

**THE APPLICATION OF WHISPERING GAME STRATEGY
FOR TEACHING LISTENING COMPREHENSION
TO EIGHTH GRADE STUDENTS
AT SANTIVIT SONGKHLA TECHNOLOGICAL COLLEGE THAILAND**

THESIS



By:

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**STATE ISLAMIC UNIVERSITY OF KH. ACHMAD SIDDIQ JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
ENGLISH EDUCATION STUDY PROGRAM
2024**

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THESIS

Presented as partial fulfillment of requirements for the degree of
Bachelor Education (S.Pd) Faculty of Tarbiyah and Teacher Training
English Education Department

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It has been examined and approved by the board of examiners
in a partial fulfillment of the requirements
for bachelor degree of education (S.Pd)
Faculty of Tarbiyah and Teacher Training
English Education Program

Day and Date : Friday, 14th of June 2024

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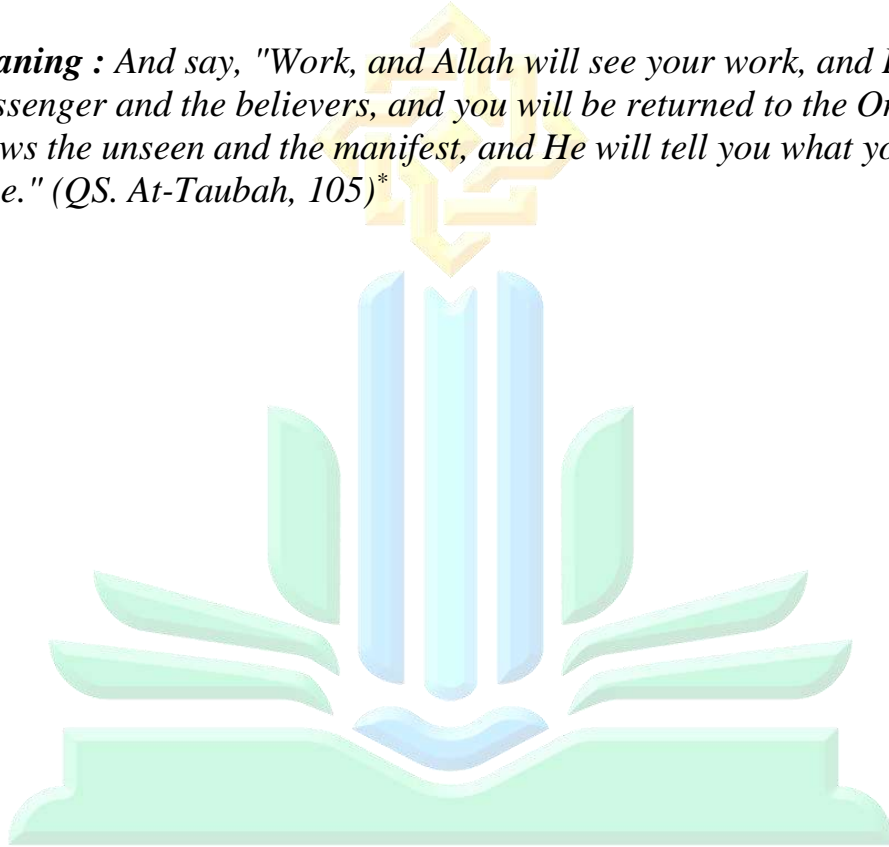
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MOTTO

وَقُلِ اعْمَلُوا فَسَيَرَى اللَّهُ عَمَلَكُمْ وَرَسُولُهُ وَالْمُؤْمِنُونَ وَسَتُرَدُّونَ إِلَىٰ عِلْمِ الْغَيْبِ
وَالشَّهَادَةِ فَيُنَبِّئُكُمْ بِمَا كُنْتُمْ تَعْمَلُونَ ﴿١٠٥﴾

*Meaning : And say, "Work, and Allah will see your work, and His Messenger and the believers, and you will be returned to the One Who knows the unseen and the manifest, and He will tell you what you have done." (QS. At-Taubah, 105)**



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* Surah At-Taubah (9:105). TafsirQ online. <https://tafsirq.com/9-at-taubah/ayat-105> (accessed February 14,2024)

DEDICATION

I dedicated this thesis to :

1. Allah SWT, the God and the Lord of the universe, who has granted me a lot of mercies and blessing. So that, I can complete this thesis as well as possible..
2. My deepest gratitude to my mom, Siti Maimunah, who has always given me endless love, support, and prayers. Your courage and determination have always been a source of inspiration and strength for me. And to my dad, M. Hamdash Sakkur, thank you for your endless love and guidance. Your sacrifice and example have given me direction and purpose in life, making me a better person.
3. Sincere thanks to my adoptive father and mother, Abdul Rofik and the late Giyanti, who have raised me with great love and sacrifice. Your kindness and care have shaped me into a strong and grateful person.
4. Thank you to my sister, Fauziah Imeldawati, who has always been my best friend and partner. Your support and encouragement have helped me through many challenges. And To my brother, Fauzi Yuliansyah, thank you for your togetherness and support. We have been through a lot together, and our togetherness always gives strength and happiness. Thank you also for the presence of my cute nieces and nephews in my life, Hafiz, Haikal, Kayla, Aska, Kalista, and Ale. Your existence really makes my life more colorful.
5. Thank you to my cousin, Iftisam, Tacha, and Nenisa who has struggled with me through thick and thin. Our togetherness provides moral support and strength to keep going.
6. A big thank you to my beloved friends: Farah, Regina, Rara, Syalaisha, Dinda, Jehaf, Zahel, Nanda, Risma, Aliefia, and Tasya. All of you have given color and happiness to my life. Your support and friendship are priceless treasures.
7. Thank you to all the people who have made a positive impact in my life but I cannot mention them here one by one. You have all made valuable contributions to my life journey.

This dedication is my deepest appreciation and gratitude for the love, support, and togetherness you have given me.

ACNOWLEDGEMENT

All praise and gratitude to Allah SWT, the Most Compassionate and Most Merciful, the Lord of the universe who has bestowed His grace, taufik, and guidance so that the author can successfully complete the thesis entitled: *“The Application of Whispering Game Strategy for Teaching Listening Comprehension to Eighth Grade Students at Santivit Songkhla Technological College Thailand”* which is one of the requirements for obtaining a bachelor's degree. Shalawat and salam may always be poured out to our lord, the Prophet Muhammad SAW, who has brought us from darkness to bright light, especially for a better future and world civilization.

Therefore, the author would like to express his deepest gratitude and appreciation to those who have helped, contributed, and provided support during this research.

1. Prof. Dr. H. Hepni, S.Ag., M.M., CPEM, as the Rector of Kiai Haji Achmad Siddiq Jember State Islamic University who has accepted me as a student of UIN Kiai Haji Achmad Siddiq Jember.

2. Dr. H. Abd. Mu'is S.Ag., M.Si., as the Dean of the Faculty of Tarbiyah and Teaching Sciences of Kiai Haji Achmad Siddiq Jember State Islamic University who has given me permission to conduct research

3. Dr. Nuruddin, M.Pd.I, as the Head of the Education and Language Department who has helped fulfill the administrative requirements for the implementation of the thesis trial.

4. Dewi Nurul Qomariyah, S.S, M.Pd., as the Head of English Education Study Program.
5. As'ari, M.Pd.I., as my thesis advisor, who has provided guidance, advice, and patience.
6. All lecturers in the English Education Study Program who have provided valuable knowledge and experience during the study period.
7. Dr. Mangsod Match, as the Director of Santivit Songkhla Technological College, who has given permission to conduct this research.
8. Mr. Diaby Sidiki, as my advisor in Thailand and the person who played a major role in the continuity of my thesis.
9. All staff of UIN KHAS Main Library thanks for helping the writer to find many references.

There is nothing I can say other than a big thank you to all parties for their support, motivation, and direction. May all the good deeds that you have given me be rewarded by Allah SWT.

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JEMBER, 26th May 2024
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ABSTRACT

Joyce Candra Ayuning Tiyas, 2024: *The Application of Whispering Game Strategy for Teaching Listening Comprehension to Eighth Grade Students at Santivit Songkhla Technological College Thailand*

Keywords: Teaching listening comprehension, Whispering game, Eighth grade.

Students' listening comprehension in English language learning is an important concern for eighth grade students at Santivit Songkhla Technological College, Thailand. Major obstacles include pronunciation, intonation, and unpleasant learning perceptions. Environmental factors, such as noise and poor audio quality, also have an impact. Thai students often experience difficulties due to 'Language Transfer', where Thai language structures are inappropriately transferred to English. This issue is important in the context of teaching and learning. In order to overcome these challenges, teachers need to bring innovation in the learning of listening comprehension. Therefore, the English teacher of Santivit Songkhla Technological College utilized Whispering game strategies at the eighth grade to solve the student's problem and to help student's listening comprehension.

The research focus forms as follows: 1) What is the purpose of applying the Whispering Game strategy for teaching listening comprehension to eighth grade students at Santivit Songkhla Technological College, Thailand? 2) How is the Whispering Game strategy implemented to teach listening comprehension to eighth grade students at Santivit Songkhla Technological College, Thailand? 3) What is the evaluation of applying the Whispering Game strategy for teaching listening comprehension to eighth grade students at Santivit Songkhla Technological College, Thailand?

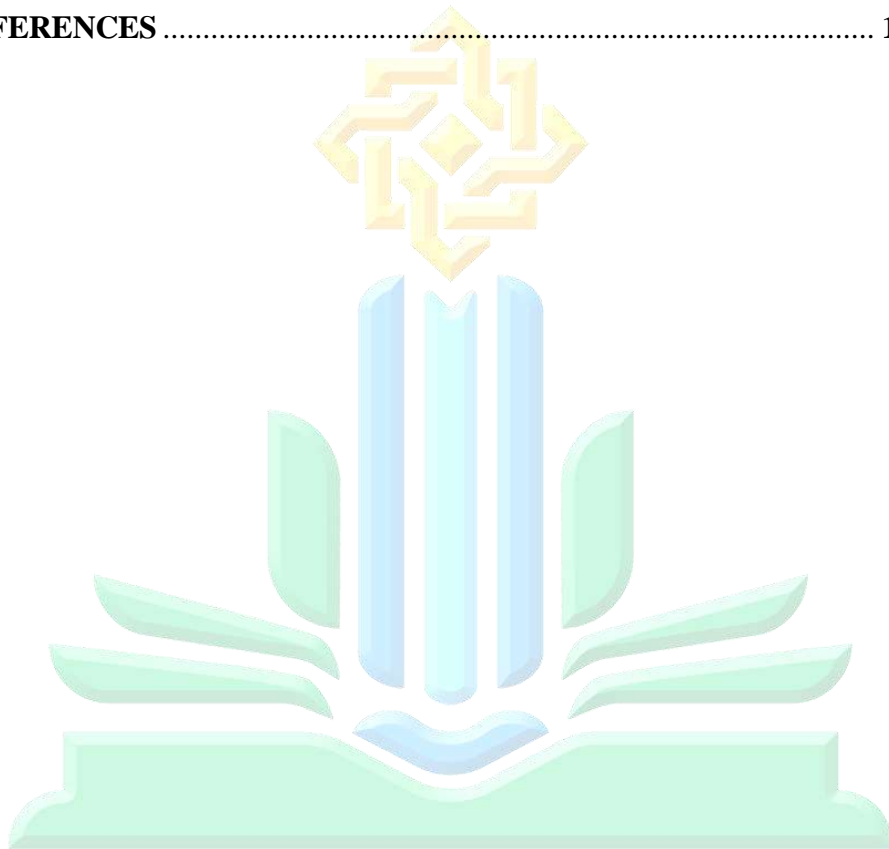
This research utilized a qualitative approach and used case study as the research design. Conducted at Santivit Songkhla Technological College, Thailand, this study used purposive sampling to select the research subjects, were the English teacher and students of eighth grade. Data were collected through observation, interview, and document review. In addition, this study applied data analysis techniques based on the Miles, Huberman, and Saldana approach, which includes data condensation, data display, and conclusion drawing and verification. Finally, data validity was strengthened through the use of source and technique triangulation.

The findings of the research, were 1. The Purpose of Teaching Listening Comprehension Through Whispering Game strategy are as follows: a) Actively Engaged, b) Create a Dynamic Classroom Environment, c) Increasing Active Engagement d) Creates a Fun Learning Experience. 2. This implementation is divided into two result, the first is he materials taught in this lesson are : a) asking for, b) giving and c) refusing services and the steps were: a) The teacher starts by preparing the materials for the whispering game. b) In the game, students practice asking for, giving, and refusing services. c) The groups are formed into five people in a group, and the students whisper the sentences in turn. d) The last students identify what sentences they hear and write down what the sentences are on the board instead of delivering them orally. e) Due to time constraints, only one round of the game is played per session. 3. Evaluation uses formative assessment which includes tests and non-tests. The test assessment uses questions to fill in the blank sentences, while the non-test assessment uses attitude assessment.

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CHAPTER I

INTRODUCTION

In this chapter, an introduction to the research is presented, including the research background, focus, objective, significance, definition of key terms, and a systematic discussion of these components.

A. Research Context

The essence of listening is not just the passive act of receiving auditory stimuli, but a complex process involving interpretation, comprehension, and response. According to Bulletin (1952), listening is one of the fundamental language skills. Listening is the medium through which children, adolescents, and adults acquire most of their education - information, their understanding of the world and human affairs, ideals, sense of values, and appreciation. In this era of mass communication (most of which is done orally), it is imperative that students are taught how to listen effectively and critically. In the social world, communicating is something that needs to be done. Communication itself refers to the act of conveying information, ideas, or feelings from one person or group to another using language, symbols, or other means according to the Oxford English Dictionary.¹ And listening is a cornerstone. The National Curriculum in Indonesia also emphasizes the importance of learning English speaking, listening, reading and writing skills at the education unit level. In the context of English language learning, the National Education Standards include the ability to speak, listen, write and read optimally in a meeting. This standard shows how important

¹ "Communication" (n.d.). Oxford English Dictionary Online.
https://www.oed.com/dictionary/colourlike_adj# (accessed December 14, 2023)

the development of English language skills is for students to meet competencies in accordance with the National Education Standards in Indonesia.² In the context of education, listening is one of the lessons that is expected to help students understand the meaning of transactional conversations. The High school students are expected to understand the meaning of transactional conversations in the context of everyday life (Depdiknas, 2006). In addition, listening has a considerable share in the National Examination. These facts show the importance of listening skills in determining student graduation.³

English is crucial for accessing knowledge.⁴ English is also a prominent medium of verbal communication. English, as a form of verbal communication, involves the use of words to convey messages through speech or writing. English proficiency to communicate on a global scale. Since English is the language of politics, diplomacy, science, technology, commerce and trade, mastering English will facilitate communication with people from all over the world. In fact, since it is widely used in international communication, mastering the language allows us to find more information on almost any topic. The important thing in the language is how people communicate using spoken or written the language to get information from other people.⁵ Therefore, to support learning in listening, proper comprehension is needed in listening. Listening comprehension, according to

² Peraturan Pemerintah Republik Indonesia. (PP) No. 19 Tahun 2005 Bab 1 Pasal 1 Ayat 6.

³ Depdiknas, (2006). *Petunjuk Teknis Pengembangan Silabus dan Contoh/Model Silabus SMA/MA: Mata Pelajaran Bahasa Inggris*. Jakarta: Badan Standar Nasional Pendidikan

⁴ United Nations Educational, Scientific and Cultural Organization. "Education for All Global Monitoring Report 2006: Literacy for Life." UNESCO, 2005, hal. 26.

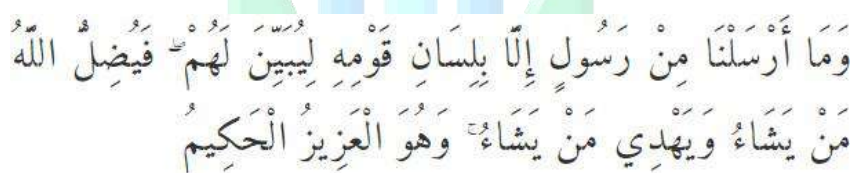
⁵ Wahono, S.S. & Zahro, I.H.N. Using Inquiry Based Learning to Improve Student's Speaking Skill. *JLIC (Journal of Language Intelligent and Culture)*. 2(2), (2021), 125-138.

<https://doi.org/10.35719/jlic.v2i2>

Vandergrift (2002), is an interactive process where the listener uses prior knowledge and linguistic knowledge in understanding the message.⁶

As mentioned in the Qur'an as well. That is, Allah SWT says: "And among the signs of His greatness is the creation of the heavens and the earth, and the difference in your languages and the color of your skin. Indeed, in such are signs for those who know".⁷ The verse confirms that Allah has taught humans language and given them the ability to understand and use language as a means of communication.

As the noble Qur'an related to speaking which is mentioned at surah Ibrahim (14:4) that:



وَمَا أَرْسَلْنَا مِنْ رَّسُولٍ إِلَّا بِلِسَانِ قَوْمِهِ لِيُبَيِّنَ لَهُمْ فَيُضِلَّ اللَّهُ
مَنْ يَشَاءُ وَيَهْدِي مَنْ يَشَاءُ وَهُوَ الْعَزِيزُ الْحَكِيمُ

*"And We have not sent any messenger except [speaking] in the language of his people to state clearly for them, and Allah sends astray [thereby] whom He wills and guides whom He wills. And He is the Exalted in Might, the Wise."*⁸

This verse emphasizes the importance of clear communication and states that Allah guided the prophets in their mother tongue so that their messages could be clearly understood. This highlights the importance of language in the process

⁶ Vandergrift, L., 2002. Listening: Theory and Practice in Modern Foreign Language Competence.

⁷ Surah Ar-Rum (30:22). TafsirQ online. <https://tafsirq.com/30-ar-rum/ayat-22> (accessed December 14, 2023).

⁸ Surah Ibrahim (14:4). TafsirQ online. <https://tafsirq.com/14-ibrahim/ayat-4> (accessed December 14, 2023).

of teaching people morality and ethics so that those receiving the advice can understand it and act accordingly. This shows that Allah upholds the language and customs of people and seeks to instill a language that they can understand to ensure the effectiveness and clarity of the messages conveyed.

In English language learning, listening comprehension are so important because listening itself is one of the ways students can gain insight and information. In life in the learning environment, it is possible for students to have many listening opportunities, but some students fail to use and utilize them because they concentrate more on what they are going to say than what the speaker is saying. Therefore, listening comprehension are important in some situations for EFL learners to develop their listening skills.

Dede Nurdiawati as one of the lecturers of the English language program at STKIP Islam Bumiayu-Brebes revealed that listening is a skill that plays an important role in life. Listening is the most basic skill, the first language art skill to be developed, as well as the most frequently used skill both in the classroom and in everyday life.⁹ Therefore, it cannot be denied that listening is an important part of every communication activity and listening comprehension must be learned as well as practiced regularly. As suggest by Aryuliva Adnan, listening skill like other language skills needs students to practice a lot, not only in the classroom but also outside the classroom. Practice a lot will make them skillful in

⁹ Nurdiawati, D. (2017). Effective Ways in Listening Activities. *JURNAL DIALEKTIKA PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS*; Vol 3 No 2 (2015): September 2015 - February 2016; 27-44 ; 2089-4945. <https://journal.peradaban.ac.id/index.php/jdpbi/article/view/75>

¹⁰ Adnan, A. (2015). ENHANCING STUDENTS' LISTENING SKILL THROUGH VARIOUS LISTENING MATERIALS AND ACTIVITIES OUTSIDE THE CLASSROOM. *Proceedings of ISELT FBS Universitas Negeri Padang*; Vol 3 (2015): *Proceedings of 3rd International Seminar*

this language skill and in turn it will enhance their ability in that skill.¹⁰

The difficulties are that the listener cannot control the speed of the speaker, nor can the listener always repeat words, the listener has difficulties due to limited vocabulary, it is also possible for the listener to fail to recognize signals, the listener may lack contextual knowledge, listening can be difficult for the listener to concentrate in a foreign language, and students may have formed certain learning habits certain learning habits such as the desire to understand every word.¹¹ In this case, students may feel less confident in their listening skills, which in turn may hinder their motivation to improve their listening skills.¹²

Based on the initial review that has been done by conducting observations and interviews, the results of the English teacher interview show that students' listening comprehension are still low. The first problem encountered was pronunciation and intonation. Students have difficulty understanding words that are spoken quickly or with accents that are unfamiliar to the accents they are usually familiar with. Then students have the opposite attitude to learning. Most of them feel that learning is not fun. Environmental factors, such as ambient noise or poor audio quality, can interfere with students' ability to listen clearly.¹³

on English Language Teaching (ISELT); 76-82 ; 2580-1287.

<http://ejournal.unp.ac.id/index.php/selt/article/view/6302>

¹¹ Maryani, Y., Wijayanti, M. A., & Handayani, I. (2021). Listening Comprehension Problems at The Fourth Semester Students of English Education Department at Sultan Ageng Tirtayasa University. *PROCEEDING AISELT (Annual International Seminar on English Language Teaching)*; *PROCEEDING AISELT 2021: "ELT IN A GLOBALIZED WORLD: THE BOUNDARIES AND BEYOND"* ; 2597-4955 ; 2597-4947.

<https://jurnal.untirta.ac.id/index.php/aiselt/article/view/12516>

¹² Observation by the researcher on January 19, 2024.

¹³ Diaby Sidiki interviewed by Joyce Candra Ayuning Tiyas, January 25 2024

The teaching of English has long been considered important and significant at all levels of education in both Thailand and Indonesia. For decades, all students have been required to learn it. Students from Thailand and Indonesia still struggle to master English effectively despite having studied it for many years. One of the leading causes of the difficulties experienced by Thai students is a concept known as “Language Transfer”. Thai and English have different structures and during the process of “Language Transfer” a student improperly transfers structures from one language to the next. English prepositions are grammar elements that are highly susceptible to improper use because of the learners’ transfer from Thai to English. It is widely known that the problems in teaching and learning English prepositions are a result of their different structures and meanings in the two languages.¹⁴

In the end, the conclusion can be drawn because of the difficulty of students in listening because the pronunciation and accents they hear feel unfamiliar. The main reference problem in eighth grade at the Santivit Songkhla Technological College is the students' low listening comprehension. The next problem that occurs is because students have difficulty balancing their listening comprehension with the speed of the speaker's speech so that they fail to capture the information provided. Also students have difficulty in maintaining their concentration while listening, especially if the topic is not interesting to them.

¹⁴ Lukkhanasriwong, C. (2016). Another Look at Teaching Approaches to Teaching English Prepositions in Phrasal Verbs in Thailand. *Humanities, Arts and Social Sciences Studies (FORMER NAME SILPAKORN UNIVERSITY JOURNAL OF SOCIAL SCIENCES, HUMANITIES, AND ARTS)*; Volume 16, Number 2 (May - August), 2016; 25-40 ; 2630-0079. <https://www.tci-thaijo.org/index.php/hasss/article/view/65501>

Learning to listen in early learners can be more difficult than in advanced students, due to comprehension skills. The most important factor is that they have little independence in learning. Therefore, early learners still need a lot of guidance and support from the teacher. This is based on the student's interest. For students who have interest, you can help them more, and for students who don't have interest, you can give them attention and encouragement.¹⁵

And also one of the crucial aspects that hinder students' progress in learning to listen is because students are less interested or motivated by the material being taught. The active, innovative, creative, effective, and fun learning model comes from the concept that learning should be child-centered and should be fun so that students are motivated to continue learning on their own without orders and also students do not feel burdened or afraid.¹⁶ One developmental psychologist Howard Gardner is famous for his theory of multiple intelligences. In his work, he highlighted the importance of variety and fun in students' learning experiences. Howard Gardner himself conducted many experiments using testing tools, educational training, and also the use of multiple intelligences in an effort to achieve plans, teaching, and personal assessment. After making many efforts, Gardner finally managed to develop a theory which in 1983 was introduced to the public in his book entitled *Frame of Mind*. Then in 1993 he published a follow-up book as a refinement of the previous book with the title *Multiple Intelligences*:

¹⁵ Diaby Sidiki interviewed by Joyce Candra Ayuning Tiyas, January 25, 2024

¹⁶ Alfi Hidayati, & Abu Dharin. (2023). The Importance of Active, Innovative, Creative, Effective, and Fun Learning Applications On Natural Science Subject At Islamic Elementary School. *INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY RESEARCH AND ANALYSIS*, 06(09), 4425–4435. <https://zenodo.org/record/8375560>

¹⁷ Ladislaus Naisaban, *Para Psikolog Terkemuka*, (Jakarta : Grasindo, 2004), 159.

