THE IMPLEMENTATION OF CHINESE WHISPERS GAME IN TEACHING SPEAKING TO ELEMENTARY SCHOOL STUDENTS AT MI MAMBAUL ULUM DAHU KEDIRI

SKRIPSI

Presented as a Partial Fulfillment of the Requirement the Sarjana Degree
of Education of English Department Faculty of Teacher Training and Education
University of Nusantara PGRI Kediri

By:
JULIANA TING PIT LEE
NPM 21140500037

ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI
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Approved by the Advisors to be proposed to English Language Education Examination Committee of the University of Nusantara PGRI Kediri

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First Advisor

Dr. Sulistyani, M.Pd.
NIDN. 0701056803

Second Advisor

Dr. Khoiriyah, M.Pd
NIDN. 0719017501

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Approved and accepted by all its qualifications by the Examination Committee of
the University of Nusantara PGRI Kediri

Kediri, 11st of July 2025

Board of Examiners,

Committee examiner:

1. Chairman   : Dr. Sulistyani, M.Pd

2. First examiner   : Agung Wicaksono, M.Pd

3. Second examiner   : Dr. Khoiriyah, M.Pd

The Dean of the Faculty of Teacher
Training and Education University
of Nusantara PGRI Kediri

Dr. Agus Widodo, M.Pd
NIDN 0024086901

STATEMENT OF WRITING ORIGINALITY

STATEMENT OF WRITING ORIGINALITY

The under signed below:

Name : Juliana Ting Pit Lee

Sex : Female

Place/Date of Birth : Kediri, April 3th,2002

NPM : 2114050037

Fac/Dep : FKIP/SI English Education Department

1. The Skripsi is never collected to any institute of higher education for any academic degree.

2. The Skripsi is totally independent of my work and not the result of plagiarism from the work of others.

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Signed by:

Juliana Ting Pit Lee
NPM: 2114050037

MOTTO AND DEDICATION

Motto:

"If you never try you'll never know"

"You'll Never Walk Alone"

"Rock'n'Roll might not solve your problem, but it does let you dance all over them"

This Skripsi is dedicated to:

1. My beloved parents
2. My beloved brother
3. My family
4. All my friends and the people whose support and motivation helped and encouraged me to finish this skripsi.

ABSTRACT

Juliana Ting Pit Lee: The Implementation of the Chinese Whisper Game in Teaching Speaking to Elementary School Students at MI Mambaul Ulum Dahu Kediri, Skripsi, English Department, The Faculty of Teacher Training and Education, University of Nusantara PGRI Kediri, 2025

Speaking is the basic ability in learning a new language that elementary school students have to learn. In fact, the characteristics of elementary school students are still playful, easily bored, and short memory. In addition, many teachers still teach by conventional media so that students are easily bored and less interested in actively participating in learning. For this reason, the researcher proposes to apply joyful learning using the Chinese whisper game to teach speaking. The purpose of this research is to update the learning media to be suitable for teaching English speaking to elementary school students.

The contribution of this research is to provide references to teachers in updating or developing previous English learning media. This study used an observational research method with a qualitative approach. This research involves the process of teaching speaking using the Chinese whisper game to MI Mambahul Ulum 5th grade students, with a total of 24 students.

The data were obtained from observation, interviews, and documentation. This study concludes, based on observation, that the Chinese whisper game is an effective medium for teaching speaking to elementary school students. By using Chinese whisper games, students can more easily remember vocabulary, pronunciation of a word. And students are more enthusiastic about participating in learning, and the classroom atmosphere is more fun. Based on the results of student interviews, all students (100%) felt helped in learning speaking by using Chinese whisper games.

Keywords: *S*peaking, Young Learners, Chinese Whisper Game

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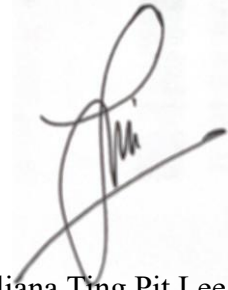
This skripsi entitle "The Implementation of Chinese Whispers Game in Teaching Speaking in Elementary School Student at MI Mambaul Ulum Dahu Kediri". The researcher realizes that this skripsi is far from perfect and has many weaknesses, thus she needs criticism and suggestion better Therefore, she would like to express her gratitude:

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Finally, the writer realizes that this Skripsi is far from perfect and has many deficiencies. Therefore, suggestion and criticism are expected to improve this Skripsi. Furthermore, the writer hopes that this Skripsi could be useful for us, especially in education field.

Kediri, 11 July 2025

Juliana Ting Pit Lee

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CHAPTER I

INTRODUCTION

This chapter presents Background of the Research, Scope of the Research, Research Question, objective of the research, and significance of the Research.

