THE USE OF WHISPERING GAME STRATEGY IN TEACHING LISTENING ABILITY AT FIFTH GRADE STUDENTS OF THE SDN MANGLI 4 JEMBER

THESIS

Submitted to State Islamic University of Kiai Haji Achmad Siddiq Jember
To fulfill the requirements of Bachelor Degree (S.Pd)
English Education Program
Islamic Studies and Language Education Department
Faculty of Tarbiyah and Teacher Training

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
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FACULTY OF TARBIYAH AND TEACHER TRAINING
JUNE 2026

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THE USE OF WHISPERING GAME STRATEGY IN TEACHING LISTENING COMPREHENSION AT FIFTH GRADE STUDENTS OF THE SDN MANGLI 4 JEMBER

THESIS

Submitted to State Islamic University KH Achmad Siddiq
Jember in partial fulfillment of the requirements for Bachelor Degree (S.Pd)
Education and Teacher Training Faculty Language Education Major English Education Departement

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THE USE OF WHISPERING GAME STRATEGY IN TEACHING LISTENING ABILITY AT FIFTH GRADE STUDENTS OF THE SDN MANGLI 4 JEMBER

THESIS

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

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The board of examiners

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MOTTO

مَنْ نَفَّسَ عَنْ مُؤْمِنٍ كُرْبَةً مِنْ كُرَبِ الدُّنْيَا نَفَّسَ اللَّهُ عَنْهُ كُرْبَةً مِنْ كُرَبِ يَوْمِ الْقِيَامَةِ وَمَنْ يَسَّرَ عَلَى مُعْسِرٍ يَسَّرَ اللَّهُ عَلَيْهِ فِي الدُّنْيَا وَالآخِرَة

Meaning: "Whoever relieves a believer of any of the hardships of this world, Allah will surely relieve him of his hardships on the Day of Judgment. Whoever eases the burden of one who is in distress, Allah will surely ease his burden in this world and the Hereafter."[1]

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[1] "Balasan itu Sejenis dengan Amalan." *Hadits Arba'in disusun oleh Imam Nawawi*, 19 May 2016, https://haditsarbain.com/hadits/balasan-itu-sejenis-dengan-amalan/.

DEDICATION

I dedicated this thesis to:

1. Allah SWT, Thanks to His grace, guidance, help, and blessings, I was able to successfully complete this thesis.
2. Putri Hanifiyah, Thanks to her, I received emotional and logistical support, such as a laptop and other items.
3. My parents, Thanks to their prayers and support, even in difficult times, they continued to make sacrifices to ensure I could continue my studies.
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Jember, 05 Mei 2026

Abdur Rochman

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ABSTRACT

Abdur Rochman 2026: *The Use of Whispering Game Strategy in Teaching Listening Ability at Fifth Grade of the SDN Mangli 4 Jember*

Keywords: Teaching Listening Ability, Whispering game, Fifth grade.

Students' listening ability in English language learning is an important concern for fifth-grade students at SDN 4 Mangli, Jember. Major obstacles include difficulties in recognizing pronunciation, intonation patterns, and extracting meaning from spoken language. These problems are worsened by students' negative attitudes towards the learning process and the lack of an optimally supportive environment.

The focus of this study includes: 1) How does the Whispering Game strategy improve students' listening ability, particularly in recognizing pronunciation and intonation patterns, among fifth-grade students at SDN Mangli 4 Jember? 2) How is the Whispering Game strategy implemented in teaching listening ability? 3) How is the evaluation of the Whispering Game strategy conducted?

This research employed a qualitative approach with a case study design. The study was conducted at SDN Mangli 4, Jember, and involved one English teacher and three fifth-grade students, selected through purposive sampling. Data were collected through observation, interviews, and document analysis. Data were then analyzed using the Miles, Huberman, and Saldana model, encompassing data condensation, data display, and conclusion drawing verification. Data validity was ensured through source and technique triangulation.

The findings of the study revealed that: 1) Based on observations, interviews, and document review conducted at SDN Mangli 4 Jember, the findings reveal that the Whispering Game strategy demonstrably supported fifth-grade students' listening ability, specifically in areas identified as problematic in the preliminary study pronunciation recognition and intonation accuracy. 2) The materials used focused on asking for, giving, and refusing services. The steps of implementation included preparing materials, practicing expressions within groups of five students, whispering sentences sequentially, and recording the final message on the board. Winners were determined based on accuracy. 3) The evaluation involved formative assessments, including descriptive tests, gap-fill exercises to assess ability, attitude assessments, and final interviews.

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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

Listening is not merely a passive act of receiving auditory input; it is a complex process that involves interpretation, comprehension, and response. As stated by Bulletin (1952), listening is one of the fundamental language skills. It serves as a primary medium through which children, adolescents, and adults acquire most of their education information, understanding of the world and human affairs, ideals, values, and appreciation. In this era of mass communication much of which occurs orally it is essential that students be taught how to listen effectively and critically. In social contexts, communication is an indispensable aspect of human interaction. 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.[2] Listening serves as a foundational aspect of language learning. The Indonesian National Curriculum highlights the significance of acquiring English language skills speaking, listening, reading, and writing across all levels of education. Within the framework of English language

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[2] Communication" (n.d.). Oxford English Dictionary Online. https://www.oed.com/dictionary/colourlike_adj# (accessed May 10, 2026).

instruction, the National Education Standards emphasize the need for students to develop these four skills effectively during classroom interactions. This standard reflects the critical role of English language proficiency in enabling students to achieve competencies aligned with the National Education Standards in Indonesia.[3] 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.[4]

English is crucial for accessing knowledge.[5] 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 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

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[3] Peraturan Pemerintah Republik Indonesia. (PP) No. 19 Tahun 2005 Bab 1 Pasal 1 Ayat 6.
[4] Depdiknas, (2006). *Petunjuk Teknis Pengembangan Silabus dan Contoh/Model Silabus SMA/MA: Mata Pelajaran Bahasa Inggris. Jakarta:* Badan Standar Nasional Pendidikan
[5] United Nations Educational, Scientific and Cultural Organization. *"Education for All Global Monitoring Report 2006: Literacy for Life."* UNESCO, 2005, hal. 26.

from other people.[6] Therefore, to support learning in listening, proper ability is needed in listening. Listening ability, according to Vandergrift (2002), is an interactive process where the listener uses prior knowledge and linguistic knowledge in understanding the message.[7]

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.[8] 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 رَسُولٍ إِلَّا بِلِسَانِ قَوْمِهِ لِيُبَيِّنَ لَهُمْ ۖ فَيُضِلُّ 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."[9]

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[6] Wahono, S.S. & Zahro, I.H.N. Using Iquiry Based Learning to Improve Student's Speaking Skill. JLIC (Journal of Languange Intellegent and Culture). 2(2), (2021), 125-138. https://doi.org/10.35719/jlic.v2i2

[7] Vandergrift, L., 2002. Listening: Theory and Practice in Modern Foreign Language Competence.

[8] Surah Ar-Rum (30:22). TafsirQ online. https://tafsirq.com/30-ar-rum/ayat-22 (accessed May 10, 2026).

[9] Surah Ibrahim (14:4). TafsirQ online. https://tafsirq.com/14-ibrahim/ayat-4 (accessed May 10, 2026).

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 of teaching people morality and ethics so that those receiving the advice can understand it and act accordingly. This illustrates that Allah honors the languages and cultural practices of different communities, choosing to communicate in a manner that aligns with their understanding to ensure the clarity and effectiveness of the message being delivered.

In the context of English language learning, listening ability is crucial, as it serves as a primary means through which students acquire knowledge and information. Within educational settings, students are often exposed to numerous listening opportunities. However, some fail to take full advantage of these moments because they tend to focus more on what they intend to say rather than on understanding the speaker's message. Consequently, listening ability plays a vital role for EFL learners in developing their listening abilities across various learning situations.

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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.[10] Therefore, it cannot be denied that listening is an important part of every communication activity and listening ability 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 make them skilful in this language skill and in turn it enhances their ability in that skill.[11]

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.[12] In this case, students may feel less confident in their listening skills, which in turn may hinder their motivation to improve their listening skills.[13]

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[10] 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

[11] 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 3nd International Seminar on English Language Teaching (ISELT);* 76-82 ; 2580-1287. http://ejournal.unp.ac.id/index.php/selt/article/view/6302

[12] 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*

[13] Observation by the researcher on March 20, 2026.

Based on preliminary observations and interviews conducted at SDN Mangli 4 Jember, it was found that students' listening ability skills remain relatively low. The results of interviews with English teachers reveal several key issues contributing to this challenge. The first major problem is related to pronunciation and intonation. Students often struggle to comprehend spoken words, particularly when they are delivered at a fast pace or involve unfamiliar accents that differ from the standard pronunciation style, they are accustomed to. This difficulty hampers their overall understanding during listening activities.

Another significant issue lies in the students' attitudes toward learning. A considerable number of students perceive the learning process, particularly listening exercises, as tedious and unengaging, which negatively affects their motivation and participation. Additionally, external environmental factors, such as surrounding noise and inadequate audio quality during listening activities, further obstruct students' ability to focus and accurately interpret the spoken material.

These findings highlight the urgent need for the implementation of more engaging and effective teaching strategies that not only address linguistic challenges but also create a supportive and conducive learning environment, enabling students to enhance their listening ability skills at SDN Mangli 4 Jember.[14]

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The teaching of English has long been considered important and significant at all levels of education in Indonesia. For decades, all students have been required to learn it. Students in Indonesia still struggle to master English effectively despite

[14] Mrs. Ayu interviewed by Abdur Rochman, May 25 2026

having studied it for many years. One of the leading causes of the difficulty in mastering English lies in the lack of emphasis on practical language use, particularly in listening and speaking. Although students may be familiar with grammatical rules and vocabulary through written exercises, they often have limited exposure to real-life communication or authentic listening materials. This gap between theoretical knowledge and practical application hinders their ability to use English fluently and confidently in everyday contexts. As a result, help listening ability and communicative competence should be a key focus in English language teaching in Indonesia.

In the end, the conclusion can be drawn that students' difficulties in listening stem from a combination of linguistic, psychological, and environmental factors. Linguistically, students struggle with fast speech, unfamiliar pronunciation, limited vocabulary, and a lack of exposure to varied accents and authentic language use. Psychologically, many students experience low confidence and motivation due to the pressure of understanding every word and the perception that listening activities are challenging or unenjoyable. Environmentally, external factors such as background noise and poor audio quality further hinder students' ability to focus and comprehend spoken English effectively.

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The primary issue identified among fifth-grade students at SDN Mangli 4 Jember is their persistent difficulty in listening ability, particularly in recognizing pronunciation, intonation patterns, and extracting meaning from spoken language. These difficulties are exacerbated by students' unfavorable attitudes toward the learning process and the absence of an optimally supportive learning environment.

Such conditions emphasize the pressing need for the implementation of more student-centered and contextualized listening instruction approaches—methods that not only aim to enhance technical language abilities but also build students' confidence and motivation to engage actively in authentic communicative situations. Learning to listen in early learners can be more difficult than in advanced students, due to ability 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

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[15] Mrs. Ayu interviewed by Abdur Rochman, May 25 2026
[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

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: 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.

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[17] Ladislaus Naisaban, Para Psikolog Terkemuka, (Jakarta : Grasindo, 2004), 159.
[18] Mubarokah, T. (2020). Vol. 21 Penerapan Metode Permainan Bahasa Bisik Berantai Untuk Meningkatkan Keterampilan Menyimak Pada Tema Indahnya Keragaman Di Negeriku Siswa Kelas IV Mi Al-Hidayah Pekanbaru.
http://journal.umsurabaya.ac.id/index.php/JKM/article/view/2203.

