

# Online Media-Based Game ‘Chain of Whisper’ as Innovation Strategy of Arabic Language Teaching of Speaking Skill to Support Study from Home During the Coronavirus Pandemic

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**Abstract.** The coronavirus pandemic that hit the world as well as Indonesia at the end of 2019, had impacts on all sectors of life, including education. Learning dan teaching process that was originally by face-to-face meeting has been changed to online meeting. The condition requires innovation in language teaching methods, especially for speaking (*maharatul kalam*) and listening skills (*maharatul istima*), which are generally carried out offline (direct meeting). This study aims to offer an alternative language teaching method during the pandemic, especially teaching speaking skills to students through online media-based games (Chain of Whisper). The research is qualitative. Data was collected by the following methods: (1) collecting scores by documentation, (2) the process of course of the game by observation, (3) gathering feedback of students by interviews. The total participant is 59 students, consist of 30 students from A-class and 29 of B-class. Each class is divided into 5 groups with 5-6 members for each group, with a total of 10 groups. The game is divided into 4 rounds: (1) Speaking the words, (2) Speaking the sentences, (3) Speaking the paragraphs, (4) Speaking the drawing instructions. The game is completely conducted online via Zoom Meeting and WhatsApp's. Four elements of speaking skills are assessed: (1). *Mahraj* (articulation) and *Lafadz* (pronunciation) (ML), (2). Fluency (KL), (3) Conformity to the grammar (SK), (4) Accuracy of answers (TJ). The result of the game showed that the average score of components is as follows: ML (73.4), KL (73.7), SK (70.5), TJ (76.7). It also indicated that in speaking skill student are still lack conformity to Arabic grammar by its lowest score of 70.5. The highest score of the groups is 79.8, the lowest is 67.5 when the average is 73.55. In conclusion, this online media-based game can enhance student experience to practice Arabic speaking skills directly and particularly for those elements. In addition, the game help students not only to practice the skills but also to provide them with fun and enjoyable learning activity, based on the feedback obtained.

**Keywords:** Arabic Language; game; chain of whisper; speaking.

## 1 Introduction

Arabic is one of the official languages of the United Nations in addition to English, French, Spanish, Russian, and Chinese since January 1, 1974 [1]. Arabic in Indonesia is a foreign language that is in great demand by the public. This can be seen from the teaching of Arabic,

especially in schools that have Islamic basics, both at the elementary school (SD), junior high school (SLTP), and senior high school (SLTA) levels. In addition, as time goes by and technology advances, Arabic is also studied at the higher education level in Islamic universities under the Ministry of Religion (such as UIN, IAIN, STAIN) and public universities under the Ministry of Education and Culture (such as UGM, UI, UNPAD, Malang State University, UNS).

In teaching Arabic, four skills must be mastered, namely listening skills (maha>ratul-istima'), speaking skills (maha>ratul kala>m), reading skills (maha>ratul-qira>'ah), and writing skills (maha>ratul kita>bah). Speaking is a process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts [2]. Speaking skills are the ability to pronounce articulation sounds or words to express, state, and convey thoughts, ideas, and feelings [3]. Speaking skills are basic skills that must be mastered first before moving to the next level of skills. According to Theodore in Effendy and Hady [4][5], speaking skill is important to be mastered firstly by learners because it is in accordance with one of the principles of linguistics; “اللغة في الأساس, هي الكلام” “Language is essentially speech, and speech is communication by sounds”.

Based on the opinion of Theodore [5], speaking proficiency is the most important language skill and is a skill that is transmitted through sound. An indicator of success in learning Arabic is speaking and is a basic skill in language learning. The practice of speaking skills must first be based on ability listening, speaking skills, and mastery of vocabulary and expressions that enable students to communicate their intentions or thoughts. Another important factor in reviving speaking activities is the courage of students and the feeling of not being afraid of being wrong. Therefore, teachers should encourage students to dare to speak even at the risk of being wrong.

