

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter the researcher presents a description of the data collected during the research. The findings and discussion include the answers to the research problems which are as follows: How is the use of Whispering game "I Can Hear Your Voice" in learning listening to class X students at SMAN 1 Krembung and how students' perceptions of the use of whispering game "I Can Hear Your Voice" in teaching listening.

4.1 Findings

In this section, the researcher presents the results of the observation checklist, observation field notes, lesson plan and Questionnaire.

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.

4.1.1 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.

Observation Checklist

This is the result of the observation checklist.

No.	Observation	Checklist
1.	The teacher gives instructions game that the students will do	✓
2.	All students are involved in the class game	✗
3.	Students are divided into groups	✓
4.	The teacher calls on student group representatives to whisper some of the words that have been created.	✗
5.	Students receive information and whisper the information to their friends. In turn, students whisper the information.	✓
6.	Students who are not quick enough to respond to the	✗

	whispering game will receive light punishment.	
7.	The atmosphere is conducive but still cheerful.	✓
8.	The teacher gives prizes to the winning team.	✓
9.	The teacher gives punishment to the losing team.	✗
10.	Time used to conduct the game according to class subject hours	✓

Observation checklist number one the teacher gives instructions to the students for the procedures of the whispering game. This whispering game has the ability to provide faster and specific feedback, which allows students to more easily understand and apply the ideas they have been explained.

Observation checklist number two not all students were involved in the class game because the whispering game was done in sessions, so in the first session the whispering game was done by the first two groups and the second session was done by the next group and not all played because two students were absent from class due to illness.

Observation checklist number three students were divided into groups based on their order of attendance to improve learning outcomes and the learning atmosphere. This is done by forming study groups of eight to nine students, encouraging students to compete fairly and help each other, and using whispering games.

Observation checklist number four teachers do not have enough time to contact members of student groups to whisper some of the words that have been created. Teachers have to prioritize more important activities as students' class time is limited.

Observation checklist number fifth students receive information and whisper the information to their friends. Students help each other cooperate and understand the information by whispering the information to their group mates.

Observation checklist number six the teacher does not focus enough on punishing the students because there is nothing wrong with this whispering game, the teacher focuses more on the running of the game and provides motivation for students who have completed the whispering game.

Observation checklist number seven whispering games remain fun because of play skills, adaptation skills, critical thinking skills, listening skills, inter-group cooperation skills, decision-making skills, and communication skills with the teacher.

Observation checklist number eight prizes and awards can be a motivation for winning and losing teams to compete and improve students' English listening

performance, help students think critically, communicate, and make better decisions and make them feel valued and supported. It also increases their self-awareness and confidence.

Observation checklist number nine teachers do not give punishment because teachers prefer learning over punishment. Losing or winning can be a valuable opportunity for students to learn from their mistakes, find areas for improvement, and improve skills such as strategy, teamwork, and resilience.

Observation checklist number ten Games that match the curriculum or subject matter can be an effective way to incorporate learning into the classroom. For example, whispering games can help students improve English listening skills in a fun and interactive way.

Observation Field Notes

This is the result of the observation Field Notes.

Observation Field Notes	
Meeting 1	
1. Teacher	<ul style="list-style-type: none"> - Provide the procedures and rules for the whispering game. - Model how to play the whispering game.

2. Students

- When explaining the procedures and rules in the whispering game, students stopped to ask questions.
- There are some students who are busy talking to their classmates.
- Some students left the class.
- Some students are playing with mobile phones.
- There are students who cheat when trying the whispering game

Observation Field Notes

Meeting 2

1. Teacher

- Provide the procedures and rules for the whispering game.
- Start the game with enthusiasm

2. Students

- Students payed attention.
- Some students are playing with mobile phones.

The First Meeting

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.



Figure 4.1.1 A
(Students try the whispering game)

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

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.



Figure 4.1.1 B
(Students playing the whispering game)



Figure 4.1.1 C
(Students answer the whispering game questionnaire)

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.