The most common challenge that learners find when listening, especially for students in Indonesia, is that English is not only the language used for daily communication in Indonesia, 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 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]

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According to Ngunyen and Khuat (2003:14), the use of games in language learning provides students with a sense of relaxation and enjoyment, which

[19] Windasari 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., —The Use of Whispering Game in Teaching Vocabulary Skill at the Eight Grade ofSMP PMDS Putri Palopo, *Repository IAIN Palopo*, (2018).
[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

facilitates more effective learning and enhances vocabulary retention. In line with this perspective, the present study employs the "whispering game" as a pedagogical tool to support EFL learners in overcoming listening ability challenges. The whispering game serves as an instructional strategy designed to help students grasp the material in a manner that is more engaging, enjoyable, meaningful, and memorable. By integrating this game-based approach into the learning process, students are encouraged to participate actively and develop a deeper understanding of the content. The specialty of the chain whisper game is its ability to help listening, speaking, cooperation and ability at a fun and exciting pace.[23]

With reference to the background that has been outlined, the researcher seeks to propose whispering game as a method to teach listening ability to fifth grade students at SDN Mangli 4 Jember. This strategy is expected to help students on their listening ability. So, based on the explanation above, the researcher tried to conduct research with the title: ***"The Use of Whispering Game Strategy in Teaching Listening Ability at Fifth Grade Students of the SDN Mangli 4 Jember"*** to find out how whispering game strategies are applied in teaching listening ability at SDN Mangli 4 Jember.

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[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.

B. Focus of Research

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

1. How does the Whispering Game strategy improve students' listening ability skills, particularly in recognizing pronunciation and intonation patterns, among fifth-grade students at SDN Mangli 4 Jember?
2. How is the Whispering Game Strategy Used to Teach Listening Ability to Fifth Grade Students at SDN Mangli 4 Jember?
3. What is the evaluation of the use of the Whispering Game strategy in teaching listening ability to fifth grade students at SDN Mangli 4 Jember?

C. Research Objective

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

1. To analyze how the Whispering Game strategy improves fifth-grade students' listening ability, particularly in recognizing pronunciation and intonation patterns, at SDN Mangli 4 Jember.
2. To describe the use of the Whispering Game strategy implemented to teach listening ability to fifth grade students at SDN Mangli 4 Jember.
3. To describe the evaluation of the use of the Whispering Game strategy in teaching listening ability to fifth grade students at SDN Mangli 4 Jember.

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D. Research Significant

The researcher hopes that this study can provide many benefits for learning listening ability. This study provides 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 The Use of Whispering Game Strategy in Teaching Listening Ability to Fifth Grade Students at SDN Mangli 4 Jember.

2. Practical Significance

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

   a. English Department

      The researcher hopes that this study can provide insights on the use of strategies in teaching listening ability, particularly in the use of the Whispering Game Strategy in teaching listening ability at fifth grade students at SDN Mangli 4 Jember.

   b. English Language Teachers

      The researcher hopes that this study can provide alternative strategies to teachers of English teachers in the

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teaching and learning process, especially in the use of the Whispering Game Strategy in teaching listening ability at fifth grade students at SDN Mangli 4 Jember.

c. Future Researcher

The researcher hopes that this study can be added as a reference related to the same theme, namely The Use of The Whispering Game Strategy in Teaching Listening Ability at Fifth Grade Students at SDN Mangli 4 Jember.

d. Students

The researcher hopes that this study can help motivate SDN Mangli 4 Jember students to learn English by providing a fun and interesting learning experience through Whispering game strategies.

E. Definition of Key Term

The concept of key terms pertains to essential words or phrases that hold significance for researcher in their studies. These terms are crucial to ensure that the research is understood correctly and that the intended meaning is clear, preventing any misinterpretation. In essence, identifying and defining key terms enables both researcher and readers to grasp the core focus of the study and avoid confusion. Some examples of these terms are as follows:

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1. Listening

Listening, in the context of this study, is defined as an active process of receiving and understanding spoken language. However, this research specifically focuses on listening ability through the lens of vocabulary mastery. This means that students' ability to understand spoken English is directly influenced by their understanding of individual words within the message.

Vocabulary serves as the foundation of listening ability. Without sufficient vocabulary knowledge, students may struggle to recognize, understand, and interpret the words they hear. In this study, listening is not merely about hearing sounds but involves accurately identifying words, understanding their meanings, and making sense of the spoken message.

2. Teaching Listening Ability

Teaching listening ability in this research is cantered on helping students' ability to understand spoken language by expanding their vocabulary knowledge. The instructional process focuses on introducing and reinforcing vocabulary that is essential for understanding spoken English.

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Students are guided to recognize key words, understand their meanings, and connect them to the context of spoken sentences. According to Hasan (2000), “Listening ability provides the necessary foundation for acquiring and mastering other language skills.” In this study, that foundation is primarily built through

vocabulary enhancement. By strengthening vocabulary, students can better grasp the content of spoken messages.[24]

3. Whispering Game

The Whispering Game is employed in this study as a practical and engaging teaching strategy to enhance students' listening ability, particularly in terms of vocabulary. During this game, the teacher whispers a sentence or phrase containing key vocabulary to the first student. This student then whispers the message to the next, and the process continues until it reaches the last student.

The final student writes down what they heard and presents it to the class. This activity not only makes learning enjoyable but also tests students' ability to recognize and remember vocabulary. It reinforces vocabulary learning in a fun and interactive way, making it an effective tool for improving listening ability.

F. Structure of Thesis

The structure of the discussion refers to the order in which the thesis content is organized, starting from the introduction and concluding with the final section. The writing approach takes a descriptive narrative form, rather than simply listing the table of contents. The systematic presentation of the research discussion is as follows:

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

Chapter I introduces the thesis, covering the research background, focus, objectives, significance, definitions of key terms, and an outline of the systematic discussion that guide the research.

Chapter II reviews the relevant literature, including previous studies and the theoretical framework used in the research.

Chapter III describes the research methodology, detailing the research approaches and designs, research setting, research subjects, data collection methods, data analysis procedures, data validity, and overall research procedures.

Chapter IV provides an overview of the research subject, including the presentation and analysis of data and findings.

Chapter V concludes the thesis with summaries and recommendations based on the research outcomes.

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CHAPTER II

LITERATURE REVIEW

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

A. Previous Research

In this section, the researcher presents the findings of previous studies that are relevant to the upcoming research. This allows the researcher to highlight the originality of their own study. Below are some of the previous studies related to teaching listening ability through whispering games:

1. The first study, conducted by Daulay, S. H., Dalimunte, M., & Nursyahdiyah in 2021, is titled *"Using Whispering Game in EFL Learners."* In English language learning, various techniques and tools are employed to avoid monotony and boost student motivation. This research explores the effectiveness of the whispering game in teaching English as a foreign language (EFL) using a library research method, reviewing and analyzing previous studies. The findings suggest that whispering games can enhance students' motivation and make the learning process more engaging, ultimately improving their ability to learn English. In conclusion, the study discusses how the steps, advantages, and disadvantages of this game can be applied in English language instruction.[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

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2. The second research was conducted by Lulu Jola Uktolseja, & Melda Agnes Manuhutu in 2023 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 enhance the listening skills of 6th-grade students at SD Klasaman 2 in Sorong City, West Papua Province, using the Classroom Action Research (CAR) model. The research employed in-cycle tests and observation sheets for data collection. The results revealed that 61% of students successfully completed the tasks in the second cycle, although they required additional support, such as pictures. The average score in the first cycle was 56.25 out of 100, which improved to 87.5 out of 100 in the second cycle. Furthermore, the students also learned important character values, such as showing appreciation to their peers, regardless of whether they succeeded or failed. The study concludes that implementing the whisper team game is an effective method for 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

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[26] Lulu Jola Uktolseja, and Melda Agnes Manuhutu. 2023. —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.

significant improvements in listening skills among the 28 participating 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 conducted by Nazli Fahada, Saidatul Hanim, and Jonris Tampubolon in 2023, titled *"Improving the Students' Ability on Listening Using Whisper Race Game at MTS Al Washliyah Batang Serangan."* The aim of this study was to assess the effectiveness of the "whisper race" game strategy in enhancing students' listening abilities. This research was a classroom action research conducted in two cycles, each consisting of planning, implementation, observation, and reflection. The subjects were seventh-grade students at MTS Al-Washliyah Batang Serangan, with a total of 37 participants. Data collection methods included interviews, documentation, observations, and tests. After analyzing the data, it was found that students' scores improved from the pretest to the posttest in both cycle I and cycle II. This indicated an enhancement in their listening skills through the "whisper race" game strategy. The improvement is evident from the increase in the average score: the posttest average in the first cycle (66.75) was higher than the pretest average (46.75), and the

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[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

second cycle average (79.45) surpassed the first posttest average. Scores continued to rise from the pretest to the cycle 2 posttest. The percentage increase in posttest I was 29.73% higher than the pretest (5.40%), and posttest II showed a 62.16% increase compared to both the pretest and posttest I. The hypothesis testing yielded a t-count of 9.27, with a t-table value of 2.02 at a confidence level of 0.05. Since the t-count (9.27) is greater than the t-table (2.02), the hypothesis was accepted. Based on the statistical analysis, it is concluded that the "whisper race" game strategy significantly improves students' listening skills.[28]

5. The study titled "Using Whispering Game in Teaching Speaking Skill to EFL Learners," conducted by Yazdanparast, M. & Gorjian, B. (2022), aimed to explore the impact of using whispering games on the speaking skills of pre-intermediate level English as a Foreign Language (EFL) students in Iran. To achieve this, Adiban Language Institute administered the Oxford Placement Test to 60 learners as a homogeneity test and selected 30 participants who were at the pre-intermediate level as the target group. These participants were divided into two equal groups: the experimental group and the control group. In the first session, all participants took a pre-test in speaking skills, which was extracted from *Four Corners* (Richards & Bohlke, 2012). The experimental group participated in whispering activities involving sentence construction, while the control group was given a

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[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

speaking task that focused on question-and-answer activities. The treatment consisted of eight sessions, each lasting 75 minutes. Afterward, both groups took a post-test on speaking skills, using similar topics and questions. The participants' speech was recorded and evaluated by two ratters to ensure inter-rater reliability. A checklist for evaluating speaking skills, developed by Hughes (2003), was used to assess the participants' pre- and post-test performance. Data analysis through paired and independent samples t-tests revealed that the experimental group significantly outperformed the control group on the post-test ($p < .05$). The findings of this study highlight the benefits of whispering games for improving speaking skills, suggesting that the results can help teachers enhance the quality of education, encourage learners to engage more deeply in the learning process, and inform material designers about the value of incorporating whispering games in English language teaching.[29]

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[29] Yazdanparast, M & Gorjian, B., (2022). Using Whispering Game in Teaching Speaking Skill to EFL Learners. Scientific & Academic Publishing. DOI:10.5923/j.jalll.20180402.03.

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	• Both studies used whispering game as a learning strategy. • Both aim to improve students' listening skills.	• The current study focuses on the used of the whispering game strategy in help students' listening ability in fifth grade SDN Mangli 4 Jember, 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.
2	Lulu Jola Uktolseja, & Melda Agnes Manuhutu in 2023 with the title "The Use of Whispering Team to Enhance Students'	• Both use the whispering game strategy in a learning context. • Both focus on students'	• The former was conducted at Klasaman 2 Primary School in Sorong City, Indonesia, while the latter was

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	Listening Skill at Grade 6th of Klasaman 2 Elementary School, Sorong City"	listening skills.	conducted at SDN Mangli 4 Jember. • The previous study focused on improving the listening skills of Grade 6 students, while the current study focuses on Grade 5 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	• Both research titles focus on help students' listening skills. • Both use the whispering game strategy in the context of listening learning.	• The current research object was conducted at SDN Mangli 4 Jember, while the previous one was SMP Negeri 7 Sorong City. • The current study focused on teaching listening ability, while the previous study was more general in its emphasis.

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4	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	• Both used the whispering game strategy to help students' listening skills. • Both have a focus on help students' listening skills.	• The first study was conducted on fifth grade SDN Mangli 4 Jember, while the second study was conducted on seventh grade students at MTS Al Washliyah Batang Serangan. • The first study focused more on the implementation of the whisper game strategy in teaching listening ability, while the second study focused more on improving students' listening skills through the whisper game "whisper race".
5	Yazdanparast, M & Gorjian, B with the title, Using Whispering Game in	• Both studies used the whispering game strategy in the context of language	• The first study focused on listening skills, while the second study

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	Teaching Speaking Skill to EFL Learners	learning • Both studies also involved the use of whispering game techniques or strategies in the learning process.	focused on speaking skills.