One strategy in teaching speaking skills is a game. Rosyidi explained that the essence of language games is a pleasure activity to acquire a certain language skill encouragingly [6]. An activity can be called a language game if an activity contains an element of fun and also trains language skills or certain language elements and components [7]. Games in language teaching aim to relieve stress in the learning environment, engage people to be fully involved, improve the learning process, build self-creativity, accomplish learning goals unconsciously, achieve meaning in learning through experience and focus students as learning subjects [7].

The COVID-19 pandemic that is engulfing the world today demands changes in the teaching system and method, including teaching in Arabic, particularly speaking and listening skills. Mustakim's research found that students rated learning using online media as very effective (23.3%), most of them rated it as effective (46.7%), and rated it as average (20%), and some of them considered online learning to be ineffective (10%) [8]. Online learning will be more effective if all learning activities are centered on students in groups [9] rather than individually [10]. Educators must do is use various strategies to improve online learning [11]. Thus, the underlying strategy in online learning is changing the learning media used by teachers and students.

One approach in teaching speaking and listening skills is using an online media-based game, particularly the physical and cognitive game, instead of a digital game or game app. Games used in teaching and learning generally are carried out in classrooms by direct meetings or face-to-face language laboratories. However, with the current pandemic conditions, the Ministry of Education implemented policies related to Online Learning and Working from Home in the Context of Prevention and Spread of Corona Virus Disease (COVID-19). For those reasons, teachers and lecturers are required to be able to create learning models and strategies that are following the character of students by utilizing online-based media that must be

packaged effectively, easily accessible, and understood. Therefore, it is hoped that teaching and learning during the Covid-19 pandemic will remain optimal and effective.

Based on the above-mentioned reason, the problem formulation in this research is how to provide an alternative language teaching method using the online-based game “chain of whisper” as an innovative speaking skill learning strategy to support Study From Home (SFH) during the Covid-19 pandemic. The benefits of this research are as an alternative method for language teachers in general, especially Arabic, at the higher school and university level. Meanwhile, the benefit of this research for students is that they still can learn speaking and listening skills optimally even though it is conducted online. This study is relevant to the Arabic Language and Literature Research Group because it discusses one of the skills in Arabic, namely speaking skills (*maha>rah al-ka>lam*) which is the realm of education and teaching of the Arabic language and literature.

## 2 Research Methods

This research is qualitative research using observation, documentation, and interview methods. This research begins with a pre-research study for analyzing the problems that occur related to online learning. Then after the problems are known, the next step is to identify the significant problem. One of the underlying problems that occur in online learning is the difficulty of changing practice-based learning systems with online learning systems, such as speaking skills (*maha>rah al-ka>lam*). The next process is to study literature, theories, and concepts related to Arabic teaching methods (especially speaking skills) such as the use of games and other fun activities. In this phase, previous studies relevant to this research were also reviewed.

The next stage is research design which is in parallel to the literature study. Two main activities in the research design are the design of game scenarios and the identification of the required data. The following activity is the implementation of game activities by involving students as objects. In the process of implementing the game, the required data is collected. Data collection was carried out by three methods : (1) collecting scores with documentation, (2) the process of course of the game by observation, (3) gathering student feedback by interviews. Next, all the data obtained from interviews with students, scores, and the course of the game process, are processed to get the final results. Then, the data is analyzed to be summarized and discussed. The last process is the presentation of research results and suggestions and conclusions from the entire research process.

The game is done by dividing students into teams, appointed by the leader of each team, and determining the sequence order of students for each team. At the beginning of the session, each team leader or 1st sequence student is asked to enter the online meeting room, either through Google Meet or Zoom Meeting, then the teacher reads speaking skills material in the form of word groups, sentences, paragraphs, and drawing instruction.

