The Use of Whispering Game "I Can Hear Your Voice" in Teaching Listening to the grade X Students at SMAN 1 Krembung

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Abstract

The whispering game "I Can Hear Your Voice" was used to teach listening skills to class X students at SMAN 1 Krembung. The purpose of this study was to help students improve their listening skills in an interactive and fun way.The method used is an experiment where students are divided into small groups and play the "I Can Hear Your Voice" game where they talk to each other with different volumes to test their ability to listen and understand the instructions given. The results showed that the "I Can Hear Your Voice" game helped students improve their listening skills. The students showed improvements in their ability to understand information verbally, follow instructions better, and communicate in situations where they had to focus on what was heard. So, the "I Can Hear Your Voice" whispering game can be a great tool for teaching listening skills in the classroom as it not only helps students learn better, but also provides a fun and interactive learning experience.

Keywords: *Whispering Game, Listening, Teaching Listening, game, and perception.*

INTRODUCTION

Listening is part of basic English language skills. Listening is really important communication to other people because it helps understand their ideas better and share our own ideas too(Tabieh et.al.2021). Listening is a process in which a person concentrates on listening, understanding and responding to his interlocutor according to the information he has heard (Bodie, 2018). Listening is the primary requirement for a child's language development and vocabulary richness.

In daily life, listening is a crucial action for students. Listening to using games can be an excellent tool for learning languages (Lestary, 2019). Because understanding English sounds requires more attention and high concentration. The major component in English language learning and teaching because learners do more listening than people listen.

Studying in senior high schools, self-learning and e-learning have become generally accepted methods for improving English ability. Moreover, using appropriate learning strategies and developing effective learning activities which support English learning is an important topic in the field of computer-assisted language learning (CALL) (Collins, 2005).

There are strategies for learning to listen to English quickly. 1 Listen to the same English podcast every day for a week. 2 watch English films, videos or news. 3 listening to English music. 4 playing while learning English. Therefore, it is very important to strive to implement new strategies in helping students improve these specific skills in addition to active listening skills, which involve listening with all the senses and interacting with the speaker by showing verbal responses and non-verbal that shows understanding (Cunsolo Willox et al., 2012; Ellison & Wang, 2018).

The use whispering game in teaching listening can help memorization, improve accent, write English correctly and help to grow vocabulary. It is one of the receptive skills and it engages people in understanding and interpreting English data. Listening skills can help students understand some of the English terms they may encounter through this game.

The fact is that students have difficulty learning listening because without effective learning strategies and skills to understand students' listening skills. However, listening not only helps students understand what the teacher says. Listening also helps students speak clearly to others. Listening will help students learn how to pronounce words correctly, how to use intonation, and where to put stress on words and sentences.

Previous researchers conducted by Faisol As'Ari by taking the title Effectiveness of Chinese Whispers on Listening Skills of Class VIII Students at Mts YPSM Baran Maesan Mojo Kediri in the 2015-2016 school year teachers used listening techniques and learning media with the game "Chinese Whispers" in class so that students did not feel bored. Several studies have explored the use of whispering games in education. One study aimed to find out whether whispering games can improve students' listening techniques. The study involved eighth grade students and found that the use of whisper games resulted in a significant improvement in listening scores, indicating that these games can have a positive impact on learning outcomes.

Listening skills are very important to learn considering that in English between the written word and its pronunciation there are many differences. Therefore, in order to communicate easily, listening skills must continue to be improved. Mastery of listening skills in English can be said to be quite difficult.

This study also helps teachers understand the importance of student engagement in learning. Students may benefit from the findings of this study. To learn the target material, students can enjoy games and competition. They can reduce stress, improve concentration and enhance communication.

Because this research is focused on how students learn to listen effectively and entertainingly, the researcher took the title of this research is *The Use of Whispering game "I Can Hear Your Voice" in Teaching Listening at SMAN 1 Krembung.*

REVIEW OF LITERATURE

Listening is the major component in language learning and teaching because in the classroom learners do more listening than people listen to 45 percent of the time they spend communicating (Brown, 2001:24). Listening is an active and deliberate process that involves understanding the words and sounds we hear. Listening is an integrated performance that requires the listener to use his/her sight and hearing senses and the power of the mind in following up with the speaker's speech to understand, comprehend, and determine ideas (Patrick, 2019

Playing is an activity that students choose because it is fun, not because they will get prizes or praise, because playing is also the main tool for achieving growth, as a medium for students to try themselves not only in their fantasies but in real life (Andriani, 2012). A game is an activity used for play, usually for entertainment or pleasure. Students also deserve to play because it is part of their time. Play can help them fulfill all aspects of development.