Based on some previous research that had been conducted, it was proven that there were both similarities and differences between the research carried out and the research to be conducted. Several similarities from previous studies included similar topics and variables being studied, particularly teaching listening ability through whispering game strategies. However, there were also notable differences between the previous and current research. These differences were evident in terms of the activities that were used, the level of participants involved, the type of research, and the data collection instruments that were employed.

Moreover, this study was unique in its focus on teaching research issues related to listening ability using the whispering game strategy at the fifth-grade students of SDN Mangli 4 Jember. This research adopted a case study design, which set it apart from previous studies. The study focused on the objectives of teaching listening ability skills through whispering game strategies at the fifth-grade students of SDN Mangli 4 Jember.

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The study also outlined the steps involved in teaching listening ability through whispering game strategies at the fifth-grade level. Additionally, it provided an evaluation of the effectiveness of these strategies in teaching listening ability to the fifth-grade students at SDN Mangli 4 Jember. This specific focus had not been explored in detail by previous researcher.

B. Theoretical Framework

1. English Language Teaching

a. The Definition of Teaching 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 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] When students provide feedback based on their experiences, their responses reflect a true understanding or concern in the completed report. To enhance listening skills, learners need to actively engage

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[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.

their thoughts while listening. Listening plays a crucial role in various language learning activities, both within and beyond the classroom. Enhancing listening ability creates a solid foundation for the growth of other language skills.

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. According to Nation and Jonathan, listening is a natural precursor to speaking. They highlight that in the early stages of language acquisition, whether in a first language or when learning a second language, effective listening skills are crucial. Therefore, the conclusion is that language learners should focus on enhancing their listening skills, as they form a vital foundation for successful 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 discusses another way that teachers can help reduce listening difficulties, which is to train students in different types of listening.[32]
4) According to Lorena Manaj listening is yet another necessitates in language. The more efficient a listener you are the more successful

[32] Steven Brown, Teaching Listening (Cambridge : University Press, 2006), 4

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and satisfied. Listening is not merely hearing: it is a state of receptivity that permits an understanding of what is heard and grants the listener full partnership in the communication process.[33]

a. The Principle of Teaching Listening

The listening process has several stages according to Tarigan, (2015: 563), including:[34]

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) Ability 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) The interpretation stage occurs when a good listener, who is attentive and thorough, goes beyond simply hearing and understanding the speaker's message. At this stage, the listener seeks to interpret or analyse the content, main points, and underlying meanings expressed in the speech. This is when the listener reaches the stage of interpretation.
4) Evaluation Stage, after the listener understands and is able to interpret the contents of the conversation, the listener begins to judge or judge the good and bad of the speaker so that he has reached the evaluation stage.

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[33] 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.
[34] Tarigan , H. G (2015) *Mendengarkan Sebagai Suatu Keterampilan Berbahasa.* Bandung: Angkasa

The purpose of the listening principle is to engage students with the material that has been prepared. Today, teachers carefully explain the objectives of listening so that students can fully grasp its significance. The language material being taught may not always be presented visually; instead, the aim is to familiarize students with the audio content. In conclusion, listening involves delivering material through systematic language. It also requires applying knowledge of the language system to understand or convey meaning, as well as utilizing it in specific skills to comprehend and communicate effectively. Based on the perspectives shared, the researcher concludes that listening is a process where the listener attentively and appreciatively interprets verbal signs to acquire information and grasp the content and message conveyed by the speaker through spoken language.

c. The Component of Teaching Listening

The elements of listening can differ depending on the model or framework applied, but a widely recognized model outlines four key components: hearing, attending, understanding, and responding. Andrew Wolvin and Carolyn Coakley, in their book "Perspectives on Listening" (1993), discuss these four essential elements of listening, namely:[35]

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[35] 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 Teaching Listening

According to Michael Rost and Graham. S (2011), listening skills are defined in several types, namely:[36]

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[36] 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.

1) Intensive; The focus is on phonology, syntax, and lexis. Participants concentrate on the actual content being spoken. In intensive listening activities, students pay close attention to the finer details of the language, aiming to enhance their understanding of its structure and grammar. This can be achieved using structured exercises, such as drawing graphs or reading texts with an emphasis on specific linguistic elements.
2) Selective; The focus is on identifying main ideas and completing predefined tasks. Students aim to extract key information and apply it meaningfully. Selective listening, therefore, involves the ability to identify and process relevant information for a specific purpose or task, and then use that information effectively. This is an important aspect in the development of good listening skills.
3) Interactive; The focus is on being an active learner. Students engage in verbal interactions with others to gather information or negotiate solutions. Therefore, interactive listening involves not just receiving information, but actively participating in verbal communication with others to achieve specific objectives. This is an important aspect in the development of effective communication and cooperation skills in learning contexts and other communication situations.
4) Extensive; The focus is on continuous listening and handling a large volume of auditory input. Students listen to longer passages and complete tasks related to the content. Extensive listening enables

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participants to develop their ability to maintain focus over extended listening sessions while managing complex audio input and engaging with tasks relevant to the material they are hearing. 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.

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In certain situations, people often tend to hear what they expect or want to hear, which can be a goal in both learning and entertainment contexts. This phenomenon demonstrates selective listening, which can impact how we process information in educational settings, where motivation and engagement with the

material can enhance the learning experience. However, to develop a well-rounded understanding, it is essential to remain open to diverse perspectives and information that might challenge our own, highlighting the importance of inclusive listening skills for fostering a more complete ability.

2. Teaching Listening Ability

a. The Definition of Teaching Listening Ability

Listening ability has different definitions according to several authors. Theoretically, listening ability 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.[37]

Additionally, in his book "The Art of Public Speaking", Stephen E. Lucas defines listening ability as the ability to accurately understand the message the speaker intends to communicate through hearing. This process involves several stages, including receiving, interpreting, evaluating, and providing an appropriate response to the message being 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.[38]

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Listening ability 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,

[37] Gilakjani, A., & Sabouri, N. B. (2016). Learners' Listening Comprehension Difficulties in English Language Learning: A Literature Review. English Language Teaching, 9(6), 123-133.
[38] Lucas, S. E. (2020). The Art of Public Speaking. New York, NY: McGraw-Hill

grammatical structures, stress, and contextual intonation and pronunciation.[39] 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 ability is a process of understanding and defining spoken language.[40]

Based on the explanation above, to fully grasp the meaning of listening ability, the researcher suggests that before attempting to speak, one must first have a solid understanding of the language they are listening to. This means that students should focus on comprehending what the speaker is conveying before they attempt to respond. By recognizing the language, the speaker uses before reacting, listeners find it easier to understand the content of the conversation. Listening ability has three key characteristics. First, it is an active process, as it involves receiving information. Second, it is a creative process, where listeners construct meaning and provide responses based on their prior knowledge. Lastly, listening ability is a communicative practice that requires interaction between both the speaker and the listener. During the listening ability process, the speaker and the listener share information and listen fully to what the speaker say which then answer the questions that be conveyed by the listener.[41]

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[39] 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.
[40] Nadig, A. (2013). Listening Comprehension. Encyclopedia of Autism Spectrum Disorders, 1743
[41] Lui, H. J. (2008). A Study of Interrelationship between Listening Strategy Use, Listening Proficiency Levels, and Listening Style. *ARECLS*, 5, 84-204.

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 ability 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.[42]

As a result, students may disregard much of the spoken content, concentrating instead on the information necessary to complete the task, as well as the details that help them understand the purpose of the listening exercise. In doing so, they may miss certain parts of the message and focus solely on the aspects they deem relevant. This discrepancy between teachers' and students' perceptions indicates that there are aspects of listening instruction that require further investigation. Some teachers believe that listening is the easiest skill to teach, while most students believe that listening is the most difficult skill to improve.[43] 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

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[42] 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.
[43] Harmer, J. (2011, p. 133) The practice of English language teaching. London, England: Pearson Longman ELT (2007).

to improve their listening skills and use useful exercises to help them, and apply these strategies to overcome the obstacles they face.

There are several phases in understanding listening material. Listening for ability is divided into three stages.[44] First, there is listening without active response, such as when listening to an instructor giving instructions or following content in a textbook. Second, there is listening while providing brief responses or reactions, such as in activities like modeling, interpreting pictures, or following instructions for physical movements, true-false exercises, and similar tasks. Third, there is listening and responding with more detailed answers, such as rewriting, filling in blanks, summarizing, answering questions, repeating, or dictating. By progressing through these stages, individuals can better identify their own listening ability needs.

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.[45] 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.

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

Therefore, students need to practice listening by understanding different ways to understand meaning in English.

Additionally, it is essential for international students to comprehend conversations from native speakers, or when interacting with native speakers in real-life situations. This is vital because direct exposure to the language as used by native speakers helps improve their understanding of accents, intonations, expressions, and everyday vocabulary. It also provides them with opportunities to practice their language skills and overcome communication challenges that may arise when conversing with native speakers. Chastain defines listening ability as the ability to understand the speech of native speakers at a normal speed in listening situations.[46] In line with that, Saricoban said that listening ability is the ability to identify and understand what others are saying.[47] Students can be deemed to have strong listening skills if they are able to comprehend the message conveyed by their conversation partners and respond appropriately according to the instructions given. This reflects their ability to apply what they hear in the appropriate context and provide relevant responses.

In addition, listening ability can also be defined as the process of decomposing sounds from the smallest meaningful units into a complete text.[48] In addition to sound perception, listening ability involves understanding the

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[46] Chastain, "'The Development of Modern Language Skills: Theory to Practice", in Kingkan Supornisirin, 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
[47] Arif Saricoban, The Teaching of Listening. *The Internet TESL Journal*, Vol V, No 12
[48] David Nunan, _Listening in Language Learning', Japan Association for Language Teaching, Vol.21.9,

interconnected language components such as words, phrases, clauses, sentences, and discourse. This means learners must analyze and link these elements together to form an overall meaning. For instance, they must recognize the meaning of individual words, understand how words combine into phrases and sentences, and interpret the grammatical relationships that connect them. This process allows them to decode the message from basic sounds to lexical meaning and, ultimately, to develop a complete understanding of the message. Therefore, listening ability requires a thorough analysis and synthesis of various language elements for accurate interpretation.

From Morley's statement, "listening ability 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."[49] In this context, listening ability involves more than just the ability to distinguish sounds. It encompasses the capacity to identify pertinent information, retain it, and mentally process it. Essentially, the listener serves as a bridge between the sounds heard and the meaning derived. This perspective challenges the idea that listening ability is merely a passive activity. Effective listening aims to grasp the message being communicated, extending beyond simple sound recognition to understanding the content as a whole. It requires listening without forming judgments or evaluations,

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[49] J. Morley, _Improving Aural Comprehension, in 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

and instead, focusing on comprehending and learning from the message being delivered. According to Weir[50], listening ability 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 perspective on listening ability involves several distinct objectives, highlighting the complexity of the skill. First, "listening for the gist" focuses on the ability to grasp the general idea or summary of the information presented. Second, "listening for main ideas or key information" stresses the importance of understanding the core concepts or significant details in a conversation or text. Third, "listening to distinguish the main idea from supporting details" emphasizes recognizing the difference between essential information and the supporting elements. Fourth, "listening for specifics," which includes recalling important details, highlights the ability to absorb and process more detailed information. Lastly, "listening to determine the speaker's attitude" involves interpreting and understanding the speaker's perspective or views during a conversation or presentation.

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[50] 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

Overall, this framework shows that listening involves a range of skills that go beyond passive listening and require active analysis and interpretation of the message.

b. The Process of Listening Ability

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.[51] This indicates that the listener plays an active role in receiving the information conveyed by the speaker, which may include both auditory and visual cues when available. This initial stage is crucial, as it marks the beginning of the listening ability process.

The first step is receiving, where the listener actively absorbs and understands what the speaker is communicating. This step underscores the importance of responding to both auditory and audio-visual stimuli. The second step is paying attention, where the listener focuses on the most relevant and significant aspects of the message, filtering out the unnecessary distractions from the surrounding environment. This process is referred to as attending to the message, where the listener zeroes in on key information. The third step is assigning meaning.

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

After receiving the message, the listener interprets or attributes meaning to the content conveyed. This phase is where effective interaction occurs, ensuring clearer communication and minimizing potential misunderstandings.