### *The game scenario*

The flow of the game starts from the preparation for the implementation of the game which includes (1) preparation of media, tools, and materials; (2) team division; (3) determining the sequence of each team; (4) reading of game rules and scenarios. In this series of whispering games, there are 4 parts: (1) group of words(2) sentences, (3) paragraph, (4) drawing instruction. Part 4 is slightly different in rules and procedures from other parts. At all parts, the sportsmanship and honesty of the students are emphasized





|      |       |        |           |         |           |          |           |           |           |   |
|------|-------|--------|-----------|---------|-----------|----------|-----------|-----------|-----------|---|
| فَ   | هَلْ  | أَيْنَ | جَرِيئَةً | مَرِيضٌ | مَدِينَةً | يَقْرَأُ | يُفَصِّلُ | يُمَارِسُ | يَشْتَرِي | D |
| كَيْ | ثُمَّ | مِنْ   | جَرِيئَةً | طَبِيبٌ | عُرْفَةً  | يَسْأَلُ | يُفَصِّلُ | يَضَعُ    | يَذْهَبُ  | E |
| فَ   |       |        |           |         |           |          |           |           |           |   |

*Part Two: Speaking the sentences*

Questions in part two consist of several sentences in the form of a complete sentence (Table 2). The question contains at least one main clause. The main clause includes an independent subject and verb (a subject-verb pair) to express a complete thought. Each sentence has a different structure. For example, question number one of each group is started with a verb, question number two is started with noun or subject, question number four is preposition or question words, etc.

**Table 2.** The Question of Part Two

| Question                                | No | Team |
|---|----|------|
| يَشْتَرِي إِبْرَاهِيمُ الْعَسَلُ        | ١  | A    |
| إِبْرَاهِيمُ يَعْمَلُ فِي شَرِكَةٍ      | ٢  |      |
| مَارَسَتْ مَرْيَمُ الرِّيَاضَةَ شَهْرًا | ٣  |      |
| مَاذَا تَدْرُسُ فَاطِمَةُ؟              | ٤  |      |
| لَيْسَ الرَّجُلُ النَّوْبُ              | ٥  |      |
| يَقْرَأُ الْمَدْرَسُ الصَّحِيفَةَ       | ١  | B    |
| هَذِهِ هُدَى بِنْتُ صَالِح              | ٢  |      |
| نَجَحَتْ فَتَيَاتٌ كَثِيرَاتٌ           | ٣  |      |
| مَارَأَيْكَ فِي الْقِصَّةِ              | ٤  |      |
| سَافَرَ الْمَدْرَسُ إِلَى مَكَّةَ       | ٥  |      |
| يَبِيعُ مُحَمَّدُ الْبَيْتَ             | ١  | C    |
| مُحَمَّدٌ مَرِيضٌ فِي الْمُسْتَشْفَى    | ٢  |      |
| قَرَأَتْ الْبِنْتُ الصَّحِيفَةَ         | ٣  |      |

|   |   |   |
|---|---|---|
| مَاذَا يُحِبُّ الأَبُ؟                      | ٤ |   |
| قَابِلُ الإِبْنِ الطَّيِّبِ                 | ٥ |   |
| يَشْتَرِي عَلِيّ الحُلُوِي                  | ١ | D |
| خَوْلَةُ حَيْفَةَ جَدًّا                    | ٢ |   |
| حَاوَلْتُ زَيْنَبُ أَنْ تَأْكُلَ كَثِيرًا   | ٣ |   |
| مَاذَا تَتَنَاوَلُ مَرْيَمُ؟                | ٤ |   |
| شَرِبَ الرَّجُلُ القَهْوَةَ                 | ٥ |   |
| يَشْرَبُ مُحَمَّدُ الدَّوَاءَ               | ١ | E |
| مَرْيَمُ سَمِيئَةٌ جَدًّا                   | ٢ |   |
| فَحَصَّتِ الطَّيِّبَةُ القَلْبَ المَرِيضَةَ | ٣ |   |
| مَاذَا تَأْكُلُ زَيْنَبُ؟                   | ٤ |   |
| دَرَسَ عَلِيّ الطَّبَّ                      | ٥ |   |

### Part Three: Speaking the paragraph

The question in part three consists of a short paragraph (Table 2 ). The topic of the passage is the weather. The paragraph is begun with the main idea, then followed with supporting details. The paragraph is descriptive.

For example:

Team A: It's summer. Today it's hot in Riyadh. The air temperature is 40 degrees Celsius. Malik doesn't like hot weather. He went with his family to Pakistan. The family went on a plane. Malik and his family enjoyed a month's holiday in Pakistan. In Pakistan, the air is cool/balanced.

