

**INCREASING TEENAGERS' LISTENING SKILL BY USING  
WHISPERING GAME IN PASAMPANG VILLAGE,  
SOUTHEAST SULAWESI**

*A Thesis*

*Submitted for Undergraduate Degree to the English Education Study Program  
of Tarbiyah and Teacher Training Faculty of State Islamic Institute of Palopo*



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**ENGLISH EDUCATION STUDY PROGRAM  
TARBIYAH AND TEACHER TRAINING FACULTY  
STATE ISLAMIC INSTITUTE OF PALOPO  
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2021**

THESIS APPROVAL

This thesis, entitled "Increasing Teenager's Listening Skill By Using Whispering Game In Pasampang Village, South East Sulawesi" written by Asrianti, Reg. Number 16 0202 017, English Language Education S1 Study Program of Tarbiyah and Teacher Training Faculty at State Islamic Institute of Palopo, has been examined and defended in MUNAQASYAH session which is carried out on Wednesday September 26th 2021 M, coincided with Rabiul Awal 14th 1443 H. It is authorized and acceptable as partial fulfillment of requirement for S.Pd, degree in English language teaching.

Palopo, Oktober 26th 2021 M  
Rabiul Awal 14th 1443 H

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The Researcher

Asrianti

## ACKNOWLEDGEMENT



Alhamdulillahirobbil ‘Alamin, the researcher expresses her gratitude to the Almighty Allah who has given the researcher guidance, blessing, inspiration, love, and good health so the writer could finish this thesis. Salawat and salam always be given to our prophet Muhammad Saw. who has guided us from the stupidity era into this cleverer era.

This thesis is presented to the English Education Study Program of Tarbiyah and Teacher Training Faculty State Islamic Institute (IAIN) Palopo as partial fulfillment of the requirements for the undergraduate, on the title *“Increasing Teenagers’ Listening Skill by Using Whispering Game in Pasampang”*. The researcher realizes that the existence of this thesis was by receiving much guidance, advice, encouragement, and comments from many people. Therefore, the researcher would like to express the deepest gratitude to:

1. Prof. Dr. Abdul Pirol, M.Ag. as The Rector of IAIN Palopo
2. Drs. Nurdin K., M.Pd. as The Dean of Tarbiyah and Teacher Training Faculty of IAIN Palopo.
3. Amalia Yahya, SE., M.Hum. as The Dean of the English Study Program of IAIN Palopo who always gives support, thought, help and guidance the researcher during her study at IAIN Palopo.
4. Wahibah, S.Ag., M.Hum, and Dr. Magfirah Thayyib, M.Hum. as the first and second consultants who have given help, guidance, explanation, correction, suggestion, and ideas until the researcher can finish this thesis.
5. All the lecturers of English Education Study Program of IAIN Palopo who have given the researcher motivation, help, skill and attention in learning the English language.

6. Her beloved parents, Amir Anggatau and Mariati Palipadang, and sisters, Armayanti Anggatau and Aldayanti Anggatau for their support, guidance, financial, and education in finishing this thesis.
7. The D'Benalusquad (*Intan Sriani Musma, S.Pd., Inriani, S.Pd., Kholif Fatus Salamah, and Hariana*) and all of her friends at English Education Study Program especially BIG A/16 and all of the researcher's friends who cannot be mentioned their name one by one who have given help, support, spirit, jokes and smile in every situation.

Finally, the researcher prays to Allah SWT gives regard to all of the people who have helped the researcher. The researcher hopes this thesis can be useful and give a positive contribution to the readers and the others.

Palopo, ..... 2021

The Researcher,

Asrianti

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## ABSTRACT

**Asrianti, 2021.** *“Increasing Teenagers’ Listening Skill by Using Whispering Game in Pasampang”*. Thesis English Education Study Program State Islamic Institute of Palopo. Supervised by Wahibah and Magfirah Thayyib.

This thesis focused on increasing teenagers’ listening skill by using whispering game in Pasampang. The research question is: Does the use of whispering game effectively increase the teenager’s listening skill? The objective of this research is to find out whether or not the use of whispering game can increase the teenagers’ listening skill. This research used pre-experimental research. The population of this research was the teenagers with the age of 12-15 years old in Pasampang, Kecamatan Pakue Tengah, Kolaka Utara, Sulawesi Tenggara. There were 10 teenagers as the sample in this research. The researcher used purposive sampling that these teenagers were junior high school students at grade seventh until eighth and had a high willingness to learn, especially in English. The instrument of this research was a listening test with listening audio. The test had 10 items then the test result was calculated and analyzed using SPSS 20. After analyzing the data, it was found that the teenagers’ listening skill was enhanced through whispering game. The post-test was higher than the pre-test, where the mean score of pre-test was 49 (fair) and post-test was 65 (good). The score of  $t_{count}$  (5.237) was higher than the score of  $t_{table}$  (2.262) or  $5.237 > 2.262$ . So, it can be conclude that whispering game can effectively increase the teenagers’ listening skill.

**Keyword:** *Listening skill, Whispering game.*

# CHAPTER I

## INTRODUCTION

### A. Background

There are four English language skills in learning English that should be learned by students, they are listening, reading, speaking, and writing. Listening is one of the four language skills, it is oral and receptive skill. This is very essential in communication because we cannot catch someone's idea that is transmitted to us if we do not have a good listening ability. Listening is not giving passive attention to what is said but more than that we have to be active to get the meaning of the language. However, learning listening in class teaching at school is not enough to improve the students listening skill. Considering the importance of listening skill in daily communication, English learners should work hard to improve their listening ability.

In this case, the teacher should be smart in formulating the listening learning activity, especially for teenager. Teenager or teen is the person who falls within the age 13 to 19 years old. The word teenager is often associated with adolescence. Adolescence is a period of transition from children to adulthood. It is a period that full of conflict about mood where thoughts, feelings, and actions in the range of humility and pride, kindness and temptation, even joy and sorrow.<sup>1</sup> Thus, teenagers certainly have different characteristics in learning based on their mood.

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<sup>1</sup> A. Sobur, *Psikologi Umum dalam Lintasan Sejarah*, (Bandung: Pustaka Setia, 2003).

To know the teenagers' listening ability, the researcher did an observation on 21st March 2021. Based on the observation, the researcher found that the teenagers did not interest in listening. Some teenagers said that listening is difficult and boring. The teenagers were difficult in understand what the speaker said because they did not familiar with the words. It caused by the lesson in school was not enough to imcrease their listening ability, especially in this pandemic era that require the students learning from home. The teenagers need more practice in listening to increase their understanding in listening itself.

Based on the previous problem, the teenagers should learn and practice about listening properly in school or other places as their addition lesson. Therefore, teacher should prepare all the components in teaching and learning process properly, such as media, teaching material, and teaching technique. So, the students can understand the lesson and enjoy in learning.

To help students enjoy and easily in understanding the material learning, one of the learning techniques that can be used is game. For teenagers, games are suitable for learning because it is fun and motivating.