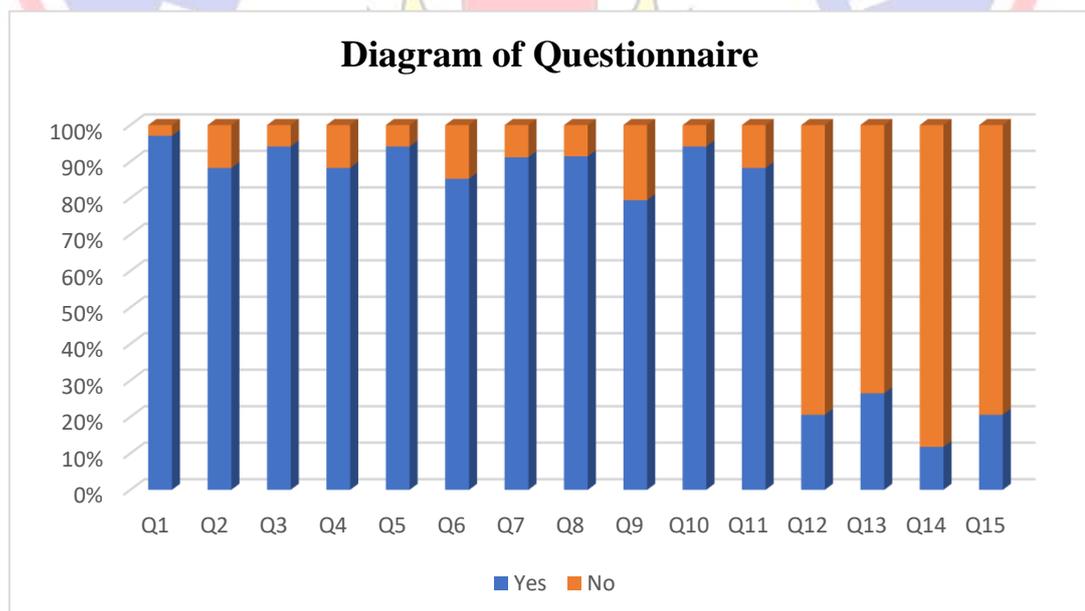
In order support the data, the researcher made observation checklist to observe the teaching learning process from the beginning until the end. The detailed information of the result of observation checklist could be seen on the appendix.

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

Results from the questionnaire on perceptions of whispering games from 33 students.

No.	Questionnaire Items	Yes	No
1.	The whispering game is fun.	97,0%	3,0%
2.	The whispering game is effective for learning listening.	88,3%	11,7%
3.	Whispering games can help more focus on listening.	94,10%	5,9%
4.	Whispering games make easier in communication.	88,3%	11,7%
5.	Whispering games is easy for learning.	94,10%	5,9%
6.	Whispering games is beneficial for students' listening development.	85,3	14,7%
7.	Whispering games can improve English listening skill.	91,1%	8,9%
8.	Whispering games can improve listening concentration.	91,1%	8,9%
9.	Whispering games help to receive messages very well.	79,4 %	20,6%
10.	Whispering games can be used in English listening.	94,10%	5,9%
11.	Whispering games makes the students difficult to interpret the message.	88,3%	11,7%

12.	Whispering games is wasting time in listening learning.	20,6%	79,4%
13.	Whispering games creates a crowded classroom situation.	26,4%	73,6%
14.	Whispering games takes quite a long time.	11,7%	88,3%
15.	Whispering games causes less conducive students and teacher interaction.	20,6%	79,4%



4.1.2 Diagram of Questionnaire

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.

Questionnaire number 1

The questionnaire is "The whispering game is fun". From the results, 33 students (97 %) answered "yes", and 1 student (3 %) answered "no". Based on the data above, the researcher knows that almost all students answered that whispering games are fun. This statement is consistent with the findings that Astuti, Y. P (2022) argues that Games are fun, voluntary, meaningful and spontaneous activities.

Questionnaire number 2 and 3

Questionnaire numbers 2 and 3 relate to the main discussion of this study, which is about the application of whispering games. Based on the results of this study, it is clear that based on the results of this study, it is clear that most students agree that whispering games are suitable for teaching English listening.

The results show that almost all students agree that whispering games are applied in teaching English listening. It can be assumed that the guessing game received a positive response from the students regarding its effectiveness in teaching English listening. regarding its effectiveness in teaching English listening.

Questionnaire number 4

The questionnaire is "Whispering games make easier in communication". Of the results, 30 students (88,3 %) answered "yes", and 4 students (11,7 %) answered "no". Based on the above data, the researchers found that almost all students

answered that the whispering game helped facilitate communication on listening techniques in English.

Questionnaire number 5

The questionnaire is "Whispering games is easy for learning". From the results, 32 students (94.10 %) answered "yes", and 2 students (5.9 %) answered "no". Based on the data above, the researcher found that almost all students answered that the whispering game is easy to learn in English listening techniques.

Questionnaire number 6

The questionnaire is "Whispering games beneficial for the development of student listening". Of these, 29 students (85.3 %) answered "yes", and 5 students (19.7 %) answered "no". Based on the above data, researchers found that students who answered Whisper Game is very useful for development in listening to English, this statement is consistent with the findings that 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).