The Theory in Practice.¹⁷

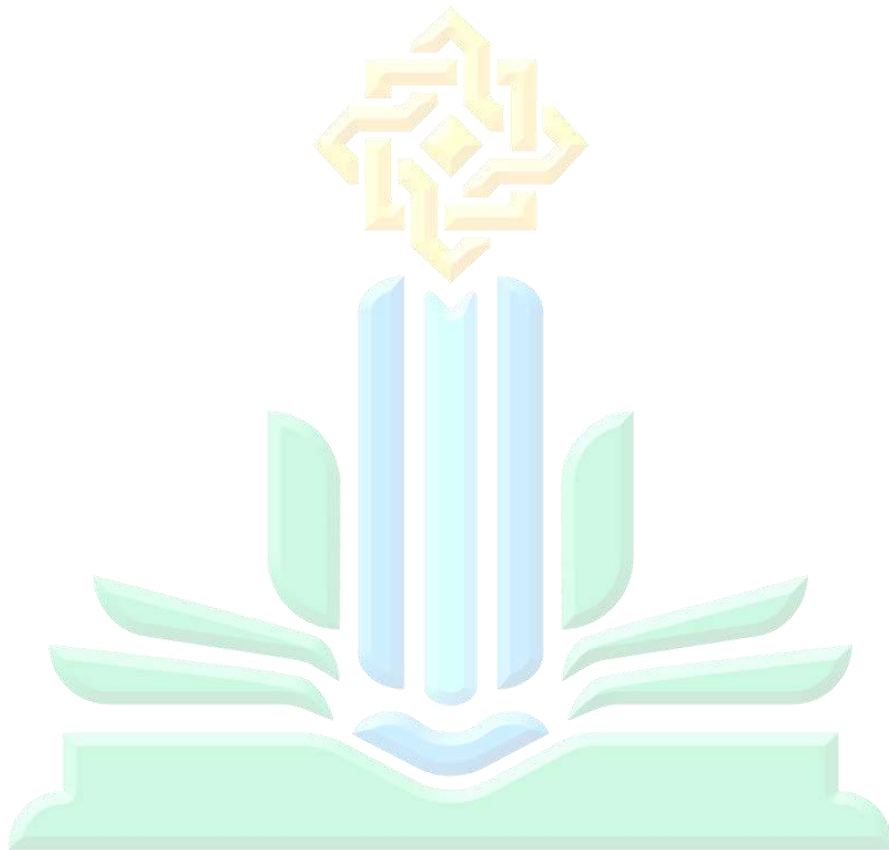
Therefore, teachers must prepare effective strategies to train students' minds and skills before actually listening to the material to be conveyed. Of the many strategy options available, whispering game strategies are the choice. The chain whisper game starts with the teacher whispering a message or information to a student. That student then whispers the message or information to the next student. This process continues until the message reaches the last student in the chain. The last student then delivers the message in a clear voice in front of the class. The teacher then checks whether the message reached the last student correctly or not.¹⁸ By using whispering games strategies effectively, teachers can help prepare students both mentally and cognitively which in turn can enhance their overall learning experience. Whispering games encourage active listening, concentration, and memory retention, which are crucial skills for academic success. These games also create an engaging and interactive classroom environment, helping to reduce anxiety and build confidence among students.

The most common challenge that learners find when listening, especially for students in Thailand, is that English is not only the language used for daily communication in Thailand, but also the written and spoken form of the language and pronunciation of words in English are usually different. Therefore, students may misspell a word even though they have seen the word before. The whispering words game derives from the concept of "whispering." Participants used their listening skills to hear words one by one as they were whispered by others. Utilizing the whispering game can boost participants' motivation in learning because it is

¹⁸ Mubarokah, T. (2020). Vol. 21 Penerapan Metode Permainan Bahasa Bisik Berantai Untuk Meningkatkan Keterampilan Menyimak Pada Tema Indahya Keragaman Di Negeriku

Siswa Kelas IV Mi Al-Hidayah Pekanbaru.

<http://journal.umsurabaya.ac.id/index.php/JKM/article/view/2203>.



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enjoyable and fun.¹⁹

Many previous studies relevant to this investigation have been conducted. Murniati (2018) examined the effectiveness of whisper games in teaching vocabulary to junior high school students.²⁰ Then, Windasari (2018) showed research focusing on the use of whisper games to teach vocabulary skills to junior high school students.²¹ In addition, a research journal by Uktolseja and Manuhutu (2018) focused on the use of whisper games to improve students' listening skills in elementary school.²²

According to Ngunyen and Khuat (2003:14), games offer students relaxation and enjoyment, which aids in more efficient learning and better retention of words. Furthermore, in this study, the 'whispering game' is used to assist EFL learners in the process of learning English, aiming to address these challenges. Whispering games are a learning strategy or approach that makes students better understand the subject matter in a more interesting, fun, meaningful and memorable way. The specialty of the chain whisper game is its ability to help listening, speaking, cooperation and comprehension skills at a fun and exciting pace.²³

With reference to the background that has been outlined, the researcher

¹⁹Windasari D., "The Use of Whispering Game in Teaching Vocabulary Skill at the Eight Grade of SMP PMDS Putri Palopo", *Repository IAIN Palopo*, (2018).

²⁰ Murniati. (2018). The Effectiveness of Using Whispering Game in Learning Vocabulary of The Eight Grade At Mts Al-Istiqamah Pengambangan Banjarmasin. 39–52. <http://idr.uin-antasari.ac.id/id/eprint/9516>

²¹ Windasari D. (2018). The Use Of Whispering Game In Teaching Vocabulary Skill At The Eight Grade Of Smp Pmds Putri Palopo.

²² Uktolseja, L. J., & Manuhutu, M. (2018). The Use Of Whispering Team To Enhance Students' Listening Skill At Grade 6 Th Of Klasaman 2 Elementary School Sorong City. *Getsempena English Education Journal (GEEJ)*, 5(2), 162–169. <https://doi.org/10.46244/geej.v5i2.855>

²³ Likarde Ogi, (2019) Improvement Of Student Learning Outcomes Through The Chain Whispers Game In Indonesian Language Lessons At SDN 63 Pondok Kubang Bengkulu Central. PGMI Tarbiyah dan Tadris Institut Agama Islam Negeri Bengkulu.

seeks to propose whispering game as a method to teach listening comprehension to eighth grade students at Santivit Songkhla Technological College. This strategy is expected to help students on their listening comprehension. So based on the explanation above, the researcher tried to conduct research with the title: *“The Application of Whispering Game Strategy for Teaching Listening Comprehension to Eighth Grade Students at Santivit Songkhla Technological College, Thailand”* to find out how whispering game strategies are applied in teaching listening comprehension at Santivit Songkhla Technological College.

B. Focus of Research

The researcher outlines several research focuses based on the background mentioned above as follows:

1. What is the purpose of applying the Whispering Game strategy for teaching listening comprehension to eighth grade students at Santivit Songkhla Technological College, Thailand?
2. How is the Whispering Game strategy implemented to teach listening comprehension to eighth grade students at Santivit Songkhla Technological College, Thailand?
3. What is the evaluation of applying the Whispering Game strategy for teaching listening comprehension to eighth grade students at Santivit Songkhla Technological College, Thailand?

C. Research Objective

Based on the above research focus, the objectives of the above research are as

follows:

1. To describe the purpose of applying the Whispering Game strategy for teaching listening comprehension to eighth grade students at Santivit Songkhla Technological College, Thailand.
2. To describe the Whispering Game strategy implemented to teach listening comprehension to eighth grade students at Santivit Songkhla Technological College, Thailand.
3. To describe the evaluation of applying the Whispering Game strategy for teaching listening comprehension to eighth grade students at Santivit Songkhla Technological College, Thailand.

D. Research Significant

The researcher hopes that this study can provide many benefits for learning listening comprehension. This study will provide two types of research significance: theoretical significance and practical significance.

1. Theoretical Significant

Theoretically, the researcher hopes that this study can achieve the potential to contribute and increase knowledge about strategies in the teaching and learning process, especially in Application of Whispering Game Strategy for Teaching Listening Comprehension to Eighth Grade Students at Santivit Songkhla Technological College, Thailand.

2. Practical Significance

Practically, it is hoped that the presentation of this research data will be useful for:

a. English Department

The researcher hopes that this study can provide preferences on the application of strategies in teaching listening comprehension, especially in Application of Whispering Game Strategy for Teaching Listening Comprehension to Eighth Grade Students at Santivit Songkhla Technological College, Thailand.

b. English Language Teachers

The researcher hopes that this study can provide alternative strategies to teachers of English teachers in the teaching and learning process, especially in Application of Whispering Game Strategy for Teaching Listening Comprehension to Eighth Grade Students at Santivit Songkhla Technological College, Thailand.

c. Future Researchers

The researcher hopes that this study can be added as a reference related to the same theme, namely the in Application of Whispering Game Strategy for Teaching Listening Comprehension to Eighth Grade Students at Santivit Songkhla Technological College, Thailand.

d. Students

The researcher hopes that this study can help motivate Santivit Songkhla Technological College students to learn English by providing a fun and

interesting learning experience through Whispering game strategies.

E. Definition of Keyterm

The concept of key terms refers to important words or phrases that are critical to researchers in their research. These terms are important to ensure that the research is interpreted accurately and that there is no confusion about the intended meaning of the content. In other words, identifying and defining key terms helps researchers and readers to understand the focus of the research and avoid misinterpretation. Some examples of such terms are as follows :

1. Listening

Listening is a step to receive and also understand the information conveyed through sound actively. In the process involving the speaker, interpretation of the message, and also the right response. Listening is an important communication skill. In addition to a basic explanation, it should be noted that listening is a fairly complex process which involves not only listening to the words to be spoken, but also processing and interpreting the sound, body language, and context brought by the speaker. Active listening can be learned and improved through practice and is also important for building strong relationships, resolving conflict, and achieving success both personally and professionally.

2. Teaching Listening Comprehension

Listening comprehension learning refers to the process of students developing the ability and understanding and interpreting spoken language effectively. Receiving and understanding the meaning, context, and nuances of oral communication involves the listener's own abilities.

Hasan (2000) states that "Listening comprehension provides the appropriate context for acquiring and mastering other language skills to acquire and master other language skills."²⁴ Listening comprehension skills are closely related to perseverance and learning. It involves several aspects, such as empathy for the needs of others in conversation, the ability to understand and convey the feelings of others, the ability to express oneself clearly and verbally, and the ability to respond appropriately. Overall, listening comprehension skills play a crucial role in facilitating effective communication, obtaining accurate information, and understanding others' perspectives in various life contexts.

3. Whispering Game

The concept of the whispering game in English language learning involves engaging students in a fun and interactive activity. In this game, the teacher whispers an English sentence or phrase to the first student, who then whispers it to the next student, and so on, until the message reaches the last student in the chain. The last student then writes the result

of the whispered message to the front of the class. This activity not only makes the learning process enjoyable but also helps students better retain the material. Additionally, the whispering game encourages attentiveness and accurate listening, as each student must carefully hear and correctly relay the message to their peers.

²⁴ Hasan, A. (2000) Learners' perceptions of listening comprehension problems. *Language, Culture and Curriculum*. Vol. 13(2), 137-153.

F. Structure of Thesis

The arrangement of discussions pertains to the sequence of how the thesis discussion progresses, beginning from the introduction section up to the concluding section. The writing style follows a descriptive narrative approach instead of presenting a table of contents. The research discussion systematics are presented below:

Chapter I presents an introduction to the thesis, encompassing the research background, focus, objectives, significance, definitions of important terms, and a systematic discussion that will guide the research.

Chapter II provides a review of relevant literature, including prior research and the theoretical framework adopted for the study.

Chapter III outlines the research methods employed, covering research approaches and designs, research locations, research subjects, data collection techniques, data analysis, data validity, and research procedures.

Chapter IV presents an overview of the research object, including the presentation and discussion of data and findings.

Chapter V contains the conclusions and recommendations derived from the research results.

CHAPTER II

LITERATURE REVIEW

This chapter presents a review of related literature. It consist of previous research and theoretical framework.

A. Previous Research

In this section, researchers present the results of previous studies related to the research to be conducted. By doing this, researchers can show the originality of the research in question. Some previous studies related to teaching listening comprehension with whispering games are as follows:

1. The first study, was conducted by Daulay, S. H., Dalimunte, M., & Nursyahdiyah. In (2021), with title “Using Whispering Game in EFL Learners” In English language learning, various techniques and media are used to prevent monotony and increase student motivation. This research discusses the effectiveness of whispering games in learning English as a foreign language (EFL) with library research method, comparing and re-examining previous research results. The results show that whisper games can increase students' motivation and make learning more interesting, thus improving students' ability to learn English. In conclusion, the researcher will apply the steps, advantages, and disadvantages of this game in English language learning.²⁵

²⁵ Daulay, S. H., Dalimunte, M., & Nursyahdiyah. (2021). Using Whispering Game in EFL Learners. 5(2),6. <https://doi.org/10.32520/eji.v5i2.1493>

2. The second research was conducted by Lulu Jola Uktolseja, & Melda Agnes Manuhutu in 2018 with the title "The Use of Whispering Team to Enhance Students' Listening Skill at Grade 6th of Klasaman 2 Elementary School, Sorong City"²⁶. This study aims to improve students' listening skills, especially 6th grade students of SD Klasaman 2, Sorong City, West Papua Province, by using the Classroom Action Research (CAR) model. The study used in-cycle tests and observation sheets to collect data. The results showed that 61% of students successfully completed the exercises in the second cycle, although they needed additional help such as pictures. The average score in the first cycle was 56.25 out of 100 and increased to 87.5 out of 100 in the second cycle. In addition, students also learned character values such as giving appreciation to their friends, whether they succeeded or failed. The conclusion of this study is that the implementation of the whisper team game is effective in improving students' listening skills.

3. In the third study with the title, "Improving Students' Listening Skill Using Chain Whispers Game ;" by Wael, A., Hartanti, R., Ohorella, H. M., Ruslan, & Dian Saputra. (2023) This study aimed to enhance eighth-grade high school students' listening skills using a series of whispering games. The research employed experimental quantitative methods, with pre-test and post-test instruments to assess students' listening abilities. Results indicated significant improvements in listening skills among the 28 participating

²⁶ Lulu Jola Uktolseja, and Melda Agnes Manuhutu. 2018. "THE USE OF WHISPERING TEAM TO ENHANCE STUDENTS' LISTENING SKILL AT GRADE 6th OF KLASAMAN 2 ELEMENTARY SCHOOL SORONG CITY". *Getsempena English Education Journal* 5 (2), 162-67. <https://doi.org/10.46244/geej.v5i2.855>.

students, with post-test scores showing notable increases compared to pre-test scores. Consequently, the study concludes that employing string whispering games effectively enhances students' listening skills at SMP Negeri 7 Sorong City.²⁷

4. The fourth study was initiated by Nazli Fahada, Saidatul Hanim, Jonris Tampubolon (2023) with the title "Improving The Students' Ability On Listening Using Whisper Race Game At Mts Al Washliyah Batang Serangan". The purpose of this study was to determine the effectiveness of the "whisper race" game strategy in improving students' listening skills. This research is a classroom action research conducted in two cycles, each of which involves planning, implementation, observation, and reflection. The subjects of this study were seventh grade students at MTS Al-Washliyah Batang Serangan, with a total of 37 students. Data collection techniques included interviews, documentation, observation, and tests. After analyzing the data, it was found that students' scores increased from pretest to post test in cycle I and cycle II. This shows an improvement in students' ability to listen through the "whisper race" game strategy. It can be seen from the increase in the average student score, namely the average of the first cycle post test (66.75) is higher than the average student score on the pretest (46.75), and the second cycle average (79.45) is higher than the average

²⁷ Wael, A., Hartanti, R., Ohorella, H. M., Ruslan, & Dian Saputra. (2023). Improving Students' Listening Skill Using Chain Whispers Game ; MENINGKATKAN KEMAMPUAN MENDENGAR SISWA MELALUI PERMAINAN CHAIN WHISPERS. Qalam : Jurnal Ilmu Kependidikan; Vol. 12 No. 2 (2023): Desember ; 59-64 ; 2655-5603 ; 2088-3331 ; 10.33506/Jq.V12i2. <http://ejournal.um-sorong.ac.id/index.php/jq/article/view/2836>

student score on the first post test. Scores continued to increase from the pretest to the cycle 2 post test. The percentage in post test I is 29.73% higher than the pretest of 5.40% and post test II is 62.16% higher than the pretest and post test 1. Based on the calculation of hypothesis data, it is obtained that $t\text{-count} = 9.27$ and $t\text{-table } df-N-1 = 37-1 = 36$. It can be seen that the $t\text{-count coefficient} = 9.27$ with a confidence level of $\alpha = 0.05$ which is the real level of $t\text{-table} = 2.02$ at the $t\text{-count coefficient } (9.27) > t\text{-count} = (2.02)$. Thus, the hypothesis is accepted. Based on the findings of the statistical analysis, it is concluded that the "whisper race" game strategy can improve students' listening skills.²⁸

5. In this previous study with the title "Using Whispering Game in Teaching Speaking Skill to EFL Learners." conducted by Yazdanparast, M & Gorjian, B., (2018). The purpose of this study is to examine the effects of using whispering games in learning speaking skills among pre-intermediate level students of English as a foreign language in Iran. To achieve the purpose of the study, Adiban Language Institute administered the Oxford Placement

Test as a homogeneity test to 60 learners to select 30 participants who were at the pre-intermediate level as target participants. The researcher divided them into two equal groups (i.e., experimental group and control group). In the first session, participants took a pre-test of speaking skills extracted from Four Corners (Richards & Bohlke, 2012). The experimental group received

²⁸ Nazli Fahada, Saidatul Hanim, & Tampubolon, J. . (2023). Improving The Students' Ability On Listening Using Whisper Race Game At Mts Al Washliyah Batang Serangan . Journal of Classroom Action Research, 2(2), 1–7. <https://doi.org/10.52622/jcar.v2i2.149>

whispering activities through sentence construction while the control group received a speaking task containing question and answer activities. The treatment was conducted in eight sessions, each session lasting 75 minutes. Finally, a speaking task post-test was administered to both groups with similar topics and questions. The participants' speech was recorded and scored by two raters to achieve inter-rater reliability. A checklist for improving speaking skills developed by Hughes (2003) was used to assess participants' pre and post-test. Data were analyzed through paired and independent samples t-tests which showed that the experimental group outperformed the control group on the post-test ($p < .05$). The implications of this study suggest that the findings are beneficial for teachers to improve the quality of education, for learners to think intensively and concentrate on the learning process, and for material designers to realize the importance of using whispering games in English language learning.²⁹

Table 2.1
Previous Research

No.	Author's Name	Similarities	Differences
1	Daulay, S. H., Dalimunte, M., & Nursyahdiyah. In (2021), with title "Using Whispering Game in EFL Learners"	<ul style="list-style-type: none"> Both studies used whispering game as a learning strategy. Both aim to improve students' listening skills. 	<ul style="list-style-type: none"> The current study focuses on the application of the whispering game strategy in improving

²⁹ Yazdanparast, M & Gorjian, B., (2018). Using Whispering Game in Teaching Speaking Skill to EFL Learners. Scientific & Academic Publishing. DOI:[10.5923/j.jall.20180402.03](https://doi.org/10.5923/j.jall.20180402.03).

			<p>students' listening comprehension in grade eight at Santivit Songkhla Technological College, Thailand, while the previous study was more general in examining the effects of using the whispering game on students' speaking ability of English as a foreign language.</p>
2	<p>Lulu Jola Uktolseja, & Melda Agnes Manuhutu in 2018 with the title "The Use of Whispering Team to Enhance Students' Listening Skill at Grade 6th of Klasaman 2 Elementary School, Sorong City</p>	<ul style="list-style-type: none"> • Both use the whispering game strategy in a learning context. • both focus on students' listening skills. 	<ul style="list-style-type: none"> • The former was conducted at Klasaman 2 Primary School in Sorong City, Indonesia, while the latter was conducted at Santivit Songkhla Technological College in Thailand. • The previous study focused on improving

			the listening skills of Grade 6 students, while the current study focuses on Grade 8 students.
3	Wael, A., Hartanti, R., Ohorella, H. M., Ruslan, & Dian Saputra with the title, Improving Students' Listening Skill Using Chain Whispers Game ; MENINGKATKAN KEMAMPUAN MENDENGAR SISWA MELALUI PERMAINAN CHAIN WHISPERS	<ul style="list-style-type: none"> • Both research titles focus on improving students' listening skills. • Both use the whispering game strategy in the context of listening learning. 	<ul style="list-style-type: none"> • The current research object was conducted at Santivit Songkhla Technological College, Thailand, while the previous one was SMP Negeri 7 Sorong City. • The current study focused on teaching listening comprehension, while the previous study was more general in its emphasis.
4	Nazli Fahada, Saidatul Hanim, Jonris Tampubolon (2023) with the title, Improving The Students'	<ul style="list-style-type: none"> • Both used the whispering game strategy to improve students' listening skills. 	<ul style="list-style-type: none"> • The first study was conducted on eighth grade students at Santivit Songkhla Technological

	<p>Ability On Listening Using Whisper Race Game At Mts Al Washliyah Batang Serangan</p>	<ul style="list-style-type: none"> • Both have a focus on improving students' listening skills. 	<p>College, Thailand, while the second study was conducted on seventh grade students at MTS Al Washliyah Batang Serangan.</p> <ul style="list-style-type: none"> • The first study focused more on the implementation of the whisper game strategy in teaching listening comprehension, while the second study focused more on improving students' listening skills through the whisper game "whisper race".
<p>5</p>	<p>Yazdanparast, M & Gorjian, B with the title, Using Whispering Game in Teaching Speaking Skill to EFL Learners</p>	<ul style="list-style-type: none"> • Both studies used the whispering game strategy in the context of language learning • Both studies also involved the use of 	<ul style="list-style-type: none"> • The first study focused on listening skills, while the second study focused on speaking skills.

		whispering game techniques or strategies in the learning process.	
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Based on some previous research that has been attached, this proves that there are some similarities and differences from the research to be carried out. Some similarities from previous studies have similar topics and variables to be studied, namely teaching listening comprehension through whispering game strategies. While there are some differences between previous and current research, namely in terms of activities that will be used, the level of participants who participate, the type of research, and data collection instruments that will be used. Moreover, this study is unique in the subject matter of teaching research issues related to listening comprehension using whispering game at the eighth grade students Santivit Songkhla Technological College, Thailand. This study will offer a research design using descriptive qualitative research. This research will focus on the objectives of teaching listening comprehension skills through whispering game strategies at the eighth grade students Santivit Songkhla Technological College, Thailand. The steps in teaching listening comprehension through whispering game strategies at the eighth grade students Santivit Songkhla Technological College, Thailand. And then the evaluation of teaching listening comprehension through whispering game strategies at the eighth grade students Santivit Songkhla Technological College, Thailand. Where this research focus has not been examined in detail by previous researchers.

B. Theoretical Framework

1. Listening

a. The Definiton of Listening

The first and most fundamental skill that newcomers should have when learning a new language is listening. This is a receptive talent, so new language learners start out picking up new words from what they hear or see. The capacity to produce is affected by the capacity to receive. If they are good at listening; as a result, they will understand and even have a good competency in productive skills namely speaking and writing.³⁰

There are several definitions given by linguists and the following:

- 1) According to Brown listening is a spoken or written response from the student that indicates correct (or incorrect) auditory processing.³¹ Therefore, when students give feedback on what they have experienced, the responses show genuine understanding or care in the completed audit report. To improve listening skills, learners must actively think as they listen.

Listening is involved in a wide range of language learning activities, both inside and outside the classroom. Improvements in listening ability will lay the foundation for the development of other language skills.

³⁰ Nurmala Hendrawaty, *Loquen English Studies Journal* (Vol 12 No 1 (2019): January-June 2019), 57.

³¹ H Douglas Brown, *Language Assessment Principles and Classroom Practice* (NY: Pearson Education, 2004), 118.

2) Nation and Jonathan “Listening is the natural precursor to speaking; the early stages of language development in a person’s first language (and in naturalistic acquisition of other languages) are dependent on listening.”³² According to Nation and Jonathan's explanation, listening ability is a natural early stage before one is able to speak. They also emphasize that the early stages of language development, whether in a first language or in learning another language, are highly dependent on good listening skills. Thus, the conclusion is that it is important for language learners to pay attention to and improve listening skills as it is an important foundation for effective language learning.

3) According to Brown, listening is a complex activity, and to help students understand what they hear, we can activate their prior knowledge. The next section will discuss another way that teachers can help reduce listening difficulties, which is to train students in different types of listening.³³

4) According to Lorena Manaj listening is yet another necessitate in language. The more efficient a listener you are the more successful and satisfied you will be. Listening is not merely hearing; it is a state of receptivity that permits an understanding

³²

³³ Steven Brown, Teaching Listening (Cambridge : University Press, 2006), 4

of what is heard and grants the listener full partnership in the communication process.³⁴

b. The Principle of Listening

The listening process has several stages according to Tarigan, (2015: 563), including:³⁵

- 1) **Listening Stage** The listening stage is the listener who has just heard everything the speaker said in the speaker's speech. So, it's still in the hearing stage.
- 2) **Comprehension Stage**, the understanding stage after listening, there is a desire to understand well the contents of the speech conveyed by the speaker. Then comes the stage of understanding.
- 3) **Interpretation Stage**, the interpretation stage is a good listener, who is careful and thorough, is not satisfied when hearing and understanding the contents of the speaker's speech, wants to interpret or interpret the content, main points of opinion contained and implied in a speech. The listener arrives at the interpreting stage
- 4) **Evaluation Stage**, after the listener understands and is able to interpret the contents of the conversation, the listener begins to

³⁴ PhD Cand. Lorena Manaj Sadiku, The Importance of Four Skills Reading, Speaking, Writing, Listening in a Lesson Hour (European : Journal of Language and Literature Studies, April 2015), 31.

