

CHAPTER I

INTRODUCTION

A. Background of Study

One of the most important things a student can do to improve their English is to practice listening. Diora and Rosa (2020) argue that listening is the most useful and essential talent. Students' listening skills can also help them sound more native and increase their command of syntax. As stated by As'ari (2017), listening is a skill that builds the language's ability to capture information.

According to Lestari, et al., (2021), listening is the ability to comprehend and derive meaning from others' words. This also agrees with Syafii, et al., (2020) that listening is a skill for getting ideas and learning language. From this explanation, we can conclude that listening is an important skill for teaching students how to understand what others say and get information from what they say.

In listening tasks, comprehension is also needed to understand what is being said. Comprehension is the process of figuring out what was said or heard. Diora and Rosa (2020) say that listening comprehension is a complicated process that involves figuring out what the speaker is saying and understanding what they are saying while listening to tapes or audio. Because English is not a common language for communication, the English listening comprehension activity for EFL students is hard. So, many students find it hard to learn how to listen in school.

Not only do students have trouble learning to listen, but teachers also have trouble teaching it. According to Lestari, et al., (2021), motivating students to take an interest in listening is difficult for teachers. Also, the teacher does not know how to get students more interested in listening because some of them do not worry much about learning. So, it is hard for the teacher to decide what method or technique to use and what kind of media to use to teach listening. Because of these problems, the teacher can not get the students to learn by listening. Nodira (2021) says that if a teacher is not interested in teaching listening in the classroom, students are less likely to want to learn how to listen. This lack of motivation keeps students from learning to enjoy listening, which keeps them from improving their ability to understand what they hear.

According to the previous explanation, the student's lack of motivation and interest in learning listening is a result of the teacher's failure to pick an acceptable technique or medium for teaching listening comprehension. In their study titled "Enhancing Listening Skills Using Game," Syafii, et al., (2020), examined the use of games to improve listening skills. They employed the games of tic-tac-toe, dictation, and whispering. This research revealed that these games could enhance students' listening comprehension. Therefore, the researcher is interested in the implementation of whispering game in teaching listening comprehension.

According to As'ari (2017), the whispering game is a game-based learning tool that can assist students in recognizing stress and intonation function, word stress patterns, and rhythmic English structures. The whispering game can help students overcome their listening difficulties and memorize information they have heard (Syafii, et al., 2020). Therefore, the whispering game is appropriate for teaching listening so that students are motivated to learn, comprehend the meaning of what they heard, and retain the information.

According to Wakka (2020) the methods of learning in teaching and in imparting knowledge have been explained by Allah swt. in AlAnbiya (21) verses 30-31, as follows:

أَوَلَمْ يَرِ الَّذِينَ كَفَرُوا أَنَّ السَّمَوَاتِ وَالْأَرْضَ كَانَتَا رَتْقًا فَفَتَقْنَاهُمَا^{٣٠} وَجَعَلْنَا مِنَ الْمَاءِ كُلَّ شَيْءٍ حَيٍّ أَفَلَا يُؤْمِنُونَ (30) وَجَعَلْنَا فِي الْأَرْضِ رَوَاسِيَ أَنْ تَمِيدَ بِهِمْ وَجَعَلْنَا فِيهَا فِجَاجًا سُبُلًا لَّعَلَّهُمْ يَهْتَدُونَ (31)

The verse explained how natural imagery could be used as a teaching tool. It implies that Allah has provided humans with a variety of natural means for acquiring knowledge quickly and with pleasure. This is consistent with the use of media in the instruction of listening, which may pique students' interest in learning listening comprehension. One uses a whispering game to teach and practice listening comprehension.

This research uses prior studies as a reference and a means of differentiation from prior research. As a basis for this investigation, the researcher gathered several previous studies. Additionally, the researchers

are on the lookout for problems that are distinct from those of previous studies and will be the focus of this study.

Many prior studies pertinent to this investigation have been conducted. Murniati (2018) has conducted research on the effectiveness of the whispering game in teaching vocabulary to middle school students. Then, Windasari (2018) then showed a study that focused on using whispering games to teach vocabulary skills at the middle school students. Next, Agustiani (2019) did study on the usage of the what's missing game and the whispering game in teaching speaking to senior high school students. And also, a research journal by Uktolseja and Manuhutu (2018) focused on the use of whispering games to improve students' listening skills at the elementary school.

From the explanation above, the researcher is interested in researching **"The Implementation of Whispering Game in Teaching Listening Comprehension"** in order to solve problems in teaching and learning listening comprehension. Based on the researcher's plan, this qualitative descriptive study will investigate how the teacher implements whispering games in teaching listening and what type of listening assessment are used by the teacher in whispering game at senior high school. Based on the researcher's informations that an English teacher in MAN Kapuas used a variety of teaching methods and media, which of the following is whispering game. Consequently, the researcher wished to conduct this study at MAN Kapuas and observed the implementation of

the whispering game in XI IPA 3 MAN Kapuas. This research was conducted for roughly one month during the odd semester of the academic year 2022/2023.

B. Research Question

After explaining the background above, the researcher discussed:

1. How does the teacher implement the whispering game in teaching listening comprehension?
2. What types of listening assessment are used by the teacher in whispering game?

C. Objective of Study

According to the research questions, the objectives of this research are as follows:

1. To describe how the teacher implements the whispering game in teaching listening comprehension.
2. To describe what type of listening assessment are used by the teacher in whispering game.

D. Significance of Study

The benefits of this research are anticipated to be substantial. These include:

- a. For teachers, this research can expand teachers' knowledge and provide an alternative method or medium for teaching listening through whispering.
- b. For Students, it can be a beneficial way for students to enhance their listening comprehension.
- c. Other researchers, this research can expand the knowledge of other researchers and serve as a guide for conducting similar studies.

E. Definition of Key Terms

The researcher wants to define key terms to avoid misunderstanding in this study. Those are:

- a. Teaching Listening Comprehension

Teaching Listening Comprehension implies that the classroom instruction is focused on listening material. It refers to the manner in which the English teacher teaches listening comprehension, which includes several teaching activities utilizing whispering games to assess students' listening comprehension in XI IPA 3 MAN Kapuas.

- b. Whispering Game

The phrase "whispering game" refers to a group of individuals engaging in a whispering game. It refers to a game that will be used as a

method of teaching listening and also by students in XI IPA 3 MAN
Kapuas to learn listening.