Questionnaire number 7 and 8

The questionnaires is " Whispering games can improve English listening skill" and "Whispering games can improve listening concentration". Of these, 31 students (91.1 %) answered "yes", and 3 students (8.9 %) answered "no". Based on the above data, the researchers found that almost all students answered that the whispering game helps facilitate listening and helps make it easier to concentrate on listening techniques in English. This statement is consistent with the findings

that listening is very important and considered the main channel for language learning (Bidabadi & Yamat, 2011; Nunan, 2001). In addition, the students' English listening and listening fluency also improved.

Questionnaire number 9

The questionnaire is "Whispering games help to receive messages very well". From the results, 27 students (79,4 %) answered "yes", and 7 students (20,6 %) answered "no". Based on the above data, the researchers found that students answered the whispering game can increase confidence in learning to listen to English.

Questionnaire number 10

The questionnaire is "Whispering games can be used in English listening". Of these, 32 students (94,10 %) answered "yes", and 2 students (5,9 %) answered "no". Based on the above data, researchers found that students who answered the whispering game can increase confidence in learning to receive messages by listening to English.

Questionnaire number 11

The questionnaire is "Whispering games makes the students difficult to interpret the message". Of these, 30 students (88,3 %) answered "yes", and 4 students (11,7 %) answered "no". Based on the above data, researchers found that students who answered whispering game can help students to receive messages in learning to listen to English.

Questionnaire number 12 and 14

Questionnaires number 12 and 14 relate to the main discussion of this study, which is about the application of whispering game. Based on the data above, researchers found that few students who answered Whisper Game wasted time in learning to listen to English so that students feel bored and time becomes long.

Questionnaire number 13

The questionnaire is "Whispering games creates a crowded classroom situation". Of these, 9 students (26,4 %) answered "yes", and 25 students (73,6 %) answered "no". Based on the above data, researchers found that few students who answered the whispering game can lead to a crowded classroom situation in learning to listen to English.

Questionnaire number 15

The questionnaire is "Whispering games causes less conducive students and teacher interaction". Of these, 7 students (20,6 %) answered "yes", and 27 students (79,4 %) answered "no". Based on the above data, the researchers found that few students who answered the whispering game can cause student and teacher interaction is less conducive in learning to listen to English.

From the explanation above, the use of "I can hear your voice" whispering game in teaching listening to class X students at SMAN 1 Krembung to teach English listening is very interesting and the application of the use of whispering game makes students become more fun and confident. Here, students can share their ideas to others, so students become active, based on that, this strategy can help

students to understand listening and also help, when there are students who speak English in front of the class, they are very easy and clear to listen to English.

4.2 Discussion

In this section, the researcher discussed the process of using the whispering game "I can hear your voice" in teaching listening to the X grade students at SMAN 1 Krembung. Data presented from observations checklists, checklist observations, and questionnaires. These instruments were used to find out the teaching and learning process in teaching listening by using the I Can Hear Your Voice whispering game and to find out the students' response in teaching English listening.

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

Based on the observation of field notes and observation checklist in the implementation of listening teaching using whispering games, there are several results that can be discussed and explained. The researcher explains the definition of whispering game ordinances, rules and timing. According to Wiji Soviana (2017) whispering game is a game in which people or players have to convey the word given by the teacher by whispering to other players in the group. Researcher teach listening by describing a series of ways to play based on the rules given by the teacher. Researcher divide students to join each group based on the list of Group Divisions. Then the researchers gave an example of a whisper game that will be used to learn to listen to English.

In the second meeting, the researcher re-explained the rules, ordinances, and timing of the game in whispers. Then the students did a game of whispering that

has been described previously, then 2 groups to advance in front of the class to do a game of whispering I Can Hear Your voice in the first session and 2 groups in the second session. Then the group that gets the most points will be the winner and get a prize, while the one that gets the least points will get a punishment.

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

The researcher received good feedback from the respondents based on the results of the questionnaires and observations. Each respondent recognized that whispering games using English had a significant impact on improving their listening skills. This is in accordance with the findings of 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). Students think that their listening skills increase after participating in the I Can Hear Your Voice whispering game.

Based on the students' questionnaires, almost all students understood the whispering game to listen to English well. The students did not feel bored when the lesson started, this is because it uses fun games, as Astuti, Y. P (2022) said Games are fun, voluntary, meaningful, and spontaneous activities. During the learning process, almost all students feel happy and fun, this can help students understand the lesson well.

The questionnaires to find out how students feel about whispering games in relation to improving their listening skills. To get data from the respondents, the researcher made several observations and distributed questionnaires. Each student

gave their opinions and answers to the whispering game. The results were diverse, each respondent gave an explanation based on their personal feelings after doing the whispering game.