³⁵ Tarigan , H. G (2015) *Mendengarkan Sebagai Suatu Keterampilan Berbahasa*. Bndung : Angkasa

judge or judge the good and bad of the speaker so that he has reached the evaluation stage.

The purpose of the listening principle is to make students interested in the material that has been prepared. Today's teacher explains carefully the purpose of listening so that students can fully understand how important listening is. Then the language material intended and then presented to students may not be shown visually. The goal is for students to become familiar with the existing audio material. It can be concluded that listening means conveying a material by providing systematic language. It also involves how to apply knowledge about the language system that is used to understand or convey meaning and how we can apply it in certain skills to understand and convey meaning. Based on some of the opinions that have been expressed, the researcher can conclude that listening is a process in which the speaker examines verbal signs with full attention and appreciation to obtain information, capture the contents and messages in it that have been conveyed by the speaker through spoken language.

c. The Component of Listening

The elements of listening can vary depending on the model or framework being used, but one commonly cited model identifies four key elements: hearing, attending, understanding, and responding. According to Andrew Wolvin and Carolyn Coakley in their book "Perspectives on Listening" (1993) said that there are four elements of listening, namely:³⁶

³⁶ Andrew D. Wolvin dan Carolyn Gwynn Coakley (eds.), *Perspectives on Listening* (Berilustrasi ed., Bloomsbury Academic, 1993), digitized copy, Universitas Michigan, April 25, 2008, ISBN: 0893918792, 9780893918798, 294 hal.

- 1) Hearing: The first element of listening is the physical process of hearing sound waves and converting them into meaningful signals in the brain. This is the most basic level of listening and is necessary for all other elements to occur.
- 2) Attending: Attending involves paying attention to the sounds being heard and focusing on the message being conveyed. This requires filtering out distractions and competing sounds to fully engage with the speaker and their message.
- 3) Understanding: Understanding involves interpreting the meaning of the sounds being heard and making sense of the message being conveyed. This requires processing the information and connecting it to prior knowledge and experience.
- 4) Responding: Responding involves providing feedback or reacting to the message being conveyed. This can include asking questions, offering support or advice, or simply acknowledging that the message has been received.

d. Types of Listening

According to Michael Rost and Graham. S (2011), listening skills are defined in several types, namely:³⁷

- 1) Intensive; focus on phonology, syntax, and lexis. Participants pay attention to what is actually being said. During rigorous listening exercises, students focus on small details of language with the aim of improving their understanding of the structure and grammar of the language they are learning. This can be achieved using structured exercises, such as drawing graphs or reading texts with an emphasis on specific linguistic elements.

³⁷ Graham, S. (2012). Michael Rost, 2011, teaching and researching listening. Longman, 407 pages, ISBN: 9781408205075. International Journal of Applied Linguistics, 22(3), 420-423. <https://doi.org/10.1111/ijal.12003>

- 2) Selective; focus on main ideas, predefined tasks. Students try to extract key information and make use of the information in meaning way. Thus, selective listening involves the ability to select and process information that is relevant to a particular purpose or task, as well as the ability to use that information in an effective way. This is an important aspect in the development of good listening comprehension skills.
- 3) Interactive; focus on being active as a learner. Student interact verbally with others to find information or negotiate solution. Thus, interactive listening is not just about receiving information, but also about actively engaging in the process of verbal communication with others to achieve specific goals. This is an important aspect in the development of effective communication and cooperation skills in learning contexts and other communication situations.
- 4) Extensive; focus on continuous listening, managing large number of listening inputs. Students listen to longer extracts and perform meaningful content tasks. Extensive listening allows participants to hone their skills in continuous listening and managing complex auditory input, while performing tasks relevant to the content they are listening to. This is an important aspect in the development of effective listening skills in the context of language learning or other communication situations.
- 5) Responsive, focusing on the learner's response to input. Student looking the opportunity to respond and express his own opinion and ideas. Therefore, responsive listening helps participants develop their ability to respond and express their own opinions and ideas, while increasing their active engagement in the learning and communication process.
- 6) Autonomous listening; focus on management of learner progress, "help" option navigation. Students choose their own extract and

tasks, monitoring own progress; decide on your own pattern interaction with others. autonomous listening gives participants full control over their own learning process, from the selection of materials and assignments to the evaluation of their own progress and interaction with others. This creates a learning environment oriented towards freedom, responsibility and independence.

In some aspects, people often tend to hear what they want to hear, which can be the goal of the listening process in both learning and entertainment. This phenomenon reflects selectivity in listening and can influence how we process information in a learning context, where motivation and engagement in the material of interest can increase. However, to gain a comprehensive understanding, it is important to remain open to different viewpoints and information that may contradict our own, reflecting the importance of inclusive listening skills in the development of a holistic understanding.

2. Teaching Listening Comprehension

a. The Definition of Teaching Listening Comprehension

Listening comprehension has different definitions according to several authors. Theoretically, listening comprehension is defined as a dynamic process of focusing on selected parts of the aural input, composing the meaning of the parts, and connecting what students have heard based on existing knowledge.³⁸ In addition, in his book entitled "The Art of Public Speaking", Stephen E. Lucas explains that listening comprehension is the ability to effectively understand the message that the speaker wants to convey through hearing. In this process, it involves several things

³⁸ Gilakjani, A., & Sabouri, N. B. (2016). Learners' Listening Comprehension Difficulties in English Language Learning: A Literature Review. *English Language Teaching*, 9(6), 123-133

including reception, interpretation, evaluation, and giving the right response to the message heard. In other words, listeners not only receive information passively, but are also active in interpreting the meaning conveyed, evaluating the content, and providing relevant responses.³⁹

Listening comprehension is a complex interactive process where the listener is involved in the dynamic construction of meaning. It involves the listener understanding spoken input from different voices, prior knowledge of vocabulary, grammatical structures, stress, and contextual intonation and pronunciation.⁴⁰ In other words, when people listen, they do not just passively receive the information provided, but also actively construct meaning from what they have heard by considering various linguistic and contextual factors. Which can also be interpreted that listening comprehension is a process of understanding and defining spoken language.⁴¹

Based on the explanation above, in order to understand the meaning of listening comprehension, the researcher states that before someone tries to speak, they need to gain a good understanding of the language they will listen to. Which means that students should learn to understand what the speaker is trying to say before they try to respond. By recognizing the language that the speaker will use before giving a

³⁹ Lucas, S. E. (2020). *The Art of Public Speaking*. New York, NY: McGraw-Hill

⁴⁰ Hamouda, A. (2013). An Investigation of Listening Comprehension Problems Encountered by Saudi Students in the EL Listening Classroom. *International Journal Of Academic Research in Progressive Education and Development* Vol. 2. No.2, 113-117

⁴¹ Nadig, A. (2013). Listening Comprehension. *Encyclopedia of Autism Spectrum Disorders*, 1743

response, the listener will find it easier to understand the content of the conversation. Listening comprehension has three characteristics. First, listening comprehension is an active activity, as it involves receiving information. Then, listening comprehension is a creative practice which is the process of listeners constructing meaning and providing information based on their background information. And finally, listening comprehension is a communicative practice that also involves two speakers and listeners. During the listening comprehension process, the speaker and the listener will share information and listen fully to what the speaker will say which will then answer the questions that will be conveyed by the listener.⁴²

The learner needs to understand the meaning of the language spoken by the speaker, in order to listen well. Then, one needs to have complete comprehension to be able to understand the meaning. It is then concluded that understanding is knowing the meaning of something spoken by someone, and understanding the meaning of something requires

the ability to achieve a complete understanding of what the speaker has said. Good listening does not mean capturing every word that is spoken while we are listening. Rather, it is more about understanding the ideas contained in the utterance and how those ideas connect to form conclusions.⁴³

⁴² Lui, H. J. (2008). A Study of Interrelationship between Listening Strategy Use, Listening Proficiency Levels, and Listening Style. *ARECLS*, 5, 84-204.

⁴³ Brown, A. L., & Palinscar, A. S. (2004). Introducing Strategic Learning from Texts by Means of Informed Self-Control Training. *Topics in Learning and Learning Disabilities*, 2, 1-17.

As a result, the student then ignores most of the oral speech and focuses more on the information that is needed to answer the task, as well as understanding the information that will help them to understand the purpose of the listening task. Eventually, in this way the student may miss some parts of the message and focus only on the relevant aspects. The contradiction between teachers' and students' perceptions suggests that there are some things about listening instruction that need to be investigated. Some teachers believe that listening is the easiest skill to teach, while most students believe that listening is the most difficult skill to improve.⁴⁴ It is then concluded that people who think that listening is "the easiest thing to teach" may assume that listening does not require much special preparation; all they need is to play recordings to test students. Therefore, it is important for students to find ways to improve their listening skills and use useful exercises to help them, and apply these strategies to overcome the obstacles they will face.

There are several phases in understanding listening material.

Listening for comprehension is divided into three stages.⁴⁵ First, listening without actively responding (for example, by listening to an instructor giving direct directions or by following the contents of a textbook).

Second, listening while providing short answers or reactions (such as modeling, reading photos, or following directions for physical

⁴⁴ Harmer, J. (2011, p. 133) *The practise of english language teaching*. London, England: Pearson Longman ELT (2007).

⁴⁵ Holmes, O. W. (1997). *Active listening*. *Counselling Skills for Dietitians*, 59.

movements), true-false exercises, and similar activities. Third, listening and reacting with more specific details (e.g., rewriting, filling in the blanks, summarizing, answering questions, repeating and dictating, etc.). By taking these stages, one can identify their own needs to understand listening.

According to Hamouda, listening skills are the process of understanding what the listener hears and the listener's ability to repeat the text, although listeners can actually repeat sounds without real understanding. In addition, listening skills are highly integrative skills, which play an important role in the language acquisition process.⁴⁶ Listeners not only focus on receiving information, but they are also able to convert the sentences conveyed by the speaker into knowledge based on their own understanding. They have many opinions and interpretations of that understanding, although expressed in different words. Therefore, students need to practice listening by understanding different ways to understand meaning in English.

What's more, it is crucial for overseas students to understand when they hear conversations from native speakers, or even when they interact with native speakers in real-world situations. This is important because direct experience with the language used naturally by native speakers can help improve their understanding of accents, intonations, expressions and

⁴⁶ Lisa SIRRUL MA'RIFAH, "The Effectiveness Of Using Dictogloss Strategy In Teaching Listening Comprehension At The Tenth Grade Of Smk Pgri 1 Tulungagung" (thesis, State Islamic Institute (Iain) Of Tulungagung, Tulungagung, 2018)

vocabulary used in everyday contexts. It also allows them to practice their language skills directly and overcome communication barriers that may arise when interacting with native speakers, as defined by Chastain who defines listening comprehension as the ability to understand native speakers' speech at normal speed in listening situations.⁴⁷ In line with that, Saricoban said that listening comprehension is the ability to identify and understand what others are saying.⁴⁸ Students can be considered to have good listening skills if they can understand the content of what is conveyed by their interlocutors and respond with appropriate responses according to the directions given by their interlocutors. This shows their ability to apply what is heard in the relevant context and respond appropriately.

In addition, listening comprehension can also be defined as the process of decomposing sounds from the smallest meaningful units into a complete text.⁴⁹ Then sound perception, listening comprehension also involves understanding language elements such as words, phrases, clauses, sentences, and discourse that are interrelated. This means learners need to

analyze and relate these elements to each other to construct an overall meaning. For example, they need to be able to recognize the meaning of individual words, understand how words are combined into phrases and

⁴⁷ Chastain, 'The Development of Modern Language Skills: Theory to Practice', in KingkanSupornisirin, Thesis, *The Effects of Pre-Listening Question and Post-Listening Question Techniques on English Listening Achievement of the Third Year English Majors of Prince of Songkhla University, Pattani*, 2007, p. 9

⁴⁸ Arif Saricoban, "The Teaching of Listening". *The Internet TESL Journal*, Vol V, No 12

⁴⁹ David Nunan, 'Listening in Language Learning', *Japan Association for Language Teaching*, Vol.21.9,

sentences, and interpret the grammatical relationships that bind sentences together. This process then helps them to parse the message from basic sounds to lexical meaning, and finally to arrive at a comprehensive understanding of the message conveyed. Thus, listening comprehension requires in-depth analysis and synthesis of various language elements to achieve accurate interpretation.

From Morley's statement, "listening comprehension is not only concerned with basic discrimination of sounds, but also involves extracting information, remembering it, and processing it or mediating between sound and meaning."⁵⁰ In this context, listening comprehension goes beyond the mere ability to distinguish between sounds heard. It includes the ability to identify relevant information, recall it, and mentally process it. In other words, the listener acts as an intermediary connecting the sounds heard with the meaning interpreted. This premise challenges the notion that listening comprehension is a passive activity. Comprehensive listening is an attempt to understand the message being

conveyed, which goes beyond mere sound discrimination to include understanding the message as a whole. In other words, it involves listening without judging or evaluating the message, but instead focusing on learning and understanding the content of the message. According to

⁵⁰ J. Morley, 'Improving Aural Comprehension', in AtefehGhaedsharafi, 'Evaluation of the simple View of Reading in an EFL Context: An Additive or Product Model?', *International Journal of English Linguistics*, Vol. 1, No. 2, 2011, p.196

Weir⁵¹, listening comprehension has several purposes as follows :

- 1) Listening for gist
- 2) Listening for the main idea or important information
- 3) Listening for distinguishing the main idea from supporting details
- 4) Listening for specifics, including recall the important details
- 5) Listening for determining a speaker's attitude.

Weir's approach to listening comprehension encompasses a number of different goals, demonstrating the complexity of the skill. Firstly, listening for the gist emphasises the ability to gain an overview or summary of the information presented. Secondly, listening for main ideas or key information emphasises the importance of understanding the key concepts or information in a conversation or text. Thirdly, listening to distinguish the main idea from supporting details emphasises the ability to recognise the difference between important information and the details that support it. Fourth, listening for specifics, including recalling important details, emphasises the ability to take in and process more specific or detailed information. Finally, listening to determine the speaker's attitude emphasises the ability to interpret and understand the speaker's attitude or views in a conversation or presentation. Overall, this framework shows that listening involves a range of skills that go beyond passive listening

⁵¹ Kingkan, Suporsirisin. "The Effect of Pre-Listening Question and Post-Listening Question Techniques on Listening Achievement of the Third Year English Major of Prince of Songkla University, Pattani" Thesis. In C, Weir. Understanding and developing language test. New Jersey: Prentice-Hall. 2007. p.28

and require active analysis and interpretation of the message.

b. The Process of Listening Comprehension

According to Weiss, the listening process involves three main steps: receiving, attending, and making meaning. In the receiving stage, the listener receives auditory stimuli or a combination of auditory and visual stimuli delivered by the speaker.⁵² This indicates that the listener is actively receiving the information conveyed by the speaker, both through the voice and through various visual sources of information if available. This stage is important because it is the first step in the listening comprehension process. First is the receiving step, where the listener actively receives and understands what the speaker is saying. This shows the importance of responding to the auditory or audio-visual stimulus presented. Then, the second step is paying attention. Here, the listener focuses on the most relevant and important stimulus due to the abundance of information available around them. This is known as attending to the message, where the listener only focuses on the important information of the message. Finally, the third step is assigning meaning. Once the message has been sent and received, the listener then gives an interpretation or meaning to the message that has been received from the speaker. This is the stage where effective interaction takes place between the speaker and the listener, minimising the potential for

⁵² Weiss, A. M., Lurie, N. H., & MacInnis, D. J. (2008). Listening to strangers: Journal of marketing Research, 45(4), 425-436.

misunderstanding.

Listeners should realise that understanding the message word for word is not always important, as not all words have the same relevance to the message as a whole. Sometimes, the important clues of the message may be implied or lie in the general meaning of the broader context. Therefore, listeners should only look for the general meaning to avoid misunderstandings, rather than getting caught up in interpreting each word literally. Paying attention to what matters most is helpful in understanding the message, as it allows the listener to focus on the most relevant or significant information in the context of the message. This helps reduce the risk of missing the point of the message and makes it easier for the listener to understand the gist of the message. However, if the listener feels that they do not fully understand the message, then effective communication may be difficult. Loss of understanding is a major obstacle in communication that can hinder the clear flow of information between the speaker and the listener. Therefore, it is important for the listener to

actively seek to understand the message being conveyed in order for communication to run smoothly and effectively.

In his book "Mass Communication Theory," particularly in Chapter 3 on Mass Communication Effects, Wiryanto asserts that communication is deemed effective if the message conveyed by the communicator can produce effects or changes as desired by the

communicator, such as changes in knowledge, attitudes, and behavior.⁵³

c. Difficulties in Listening comprehension

To understand what an English speaker is saying, language learners need a process that involves complex stages. This starts from receiving the message, then relating it to the knowledge they already have, and finally understanding it thoroughly. Therefore, many language learners experience more difficulty in listening compared to reading and writing. This difficulty is often due to the complexity of the listening comprehension process, which involves real-time processing of information and interpretation of meaning in a rapidly changing context. Therefore, since listening and speaking are part of the unity of spoken language, learners should be assisted with effective listening courses.⁵⁴ Valuable materials for subsequent listening tasks not only provide direction for learners, but also help them develop the skills necessary to communicate effectively in the target language. Difficulties in listening can arise due to several factors, both internal and external. Internal factors include the level of language skills, cultural knowledge, and cognitive abilities of the individual. Meanwhile, external factors include the speaker's speaking speed, unfamiliar accents, and environmental distractions such as noise or poor recording quality. By realising and understanding these factors, learners can identify areas for improvement

⁵³ Wiryanto, Teori Komunikasi Massa, Penerbit PT Grasindo, Jakarta

⁵⁴ Richardson, V. (2005). Constructivist teaching and teacher education: Theory and practice. In Constructivist teacher education (pp. 13-24). Routledge.

and develop strategies to improve their listening skills.

The faster the speaker speaks, the more difficult it is for students to capture the meaning. Factors that affect students' listening ability include their interest in listening skills as well as various aspects of the listening material itself, such as grammar, vocabulary, information structure and background knowledge. In addition, supporting elements of the listening material, such as pictures and diagrams, also play an important role. The existence of these visual aids can help overcome the difficulties students experience in listening. The lack of these supporting media can make students have to work hard to understand what is being conveyed. Several studies have been conducted to investigate the challenges faced by students in developing their listening skills. Ellis (2009) suggests that these things should be considered by listening teachers so that they can apply the right methods and strategies to increase student motivation. According to him, the factors that cause students' difficulties in listening can be classified into four main factors: speaker

factors, listener factors, content, and support. Speaker factors, for example, can affect students' listening comprehension through the way speakers speak, such as accent or dialect, and speaking speed.⁵⁵

A study conducted by Hamouda found that there are several challenges in acquiring this skill. From the results of the study, it can be concluded that some of the main issues in understanding listening faced by

⁵⁵ Ellis, R. (2009). Corrective feedback and teacher development. *L2 Journal*, 1(1)

learners include listening skills, speed, lack of vocabulary, speaker accent, lack of concentration, anxiety, and poor recording quality. This finding is consistent with the previous description that listening difficulties involve both internal and external factors. Student anxiety, lack of vocabulary, and poor concentration are the most common problems faced by EFL students.⁵⁶

Meanwhile, various external factors also contribute to difficulties in understanding spoken text. For example, the speaker's speaking speed, listening skills, accents used and poor recording quality can all make it difficult for students to understand the message being conveyed. In the context of English, which is known for its wide variety of accents and different speech styles between American and British, this can be particularly challenging for learners. Such accent and speech style differences can affect students' understanding of what the speaker intended, especially if students are not familiar with such variations. In addition, poor recording quality is also a significant factor in hindering students' comprehension. Poor recordings tend to produce unclear sounds, which make it difficult for listeners to grasp the actual meaning. Disturbances in the sound or clarity of the recording can obscure the message being conveyed, causing students to struggle in interpreting the information correctly.

⁵⁶ Hamouda, A. (2013). An Investigation of Listening Comprehension Problems Encountered by Saudi Students in the EL Listening Classroom. *International Journal of Academic Research in Progressive Education and Development*. 2(2), 113-155

In the face of all these difficulties, it is important for teachers to develop effective strategies and methods to help students overcome the challenges of acquiring listening skills. This includes using a variety of learning resources that offer a variety of accents and speaking rates, as well as ensuring good recording quality for audiovisual materials. In addition, focused listening skills training and structured practice can also help students overcome these difficulties gradually and effectively.

d. Strategies in Teaching Listening Comprehension

As part of language skills, the teaching of listening has undergone development over the years through various approaches, methods and strategies. Therefore, research on listening skills has identified several strategies to teach listening effectively. It is important for instructors to recognise the strategies used by students in order to assess their effectiveness. These strategies relate to specific needs in learning to listen. Instructors should endeavour to raise students' awareness of the value of such strategies or provide instruction on their use. Therefore, the strategies implemented in classroom listening

learning should be appropriate to the needs of the students.⁵⁷ The teaching of listening skills has undergone significant evolution through various approaches, methods and strategies developed over the years.

Research in this field has identified several effective strategies to teach

⁵⁷ Gipps, C., Hargreaves, E., & McCallum, B. (2015). What makes a good primary school teacher?: Expert classroom strategies. Routledge

listening more effectively, such as the use of structured listening exercises, active observation techniques, and the use of relevant audiovisual materials. It is important for instructors to understand and adopt these strategies in their teaching to improve students' listening skills. These strategies should be tailored to the specific needs of students, including their language proficiency level, learning preferences, and other individualised needs. In addition, instructors also have an important role in raising students' awareness of the importance of using these strategies in the learning process. Thus, effective listening instruction requires appropriate adaptation of strategies according to students' needs and specific learning contexts.

Actually, students have their own methods of dealing with listening difficulties, such as when they encounter speech in noise because they have used the same strategies in their mother tongue (L1).

Therefore, when they listen to speech in the second language (L2) from a recording, they automatically apply the same strategies. However,

there are various problems in teaching speaking in the classroom that require strategic assistance from teachers. Knowing the purpose of listening and activating prior knowledge are strategies that should be used in a listening class to facilitate student comprehension. Knowing the purpose of listening is essential to begin listening instruction. It is supported that knowing the purpose of listening is important for teaching listening because it helps students to organise and reflect on

their learning.⁵⁸ Students as listeners in language classes always have a variety of motivations for listening. They may seek pleasure in listening or seek useful information. Therefore, it is important for the teacher to explain the purpose of the listening activity before starting the lesson. This step will help students to optimally prepare themselves for attentive listening. To achieve effective listening outcomes, it is very important to clearly state the purpose of the listening activity itself. Before starting the lesson, the teacher should communicate to the students what they will gain or achieve through the listening activity.

This helps students to focus their attention on the learning targets set. Students can have a variety of reasons for listening, from listening to songs from smart phones, the radio, to participating in small discussions or listening to news reports. However, in the context of language teaching, they need to be given direction and an understanding of the purpose of the listening activities conducted in class. This will help them to focus on the desired learning outcomes. In addition,

activating prior knowledge is also an important step to facilitate listening comprehension. By connecting new information with prior knowledge, students will find it easier to interpret the meaning of the listening material. Therefore, the broader the knowledge base students have, the easier it is for them to respond to the information presented.

⁵⁸ O'MALLEY, J. M., Chamot, A. U., & Küpper, L. (1989). Listening comprehension strategies in second language acquisition. *Applied linguistics*, 10(4), 418-437.

This implies the assumption that students already have an extensive database in their brains, which will be activated when they listen to certain material, allowing them to process the information better. It is important for students to realise the importance of connecting new information with pre-existing knowledge to gain a deeper understanding.

e. Method of Teaching Listening Comprehension

In the context of learning, teachers often face various challenges that require effective solutions. To address the diverse issues that arise during the learning process, it is important to have learning models that can assist teachers in carrying out their duties. These models are designed to reflect or describe the reality of learning, although they are representations or abstractions of actual learning situations. These models aim to provide guidance and frameworks for teachers to overcome challenges and achieve learning objectives more effectively.

As stated earlier, a learning model is an outline or plan used as a guide in structuring learning in the classroom or tutorial. Its function is as a reference for curriculum designers and teachers in implementing the learning process.⁵⁹ And not in line with previous views, it is explained that a learning model is a structure that describes systematic steps and organises students' learning experiences to achieve specific learning objectives. The model serves as a guide for teachers in the teaching and

⁵⁹ Hyland, Ken, *Teaching and Researching Writing*, Britain: Pearson Education Limited, 2002.

learning process.⁶⁰

Based on some of the above opinions, it can be concluded that the learning method is a framework or system applied in the learning process to achieve certain goals. Learning models act as guidelines for teachers in implementing learning in a group or classroom context. Although there are various opinions regarding the concept and function of learning models, in general, these models become the basis for teachers in organising and directing the learning process.

f. Material of Teaching Listening Comprehension

The term "materials" in language teaching and learning refers to anything that is used to assist the teaching process for language learners, as well as to facilitate teachers and learners in learning the language.⁶¹ Materials in language teaching and learning can take linguistic, visual, auditory or kinesthetic forms. These materials can be presented in a variety of formats, such as print (textbooks, workbooks, photocopied sheets, etc.), audio or video formats, on CD-ROM, on the internet, or through live performances. Basically, anything that presents or provides information about the language being learned (for example, English) can be used as learning materials. Additional examples of these materials include language podcasts, interactive learning applications, flashcards, and classroom dramas or role-plays.