Team C: It is winter. Turkey is very cold this season. Salih does not like cold conditions/air. The air temperature is below 0 degrees at night. One more week of vacation. Salih will go to Mecca for Umrah and pray at the Haram Mosque. The weather in Mecca today is cool

**Table 3.** The question of part three

| Question   | Team |
|--|------|
| هَذَا فَصْلُ الصَّيْفِ. الجَوُّ حَارٌّ فِي الرِّيَاضِ هَذِهِ الأَيَّامِ. دَرَجَةُ الحَرَارَةِ أَرْبَعُونَ. مَالِكٌ لَا يُحِبُّ الحَرَّ، يَذْهَبُ مَعَ أُسْرَتِهِ إِلَى بَاقِسْتَانِ. تَذْهَبُ الأُسْرَةُ بِالطَّائِرَةِ. يَفْضِي مَالِكٌ مَعَ أُسْرَتِهِ شَهْرًا فِي بَاقِسْتَانِ. الجَوُّ مُعْتَدِلٌ هُنَاكَ. | A    |

- B هَذَا فَصْلُ الشِّتَاءِ. تُرَكِّبْنَا بَارِدَةً جَدًّا فِي هَذَا الْفَصْلِ. صَالِحٌ لَا يُجِبُّ الْبَرْدَ. دَرَاجَةُ الْحَرَارَةِ تَحْتِ الصِّفْرِ فِي اللَّيْلِ. الْعُطْلَةُ بَعْدَ أُسْبُوعٍ. سَيَذْهَبُ صَالِحٌ إِلَى مَكَّةَ لِلْعُمْرَةِ وَالصَّلَاةِ فِي الْمَسْجِدِ الْحَرَامِ. الْجَوُّ دَافِئٌ فِي مَكَّةَ هَذِهِ الْأَيَّامَ
- C هَذَا فَصْلُ الشِّتَاءِ. تُرَكِّبْنَا بَارِدَةً جَدًّا فِي هَذَا الْفَصْلِ. صَالِحٌ لَا يُجِبُّ الْبَرْدَ. دَرَاجَةُ الْحَرَارَةِ تَحْتِ الصِّفْرِ فِي اللَّيْلِ. الْعُطْلَةُ بَعْدَ أُسْبُوعٍ. سَيَذْهَبُ صَالِحٌ إِلَى مَكَّةَ لِلْعُمْرَةِ وَالصَّلَاةِ فِي الْمَسْجِدِ الْحَرَامِ. الْجَوُّ دَافِئٌ فِي مَكَّةَ هَذِهِ الْأَيَّامَ
- D هَذَا فَصْلُ الرَّبِيعِ. الْجَوُّ مُعْتَدِلٌ هَذِهِ الْأَيَّامَ. دَرَجَةُ الْحَرَارَةِ الْآنَ عِشْرُونَ. أُسْرَةُ حَارِمٍ تَقْضِي الْعُطْلَةَ فِي الْبَرِّ. حَارِمٌ أَخْضَرَ الْحَيْمَةَ وَالسَّجَادَةَ، وَأَخْضَرَ الْفَهْوَةَ وَالشَّايَ وَالتَّمْرَ. حَارِمٌ يَقْرَأُ كِتَابًا فِي الْحَيْمَةِ
- E هَذَا فَصْلُ الْحَرِيفِ. السَّمَاءُ مُطْرٌ الْآنَ. أُسْرَةُ إِبْرَاهِيمَ فِي الْبَيْتِ. إِبْرَاهِيمُ لَا يَذْهَبُ إِلَى الْعَمَلِ. الْمَطْرُ كَثِيرٌ فِي الْحَارِجِ. إِبْرَاهِيمُ يَقْضِي الْيَوْمَ فِي الْبَيْتِ، يَقْرَأُ كِتَابًا، أَوْ صَحِيفَةً. عَدَا فِي الصَّبَاحِ، سَيَذْهَبُ إِبْرَاهِيمُ إِلَى الْعَمَلِ، إِنْ شَاءَ اللَّهُ.