Therefore, the researcher applied the whispering words game in this research. Whispering word game comes from the word "whisper". The teenagers used their ability in listening the words one by one when it is whispered by other teen. Using whispering game can increase the teenagers' motivation in learning because it is enjoyable and fun.<sup>2</sup> Besides, the game also involves all the teenagers because it is a group game. Considering that the game can increase the teenagers' motivation in

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<sup>2</sup> Windasari D., "The Use of Whispering Game in Teaching Vocabulary Skill at the Eight Grade of SMP PMDS Putri Palopo", *Repository IAIN Palopo*, (2018).

learning English, the researcher conducts a research with the title **“Increasing Teenagers’ Listening Skill by Using Whispering Game in Pasampang”**.

### **B. Problem Statement**

Based on the explanation in the background, the researcher formulates the problem statement as follows:

Does the use of whispering game effective in increasing the teenagers’ listening skill?

### **C. The Objective of the Research**

The objective of the research was to find out whether or not the use of whispering game effectively increase the teenagers’ listening skill.

### **D. The Significance of the Research**

The significance of the research is divided into two, they are:

#### 1. Theoretically

The result of this research can be used as a reference for further research.

#### 2. Practically

- a. For the teenagers, it is expected that this research can help students to improve their knowledge, their skill, and competency in using English, especially in listening skill.
- b. For the English teacher, this research can be used as a reference and guidance by the teacher for the next teaching activity in class.

**E. The Scope of the Research**

The researcher focuses on increasing teenagers' listening skill by using whispering game at Pasampang village. The teenagers are the students in range of 12-15 years. The game emphasizes on listening and whispering activities.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Some Previous Researches

Some previous researches that support the idea of this research are as follows:

Mukarrama in his research “Improving Students’ Listening Ability by Using Chain Whispering Word or Sentences Technique at the First Year of SMP Somba Opu Sungguminasa Gowa”<sup>3</sup>. The aim of this research are (1) to know whether the chain whisper technique can improve the students’ listening skill, (2) to know the students’ attitude toward chain whisper technique. This research used pre experimental research method with one group pre-test and post-test design. The research reveals that chain whispering technique can increase the students’ ability in listening because there is significance between pre-test and post-test where the mean score of the students in pre-test is 6,56 and the mean score of the students in post-test is 7,23. It is increase before and after used chain whisper technique and the questionnaire show that the students gave positive attitude toward.

Juwita Boneka Sinaga with the research “The Effectiveness of Whispering Game to Students’ Listening Skill”<sup>4</sup>. The aim of this research is to know whether whispering game is effective to students’ listening skill or not. This research used

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<sup>3</sup> Mukarrama A, Hj Mardiana, and Abd. Muis Said, ‘Improving Students’ Listening Ability By Using Chain Whispering Words or Sentences Technique At the First Year of Smp Somba Opu Sungguminasa Gowa’, *ETERNAL (English, Teaching, Learning and Research Journal)*, 2.2 (2015), 270–84

<sup>4</sup> Juwita Boneka Sinaga, ‘The Effectiveness of Whispering Game To Students’ Listening Skill’, *Cahaya Pendidikan*, 3.1 (2017), 34–40

experimental research method. In this research, the researcher gave 20 of questions in multiple choice form. The research reveals that the use of whispering game second semester UNRIKA in academic year 2016/2017 gave significant effect in the students' in learning process than the use of close procedure. It was showed that  $t\text{-count} > t\text{-table}$  ( $3,01 > 2,01$ ).

Lulu Jola Uktolseja and Melda Agnes Manuhutu in their research "The Use of Whispering Team to Enhance Students' Listening Skill at Grade 6th of Klasaman 2 Elementary School Sorong City"<sup>5</sup>. The aim of this research is to enhance the students' listening skill. The model of this research was Classroom Action Research (CAR). The researcher used test in cycles and observation sheet to obtain the data. The research reveals that the implementation of the whispering team game enhances students' listening skill. The researcher used test in cycles and observation sheet to obtain the data. The mean score in cycle 1 is 56,25 and the mean score in cycle 2 is 87,5.

Windasari D. with the title of the research "The Use of Whispering Game in Teaching Vocabulary Skill at the Eight Grade of SMP PMDS Putri Palopo"<sup>6</sup>. The aim of this research was to find out whether or not whispering game effective in teaching vocabulary at the eight grade at SMP PMDS Putri Palopo. The researcher applied the experimental research method. The research reveals that there was significant development on students' vocabulary at the eight year students of SMP

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<sup>5</sup> Lulu Jola Uktolseja and Melda Manuhutu, '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 (2018), 162–69 <<https://www.researchgate.net/publication>.

<sup>6</sup> Windasari D., "The Use of Whispering Game in Teaching Vocabulary Skill at the Eight Grade of SMP PMDS Putri Palopo", *Repository IAIN Palopo*, (2018).

PMDS Putri Palopo after conducting the treatments by using whispering game. It means that there was an improving vocabulary through whispering game.

Putri Utami *et al* with the research “Chinese Whisper Game as One Alternative Technique to Teach Speaking”<sup>7</sup>. The aim of this research was to find out whether chinese whisper game could improve the students’ speaking ability or not. This research used experimental research method by using quasi experimental pre-test and post-test. The result of this research was the Chinese whisper game has a significant influence to students’ speaking ability.

Based on the above previous researches, there are similarity and differences between this research. The specific similarity between the five researches is the objective of the research is to find out whether whisper game can improve the students’ English Language ability. The difference from the five researches above is the subject of the research which is from different age, such as junior high school, elementary school, and even university. The whisper game is also used in other language skill such as speaking in Putri Utami research and improving vocabulary in the research from Windasari.

## **B. Literature Review**

### **1. Listening**

#### ***a. The Definition of Listening***

Listening is an active process requiring participation on the part of the listener<sup>8</sup>. Permatasari stated that listening is the active process of receiving and

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<sup>7</sup> Putri Utami, Istiqomah Nur Rahmawati, and Syofnidah Ifrianti, ‘Chinese Whisper Game as One Alternative Technique to Teach Speaking’, *English Education: Jurnal Tadris Bahasa Inggris*, 11.1 (2018), 99–112 ([www.ejournal.radenintan.ac.id](http://www.ejournal.radenintan.ac.id))

<sup>8</sup> Michael Rost, *Listening in Language Learning*, (UK: Routledge, 2014).

responding to spoken (and sometimes unspoken) messages<sup>9</sup>. It is very active because listeners can think and understand things at higher levels than what they have heard. As they listen, the process not only what they hear but also connect it with other information they have already known. Since listeners combine what they have listened to their existing knowledge, they are figuring or creating some kinds of meaning in their own mind.

Listening is the natural precursor to speaking; the early stage of language development in a person's first language (and in naturalistic acquisition of other languages) are dependent on listening<sup>10</sup>. So, listening is the first communication skill we engage in the moment we are born. Listening also called passive skill. It has wrong idea because of listening to asking active from listener. In order to chance the message from argument the speaker to listener must be active. It contributes knowledge from linguistic and nonlinguistic source. The nature of listening comprehension is students should be encouraged to do in an active the process of listening for meaning. It used not only linguistic guidance but also nonlinguistic knowledge<sup>11</sup>.

While according to Islamuddin, listening skill is a key to receive message effectively. It is a combination of hearing with another person says and psychological involvement with the person who is talking. Listening requires a

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<sup>9</sup> Veronica Mustika and Heni Permatasari, *Improving Students' Listening Skills through Podcasts At Smp Bopkri 1, Yogyakarta Grade Viii, Class a in the Academic Year of 2012 / 2013*, 2012 (<https://eprints.uny.ac.id/25721>).