The delivery of the message is done in a whisper. In line with that, Wiji Soviana (2017) whispering game was a game in which person or player had to deliver the word that given by the teacher by whispering to another player in the group. Chain whispering is an activity where the educator whispers sentences to the learners and the learners continue to whisper sentences to the learners behind them and so on. The educator then checks the sentence that has reached the last learner correctly. Whisper

Challenge, also known as Headphone Challenge, is a game that has become very popular where players listen to words whispered by other players and repeat them aloud. The distortion produced by the game often makes other students laugh.

According to Hasibuan, K. (2020) chain whispering games are games that whisper a message in the form of a sentence to the group in turn. Whispering chain games provide several benefits to child development, one of which is language development. According to Astuti, Y. P (2022) Games are fun, voluntary, meaningful and spontaneous activities. Whispering in chains is a game in group learning by whispering messages successively to the group. Playing the game can be easily learned by students and can quickly become their favorite due to familiarity with the rules.

Perception is the process by which organisms interpret and organize sensation to produce a meaningful experience of the world (Lindsay & Norman, 1977). Perception allows people to receive and transform sensory information into significant knowledge. According to Chee (2002), perception consists of inputs that may be altered by a person's mental awareness, prior experience, knowledge, motivation, and social interactions. Perception is an active and deliberate process that involves understanding the stimulus obtained by the senses. This process allows a person to organize, interpret, and give meaning to their environment. Perception can be selective, visual, auditory, touch, smell, or taste. Various factors influence perception, including a person's experiences, interests, background, and attitudes.

METHOD

This research uses a qualitative research approach. According to Sugiyono (2017, p. 19) qualitative research is a research method used to research on the conditions of natural objects, and the researcher himself as a key instrument. researchers themselves as key instruments, data collection techniques used by triangulation, the data obtained tend to be qualitative data, data analysis is inductive, and the results of qualitative research emphasize meaning rather than generalization.

Respondents

The participants of this study were the teacher and the students of class X at SMAN 1 Krembung. Because class 10 is still at a beginner level and using games make it easier to get students' attention and focus on listening material.

Instruments

The three research instruments used by the researcher to answer the research problem were the Observation Checklist, Observation Field Notes, and questionnaires.

Observation Checklist to answer the first research question about the use of the whispering game "I Can Hear Your Voice" in teaching listening in class X, the researcher used observation as a data collection tool. This observation sheet is used to collect data on the implementation of the chain whisper game. It also includes teacher and student activeness as well as the type of learning activities.

Observation Field Notes to answer the first research question about the use of the whispering game "I Can Hear Your Voice" in teaching listening in class X, the researcher used observation as a data collection tool. This observation sheet consisted of teacher and student activeness and types of learning activities, and was also used to collect information on how the whispering game was used.

Questionnaire as a data collection tool, the researcher used a questionnaire to find answers to the second research question about students' perceptions of the use of the whispering game "I Can Hear Your Voice" in listening learning in class X. The purpose of this questionnaire is to find out how students respond to the use of the whispering game method as a tool in listening learning.

Procedures

Collecting data is the main purpose of research, so data collection techniques are the most important stage. In qualitative research, data collection can be done in various ways, including the natural environment (natural conditions), primary or secondary data sources, and various other ways, according to Sugiyono (2017, p. 101). For data collection, checklist observations, field notes, documentation, and questionnaires can be used. When data are collected, they are examined, categorized, and sorted before being

analyzed to find out whether they answer the research questions or not. Miles and Huberman (2014) state this.

Data was collected through a number of processes. The researcher first requested an observation letter from the university. Secondly, talking to the school to ask for permission to conduct research through the whispering game. Thirdly, when the game starts, the researcher will conduct an observation checklist and make observations in the classroom. Fourth, the researcher will give students a survey. Students then fill out the form. This study was participated by 36 students in one class. Finally, students were then gathered to analyze their perceptions of the chain whisper game. According to Astuti, Y. P. (2022) games are fun, voluntary, meaningful, and spontaneous activities. Chain whisper is a group learning game where people whisper messages to each other in chains. Students can quickly learn this game.

Data Analysis

Data analysis according to Bogdan in Sugiyono (2015: 88) is the process of systematically searching and compiling data obtained from field notes, and other materials, so that it is easy to understand and the findings can be shared with others. Data analysis is done by organizing data, breaking it down into units, synthesizing, arranging into patterns, choosing the most important ones to be studied and making conclusions that will be conveyed to others.