#### Part Four: Drawing Instruction

Part four is slightly different from the 3 previous parts. Participants are instructed to draw, so participants need not only to understand and convey what they heard but also to draw from what they heard. The final answer is drawing. The objective of this part is for the students have to understand the meaning of the discourse in the form of instruction. So that the results are presented to the facilitator are a picture or a drawing. The following is a drawing instruction of part four (Table 4).

#### Translation:

I live in a house. In the house, there are four rooms. The first room is a bedroom. In the bedroom is a bed. On the bed are a pillow and a blanket. In front of the bed is a desk. The second room is the living room. In the living room, there is a TV, sofa, and rug. The third room is the kitchen. In the kitchen, there is an oven, next to the refrigerator. The fourth room is the bathroom. A mirror in the bathroom.

**Table 4.** The question of part four

| Question  |
|---|
| أَسْكُنُ فِي بَيْتٍ فِي الْبَيْتِ أَرْبَعُ عُرْفِ عُرْفَةَ الْأُولَى هِيَ عُرْفَةُ نَوْمٍ. فِي عُرْفَةِ النَّوْمِ سَرِيرٌ. عَلَى السَّرِيرِ وَسَادَةٌ وَلِحَافٌ. أَمَامَ السَّرِيرِ مَكْتَبٌ. عُرْفَةُ الثَّانِيَةِ هِيَ عُرْفَةُ الْجُلُوسِ. فِي عُرْفَةِ الْجُلُوسِ التَّلَافُزُ وَالْأَرِيكَةُ وَالسَّجَادَةُ. عُرْفَةُ الثَّلَاثَةِ هِيَ الْمَطْبِخُ. فِي الْمَطْبِخِ فُرْنٌ، بَجَانِبِهِ الثَّلَاجَةُ. عُرْفَةُ الرَّابِعَةِ هِيَ الْحَمَّامُ. فِي الْحَمَّامِ مِرْآةٌ |



### *Data Collection and Analysis*

#### The course of the game

At the beginning of the session, each group leader was asked to enter the online room, through a Zoom Meeting, then the facilitator gave the questions. For those who can answer first, then the group leader has the opportunity to choose 1 question category (A, B, C, D, E). After all group leaders have chosen the question category, then part one is started, namely the speaking the words.

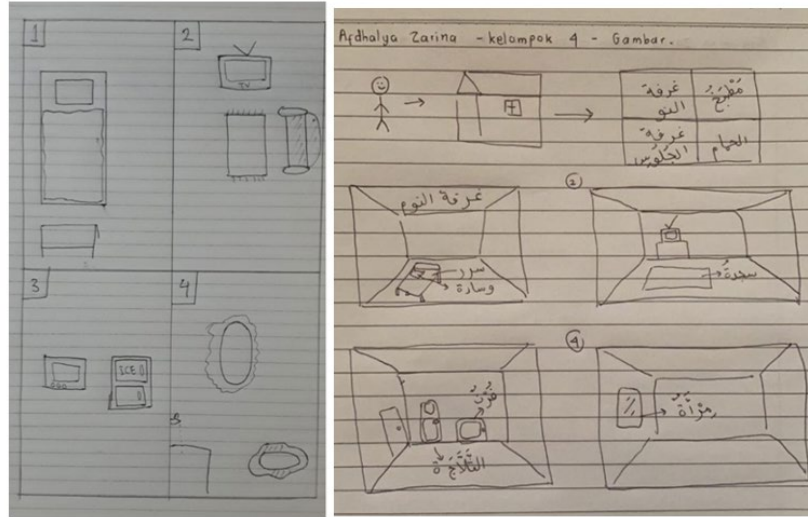
The facilitator reads the question in the form group of words consisting of verb/fi'l, noun/ism, and preposition/charf, etc. After part one is finished, it is continued to part two, speaking the sentences. Then the part three (3) is speaking the paragraph. The last, part four is a drawing instruction.

#### Voice note and drawing result

First to third sequence students of each team are asked to submit their data of parts 1-3: voice note by Whatapps. There are  $4 \times 5 = 20$  voice notes for each class. So the total is 40 voice notes for each part. The facilitator collected the voice notes, according to the student's sequence, to analyze and assess the answer of all students and to ensure no cheat in the sequence, by bypassing their sequence. The facilitator found that some voice note is irrelevant with the sequence of the student answer.