⁶⁰ The Practice of English Language Teaching, England: Pearson Education Limited, 2001,

⁶¹ Richard, Jack C, The Language Teaching Matrix, New York:Cambridge University Press

Teachers can use available learning materials such as textbooks or develop their own materials by compiling from various sources such as newspapers, the internet, articles, and the like, then adjust them to the needs of the students. However, English teachers are strongly encouraged to develop their own learning materials to better suit the needs of their students. For example, they can create lesson modules that incorporate current topics from the news, interactive exercises from educational websites, and articles relevant to students' interests. In this way, the materials presented become more contextualized and interesting, which can increase students' motivation and engagement in the learning process. In addition, self-development of materials allows teachers to incorporate local cultural elements and everyday situations that are closer to students' experiences, making learning more meaningful and applicable. To meet learners' needs, Tomlinson (1998) suggests that learning materials should give learners experiences to interact with authentic

use of English through spoken and written texts.⁶² Additionally, Tomlinson summarizes the following fundamental ideas for creating educational materials for language learning:

- 1) Learning materials must be able to create a significant impact.

This impact is achieved when students feel interested, curious

⁶² Tomlinson, B. (1998). *Material Development in Language Teaching*. Cambridge: Cambridge University Press

and give their full attention to the material presented. To achieve this, materials should be organized in a way that is interesting, relevant to students' experiences, and able to stimulate their curiosity.

2) Learning resources should make students feel comfortable. Students can experience boredom, anxiety and disinterest when learning is taking place. However, when students feel relaxed, they will feel at ease and feel comfortable when talking.

3) The materials provided should support the growth of students' self-confidence. During the teaching and learning process, students can become more confident in their ability to produce language when they feel comfortable. Students should feel that the material they are learning is relevant and useful. The material taught should be relevant to students' needs and interests. In the classroom as well as in real life, they should

be able to practice it using their target language.

4) Resources should encourage and mandate students' self-investment. Resources including media should allow students to engage in various student-centered classroom activities. In addition, the media should also assist students in completing tasks.

5) Learners must be ready to acquire the point being taught

6) Teacher can use the material that is familiar with student life.

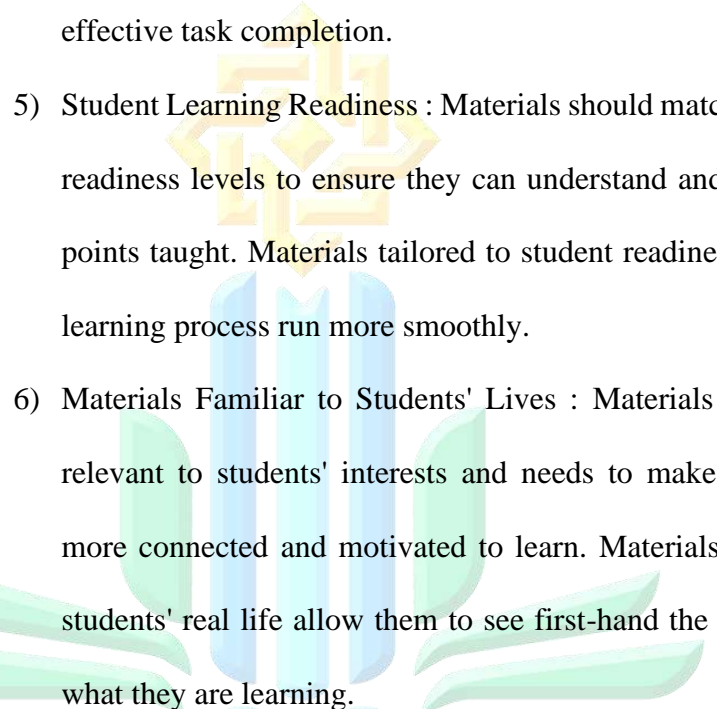
It means that the material should be related to students' interest and students' needs

Researchers use six principles in developing learning materials because these principles are very important for students' conditions and must be considered in the material development process. These six principles aim to create materials that are interesting, relevant, and able to increase students' engagement and confidence.

1) Create Significant Impact : Learning materials should be able to create a significant impact by getting students interested, curious, and paying full attention to the materials. Materials should be organized in a way that is interesting and relevant to students' experiences to stimulate their curiosity.

2) Make Students Feel Comfortable : Students tend to feel bored, anxious, or uninterested if they are not comfortable while learning. Materials that make students feel relaxed and comfortable can increase their engagement in learning.

3) Support the Growth of Student Confidence : Materials should support students' confidence growth by ensuring the material learned is relevant and useful. Confidence increases when students feel comfortable and confident that they can apply the material in real life.

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- 4) Encourage Student Self-Investment : Learning resources should encourage student self-investment by providing media and activities that enable active engagement. This includes classroom activities that are student-centered and support effective task completion.
 - 5) Student Learning Readiness : Materials should match students' readiness levels to ensure they can understand and apply the points taught. Materials tailored to student readiness help the learning process run more smoothly.
 - 6) Materials Familiar to Students' Lives : Materials should be relevant to students' interests and needs to make them feel more connected and motivated to learn. Materials related to students' real life allow them to see first-hand the benefits of what they are learning.

Before developing materials, developers should identify learner and learning needs, analyze those needs, and gather appropriate materials. After

that, the developer should determine effective approaches and techniques by considering students' conditions and language use situations that students may encounter in real life. Thus, the learning process becomes more personalized, directed, and effective in improving students' motivation and learning outcomes.

This study uses materials in the form of a hollow text and several dialogs. Hollow text is an exercise that aims to determine the right word to

complete a paragraph. Hollow sentences are sentences that need to have missing words added, either intentionally or unintentionally. The purpose of hollow sentences is to test, train, test, and assess students' language skills. The student's task in this test is to fill in the missing words or gap fill test. To fill in the words correctly, students must master grammar and be able to understand the discourse. The gap technique is used to measure students' overall language skills by systematically removing words. There are various variations of gaps, such as leaving blank spaces, providing the first letter of the missing word, or providing multiple choice with 4 or 5 alternative answers. The researcher also provided some dialogs that were appropriate to the material in class so that students could understand what they heard through the dialogs. These materials were designed and compiled based on the consideration of students' needs, syllabus, and curriculum, so they must be in accordance with the students' needs, syllabus, and curriculum. Steps in Designing a Task:

- 1) Select a topic.
- 2) Collecting data related to the chosen topic.
- 3) Determining student needs related to the topic.
- 4) Provides a hollow text or some dialog activities.
- 5) Analyze the text and activities.
- 6) Creating activities that focus on language elements.

The steps mentioned above should be tailored to the characteristics of a good task. The goal is to increase student engagement in the classroom.

In addition, student satisfaction can be achieved by carrying out these tasks in class.

g. Evaluation of Teaching Listening Comprehension

Evaluation is fixing the process of decision about some object that will be evaluated.⁶³ In the context of education, evaluation aims to determine the extent to which the material that has been taught is successfully understood by students. A teacher certainly hopes that what he has conveyed can be understood and mastered properly by students. Therefore, evaluation is carried out to measure the success of learning activities that have been carried out. This process involves various assessment methods, such as tests, observation, and feedback, in order to obtain an accurate picture of the effectiveness of learning and student understanding. Thus, the evaluation results can be used to improve and develop future learning strategies.

In teaching evaluation, there are generally 4 types of evaluation⁶⁴ :

1) Placement Evaluation

This evaluation is used to determine the position of students in several programs. The goal is to place students in the appropriate level or class according to their abilities and needs, so that they can follow the program optimally.

⁶³ Mansyur, et al, "Asesmen Pembelajaran di Sekolah: Panduan bagi Guru dan Calon Guru" (Yogyakarta, Pustaka Belajar, 2015), 9.

⁶⁴ Imas Kurniasih and Berlin Sani, Sukses Mengajar Panduan Lengkap Menjadi Guru Kreatif dan Inovatif, (Pustaka Diantara, 2017), 126

2) Formative Evaluation

This evaluation is used to seek feedback to improve the teaching process. Formative evaluation is an assessment of the strengths and weaknesses of classroom instruction. The goal is to revise teaching methods to make them more effective in subsequent classroom activities. This process involves gathering information as the lesson progresses to make necessary adjustments.

3) Summative Evaluation

This evaluation is used to measure the extent of student understanding and achievement. The results of the summative evaluation are used to determine whether students have achieved the set standards and whether they can proceed to the next level. This is usually done through a final exam or end-of-program assessment.

4) Diagnostic Evaluation

This evaluation aims to find the causes of difficulties in teaching, such as students' psychological, physical and socio-economic backgrounds. Diagnostic evaluations help identify individual learning barriers so that teachers can design appropriate interventions to address these issues and support students' learning progress.

In this study, the teaching evaluation used by teachers was formative evaluation, which is the process of gathering information about the extent of students' progress in understanding the material. The

information is then used to determine the most effective teaching and learning activities for the next meeting, so that students can optimally master the material being discussed.⁶⁵ The techniques used in the formative evaluation are:

1) Test Technique

a) Essay test

An essay test is a type of exam that includes questions that require students to answer in their own words, articulating their thoughts and ideas in detail.⁶⁶ In this format, students must structure their answers by expressing their personal viewpoints and reasoning. This type of test challenges students to truly engage with the material, demonstrating their understanding and analytical abilities through written expression.

b) Objective test

Objective tests are exam formats that require concise answers and include questions that can be answered by selecting one or more correct options. This type of test usually features a variety of question formats, such as sentence completion, multiple choice, matching, and true or false questions.⁶⁷ In objective tests, students choose their answers from a set of possible options, allowing for a

⁶⁵ Tim Pusat Penelitian Pendidikan, Model Penelitian Formatif (Jakarta: Pusat Penelitian Pendidikan, 2019), 13.

⁶⁶ Haryanto, Evaluasi Pembelajaran (Yogyakarta: UNY Press, 2020), 155.

⁶⁷ Asrul, Rusydi Ananda, dan Rosita, Evaluasi Pembelajaran (Bandung: Ciptapustaka Media, 2015), 45.

clear and direct evaluation of their knowledge. In addition, there are also oral tests, which involve students answering questions orally, demonstrating their understanding and communication skills in an oral format.

c) Oral test

Oral tests are designed to assess students' communication skills, and can be administered individually or in groups. In this format, students are asked to answer questions through face-to-face interaction. The purpose of an oral test is to evaluate students' proficiency and effectiveness in communicating orally, providing a measure of their understanding and learning outcomes from classroom activities. This type of test emphasizes the ability to articulate thoughts clearly and coherently in an oral format, which offers a dynamic way to measure comprehension and expressive ability.

2) Non-test Technique

a) Observation

Observation is a technique used to gather information about student understanding by systematically monitoring classroom activities and noting important phenomena. This method involves the teacher acting as an observer in his or her own classroom, carefully observing and recording student behavior, interactions, and levels of engagement. By doing so, teachers can gain insight into

students' understanding and learning processes, so that they can develop more targeted and effective learning strategies. This technique encourages continuous assessment and reflection, helping educators to adjust their teaching methods to better meet students' needs.

b) Interview

An interview is a method used to establish direction and purpose while gathering information through a face-to-face oral question and answer session. Interviews can be categorized into two types: structured interviews, which follow a predetermined set of questions, and unstructured interviews, which are more flexible and open-ended. Unlike traditional tests, interviews are a non-test approach to gathering information, which relies on conversation and dialog. This method can be conducted directly or indirectly and can follow a systematic structure or proceed informally, depending on the context and purpose of the interview.

c) Attitude Assessment

Attitude assessment is a non-test instrument that uses a closed questionnaire, where the questions asked are designed to reflect values and learning objectives. This technique is commonly used by teachers to evaluate and appreciate students' attitudes and behaviors in the classroom. By systematically collecting responses on various aspects of student attitudes, teachers can gain insight into

the social and emotional dynamics in the classroom, thereby fostering a supportive and positive learning environment. This method helps in recognizing and reinforcing students' positive behaviors and attitudes that are aligned with educational goals.

3. Whispering Game Strategy

a. Definition of whispering game strategy

Whispering game is a game where students form a line and the teacher whispers a word to the first student in the line, then whispers it to the next student, and so on down the line.⁶⁸ The last student must write the word correctly on the board. This game is often used as a tool to improve listening skills and strengthen pronunciation skills in language.

According to David Thomas, the Whispering Game, also known as "Chinese Whispers," is a party activity where a whispered message is relayed along a line with the anticipation that it will be humorously distorted or exaggerated by the time it reaches the end of the line.⁶⁹ This game is referred to by different names in various countries, often reflecting

the concept of a telephone game gone awry. In English, "Chinese Whispers" has become a figurative expression illustrating how a narrative changes unpredictably as it is passed from one individual to another.

The whispering game involves one person whispering a message to

⁶⁸ O.N. Rohmah, "The Effectiveness of Whispering Game to Teach Vocabulary of SMP PGRI 1 Kurasan," *Universitas Muhammadiyah Purwokerto* (2014).

⁶⁹ David Thomas, *Chinese Whispers*, ed. PaPa Press. (shanghai: Ubu Projex Production, 2013),p.33. <http://www.ubuprojex.com>

another, which is then passed along a line of people until it reaches the last player, who announces the message to the entire group. As the message travels, errors often accumulate, resulting in the final announcement differing significantly, and sometimes amusingly, from the original message.⁷⁰ This game is commonly played at parties due to its simplicity and entertainment value. Additionally, the whispering game serves as an effective tool in teaching listening skills, facilitating English language instruction. By engaging in this method, students are able to better comprehend and retain lesson content, fostering increased interest in learning English, particularly in listening comprehension.⁷¹

From the above statement, it can be concluded that the whispering game strategy is an effective and enjoyable approach to enhance listening skills and foster engagement in English language learning. Through the interactive nature of the game, students not only practice their listening abilities but also experience the importance of clear communication and attention to detail. Furthermore, the element of fun inherent in the whispering game promotes active participation and a positive learning atmosphere, ultimately contributing to improved language acquisition and retention. Therefore, integrating the whispering game strategy into language instruction can be beneficial for both students and educators alike.

⁷⁰ Mina Yazdanparast and Bahman Gorjian, „Using Whispering Game in Teaching Speaking Skill to EFL Learners“, *Journal of Applied Linguistics and Language Learning*, 4.2 (2018), 40–48

⁷¹ Juwita Boneka Sinaga, „The Effectiveness of Whispering Game To Students“ Listening Skill“, *Cahaya Pendidikan*, 3.1 (2017), 34–40

b. Function of Whispering game strategy

The whispering game, a distinctive instructional method, injects fun into the teaching-learning dynamic, thus offering motivation to students. Consequently, it is acknowledged that games, like the whispering game, play a vital role in enhancing the teaching-learning experience by fostering engagement and providing enjoyment for both students and teachers.

According to numerous researchers, the whispering game serves as an effective tool for promoting interactive communication between students and teachers. For educators, such games simplify the process of delivering lesson explanations, while for students, they facilitate easy understanding of the material, inject excitement into the lesson, aid in rapid retention of information, encourage active participation in class, and foster camaraderie and sportsmanship among peers.⁷²

The objective of incorporating this game into instruction is to introduce new phrases to pre-intermediate students. Consequently, the whispering game, often regarded as a party activity, is not only simple to organize but also immensely enjoyable. In this game, students select a phrase and "pass it on" by whispering it to someone else, reveling in the humorous transformations it undergoes throughout the game. To play effectively, students must arrange themselves in a suitable formation, ensuring adequate spacing to maintain secrecy and minimize the risk of

⁷² Ersoz, A. (2000). Six games for EFL/ESL classroom. *The Internet TESL Journal*, 6 (6), 1-6.

overhearing. Proper positioning is crucial for optimal gameplay. During the game, whispering serves a dual purpose: maintaining the secrecy of the phrase and increasing the likelihood of misinterpretation, leading to amusing variations from the original phrase.

c. Advantage and Effectiveness of Whispering game strategy in Teaching and Learning Process

The application of whispering game strategies in teaching listening comprehension has a number of significant advantages. The application of whispering game strategies in teaching listening comprehension offers several significant advantages. Firstly, it promotes active engagement among students, as they participate in a fun and interactive activity. This fosters a conducive learning environment where students are motivated to listen attentively. Secondly, whispering games enhance students' listening skills by requiring them to focus on accurately relaying information. This improves their ability to comprehend spoken language and effectively process auditory input. Additionally, whispering games encourage collaboration and communication among students, as they work together to convey messages accurately. This not only enhances their listening skills but also cultivates teamwork and cooperation. Overall, the use of whispering game strategies in teaching listening comprehension proves to be an effective and enjoyable approach that facilitates meaningful learning experiences for students.

Several previous researchers have provided evidence supporting

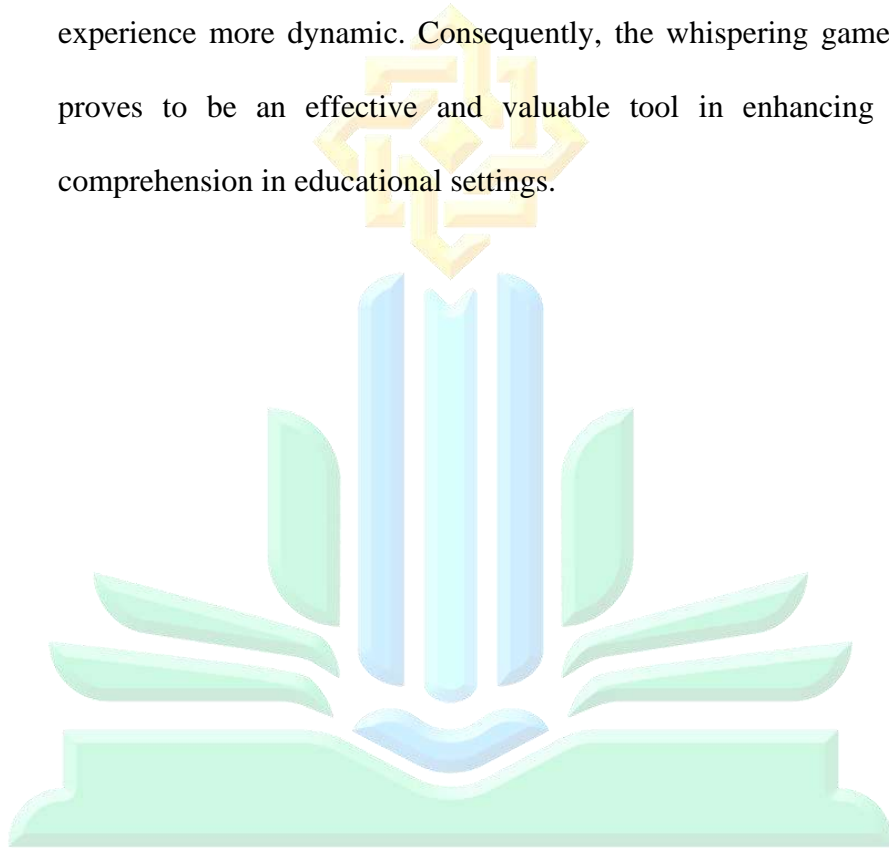
the effectiveness and advantages of incorporating whispering game strategies into the learning process. Faridah, Kartono, and Siti Halidjah (2012) observed a significant improvement in listening skills using the Chain Whisper technique, indicating its success in fostering skill development.⁷³ Similarly, Apriani Sufiarti, A.A.I.N. Marhaeni, and I.M. Utama (2013) found that students exposed to the chain whisper technique exhibited higher English listening skills and greater interest in learning compared to those in conventional settings.⁷⁴ This reinforces the effectiveness of the whispering game strategy in not only improving listening comprehension but also in increasing student engagement and motivation. Their findings support the notion that interactive and enjoyable learning activities, such as whispering games, can make a significant positive impact on students' language acquisition and overall educational experience.

The conclusion that can be drawn from the whispering game strategy is that this approach has many significant benefits in the process of learning listening comprehension. It fosters active student engagement and participation, creating an enjoyable and motivating learning environment. The game enhances students' listening skills by requiring precise auditory processing and accurate message relay, thereby improving their ability to

⁷³ Faridah, kartono, siti halidjah.2012. *The Using Chain Whisper Technique to Improve Ability Listening Skill*.

⁷⁴ Sufiarti, A., Marhaeni, A., & Utama, M.P. (2013). Pengaruh Penggunaan Tehnik Chain Whisper Terhadap Minat Belajar dan Kemampuan Menyimak Bahasa Inggris Siswa Kelas V Sekolah Dasar Gugus II Pringgasela.

comprehend spoken language. Additionally, it promotes collaboration and communication among students, fostering teamwork and cooperation. Moreover, whispering games can significantly increase students' interest in learning, making the material more memorable and the learning experience more dynamic. Consequently, the whispering game strategy proves to be an effective and valuable tool in enhancing listening comprehension in educational settings.



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CHAPTER III

RESEARCH METHOD

This chapter describes the research methods used in this research which consist of the approach and design in the research, the location where the research was conducted, the subjects in the research, data collection techniques, data analysis, data validity, and the procedures used in the research.

A. Approach and Design of Research

In the research approach carried out using a qualitative approach. In general, qualitative research has a better view of the world and states that the reality that exists is something real and of course can be measured objectively using observation and experimentation. Qualitative research is an approach that is carried out to understand a social phenomenon from the perspective of participants with their real lives. Then the collection used in this method involves data analysis that is descriptive, exploratory, and inductive.⁷⁵

A case study was utilized as the research design to achieve the research objectives. Case studies are employed to investigate phenomena to address specific research questions. Various types of evidence are gathered to provide the most accurate answers to the research questions.⁷⁶ The aim of this research is to systematically and accurately document symptoms, facts, or events related to specific aspects of a population or location. The case study in this research focuses on an instance occurring at the research site, specifically the application of

⁷⁵ Sharan B. Merriam dan Elizabeth J. Tisdell, *Qualitative Research: A Guide to Design and Implementation*, 2009.

⁷⁶ Gillham, B. *Case Study Research Methods*. (London: Continuum),2000.

whispering game strategy for teaching listening comprehension. This approach emphasizes qualitative descriptions rather than numerical data, relying on written or spoken accounts from selected informants. The researcher chose a qualitative approach aligned with the study's emphasis on culturally embedded occurrences rich in expressions, aspirations, and desires.

Therefore, a case study research design was selected as it is suitable and pertinent for this study. The researcher conducted an in-depth investigation to describe the the Application of Whispering Game Strategy for Teaching Listening Comprehension to Eighth Grade Students at Santivit Songkhla Technological College, Thailand.

B. Research Location

The location of this research was conducted at the Santivit Technological High School in Ban Na, Chana District (ฉะนะ), Songkhla Province (สงขลา), Thailand. The first reason why the researcher chose the place was because the place where the research was conducted was relevant to the research topic, and did not conflict with research ethics. Then the research place also applies teaching listening comprehension using the pre-listening activity strategy so that it needs to be explored more deeply. The second reason is the availability of adequate facilities in the place to support the research to be carried out. The third reason is that the research that has been carried out has received permission from the principal of Santivit Songkhla Technological College. The fourth reason is the use of whispering game as a strategy to develop listening comprehension skills that are in accordance with student conditions, and certainly help students in listening

comprehension skills. The uniqueness of this research location is that the research location has unique social conditions, such as a society that is also multicultural and has a social system that is different from other places.

C. Research Subject

Research subjects, which include individuals, groups, and entities that are the focus of the research, serve as the main source of data collection, in accordance with the research objectives to be achieved. The descriptive data to be obtained is closely related to the subjects chosen for the research. Specifically, the subjects selected for this qualitative research were drawn from the eighth grade at the Santivit Songkhla Technological College, consisting of 14 students, with 8 males and 6 females. Subject recruitment was conducted using purposive sampling⁷⁷, which was deemed appropriate for this study due to its suitability to the research context and the individuals involved in understanding the central phenomenon. Homogeneous sampling, a type of purposive sampling, is used to select subjects who reflect the phenomenon at hand.

In this study, semi-structured methods were used for data collection, which involved face-to-face interaction. The research subjects consisted solely of eighth grade students at the Santivit Songkhla Technological College, who were selected for observation purposes. In addition, 3 students and 1 English teacher from the eighth grade of Santivit Songkhla Technological College were selected to participate in the interviews. It is assumed that these selected subjects have the

⁷⁷ John C. Creswell, *Educational Research: Planning, Conducting, Evaluating Quantitative and Qualitative Research* 4th edition (Boston: Pearson Education, 2012), 205.

necessary insights related to the whispering game strategies in the process of teaching Listening Comprehension.