Data Identification researchers discovered education in the classroom. The researcher looked at the way the stations rotated in the listening class. The researcher used observation field notes and questionnaires to collect data to facilitate the observation process. Using this questionnaire, the data obtained from the exam was analyzed to determine whether students agreed (YES) or disagreed (NO) with each statement. Each answer has a point value which is calculated by summing up the point values of all statements. (1) Questionnaire: The researcher used a questionnaire with YES and NO options to analyze the research data to assess the attitudes, opinions, and perceptions of students or groups towards the social phenomenon under study. After collecting the data, the authors analyzed the data and made conclusions. To analyze the experimental results, they used observation checklists, observation field notes, and questionnaires.

Data Reduction field notes and observation checklists were used to collect data. Researchers will reduce the data if they find missing data in the listening and station rotation teaching model. After they reduce the data, researchers will analyze the way teachers use station rotation to teach. During the analysis process, researchers reduce some data from the findings that are not relevant to the analysis of the use of whispering game in teaching listening to grade X students.

Data Display data were collected from field notes and student questionnaires. The researcher explains the data results with content analysis and descriptive text. Results are only aided by numbers.

Inference the content analysis method proposed by Miles and Huberman (2014) was used to analyze data collected through field notes, checklist observations, and questionnaires. They say that after the data are collected, they should be examined, categorized, and sorted before being analyzed to find out if they answer the research questions. The checklist observation sheet, field note observation sheet, and questionnaire sheet can be analyzed. Document analysis is done to determine how lecturers deliver the rotation method. To determine the research objectives, field notes and questionnaire results were reviewed.

RESULTS AND DISCUSSION

The researcher chose to teach listening using whispering game because this class X 8 showed that most of them found some difficulties in learning English especially in listening skills. The researcher implemented the class students' listening skills in English lessons by using I Can Hear Your Voice whispering game in teaching listening.

The use of Whispering game "I Can Hear Your Voice" in teaching listening to the X grade students at SMAN 1 Krembung

The researcher did the observation at SMAN 1 Krembung. The observation was conducted in the two meetings in 15th, and 22th February 2024. The following were the condition in the use of whispering game I Can Hear Your Voice in Teaching listening in classroom. This part elaborates the findings based on observation checklist, observation field note, and lesson plan.

The first meeting was held on Thursday, 15 February 2024. For this meeting the time allocation given was 2 x 45 minutes. Observations were carried out in English subjects and were carried out from 12.20 to 13.40.

At the beginning of the lesson, the teacher greeted the students. The researcher guided students to pray together. Then, the researcher asked the students' condition like "How are you today?" after that the researcher filled the learning journal then checked the students' attendance next, the researcher asked the students who were absent at that day and they answered that there were no one students absent today. But there was a permission to follow the preparation of activities to be carried out at school.

So, there were 34 students present at this meeting, after the researcher checked the presence of students the researcher explained the purpose of the researcher conducting observations in this class by using the game that would be done to help listen to English. The researcher told them that they would get a new strategy to learn English listening by using the whispering game I Can Hear Your Voice.

After the researcher told the students that they would get a new strategy in learning English listening. After that, the researcher explained the rules of the whispering game. Then the researcher gave a little understanding of how to listen to English to students. After that, the researcher gave an example of the whispering game by inviting several students. When the students listened to the procedure for playing the whispering game demonstrated by the researcher, they were very interested.

After the game activity was over, the researcher discussed the words that were considered difficult. Next, the teacher asked the students how they responded to the game earlier, then the researcher asked again, "How was the use of this game by applying the English listening method is fun?" most students answered very exciting, but there were some students who answered ordinary. Then lastly, the researcher confirmed today's learning, reviewed the learning process, and asked students about their experiences such as difficulties that students faced in learning activities, the teacher also provided feedback for students, then the teacher reminded for the next meeting, and ended the lesson with greetings.

The second meeting was held on Thursday, 22 February 2024. For this meeting the time allocation given was 2 x 45 minutes. Observations were carried out in English subjects and were carried out from 12.20 to 13.40.

At the beginning of the lesson, the teacher greeted the students. The researcher guided students to pray together. Then, the researcher asked the students' condition like "How are you today?" after that the researcher filled the learning journal then checked the students' attendance next, the researcher asked the students if anyone was absent that day and they replied that there were students who were absent that day due to illness. But also, there was a permission to follow the preparation of activities to be carried out at school. So, for the second meeting the number of students present on that day was 33.

