

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

#### **A. Findings**

In this section, the researcher presents the data about teaching listening comprehension through Whispering Game used by an English teacher in MAN Kapuas. The researcher described the data about the implementation of Whispering Game in teaching listening comprehension and type of listening assessment used by the teacher that collected by the techniques of data collection. English teaching and learning process at Madrasah Aliyah Negeri (MAN) Kapuas for Eleventh Grade Students have been done in three times for one month. The researcher selected an English teacher who taught English in XI MIPA 3.

Before doing the research, the researcher observed the activities and the class situation while English teaching and learning process in September 1st 2022. Then, the researcher discussed about the plans of this research.

The researcher collected the data by observing teaching and learning activities took place in eleventh grade especially XI MIPA 3. In addition, the researcher also collected the data by interviewing an English teacher. Here are the following result of the findings:

## 1. The Teacher Implements Whispering Game In Teaching Listening Comprehension

The researcher collected the data by observing the teaching and learning activities while an English teacher implemented whispering game in teaching listening comprehension.

In implementing whispering game by the teacher, the researcher presented the procedures in three listening activities. Those are pre-listening activity, while listening activity, and post listening activity.

### a. Pre-Listening Activity

Before starting the game, the teacher explained the procedure of whispering game to the students. The teacher explained the procedures one by one until the students have understood about that. But, some students asked about the procedures to make sure their understanding.

Then, the teacher prepared the material used in the whispering game. The material prepared by the teacher was the main topics used in implementing the whispering game. Based on observations, the teacher chose the material about "opinion" and about "invitation". And the teacher also prepared an uncompleted sentence related to the topic, so students could complete the sentence.

In the first observation on September 8<sup>th</sup> 2022, the teacher prepared the sentence about "opinion" as followed here:

**"Have you ever ...?"**

Then, all groups completed the sentence that prepared by the teacher. Students were required to be creative in completing or making the sentences, such as:

“Have you ever ridden a horse?” (*Group 1*)

“Have you ever spoken with foreigner?” (*Group 2*)

“Have you ever loved without being loved?” (*Group 3*)

“Have you ever gone to dinoslaskic, my friend?” (*Group 4*)

“Have you ever tranquil serenting beach?” (*Group 5*)

“Have you ever tasted this flavour?” (*Group 6*)

In the second observation on September 22<sup>th</sup> 2022, the teacher used “invitation” as the topic and prepared the sentence. It was:

**“I’d like to invite you at ...”**

Next, all groups made the creative sentence for completing the sentence above, such as:

“I’d like to invite you at scary house to meet ghost” (*Group 1*)

“I’d like to invite you at the historical sculpture exhibition” (*Group 2*)

“I’d like to invite you at my husband funeral tomorrow evening” (*Group 3*)

“I’d like to invite you at my school festival and show” (*Group 4*)

“I’d like to invite you at historical painting exhibition” (*Group 5*)

“I’d like to invite you at student football match” (*Group 6*)

Based on observation, the teacher only wrote the topic and also an uncompleted sentence on the white board. The sentence was the simple sentence that related to the topics. So, the students in a group wrote their own sentence in their own paper.

After that, the teacher divided the groups randomly and did not combine them between boys and girls, but the same gender in one group. In XI MIPA 3, there are 27 students. So, the teacher divided students into 5 groups. 3 groups of which consist of 5 students, and 2 other groups consist of 6 students.

After the teacher announced the division of groups, students immediately gathered with their respective group members to completed and made the sentence together. Next, the teacher called the group that will play to come to the front of the class. Then, all group members would stand or line up in a line. This aimed to make it easier for students to play the game well.

After all groups have made their own sentences and written them on paper, students gave the paper to the teacher. Then, the teacher asked one group to come to the front of the class to start a whispering game. The teacher chose a piece of paper randomly and gave it to the first student.

#### b. While Listening Activity

When all group members are ready to stand in a line, this procedure is the first step in the whispering game. The first student read the sentence, memorized it, put down the paper, and whispered it to the next student. Then, the first student whispered that sentence to the second student, and the second student whispered the sentence to the third student, and so on.

The students whispered the sentence to other student not only once. All students in the groups whispered the sentence can be twice until three times (more than once). But, the teacher gave them the limitation time for doing and finishing this game as long as the game can be finished in 2 minutes.