<sup>10</sup> Catherine Walter, "*Oxford English Grammar Course*", (Oxford: Oxford University Press, 2010) 144–46 (<https://doi.org/10.1016/j.system.2009.11.002>).

<sup>11</sup> William Littlewood, 'Developing a Context-Sensitive Pedagogy for Communication-Oriented Language Teaching', *English Teaching*, 68.3 (2013), 3–25

desire to understand another human being, an attitude of respect and acceptance, and a willingness to open mind to see things from another point of view. Listening skill as a process of catching what the speaker says, getting the speaker's idea, and listening also consist of speaker, listener, and sound. Listening is an ability of pay attention or to hear something. Moreover, listening and hearing are two different things, which hearing is essentially a passive activity, while the listening is determining the meaning and the message of the sounds or words<sup>12</sup>.

Based on the explanation above, the researcher concludes that listening is a process in transferring the information. Without the listener, the information that delivered by other people will not be received effectively. Listening is a key for good communication. It is related with speaking skill.

### ***b. The Function of Listening***

The goal of listening is to understand to fully what the other person is trying to communicate. The function of listening can be summarized as follows<sup>13</sup>:

- 1). To focus specifically upon the messages being communicated by another person.
- 2). To gain a full and accurate understanding of the other person's problems/issues.
- 3). To convey interest, concern and attention for the other person.
- 4). To developed a client-centered approach during the interaction.

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<sup>12</sup> Firatun Nisa, 'Improving Students' Listening Skills through Podcasts of Eleventh Grade at Smk Tritech Informatika Medan in the Academic Year 2018/2019', 1.1 (2019), 103.

<sup>13</sup> Gray Carol and Jenny Moffet, *Handbook of Veterinary Communication Skill*, (USA: Blackwell, 2010).

### ***c. The Process of Listening***

There are many process of listening occur in five stages. They are hearing, understanding, remembering, evaluating, and responding<sup>14</sup>.

#### 1). Hearing

It is referred to the response caused by sound waves stimulating the sensory receptors of the ear; it is physical response; hearing is perception of sound waves; you must hear to listen, but you need not listen to hear (perception necessary for listening depends on attention).Brain screens stimuli and permits only a select few to come into focus- these selective perception is known as attention, an important requirement for effective listening.

#### 2). Understanding

This step helps to understand symbols we have seen and heard, we must analyze the meaning of the stimuli we have perceived; symbolic stimuli are not only words but also sounds like applause and sights like blue uniform...that have symbolic meanings as well; the meanings attached to these symbols are a function of our past associations and of the context in which the symbols occur. For successful interpersonal communication, the listener must understand the intended meaning and the context assumed by the sender.

#### 3). Remembering

Remembering is important listening process because its mean that individual has not only received and interpreted a message but has also added it to the minds storage bank. In listening our attention is selective, so too is our

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<sup>14</sup> Babita Tyagi, 'Listening : An Important Skill and Its Various Aspects', *The Criterion : An International Journal in English*, 12, 2013, 1-8

memory- what is remembered may be quite different from what was originally seen or heard.

#### 4). Evaluating

Only active listeners participate at this stage in listening. At this point the active listener weighs evidence, sorts fact from opinion, and determines the presence or absence of bias or prejudice in a message; the effective listener makes sure that he or she doesn't begin this activity too soon; beginning this stage of the process before a message is completed requires that we no longer hear and attend to the incoming message-as a result, the listening process ceases.

#### 5). Responding

This stage requires that the receiver complete the process through verbal and/or nonverbal feedback; because the speaker has no other way to determine if a message has been received, this stage becomes the only overt means by which the sender may determine the degree of success in transmitting the message.

#### ***d. Teaching Listening***

Teaching cannot be defined apart from learning. Teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning. Your understanding of how the learner will determine your philosophy of education, your teaching style, your approach, methods, and classroom technique<sup>15</sup>. Teaching listening comprehension as a part of teaching a foreign or second language is a relatively recent development whose history lies mostly in the last thirty years. In the early days of teaching the spoken language it was

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<sup>15</sup> H. Douglas Brown, *Principles of Language Learning and Teaching (5th Edition)*, Pearson Education ESL, 2006.

assumed that students would simply acquire the ability to understand the spoken form of the language if they occasionally heard their teacher speak it or listened to a tape of it being spoken<sup>16</sup>.

According to Nisa, there are some principles of teaching listening skill that should be known by the teacher. For the first, listening should receive principle attention in the early stage of ESL instruction. It means that students should be familiar first with listening before they learn English language. The second is the using of materials that should be maximized. The third is the using of authentic language should be maximized since the students do not understand when difficult words are used by teacher. The fourth is listening should vary the materials in terms of speakers' gender, age, dialect, accent, topic, speed, noise, level, and genre. The aim of that principle is to make the students interested in the material given in every meeting. The fifth is the teacher should ask the students to listen the purposes of listening and ask them to show their comprehension in a task. The sixth is the language material should never be presented visually first. The students have to be familiar with the audio first<sup>17</sup>.

#### ***e. Listening Assessment and Testing Technique***

There are some listening assessment and testing techniques. They are as follows<sup>18</sup>:

##### 1). Discrete-item tests

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<sup>16</sup> G. Brown, *Listening to Spoken Language*, (United State of America: Longman, 2001).

<sup>17</sup> Firatun Nisa, 'Improving Students' Listening Skills through Podcasts of Eleventh Grade at Smk Tritech Informatika Medan in the Academic Year 2018/2019', 1.1 (2019), 103..

<sup>18</sup> Michael Rost, *Listening in Language Learning*, (UK: Routledge, 2014).

- a). Multiple choice questions following a listening test (responses scored right or wrong)
- b). True-false format (responses scored right or wrong)
- c). Open questions following presentation of a listening text (questions scored on a scale or correctness and completeness)
- d). Standardized test scores (e.g., TOEFL or TOIEC)

2). Integrative tests

- a). Open summarizing of a listening text (scored in scales of accuracy and inclusion of facts and ideas)
- b). Close summarizing of a text (scored on correct completions of blanks)
- c). Dictation, complete or partial (score based on supplying the correct missing words)

3). Communicative tests

Written communicative tasks involving listening (scored on the basis of successful completion of a task, such as writing a complaint letter after hearing a description problem).

4). Interview tests

- a). Face to face performances with the teacher or another student (scored based on checklist of items, such as appropriate response to questions, appropriate use of clarification questions)
- b). Extended oral interview (scoring is keyed to a scale of native-like behaviors, such as the Foreign Service Institute scale)

5). Self assessment

- a). The learner rates self on given criteria, via questionnaire
- b). The learner provides holistic assessment of their own abilities via oral or written journal entries

6). Portofolio assessment

- a). The learner is observed and evaluated periodically throughout the course on behavior in tasks and other class activities: observations maybe audio or videotaped.
- b). Portofolios may include any or all of the above types of objective and subjective measures.