After that, the whispering game I can hear your voice starts and will be done seriously to practice listening to English lessons. After the game activity was over, the researcher discussed the words that were considered difficult. Next, the teacher asked the students how they responded to the game earlier, then the researcher asked again, "How was the use of this game by applying the English listening method is fun?" most students answered very exciting, but there were some students who answered ordinary.

After that, the researcher will distribute questionnaires to answer the questions that have been provided. then the researcher will explain the procedure for answering the questionnaire according to the feelings felt by students for the implementation of whispering games to train listening to English lessons.

Then lastly, the researcher confirmed today's learning, reviewed the learning process, and asked students about their experiences such as difficulties that students faced in learning activities, the teacher also provided feedback for students, then the teacher reminded for the next meeting, and ended the lesson with greetings.

In order support the data, the researcher made observation checklist to observe the teaching learning process from the beginning until the end. The detailed information of the result of observation checklist could be seen on the appendix.

Students' perceptions on the use of Whispering game "I Can Hear Your Voice" in teaching listening

From the results of the questionnaire analysis, it can be seen that students like English listening skills by using the I Can Hear Your Voice whispering game media. The students also confirmed that playing the I Can Hear Your Voice game helped their listening skills. They accepted that their listening skills improved as a result of classroom listening practices and activities through the whispering game. They

explained that listening strategies and skills are important in English classes and training in listening strategies and skills in their classes helped improve their listening skills.

CONCLUSION

The whispering game "I Can Hear Your Voice" improves students' listening skills as it involves active interaction between students and creates a fun and interactive learning environment. In addition, the game encourages students to become more focused and active in listening. With repeated practice, students can improve their listening skills especially in English subjects.

To improve students' listening skills, use whispering games regularly as part of classroom listening lessons and the difficulty of the games can be adjusted according to students' abilities and interests.

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FIGURE AND TABLES

Figure 1. Students try the whispering game

Figure 2. Students playing the whispering game

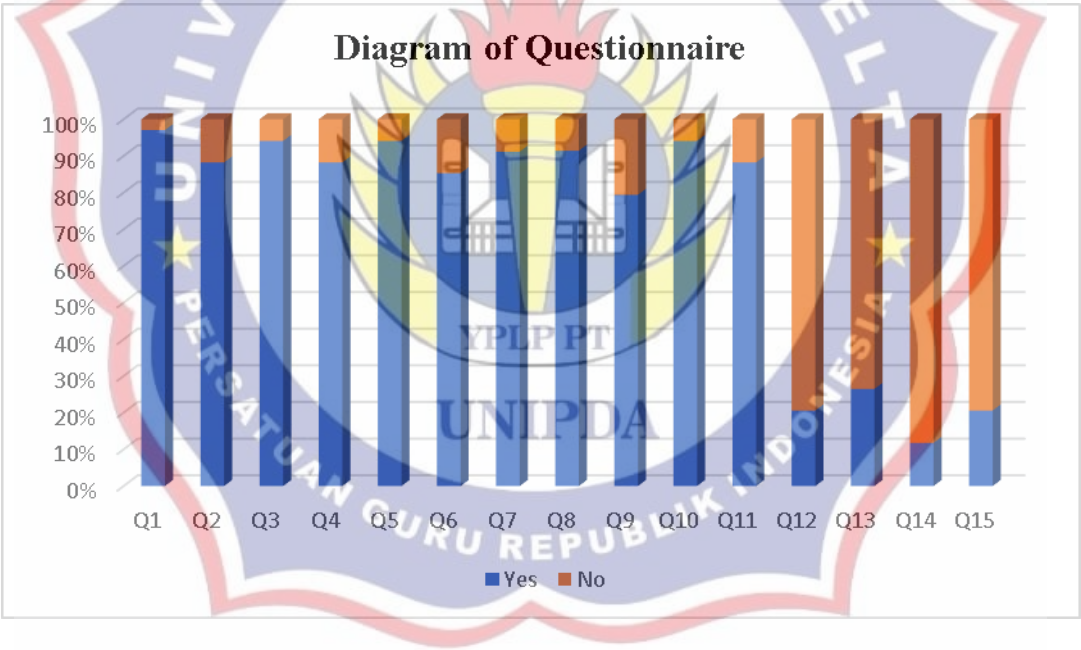**Figure 3.** Students answer the whispering game questionnaire

Figure 4. Diagram of Questionnaire

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