This is the last step of whispering game. The last student did not write the final result (the sentence that he/she gave). But, the last student only said aloud the sentence in front of the class. So, the teacher could assess the sentence orally, not from the writing on the board.

#### c. Post Listening Activity

This game can be repeated many times for finding the winner. Based on observation, this game was not be repeated. It has played one round. In first observation, it did not find the winner. All groups could not convey the sentence correctly, all of them were wrong. And also the time was over. So, it could not be repeated again.

In second observation, the first group played whispering game. They could whisper the sentence and said the final result correctly. Then, other group played whispering game in the next observation. In this observation, whispering game could not be repeated for many times because the limitation of time.

In the first observation, it did not have the winning group or it did not find the winner. All groups could not convey the sentence correctly. In the second observation, the winning group was the first group (group 1). They could convey the sentence (final result) correctly. In the next observation, other group did not get the point because they did not convey the sentence correctly. So, it was only one group managed to convey the sentence correctly and get the highest points.

## **2. Types of Listening Assessment Used by The Teacher in Whispering Game**

The researcher found the data by the observation and also the interview as additional data. Based on observation, the teacher used only one type of listening assessment, it was selective listening assessment. In whispering game, the students received the information, which is from whispered the sentence from one student to another. This is the element of assessment in selective listening that used by the teacher.

In whispering game, the students did the procedures, such as read the sentence (only first student), memorized it, and whispered it to the next

student repeatedly. It related to the activities of sentence repetition in selective listening assessment. The table below is an overview of the teacher's assessment of the results of repeated whispering of students' sentences in a whispering game:

*Table 1.1:*

*The Results of The Sentences in First Observation*

Group	Original Sentence	Final Result (Sentence)	Teacher's Correction
1	Have you ever ridden a horse?	Have you read in an hour?	Incorrect
2	Have you ever spoken with foreigner?	Have you ever spoken in dinner?	Incorrect
3	Have you ever loved without being loved?	Have you ever loved without falling in love?	Incorrect
4	Have you ever gone to dinoslaskic, my friend?	Have you ever gone to discotic, my friend?	Incorrect
5	Have you ever tranquil serenting beach?	Have you ever gone to interesting beach?	Incorrect
6	Have you ever tasted this flavor?	Have you ever tested this flower?	Incorrect

*Table 1.2:*

*The Results of The Sentences in Second and Third Observations*

Group	Original Sentence	Final Result (Sentence)	Teacher's Correction
1	I'd like to invite you at scary house to meet ghost?	I'd like to invite you at scary house to meet ghost?	Correct
2	I'd like to invite you at the historical sculpture exhibition?	I'd like to invite you at the historical culture school?	Incorrect
3	I'd like to invite you at my husband funeral tomorrow evening?	I'd like to invite you at my husband tomorrow evening?	Incorrect
4	I'd like to invite you at my school festival and show?	I'd like to invite you at my festival school show?	Incorrect

5	I'd like to invite you at historical painting exhibition?	I'd like to invite you at historical painting?	Incorrect
6	I'd like to invite you at student football match?	I'd like to invite you at student football max?	Incorrect

The teacher assessed the students from the activities, that is whispered the sentence repeatedly (in table 1.1 and table 1.2) to the next students until the last student conveyed the sentence (the final result). Each student whispered a sentence two to three times. Even so, the whispered sentence errors sometimes started from the second student or the third student. So, the teacher could give the point for assessment from the final sentence that the last students whispered and conveyed it loudly. And the awarding of these points was group, which means that all group members get the same points according to the results of the sentences conveyed.

The researcher also interviewed the teacher to get additional data for supporting the observation data about listening assessment. The teacher agreed that whispering game and sentence repetition have the same things in the procedure. Therefore, the teacher's assessment in whispering game was the same as sentence repetition, namely by using selective listening assessment.



## **B. Discussion**

After obtaining and analyzing the data in the findings above, the researcher described the data discussions. The researcher focused on how the teacher implements whispering game in teaching listening comprehension and what type of listening assessment used by the teacher in teaching listening comprehension.