The questionnaire is "The whispering game is fun". From the results, 33 students (97 %) answered "yes", and 1 student (3 %) answered "no". Based on the data above, the researcher knows that almost all students answered that whispering games are fun. This statement is consistent with the findings that Astuti, Y. P (2022) argues that Games are fun, voluntary, meaningful and spontaneous activities. Thus, the use of Whispering Game can be an effective tool in improving listening skills, and focus, as well as increasing the excitement and learning outcomes of learners with the right play strategy, students can learn happily and effectively. This strategy engages students in the process of learning English listening and allows them to actively participate in class.

The questionnaire is "Whispering games are very effective for learning to listen". From the results, 30 students (88.3%) answered "yes", and 4 students (11.7%) answered "no". Based on the data above, the researcher knows that almost all students answered that whispering games are fun. The results of this study also have similarities with Faisol As "ari's research (2017) which states that there is a significant and positive effect on students' listening skills. Effective whispering games can improve listening skills, improve communication skills, and develop linguistic aspects such as listening and speaking not only in English language learning but whispering games can be applied in any learning.

The questionnaire is “Whispering games can help more focus on listening”. From the results, 32 students (94.10%) answered “yes”, and 2 students (5.9%) answered “no”. Based on the data above, the researcher knows that almost all students answered that whispering games are very effective in improving students' listening skills and focus. In this game, students must pay close attention to the information given by their group mates and must not mishear. Thus, they can significantly improve their focus and listening skills.

The questionnaire is “Whispering games make easier in communication”. From the results, 30 students (88.3%) answered “yes”, and 4 students (11.7%) answered “no”. Based on the data above, the researcher found that almost all students answered that the whispering game helps to facilitate communication on listening techniques in English. Increasing Communication Awareness, whispering game encourages students to communicate effectively with their group mates. This helps students understand the importance of clear and effective communication to achieve a common goal.

The questionnaire is "Whispering games is easy for learning". From the results, 32 students (94.10 %) answered "yes", and 2 students (5.9 %) answered "no". Based on the data above, the researcher found that almost all students answered that the whispering game is easy to learn in English listening techniques. The whispering game is relatively simple and easy to understand. Students only need to hear and repeat the words given by their group mates, so they can quickly grasp the concept.

The questionnaire is "Whispering games beneficial for the development of student listening". Of these, 29 students (85.3 %) answered "yes", and 5 students (19.7 %) answered "no". Based on the above data, researchers found that students who answered Whisper Game is very useful for development in listening to English, this statement is consistent with the findings that 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). Thus, learning is more effective Kinesthetic learning has many advantages, such as making students more active and enthusiastic in participating in learning. It helps students improve their listening skills and maximize their language skills.

The questionnaires are " Whispering games can improve English listening skill ". Of these, 31 students (91.1 %) answered "yes", and 3 students (8.9 %) answered "no". Based on the above data, the researchers found that almost all students answered that the whispering game helps facilitate listening and helps make it easier to concentrate on listening techniques in English. This statement is consistent with the findings that listening is very important and considered the main channel for language learning (Bidabadi & Yamat, 2011; Nunan, 2001). In addition, the students' English listening and listening fluency also improved. This helps students increase their awareness of the importance of language and develop better language skills especially English.

The questionnaires are "Whispering games can improve listening concentration". Of these, 31 students (91.1 %) answered "yes", and 3 students (8.9

%) answered "no". Based on the above data, the researchers found that almost all students answered that the whispering game helps facilitate listening and helps make it easier to concentrate on listening techniques in English. The whispering game trains students to listen well and understand the message being conveyed. This allows students to improve their listening skills and increase their awareness of the importance of listening in communication and helps students understand how important listening is for concentration.

The questionnaire is "Whispering games help to receive messages very well". From the results, 27 students (79,4 %) answered "yes", and 7 students (20,6 %) answered "no". Based on the above data, the researchers found that students answered the whispering game can increase confidence in learning to listen to English. The whispering game requires students to communicate precisely and correctly, so that students can improve their ability to communicate effectively.

The questionnaire is "Whispering games can be used in English listening". Of these, 32 students (94,10 %) answered "yes", and 2 students (5,9 %) answered "no". Based on the above data, researchers found that students who answered the whispering game can increase confidence in learning to receive messages by listening to English. Whispering games, in English, are a fun way to practice English listening and speaking. A group of students get into groups and a message or text is whispered from one person in the circle to the next. The message spreads throughout the circle, and the end result is often creatively different from the original message.