The selection of research subjects was guided by the specific requirements of this study, focusing on eighth grade students at the Santivit Songkhla Technological College. Purposive sampling was considered suitable for this qualitative research as it suited the purpose of the study and allowed for the selection of relevant subjects based on specific criteria. This sampling strategy is particularly relevant as it facilitates the identification of individuals and locations that are critical to understanding the main phenomenon under study. Therefore, the research subjects were selected purposively and systematically, according to the research objectives and considerations.

1. Eighth grade English teacher at Santivit Songkhla Technological College

Furthermore, for the purpose of conducting interviews and observations, Mr. Diaby Sidiki, serving as the English teacher for eighth grade, was selected as a participant in this research. The intention behind this selection is to gather pertinent data concerning the instruction of listening comprehension through whispering game strategies, focusing on objectives, materials, steps, and evaluation criteria.

2. Eighth grade students at Santivit Songkhla Technological College

Meanwhile, the second participant was selected from 14 eighth grade students to conduct observations. Furthermore, to conduct focus group interviews, researchers selected three students: Anee, Rusmina, and Mali. These three students were chosen as subjects for several reasons. First, they

were recommended by the English teacher. Second, one of the students had basic English skills, showed active participation, and demonstrated intellectual ability. Third, despite having no background knowledge of English, they were active participants in the class with a high level of motivation. Ultimately, these selected subjects were observed to engage in listening comprehension learning using whispering game strategies. The details mentioned above were obtained from the eighth grade English teacher at Matyom Santivit Songkhla Technological College. Based on the above-mentioned data, this study utilized a semi-structured approach. The subject of this study is expected to provide valuable insights regarding the utilization of pre-listening activities as a learning strategy in the teaching and learning process.

D. Data Collection Technique

The data collection technique used by researcher are as follows:⁷⁸

1. Observation

Observation is one method of social research. According to C.W Anderson in his book entitled *Observation Research Method*, Observation is a data collection technique that is used to obtain information about human behavior and the environment in which that behavior occurs. Observation can be done directly or indirectly depending on its use either openly or secretly. Anderson himself divides this observation into two, namely participants and

⁷⁸ John C. Creswell, *Educational Research: Planning, Conducting, Evaluating Quantitative and Qualitative Research* 4th edition (Boston: Pearson Education, 2012), 212-224.

non-participants.

In participant observation the researcher is also actively involved in the activity or environment being observed, whereas in non-participant observation the researcher is not actively involved in the activity or environment being observed. Anderson also talks about the advantages and disadvantages of this technique in social research, and also provides practical guidelines for designing, conducting, and analyzing observational data in research.

In this study, the researcher chose to use observations from non-participant observers in conducting the research. Researchers only focus on observing and taking notes during observation activities without involving participant activities. That way, it can help increase the objectivity of the data that has been collected because the researcher is not directly involved in the situation being observed. And this can help ensure that the data that has been collected is accurate and reliable. In this study, observations were also taken based on objective conditions at the Matyom Santivit Songkhla

Technological College and during the exploratory period of in this study, observations were also made based on the objective conditions at Matyom Santivit Songkhla Technological College and during the implementation period of teaching listening comprehension through the whispering game strategy.

2. Interview

In a qualitative interview the researcher may ask one or more

general participants, ask open-ended questions and record their questions.

In the interview there are six types of interviews as follows:

a. Structured Interview

In this type of interview, the researcher uses a predetermined list of questions. Then the same questions will be asked to each respondent in the same way. This method also facilitates data analysis because it allows comparisons of different respondents. Data collection techniques used by recording answers from respondents to each structured question that has been provided before.

b. Unstructured Interview

In carrying out this interview, the interviewer began with several open-ended questions, then gave the respondent the freedom to be able to say more. This type of interview allows the respondent to provide detailed and in-depth answers. Existing

data collection techniques will be used by recording audio or video interviews or recording answers from respondents manually.

c. Semi-Structured Interview

This type of interview uses a pre-prepared list of questions, but the interviewer also has the flexibility to add more open-ended questions during the interview. This type can

help the interviewer explain and get more specific information, and the data collection used is by recording, recording audio, or video interviews of the respondents' answers on the semi-structured list of questions that have been prepared.

d. Group Interview

In this interview involves a group of respondents who will be interviewed simultaneously. This type of interview can help generate a lot of data in a relatively short period of time. Then the data collection technique used is by recording audio and video interviews and can also be done by recording the respondents' answers manually.

e. Phone Interview

This type of interview is conducted by telephone. And this interview benefits the interviewer because it can save more money and time, but the drawback is that the interviewer cannot

ensure that the answers given are accurate. Therefore it requires more attention to analyze it. The data collection technique used was to record audio interviews or record respondents' answers manually.

f. Online Interview

This type of interview is usually carried out with the help of the internet, either by email, chat or video call. In this

type of interview, it allows the interviewer to reach respondents who are difficult to reach geographically, but also requires a stable internet connection for that. The data collection technique used was to record answers from respondents to messages or notes sent during online interviews or record audio and video interviews.

In this study, the researcher used semi-structured interviews as the main method of data collection. Questions were asked naturally to make the participants feel comfortable during the interview. The researcher also conducted one-on-one interviews with the English teacher and group interviews with 3 children, who are students of the eighth grade class.

First, the researcher greeted the subjects with a smile, a greeting, and a greeting such as "hello", and asked about their condition. Second, the researcher asked questions clearly; third, the subjects gave appropriate answers. Fourth, the researcher documented and took notes. All these processes were carried out sequentially until the researcher closed the

interview by greeting, thanking, and shaking hands. This interview provided information about the learning objectives, materials, steps, and evaluation of the whispering game strategy for teaching listening comprehension. In accordance with the explanation described above, the interviews were conducted in accordance with the research phenomena being carried out at this time. Then, all the subjects in the study who were involved in the interview part could enjoy while the interview was being conducted.

3. Documents Review

The document review method is a data collection technique in a study that can be carried out by analyzing certain documents which are also related to the research topic being taken. In document review techniques it can be done directly or indirectly and it also depends on the type of document being examined. If the document is available to the public, researchers can access it directly. However, if the document is only available in a certain document format, the researcher can only request copies from the authorities or also obtain them from other sources.

After obtaining the required and relevant documents, the next step is to make a selection and record data collection from existing documents. In carrying out the selection stage, researchers must also pay attention to whether the documents that have been taken are relevant to the research topic being studied and meet the criteria. In addition, the researcher also needs to ask for the quality of the document, as well as its authenticity, reliability and accuracy.

After the selection is made, the researcher can perform data analysis from the documents that have been selected. Data analysis from this document involves the process of reading, classifying, and examining the documents obtained carefully, so that the data obtained from these documents can be interpreted and used in research.

Immediately after the selection is made, the researcher can carry out an analysis of the document data that has been selected. This data analysis

involves the process of reading, classifying, and examining existing documents. So that the data obtained can be interpreted and may be used in research.

In this research, the data obtained to the documents were:

- a. The profile of Santivit Songkhla Technological College.
- b. The vision and mission of Santivit Songkhla Technological College.
- c. The teacher and staff data of Santivit Songkhla Technological College.
- d. The data of students at eighth grade of Santivit Songkhla Technological College.
- e. The lesson plan.

E. Data Analysis

The student data analysis above was analyzed using the concept of qualitative data analysis from Miles, Huberman and Saldaña. They highlight the analysis as three concurrent streams of activity: data compaction, data display, and conclusion drawing.⁷⁹

1. Data condensation

The activities involved in data condensation are for researchers to select, focus, simplify, abstract, and transform data from topics they wish to study by writing notes in the field, interview transcripts, documents, and existing empirical materials. In this study, the researcher wrote a summary

⁷⁹ Matthew B. Miles, A. Michael Huberman and Johnny Saldaña, *Qualitative Data Analysis: a methods sourcebook*; third edition (London: Sage Publications), 2014.

of what had been obtained from data collection which included objectives, materials, steps, and evaluations in the implementation of teaching listening comprehension through whispering game strategy. Then, the researcher simplifies the results from the summary used in the data display.

2. Data Display

The data view defines an organized collection of compressed information and allows for inferences and actions to be drawn.⁸⁰ Data display is also carried out in several forms, both graphs, tables, charts, and also networks. Then the presentation of data can also be in the form of a brief description. The activities in the data display can also be designed by researchers into rows and column matrices for qualitative data and decide which data, in what form must be entered in the cells, and prove that this is called analytical activity.

In this study the organization of data has been obtained in a descriptive form. Data at this stage is organized through data retrieval that has been taken. Then the researcher describes the results of the data content in drawing conclusions that are verification in nature.

In this study the grouping of data has been obtained in a descriptive form. The data that is at this stage is also grouped by retrieving the data that has been collected. After that the researcher will explain the results of the contents of the existing data and then draw conclusions that

⁸⁰ Matthew B. Miles, A. Michael Huberman and Johnny Saldaña, *Qualitative Data Analysis: a methods sourcebook; third edition* (London: Sage Publications), 2014.

are verification.

3. Draw and verify conclusions.

Drawing and verifying conclusions starts with data collection. After that, a qualitative analysis was carried out to interpret what was meant by noting patterns, explanations, flows, causes and effects, and also existing propositions. Researchers who have self-competence will draw conclusions lightly, maintain openness and skepticism, if conclusions are still there, be vague, then explicit and down to earth. The conclusion of the word “end” may not be complete until data collection is complete, depending on the size of the corpus of records available in the field, the methods of coding, storage, and retrieval required, the sophistication of the researcher, and the deadlines required.

Conclusions are drawn after the data collected is presented and an in-depth understanding of the data has been faced, after that the researcher verifies the data by checking the correlation of the data with the data that has been presented with new data to be used as a conclusion from objectives, materials, steps, and evaluation the implementation of teaching listening comprehension through whispering game strategy.

F. Data Validity

John W. Creswell in his book entitled "Research Design: Qualitative, Quantitative, and Mixed Approach" explains that data validity refers to the extent to which data has been collected and analyzed correctly and accurately

reflects the phenomenon to be studied. Data validity is an important part of the research process because if the data is not valid, then the results of the analysis and conclusions drawn cannot be trusted.⁸¹

In qualitative research, the validity of a data using triangulation.⁸² In this research, data validity in triangulation is divided into two methods: source triangulation and technique triangulation. The triangulation of the data is assessed on the credibility of the data which checks the data that has been obtained from several sources which include people, places, times, etc. Meanwhile, in technical triangulation, credibility is assessed by examining the same data using a variety of existing methods. This method can involve interviews, observation, and document review.

Then after data has been collected from non-participant observations, semi-structured interviews, group interviews, and document reviews, researchers still need to compare all existing instruments. Afterwards, in this study, for example, where the interview data provided positive results related to the implementation of teaching listening comprehension through whispering game strategy because it is supported by the results of observation. So it is validated by other data.

G. Research Procedure

The research procedure means the research implementation plan that

⁸¹ Donald Ary et al., Introduction to Research in Education: eighth edition (Canada: Nelson education, Ltd), 2010, 225.

⁸² Matthew B. Miles, A. Michael Huberman and Johnny Saldaña, Qualitative Data Analysis: a methods sourcebook; third edition (London: Sage Publications), 2014, 266.

carried out by the researcher, starting in preliminary research, design development, actual research and write reports.

Regarding to the research procedure above, this research had three phases that have been passed by researcher in the research procedure form as follows:

1. Pre-field stage

The pre-field stage is carried out before carrying out field work.

a. Develop a research design

When preparing a plan, the researcher will determine the plan by following the title in the research, the reason for doing the research, the research focus, the research objectives, the research benefits, the research object and the strategy used.

b. Choose a field of research

The researcher chose the research field and the research field for this research was at the Santivit Songkhla Technological College.

c. Permit processing

In obtaining permits, before conducting research the researcher takes permission first from the campus and visits the research field to obtain permission, then conducts the research phase.

d. Assess field conditions

After obtaining permission, the researcher began to deepen

to find out more about the background of the research object in order to make it easier for researchers to collect data.

e. Prepare research instruments

After the above steps have been carried out, the final stage is preparing the required instruments before conducting the research.

2. Stage of field work

In this stage, the data of this research was carried out. In carrying out the data, the researcher collected the data by three methods, they were observation, interviews and document review.

3. Data analysis stage

After the data was carried out and collected from the result of observation, interview and document review, the data was analyzed with Miles, Huberman and Saldana's model. Then, it was described to the form of report and consulted with the advisor. After all, this research was tested and revised for the very last time after

the exam was done.

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CHAPTER IV

RESEARCH FINDINGS AND DISSCUSION

A. Description of the Research Object

1. The history of Santivit Songkhla Technological College

Santivit School is a private vocational education institution operating under the supervision of the Administrative Office of the Private Education Commission. The school was established in 1981 by Mr. Sa-nguan Suksawee under the name "Songkhla Vocational School" abbreviated as "Sor Sor". On June 6, 1981, the school was officially opened with the main objective to produce qualified human resources to serve the community effectively.⁸³

In 1989, the school underwent a name change to "Songkhla School of Technology" with the abbreviation "Sor Khor Tor". Subsequently, in 2012, the name was again changed in accordance with an announcement from the Ministry of Education. The school offers a wide range of majors covering various vocational fields to meet the needs of industry and society.

Some of the majors available at Santivit School are as follows:

- a. In 1981, the Department of Automotive Mechanics was opened at the vocational level.
- b. In 1983, the Electrical Department was opened at the vocational level.
- c. In 1986, the Electronics Technician Department was opened at the vocational level.

⁸³ วรรณนาการทางการศึกษา, Santivit Songkhla Technological College, 2023, p. 4

- d. In 1987, the automotive mechanic department at the Vocational Level was expanded.
- e. In 1992, the Vocational Commercial Accounting and Sales Department was opened. Sales and extended the electrical department course, Diploma level.
- f. In 1995 sales of business administration courses at vocational level accounting and marketing, extended courses in the electronics department at the vocational level.
- g. In 1996, opened the Architectural Technician Department with Vocational Certificate, adding Vocational Certificate courses, business administration department in Accounting and Marketing by accepting students who have graduated at the end of general education with studies at the Vocational Certificate level, studying 4 semesters and 2 summer semesters (2 years). 2 summer semesters (2 years).
- h. In 2009, requested to add a vocational certificate program. Type of Trade Department Retail Business by in cooperation with C.P. All Public Company Limited in organizing the teaching and learning process organizing the teaching and learning process.
- i. In 2012, the school changed its name to "Songkhla College of Technology".

In the 2016 academic year, Santivit School obtained permission to increase the type of education in the field of vocational management. On May 30, 2016, in accordance with the National Board of Order and Order

Chairman's Regulation No. 8 of 2016 on the Management of Public and Private Sector Vocational Education Institutions, the school was permitted to establish Santivit Technological College and Santivit Boarding School Thailand.

In 2018, Santivit School applied to add a vocational certificate program based on the B.E.2013 curriculum. This program includes the management of the normal teaching system, including foreign language majors and key industrial subjects in welding products. Then, in 2020, the school expanded its teaching system by adding several new departments, namely:⁸⁴

- a. Industrial mechanics department covering the motorcycle and small engine sectors.
- b. Commerce and accounting department.
- c. Tourism industry with tourism academic branch.

With the addition of these programs, Santivit School further strengthens its commitment to producing graduates who are work-ready and have skills relevant to the needs of modern industry.

2. The Profile Santivit Songkhla Technological College

- a. School Name : Santivit Songkhla Technological College
Thailand
- b. Address : 13/6 no. 6 Tambon-Bana-Chana Songkhla,
Thailand

⁸⁴ วรรณการทางการศึกษา, Santivit Songkhla Technological College, 2023, p. 6

- c. Postal Code : 90130.
- d. District : Banna
- e. District : Chana
- f. Province : Songkhla
- g. Phone : 074-802150
- h. Fax : 074-802150
- i. Email : santiwit56@hotmail.com
- j. School Status : Private
- k. Owner's Name : Dr. Mangsod Ma'teh
- l. Principal's Name : Jitakhon Kha Niyo
- m. Level of Education : Matyom School (1-2)

3. Vision and Mission of Santivit Songkhla Technological College

Thailand

a. Vision⁸⁵

Means expectations of educational institutions that want to achieve results according to the intent that aims for quality according to educational standards of educational institutions. Santivit Songkhla

Technological College The vision of the College is defined as follows :

“Strive to provide quality vocational education. To meet the needs of the community adhere to moral principles Ethics and Islamic principles are a way of life.”

⁸⁵ วรรณนาการทางการศึกษา, Santivit Songkhla Technological College, 2023, p. 9

b. Mission

Refers to the missions that educational institutions must do in order to achieve the expectations set forth. Each mission will set objectives (Goals) to support and identify the results from the implementation of the mission. Santivit Songkhla Technological College Set a mission to achieve the vision set out as follows :

- 1) Provide education for learners to have quality professional competence.
- 2) Organize extracurricular activities integrating Islamic ways and sufficiency economy philosophy. To train students to have morals, ethics, good behaviors according to the Islamic way.
- 3) Provide up-to-date education In line with the needs of the labor market and self-employment. to live according to economic conditions
- 4) Build networks and cooperation in academic service and professionals with various sectors both domestically and internationally
- 5) Promote and develop research, inventions, innovations and technologies so that they can be used. Benefits to the community and society
- 6) Develop a quality assurance system. professional education standards and driven educational institutions in line with the ASEAN Community

4. Status of Teachers and Staff

The following is a list of the teachers and staff as well as the management structure:

Tabel 4.1

No	Name	Position
1	Pralomjit Ma'the	Licensee
2	Mangsod Ma'the	Director
3	Yureda Mansanit	Deputy Director of Business Development Student
4	Tanul Areifin Ledhuwee	Deputy Director of Planning and Cooperation
5	Faisal Molo	Deputy Director of Academic Affairs
6	Mariya Taeke	Deputy Director of Resource Management Resources
7	Masafavi Brohem	Resource Management Department
8	Zulma Abu Kuelong	Department of Development Student Affairs
9	Muhammad Basri Mathae	Department of Tourism, Planning and Cooperation

10	Anant Dasi	Department of Planning and Cooperation
11	Nurhidaya Mauseng	Department of Resource Management
12	Furakorn Muso	Department of Development Student Affairs
13	Nariham Tuanbuesa	Academic Department
14	Thitipong Prakobhan	Student Development Department
15	Amnuay Manee	Automotive Technician
16	Sakdipat Suriya	Welders
17	Sermrat Somad	Automotive Technician
18	Sareepa Dumani	Foreign Language
19	Diaby Sidiki	Foreign Language
20	Nurkusami Neesakem	Resource Management Department
21	Rorsi Che Mudo Qauli	Fiqih
22	Syafawi Ibrahim	Tarikh and Akhlak
23	Furqon	Tauhid

5. State of the Learners

The following researchers describe the names of the eighth grade class students with a total of 14 students are as follows :

Tabel 4.2

No	Name	F/M
1	ลําะณี ซูลี่องลา (Lam-anee Su'longgla)	F
2	รุสมินา โตห์มิง (Rusmina Thohming)	F
3	ทุ่งมะลิวัลยา (Malivalaya Campen)	F
4	มุหัมมัดนัสราน สมาน (Muhammadnasran Samae)	M
5	มยุรี หลยซาไบเบิล (Mayuree Luevisadpaibul)	F
6	อเดอลี แวโอ (Adehlee Wae-oh)	M
7	อิมรอน ยามา (Imron Yama)	M
8	สุกฤษฎี แวโอ Sukiflee (Wae-oh)	M
9	ฮารอน คาซอร์ (Haron Kasor)	M
10	สำเร็จแล้ว (Tholud Sukseemuang)	M
11	เรื่อราวของมาร์ค ปากิน (Mark Pakin Kunaawit)	M
12	เขตรักษาพันธุ์โลมาพิมพ์ชนก (Pimchanok Delfina Karnchana)	F
13	นํ้าตกปลุกผล (Kasidet Plookphol)	M

14	บุพผา จันธีรา (Buppha Chanthira)	M
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B. Data Presentation and Analysis

In general, the strategies and processes shown in Chapter 3 were used to develop data descriptions and conclusions, which were then incorporated into the data display and analysis. The data descriptions in this study are organized into categories based on the research topic. Every research must present data because data is evidence that the author has conducted research, observed, felt and assessed the target situation first-hand. The research also includes interviews with various informants to obtain data, as well as the collection of various supporting documents. In addition, this is in accordance with the data collection strategy set by the researcher, namely interview, observation and document review techniques.

In this study, the resulting data description covers various aspects relevant to the research topic. The data is organized in a way that makes it easier for researchers and readers to understand the context and findings of the research. The categories used not only helped in organizing the data but also in identifying the main patterns and themes that emerged from the research. The interview technique used involved both open and closed questions, which allowed the researcher to gain in-depth insights from the informants. Observations were conducted systematically to record events and phenomena that occurred in the research context. Meanwhile, the document review involved

analyzing various relevant documents such as reports, archives and other publications that support the validity of the data collected. With this approach, this research ensures that any data obtained has a strong basis and can be accounted for. This comprehensive description of the data also allows for more in-depth analysis, making the conclusions more accurate and relevant to the research objectives.

Once the data was collected, it was analyzed. The interview results were supported by the observation results as well as various document reviews required in this study. With this approach, related data such as objectives, materials, steps, and evaluation of the implementation of teaching listening comprehension through whispering game strategies at the eighth grade Santivit Songkhla Technological College, Thailand, can be identified and analyzed thoroughly. The details of the analysis follow:

1. The Purpose of Applying the Whispering Game strategy for Teaching Listening Comprehension to eighth grade students at Santivit Songkhla Technological College

To obtain a complete and valid data presentation, the researcher conducted interviews, observations and document reviews. In addition, the researcher described, expanded and interpreted each research focus. Before the classroom teaching starts, the teacher makes a specific lesson plan for the purpose of teaching comprehension through the whispering game strategy. According to Mr. Sidiki statement, the English teacher for eighth grade, in his

interview, he stated:⁸⁶

“The purpose of implementing whispering game strategies in teaching listening comprehension is to help students' listening comprehension. By incorporating these strategies, I aim to create an engaging and interactive learning environment where students must listen carefully in order to convey information accurately. This strategy helps students improve their ability to focus, understand spoken English, and retain auditory information effectively. It is a fun and effective way to develop their listening skills.”

Based on the interview with the English teacher (Mr. Sidiki), the researcher concluded that there are three purpose of teaching listening comprehension through the whispering game strategy for the eighth grade, namely: 1) To help students' listening comprehension. 2) Create an engaging and interactive learning environment. 3) Improves students' auditory information retention in a fun and effective way.

This is supported by the results of the focus group interview with Rusmina, one of the eighth grade students, she emphasized that:⁸⁷

“Saya merasakan strategi berbisik membuatkan saya lebih fokus dan benar-benar mendengar setiap patah perkataan yang diucapkan. Ini membantu saya memahami bahasa Inggeris pertuturan dengan lebih cepat. Saya suka pelajaran yang membuatkan kita aktif begini. Jadi kita tidak bosan, tetapi kita masih boleh belajar.”

Translated by researcher :

“I felt that the whispering strategy made me focus more and really listen to every word that was spoken. This helped me understand spoken English faster. I like lessons that make us active like this. So we don't get bored, but we can still learn.”

It was added by Mali:⁸⁸

“Dengan strategi berbisik, pelajaran menjadi lebih

⁸⁶ Diaby Sidiki, interviewed by Joyce Candra Ayuning Tiyas, Thailand, January 25, 2024

⁸⁷ Rusmina, focus group interview with eighth grade students, Thailand, January 25, 2023.

⁸⁸ Mali, focus group interview with eighth grade students, Thailand, January 19, 2024

menyeronokkan dan kurang membosankan. Kami mendengar dengan teliti dan bekerjasama, yang menjadikan suasana kelas lebih meriah dan interaktif. Saya juga merasakan bahawa strategi berbisik membantu saya mengingati maklumat dengan lebih baik kerana saya perlu mendengar dan menyampaikan maklumat dengan betul. Ini adalah cara yang menyeronokkan untuk belajar dan sangat berkesan untuk saya.”

Translated by researcher :

“With the whispering strategy, the lesson became more fun and less boring. We had to listen carefully and work together, which made the classroom atmosphere more lively and interactive. I also feel that the whispering strategy helps me remember information better because I have to listen and convey the information correctly. It is a fun way to learn and very effective for me.”

Based on the interview with Rusmina, this reinforces the purpose of including whispering game in the teaching of listening comprehension, as students show higher enthusiasm for learning English and perceive language acquisition as something fun. This increases students' engagement and interest in mastering listening skills, thus fostering a sense of satisfaction during the learning process. In addition, Rusmina's insights are in line with the objectives outlined by Mr. Sidiki, particularly the first and second objectives. Furthermore, Mali's interview corresponds with the second and

third objectives, which emphasize the importance of whispering game strategy in enabling students to effectively anticipate the material to be covered and facilitate a more enjoyable and comfortable learning experience.