For example: If the first student heard: A – B – C – D – E – F – G, then he conveyed it to the second student, the answer should be still similar from A – G, or the answer should have some distortion, that means the answer became A-F or the answer sequence became unordered such as A-B-C-D-F-E-G. Some answers are quite dissimilar from the first student to second, the second to third, but it is perfect and complete again in the last student.

For part four, students are asked to submit their drawing results. Only  $4 \times 5 = 20$  drawings are submitted from each class, and in total are 40 drawings for this part. The facilitator observed the drawing result of each team to analyze its similarity and the distortion of information that might happen, and also to find the possibility of a cheat. In this part, cheat may happen if the student bypassing their sequence and send the picture /drawing to the last student. The result of this part of more valid than the 3 previous parts. The following is an example of the results from participant drawing:



a. Drawing Result of Class A

b. Drawing Result of Class B

**Fig.2.** Drawing Result of Part Four

### 3 Results and Discussion

#### Game Score

**Table 5.** Game Score

| No | Assessed Element                    | Class A |      |      |      |     | Class B |      |      |      |      | Avg   |
|----|-------------------------------------|---------|------|------|------|-----|---------|------|------|------|------|-------|
|    |                                     | Team    |      |      |      |     | Team    |      |      |      |      |       |
|    |                                     | 1       | 2    | 3    | 4    | 5   | 1       | 2    | 3    | 4    | 5    |       |
| 1  | Pronunciation and Articulation (ML) | 85      | 67   | 70   | 70   | 70  | 79      | 75   | 74   | 70   | 74   | 73.4  |
| 2  | Fluency (KL)                        | 85      | 68   | 71   | 70   | 70  | 77      | 75   | 75   | 70   | 76   | 73.7  |
| 3  | Conformity to grammar (SK)          | 70      | 65   | 70   | 68   | 73  | 75      | 73   | 73   | 65   | 73   | 70.5  |
| 4  | Accuracy of Answers (TJ)            | 79      | 85   | 70   | 70   | 75  | 85      | 80   | 79   | 65   | 78   | 76.6  |
|    | <b>Total</b>                        | 319     | 285  | 281  | 278  | 288 | 316     | 303  | 301  | 270  | 301  | 294.2 |
|    | <b>Average (Team)</b>               | 79.8    | 71.3 | 70.2 | 69.5 | 72  | 79      | 75.8 | 75.3 | 67.5 | 75.3 | 73.6  |

Based on the table above, the results of data analysis are divided into two: (1) data processing per element, (2) data processing per group. The data processing of 4 assessed elements, the following results are obtained:

- a. For the overall result, the element with the lowest score for all elements is conformity to grammar, with an average value of 70.5.

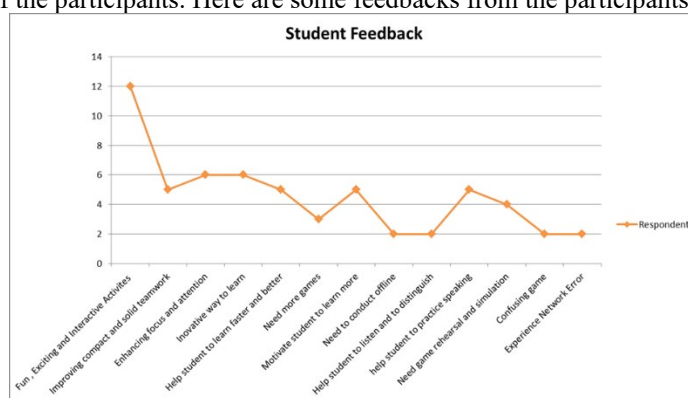
- b. For the overall result, the element with the highest score is the accuracy of answers with an average value of 76.6.
- c. Fluency (73.4), and Pronunciation and articulation (73.3) shared a similar result with only a difference of 0,01.
- d. The average value of all assessed elements is 73.6
- e. All teams of Class B performed better for each element with a total score is 1491 that is higher than Class A: 1451.
- f. Both Class A and B have lower performance in the element of Conformity to grammar, with a consecutive average score of 69.2 and 71.8