Based on the explanation, the researcher used discrete item test whics is open question test to measure the teenagers' ability in listening. The test is about correctness and completeness named fill in the blank or gap fill test. The researcher used this test type because it is suitable with the implementation of whispering game. Beside that, this research subject was a teenagers in the junior high school range. It shows that their English level is still on the elementary level. In addition, one of the test type of the elementary level is also fill in the blank or gap fill test.

## **2. The Concept of Whispering Game**

### ***a. Whispering Game***

Whispering game is the game which is students to lines and teacher whisper a word to first students in line, than whisper to the next and so on down the line.

The final students must say the word correctly to the teacher<sup>19</sup>. Whispering game is a game which one person whispers a message to another, which is passed through a line of people until the last player announces the message to the entire group. Errors typically accumulate in the retellings. So, the last player announces the statement differs significantly, and often amusingly, from the one uttered by the first. The game of whispering is a party game. It is easy to set up and a lot of fun to play<sup>20</sup>. Whispering game is easy to use in teaching listening skill. This method can help the teacher in English teaching. So, the students can be easier to know and understand the lesson. Besides, the students will be interested in learning English, especially in listening<sup>21</sup>.

Moreover, whispering game is a game in which a message is passed on, in a whisper, by each of a number of people, so that the final version of the message is often radically changed from the original and any situation where information is passed on in turn by a number of people, often becoming distorted in the process.

Based on the explanation, the researcher concludes that whispering game is the process in delivering the word one by one in the line. The way in delivering the word is by whisper. The word will be heard after the last person announces the word.

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<sup>19</sup> O.N. Rohmah, "The Effectiveness of Whispering Game to Teach Vocabulary of SMP PGRI 1 Kurasan," *Universitas Muhammadiyah Purwokerto* (2014).

<sup>20</sup> 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

<sup>21</sup> Juwita Boneka Sinaga, 'The Effectiveness of Whispering Game To Students' Listening Skill', *Cahaya Pendidikan*, 3.1 (2017), 34–40

### ***b. The Procedure of Applying Whispering Game***

The class is divided into two teams. The teacher lines up the players. If there is an odd number of players, one can be the teacher's "helper". The teacher or his helper whispers a message to the first person of both group A and group B. The game only starts when both players know the message. Then each player whispers the message to the next player in his group successfully until the last player gets the message. The team which can repeat the message first and correctly receives a point. Start the game over with the second student of each group becoming the first ones in line.<sup>22</sup>

According to Venech, the procedure of using whispering game is as follows:

- 1). Have a leader of a group of 10 students.
- 2). The leader whispers a sentence to a group member. Who in turn whispers it to another group member, and so on.
- 3). The final person says it aloud to the group
- 4). The group compares the last person and the first person and the written text.

While Putri Utami *et al* modify the procedure in using whispering game as follows:

- 1). The teacher tells the students to make a group which consist of 7- 10 students.
- 2). The game will be played with two groups. So, the other groups have out of the class until the first section finish.
- 3). For the two groups in the first section, the teacher tells the students to stand up with their team and choose the leader.

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<sup>22</sup> Vera Mello, "Whispering Game", 2012. <http://www.Vera Mell.com/whispering game>, accessed on June 2021.

- 4). Then the teacher will give the leader a sentence of message.
- 5). The leader reads the sentence for a minute. Then, whispers it to the next player.
- 6). The next player will do the same to the next player until the last player. Finally, the last player will announce the message together with the other member in a group.
- 8). The faster group that finish first and the message is true become the winner in this group.
- 9). Then turn to the next section with the other two groups. The groups will get the same treatment.
- 10). At the end, the students with the teacher find the meaning and check the grammar structure together.

Based on the explanation above, the researcher also modifies the procedure in using whispering game for this research as follows:

- 1). The group learning divided into two groups, each group consist of 5 students.
- 2). The teacher gives the “fill in the blank text” to the last person.
- 3). Teacher delivers the first word to the first person in each group
- 4). The first person read the word and memorize it and whisper the word to the next person.
- 5). The next person will do the same as the first person.
- 6). Finally, the last person write the word in the appropriate blank part of the text.
- 7). Each group will do the same in the step 3-6 until all the blank part is filled.
- 7). The faster group and the answer is true will be the winner.

### ***c. The Advantages of Whispering Game***

The advantages of using Whispering game are<sup>23</sup>:

- 1). To practice pronunciation.
- 2). Grammar correction exercise.

Meanwhile Nugraheni mentions the advantages of the Whisper Game are:<sup>24</sup>

- 1). Give students a fun learning experience.
- 2). Trained students' basic language skills; those are listening, speaking, reading, and writing skills, including the internalization of English language components such as grammar, vocabulary, spelling, and pronunciation.

Based on the descriptions above, we know that the advantages of using Whisper game in teaching and learning is making the students fun and enjoy, this Game also can develop students' pronunciation, grammar, listening and speaking ability. Moreover, this game also has a moral value for the students about that they should not believe information instantly before search the true one and spread it to another person.

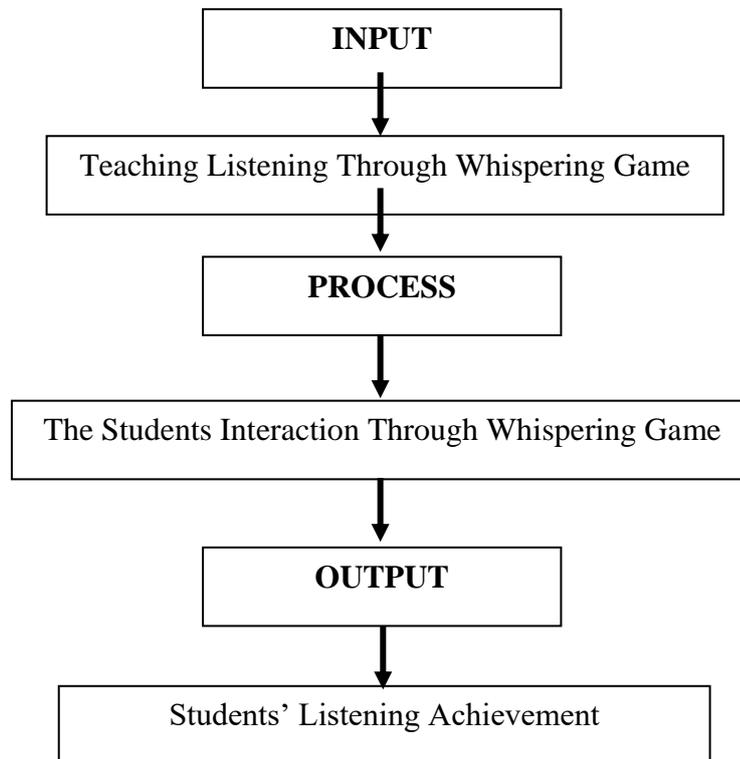
### **C. The Conceptual Framework**

The conceptual framework underlying this research was given in the following diagram:

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<sup>23</sup> Marsland, Bruce, *Lesson from Nothing*, New York: Cambridge University Press, 2012.