Related to the observation in the classroom, the researcher observed that after the teacher entered the class at 13.30, greeted the students, prayed together, and checked the attendance list, the teacher conveyed the learning topic and explained the learning objectives according to the listening

comprehension learning material that would be taught. These objectives are also related to the strategies used by the teacher to achieve the learning objectives of speaking skills. The purpose of teaching listening comprehension through the whispering game strategy is that initially the teacher wants students to actively engage in the learning process. By employing this strategy, the teacher aims to foster a dynamic classroom environment where students are not only passive listeners but also active participants. Through the whispering game, students are encouraged to listen attentively, process information, and convey it accurately, thereby honing their listening skills in an enjoyable manner. In addition, this was also confirmed in reviewing the lesson plan⁸⁹ document made by Mr. Diaby as the English teacher. The document states that the objectives of teaching listening comprehension through whispering game strategies are to 1) Actively Engaged, By implementing the whispering game strategy, the teacher wants students to be actively involved in the learning process. 2) Create a Dynamic Classroom Environment, where students are not only passive listeners but also active participants, 3) Increasing Active Engagement, to increase students' active engagement in the learning process. 4) Creates a Fun Learning Experience, where students can learn in an engaging and entertaining way, while still focusing on developing their listening skills.

Based on the interviews and document review, the purpose of

⁸⁹ Document Review of lesson plan documents, appendix 3, January 29, 2024.

teaching listening comprehension through whispering game strategies for eighth grade at the Santivit Songkhla Technological College, Thailand are as follows: 1) Actively Engaged, By implementing the whispering game strategy, the teacher wants students to be actively involved in the learning process. 2) Create a Dynamic Classroom Environment, where students are not only passive listeners but also active participants, 3) Increasing Active Engagement, to increase students' active engagement in the learning process. 4) Creates a Fun Learning Experience, where students can learn in an engaging and entertaining way, while still focusing on developing their listening skills.

2. The Whispering Game Strategy Implemented to teach listening comprehension to eighth grade students at Santivit Songkhla Technological College

a. Material

The term "materials" refers to the teaching materials provided by teachers to students to provide knowledge, train students in learning listening

comprehension, and monitor the learning process. From the results of classroom observations, researchers observed the initial activities before listening lessons where the teacher prepared teaching materials that consisted of various dialogues or conversations relevant to the students' level and interests. These materials were carefully selected to ensure they were engaging and conducive to practicing listening comprehension skills. Additionally, the teacher also provided instructions and guidance on how to

effectively utilize the whispering game strategy during the lesson, emphasizing the importance of active participation and accurate communication among the students. This was confirmed by the English teacher for eighth grade students (Mr. Sidiki) on an interview. The listening comprehension teaching materials taught through the whispering game strategy are as follows:⁹⁰

“To teach listening comprehension to children, i have to choose simple yet interesting materials. Often, they feel that English is difficult. Therefore, I decided to use the whispering game strategy to introduce the material. In this lesson, I prepared materials that focus on Asking, Giving, and Refusing Service situations.”

This is supported by one of the students named Anee in the focus group interview, she said that:⁹¹

“Kadang-kadang saya pun rasa macam tu, susah nak faham bahasa Inggeris. So, teacher Sidiki buat kitorang main bisikan dulu nak tengok bahan ajar. Semasa proses pengajaran dan pembelajaran pemahaman mendengar menggunakan permainan berbisik, kita belajar tentang meminta, memberi atau menolak perkhidmatan.”

Translated by Researcher :

"Sometimes I feel like that too, it's hard to understand English. So, he makes us play whispering games first to see the material. During the teaching and learning process of listening comprehension using whispering games, we learn about asking for, giving, or refusing services."

Another student from the focus interview pool, Mali, who is a eighth grade student at Santivit Songkhla Technological College, added and

⁹⁰ Diaby Sidiki interviewed by Joyce Candra Ayuning Tiyas, Thailand, January 25, 2024.

⁹¹ Anee, focus group interview with grade 11 students, Thailand, January 19, 2024.

confirmed this:⁹²

"Dalam pembelajaran dengan permainan berbisik ini, saya mendapati ia sangat menyenangkan. Bahan yang diajar oleh teacher Sidiki hari ini memberi tumpuan kepada situasi yang melibatkan permintaan, penyediaan dan penolakan perkhidmatan. Ini menjadikan pembelajaran lebih menarik dan interaktif, sambil membantu kami meningkatkan kefahaman mendengar kami."

Translated by Researcher :

"In learning with this whispering game, I found it very enjoyable. The material taught by Mr. Sidiki today focused on situations involving asking for, giving and refusing services. This made learning more interesting and interactive, while helping us improve our listening comprehension."

Based on interviews conducted by the researcher with eighth grade students Anee and Mali, it was found that the material taught was about situations involving 1) asking for, 2) giving and 3) refusing services. This data is also supported by the results of the eighth grade observation conducted by the researcher on January 19, 2024 at Santivit Songkhla Technological College. When playing the whispering game, the students then immediately practiced situations involving asking for, giving and refusing service in various everyday contexts. They were guided by Teacher

Sidiki through specially designed scenarios, such as ordering food in a restaurant, asking about products in a shop, or declining an invitation in a conversation. By getting to know these situations, students can hone their English skills first-hand, practice relevant expressions, and learn to communicate confidently in various social situations.

b. Steps

⁹² Mali, focus group interview with grade 11 students, Thailand, January 19, 2024.

The learning steps organized by the teacher to provide systematic understanding to students are referred to as stages.

According to Mr. Sidiki, English teacher for eighth grade of Santivit Songkhla Technological College, the materials for teaching listening comprehension through pre-listening strategies are as follows:⁹³

“For the steps of teaching listening comprehension with whispering game strategies, these strategies have been included in the lesson plan. The first step is 1) I started by preparing the materials for the whispering game, ensuring that they were appropriate to the theme of the lesson. 2) In the game to be implemented, I asked students to practice identifying sentences asking for, giving, and refusing services. Unlike the standard procedure, I did not limit the number of sentences whispered, but set a time limit of 3 minutes per round. 3) The groups are formed into five people in a group, and the students whisper the sentences in turn. 4) Unlike the usual method, the last students wrote down on the board what they heard instead of relaying it orally. 5) Due to time constraints, only one round of the game is played per session. Winners were determined based on accuracy, with the first group winning in one session, while the others failed due to inaccuracies.”

This was also confirmed by Rusmina:⁹⁴

"Permainan berbisik ini sungguh menyenangkan! Cikgu Sidiki menyediakan bahan tentang meminta, memberi dan menolak perkhidmatan, yang membuatkan kami benar-benar mengamalkan situasi harian. Kami dibahagikan kepada kumpulan dan mempunyai 3 minit untuk menyelesaikan satu pusingan permainan. Rasanya mencabar tetapi Ia juga sangat menyenangkan untuk berbisik dan mendengar dengan teliti, memastikan kami tidak terlepas sebarang perkataan Ia membantu kami lebih fokus dan belajar dengan cara yang interaktif dan menghiburkan."

Translated by Researcher :

“This whispering game is really fun! Teacher Sidiki prepared materials on asking, giving and refusing service, which made us really practice everyday situations. We were divided into groups and had 3 minutes to complete one round of the game. It was challenging but also very fun to whisper and listen carefully, making sure we didn't miss a word. It helped us focus more and learn in an interactive and entertaining way.”

⁹³ Diaby Sidiki interviewed by Joyce Candra Ayuning Tiyas, Thailand, January 25, 2024.

⁹⁴ Rusmina, focus group interview with grade 11 students, Thailand, January 19, 2024.

These points are reinforced by Mali's statement, in which she confirmed:⁹⁵

“Saya suka cara kami menulis ayat yang kami dengar di papan tulis. Ini membantu kami menyemak sama ada ayat yang kami dengar betul atau tidak, dan memberi kami peluang untuk melihat sebarang kesilapan yang mungkin berlaku semasa permainan. Walaupun terdapat hanya satu pusingan permainan setiap sesi kerana masa adalah terhadap kami belajar banyak tentang cara memahami dan mengingati maklumat dengan lebih baik Proses ini juga menjadikan kami lebih teliti dan prihatin terhadap butiran semasa mendengar, yang sangat berguna dalam meningkatkan kemahiran pemahaman mendengar kami.”

Translated by Researcher :

“I liked the way we wrote down the sentences we heard on the board. This helped us check whether the sentences we heard were correct or not, and provided an opportunity to see any mistakes that might have occurred during the game. Although there was only one round of the game each session due to time constraints, we learned a lot about how to understand and remember information better. This process also made us more thorough and attentive to details when listening, which was very useful in improving our listening comprehension skills.”

Based on the interviews with English teachers and eighth grade students at Santivit Songkhla Technological College, it was revealed that the steps of teaching listening comprehension through whispering game strategy based on the lesson plan are: 1) The teacher starts by preparing the materials

for the whispering game, ensuring that they are appropriate to the theme of the lesson. 2) In the game, students practice asking for, giving, and refusing services. Unlike the standard procedure, the teacher does not limit the

number of sentences whispered, but sets a time limit of 3 minutes per round.

3) The groups are formed into five people in a group, and the students whisper the sentences in turn. 4) Unlike the usual method, the last students

⁹⁵ Mali, focus group interview with grade 11 students, Thailand, January 19, 2024.

wrote down on the board what they heard instead of relaying it orally. 5) Due to time constraints, only one round of the game is played per session. Winners were determined based on accuracy, with the first group winning in one session, while the others failed due to inaccuracies.

Related to the observation on January 24, 2024, in teaching listening comprehension through the whispering game strategy for eighth grade at Santivit Songkhla Technological College, the researcher observed that the lesson began with the teacher greeting the students and inviting them to pray together. After the prayer, the teacher checked the students' attendance and inquired about their health, ensuring everyone was present and ready for the lesson. The teacher then proceeded by preparing the materials for the whispering game, selecting content appropriate to the lesson's theme, which focused on scenarios of asking for, giving, and refusing services. The aim was to make the lesson engaging and relevant to everyday situations the students might encounter. In the game, students practiced these scenarios without a limit on the number of sentences whispered, but with a set time limit of 3 minutes per round to maintain a sense of urgency and excitement.

Students were divided into groups of five, promoting teamwork and collaboration. Each student took turns whispering the sentences to the next group member, requiring careful listening and clear communication. Unlike the traditional method where the final student repeats the sentence orally, in this variation, the last student wrote down the sentence on the board. This allowed the entire class to see the final outcome and compare it with the

original sentence, adding an element of suspense and collective learning. Due to time constraints, only one round of the game was played per session, ensuring that the activity fit within the allotted class time. The accuracy of the final sentences determined the winners, with the first group successfully completing the task in one session, while other groups faced challenges due to inaccuracies in their whispered sentences. This structured yet playful approach significantly engaged the students, making the process of learning listening comprehension interactive and enjoyable. The whispering game strategy not only helped students practice and improve their listening skills but also encouraged them to pay attention to details and work effectively as a team.⁹⁶

This is supported by the lesson plan with the topic of listening comprehension which contains the steps of learning listening comprehension through whispering game strategies, with opening activities such as greetings, attendance and asking students' news and health, and then starting whispering game strategy which are divided into, namely 1) Material Preparation, 2) Game Setup, 3) Conducting the Whispering Game, 4) Writing and Reviewing, 4) Evaluation and Feedback, 5) Follow-up Activity.⁹⁷

Data obtained from observations, interviews, and document review indicate that the resulting steps of teaching listening comprehension through

⁹⁶ Observation by the researcher on January 19, 2024

⁹⁷ Document Review of lesson plan documents, appendix 3, January 29, 2024.

whispering game strategies for eighth grade students at Santivit Songkhla Technological College, Thailand, are: 1) The teacher starts by preparing the materials for the whispering game, ensuring that they are appropriate to the theme of the lesson. 2) In the game, students practice asking for, giving, and refusing services. Unlike the standard procedure, the teacher does not limit the number of sentences whispered, but sets a time limit of 3 minutes per round. 3) The groups are formed into five people in a group, and the students whisper the sentences in turn. 4) Unlike the usual method, the last students wrote down on the board what they heard instead of relaying it orally. 5) Due to time constraints, only one round of the game is played per session. Winners were determined based on accuracy, with the first group winning in one session, while the others failed due to inaccuracies.

4. To describe the evaluation of applying the Whispering Game strategy for teaching listening comprehension to eighth grade students at Santivit Songkhla Technological College, Thailand.

3. The Evaluation of Applying the Whispering Game Strategy for Teaching Listening Comprehension to Eighth grade students at Santivit Songkhla Technological College, Thailand

Evaluation in learning is a way to see how well students understand the lesson and to what extent they achieve the learning objectives. Observations indicate that the evaluation of listening learning using the whispering game strategy involves formative assessment, as employed by the

teacher. Evaluation typically occurs at the conclusion of the lesson. Assessment tools encompass both descriptive question tests and non-test methods aimed at gauging attitudes and listening skills. The material stages achieved by students in the English subject material on "asking for, giving and refusing services" can be said to be quite optimal. Some students have been able to improve listening comprehension by using whispering game strategies.⁹⁸

The evaluation of teaching listening comprehension with the whispering game strategy at the eighth grade Santivit Songkhla Technological College is done through tests and non-test methods, as explained by Mr. Sidiki, the English teacher:

"The evaluation uses a formative approach, where students will be given some description questions. In addition, I also conduct an attitude assessment and conduct a personal interview on the last lesson. I usually do the formative evaluation after the lesson, but if it is not finished, students will be given assignments to do at home."⁹⁹

This is further corroborated by Mali's testimony, where she mentioned:¹⁰⁰

"Teacher Sidiki menggunakan latihan teks rumpang sebagai sebahagian daripada penilaian pembelajaran untuk meningkatkan kefahaman dalam mendengar. Selain itu, tugas dan satu siri soalan diberikan dalam segmen akhir pelajaran."

Translated by Researcher :

"Teacher Sidiki used the gap text exercise as part of the learning assessment to improve listening comprehension. In addition, assignments and a series of questions are given in the final segment of the lesson."

This is also supported by Anee's statement, she stated:¹⁰¹

⁹⁸ Observation by the researcher on January 19, 2024

⁹⁹ Diaby Sidiki interviewed by Joyce Candra Ayuning Tiyas, Thailand, January 25, 2024.

¹⁰⁰ Mali, focus group interview with grade 11 students, Thailand, January 19, 2024.

¹⁰¹ Anee, focus group interview with grade 11 students, Thailand, January 19, 2024.

“Guru Sidiki menggunakan teks rumpang dalam penilaiannya untuk meningkatkan kefahaman mendengar pelajar, serta menyediakan tugas dan temu bual mengenai topik pembelajaran akhir.”

Translated by Researcher :

” Teacher Sidiki conducted gap texts in her assessment to improve students' listening comprehension, and gave assignments and interviews in the last topic of the lesson.”

Based on the results of the study, the researcher concluded that the evaluation of listening learning using the whispering game strategy is a type of formative evaluation conducted after the learning process. This evaluation includes the use of tests and non-tests, such as description questions, as well as attitude assessment in listening learning.

At the end of the learning activity, it is suggested that students and teachers engage in synthesizing the knowledge gained to facilitate reflection on the teaching and learning process. The evaluation of teaching listening comprehension, using whispering game strategies at the eighth grade students Santivit Songkhla Technological College in Thailand, utilized formative assessment techniques such as completing gap text tasks, as evidenced by observations, interviews, and document review. In essence,

the students showed significant enthusiasm for listening comprehension through engaging whispering game, thus improving their overall comprehension skills. The success of the classroom environment was underscored by the implementation of whispering game as a learning approach, which encouraged active participation among students and teachers in an effort to improve listening comprehension. Collaboration during whispering game proved instrumental in overcoming the challenges

associated with listening comprehension, as students worked together to fulfill the assigned tasks.

Tabel 4.3
Data Presentation and Analysis

No	Focus	Findings
1	2	3
1	What is the purpose of applying the Whispering Game strategy for teaching listening comprehension to eighth grade students at Santivit Songkhla Technological College, Thailand?	Based on the interviews and document review, the objectives of teaching listening comprehension through whispering game strategies for eighth grade at the Santivit Songkhla Technological College, Thailand are as follows: 1) Actively Engaged, By implementing the whispering game strategy, the teacher wants students to be actively involved in the learning process. 2) Create a Dynamic Classroom

		<p>Environment, where students are not only passive listeners but also active participants, 3) Increasing Active Engagement, to increase students' active engagement in the learning process. 4) Creates a Fun Learning Experience, where students can learn in an engaging and entertaining way, while still focusing on developing their listening skills.</p>
2	<p>How is the Whispering Game strategy implemented to teach listening comprehension to eighth grade students at Santivit Songkhla Technological College, Thailand?</p>	<p>1) Data from observation, interviews, and document review shows that the material of teaching listening comprehension through whispering game strategy at the eighth grade students Santivit Songkhla Technological College in</p>

		<p>Thailand : was about situations involving asking for, giving and refusing services.</p> <p>2) Data obtained from observations, interviews, and document review indicate that the resulting steps of teaching listening comprehension through whispering game strategies for eighth grade students at Santivit Songkhla Technological College, Thailand, are: 1) The teacher starts by preparing the materials for the whispering game. 2) In the game, students practice asking for, giving, and refusing services.</p> <p>3) The groups are formed into five people in a group, and the students whisper the</p>
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		<p>sentences in turn. 4) The last students wrote down on the board what they heard instead of relaying it orally.</p> <p>5) Due to time constraints, only one round of the game is played per session. Winners were determined based on accuracy, with the first group winning in one session, while the others failed due to inaccuracies.</p>
3	<p>What is the evaluation of applying the Whispering Game strategy for teaching listening comprehension to eighth grade students at Santivit Songkhla Technological College, Thailand?</p>	<p>Based on the results of observations, interviews, and document review, the evaluation of teaching listening comprehension through whispering game strategy at the eighth grade Santivit Songkhla Technological College in Thailand involves formative</p>

		<p>assessment conducted after the learning process. This assessment includes both tests and non-tests. The tests consist of descriptive questions and gap text exercises designed to enhance students' listening comprehension. Additionally, there is an attitude assessment and a personal interview at the end of the lesson.</p>
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C. Discussion

This stage reflects the researcher's understanding of the relationships between categories and dimensions, the placement of current findings in relation to previous findings, and the interpretation and explanation of field results. The researcher examined the objectives, steps, materials, and evaluation of teaching listening comprehension using whispering game strategy at the eighth grade students Santivit Songkhla Technological College in Thailand in this study.

- 1. The Purpose of applying the Whispering Game strategy for teaching listening comprehension to eighth grade students at Santivit Songkhla Technological College, Thailand.**

Teaching objectives include assisting students in understanding and mastering subject matter, developing critical thinking skills, improving communication skills, and preparing them to apply this knowledge and skills in their daily and future lives, while also motivating students, building confidence, and fostering a positive attitude towards lifelong learning. While teaching objectives provide a range of benefits for students in classroom activities, they also relate to wider educational benefits for the young students involved in the educational process. The importance of teaching objectives in the teaching and learning process suggests that a number of activities should be undertaken by teachers to support the achievement of these objectives.

Based on the interviews and document review, the objectives of teaching listening comprehension through whispering game strategies for eighth grade at the Santivit Songkhla Technological College, Thailand are as follows: 1) Actively Engaged, By implementing the whispering game strategy, the teacher wants students to be actively involved in the learning process. 2) Create a Dynamic Classroom Environment, where students are not only passive listeners but also active participants, 3) Increasing Active Engagement, to increase students' active engagement in the learning process. 4) Creates a Fun Learning Experience, where students can learn in an engaging and entertaining way, while still focusing on developing their listening skills.

Related to the findings above, there are four purpose of teaching listening comprehension through whispering strategies, namely, Actively Engaged, by implementing the whispering game strategy, the teacher wants students to be actively involved in the learning process and create a Dynamic Classroom Environment, where students are not only passive listeners but also active participants. This is relevant to the statement of Wael, A, et al. Who say that, the whispering game method can also help students to be more active in listening and eliminate boredom or boredom when learning resulting in passive learning.¹⁰²

This is also supported by Nazli Fahada, et al. Which states that the purpose of the whispering game make most of the students were more active and enthusiast during teaching learning process. It implied that the use of whisper race game strategy could improve the students' ability at listening and also help the teacher to teach listening.¹⁰³ These purpose underscore the importance of using innovative and interactive teaching strategies to foster a more engaging and effective learning environment. By incorporating activities such as whispering games, educators can significantly improve listening comprehension skills while encouraging a dynamic and collaborative classroom dynamic.

¹⁰² Wael, A., Hartanti, R., Ohorella, H. M., Ruslan, & Dian Saputra. (2023). Improving Students' Listening Skill Using Chain Whispers Game ; MENINGKATKAN KEMAMPUAN MENDENGAR SISWA MELALUI PERMAINAN CHAIN WHISPERS. Qalam : Jurnal Ilmu Kependidikan; Vol. 12 No. 2 (2023): Desember ; 59-64 ; 2655-5603 ; 2088-3331 ; 10.33506/Jq.V12i2. <http://ejournal.um-sorong.ac.id/index.php/jq/article/view/2836>

¹⁰³ Nazli Fahada, Saidatul Hanim, & Tampubolon, J. . (2023). Improving The Students' Ability On Listening Using Whisper Race Game At Mts Al Washliyah Batang Serangan . Journal of Classroom Action Research, 2(2), 1-7. <https://doi.org/10.52622/jcar.v2i2.149>

This method not only captures students' interest, but also encourages active participation, thus creating a more immersive and enjoyable learning experience. Ultimately, such interactive techniques contribute to a more thorough development of students' language abilities and interpersonal skills.

The findings on the purpose of teaching listening comprehension through whispering game strategy at the eighth grade students Santivit Songkhla Technological College, Thailand, reflect the theoretical principles on the purpose of teaching listening comprehension. That is, to help students improve their ability to effectively understand the material they listen to, with the expectation that this ability will help them apply the information they listen to in real-world situations. In addition, the purpose of teaching listening comprehension also involves developing students' overall communication skills, including the ability to clearly understand messages, interpret the meaning contained in a conversation or presentation, and respond appropriately and effectively.

2. The Whispering Game strategy implemented to teach listening comprehension to eighth grade students at Santivit Songkhla Technological College, Thailand

a. Material

Material is one of the most vital elements in the learning process. In the context of learning, teachers deliver materials to students with the aim of increasing their knowledge, practicing communication skills, and organizing

the learning process. The importance of the material delivered is to keep students interested and not feel bored, so they can enjoy the learning process. Learning materials can be presented in various interesting forms, such as instructionally by providing information about language, experientially by providing examples of language use, or elicitation by stimulating students' use of language.¹⁰⁴ Materials can also be presented exploratively, where students are given the opportunity to discover and learn the language independently. In addition, learning materials include all forms of materials related to the language being studied.

Information from observations, interviews, and document review shows that the materials for teaching listening comprehension through whispering game strategy at the eighth grade students Santivit Songkhla Technological College, Thailand are: about situations involving 1) asking for, 2) giving and 3) refusing services.

This material aims to provide students with realistic and contextual listening experiences, helping them to recognize and understand language use in everyday life situations. In addition, the materials are also intended to prepare students for teaching listening comprehension by improving their skills in identifying important information, understanding the context of conversations about asking for, giving, refusing services, and developing effective listening strategies. Thus, it is expected that students can be more

¹⁰⁴ Brian Thomlinson, *Materials Development in Language Teaching: 2nd Edition*, (Cambridge: Cambridge University Press), 2011, 2.

prepared and confident in using English both inside and outside the classroom, as well as being able to apply their listening skills in various real-life situations.

In light of the above findings, teaching listening comprehension at the eighth grade students Santivit Songkhla Technological College using the whispering game strategy relates to Widdowson's concept, which asserts that exposing students to materials is necessary, due to the rich language input they provide. Exposing students to such forms of language will enable them to cope with real interactions, both inside and outside the classroom.¹⁰⁵ This is also confirmed by Larsen-Freeman, one of the main features of communicative language teaching is the use of materials. This approach has changed the syllabus designers' view of English language learning, from just an academic subject to an essential communication tool both inside and outside the classroom. Therefore, it is recommended that syllabus designers consider the needs of students and provide them with opportunities to use the language learned in real situations outside the school environment.¹⁰⁶

b. Steps

Teachers in the education system are encouraged to draw up structured lesson plans for each subject. These lesson plans are a series of

¹⁰⁵ Swales J. Aspects of language teaching. H. G. Widdowson. Oxford:Oxford University Press, 1990 Pp. xiii + 213. \$12.95. *Studies in Second Language Acquisition*. 1992;14(2):229-230. doi:10.1017/S0272263100010937

¹⁰⁶ Larsen-Freeman, D. 2000. *Techniques and Principles in Language Teaching*. Oxford: Oxford University Press.

activities designed to cover between forty and ninety minutes of class time. In these plans, each learning unit includes well-planned steps, including preparation beforehand and follow-up afterward, so that teachers can manage learning time effectively. By evaluating the previous session and preparing the material for the next session, teachers can provide a thorough and purposeful learning experience for students.