A. Background of the Research

English is increasingly in demand by many people because English is an international language and provides positive value if we have good English skills. Therefore, it is better to learn English as early as possible. According to Mwalongo (2016), English language teaching should start from a young age because young learners are very effective at their age.

The Ministry of Education, Culture, Research, and Technology (MoECT) announced a significant decision: English will be a compulsory subject for grade 3 students in elementary schools, Permendikbudristek Number 12/2024. By preparing for it, teachers must consider the characteristics of elementary school students: that elementary school students still like to play, are easily bored, and have short memories. Therefore, teaching and learning English in elementary school should be fun.

However, there are still many teachers who teach with conventional methods so that students are easily bored and less interested in actively participating in learning. For this reason, the researcher proposes to apply

joyful learning in the form of games, using Chinese whisper games as one way to teach English, especially in learning speaking in elementary schools. Chinese Whisper is a game that is often played in large groups, and in this game, a player speaks a message to the player next to him, and the message is passed on in sequence until it reaches the last player. The game is often used in educational contexts to demonstrate the importance of clarity in communication. In a social context, the game also illustrates how rumors or information can change when passed from one person to another.

Providing speaking activities is very necessary for students at MI Mambaul Ulum Dahu. The reason is that the most important thing in learning a language is that students can speak the language. In addition, they are young learners who must be given the basics of speaking so that they have the background knowledge to take speaking to the next level. The advantages of Chinese whisper games are effective learning methods that teachers use to motivate students and increase students' interest in participating in learning. The Chinese Whisper game raised students' motivation and, accordingly, increased their speaking skill (Yazdanparast et al., 2018). By using games, it can also make the learning process less monotonous and create a positive and fun atmosphere in the classroom. As evidenced, when participating in English Fun Day activities, the whispering technique as one of the games is suitable to be applied in English learning. Students vocabulary increased and words. With this technique, the

whisperer and the listener can understand words easily (Sihombing et al., 2022).

There are several previous studies related to the use of games for English language learning. Yuliani (2017), in her article entitled "Teaching English Vocabulary by Using Guessing Games to the Fifth Grade Students of 117 Palembang," explains how to find out whether or not teaching English vocabulary is effective by using guessing games on grade V students of elementary school 117 Palembang. Using the quasi-experimental method, the results of her study showed that there was a significant difference in vocabulary mastery between students who were taught and students who were not taught using guessing games as the teaching techniques. It means that teaching vocabulary by using guessing games is effective for fifth-grade students of elementary school 117 Palembang. Ratminingsih (2018), in her study entitled "Implementation of Board Games and Their Effect on English Language Learning Outcomes," investigates the effect of board games on students' English learning outcomes. Using a quasi-experiment, the results of her study prove that board games have an effect on improving students' English learning outcomes. Ting Yu and Tsuei (2023) investigated "The effects of digital game-based learning on children's Chinese language learning, attention, and self-efficacy. They explained the effect of digital game-based learning (DGBL) on Chinese language learning, self-efficacy, and attention of elementary school students, and they found that it supported the

effectiveness of improving students' Chinese learning. From previous studies, many researchers used quasi-experiments as a research method and also used different games, such as digital games, board games, and guessing games, for learning. The years of research are also different, namely 2017, 2018, and 2023.

Therefore, this current research updated it by using the Chinese whisper game and using a research method that is observational with a qualitative approach. The purpose of this study is to update learning media to make it suitable for teaching English speculation to elementary school students. The contribution of this study is to provide references to teachers in updating or developing previous English learning media.

B. Scope of the Research

This research focus on the implementation of Chinese whisper to teach speaking to primary school students at MI Mambaul Ulum Dahu. The study is conducted by covering the steps used in teaching speaking using Whisper to primary school students and how Chinese Whisperer can facilitate students' speaking learning. This research uses a qualitative approach in collecting and analyzing data.

C. Research Questions

The research question of the research:

1. What steps are employed in teaching speaking using Chinese whisper to Elementary School Students?

2. How does Chinese Whisper facilitate students ' learning?

D. Objective of the Research

1. To describe the steps employed in teaching speaking using the Chinese whisper to Elementary School Students.

2. To describe how Chinese Whisper facilitates students speaking learning.

E. Significance of the Research

The researcher expects that this research will give advantages to readers and other writers:

1. For Teachers

   This research expects that teachers can adapt the Chinese whisper game as a medium for learning English speaking for students.

2. For Students

   This research is expected to enable students to follow speaking learning well and receive lessons easily and fun.

3. For Other Researchers

   The results of this study can be used as a reference for those who want to conduct similar research. They can conduct research on other learning models.

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