<sup>24</sup> Nugraheni, Yenny Dwi. 2015. Improving Students' Mastery of The Simple Past Tense by Using Chinese Whispers and Group Grid Technique. *Journal of English Language Teaching*, vol. 4 No. 1, pp.13-14. available at <http://Journal.Unnes.Ac.Id/Sju/Index.Php/7929/>, accessed on 20th January 2017 at 10.45 am



**Figure 2. 1** Conceptual Framework

The researcher increased the teenager's listening skill by using whispering game. It began with input by teaching listening through whispering game. The second phase was process. It refers to the implementation of the input in the classroom. In this case, the teenagers had been taught by means of the teaching in the variable refer to technique that used in increasing teenager's listening skill by whispering game to the experimental group. The last phase was output. The teenagers increased their listening skill.

#### **D. The Hypothesis**

Based on the review of related literature, the researcher formulates the hypothesis follows:

1. (H1) : Whispering game technique can effectively increase teenagers' listening skills.

2. (H0) : Whispering game technique cannot effectively increase teenagers' listening skills.

## CHAPTER III

### RESEARCH METHOD

#### A. Method of The Research

##### 1. Method of the Research

This research used a quantitative experimental research method. This research aimed to find out whether the whispering game can improve the teenagers' listening skill. In this research, the researcher used one group learning.

##### 2. Research Design

The research consists of pre-test, treatment, and post-test. The pre-test was intended to measure the teenagers' listening skill before doing the treatment, while the post-test was intended to measure the teenagers' listening skill after the treatment. The design of the study as shown below<sup>25</sup>:

$$E = O_1 X O_2$$

Where:

E : Experimental

O<sub>1</sub>: Pre-test

X : Treatment

O<sub>2</sub> : Post-test

##### 3. Research Variable

There were two variables here, they are:

- a. Independent Variable : Teaching English Whispering Game

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<sup>25</sup> Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek* (Edisi Revisi IV: Jakarta: PT. Rineka Cipta, 1998), 84.

b. Dependent Variable : Teenagers' ability in English Listening skill

## **B. Population and Sample**

### 1. Population

The population of this research was the teenagers with the age of 12-15 years old in Pasampang, Kecamatan Pakue Tengah, Kolaka Utara, Sulawesi Tenggara.

### 2. Sample

There were 10 teenagers as the sample in this research. The researcher used purposive sampling that these teenagers are junior high school students at grade seventh until eight and have a high willingness to learn, especially in English.

## **C. The Instrument of The Research**

The instrument of this research was listening test with listening audio. Listening test aimed to find out the teenagers' ability in listening. There were two tests here, namely pre-test and post-test. In pre-test, it was given before doing the treatment. In post-test, it was given after doing the treatment. The test had been done by delivering the listening audio for elementary A1.<sup>26</sup> The form of the test is fill in the blank/gap fill test.

## **D. The Procedure for Collecting Data**

### 1. Pre-test

In pre-test, the researcher gave the fill in the blank text to the teenagers. Then, the researcher delivered the listening audio about "going to the cinema".

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<sup>26</sup> The British Council 2012, <http://www.britishcouncil.org/learnenglishteens>, accessed on 21 June 2021.

The teenagers listened carefully to the audio and then fill the blank part of the text based on what they have heard before. The researcher gave three times to deliver the audio and fill the blank part of the text.

## 2. Treatment

The treatment applied in three meetings.

- a. First meeting, the researcher introduced the listening activity with the whispering game. The researcher explained about what is whispering game and the way in using whispering game. After that, the researcher explained the benefits of whispering game in listening skill. Finally, the teenagers applied the whispering game. The teenagers were divided into two groups, consist of 5 students. The teenagers then choose their leader in each group. Other teenagers act as the second until the fifth person. The researcher then gave the fill in the blank text to the last person about “first day at school”. Then, the researcher delivered one word to the leader. The leader read and memorized the word and then delivered it to the next person. The next person did the same until the last person. And then, the last person fill the blank part of the text. The groups did the same steps after the text is complete.
- b. Second meeting, the teenagers did the whispering game same as the first meeting. But, in this meeting the text was about “at the library (giving personal information)”. After that, the researcher asked the students to practice the conversation in front of the class while another teen listen it.
- c. The third meeting, the researcher gave the lesson about “introducing friend”. The researcher gave chance to the teenagers to introduce their friend. After the

lesson, the researcher gave a chance to the teenagers to do the whispering game again with “introducing friend” text. The steps were still same as before.

### 3. Post-test

In post-test, the researcher did the same test as the pre-test. The researcher delivered the same audio about “going to the cinema” but the blank part of the text was different. The researcher also gave three times to deliver the audio and then the teenagers fill the blank part of the text.

## E. The Technique of Data Analysis

### 1. Scoring Teenagers’ Correct Answer

To find the scoring of the teenager’s correct answer, the researcher used the formula:<sup>27</sup>

$$\text{Score} = \frac{\text{total teenager's correct answer}}{\text{total number of questions}} \times 100$$

Note: each correct answer has 10 score.

### 2. Classifying The Score

The classification used to provide the grades that the teenagers obtain. The classification will be shown below:<sup>28</sup>

Table 3. 1 The Scoring Classification Table

No	Classification	Score
1	Very Good	81-100
2	Good	61-80
3	Fair	41-60
4	Poor	21-40
5	Very Poor	1-20

<sup>27</sup> Piet A. Sehartian, *Konsep dan Teknik Supervisi Pendidikan*, (Isrediwon: Rineka Cipta, 2000), 60.

<sup>28</sup> Ibid.

### 3. Calculating The Percentage

$$P = F/N \times 100$$

Where : P = Percentage

F = Frequency of Items

N = Total Number of Students<sup>29</sup>

### 4. Looking for Mean and Standard Deviation used SPSS 20

Criteria hypothesis of acceptability:

$t\text{-table} \geq t\text{-count}$  = the rejected null hypothesis

$t\text{-table} < t\text{-count}$  = received null hypothesis

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<sup>29</sup> Ridwan, *Dasar-Dasar Statistika* (Bandung: Alfabeta, 2003), 41.

**CHAPTER IV**  
**FINDINGS AND DISCUSSION**

**A. Findings**

The result of this research explains the data that had been statistically analyzed. It includes the teenagers' pre-test and post-test scores, the classification percentage of the teenagers' score in pre-test and post-test, and the mean score and standard deviation of the teenagers' score in pre-test and post-test.

1. The analysis of the teenagers' listening score in pre-test

The pre-test has done before treatment. It aimed to identify the teenagers' listening ability before the treatment using the whispering game. The result of this pre-test data was provided in the table and the score was calculated by using SPSS 20. The following table can be used to present it.

Table 4. 1 The teenagers' score in pre-test

Respondents	Correct Answer	Score
1	3	30
2	2	20
3	6	60
4	5	50
5	4	40
6	4	40
7	4	40
8	8	80
9	6	60
10	7	70

Table 4. 2 The mean score of teenagers' in pre-test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	10	20.00	80.00	49.000	18.52926
Valid N (listwise)	10			0	

The table showed the highest score received by the teenagers was 80. While the lowest score received was 20. It also shows that the mean score of the teenagers in pre-test was 49.00 with a standard deviation of 18.53.

The researcher had also classified the frequency and percentage of the teenagers' performance in the pre-test. The following table can be used to present it.