The results of the research used and the data obtained from the results of observations, interviews, and documentation, namely the implementation of listening comprehension teaching using whispering game strategy at the eighth grade students Santivit Songkhla Technological College, are carried out in this step, that are: 1) The teacher starts by preparing the materials for the whispering game, ensuring that they are appropriate to the theme of the lesson. 2) In the game, students practice asking for, giving, and refusing services. Unlike the standard procedure, the teacher does not limit the number of sentences whispered, but sets a time limit of 3 minutes per round. 3) The groups are formed into five people in a group, and the students whisper the sentences in turn. 4) Unlike the usual method, the last students wrote down on the board what they heard instead of relaying it orally. 5) Due to time constraints, only one round of the game is played per session. Winners were determined based on accuracy, with the first group winning in one session, while the others failed due to inaccuracies.

The findings above are in line with theory which states that

systematic and contextualized learning steps, such as starting with greetings, involving students in initial activities such as leading prayers, checking attendance, and providing an introduction to material relevant to daily life, can increase students' engagement and understanding of the material being taught.

This activity is in accordance with the idea conveyed by Brown that in designing lesson plans, there are several elements that need to be considered in general. These elements include Objectives, Materials and equipment, Procedures, Evaluation.¹⁰⁷

1) Objective

In creating learning objectives, teachers should ensure that they include explicit statements outlining the intended outcomes of the lesson. Explicit statements entail clearly defining the achievements to be reached, maintaining the coherence of the lesson, specifying the desired accomplishments, and assessing student success either at the conclusion or later. Learning objectives are characterized by indicating what students will accomplish. It's important for teachers to differentiate between the ultimate aim and the learning objectives. Terminal learning objectives represent the ultimate outcomes that require assessment, while supporting objectives are the internal steps that complement each other and

¹⁰⁷ H.Douglas Brown, Teaching by Principle Second Edition: An Interactive Approach to Language Pedagogy. New York:Pearson ESL. 2000, 149-151.

ultimately lead to achieving the final goal.

2) Materials and Equipment

As a teacher, what you need to know is what equipment and supplies to bring. The resources in teaching listening comprehension that teachers may bring are audio materials, handouts, and student worksheets, while the equipment that instructors may need in teaching listening comprehension are laptops, pens, markers, speakers, videos or audios, learning media used are paper and whiteboards. Software for playing audio or video, projectors, and headsets can also be important pieces of equipment used to ensure that every student can hear clearly and participate actively in the lesson.

3) Procedures

In general, the basic principles of procedure in the implementation plan are divided into three agendas. First is the opening, which includes preliminary activities such as greetings, praying together, checking the attendance list, and so on. Second is the core, which consists of various activities with varying proportions, such as class work, group or pair projects, lectures from the instructor, and student presentations. Third is the closing, which is the process of closing activities in the classroom, which can include evaluation, feedback, or giving homework, and ends with praying together.

4) Evaluation

Evaluation is sometimes only considered as part of the lesson plan. However, evaluation can be done after one or two meetings to find out if the learning objectives have been achieved. Evaluation also serves as an assessment conducted by the teacher, which can then provide students with the opportunity to learn to assess their own success and make necessary adjustments.

Furthermore, the techniques outlined above for implementing the teaching of listening comprehension through whispering game strategies are consistent with Brown's ideas in designing the teaching module, which specify important aspects that should be included. The objectives correspond to the findings in the induction section set out in the phrase "learning objectives." In the phrase "explaining the material," the materials and equipment used correspond to the findings in the induction section, where materials and equipment are used as tools to explain the material. Following the findings in the stages section, the steps include responding to students' questions, providing concrete examples, and engaging students in practical activities to ensure deeper understanding.

The conclusion regarding the findings related to the implementation of teaching listening comprehension through whispering game strategy at the eighth grade students Santivit Songkhla Technological College, Thailand follows the existing

theory of learning steps. The implementation of teaching listening comprehension using lesson plans aims to facilitate teachers in teaching and help students understand listening skills better.

3. The Evaluation of applying the Whispering Game strategy for teaching listening comprehension to eighth grade students at Santivit Songkhla Technological College, Thailand

The evaluation of listening comprehension using the whispering game strategy is done through formative evaluation given by the teacher. This assessment is usually conducted at the end of the learning session. The assessment methods used include tests in the form of description questions and non-test assessments to assess attitudes and listening practices.

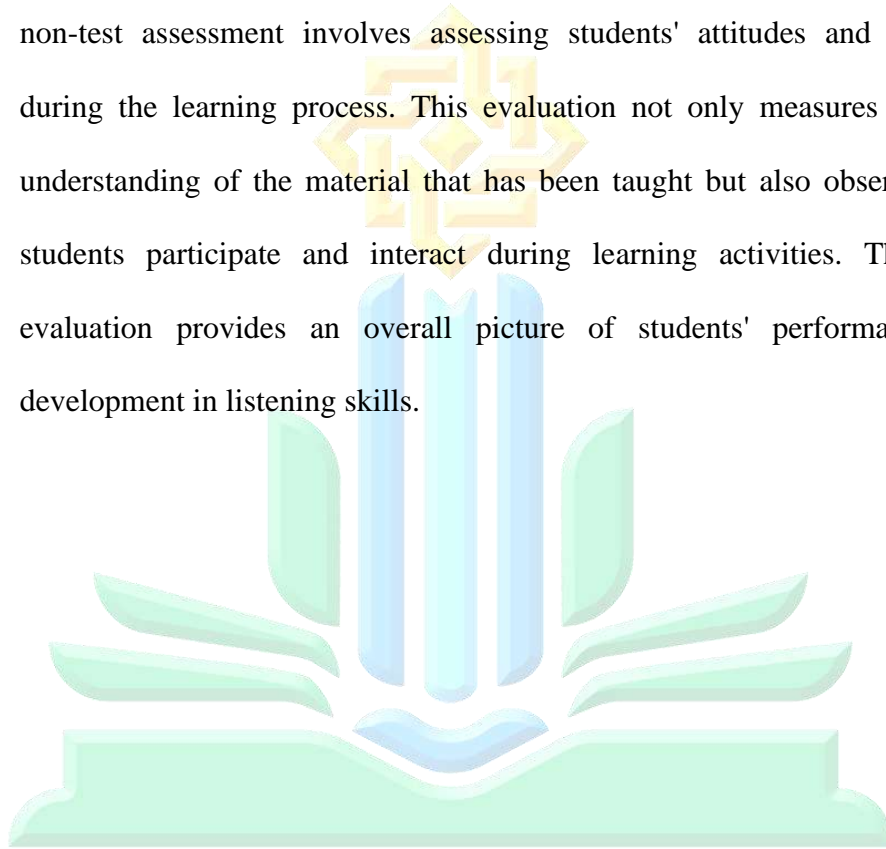
As explained in the findings, the evaluation of listening learning using the whispering game strategy is carried out by the teacher through formative evaluation. This assessment is usually carried out at the end of the learning session. The assessment instruments used include tests in the form of description questions and non-test assessments in the form of attitude and practice assessments. According to Brown (2011), formative evaluation aims

to measure the extent to which students have difficulty in understanding the material. Thus, the need to improve teaching strategies to achieve better understanding can be identified. In addition, evaluating students through listening exercises can train them to listen to English texts normally, so that they are able to master and understand the material taught at school better.¹⁰⁸

Based on these findings, the researcher concluded that the evaluation

¹⁰⁸ Brown 185

of listening learning using the jigsaw strategy is a formative evaluation conducted after the learning process. This evaluation includes two types of assessment: test and non-test. Test assessment is conducted using description questions designed to assess students' ability in listening tasks. Meanwhile, non-test assessment involves assessing students' attitudes and practices during the learning process. This evaluation not only measures students' understanding of the material that has been taught but also observes how students participate and interact during learning activities. Thus, this evaluation provides an overall picture of students' performance and development in listening skills.



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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This chapter concludes with a brief summary based on the findings in Chapter IV and makes the following suggestions:

1. The Purpose of applying the Whispering Game strategy for teaching listening comprehension to eighth grade students at Santivit Songkhla Technological College, Thailand are as follows: 1) Actively Engaged, By implementing the whispering game strategy, the teacher wants students to be actively involved in the learning process. 2) Create a Dynamic Classroom Environment, where students are not only passive listeners but also active participants, 3) Increasing Active Engagement, to increase students' active engagement in the learning process. 4) Creates a Fun Learning Experience, where students can learn in an engaging and entertaining way, while still focusing on developing their listening skills.
2. The Whispering game strategy implemented to teach listening comprehension to eight grade students at Santivit Songkhla Technological

College is divided into two things, namely:

- a. Materials

Materials for Teaching Listening Comprehension Through Whispering Game strategy at the Eighth grade Students Santivit Songkhla Technological College, Thailand are as follows: 1) asking for, 2) giving and 3) refusing services

b. Steps

The steps of Teaching Listening Comprehension through Whispering Game strategy at the Eighth grade Students Santivit Songkhla Technological College, Thailand are as follows: 1) The teacher starts by preparing the materials for the whispering game. 2) In the game, students practice asking for, giving, and refusing services. 3) The groups are formed into five people in a group, and the students whisper the sentences in turn. 4) The last students wrote down on the board what they heard instead of relaying it orally. 5) Due to time constraints, only one round of the game is played per session. Winners were determined based on accuracy, with the first group winning in one session, while the others failed due to inaccuracies.

3. The evaluation of applying the Whispering Game strategy for teaching listening comprehension to eighth grade students at Santivit Songkhla Technological College, Thailand, involves formative assessment

conducted after the learning process. This assessment includes both tests and non-tests. The tests consist of descriptive questions and gap text exercises designed to enhance students' listening comprehension.

Additionally, there is an attitude assessment and a personal interview at the end of the lesson.

B. Suggestion

Following research conducted at Santivit Songkhla Technological

College, Thailand, the researcher intends to provide suggestions in this section for:

1. Teacher

For teachers, it is important to note that the objectives of listening learning through whispering game strategies should be carefully designed to help students' readiness before listening, reduce anxiety, and improve focus during the listening process. Selecting relevant and interesting materials and adopting proven effective learning steps such as material introduction, demonstration, small discussion, and pre-listening activities can enrich students' learning experience.

2. Future Researcher

As for future researchers, it is necessary to continue exploring the effectiveness of this strategy by identifying additional steps or variations that can increase the effectiveness of listening learning through the whispering game strategy. Formative evaluation can also be an interesting

research focus to evaluate the evaluation methods that can be used and their effectiveness in improving student understanding in listening.

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Here by declares that the content of the thesis entitled "*The Application of Whispering Game Strategy for Teaching Listening Comprehension to Eighth Grade Students at Santivit Songkhla Technological College, Thailand*". Is the result of my research/work, except in part referred by the source.

Jember, 30th May 2024

Stated by


Joyce Candra Ayuning Tiyas
202101060042

Appendix 1

Title	Variable	Indicators	Source of Data	Research Method	Research Problem
The Implementation of Teaching Listening Comprehension Whispering game strategy at the Eighth grade Santivit Songkhla Technological College Thailand	1. Listening	1. The Definition of Listening 2. The Principle of Listening 3. The Component of Listening	1. Interview a. English Teacher. b. Students. 2. Observation a. Objective Condition of Santivit Songkhla Technological College, Thailand	1. Approach and Type of the Research: a. Qualitative b. Case Study 2. Data Collection	1. What is the purpose of teaching listening comprehension through whispering game strategy at the eighth grade students Santivit Songkhla Technological College?
	2. Teaching Listening Comprehension	1. The Definition of Teaching Listening Comprehension 2. The process of Listening Comprehension 3. Difficulties in Listening Comprehension 4. Strategies in Teaching Listening Comprehension 5. Method of Teaching Listening Comprehension	b. The Implementation of whispering game strategy in the class 3. Document Reviews a. The history of Santivit Songkhla Technological College b. The profile of Santivit Songkhla Technological College c. Vision, Mission, and Philosophy of Santivit Songkhla	a. Interview b. Observation c. Document Reviews 3. Data Analysis a. Data Condensation b. Data Display c. Drawing and Verifying conclusions 4. Validation of the data : a. Triangulation Source b. Triangulation Technique	2. What is the materials for teaching listening comprehension through whispering game strategy at the eighth grade students Santivit Songkhla Technological College? 3. How are the steps of teaching listening comprehension through whispering game strategy at the eighth grade students Santivit Songkhla Technological College? 4. What is the evaluation of teaching listening comprehension through whispering game strategy at the eighth grade students Santivit

		6. Material of Teaching Listening Comprehension 7. Evaluation of Teaching Listening Comprehension	Technological College d. Status of Teacher and Staff e. State of the Learners		Songkhla Technological College?
	3. Pre-Listening Activities Strategy	1. Definition of Pre-listening activities Strategy 2. Function of Pre-listening activities Strategy 3. Advantages and Effectiveness of Pre-listening Activities Strategy in Teaching and Learning process			

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Appendix 2

 SONGKHLA, THAILAND

วิวัฒนาการทางการศึกษา

SANTIVIT SONGKHLA TECHNOLOGICAL COLLEGE

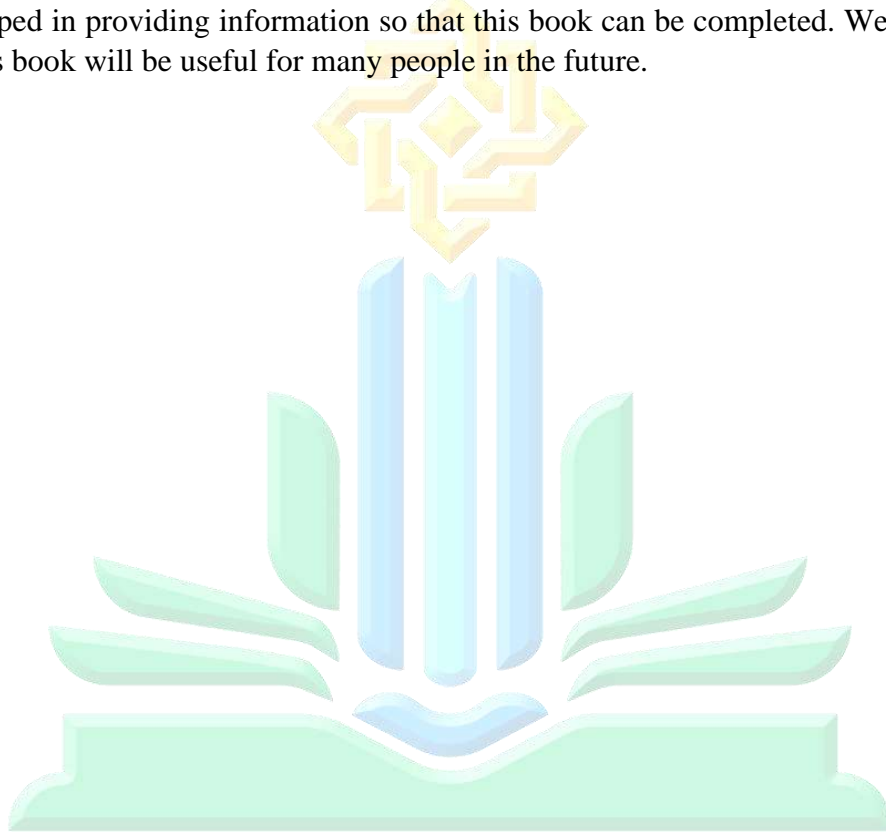
History is an inspiring journey, and
education is the key to
understanding it.



PERFACE

Alhamdulillah, all praise is due to Allah SWT, the Lord of the universe who always gives mercy and guidance to His servants. In order to introduce more about Santivit Songkhla Technological College, an information booklet has been prepared which includes the history and profile of Santivit Songkhla Technological College for easy access to information.

I would like to express my deepest gratitude to Dr. Mangsod Match as the director of Santivit, as well as to all Santivit teachers, caregivers, and staff who have helped in providing information so that this book can be completed. We hope that this book will be useful for many people in the future.



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1. The history of Santivit Songkhla Technological College

Santivit School is a private vocational education institution operating under the supervision of the Administrative Office of the Private Education Commission. The school was established in 1981 by Mr. Sa-nguan Suksawee under the name "Songkhla Vocational School" abbreviated as "Sor Sor". On June 6, 1981, the school was officially opened with the main objective to produce qualified human resources to serve the community effectively.

In 1989, the school underwent a name change to "Songkhla School of Technology" with the abbreviation "Sor Khor Tor". Subsequently, in 2012, the name was again changed in accordance with an announcement from the Ministry of Education. The school offers a wide range of majors covering various vocational fields to meet the needs of industry and society.

Some of the majors available at Santivit School are as follows:

- a. In 1981, the Department of Automotive Mechanics was opened at the vocational level.
- b. In 1983, the Electrical Department was opened at the vocational level.
- c. In 1986, the Electronics Technician Department was opened at the vocational level.
- d. In 1987, the automotive mechanic department at the Vocational Level was expanded.

- e. In 1992, the Vocational Commercial Accounting and Sales Department was opened. Sales and extended the electrical department course, Diploma level.
- f. In 1995 sales of business administration courses at vocational level accounting and marketing, extended courses in the electronics department at the vocational level.
- g. In 1996, opened the Architectural Technician Department with Vocational Certificate, adding Vocational Certificate courses, business administration department in Accounting and Marketing by accepting students who have graduated at the end of general education with studies at the Vocational Certificate level, studying 4 semesters and 2 summer semesters (2 years). 2 summer semesters (2 years).
- h. In 2009, requested to add a vocational certificate program. Type of Trade Department Retail Business by in cooperation with C.P. All Public Company Limited in organizing the teaching and learning process organizing the teaching and learning process.

i. In 2012, the school changed its name to "Songkhla College of Technology".

In the 2016 academic year, Santivit School obtained permission to increase the type of education in the field of vocational management.

On May 30, 2016, in accordance with the National Board of Order and Order Chairman's Regulation No. 8 of 2016 on the Management of

Public and Private Sector Vocational Education Institutions, the school was permitted to establish Santivit Technological College and Santivit Boarding School Thailand.

In 2018, Santivit School applied to add a vocational certificate program based on the B.E.2013 curriculum. This program includes the management of the normal teaching system, including foreign language majors and key industrial subjects in welding products. Then, in 2020, the school expanded its teaching system by adding several new departments, namely:

- a. Industrial mechanics department covering the motorcycle and small engine sectors.
- b. Commerce and accounting department.
- c. Tourism industry with tourism academic branch.

With the addition of these programs, Santivit School further strengthens its commitment to producing graduates who are work-ready and have skills relevant to the needs of modern industry.

2. The Profile Santivit Songkhla Technological College

- a. School Name : Santivit Songkhla Technological College Thailand
- b. Address : 13/6 no. 6 Tambon-Bana-Chana Songkhla,

Thailand

- c. Postal Code : 90130.
- d. District : Banna
- e. District : Chana
- f. Province : Songhkla
- g. Phone : 074-802150
- h. Fax : 074-802150
- i. Email : santiwit56@hotmail.com
- j. School Status : Private
- k. Owner's Name : Dr. Mangsod Ma'teh
- l. Principal's Name : Jitakhon Kha Niyo
- m. Level of Education : Matyom School (1-2)

3. Vision and Mission of Santivit Songkhla Technological College

Thailand

a. Vision

Means expectations of educational institutions that want to achieve results according to the intent that aims for quality according to educational standards of educational institutions. Santivit Songkhla Technological College The vision of the College is defined as follows.

“Strive to provide quality vocational education. To meet the needs of the community adhere to moral principles Ethics and Islamic principles are a way of life.”

b. Mission

Refers to the missions that educational institutions must do in order to achieve the expectations set forth. Each mission will set objectives (Goals) to support and identify the results from the implementation of the mission. Santivit Songkhla Technological College Set a mission to achieve the vision set out as follows :

- 1) Provide education for learners to have quality professional competence.
- 2) Organize extracurricular activities integrating Islamic ways and sufficiency economy philosophy. To train students to have morals, ethics, good behaviors according to the Islamic way.
- 3) Provide up-to-date education In line with the needs of the labor market and self-employment. to live according to economic conditions
- 4) Build networks and cooperation in academic service and professionals with various sectors both domestically and internationally
- 5) Promote and develop research, inventions, innovations and technologies so that they can be used. Benefits to the community and society

- 6) Develop a quality assurance system. professional education standards and driven educational institutions in line with the ASEAN Community

4. Status of Teachers and Staff

The following is a list of the teachers and staff as well as the management structure:

No	Name	Position
1	Pralomjit Ma'the	Licensee
2	Mangsod Ma'the	Director
3	Yureeda Mansanit	Deputy Director of Business Development Student
4	Tanul Areifin Ledhuwee	Deputy Director of Planning and Cooperation
5	Faisal Molo	Deputy Director of Academic Affairs
6	Mariya Taeke	Deputy Director of Resource Management Resources
7	Masafavi Brohem	Resource Management Department
8	Zulma Abu Kuelong	Department of Development Student Affairs
9	Muhammad Basri Mathae	Department of Tourism, Planning and Cooperation

10	Anant Dasi	Department of Planning and Cooperation
11	Nurhidaya Mauseng	Department of Resource Management
12	Furakorn Muso	Department of Development Student Affairs
13	Nariham Tuanbuesa	Academic Department
14	Thitipong Prakobhan	Student Development Department
15	Amnuay Manee	Automotive Technician
16	Sakdipat Suriya	Welders
17	Sermrat Somad	Automotive Technician
18	Sareepa Dumani	Foreign Language
19	Diaby Sidiki	Foreign Language
20	Nurkusami Neesakem	Resource Management Department
21	Rorsi Che Mudo Qauli	Fiqih
22	Syafawi Ibrahim	Tarikh and Akhlak
23	Furqon	Tauhid

Appendix 3

Research Instrument

A. Observation Instrument

1. Geographic condition of Santivit Songkhla Technological College, Thailand
2. The Implementation of Teaching Listening Comprehension Through Whispering Game Strategy at the Eighth grade Santivit Songkhla Technological College Thailand

B. Interview Instrument

1. Based on the strategies used, what are the objectives of teaching Listening Comprehension through the whispering game strategy?
2. What are the materials taught in teaching Listening Comprehension through the whispering game strategy?
3. When using the whispering game strategy, what are the steps involved?
4. The last question, how is the evaluation carried out in teaching Listening Comprehension through the whispering game strategy?

C. Document Review Instrument

1. The history of Santivit Songkhla Technological College
2. The profile of Santivit Songkhla Technological College
3. Vision and Mission of Santivit Songkhla Technological College
4. Status of Teacher and Staff
5. State of the Learners
6. The Lesson Plan



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Appendix 4

Lesson Plan (RPP)

Identity

Education Unit	Matyom 1-2
Subject	English
Grade/semester	VIII/1
Subject Matter	Asking for, Giving, and Refusing Service.
Time Allocation	2x40 minutes

A. Core Competencies

1. Appreciate and appreciate the teachings of the religion he/she adheres to.
2. Appreciate and appreciate honest, disciplined, responsible, caring (tolerance, mutual cooperation), polite, confident behavior in interacting effectively with the social and natural environment.
3. Understand and apply factual, conceptual, and procedural knowledge based on their curiosity about science, technology, arts, culture, related phenomena and visible events.
4. Processing, presenting, and reasoning in the concrete domain (using, parsing, assembling, modifying, and making) and abstract domain (writing, reading, calculating, drawing, and composing) in accordance with what is learned at school and other similar sources in the point of view/theory.

B. Basic Competency

1. Understand oral and written texts to request, provide, and refuse services.
2. Compose oral and written texts to request, provide, and refuse services effectively and politely.

C. Indicator

1. Students can identify the expression of asking for service in the listened dialog.
2. Students are able to identify the expression of giving service in the listened dialog.
3. Students can identify the expression of refusing service in the listened dialog.
4. Students can complete the missing sentences related to asking, giving, and refusing service correctly.

5. Students can compose a short dialog to ask for service by using the right expressions.
6. Students can compose a short dialog to provide services using the right expressions.
7. Students can compose a short dialog to refuse a service by using the right expressions.
8. Students can actively participate in the whispering game and restate instructions clearly.

D. Attitude Indicator (Non-Test Assessment)

1. Students show an honest attitude in doing tasks and communicating with friends.
2. Students show discipline in following the rules and instructions given by the teacher.
3. Students show responsibility in completing tasks well and on time.
4. Students show the ability to work well together in groups.
5. Students show politeness in speaking and behaving to teachers and friends.
6. Students show confidence by daring to participate in class discussions and activities.

E. Learning Objectives

1. Students can understand and identify expressions for asking for service.
2. Students can understand and identify expressions for giving service.
3. Students can understand and identify the expressions for refusing service.
4. Students can orally express asking for, giving, and refusing service.

F. Learning Approach and Methods

1. Approach: Scientific
2. Methods: Discussion, Q&A, Whispering Game

G. Media, Tools and Learning Resources

Procedure Text Cards, Whiteboard and Markers, Worksheet/Handout, and English Textbook.