Listeners should understand that it is not always necessary to grasp every word of a message, as not all words hold equal significance to the overall meaning. Sometimes, the crucial elements of a message are implied or found within the broader context rather than being explicitly stated. Therefore, listeners should focus on extracting the general meaning to avoid getting bogged down in interpreting each word literally. By concentrating on the most relevant information, the listener can better understand the key points of the message, reducing the risk of misinterpretation and helping them grasp the main idea.

However, if a listener feels they are not fully understanding the message, communication may be disrupted. A lack of understanding can become a significant barrier, hindering the flow of information between the speaker and listener. Consequently, it is essential for the listener to actively engage with the message and strive for ability, ensuring that communication remains clear and effective.

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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.[52]

[52] Wiryanto, Teori Komunikasi Massa, Penerbit PT Grasindo, Jakarta

c. Difficulties in Listening Ability

To understand what an English speaker is saying, language learners must undergo a multi-stage process that involves complex cognitive tasks. This process begins with receiving the spoken message, followed by linking it to the knowledge and context the learner already possesses, and ultimately reaching a thorough understanding of the message. As a result, many language learners find listening more challenging than reading or writing.

This difficulty arises from the intricacies of the listening ability process, which requires real-time processing of information and quick interpretation of meaning within a constantly evolving context. The need to decode spoken language instantly, often with incomplete information or in noisy environments, adds to the complexity of listening, making it a more demanding skill to develop. Therefore, since listening and speaking are part of the unity of spoken language, learners should be assisted with effective listening courses.[53]

Valuable materials for subsequent listening tasks not only guide learners but also help them cultivate the necessary skills to communicate effectively in the target language. Listening difficulties can arise from a variety of factors, both internal and external. Internal factors include the learner's language proficiency, cultural knowledge, and cognitive abilities, which may affect their ability to process and comprehend spoken language.

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

External factors, on the other hand, encompass elements such as the speaker's speed, unfamiliar accents, and environmental distractions like background noise or poor audio quality. Recognizing and understanding these factors can help learners identify areas where they may struggle and develop strategies to enhance their listening ability skills, leading to more effective language learning.

The faster the speaker talks, the more challenging it becomes for students to grasp the meaning. Several factors impact students' listening ability, including their level of interest in listening tasks and various characteristics of the listening material itself, such as grammar, vocabulary, structure of information, and background knowledge. Additionally, visual aids like pictures and diagrams play a crucial role in facilitating understanding.

These support materials can help mitigate the challenges students face in listening. Without such aids, students often have to work harder to comprehend what is being communicated. Numerous studies have explored the challenges students face in improving their listening skills. Ellis (2009) suggests that these factors should be carefully considered by listening instructors to apply the most effective methods and strategies, ultimately boosting student motivation and enhancing their listening skills. 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

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students' listening ability through the way speakers speak, such as accent or dialect, and speaking speed.[54]

A study by Hamouda identified several challenges learners face when acquiring listening skills. The findings of this study concluded that key issues affecting listening ability include factors such as limited listening skills, fast speech, inadequate vocabulary, unfamiliar speaker accents, lack of concentration, anxiety, and poor recording quality. These challenges align with the earlier discussion that listening difficulties stem from both internal factors, like language proficiency and cognitive abilities, and external factors, such as the speaker's delivery and environmental conditions. Student anxiety, lack of vocabulary, and poor concentration are the most common problems faced by EFL students.[55]

External factors play a significant role in hindering students' ability to understand spoken text. Factors such as the speaker's speed, accent, and speech style, as well as the quality of the recording, can all contribute to difficulties in ability. In the case of English, the diversity of accents and speech styles, such as the differences between American and British English, can pose a particular challenge for learners. If students are unfamiliar with these variations, it can be difficult for them to fully grasp the speaker's intended message. Additionally, poor recording quality is another important factor that hampers listening ability. Unclear or distorted sounds in recordings can prevent students from accurately interpreting the

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

content, making it harder for them to understand the material being presented. These challenges highlight the need for teachers to consider these external factors when selecting listening materials and developing strategies to enhance students' listening skills.

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 Ability

The teaching of listening as a language skill has evolved significantly over the years, incorporating various approaches, methods, and strategies. Research in this area has led to the identification of several effective strategies for teaching listening. For instructors, it is essential to recognize the strategies students are using in order to assess their effectiveness and ensure they align with the students' needs. Understanding these strategies allows educators to provide better guidance and support, helping students develop their listening skills.

Instructors should also focus on raising students' awareness of the importance of these strategies and actively teach them how to implement them. This proactive approach ensures that students can employ listening strategies effectively,

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helping them to understand spoken language more easily. By integrating these strategies into the learning process, educators can provide the necessary tools for students to listen more effectively, aiding them in their language acquisition. Therefore, the strategies implemented in classroom listening learning should be appropriate to the needs of the students.[56] 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 listening more effectively, such as the use of structured listening exercises, active observation techniques, and the incorporation of relevant audiovisual materials. These strategies are designed to engage students and help them develop their listening skills in a more focused and comprehensive way.

It is important for instructors to understand and adopt these strategies in their teaching to enhance students' listening ability. However, simply using these strategies is not enough; they must be tailored to the specific needs of the students. This includes considering factors like the students' language proficiency level, their preferred learning styles, and any other individualized needs that may affect their ability to improve their listening skills.

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In addition to applying the right strategies, instructors also play a critical role in raising students' awareness of the importance of using these strategies throughout the learning process. When students understand the value of these approaches, they are more likely to engage with the material and use the strategies

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

effectively. Therefore, effective listening instruction requires not only the right strategies but also careful adaptation based on students' needs and the context in which they are learning. This ensures a more personalized and efficient learning experience, ultimately helping students to achieve better listening ability.

Indeed, students often rely on strategies they have developed from listening in their first language (L1) when they encounter listening difficulties, such as speech in noisy environments. These strategies, while effective in their native language, may not always transfer seamlessly to the second language (L2). For example, students might use context or background knowledge from their L1 to help decipher meaning in L2 listening tasks, but the differences in vocabulary, syntax, and pronunciation between languages can complicate this transfer.

To address these challenges in the classroom, strategic assistance from teachers is essential. Teachers can help by introducing specific techniques tailored to L2 listening, guiding students to become more aware of how their strategies might differ between L1 and L2 contexts. One critical strategy is knowing the purpose of listening. Before starting a listening task, students should be made aware of the specific objective whether they are listening for general understanding, specific details, or to infer meaning from context. This can help them focus on the relevant aspects of the listening material and manage distractions effectively.

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Another essential strategy is activating prior knowledge. Students often come to listening tasks with background knowledge or experiences that can support their ability. Teachers can encourage students to draw on what they already know

about the topic before listening, which primes them to better understand and engage with the material. This strategy also helps students make predictions about the content, improving their ability to process information efficiently. By integrating these strategies knowing the purpose of listening and activating prior knowledge teachers can better assist students in overcoming challenges in L2 listening ability, making the learning experience more effective and engaging.

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 organize and reflect on their learning.[57] 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 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 gain or achieve through the listening activity.

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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

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

direction and an understanding of the purpose of the listening activities conducted in class. This help them to focus on the desired learning outcomes. In addition, activating prior knowledge is also an important step to facilitate listening ability. Connecting new information with prior knowledge is a powerful strategy for enhancing listening ability. This process, known as schema activation, involves tapping into what students already know about a topic and using that knowledge to make sense of new information. When students hear something related to what they have previously learned or experienced, they are better able to interpret and retain the information.

The broader a student's knowledge base, the easier it becomes for them to process and respond to new information. For instance, if a student is familiar with a certain cultural context, topic, or even specific vocabulary, they can draw on that understanding to more easily grasp the meaning of the listening material. This connection helps make the listening process more meaningful and less overwhelming, especially when the material contains unfamiliar vocabulary or complex structures.

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Furthermore, by recognizing the importance of connecting new information to pre-existing knowledge, students can actively engage in a process of meaning-making, where they are not just passively receiving information, but also making connections, predictions, and inferences. This active listening approach significantly improves their ability to understand and remember the material.

Instructors can support this process by encouraging students to think about their prior knowledge before listening tasks. Activities like pre-listening discussions, brainstorming, or introducing related concepts can help students activate their existing knowledge, making it easier for them to process the new information when they listen.

By focusing on this connection between prior knowledge and new information, students can deepen their understanding, improve their retention, and feel more confident in their listening abilities.

e. Method of Teaching Listening Ability

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.

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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.[58] And not in line with previous views, it is explained that a learning model is a structure that describes systematic

[58] Hyland, Ken, Teaching and Researching Writing, Britain: Pearson Education Limited, 2002.

steps and organizes students' learning experiences to achieve specific learning objectives. The model serves as a guide for teachers in the teaching and learning process.[59]

Based on the views discussed above, it can be concluded that a learning method is a structured approach or system used in the educational process to achieve specific objectives. Learning models serve as a framework for teachers to guide and manage learning in a group or classroom setting. While there are different interpretations of the concept and purpose of learning models, they generally provide the foundation for teachers to organize and direct the learning experience.

f. Material of Teaching Listening Ability

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.[60] 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

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[59] The Practice of English Language Teaching, England: Pearson Education Limited, 2001,
[60] Richard, Jack C, The Language Teaching Matrix, New York: Cambridge University Press

podcasts, interactive learning applications, flashcards, and classroom dramas or role-plays.

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.[61] Additionally, Tomlinson summarizes the following fundamental ideas for creating educational materials for language learning:

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1) Learning materials must be able to create a significant impact. This impact is achieved when students feel interested, curious and give their full attention to the material presented. To achieve this, materials should be

[61] Tomlinson, B. (1998). Material Development in Language Teaching. Cambridge: Cambridge University Press

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 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

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Researcher utilize six key principles in developing learning materials because these principles are crucial for addressing students' needs and must be taken into account throughout the material development process. These principles

ensure that the materials are effective, engaging, and aligned with the learners' educational requirements and contexts. 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.
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.

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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 creating learning materials, developers should first identify and analyze the learners' needs and learning objectives. This involves gathering relevant materials that align with these needs. Next, developers must choose effective approaches and techniques that consider the students' specific conditions and real-life language use situations they may encounter. By doing so, the learning process becomes more tailored, focused, and impactful, ultimately enhancing students' motivation and improving their learning outcomes.

This study utilizes materials such as hollow texts and several dialogues. Hollow text is an exercise designed to identify the correct word to complete a paragraph. Hollow sentences are incomplete sentences with missing words, either intentionally or unintentionally, to test, train, and evaluate students' language skills. The students' task in this test is to fill in the missing words, which is known as a gap-fill test. To fill in the gaps accurately, students must have a solid understanding of grammar and be able to comprehend the discourse. The gap-fill technique is used to assess students' overall language proficiency by systematically removing words. Variations of the gap-fill method include leaving blank spaces, providing the first letter of the missing word, or offering multiple-choice options with several alternatives. Additionally, the researcher provided dialogues that align with the class material, helping students understand what they hear through these

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conversations. These materials were carefully designed and compiled with consideration for the students' needs, syllabus, and curriculum to ensure they are in line with the educational requirements and learning goals. 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 Ability

Evaluation is fixing the process of decision about some object that be evaluated.[62] In the educational context, evaluation serves to assess how well the material taught has been understood by students. Teachers naturally hope that their instruction is successfully comprehended and mastered by their students. As a result, evaluation is conducted to measure the effectiveness of the learning activities that have taken place. This process involves various assessment methods, including

[62] Mansyur, et al, —Asesmen Pembelajaran di Sekolah: Panduan bagi Guru dan Calon Guru (Yogyakarta, Pustaka Belajar, 2015), 9.

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tests, observations, and feedback, to gather an accurate understanding of both the success of the learning process and the level of student ability. Thus, the evaluation results can be used to improve and develop future learning strategies.

Feedback is a crucial component of evaluation, serving as a tool to provide students with insights into their learning progress. Meanwhile, corrective feedback concerns with only one type of negative feedback. It is used as any response when the learners make linguistic deviant in their utterance. However, corrective feedback given by the teacher to the learners may cause language anxiety since the lack of English ability to speak in front of the teacher and classmates too.[63]

In teaching evaluation, there are generally four types of evaluation[64] :

1) Placement Evaluation

This evaluation is used to assess students' abilities and determine their appropriate placement in various programs. The goal is to assign students to the correct level or class based on their skills and needs, ensuring they can engage with the program effectively and make the most of their learning experience.