Table 4. 3 The scoring classification in pre-test

No.	Classification	Score	Frequency	Percentage
1	Very Good	81-100	-	-
2	Good	61-80	2	20%
3	Fair	41-60	3	30%
4	Poor	21-40	4	40%
5	Very Poor	1-20	1	10%
	Total		10	100%

According to the above table, none of the teenager received very good classification before receiving treatment. There were 2 teenagers who gets good classification, it same as 20%. Next, there were 3 teenagers who gets fair

classification, it same as 30%. While in poor classification, there were 4 teenagers who get it.

Based on the data, the researcher can conclude that the teenagers' listening ability in pre-test was still poor. Therefore, the researcher did the treatment by using whispering game to increase the teenagers' listening ability. The treatment has done in three meetings. The teenagers practice in listening every meeting by using whispering game with difference theme in each meeting.

## 2. The analysis of the teenagers' listening score in post-test

After did the treatment, the researcher then did the post-test. This post-test aimed to identify the teenagers' listening ability after the treatment. The result of this post-test data also provided in a table and calculated by using SPSS 20. The following table can be used to present it.

Table 4. 4 The teenagers' score in post-test

Respondents	Correct Answer	Score
1	7	70
2	4	40
3	7	70
4	6	60
5	5	50
6	6	60
7	6	60
8	9	90
9	7	70
10	8	80

Table 4. 5 The mean score in post-test

	N	Descriptive Statistics			Std. Deviation
		Minimum	Maximum	Mean	
Posttest	10	40.00	90.00	65.0000	14.337210
Valid N (listwise)	10				

The table above showed that the highest score was 40 and the lowest score was 40. Besides, it also indicates that the mean score of teenagers' listening in post-test was 65 and the standard deviation was 14.34. On the other side, the researcher also writes the classification of the teenagers' score in post-test. The following table can be used to present it.

Table 4. 6 The scoring classification in post-test

No.	Classification	Score	Frequency	Percentage
1	Very Good	81-100	1	10%
2	Good	61-80	4	40%
3	Fair	41-60	4	40%
4	Poor	21-40	1	10%
5	Very Poor	1-20	-	-
	Total		10	100%

The information presented in the table above showed that there was 1 or 10% teenager who gets very good classification. After that, there were 4 teenagers who gets into good classification, it same as 40% teenagers. Then, in the fair classification there were also 4 teenagers. Last, there was 1 or 10% teenager in poor classification.

### 3. The Comparison of Teenagers' Pre-test and Post-test

The researcher presents the total mean score and standard deviation for pre-test and post-test and compare them. The following table will showed the result in descriptive statistic.

Table 4. 7 The mean score and standard deviation

	N	Descriptive Statistics			
		Minimum	Maximum	Mean	Std. Deviation
Pretest	10	20.00	80.00	49.0000	18.52926
Posttest	10	40.00	90.00	65.0000	14.33721
Valid N (listwise)	10				

The table above indicates that the standard deviation in pre-test was 18.53 and in post-test were 14.34. It also showed that the mean score of the students in pre-test was 49 while the mean score in post-test was 65. The result of the table showed that the mean score in post-test was higher than in pre-test. Therefore, it can be concluded that the whispering game was effective in increasing the teenagers' listening skill.

The researcher then used test analysis and measured it by using SPSS 20 to determine if the pre-test and post-test were substantially different, as well as the acceptability of the study hypothesis. The paired sample statistic, paired sample correlation, and the paired sample test can all be found in the table below.

Table 4. 8 The paired sample statistics

		Paired Samples Statistics			
Pair		Mean	N	Std. Deviation	Std. Error Mean
1	Posttest	65.000	10	14.33721	4.53382
	Pretest	49.000	10	18.52926	5.85947

The table above showed that the value of standard deviation in pre-test was 18.53 and in post-test was 14.34. Besides, the standard deviation error in pre-test was 5.85 and in post-test was 4.53. The table above also showed that the mean score in pre-test was 49 and in post-test was 65. It can be conclude that the teenagers' scores improved from 49 to 65.

Table 4. 9 The paired sample correlation

		Paired Samples Correlations		
Pair		N	Correlation	Sig.
1	Posttest & Pretest	10	.857	.002

The table above presented that the correlation of the teenagers' skill before and after treatment was .857. It means that there was a significant correlation between teenagers' skill in listening by using whispering game before and after treatment.

Table 4. 10 The paired sample test

		Paired Samples Test					T	Df	Sig. (2-tailed)
		Paired Differences			95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Paired Sample 1	Posttest	16.000	9.660	3.0550	9.0890	22.9110	5.237	9	.001
	- Pretest				0	0			

From the table above, it showed that  $t_{0(\text{count})} = 5.237$  and df (degree of freedom) = 9. According to the Gay, the value of  $t_t = 2.262$ .<sup>30</sup> It is the standard of signification 0.05 with a degree of freedom (df) = 9. Based on the result, the researcher concluded that  $t_{0(\text{count})}$  was higher than  $t_t(t_{\text{table}})$ ,  $t_0 > t_t$ .

$$5.237 > 2.262$$

Related to the result that  $(t_0, t_t)$  the  $t_{\text{count}}$  was higher than the  $t_{\text{table}}$ , it means that the null hypothesis (H0) was rejected and the alternative hypothesis (H1) was accepted. It can be concluded that there was a significant difference in the teenagers' listening skill before and after using the whispering game. Because of that, the researcher believed that the whispering game can increase the teenagers' listening skill at the teenager group learning in Pasampang.

## B. Discussions

In this research, the researcher took 10 teenagers as respondents and conducted 4 meetings treatment to them. However, before conducting the

<sup>30</sup> Gay L.R., Educational Research: Competencies for Analysis and Application. (London: Prentice Hall International, 1981).

treatments, the researcher conducted a pre-test to determine the teenagers' listening skill, and after conducting the treatments, the researcher conducted a post-test to determine whether the teenagers' listening skill had improved or remained the same.

In pre-test, the researcher gave a topic "going to the cinema". The researcher played the listening audio about "going to the cinema" and asked the teenagers to listen it carefully and then answer the test while listening. The researcher then found the result of the teenagers' listening score in pre-test. There were 2 students who gets good classification, it same as 20%. Next, there were 3 students who gets fair classification, it same as 30%. While in poor classification, there were 4 students who get it.

In post-test, the researcher also gave the same topic as the test but the questions were different. The researcher then found the result of the teenagers' listening score in post-test. There was 1 or 10% student who gets very good classification. After that, there were 4 students who gets into good classification, it same as 40% students. Then, in the fair classification there were also 4 students. Last, there was 1 or 10% student in poor classification.

According to the research findings presented above, the researcher discovered that the used of whispering game can increase the teenagers' listening skill. Per the data analysis, the mean score of the teenagers in pre-test was 49 with the category was "fair" and in post-test was 65 with the category was "good". The pre-test standard deviation was 18.53 and the post-test was 14.34.

After analyzing the data, it showed that  $t_{0(\text{count})}$  with the value 5.237 was higher than  $t_t$  ( $t_{\text{table}}$ ) with the value 2.262 with degree of freedom (df) = 9 on the level significance 0.05. So, the alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected. It means that there was a significant difference between the result of the pre-test and post-test. So, the whispering game can effectively increase the teenagers' listening skill.