This is a good practice as it requires careful listening skills to ensure the message is conveyed correctly. It also helps students understand different accents and ways of speaking English. And since these games are usually fun, it's a relaxing way to practice without being weighed down by the stress that comes with formal language learning.

The questionnaire is "Whispering games makes the students difficult to interpret the message". Of these, 30 students (88,3 %) answered "yes", and 4 students (11,7 %) answered "no". Based on the above data, researchers found that students who answered whispering game can help students to receive messages in learning to listen to English. Whispering games can make it difficult for students to interpret messages correctly. This is especially the case because moving around people can change the message. Factors such as different accents, unclear pronunciation, or confusion in understanding certain words can also make the messages difficult to understand. However, the fun part of the game is that the messages are difficult to interpret. So, the skills of listening carefully, articulating what students hear, and communicating clearly make for an exciting classroom atmosphere.

With regular practice, students can improve their ability to understand messages better, even if they are not clear. In addition, the game can also teach students to pay attention to the context and situation in order to better understand the message, rather than always relying on words alone and especially students have more fun when playing the game.

The questionnaire is "Whispering games is wasting time in listening learning". Of these, 7 students (20,6 %) answered "yes", and 27 students (79,4%) answered "no". Whispering games cannot be considered an ineffective listening learning activity because whispering games are structured and in accordance with the learning objectives.

Without proper guidance, these games may become mere entertainment without much benefit to the development of listening skills. But if done wisely, whispering games can be an effective way to strengthen listening skills. This can be achieved by introducing a clear structure. Therefore, while the Whispering Game could be considered an unproductive activity if done without consideration, with the right guidance, it can be a valuable addition in English listening learning.

The questionnaire is "Whispering games creates a crowded classroom situation". Of these, 9 students (26,4 %) answered "yes", and 25 students (73,6 %) answered "no". Based on the above data, researchers found that few students who answered the whispering game can lead to a crowded classroom situation in learning to listen to English. The Whispering Game can create a situation where the class becomes lively. This is because participants need to actively communicate with each other, both when listening and when delivering messages. Especially if the game is conducted with a large enough number of participants, the sounds of talking and laughing may become noisy. However, in most cases, the volume associated with whispering games is viewed positively as it shows that students are engaged in the activity.

The questionnaire is "Whispering games takes quite a long time". Of these, 4 students (11,7 %) answered "yes", and 30 students (88,3 %) answered "no". Based on the data above, the researcher found that only a few students answered that whispering games can take a long time in learning English listening. Depending on the number of players and the complexity of the message being conveyed, the Whisper Whisper game can take a long time. This is especially true for games with multiple players as the message has to move through each group in a set amount of time.

To solve this problem, educators can limit the amount of time required for each round of the game or choose shorter messages to deliver. This will make the game more efficient and allow more rounds to be conducted in the same amount of time. Also, the game can be altered in various ways to make it shorter but still have the same benefits. For example, the teacher divides the class into small groups and play the game simultaneously between them. With the right timing and strategy, Whispering Game can still be played.

The questionnaire is "Whispering games causes less conducive students and teacher interaction". Of these, 7 students (20,6 %) answered "yes", and 27 students (79,4 %) answered "no". Based on the above data, the researchers found that few students who answered the whispering game can cause student and teacher interaction is less conducive in learning to listen to English. To avoid this problem, teachers should plan the game carefully, provide clear learning objectives and give detailed directions. Students should see the relevance to the subject matter and the

development of their skills by incorporating the game into the broader context of learning specifically in English lessons.

Based on a questionnaire that has been calculated by researcher, then researchers found 90% of students are interested in learning to teach listening by using games and students find it easy to listen to English clearly and well. On the other hand, researchers found 10% of students were not interested in learning to teach English listening by using whispering games and some students find it difficult to listen to English clearly. It does not matter, because almost all students interested and happy to use the game whisper, I Can Hear Your Voice that has been played in front of the class.

This research suggests that students can have confidence in understanding themselves and can improve their listening skills accurately and fluently by training them systematically and effectively in class. This study aims to find out how students' perceptions of the use of I Can Hear Your Voice whispering game in relation to students' English listening skills. To obtain data from the respondents, the researcher conducted checklist observation, field note observation and distributed questionnaires. Each student gave their opinions and answers to the whispering game. The results were diverse, each respondent gave an explanation based on their feelings while playing the game.

This research paper hopes that using strategies to develop listening skills to teach listening will be successful in the listening classroom. Learning to develop listening skills is intended to help students become more fluent and create a more effective learning environment. Teachers need to train students by using effective

strategies and activities. In addition, teachers need to help students to become good communicators because they do not have the habit of listening in English themselves.