As for the data processing per group, from a total of 58 participants who took part in the game activities consisting of 10 groups (class A and B), based on all components, the following data were obtained:

- a. For the overall result, the highest score is 79.8 which was achieved by team 1 from class A
- b. For the overall result, the lowest score is 65.8 which is obtained by team 4 from class B
- c. The difference (range) between the highest (79.8) and lowest scores (65.8) of all groups is 12.3
- d. Although the highest score is from Class A and the lowest score is from Class B, Class B performed better than Class A with consecutively total scores of 372.8 and 362.8
- e. Overall, the average score of all groups is 73.6.

### Student Feedback

After the series of whispering games were over, the researcher conducted interviews to find out the opinions of the participants. Here are some feedbacks from the participants:



### Problems

Research on online-based chain game innovation as a speaking skill learning strategy to support Study From Home (SFH) during the Covid-19 pandemic also encountered problems. Regarding technical matters, the researcher experienced problems, namely the unstable internet network, both from the side of the researcher as a game facilitator and from the side of students as participants, resulting in an unclear and discontinuous voice of the facilitator when giving questions so it needed to be repeated. Because of the same problem, the voice of students when entering the zoom room to give the final answer was unobvious and interrupted. In addition, both facilitator and students, automatically logged out several times from zoom in the middle of the game due to network error.

This online-based media game “chain of whisper” prioritizes the integrity and honesty of the participants during the game activities as the main rules and code of ethics. The game process requires each participant to whisper or speak to the serial number participants afterward in their respective groups in sequence using voice notes on WhatsApp, participants must respect the rules and code of ethics, and be honest in all processes. Participants in the first sequence who hear the questions directly from the facilitator are not allowed to whisper directly to the participants in the last order and or bypass the next sequence.

In this case, there is an opportunity for cheating to occur if the first sequence participant directly answers or whispers to the last sequence participant via voice note and passes through the whispering process to the next-order participant. After going through the process of correction and assessment, the facilitator found the group that committed a cheat. It was found by listening to the recorded voice notes of each participant in sequence per group.

### *Discussion*

Based on the above result, in the speaking skill, the student’s skill is still lacking conformity to grammar (al-qowaid), and they have adequate skill in fluency related to vocabularies (al-mufrodāt), and pronunciation and articulation (an-nuthqu). However, their answer accuracy is quite high. In this case, the lecturer or teacher needs to focus on improving knowledge of grammar and theory and on practicing speaking more related to it. They also have to more encourage students in class A because of their relatively lower scores. Overall, the speaking skills of students still need to be raised because their skill of each element is in an average skill (73.6) or level B.

One team from Class A achieved the highest scores, and the lowest score is from one team in class B. Notwithstanding, the highest score is from class A, students in class B performed better with their higher average score. The skill gap of students is relatively small with only 12.3 from the highest to the lowest. Although the score range is small, lecturers or teachers should do more effort to balance the student's skills equally, particularly for the teams with lower scores in class B as well as class A.

Based on the feedback, various suggestion and impression are obtained. Most of them are positive and some are negative or neutral. Positive suggestion such as the need to conduct the game offline (3), need more games like this one (2), need game rehearsal and simulation (2). Some positive impressions, for example, the game is fun, interactive and exciting (12), the game enhances focus and attention (6), the game help student learn faster and better(5) and the game is also an innovative way to learn Arabic. Nevertheless, the student also gave neutral like the game is confusing, and negative one like they experienced an error during the game because of network stability.

The ‘ chain of whisper’ game can enhance several language skills simultaneously. At the same time, students need to listen to the questions carefully that can improve their listening skills including understanding the meaning, distinguishing the similar word and letters, etc, and also they have to convey their answer to the next student that can increase their speaking skill. Based on the results of the research and discussion above, it can be concluded that research on the innovation of teaching language using online-media based “chain of whisper” games can be applied as an alternative strategy for teaching and learning speaking skills to support Study From Home (SFH) during the Covid-19 pandemic.

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