2) Formative Evaluation

This evaluation is used to gather feedback aimed at improving the teaching process. Formative evaluation involves assessing the strengths and weaknesses of classroom

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[63] Zahratul Maujudatul Mufidah, *"The Impact of Oral Corrective Feedback on the Level of Language Anxiety,"* in *Proceedings of the International Conference on English Language Teaching (ICONELT 2017)* (Atlantis Press, 2017), 219–227, https://doi.org/10.2991/iconelt-17.2018.48.

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

instruction. The primary goal is to adjust teaching methods to enhance their effectiveness in future lessons. This process includes collecting data during the lesson to make real-time adjustments and improve student learning outcomes.

3) Summative Evaluation

This evaluation is used to assess the level of student understanding and achievement. The results of summative evaluation help determine whether students have met the established standards and if they are ready to move on to the next level. Typically, this type of evaluation is conducted through a final exam or an 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.

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In this study, the teaching evaluation used by the teachers was formative evaluation, which involves gathering information to assess the progress of students' understanding of 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]

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

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 are required to organize their responses by presenting their personal opinions and justifications. This type of test encourages students to actively engage with the material, showcasing their understanding and analytical skills 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 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.

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[66] Haryanto, Evaluasi Pembelajaran (Yogyakarta: UNY Press, 2020), 155.
[67] Asrul, Rusydi Ananda, dan Rosita, Evaluasi Pembelajaran (Bandung: Ciptapustaka Media, 2015), 45.

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 ability 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 entails the teacher taking on the role of an observer in their own classroom, closely monitoring and documenting student behavior, interactions, and engagement levels. This allows teachers to gain valuable insights into students' understanding and learning processes, helping them to create more focused and effective teaching strategies. This technique encourages continuous assessment and reflection, helping educators to adjust their teaching methods to better meet students' needs.

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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 frequently employed by teachers to assess and recognize students' attitudes and behaviors within 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.

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3. **Whispering Game Strategy**

a. Definition of whispering game strategy

Game-Based Learning is an instructional approach where students engage in interactive activities designed to improve specific skills, such as listening. In this

case, it involves using a game to enhance students' listening ability. One example of this is the Whispering Game, in which students form a line, and the teacher whispers a word to the first student. This word is passed down the line by each student whispering it to the next. The last student must then write the word correctly on the board. This game is often used as a tool to improve listening and pronunciation skills in language learning.[68]

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 be humorously distorted or exaggerated by the time it reaches the end.[69] This game is known by various names in different countries, often reflecting the idea of a telephone game gone awry. In English, "Chinese Whispers" has become a figurative term that demonstrates how a story or message can change unpredictably as it is passed from one person to another.

The whispering game involves one person whispering a message to the next person in line, who then passes it along to the next player. This continues until the message reaches the last person, who announces the message to the entire group. Often, by the time the message reaches the end, it has changed significantly, illustrating how easily information can become distorted. As the message travels, errors often accumulate, resulting in the final announcement differing significantly,

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[68] O.N. Rohmah, —The Effectiveness of Whispering Game to Teach Vocabulary of SMP PGRI 1 Kurasan, *Universitas Muhammadiyah Purwekerto* (2014).
[69] David Thomas, Chines Whispers, ed. PaPa Press. (shanghai: Ubu Projex Production, 2013),p.33. http://www.ubuprojex.com.

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 ability.[71]

From the above statement, it can be concluded that the whispering game strategy serves as an effective and enjoyable method for enhancing listening skills and increasing student engagement in English language learning. The interactive nature of the game allows students to practice their listening abilities while emphasizing the importance of clear communication and careful attention to detail. Additionally, the fun element of the whispering game fosters active participation and creates a positive, motivating learning environment. This combination of enjoyment and skill development makes the whispering game a valuable tool for improving language acquisition and retention. Therefore, incorporating this strategy into language teaching can be highly beneficial for both students and educators.

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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

[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

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 purpose of integrating this game into classroom instruction is to introduce new phrases to pre-intermediate students in an engaging and memorable way. Although commonly associated with parties, the whispering game proves to be both easy to implement and highly entertaining in an educational context. In the game, students choose a phrase and pass it along by whispering it to the next person, often resulting in humorous distortions by the end of the line. To ensure effective play, students must be arranged with enough spacing to preserve the confidentiality of the phrase and prevent others from overhearing. Proper positioning is essential for maintaining the integrity of the game. Whispering not only helps keep the phrase secret but also increases the chance of it being misheard, making the activity both a fun and valuable exercise in listening and speaking accuracy.

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

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

The use of whispering game strategies in teaching listening ability provides several notable benefits. Firstly, it actively engages students by involving them in an enjoyable and interactive activity, which helps create a positive and motivating learning atmosphere. This encourages students to listen more attentively and participate more willingly. Secondly, the game sharpens students' listening abilities, as it requires them to accurately receive and relay information, thereby improving their ability of spoken language and auditory processing skills. Furthermore, the game fosters collaboration and communication among peers, promoting teamwork as students work together to preserve the integrity of the message. In essence, integrating whispering games into listening instruction not only enhances listening ability but also strengthens social interaction and student engagement, making the learning process both effective and enjoyable.

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. Sutama (2013) found that students exposed to the chain whisper technique exhibited higher English listening skills and greater interest in learning

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

compared to those in conventional settings.[74] This reinforces the effectiveness of the whispering game strategy in not only improving listening ability 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 it offers a range of valuable benefits for enhancing listening ability in educational settings. This strategy encourages active student participation and fosters a lively, motivating classroom atmosphere. By engaging in the game, students are required to listen carefully and convey information accurately, which sharpens their auditory processing and improves their understanding of spoken language. It also supports collaboration and peer interaction, helping to build communication skills and teamwork. Furthermore, the fun and unpredictable nature of the game increases students' enthusiasm for learning, making the material more engaging and easier to retain. Overall, the whispering game is a highly effective and enjoyable method for developing students' listening ability skills.

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

CHAPTER III

RESEARCH METHOD

This chapter outlines the research methodology employed in the study, including the research approach and design, the setting in which the research was carried out, the participants involved, the techniques used for data collection, methods of data analysis, strategies for ensuring data validity, and the step-by-step procedures followed throughout the research process.

A. Approach and Design of Research

The research employed a qualitative approach. Generally, qualitative research provides a deeper understanding of the world and acknowledges that existing realities are tangible and can be observed and explored through methods such as observation and interaction. This approach aims to understand social phenomena from the perspectives of the participants, focusing on their real-life experiences and contexts. 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 objectives of this study. Case studies are commonly employed to explore and investigate specific phenomena in depth, allowing researcher to address particular research questions

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

events or conditions. Various types of evidence are gathered to provide the most accurate answers to the research questions.[76] The purpose of this research is to systematically and accurately document symptoms, facts, or events associated with specific aspects of a population or setting.

This case study centers on a particular instance at the research site the implementation of the whispering game strategy in teaching listening ability. The approach prioritizes qualitative descriptions over quantitative data, relying on verbal or written narratives provided by selected informants. The researcher adopted a qualitative method to align with the study's focus on culturally embedded phenomena, which are rich in expressions, values, aspirations, and personal experiences.

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 use of Whispering Game Strategy for Teaching Listening Ability at Fifth Grade Students of the SDN Mangli 4 Jember.

B. Research Location

The location of this research was conducted at SDN Mangli 4 Jember, located at Tanjung, Mangli, Kec. Kaliwates, Kab. Jember, Jawa Timur. The first reason for choosing this location is because it is relevant to the research topic, particularly the teaching of listening ability in an English language classroom. The

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

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school has implemented activities that align with the whispering game strategy, making it a suitable site for deeper exploration.

The second reason is the availability of adequate learning facilities and a supportive academic environment, which allows for the smooth implementation of the research. Third, this research was conducted with the approval and full support of the school principal, ensuring ethical compliance and cooperation during the research process.

Fourth, the use of the whispering game as a strategy to enhance listening ability aligns well with the needs and characteristics of the students at SDN Mangli 4 Jember. This method offers an engaging and interactive approach that helps improve students' auditory processing skills. Lastly, the unique socio-cultural setting of Jember, which blends traditional Javanese values with a diverse student body, adds richness and authenticity to the research context, making the findings more meaningful within the scope of English language education in Indonesia.

C. Research Subject

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The research subjects comprising individuals, groups, or entities that become the central focus of the study act as the primary sources for data collection, aligning with the research objectives to be accomplished. The descriptive data gathered is directly linked to the selected research subjects. In this particular qualitative study, the participants were chosen from the fifth-grade students at SDN Mangli 4 Jember, totaling 26 students, all of whom were 11 male and 15 females.

Subject recruitment was conducted using purposive sampling[77], 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, data collection was conducted using semi-structured methods, which included direct face-to-face interactions. The research participants were exclusively fifth-grade students from SDN Mangli 4, chosen for observation purposes. Additionally, three students and one English teacher from the fifth grade at the same school were selected to participate in interviews. These participants were assumed to have relevant insights into the application of whispering game strategies in teaching listening ability.

The selection of research subjects was based on the specific needs of this study, with a focus on fifth-grade students at SDN Mangli 4 Jember. Purposive sampling was chosen as the most appropriate method for this qualitative research because it aligned with the study's goals and allowed for the selection of participants based on relevant criteria. This sampling approach is particularly valuable as it helps to identify individuals and settings that are crucial to understanding the main phenomenon being studied. Consequently, the research subjects were selected intentionally and systematically, in line with the research objectives and considerations.

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

1. Fifth grade English teacher at SDN Mangli 4 Jember

In addition, for the purpose of conducting interviews and observations, Mrs. Ayu Luthfiyah Rangkuti, S.Pd. Gr., the English teacher for the fifth grade, was chosen as a participant in this study. This selection was made to obtain relevant data regarding the teaching of listening ability through the whispering game strategy, with particular emphasis on the objectives, materials, steps, and evaluation criteria used in the instruction.

2. Fifth grade students at SDN Mangli 4 Jember

The second participant in this study was selected from a group of 26 fifth grade students for the purpose of conducting observations. Additionally, for the focus group interviews, three students Aisyah, Bara, and Hernino were chosen. Several reasons contributed to the selection of these three students. First, they were recommended by the English teacher. Second, one of the students possessed basic English skills, actively participated in class, and demonstrated intellectual capability. Third, although some of the students lacked a strong background in English, they remained highly motivated and engaged in the lessons. These selected students were observed while participating in listening ability activities that used the whispering game strategy. The information provided above was gathered from the fifth-grade English teacher at SDN Mangli 4 Jember. This study used a semi-structured approach, and the subjects involved are expected to offer valuable insights into the effectiveness of the whispering game as a teaching strategy for listening ability.

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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 non-participants.

In participant observation, the researcher plays an active role in the activity or environment being studied, immersing themselves in the context to better understand the phenomena from within. On the other hand, non-participant observation involves the researcher remaining an outsider, without directly engaging in the activity or environment they are observing. Anderson also highlights the benefits and challenges of this technique in social research, noting that while participant observation allows for deeper insights and firsthand experiences, it can also introduce potential biases or affect the natural behavior of the participants. He offers practical guidelines for designing, conducting, and analyzing observational data, helping researcher navigate the complexities of using observation as a data collection method.

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

In this study, the researcher chose to use observations from non-participant observers in conducting the research. Researcher 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 SDN Mangli 4 Jember and during the exploratory period of in this study, observations were also made based on the objective conditions at SDN Mangli 4 Jember and during the implementation period of teaching listening ability trough the whispering game strategy.

2. Interview

    a. 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.

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    b. Group Interview

In this interview involves a group of respondents who 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.

The semi-structured interview questions were designed to explore participants' experiences and perspectives on listening ability through game-based learning, particularly the Whispering Game. These questions were carefully prepared to maintain focus on the research objectives while allowing room for participants to share their insights in detail.

Furthermore, the researcher conducted these semi-structured interviews in a one-on-one format when speaking with the English teacher. This approach allowed for a more personalized and in-depth discussion, where the teacher could comfortably share their views and experiences without external pressure. The one-on-one setting also enabled the researcher to ask follow-up questions and clarify responses as needed.

On the other hand, for the students, the researcher opted for group interviews, involving three fifth-grade students. This setup encouraged students to share their thoughts and even build on each other's responses, creating a more dynamic discussion. However, even in the group setting, the semi-structured format was maintained, ensuring that the core questions were consistently addressed.

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By using semi-structured interviews with a one-on-one format for the teacher and group interviews for the students, the researcher was able to gather

comprehensive data that provided insights from both the educator's and students' perspectives.

First, the researcher began the process by greeting the subjects with a smile and a friendly salutation, such as "Hello," while also inquiring about their well-being. Second, the researcher asked questions clearly and concisely, ensuring that the subjects understood what was being asked. Third, the subjects responded appropriately to the questions. Fourth, the researcher carefully documented the responses and took notes throughout the interview. All these steps were carried out sequentially until the interview was concluded, with the researcher expressing gratitude and bidding farewell by shaking hands. This interview provided valuable insights regarding the learning objectives, materials, steps, and evaluation of the whispering game strategy for teaching listening ability. Throughout the interview, the participants engaged in the process in a comfortable and enjoyable manner, ensuring that the research was conducted in line with the phenomena being studied.

3. Documents Review

The document review method is a data collection technique that involves analyzing specific documents relevant to the research topic. This technique can be carried out either directly or indirectly, depending on the type of document being examined. If the document is publicly available, researcher can access it directly. However, if the document is not publicly accessible, researcher may need to request copies from relevant authorities or obtain them from other sources. This method

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provides valuable insights by reviewing existing records, reports, or other written materials that can support the research objectives.

In this study, after obtaining the relevant documents, the researcher carefully selected those that directly aligned with the research topic. The selection process was guided by specific criteria, ensuring that the documents were both relevant and of high quality. Key factors in this decision-making process included the authenticity, reliability, and accuracy of the documents. The researcher also ensured that the documents met the standards necessary for providing valuable insights into the study's objectives, particularly focusing on their connection to the research question and themes.

Once the documents were selected, the researcher recorded critical data from each one, organizing the information systematically. This process involved reading the documents thoroughly and extracting key points, quotes, and themes that were essential to answering the research questions. The data was then categorized into relevant sections, such as teaching strategies or student engagement, to facilitate easier analysis. This step also included verifying the accuracy of the data by cross-referencing it with other available sources to ensure consistency and validity.

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After the selection and recording, the researcher carefully analyzed the data by reading, classifying, and interpreting it. This allowed the researcher to identify patterns, themes, and trends that were crucial for understanding the research phenomenon. The analysis was done with attention to detail, ensuring that the data

provided meaningful insights. Finally, the findings from the document review were integrated into the research, contributing to a more comprehensive understanding of the topic and helping to support the conclusions drawn from the study.

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

a. The profile of SDN Mangli 4 Jember.
b. The data of students at fifth grade of SDN Mangli 4 Jember.
c. The data of teacher and staff
d. The lesson module.

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 condensation, data display, and conclusion drawing.[79]

1. Data condensation

The activities involved in data condensation are for researcher 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 of what had been obtained from data collection which included objectives, materials, steps, and evaluations in the implementation of teaching listening ability trough whispering game strategy.

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

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 researcher 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 explain the results of the contents of the existing data and then draw conclusions that are verification.

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

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 prepositions. Researcher who have self-competence 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 ability trough 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

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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 was ensured through triangulation, which was divided into two methods: source triangulation and technique triangulation. Source triangulation focuses on verifying the credibility of the data by cross-checking information obtained from multiple sources. These sources include various individuals, places, or times that can provide different perspectives on the same phenomenon. By gathering data from diverse sources, the researcher was able to ensure that the findings are well-rounded and reliable, offering a more comprehensive understanding of the research topic.

In this study, technique triangulation played a crucial role in enhancing the credibility of the data by examining it through multiple data collection methods. The researcher employed a combination of interviews, observations, and document reviews to gather data on the use of the whispering game strategy for teaching listening ability. By using these different methods, the researcher was able to ensure consistency in the findings, confirming that the data collected through one method aligned with the results obtained from others. This approach helped strengthen the overall validity of the study.

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[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.

Both source and technique triangulation were integral in ensuring the reliability and accuracy of the research outcomes. Source triangulation allowed for a well-rounded understanding by drawing from a variety of sources, while technique triangulation provided an additional layer of verification by applying multiple methods to assess the same data. Together, these strategies enhanced the robustness of the study's conclusions, making them more trustworthy and reflective of the actual phenomenon being investigated.

After gathering data through non-participant observations, semi-structured interviews, group interviews, and document reviews, the next critical step was comparing and contrasting the findings from all these instruments. For instance, the positive results obtained from the interviews regarding the implementation of the whispering game strategy were further validated by the observational data, which supported the interview findings. This process of cross-validation ensured that the research findings were reliable, reinforcing the conclusions drawn about the effectiveness of the whispering game strategy in teaching listening ability.

G. Research Procedure

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The research procedure refers to the systematic process that guides the researcher throughout the entire study, from the initial stages to the final report. It typically begins with preliminary research, where the researcher conducts a thorough review of existing literature to identify research gaps, refine research questions, and define the study's objectives. This phase is crucial for gaining

background knowledge and ensuring that the research is grounded in current academic discussions.

Once the preliminary research is complete, the next step is design development. In this phase, the researcher plans the study's methodology, which includes selecting the research approach, determining the data collection methods, identifying participants, and developing tools or instruments for gathering data. This phase ensures that the research is structured effectively to answer the research questions and meet the study's objectives.

The actual research phase follows, where the researcher collects data according to the established design. This could involve interviews, surveys, observations, or other methods specified in the research plan. After data collection, the researcher moves on to the final stage: writing the report. In this phase, the researcher analyzes the data, draws conclusions, and discusses the findings in relation to the research objectives. The report provides a detailed account of the research process, results, and insights, contributing to the body of knowledge in the relevant field.

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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 determines 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 SDN Mangli 4 Jember.

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.

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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 researcher 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

SDN Mangli 04 Jember is one of the primary schools in Jember. It is located on Tanjung street one, Mangli Village, Kaliwates Subdistrict, and Jember Regency. This school is located on the outskirts of the city, right behind the Mini Zoo educational tourist attraction and far from the hustle and bustle and noise, so that learning activities are not disturbed. The majority of students who study at this school come from the neighbourhood around the school. SDN Mangli 04 Jember has six classrooms and a computer lab as learning facilities for students. The school also offers four types of extracurricular activities, namely scouts, computers, dance, and karate. English language learning is included in the foreign language curriculum at this school. Specifically, for phase A, which is grades 1 and 2, English is included as a local content subject, while for phases B and C, which are grades 3 to 6, English has become a subject in its own right.

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B. Data Presentation and Analysis

Overall, the methods and procedures outlined in Chapter 3 served as the foundation for developing the data descriptions and drawing conclusions, which were then presented in the data display and analysis sections. The data in this research is categorized according to the focus of the study. Presenting data is essential in any research, as it serves as proof that the researcher has genuinely

engaged with, observed, experienced, and evaluated the subject matter directly. This study also involved conducting interviews with various informants to gather information, alongside the collection of relevant supporting documents. Furthermore, the data collection process aligned with the researcher's chosen strategies, which included interviews, observations, and document reviews.

In this study, the data description encompasses various key aspects that are directly related to the research topic. The data is structured in a way that facilitates a clear understanding of both the context and the findings for both researcher and readers. The use of specific categories not only aids in organizing the data but also in identifying key patterns and themes that emerged from the research. The interview technique employed included both open and closed-ended questions, which enabled the researcher to gather comprehensive insights from the participants. Observations were carried out in a systematic manner to document relevant events and phenomena within the research setting. Additionally, the document review process involved analyzing various pertinent materials, such as reports, archives, and publications, to support the credibility of the collected data. This methodical approach ensures that all data gathered is reliable and well-supported. The thorough data description also enhances the depth of analysis, leading to more accurate and meaningful conclusions that align with the research goals.

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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 use of teaching listening ability through whispering game strategies at the fifth grade SDN Mangli 4 Jember, can be identified and analyzed thoroughly. The details of the analysis follow:

1. **The Purpose of the use of Whispering Game strategy in Teaching Listening Ability at fifth grade Students of the SDN Mangli 4 Jember**

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 ability through the whispering game strategy. According to Mrs. Ayu, the English teacher for fifth grade, in her interview, she stated:[83]

> — "The goal of using whispering game strategies in teaching listening ability is to help students enhance their listening skills. By implementing these strategies, the aim is to create an engaging and interactive learning environment where students must listen carefully in order to relay information accurately. This approach helps students develop their ability to focus, comprehend spoken English, and retain auditory information more effectively. It provides a fun and supportive way to assist students in strengthening their listening skills."

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

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[83] Mrs. Ayu, interviewed by Abdur Rochman, May 25, 2026

This is supported by the results of the focus group interview with Aisyah, one of the fifth-grade students, she emphasized that:[84]

— "I feel that the whispering game strategy helps me focus more and truly listen to every word being spoken. It helps me understand spoken English more quickly. I enjoy lessons that make us actively participate like this. This way, we don't get bored, yet we can still learn effectively."

It was added by Bara:[85]

— "With the whispering game strategy, the lessons become more enjoyable and less boring. We listen carefully and collaborate, which makes the classroom atmosphere livelier and more interactive. I also feel that the whispering strategy helps me remember information better because I have to listen and relay the information correctly. It's a fun way to learn, and it has been very effective for me."

According to Aisyah's interview, this supports the purpose of incorporating the whispering game strategy into teaching listening ability, as students demonstrate greater enthusiasm for learning English and view language acquisition as an enjoyable activity. This boosts students' engagement and interest in improving their listening skills, leading to a sense of satisfaction throughout the learning process. Additionally, Aisyah's perspective aligns with the goals set by Mrs. Ayu, particularly the first and second objectives. Likewise, Bara's interview aligns with the second and third objectives, highlighting the importance of the whispering game strategy in helping students effectively anticipate the material and create a more enjoyable and comfortable learning environment.

During the classroom observation, the researcher noted that after the teacher entered the class at 13:30, greeted the students, led them in prayer, and checked the

[84] Aisyah, focus group interview with eighth grade students, Jember, May 25, 2026.
[85] Bara, focus group interview with eighth grade students, Jember, May 25, 2026

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attendance, the teacher introduced the lesson topic and outlined the learning objectives related to the listening ability material to be covered. These objectives are also connected to the strategies the teacher uses to achieve the goals for supporting speaking skills. The aim of teaching listening ability through the whispering game strategy is to help students actively engage in the learning process. By using this strategy, the teacher seeks to create a dynamic classroom environment where students are not merely passive listeners but are engaged as active participants. The whispering game motivates students to listen carefully, process the information, and convey it accurately, supporting their listening skills in an enjoyable and interactive way. In addition, this was also confirmed in reviewing the lesson plan[86] document made by Mrs. Ayu as the English teacher. The document states that the objectives of teaching listening ability 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.

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[86] Document Review of lesson plan documents, appendix 3, April 29, 2026.

Based on the interviews and document review, the purpose of teaching listening ability through whispering game strategies for fifth grade at the SDN Mangli 4 Jember 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 used to teach listening ability to fifth grade students at SDN Mangli 4 Jember

a. Material

The term "materials" refers to the resources that teachers provide to students in order to impart knowledge, help students develop their listening ability skills, and monitor their learning progress. Based on classroom observations, the researcher noted the activities prior to the listening lesson, where the teacher prepared materials that included various dialogues or conversations tailored to the students' level and interests. These materials were carefully chosen to ensure they were engaging and supported the development of listening skills. Moreover, the teacher gave clear instructions on how to use the whispering game strategy

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effectively during the lesson, highlighting the importance of active participation and accurate communication among students. This was confirmed by the English teacher for fifth grade students (Mrs. Ayu) on an interview. The listening ability teaching materials taught through the whispering game strategy are as follows:[87]

— "To teach listening ability to children, I need to select materials that are both simple and engaging. Since they often find English challenging, I chose to implement the whispering game strategy to introduce the lesson. For this session, I prepared materials centered around scenarios involving Asking, Giving, and Refusing Service."

This is supported by one of the students named Hernino in the focus group interview, she said that:[88]

— "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 ability using whispering games, we learn about asking for, giving, or refusing services."

Another student from the focus interview pool, Aisyah, who is a fifth-grade student at SDN Mangli 4 Jember, added and confirmed this:[89]

— "I found learning through the whispering game to be very enjoyable. The material taught by Mrs. Ayu today centered around situations involving asking for, giving, and refusing services. This made the lesson more engaging and interactive, while also helping us enhance our listening ability."

Based on interviews conducted by the researcher with fifth-grade students Hernino and Aisyah, it was revealed that the material taught focused on situations involving: 1) asking for, 2) giving, and 3) refusing services. This information is also supported by classroom observations of the fifth grade carried out on May 20, 2026,

[87] Mrs. Ayu interviewed by Abdur Rochman, May 25, 2026.
[88] Hernino, focus group interview with grade 5 students, Jember, May 25, 2026.
[89] Aisyah, focus group interview with grade 5 students, Jember, May 25, 2026.

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at SDN Mangli 4 Jember. During the whispering game activity, students actively practiced these service-related scenarios in various real-life contexts. Under the guidance of Teacher Ayu, they engaged in role-play situations such as ordering food at a restaurant, inquiring about products in a store, and politely turning down invitations in conversations. Through these activities, students had the opportunity to develop their English language skills, apply relevant expressions, and build confidence in using English in everyday social interactions.

b. Steps

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

According to Mrs. Ayu, English teacher for fifth grade of SDN Mangli 4 Jember, the materials for teaching listening ability through whispering game are as follows:[90]

> — "The steps for teaching listening ability using the whispering game strategy were outlined in the lesson plan. First, I began by preparing materials that aligned with the lesson's theme to be used in the whispering game. Second, instead of following the traditional format, I instructed students to focus on identifying sentences related to asking for, giving, and refusing services. Rather than limiting the number of sentences, each round of the game was given a three-minute time limit. Third, students were organized into groups of five, and they whispered the sentences one by one within their groups. Fourth, deviating from the usual oral conclusion, the final student in each group wrote the sentence on the board instead of saying it aloud. Lastly, only one round was conducted per session due to time constraints, and the group with the most accurate sentence was declared the winner. In one session, only a single group succeeded, while others made errors in the sentence accuracy."

[90] Mrs Ayu interviewed by Abdur Rochman, Jember, May 25, 2026.

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This was also confirmed by Hernino:[91]

— "The whispering game was truly enjoyable! Mrs. Ayu provided materials focused on asking for, giving, and refusing services, allowing us to practice real-life scenarios. We were split into groups and given three minutes to complete a round of the game. It was both challenging and exciting to whisper and listen attentively, making sure every word was heard correctly. This activity helped us concentrate better and made the learning experience more interactive and fun."

These points are reinforced by Bara's statement, in which she confirmed:[92]

— "I enjoyed the part where we wrote the sentences we heard on the board. It allowed us to verify if what we had heard was accurate and helped us identify any errors made during the game. Even though we could only play one round per session because of limited time, the activity taught us a lot about how to better grasp and retain information. This approach also encouraged us to be more careful and detail-oriented while listening, which was really beneficial for enhancing our listening ability skills."

Based on the interviews with English teachers and fifth grade students at SDN Mangli 4 Jember, it was revealed that the steps of teaching listening ability 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 wrote down on the board what they heard instead of relaying it orally.

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[91] Hernino, focus group interview with grade 5 students, Jember, May 25, 2026.
[92] Bara, focus group interview with grade 5 students, Jember, May 25, 2026.

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 March 20, 2026, in teaching listening ability through the whispering game strategy for fifth grade at SDN Mangli 4 Jember, 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

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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 ability 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.[93]

This is supported by the lesson plan with the topic of listening ability which contains the steps of learning listening ability 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. [94]

Data obtained from observations, interviews, and document review indicate that the resulting steps of teaching listening ability through whispering game strategies for fifth grade students at SDN Mangli 4 Jember, 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

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[93] Observation by the researcher on March 20, 2026
[94] Document Review of lesson plan documents, appendix 3, April 29, 2026.

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.

3. The Evaluation of Applying the Whispering Game Strategy in Teaching Listening Ability at Fifth grade students of the SDN Mangli 4 Jember

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 help listening ability by using whispering game strategies.[95]

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The evaluation of teaching listening ability with the whispering game strategy at the fifth grade SDN Mangli 4 Jember is done through tests and non-test methods, as explained by Mrs. Ayu, the English teacher:

— "The evaluation process adopts a formative approach, in which students are given several descriptive questions to assess their understanding. Additionally, I carry out time does not permit, students are assigned the tasks to complete at home."[96]

[95] Observation by the researcher on March 20, 2026
[96] Mrs Ayu interviewed by Abdur Rochman, May 25, 2026.

This is further corroborated by Aisyah's testimony, where she mentioned:[97]

— "Teacher Ayu utilized gap text exercises as part of the learning assessment to help support students' listening ability. Additionally, students were given assignments along with a set of questions during the final part of the lesson."

This is also supported by Bara's statement, she stated:[98]

— Teacher Ayu conducted gap texts in her assessment to improve students' listening ability, 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 conclusion of the learning session, it is recommended that both students and teachers reflect together on the knowledge acquired, supporting deeper understanding of the teaching and learning process. In evaluating the implementation of listening ability instruction through the whispering game strategy among fifth-grade students at SDN Mangli 4 Jember, formative assessments such as gap text completion were used, as confirmed by observations, interviews, and document reviews. Overall, students demonstrated high levels of enthusiasm for listening ability when engaged in the whispering game, which helped support the development of their listening skills. The effectiveness of the

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[97] Aisyah , focus group interview with grade 5 students, Jember, May 25, 2026.
[98] Bara, focus group interview with grade 5 students, Jember, May 25, 2026.

classroom setting was highlighted by the use of the whispering game strategy, promoting active involvement from both students and teachers. This collaborative approach played a key role in addressing listening ability challenges, as students worked together to complete the tasks.

Tabel 4.1

Data Presentation and Analysis

No	Focus	Findings
1	How does the Whispering Game strategy improve students' listening ability, particularly in recognizing pronunciation and intonation patterns, among fifth-grade students at SDN Mangli 4 Jember?	Based on observations, interviews, and document review conducted at SDN Mangli 4 Jember, the findings reveal that the Whispering Game strategy demonstrably supported fifth-grade students' listening ability, specifically in areas identified as problematic in the preliminary study pronunciation recognition and intonation accuracy

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2	How is the Whispering Game Strategy Used to Teach Listening ability to Fifth Grade Students at SDN Mangli 4 Jember?	Data obtained from observations, interviews, and document review indicate that the resulting steps of teaching listening ability through whispering game strategies for fifth grade students at SDN Mangli 4 Jember, 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

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		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	What is the evaluation of the use of the Whispering Game strategy in teaching listening ability to fifth grade students at SDN Mangli 4 Jember?	In evaluating the implementation of listening ability instruction through the whispering game strategy among fifth-grade students at SDN Mangli 4 Jember, formative assessments—such as gap text completion—were used, as confirmed by observations, interviews, and document reviews.

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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 ability using whispering game strategy at the fifth-grade students SDN Mangli 4 Jember in this study.

1. The Purpose of applying the Whispering Game strategy in teaching listening ability at fifth grade students of the SDN Mangli 4 Jember

The goals of teaching involve guiding students in understanding and mastering the lesson content, nurturing critical thinking, enhancing their ability to communicate effectively, and equipping them with the skills and knowledge necessary for both everyday situations and future challenges. These objectives also aim to inspire students, boost their self-confidence, and cultivate a positive mindset toward continuous learning. Beyond the direct advantages in classroom settings, teaching objectives contribute significantly to broader educational outcomes for young learners. Given their importance, teachers are encouraged to implement a variety of strategies and activities that support the fulfillment of these objectives throughout the learning process.

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Based on the interviews and document review, the objectives of teaching listening ability through whispering game strategies for fifth grade at the SDN Mangli 4 Jember 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.

Based on the findings, there are four key purposes for teaching listening ability through the whispering game strategy. First, Active Engagement: By utilizing the whispering game strategy, the teacher aims to ensure that students are actively involved in the learning process. Second, Dynamic Classroom Environment: The strategy encourages the creation of a classroom where students are not just passive listeners but active participants in the learning process. 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?[99]

This is also supported by Nazli Fahada, et al. Which states that the purpose of the whispering game makes 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

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[99] 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

teach listening.[100] These purposes highlight the significance of employing innovative and interactive teaching strategies to cultivate a more engaging and effective learning environment. By integrating activities like whispering games, teachers can greatly enhance listening ability skills while promoting a dynamic and collaborative classroom atmosphere. This approach not only sparks students' interest but also fosters active participation, resulting in a more immersive and enjoyable learning experience. Ultimately, such interactive methods play a crucial role in the comprehensive development of students' language proficiency and interpersonal skills.

The findings on the purpose of teaching listening ability through whispering game strategy at the fifth-grade students SDN Mangli 4 Jember, reflect the theoretical principles on the purpose of teaching listening ability. That is, to help students improve their ability to effectively understand the material they listen to, with the expectation that this ability helps them apply the information they listen to in real-world situations. In addition, the purpose of teaching listening ability 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.

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[100] 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

2. The Whispering Game strategy implemented to teach listening ability to fifth grade students at SDN Mangli 4 Jember

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.[101] Materials can also be presented in an exploratory manner, allowing students the opportunity to independently discover and learn the language. Additionally, learning materials encompass all forms of resources that are relevant to the language being studied.

Information from observations, interviews, and document review shows that the materials for teaching listening ability through whispering game strategy at the fifth-grade students SDN Mangli 4 Jember are: about situations involving 1) asking for, 2) giving and 3) refusing services.

The purpose of this material is to offer students practical and contextual listening experiences, enabling them to recognize and understand the use of language in everyday situations. Additionally, the materials are designed to enhance

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

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students' abilities in teaching listening ability by improving their skills in identifying key information, understanding the context of conversations related to asking for, giving, and refusing services, and developing effective listening strategies. As a result, it is anticipated that students are prepared and more confident in using English both inside and outside the classroom, and able to apply their listening skills in various real-life contexts.

In light of the above findings, teaching listening ability at the fifth-grade students SDN Mangli 4 Jember 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 enable them to cope with real interactions, both inside and outside the classroom.[102] 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.[103]

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[102] 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

[103] Larsen-Freeman, D. 2000. Techniques and Principles in Language Teaching. Oxford: Oxford University Press.

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 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 ability teaching using whispering game strategy at the fifth grade students SDN Mangli 4 Jember, 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.

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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.[104]

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 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 ultimately lead to achieving the final goal.

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

2) Materials and Equipment

As a teacher, what you need to know is what equipment and supplies to bring. The resources in teaching listening ability that teachers may bring are audio materials, handouts, and student worksheets, while the equipment that instructors may need in teaching listening ability 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.

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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 ability 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 ability through whispering game strategy at the fifth-grade students SDN Mangli 4 Jember follows the existing theory of learning steps. The implementation of teaching listening ability using lesson plans aims to facilitate teachers in teaching and help students understand listening skills better.

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1. **The Evaluation of applying the Whispering Game strategy in teaching listening ability at fifth grade students of the SDN Mangli 4 Jember**

The evaluation of listening ability 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.[105]

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Based on these findings, the researcher concluded that the evaluation 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

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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 ability to fifth grade students at SDN Mangli 4 Jember 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 ability to fifth grade students at SDN Mangli 4 Jember is divided into two things, namely:
    a. Materials

       Materials for Teaching Listening Ability Through Whispering Game strategy at the Fifth grade Students SDN Mangli 4 Jember are as follows: 1) asking for, 2) giving and 3) refusing services.

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b. Steps

The steps of Teaching Listening Ability through Whispering Game strategy at the Fifth grade Students SDN Mangli 4 Jember 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 ability to fifth grade students at SDN Mangli 4 Jember, 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 ability. Additionally, there is an attitude assessment and a personal interview at the end of the lesson.

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B. Suggestion

Following research conducted at SDN Mangli 4 Jember, the researcher intends to provide suggestions in this section for:

1. Teachers

Teachers are encouraged to continue implementing innovative and interactive strategies such as the whispering game to enhance students' listening ability. This approach not only supports active student participation but also fosters a more engaging and enjoyable learning atmosphere. Teachers should also consider adapting materials to students' interests and language levels to ensure better understanding and increased motivation. Additionally, ongoing reflection and evaluation of teaching practices can help educators refine their methods for more effective outcomes.