Moreover, this research has the same result with other reserach. Annisa Apriani Wala in her research "The Influence of Using CWT (Chain Whispering Technique) towards Students' Ability in Pronunciation" found that the whispering game also has an influence to teach pronunciation.<sup>31</sup> While Dian Deviana in her research "Using whispering Game to Teaching Writing for Seventh Grade at SMPN 2 Krian" found that whispering game can be implemented in teaching writing because it can help the students understand the material easier.<sup>32</sup> From those researches, it showed that the whispering game also has an influence to teach other language skills. It means that the whispering game is effective to used in the teaching and learning English.

In this research, the whispering game can increase the teenagers' listening skill because of some reasons. By using whispering game, the teenagers can be focus in listening the word by word that the native speaker said in the audio. The teenagers could understand what the meaning of the conversation that tough

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<sup>31</sup> Annisa Apriani Wala, "The Influence of Using CWT (Chain Whispering Technique) Towards Students' Ability in Pronunciation", *English Language Education*, (20 September 2019).

<sup>32</sup> Diana Deviana, "Using Whispering Game on Teaching Writing fo Seventh Grade at SMPN 2 Krian", *National Conference on Language and Language Teaching*, No. 4 (25 Agustus 2018): 86.

through listening activity by filling the blank part of the conversation. The listening activity will be successful if the listener catches what the speaker said and gets the idea.

Meanwhile, there are some obstacles in conducting this research. In the first meeting, the teenagers were confused about how to play the game because it was a new game for them. Then, the researcher explained the role of the game again until the teenagers understood. In the second meeting, the problems faced by the teenagers were the pronunciation of the word that they whispered. Some teenagers did not know how to pronounce the word even how to write it. It makes the teenagers difficult in playing this game. The researcher solved this problem by showing and delivering the correct pronunciation of the word even spelling the letter. So, the teenagers also could deliver the word with the good pronunciation and spell the correct letter. It can help the teenagers exercise more about how to pronounce, spell and write the word. Finally, in the third meeting the teenagers enjoyed in playing the game.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. CONCLUSION

Based on the findings and discussion the previous chapter, the researcher concludes that using whispering game can effectively increase the teenagers' listening skill at the group learning in Pasampang. It is proven that there was a significant difference between the teenagers' mean score of pre-test and post-test. In pre-test was 49 (fair) and in post-test was 65 (good). The pre-test standard deviation was 18.53 and the post-test was 14.34. The data have been analyzed by using ( $t_t$ ) standard of signification 5% with degree of freedom ( $df$ ) = 9, obtained  $t_t = 2.262$  and the result of  $t_{0(\text{count})}$  were 5.237. The researcher then gave an interpretation that  $t_{0(\text{count})}$  was higher than  $t_t$  ( $t_{\text{able}}$ ),  $5.237 > 2.262$ . It could be concluded that the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_1$ ) was accepted.

#### B. SUGGESTION

The researcher would like to give suggestions, they are:

1. In learning English, an English teacher should give appropriate methods, techniques, or strategies to the students that can make them relax, enjoy, and easy to understand the material in the learning process.
2. To make students pay attention to the lesson the teacher should provide a strategy that makes students focus again. For example, giving some games before continue the lesson or review the previous lesson.

3. In learning activity by using a game specially whispering game, the teacher should explain clearly about the role of the game. So, the students can understand how to play and enjoy the game.
4. Using whispering game in teaching listening should help the students in exercising their way to memorize, pronounce, spell, and write the words.

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# APPENDICES

## Appendix 1: Transcript for Pre-test

Tamara : Hi, Mario. Do you want to go and watch a film?  
Mario : Hi, Tamara. Sure, what's on?  
Tamara : Well, there are two action films, Mr and Mrs Jones and War Games, and they're both in 3D.  
Mario : I've already seen Mr and Mrs Jones. I haven't seen War Games, but I don't really want to see an action film. What else is on?  
Tamara : There's that science fiction film, Robot 2075, but I've already seen it.  
Mario : Is it good?  
Tamara : Yes, it is, but I don't want to see it again. There's a romantic comedy called Forever.  
Mario : Mmm, I'm not sure. Are there any horror films on?  
Tamara : Yes, there's Midnight Moon. It's got vampires in it.  
Mario : OK, sounds good. Let's go and watch Midnight Moon. What time is it on?  
Tamara : It's on at 12 o'clock or at half past two.  
Mario : Is it on this evening?  
Tamara : Yes, at 7:30.  
Mario : Perfect. Let's go at 7:30.  
Tamara : OK, shall we meet at the cinema at 7:00?  
Mario : Great! See you later.  
Tamara : Bye

Source : [www.britishcouncil.org/learnenglishteens](http://www.britishcouncil.org/learnenglishteens)

**Appendix 2: Pre test**

Do this exercise while you listen. Complete the gaps with the correct word.

1. Tamara : Hi, Mario. Do you want to go and watch a \_\_\_\_\_?  
Mario : Hi, Tamara. Sure, what's on?
2. Tamara : Well there are two action films, Mr and Mrs Jones and War Games, and they're both in \_\_\_\_\_.  
Mario : I've already seen Mr and Mrs Jones. I haven't seen War games but I don't really want to see an action film. What else is \_\_\_\_\_?
3. Tamara : There's that science fiction film, Robot 2075, but I've already \_\_\_\_\_ it.  
Mario : Is it good?
4. Tamara : Yes, it is, but I don't want to see it \_\_\_\_\_. There's a romantic comedy called Forever.  
Mario : Mmm, I'm not sure. Are there any \_\_\_\_\_ films on?
5. Tamara : Yes, there's Midnight Moon. It's got \_\_\_\_\_ in it.  
Mario : OK, sounds good. Let's go and watch Midnight Moon. What \_\_\_\_\_ is it on?
6. Tamara : It's on at 12 o'clock or at half past two.  
Mario : Is it on this \_\_\_\_\_?
7. Tamara : Yes, at 7.30.  
Mario : Perfect. Let's go at 7.30.
8. Tamara : OK, shall we \_\_\_\_\_ at the cinema at 7.00?  
Mario : Great! See you later.
9. Tamara : Bye.

**Appendix 3: Transcript for Post-test**

Tamara : Hi, Mario. Do you want to go and watch a film?  
Mario : Hi, Tamara. Sure, what's on?  
Tamara : Well, there are two action films, Mr and Mrs Jones and War Games, and they're both in 3D.  
Mario : I've already seen Mr and Mrs Jones. I haven't seen War Games, but I don't really want to see an action film. What else is on?  
Tamara : There's that science fiction film, Robot 2075, but I've already seen it.  
Mario : Is it good?  
Tamara : Yes, it is, but I don't want to see it again. There's a romantic comedy called Forever.  
Mario : Mmm, I'm not sure. Are there any horror films on?  
Tamara : Yes, there's Midnight Moon. It's got vampires in it.  
Mario : OK, sounds good. Let's go and watch Midnight Moon. What time is it on?  
Tamara : It's on at 12 o'clock or at half past two.  
Mario : Is it on this evening?  
Tamara : Yes, at 7:30.  
Mario : Perfect. Let's go at 7:30.  
Tamara : OK, shall we meet at the cinema at 7:00?  
Mario : Great! See you later.  
Tamara : Bye

**Appendix 4: Post test**

Do this exercise while you listen. Complete the gaps with the correct word.