H. Learning Steps

Activity	Description
Introduction Activity (<i>10 minutes</i>)	<ol style="list-style-type: none"> 1. The teacher says greetings and checks the students' attendance. 2. The teacher gives an apperception by asking the

	<p>students' experiences when asking for, giving, or refusing services in restaurants or other places.</p> <p>3. The teacher conveys the learning objectives.</p>
<p>Core Activity (60 minutes)</p>	<p>1. Exploration (10 minutes):</p> <ol style="list-style-type: none"> a. The teacher explains the material about the expressions of asking for, giving, and refusing services. b. Examples of short dialogs are shown and discussed with the students. <p>2. Elaboration (40 minutes)</p> <ol style="list-style-type: none"> a. Listening <ol style="list-style-type: none"> 1) Students are divided into small groups (5-6 students per group). 2) The teacher gives the prepared procedure text to the first student in each group. 3) The first student whispers the text to the second student, and so on until the last student. 4) The last student restates the instructions he/she heard by writing them on the board. b. Discussion <ol style="list-style-type: none"> 1) The teacher and students compare the original text with the text submitted by the last student. 2) Discussion about the differences that occur and the causes.

	<p>3. Confirmation (<i>10 minutes</i>)</p> <ol style="list-style-type: none"> The teacher provides clarification and feedback on the discussion results. The teacher emphasizes the importance of listening carefully and giving instructions clearly.
Closing Activity (<i>10 minutes</i>)	<ol style="list-style-type: none"> Students together with the teacher make conclusions about the material that has been learned. The teacher gives homework to create a short dialog about asking, giving, and refusing services. The teacher closes the lesson by giving motivation and greetings.

I. Evaluation

1. Formative Assessment:

- Test (Fill in the Blank): Complete the missing sentences related to requesting, providing, and refusing services.
- Non-Test (Attitude): Assessment of student attitudes during the learning process.

2. Assessment for the Fill in the Blank Test:

Name	Score
Students1	
Student 2	
Student 3	

a. Grading Criteria:

- Each question will be scored as correct or incorrect.
- Each correct answer will earn 1 point.
- The maximum score that can be achieved is the total number of questions.

3. Assessment for Attitude Test:

Name	Honest	Discipline	Responsibility	Cooperation	Respectful	Self-confidence
Student 1						

Student 2						
Student 3						

a. Scoring Criteria:

Rating scale from 1 to 5, with the following description:

- 1) 1: Very Poor
- 2) 2: Poor
- 3) 3: Fair
- 4) 4: Good
- 5) 5: Very Good

Knowledge Assessment Instrument: Fill in the Blank Text

**(The Implementation of Teaching Listening Comprehension through
Whispering game Strategy at the Eighth grade students Santivit Songkhla
Technological College)**

I. Asking for Service:

1. "Good _____, how can I help you?"
2. "I would like to _____ a table for four, please."
3. "Could you please bring us the _____?"

II. Giving Service:

4. "Certainly! Our _____ special is the grilled salmon."
5. "Here is your _____. Enjoy your meal!"
6. "Can I _____ you any dessert or coffee?"

III. Refusing Service:

7. "I'm sorry, but we are fully _____ at the moment."
8. "Unfortunately, we don't have that dish _____."
9. "I apologize, but we don't allow outside food and drinks _____."

Scoring Instructions:

- a. Each correct answer will be given a score of 1.

- b. The maximum score that can be achieved is 9.
- c. If the student's answer is correct, put a check mark (\checkmark), if incorrect, put a cross (X).
- d. The total score will be calculated based on the number of correct answers.



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Appendix 5

Interview 2 : Focus group discussion

A : Researcher

B : Rusmina

C : Mali

D : Anee

A: Assalamualaikum, Selamat pagi, semua. Terima kasih kerana menyertai sesi temu ramah ini. Saya di sini bersama Rusmina, Mali, dan Anee untuk membincangkan pengalaman mereka dengan strategi pemahaman mendengar. Mari kita mulakan dengan Rusmina. Rusmina, bolehkah anda kongsi pendapat anda tentang bagaimana game berbisik telah membantu anda dalam pembelajaran?

B (Rusmina): Saya merasakan strategi berbisik membuatkan saya lebih fokus dan benar-benar mendengar setiap patah perkataan yang diucapkan. Ini membantu saya memahami bahasa Inggeris pertuturan dengan lebih cepat. Saya suka pelajaran yang membuatkan kita aktif begini. Jadi kita tidak bosan, tetapi kita masih boleh belajar

A: Terima kasih, Rusmina. Mali, bolehkah anda juga menceritakan pengalaman anda dengan game berbisik?

C (Mali): Dengan strategi berbisik, pelajaran menjadi lebih menyeronokkan dan kurang membosankan. Kami mendengar dengan teliti dan bekerjasama, yang menjadikan suasana kelas lebih meriah dan interaktif. Saya juga merasakan bahawa strategi berbisik membantu saya mengingati maklumat dengan lebih baik kerana saya perlu mendengar dan menyampaikan maklumat dengan betul. Ini adalah cara yang menyeronokkan untuk belajar dan sangat berkesan untuk saya.

A: Itu pemikiran yang mendalam, Mali. Sekarang, Anee, bolehkah anda berkongsi pandangan anda tentang game berbisik?

D (Anee): *Kadang-kadang saya pun rasa macam tu, susah nak faham bahasa Inggeris. So, teacher Sidiki buat kitorang main bisikan dulu nak tengok bahan ajar. Semasa proses pengajaran dan pembelajaran pemahaman mendengar menggunakan permainan berbisik, kita belajar tentang meminta, memberi atau menolak perkhidmatan.*

A: Terima kasih, Anee, kerana berkongsi pengalaman yang terperinci. Sekarang, mari kita bergerak kepada soalan kedua. Mali, bolehkah anda terangkan tentang aktiviti yang dijalankan oleh Teacher Sidiki semasa sesi pembelajaran?

C (Mali): *Dalam pembelajaran dengan permainan berbisik ini, saya mendapati ia sangat menyeronokkan. Bahan yang diajar oleh teacher Sidiki hari ini memberi tumpuan kepada situasi yang melibatkan permintaan, penyediaan dan penolakan perkhidmatan. Ini menjadikan pembelajaran lebih menarik dan interaktif, sambil membantu kami meningkatkan kefahaman mendengar kami*

A: Terima kasih, Mali, kerana berkongsi pandangan anda. Rusmina, bolehkah anda juga menceritakan aktiviti yang dijalankan oleh Teacher Sidiki semasa sesi pembelajaran?

B (Rusmina): *Permainan berbisik ini sungguh menyeronokkan! Cikgu Sidiki menyediakan bahan tentang meminta, memberi dan menolak perkhidmatan, yang membuatkan kami benar-benar mengamalkan situasi harian. Kami dibahagikan kepada kumpulan dan mempunyai 3 minit untuk menyelesaikan satu pusingan permainan. Rasanya mencabar tetapi Ia juga sangat menyeronokkan untuk berbisik dan mendengar dengan teliti, memastikan kami tidak terlepas sebarang perkataan Ia membantu kami lebih fokus dan belajar dengan cara yang interaktif dan menghiburkan.*

A: Terima kasih, Rusmina. Akhir sekali, Mali, bolehkah anda juga berkongsi pandangan anda tentang aktiviti yang dijalankan oleh Teacher Sidiki?

C (Mali): *Saya suka cara kami menulis ayat yang kami dengar di papan tulis. Ini membantu kami menyemak sama ada ayat yang kami dengar betul atau tidak, dan memberi kami peluang untuk melihat sebarang kesilapan yang mungkin berlaku semasa permainan. Walaupun terdapat hanya satu pusingan permainan setiap sesi kerana masa adalah terhadap kami belajar banyak tentang cara memahami dan mengingati maklumat dengan lebih baik Proses ini juga menjadikan kami*

lebih teliti dan prihatin terhadap butiran semasa mendengar, yang sangat berguna dalam meningkatkan kemahiran pemahaman mendengar kami

A: Terima kasih, Mali, kerana pandangan anda. Nampaknya Teacher Sidiki telah melaksanakan pelbagai strategi yang berkesan dalam sesi pembelajaran anda. Pengalaman yang anda semua kongsi menyediakan pandangan yang berharga tentang keberkesanan strategi pemahaman mendengar.

Translated by researcher :

A: Assalamualaikum, Good morning everyone. Thank you for participating in this interview session. I am here with Rusmina, Mali, and Anee to discuss their experiences with listening comprehension strategies. Let's start with Rusmina. Rusmina, can you share your opinion on how the whispering game has helped you in learning?

B (Rusmina): I feel that the whispering strategy makes me more focused and really listen to every word that is spoken. It helps me understand spoken English faster. I like lessons that make us active like this. So we don't get bored, but we can still learn

A: Thank you, Rusmina. Mali, can you also tell us about your experience with the whispering game?

C (Mali): With the whispering strategy, learning becomes more fun and less boring. We listen carefully and work together, which makes the classroom atmosphere more lively and interactive. I also feel that the whispering strategy helps me remember the information better because I have to listen and convey the information correctly. It's a fun way of learning and it works very well for me.

A: That's a profound thought, Mali. Now, Anee, can you share your views on the whispering game?

D (Anee): Sometimes I also feel like that, it's hard to understand English. So, Sidiki's teacher told us to play whisper first to see the teaching materials. In the process of teaching and learning listening comprehension by using the whispering game, we learned about asking for, giving or refusing service.

A: Thank you Anee for sharing such a detailed experience. Now, let's move on to the second question. Mali, can you tell us about the activities that Teacher Sidiki did during the lesson?

C (Mali): I found the whispering game very enjoyable. The material that Teacher Sidiki taught today focused on situations involving requesting, giving and refusing services. This makes learning more interesting and interactive, while helping us to improve our listening comprehension.

A: Thank you, Mali, for sharing your views. Rusmina, can you also tell us about the activities that Teacher Sidiki did during the lesson?

B (Rusmina): The whispering game was really fun! Cikgu Sidiki gave us material on asking, giving and refusing service which made us actually practice it in everyday situations. We were divided into groups and had 3 minutes to complete one round of the game. It was challenging but also fun to whisper and listen carefully, making sure we didn't miss a single word. It helps us focus more and learn in an interactive and entertaining way.

A: Thank you, Rusmina. Finally Mali, could you also share your views on the activities conducted by Guru Sidiki?

C (Mali): I like the way we write the sentences we hear on the board. It helps us check whether the sentences we heard are correct or not, and gives us a chance to see any mistakes that might have occurred during the game. Although there was only one round of the game per session as time was not favorable, we learned a lot about how to understand and remember information better. This process also makes us more attentive and pay attention to details when listening, which is very useful in improving our listening comprehension skills.

A: Thank you Mali for the insight. It seems that Master Sidiki has implemented various effective strategies in your learning sessions. The experiences you all

shared provide valuable insights into the effectiveness of listening comprehension strategies.



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Interview

Interview 1; Mr. Diaby Sidiki as the English Teacher at the eighth grade Santivit Songkhla Technological College.

A : Researcher

B : Mr. Diaby Sidiki

A : Assalamualaikum wr. wb

B : Waalaikumsalam wr. wb

A : How are you teacher?

B: alhamdulillah, I am fine.

A: alhamdulillah, in connection with the reason I met with teacher Sidiki, may I ask about the eighth grade that you teach? because I need this for research.

B : Yes, please.

A : First, please introduce yourself.

B : Hello, my name is Diaby Sidiki

A : How about your education background?

B : I study my bachelor degree in Islamic studies in international program in Pattani Thailand

A : Have you ever give material relate to listening skill in your class?

B : I rarely do that, because we don't have the facilities. I did that, but rarely.

A : Do you think using the material that you choose for the media can helps student improve their listening english skill?

B : Yes, I think so. And it's about how and when and what the teacher uses. You have to look at the level of the students, and choose the materials that are best for them. and for certain circumstances I use the strategy of whispering game to start the learning of listening comprehension.

A : What is the purpose of teaching listening comprehension using the whispering game strategy, teacher?

B : The purpose of implementing whispering game strategies in teaching listening comprehension is to help students' listening comprehension. By incorporating these strategies, I aim to create an engaging and interactive learning environment where students must listen carefully in order to convey information accurately. This strategy helps students improve their ability to focus, understand spoken English, and retain auditory information effectively. It is a fun and effective way to develop their listening skills.

A : From teaching listening comprehension through whispering game strategies, what materials do you teach in class, teacher?

B : To teach listening comprehension to children, i have to choose simple yet interesting materials. Often, they feel that English is difficult. Therefore, I decided to use the whispering game strategy to introduce the material. In this lesson, I prepared materials that focus on Asking, Giving, and Refusing Service situations.

A : From teaching listening comprehension through the whispering game strategy, what are the steps in its implementation?

B : For the steps of teaching listening comprehension with whispering game strategies, these strategies have been included in the lesson plan. The first step is 1) I started by preparing the materials for the whispering game, ensuring that they were appropriate to the theme of the lesson. 2) In the game to be implemented, I asked students to practice identifying sentences asking for, giving, and refusing services. Unlike the standard procedure, I did not limit the number of sentences whispered, but set a time limit of 3 minutes per round. 3) The groups are formed into five people in a group, and the students whisper the sentences in turn. 4) Unlike the usual method, the last students wrote down on the board what they heard instead of relaying it orally. 5) Due to time constraints, only one round of the game is played per session. Winners were determined based on accuracy, with the first group winning in one session, while the others failed due to inaccuracies.

A : Okay, for the last question. From teaching listening comprehension through whispering game strategy, how do you evaluate the learning?

B : The evaluation uses a formative approach, where students will be given some description questions. In addition, I also conduct an attitude assessment and conduct a personal interview on the last lesson. I usually do the formative evaluation after the lesson, but if it is not finished, students will be given assignments to do at home.

A: Well, all the questions have been answered. Thank you very much for these short and clear answers, Mr. I also appreciate the time you have taken to agree to be interviewed.

B: No problem at all. As long as I can help, let's support each other, especially in our efforts to educate our children. This is a very important task and I am happy to contribute.

A: Yes, Miss. Once again, thank you very much.

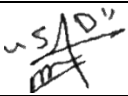





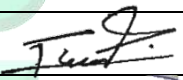

B: You're welcome, it's a pleasure to help.

Appendix 6

RESEARCH JOURNAL

The Implementation of Teaching Listening Comprehension Through Whispering Game Strategy at the Eighth grade students, Santivit Songkhla Technological College Thailand

2023/2024 Academic Year

No.	Day/Date	Activity	Signature
1.	02 of January 2024	The researcher do the preliminary study by conducting the the observation and interview with English teacher.	
2.	09 of January 2024	The researcher confirm the research primmission.	
3.	19 of January 2024	Observe The Implementation of Teaching Listening Comprehension Through Whispering game strategy at the Eighth grade students Santivit Songkhla Technological College Thailand	
4.	19 of January 2024	Interview with the Eighth grade students Santivit Songkhla Technological College Thailand	
5.	24 of January 2024	Observe The Implementation of Teaching Listening Comprehension Through Whispering game strategy at the Eighth grade students Santivit Songkhla Technological College Thailand	
6.	25 of January 2024	Interview with the English teacher about The Implementation of Teaching Listening Comprehension Through Whispering game strategy at the Eighth grade students Santivit Songkhla Technological College Thailand	
7.	29 Of January 2024	Complete the research data and document review.	
8.	31 Of January 2024	The researcher ask a letter of research finishing.	

Peneliti

Songkhla, 1 February 2024

Kepala Direktur Santiwit



JOYCE CANDRA AYUNING TIYAS



Dr. MANGSOD MATEH

Nomor : B-7185/In.20/3.a/PP.029/12/2023

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala SANTIVIT SONGKHLA TECHNOLOGICAL
COLLEGE

13/6 m.6 t. Banna, Chana, Songkhla, Thailand.

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan
Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

Nim	:	2022101060042
Nama	:	Joyce Candra Ayuning Tiyas
Semester	:	Semester 8
Program Studi	:	Tadris Bahasa Inggris

untuk mengadakan Penelitian/Riset mengenai ;THE IMPLEMENTATION OF
TEACHING LISTENING COMPREHENSION THROUGH WHISPERING
GAME STRATEGY AT THE SANTIVIT SONGKHLA
TECHNOLOGICAL COLLEGE, THAILAND selama 30 (tigapuluh) hari di
lingkungan lembaga wewenang Bapak/Ibu Dr. Mangsod Mateh Demikian atas
perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 29 Desember
2023

an. Dekan,
Wakil Dekan Bidang Akademik,



KHOTIBUL UMAM



วิทยาลัยเทคโนโลยีสันติวิทสงขลา

Santivit Songkhla Technological College

13/6 M.6 T. Banna A. Chana Ch. Songkhla 90130 TEL.+66833971005

Email. mangsod@hotmail.com

SURAT KETERANGAN PENELITIAN

Nomor:STC027/04/2023/SANTIWIT-SONGKHLA-TECHNOLOGICAL-COLLEGE/2023

Yang bertanda tangan di bawah ini Direktur Santiwit Songkhla Technological College:

Nama : **Dr. MANGSOD MATEH**

Dengan ini menerangkan bahwa :

Nama : JOYCE CANDRA AYUNING TIYAS

NIM 202101060042

Status : Mahasiswa UIN KHAS Jember

Judul : The Implementation of Teaching Listening Comprehension Through Whispering game Strategy at the Eighth Grade Students Santivit Songkhla Technological College, Thailand

Yang bersangkutan benar-benar telah melaksanakan penelitian di Santivit Songkhla Technological College terhitung mulai tanggal 02 Januari 2024 sampai dengan 01 Februari 2024. Dengan judul berikut : **“THE IMPLEMENTATION OF TEACHING LISTENING COMPREHENSION THROUGH WHISPERING GAME STRATEGY AT THE EIGHTH GRADE SANTIVIT SONGKHLA TECHNOLOGICAL COLLEGE, THAILAND.”**

Dengan demikian keterangan di buat, untuk dapat di pergunakan sebagaimana mestinya.

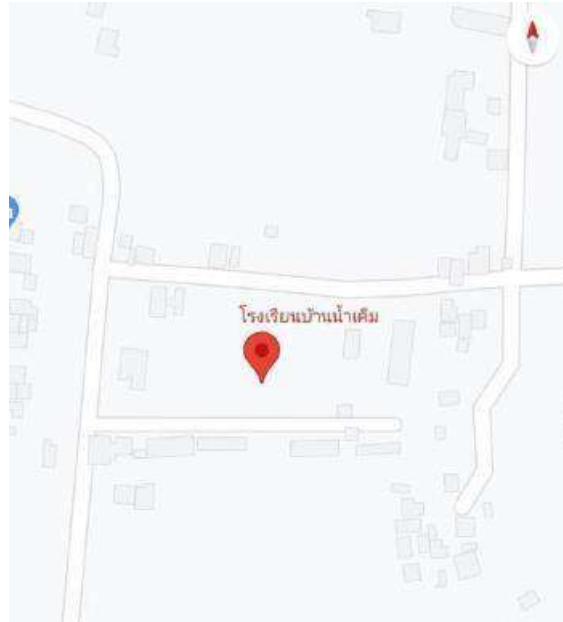
Songkhla, 02 Februari 2024

Kepala Direktur Santiwit,

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SYARIF RANIRI
J E M B
Dr. MANGSOD MATEH



DOCUMENTATION



Geographic condition of Santivit Songkhla Technological College



UNIVE
KIAI HA
RI
ODIQ
J E M B E R



Research location: Santivit Songkhla Technological College, Thailand



Teacher explained the material



Students practiced the Whispering game strategy





Students practiced the Whispering game strategy



KIA
J E M B E R
I
D I Q



Focus Group interview



UNIVERS
KIAI HAJI
J E M B E R
EGERI
SIDDIQ

Conducted interview with English Teacher (Teacher Sidiki)

Curriculum Vitae



1. Personal Information

- | | |
|-------------------------|---|
| a. Name | : Joyce Candra Ayuning Tiyas |
| b. SRN | : 202101060042 |
| c. Place, date of birth | : Labuhan Ratu VII, Lampung Timur 25
December 2000 |
| d. Gender | : Female |
| e. Address | : Muktisari Residential, Blok BBD 01,
Keranjingan, Summersari, Jember. |
| f. Faculty | : Education and Teacher Training |
| g. Major | : English Education Program |
| h. Email | : zinfahyulka@gmail.com |

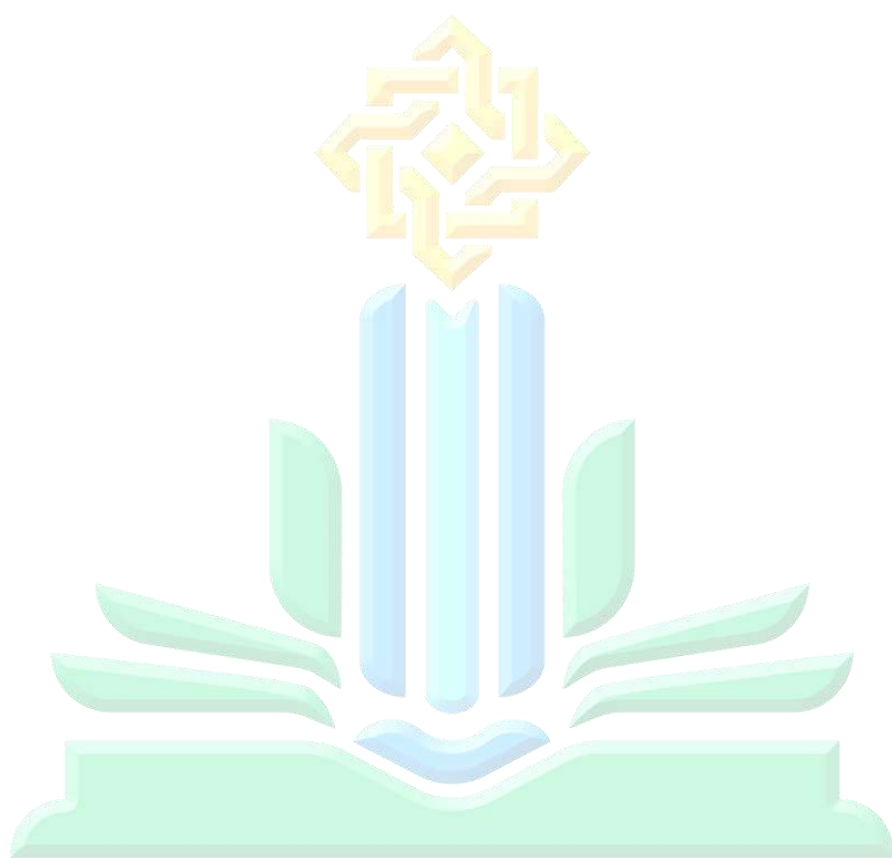
2. Education Research

- | | |
|-----------------------|--------------------------------------|
| a. Kindergarten | : Dharma Wanita Tulungagung |
| b. Elementary School | : SDN 1 Sumberingin Kulon |
| c. Junior High School | : SMPN 2 Ngunut |
| d. Senior High School | : SMA 1 Rejotangan
SMA Mumbulsari |

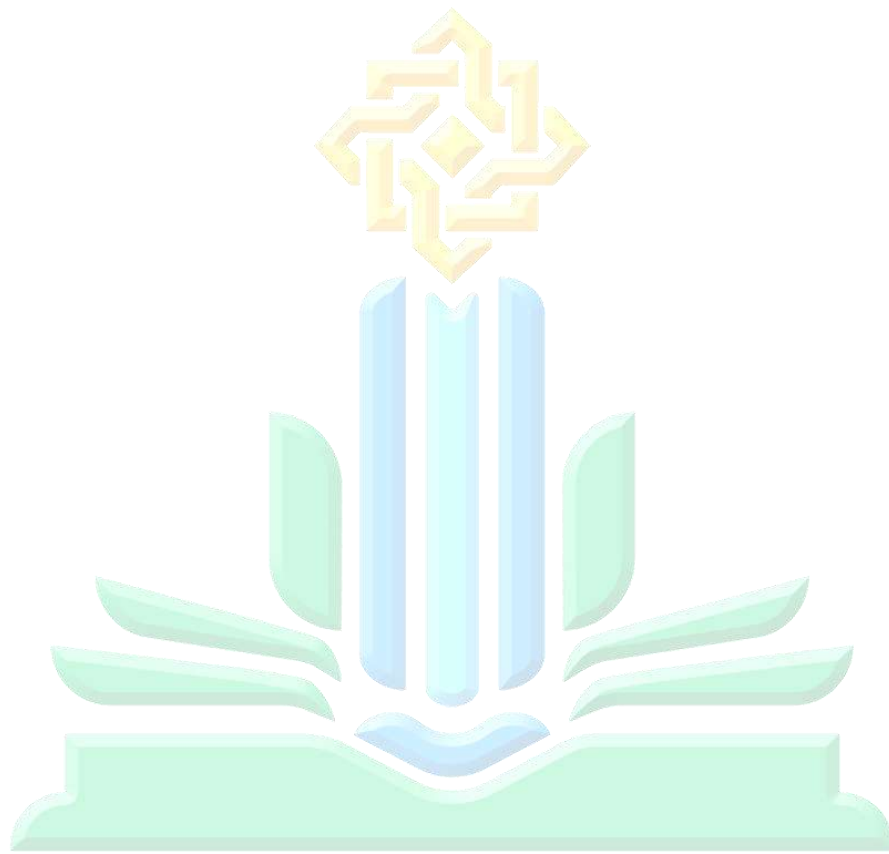
3. Organization Experience

- | |
|---|
| a. Student Council president of SMPN 2 Ngunut |
| b. Ranger Mate of SMA 1 Rejotangan |

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