2. Future Researcher

Future researcher is advised to further investigate the effectiveness of the whispering game strategy in different educational contexts and among diverse student groups. It is important to identify additional steps, modifications, or variations that can enhance the effectiveness of listening instruction through this strategy. Moreover, exploring the role of formative evaluation as part of the instructional process may provide deeper insight into how assessment methods contribute to students' listening ability. This includes examining how different formative evaluation tools support learning outcomes and student engagement in language acquisition.

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APPENDICES

Appendix 1

DECLARATION OF AUTHENTICITY

The undersigned:

Name	: Abdur Rochman
SRN	: T20196150
Major	: English Education Program
Faculty	: Faculty of Education and Teacher Training
Intitution	: State Islamic University of Kiai Haji Achmad Siddiq Jember

I hereby declare that the results of this research do not contain any elements of plagiarism from research or scholarly works previously conducted or produced by others, except for those that are explicitly cited in this manuscript and referenced in the citations and bibliography.

Should it later be discovered that this research contains elements of plagiarism and a claim is made by another party, I am willing to undergo the process in accordance with applicable laws and regulations.

I hereby make this statement of originality truthfully and without coercion from anyone.

Jember, 25th of May 2026
Author



Abdur Rochman
T20196150

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Appendix 2

RESEARCH MATRIX

Title	Variable	Indicators	Source of Data	Research Method	Research Problem
The Use Whispering Game Strategy in Teaching Listening Ability at Fifth Grade Students of the SDN Mangli 4 Jember	1. Listening 2. Teaching Listening Ability	1. The Definition of Listening 2. The Principle of Listening 3. The Component of Listening 4. The Definition of Teaching Listening ability 5. The process of Listening ability 6. Difficulties in Listening ability 7. Strategies in Teaching Listening ability 8. Method of Teaching 9. Listening ability	1. Interview a. English Teacher. b. Students. 2. Observation a. Objective Condition of SDN Mangli 4 Jember b. The Implementation of whispering game strategy in the class 3. Document Reviews a. The history of SDN Mangli 4 Jember b. The profile of SDN Mangli 4 Jember c. Status of Teacher and Staff d. State of the Learners	1. Approach and Type of the Research: a. Qualitative b. Case Study 2. Data Collection 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	1. What is the purpose of using the Whispering Game strategy for teaching listening ability to fifth grade students at SDN Mangli 4 Jember? 2. How is the Whispering Game Strategy Used to Teach Listening ability to Fifth Grade Students at SDN Mangli 4 Jember? 3. What is the evaluation of the use of the Whispering Game

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Appendix 3

Research Instrument

A. Observation Instrument

1. Geographic condition of SDN Mangli 4 Jember.
2. The Use of Whispering game Strategy in Teaching Listening Ability at Fifth Grade Students of the SDN Mangli 4 Jember.

B. Interview Instrument

1. Based on the strategies used, what are the objectives of teaching Listening Ability through the whispering game strategy?
2. What are the materials taught in teaching Listening Ability 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 Ability through the whispering game strategy?

C. Document Review Instrument

1. The history of SDN Mangli 4 Jember
2. The profile of SDN Mangli 4 Jember
3. Status of Teacher and Staff
4. State of the Learners
5. The Lesson Module

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Appendix 4

Lesson Module

School	**SDN Mangli 4 Jember**
Subject	English
Grade/Semester	V/Second Semester
Topic	Asking For, Giving, and Refusing Services
Time Allocation	2x45 minutes

A. Core Competencies (KI)

1. Appreciate and practice the teachings of their religion.
2. Show honest, disciplined, responsible, caring, polite, and confident behaviour.
3. Understand and apply factual, conceptual, and procedural knowledge.
4. Process, present, and reason in both concrete and abstract domains.

B. Basic Competencies (KD)

1. Understand expressions of asking for, giving, and refusing services in spoken and written texts.
2. Create simple spoken and written texts involving asking for, giving, and refusing services.

C. Learning Indicators

1. Identify expressions for asking for service.
2. Identify expressions for giving service.
3. Identify expressions for refusing service.
4. Create short dialogues using expressions of asking for, giving, and refusing services.

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D. Learning Objectives

1. Students can understand and use expressions for asking for, giving, and refusing services both orally and in writing.

E. Learning Approach and Methods

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

F. Media and Learning Resources

1. Media: Text cards, whiteboard, markers
2. Learning Sources: English Textbook for Grade V, Worksheets/Handouts

G. Learning Activities

1. Introduction (10 minutes)

a. Teacher greets students and checks attendance.
b. Teacher connects the topic to students' real-life experiences in asking for or giving services.
c. Teacher explains the learning objectives.

2. Main Activities (70 minutes)

a. Exploration (15 minutes)
    1. Teacher explains examples of expressions used for asking, giving, and refusing services.
    2. Students listen to and discuss short dialogue examples.

b. Elaboration (40 minutes)
    1. Whispering Game
        a. Students are divided into small groups.
        b. Teacher gives a short instruction text to the first student in each group.
        c. Students pass the message by whispering it to the next student.
        d. The last student writes the received message on the board.
        e. Class compares the original and final versions of the message.
    2. Short Discussion
        a. Teacher and students discuss where and why mistakes happened.
        b. Emphasize the importance of clear communication and careful listening.
c. Confirmation (15 minutes)
    1. Teacher provides feedback on students' work and clarifies misunderstandings.
    2. Teacher stresses the importance of politeness in asking for, giving, and refusing services.

3. Closing (10 minutes)

a. Teacher and students summarize the lesson together.
b. Teacher gives homework: Write a short dialogue about asking for, giving, and refusing services.
c. Teacher motivates students and ends the class with greetings.

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H. Assessment

1. Knowledge Assessment
   Written Test: Complete missing sentences with correct expressions of asking for, giving, and refusing services.
2. Attitude Assessment
   Observation during activities: honesty, discipline, responsibility, cooperation, politeness, and self-confidence.

STUDENT NAME	HONESTY	RESPONSIBILITY	COOPERTAION	POLITENESS	SELF-CONFIDENCE
STUDENT 1					
STUDENT 2					

Attitude Assessment Scale

- 5 = Excellent
- 4 = Good
- 3 = Fair
- 2 = Poor
- 1 = Very Poor

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Mengetahui
Kepala SDN Mangli 4

Guru Mata Pelajaran

Nur Farida, S.Pd.

Ayu Luthfiyah Rangkuti, S.Pd. Gr.

Appendix 5

RESERCH JOURNAL

No.	Day/Date	Activity	Signature
1.	02 of January 2026	The researcher do the preliminary study by conducting the the observation and interview with English teacher	
2.	09 of January 2026	The researcher confirm the research permission.	
4.	19 of January 2026	Observe The Use of Whispering Game Strategy In Teaching Listening Comprehension At Fifth Grade Students Of The SDN Mangli 4 Jember	
5.	19 of February 2026	Interview with the Fifth grade students SDN Mangli 4 Jember	
6.	24 of February 2026	The Use of Whispering Game Strategy In Teaching Listening Comprehension At Fifth Grade Students Of The SDN Mangli 4 Jember	
7.	25 of April 2026	Interview with the English teacher about The Use of Whispering Game Strategy In Teaching Listening Comprehension At Fifth Grade Students Of The SDN Mangli 4 Jember	
8.	25 Of May 2026	Complete the research data and document review	
9.	26 Of May 2026	The researcher ask a letter of research finishing	

Jember, 26 Mei 2026
Kepala Sekolah

Nur Faridah, S.Pd

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Appendix 6

PEMERINTAH KABUPATEN JEMBER
SD NEGERI MANGLI 04
Jl. Tanjung No. 1 Mangli, Kec. Kaliwates, Jember, Jawa Timur 68136
sdnmangli4@gmail.com

SURAT KETERANGAN
No. 421.2/070/35.09.310.05.20549485/2026

Yang bertanda tangan dibawah ini :

N a m a	: NUR FARIDAH,S.Pd.
NIP	: 196703171992032007
Pangkat/Gol.	: Pembina Tk.I,IV /b
Jabatan	: Kepala Sekolah SDN Mangli 04

Menerangkan bahwa :

N a m a	: ABDUR ROCHMAN
NIM	: T20196150
Jenis Kelamin	: Laki-Laki
Status	: Mahasiswa UIN KHAS Jember

Bahwa yang bersangkutan benar – benar telah melakukan penelitian di SD Negeri Mangli 04 mulai tanggal 1 Mei 2026 – 23 Mei 2026 dengan judul penelitian:

THE USE OF WHISPERING GAME STRATEGY IN TEACHING LISTENING COMPREHENSION AT FIFTH GRADE STUDENTS OF THE SDN MANGLI 4 JEMBER

Demikian Surat Keterangan ini dibuat dengan sebenar-benarnya dan agar dapat dipergunakan sebagaimana mestinya.

Jember, 26 Mei 2026
Kepala Sekolah
SDN Mangli 04

NUR FARIDAH,S.Pd.
NIP. 196703171992032007

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Appendix 7

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ JEMBER
Jl. Mataram No. 1 Mangli, Jember Kode Pos 68136
Telp. (0331) 487550 Fax (0331) 427005 e-mail: info@uin-khas.ac.id
Website: www.uinkhas.ac.id

SURAT KETERANGAN LULUS CEK TURNITIN

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

Nama : Abdur Rochman
NIM : T20196150
Program Studi : Tadris Bahasa Inggris
Judul Karya Ilmiah : The Use Of Whispering Game Strategy In Teaching Listening Comprehension At Fifth Grade Students Of The Sdn Mangli 4 Jember

telah lulus cek similarity dengan menggunakan aplikasi turnitin UIN KHAS Jember dengan skor akhir sebesar (20,8 %)

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Jember, Senin 25 Mei 2025
Petugas Ruang Baca
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Ulfa Dina Novienda, S.Sos.I,.M.P
NIP. 198308112022321201 9

NB: 1. Melampirkan Hasil Cek Turnitin per Bab.
2. Skor Akhir adalah total nilai masing-masing BAB Kemudian di bagi 5.

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Appendix 8

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Mataram No. 01 Mangli, Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website:www.http://ftik.uinkhas-jember.ac.id Email: tarbiyah.iainjember@gmail.com

Nomor : B-8405/In.20/3.a/PP.009/02/2026
Sifat : Biasa
Perihal : **Observasi untuk Memenuhi Tugas Mata Kuliah Magang I**

Yth. Kepala SDN Mangli 04
Jl. Tanjung, No. 1, Dusun Tanjung, Desa Mangli, Kecamatan Kaliwates

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

NIM	:	T20196150
Nama	:	ABDUR ROCHMAN
Semester	:	Semester enam belas
Program Studi	:	TADRIS BAHASA INGGRIS

untuk mengadakan Observasi selama 2 (dua) hari di lingkungan lembaga wewenang Bapak/Ibu Nur Faridah, S.Pd.

Adapun pihak-pihak yang dituju adalah sebagai berikut:

1. Nur Faridah, S.Pd.
2. Ayu Luthfiyah Rangkuti, S.Pd. Gr.
3. Siswa Siswi Kelas 5 SDN Mangli 04

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 09 Februari 2026
a.n. Dekan,
Wakil Dekan Bidang Akademik,

KHOTIBUL UMAM

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Appendix 9

Documentation



Geographic Condition of SDN Mangli 4 Jember



Research Location: SDN Mangli 4

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Teacher Explain the Material



Student Practiced Whispering Game

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Group Interview With Five Grade Students



One on One Interview With The Teacher of SDN Mangli 4 Jember

Appendix 10

Curriculum Vitae



1. Personal Information	
a. Name	: Abdur Rochman
b. SRN	: T20196150
c. Place, date of birth	: Jember, November 20th 1999
d. Gender	: Male
e. Address	: Jl. Gurami 96, RT 005/RW 003, Dusun Krajan, Desa Dukuhmencek, Kabupaten Jember
f. Faculty	: Education and Teacher Training
g. Major	: English Education Program
h. Email	: rohman877@gmail.com
2. Education Background	
a. Elementary School	: SDN Dukuhmencek 01
b. Junior High School	: SMPN 01 Panti
c. Senior High School	: SMKN 5 Jember
3. Organization Experience	: Humas Komsi (Komunitas Seni) Periode 2021/2022

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