1	Undeveloped	2	0	33 %	0%
2	Start To Grow	3	1	67%	17%
3	Develop As Expected	1	3	17%	50%
4	Developed Very Well	0	2	0%	33%
Sum		6		100%	

Based on the table above, receptive language skills (listening) children before being given treatment (Pretest) Control class of 6 children, there are 2 children with a percentage of 33% who have not been able to respond to other people's conversations, have not been able to do what other people say and are able to show understanding of something that heard or listened to so that it is included in 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 other people say, are able to listen to and recount sentences/stories that are heard but are still under the help of teachers/researchers so that they are included in the category of Beginning to Develop. There are no children who are included in the category of Developing According to Expectations. and a very well-developed category.

It can be known from the 6 number of children who are treated as experimental classes after being given treatment (Posttest) 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. The table of the influence of chain whispering games on the receptive language skills of children aged 5-6 years can be seen as follows:

Table 4. Data Results in The Effect of Chain Whispering Games on Children's Receptive Language Skills

No	Pre-test Value X1	Post-test Value X2	Difference D	D ²
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
SUM	36	56	-21	98

S S²D : 2
 S S : 0,23
 T T_{count} : 87
 T T_{tabel} : 2,228

The T_{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.

2. 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 $T_{\text{count}} 87 > T_{\text{tabel}} 2.228 = H_1$ 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 $Z_{\text{count}} 2.36 > Z_{\text{tabel}} 0.4906 = H_0$ 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 Ngalmun & 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, Naisaban (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 listening device.

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 non-parametric tests. The results show that the average results of receptive language skills before treatment are 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 by Hardianti (2019) with the 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. 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.

D. Conclusion and Recommendation

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 in the children of Makassar. It is recommended by the influence of the use of technological media around the child's environment (Jannah et al., 2021; Kusumaning Ayu et al., 2019), making this method an alternative for the implementation of learning in kindergarten in providing a more intensive interaction experience as a support for language development.

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