### **1. The Implementation of Whispering Game in Teaching Listening Comprehension**

The researcher got the data about how the teacher implements whispering game in teaching listening comprehension by observing the activities of teaching and learning English in the classroom and collecting several pictures related to it. The teacher always implemented whispering game after explaining the materials and also giving the assignments. Then, the teacher gave the instructions to students that they would play a game, the name is whispering game. Syafii, et al., (2020) stated that ten procedures of whispering game in teaching listening comprehension that the teacher and students did for preparing the game. The researcher discussed the data based on those procedures, but not all procedures that the teacher did for implementing the game.

The teacher implemented the first procedure, prepare the material to be used in whispering game. This is a good start before starting a whispering game, such as preparing the concept of the game and also the media used. The teacher used the material discussed earlier as the theme or

topic of the sentences used in the game. Then, the teacher asked students to complete it.

The second procedure, the teacher implemented the different procedure. Syafii, et al., (2020) stated that the second procedure is the teacher writes each sentence for each group in a paper. Based on the finding data, the teacher only wrote the uncompleted sentence (the theme) on white board. After that, the teacher asked students to make or complete the sentence with their group. Then, they wrote the sentence in a paper.

According to Syafii, et al., (2020), the third procedure is the teacher divides students into several groups, it consists of 5-6 students. Before starting the game, the teacher divided students into several groups. Group 1 and 2 consist of 6 students and group 3, 4, and 5 consist of 5 students. This is in line with the procedure proposed or adapted by Syafii, et al., (2020).

The next procedure is all members of group stand in a row according to their group (Syafii, et al., 2020). The teacher asked students to stand in a row according to their group to make it easier for them to whisper sentences from one student to another. Then, the teacher gave a paper to the first student. The first student read the sentence, remembered it, and put down the paper (Syafii, et al., 2020). Only the first student could read the sentence in a paper directly. It was the sixth procedure that the teacher implemented in the classroom and in accordance with the theory put forward by Syafii, et al., (2020).

According to Syafii, et al., (2020), starting the game is first student whispers the sentence once to the second student until the last student. This procedure was not be done by the teacher when implementing whispering game in teaching listening comprehension. The teacher gave the students 2 minutes for whispering the sentence until the game was finished. So, the teacher did not limit the number of sentences in the game. However, the teacher gave a time limit to finish the game for each group. Students must whisper the sentences to the last student within 2 minutes which indicates that the game is over.

The next procedure is the last step of the whispering game as well as determining the score obtained by each group. Syafii, et al., (2020) stated that the final step of whispering game is the last student writes the sentence on the board and conveys it loudly. The teacher did not procedure completely. The teacher asked the last student to convey the sentence loudly that she/he listened to other group in front of the class. The students did not need to write the sentence on the board.

If the winner could not find in one round, the teacher can repeat those procedures untill the winner can be determined (Syafii, et al., 2020). Repetition of procedures also requires a lot of time, while teaching and learning time in schools is limited. Therefore, the teacher can only implement a whispering game in one round in the class. For the second observation, only one group played. For other groups continued at the next meeting. So, the teacher cannot repeat the procedure to implement the

whispering game for more than one round due to limited teaching time in class.

The final procedure is the determination of the winner. Syafii, et al., (2020) stated that the winning group is determined based on who can complete the game first and most accurately for the sentence. In the first observation, no group could be the winner. In the second observation, only one group can complete the game with the accurately. It was first group (group 1). Meanwhile for other group in the continued observation, they could not complete the game cause the final sentence was unaccurate. So, they did not get the point and could not be the winner.

## **2. Types of Listening Assessment Used by The Teacher in Whispering Game**

The researcher found the points data by observing the activity class and interviewing the teacher. Several questions which is in the form of open ended question for getting the additional data about what type of listening assessment are used by the teacher in whispering game at MAN Kapuas. According to Brown (2010), there are four types of listening assessment, those are intensive, responsive, selective and extensive. Based on the observation and the additional interview data, the researcher analyzed the activity observation and the teacher's answers. It leads to one of the four types proposed by Brown (2010).

Based on the observation, the researcher analyzed the activities that the teacher used only one type of listening assessment in whispering game, it was selective listening assessment. According to Brown (2010), there are three tests of selective listening assessment, those are listening cloze, information transfer, and sentence repetition. In sentence repetition, the students are asked to repeat the information or the sentence heard by whispering the sentence. It looked like whispering game that the teacher used in teaching listening comprehension. It was supported by the teacher's answer in the interview. The teacher agreed that whispering game is a part of sentence repetition. Therefore, the teacher used selective listening assessment.