1. Tamara : Hi, Mario. Do you want to go and watch a film?  
Mario : Hi, Tamara. Sure, what's \_\_\_\_\_?
2. Tamara : Well there are two action films, Mr and Mrs Jones and War, and they're both in 3D.  
Mario : I've already seen Mr and Mrs Jones. I haven't seen War but I don't really want to see an \_\_\_\_\_ film. What else is on?
3. Tamara : There's that science fiction film, Robot 2075, but I've already seen it.  
Mario : Is it \_\_\_\_\_?
4. Tamara : Yes, it is, but I don't want to see it again. There's a \_\_\_\_\_ comedy called Forever.  
Mario : Mmm, I'm not sure. Are there any \_\_\_\_\_ films on?
5. Tamara : Yes, there's Midnight Moon. It's got \_\_\_\_\_ in it.  
Mario : OK, sounds good. Let's go and watch Midnight Moon. What time is it on?
6. Tamara : It's on at 12 o'clock or at half past \_\_\_\_\_.  
Mario : Is it on this evening?
7. Tamara : Yes, at 7.30.  
Mario : Perfect. Let's \_\_\_\_\_ at 7.30.
8. Tamara : OK, shall we meet at the cinema at 7.00?  
Mario : Great! See you \_\_\_\_\_.
9. Tamara : Bye.

## Appendix 5: Lesson Plan

### LESSON PLAN (FIRST MEETING)

#### A. Identity

Subject : English  
 School : English Learning Group of Pasampang  
 Class : Teenager  
 Aspect/Skill : Listening Skill  
 Time : 45 Minutes

#### B. Standard Competence

English communication at the Elementary level.

#### C. Basic Competence

1. Responding to the meaning of material accurately, fluently, and acceptable in simple short functional spoken of context daily life-day.
2. Expresses the moral in whispering material using the variety of oral language in different contexts daily life-days.

#### D. Indicators

1. Understand about listening and the whispering game
2. Understanding the use of whispering game to listening skill
3. Deliver the missing words on the sheet of exercises to compliment the content

#### E. Objectives

1. Teenagers are able to understand about listening and the whispering game
2. Teenagers are able understand the use of whispering game to listening skill
3. Teenagers are able to play the whispering game
4. Teenagers are able to complete the words on a sheet of exercises to complete the content of the text

#### F. Learning Strategy

Memorizing, and focusing to the sound resource

#### G. Source/Media

Source : Internet ([www.britishcouncil.org](http://www.britishcouncil.org))  
 Media : Whispering game

#### H. Material learning:

The material learning in this meeting is the conversation text about “first day at school” the list of words that will be whispered to the teenagers.

#### Transcript for First day at school

Tania : Hi. I’m Tania. What’s your name?  
 Jing : Hello. My name’s Jing.  
 Tania : Nice to meet you, Jing. What class are you in?  
 Jing : I’m in class 1B. And you?  
 Tania : Me too. I’m in Class 1B too.

Jing : Who's our teacher?

Tania : Mr Smith. Jing: And where's our classroom?

Tania : This way. Come with me. Jing: OK. Great.

### **I. Learning Media**

1. Discussion
2. Assignment

### **J. Teaching and Learning Activity**

#### **Opening Activity Apperception**

1. Praying
2. Checking an ttendance list
3. Drawing up the Teenagers' learning

#### **Core Activity Exploration**

Researcher gives the explanation about listening and whispering game

#### **Elaboration**

1. The researcher gives opportunity to the teenagers to listen to the explanation
2. The researcher asks about the teenagers' understanding of listening and whispering game.
3. The researcher orders the teenagers to explain the way in using whispering game.
4. The teenagers play the whispering game.

#### **Confirmation**

By doing these activities, it is hoped the teenagers can improve their skill in listening skill and their comprehension and also their soft skill such as active, creative.

#### **Closing Activity**

1. Review again the material learned
2. Ask the Teenagers about their experiences of whispering game in their learning activity
3. Close the meeting

### **K. Assessment**

Form : Gap fill

Technique : Teenagers will be assigned to fill the blank part in the conversation text.

Aspect : Listening skill

Instructional scoring :

1. The questions are 10 questions
2. The correct answer gets 10 points
3. Totally maximal score is 100 points
4. Patterns of scoring:

$$\text{Score} = \frac{\text{total teenager's correct answer}}{\text{total number of questions}} \times 100$$

## LESSON PLAN (SECOND MEETING)

### A. Identity

Subject : English  
 School : English Learning Group of Pasampang  
 Class : Teenager  
 Aspect/Skill : Listening Skill  
 Time : 45 Minutes

### B. Standard Competence

English communication at the Elementary level.

### C. Basic Competence

1. Responding to the meaning of material accurately, fluently, and acceptable in simple short functional spoken of context daily life-day.
2. Expresses the moral in whispering material using the variety of oral language in different contexts daily life-days.

### D. Indicators

1. Listening to certain information from the text that researcher read
2. Identify specific information from the text that researcher read
3. Deliver the missing words on the sheet of exercises to compliment the content

### E. Objectives

1. Teenagers are able to find the information from the text that the researcher read
2. Teenagers are able to identify specific information from the text that researcher read
3. Teenagers are able to complete the words on a sheet of exercises to complete the content of the text

### F. Learning Strategy

Memorizing, and focusing to the sound resource

### G. Source/Media

Source : Internet  
 Media : Text

### H. Material listen:

The learning material is the conversation text about “at the library (giving personal information)” and the list of words that will be whispered to the teenagers.

### Transcript for Giving personal information

Lucy : Hello.  
 School librarian : Hello, what’s your name?  
 Lucy : My name’s Lucy.  
 School librarian : And what’s your surname, Lucy?  
 Lucy : Moore.  
 School librarian : Can you spell that?  
 Lucy : M-O-O-R-E.  
 School librarian : Thank you. What class are you in?

- Lucy : Class 1B.  
 School librarian : Class 1B. And how old are you, Lucy?  
 Lucy : I'm 13.  
 School librarian : Have you got a photo?  
 Lucy : Yes, here you are.  
 School librarian : Thank you ... OK, thank you, Lucy. Here's your school library card.  
 Lucy : Thanks. Bye.  
 School librarian : Goodbye.

### **I. Learning Media**

1. Discussion
2. Assignment

### **J. Teaching and Learning Activity**

#### **Opening Activity Apperception**

1. Praying
2. Checking an attendance list
3. Drawing up the Teenagers' learning

#### **Core Activity Exploration**

Researcher gives the explanation about the way in using whispering game and give the opportunity to the Teenagers to play the game.

#### **Elaboration**

1. The researcher gives opportunity to the teenagers to listen the word that researcher give
2. The researcher orders the teenagers to fill the blank part of the text
3. The teenagers practice the conversation in front of the class

#### **Confirmation**

By doing these activities, it is hoped the Teenagers can improve their skill in listening skill and their comprehension and also their soft skill such as active, creative.

#### **Closing Activity**

1. Review again the material learned
2. Ask the Teenagers about their experiences of whispering game in their learning activity
3. Close the meeting

### **K. Assessment**

Form : