



Developing Speaking Skills Through the Whisper Chain Game Method in Group a Children at RA Perwanida Birowo, Kecamatan Binangun, Kabupaten Blitar

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Abstract:

This research aims to develop the speaking skills of Group A children at RA Perwanida Birowo, Binangun District, Blitar Regency, through the implementation of the Whisper Chain Game method. Speaking is a critical aspect of early childhood development, and enhancing this skill is essential to fostering effective communication abilities. The Whisper Chain Game was chosen as an interactive and engaging method to improve children's speaking skills in a playful and collaborative environment. This study employed a classroom action research approach conducted in two cycles, each consisting of planning, action, observation, and reflection phases. The results revealed significant improvements in the children's speaking abilities, as demonstrated by their enhanced vocabulary, sentence structure, and overall communication. Additionally, the Whisper Chain Game proved to be an effective and enjoyable strategy that stimulated active participation, improved listening skills, and encouraged peer collaboration among the children. This study concludes that the Whisper Chain Game is an effective method for developing speaking skills in young children and can be applied in similar educational settings to support early childhood language development.

Keywords: Speaking skills, Whisper chain game, Early childhood education, Communication development, Classroom action research.

INTRODUCTION

Early childhood education (PAUD) is essentially designed to facilitate the overall growth and development of children, emphasizing the development of all aspects of a child's personality. Early childhood education plays a crucial role in developing children's abilities and preparing them for the next level of education. The term "early childhood" in Indonesia refers to children from birth to six years old. In general, the aim of early childhood education is to lay the foundation for developing the child's potential so that they may grow into individuals who have faith and devotion to God Almighty, possess noble character, are healthy, knowledgeable, capable, critical, creative, innovative, independent, confident, and become democratic citizens. Suyanto (2005) explains that the goal of PAUD is to develop all aspects of a child's potential (the whole child) so that in the future, they can function as complete human beings in line with the philosophy of the nation. Children can be seen as individuals who are just getting to know the world,

learning to communicate with others, and learning to understand others. Children need guidance to understand various things about the world and its contents, as well as to understand natural phenomena and perform skills required to live in society. Development is a lifelong change, with increasingly complex body structures and functions, one of which is the ability to speak. Mastering speaking theory in early childhood is not the main goal in speaking education. The most important thing in learning to speak is that the child can speak according to context. Speaking education should focus on the practical use of language, rather than its rules. According to Pageyasa (2004), "speaking skill is the ability to express opinions or thoughts and feelings to an individual or group of people verbally, either in direct interaction or over a distance." Language development, especially speaking skills, is one of the essential linguistic skills that children must master, as speaking competence is a key component in everyday activities.

Developing speaking skills should receive attention to ensure children can communicate effectively. However, the advanced development of information technology today, such as print media, electronic media, and various forms of entertainment, has displaced children's speaking activities. This situation is worsened by parents who do not pay attention to their children due to work obligations, allowing children to be immersed in television programs that may inhibit their productive language development, including speaking skills. Typically, children are fluent in informal communication outside of school, but when asked to speak in front of the class, their communication fluency declines. Djago Tarigan (1992) points out that many students still fear standing before their classmates. Often, students are seen sweating, standing rigidly, and forgetting what they intended to say when faced with an audience of their peers. Language education, especially in speaking, is essential for children to understand and adapt to their surroundings. Social interaction can also be built through language education, where activities such as listening and speaking are collaborative and interrelated. Developing early childhood skills aims to help children manage their learning acquisition, discover various problem-solving alternatives, and develop listening and speaking skills so they can communicate smoothly and be understood by their conversational partners. The aspect of language development in terms of recognizing objects around the child is crucial for helping children develop the ability to describe what they see and hear. Learning is integrated with themes and other areas of development through activities that stimulate and develop children's potential and abilities. Learning is designed according to their developmental level so that children can understand various concepts easily and joyfully, involving experiences they already know. In PAUD's speaking education, learning involves naming objects around the children according to a theme, such as the names of friends, fruits, animals, etc. The learning process must be designed to encourage children to engage more in exploring various forms of language they often encounter in daily life. PAUD educators must plan, design, and create learning resource centers that align with the appropriate cognitive development methods for different abilities in the classroom.

This is directly related to child-centered learning. In practice, many teachers still use conventional teaching methods, focusing on the teacher, dominating the children, assigning tasks, and not giving children the opportunity to express their ideas. Children only listen without the chance to express themselves or even fail to listen or understand what the teacher is explaining. This condition was also observed in Group A children at RA Perwanida Birowo, Binangun District, Blitar Regency. Based on preliminary observations, the children's speaking abilities were still relatively low. Data revealed that out of 10 children, only one received four stars, one received three stars, three received two stars, and five received one star. This is because the question-and-answer learning method in the language development field was limited to what was needed and rarely involved enjoyable question-and-answer activities or words that would enhance learning outcomes. To address this issue, there is a need for improvement in the teaching methods or learning

patterns to help children develop their language skills, particularly in speaking. One way to develop children's speaking skills is through the Whisper Chain Game, which is expected to allow children to explore words they commonly encounter in daily life. Based on the description above, it is clear that there are still issues in the process and outcomes of developing speaking skills in Group A children at RA Perwanida Birowo, Binangun District, Blitar Regency. Therefore, the researcher is interested in conducting a study titled, "Developing Speaking Skills Through the Whisper Chain Game Method in Group A Children at RA Perwanida Birowo, Binangun District, Blitar Regency."

METHODS

This classroom action research was conducted at RA Perwanida Birowo, Binangun District, Blitar Regency. The subjects of this study were Group A children, consisting of 20 children: 12 boys and 8 girls. The consideration for conducting this research was the discovery of the fact that the children's speaking skills were still lacking during learning activities. Therefore, the researcher attempted to improve the learning process through the Whisper Chain Game method.

RESULTS

This research used a classroom action research design consisting of three cycles, with each cycle involving four stages: planning, implementation, observation, and reflection. The research was conducted at RA Perwanida Birowo, Binangun District, Blitar Regency. The subjects of this study were Group A children, totaling 20 children, consisting of 13 boys and 7 girls. The learning activities utilized the Whisper Chain Game method, which was played outside the classroom. The play-based method in this learning activity was directly targeted at the children, who were invited to play outside the classroom in a fun and engaging atmosphere.

Table 4.1
Children's Observation Sheet in the Whisper Chain Game Activity in Cycle I

No	Child's Name	Assessment Results	Minimum Mastery Criteria 75%	Incomplete	Complete
		★	★★	★★★	★★★★
1	Ardan		√		
2	Ajeng	√			
3	Ardi		√		
4	Ayu		√		
5	Bagus	√			
6	Evi		√		
7	Fahrul			√	
8	Hurin		√		
9	Kelpin			√	
10	Khusnul	√			
11	Nanda	√			
12	Wafa		√		
13	Niko				√
14	Rizki	√			
15	Rafif	√			
16	Rozak		√		
17	Rara			√	

18	Seril		√		
19	Sania Hima				√
20	Zahra			√	
	Total	6	8	4	2
	Percentage	30%	40%	20%	10%

Table 4.2
Percentage Results of Children's Learning Mastery in Cycle I

No	Criteria	Number of Children	Percentage
1	Complete	6	30%
2	Incomplete	14	70%
	Total	20	100%

Table 4.3
Observation Sheet of Children in Whisper Chain Game Activity in Cycle II

N o	Child's Name	Evaluatio n Result	Minimu m Mastery Criteria 75%	*	**	***	*** *	Not Yet Complete d	Complete d
1	Ardan					√		√	
2	Ajeng	√							√
3	Ardi				√			√	
4	Ayu					√		√	
5	Bagus				√			√	
6	Evi					√		√	
7	Fahrul					√		√	
8	Hurin				√			√	
9	Kelpin						√		√
10	Khusnul	√							√
11	Nanda	√							√
12	Wafa					√		√	
13	Niko						√		√
14	Rizki				√			√	
15	Rafif				√			√	
16	Rozak				√			√	
17	Rara					√		√	
18	Seril					√		√	
19	Sania Hima						√		√
20	Zahra						√		√

0									
	Total			3	6	7	4	9	11
	Percentage			15%	30%	35%	20%	45%	55%

Table 4.4
The Results of the Percentage of Children's Learning Mastery in Cycle II

No	Learning Mastery Result	Number of Children	Percentage
1	Mastered	11	55%
2	Not Yet Mastered	9	45%
	Total	20	100%

Table 4.5
The Results of Children's Performance Observation in the Whisper Chain Game Activity in Cycle III

No	Child's Name	Assessment Result	Minimum Mastery Criteria 75%
		★	★★
1	Ardan		
2	Ajeng		√
3	Ardi		
4	Ayu		
5	Bagus		
6	Evi		
7	Fahrul		
8	Hurin		
9	Kelpin		
10	Khusnul	√	
11	Nanda		√
12	Wafa		
13	Niko		
14	Rizki		
15	Rafif		
16	Rozak		√
17	Rara		
18	Seril		
19	Sania Hima		
20	Zahra		

| **Total** | 1 | 3 | 8 | 8 | 4 | 16 | | **Percentage** | 5% | 15% | 40% | 40% | 20% | 80% |

Tabel 4.6:
Assessment Results of Object Grouping Skills from Cycle I-Action to Cycle III.

No	Assessment Results	Pre-Action	Action Cycle I	Action Cycle II	Action Cycle III
1	★	35%	30%	15%	5%
2	★★	35%	40%	35%	15%
3	★★★	15%	20%	30%	40%
4	★★★★	5%	10%	20%	40%
Total	Total	100%	100%	100%	100%

Based on Table 4.7 above, it is evident that there has been an improvement in the students' learning mastery, from the pre-action phase to the third action cycle, with a learning mastery percentage reaching 80%. Therefore, it can be concluded that the application of the Whisper Chain Game method has successfully improved the speaking skills of the Group A children at RA Perwanida Birowo, Binangun District, Blitar Regency. Thus, the action hypothesis in this research can be accepted.

CONCLUSION

Based on the data analysis conducted, it can be observed that there was an improvement in the children's speaking skills during the Whisper Chain Game activity, starting from the pre-action phase, followed by the first, second, and third action cycles. Therefore, the research hypothesis stating that the Whisper Chain Game method can enhance the speaking skills of Group A children at RA Perwanida Birowo, Binangun District, Blitar Regency, can be accepted.

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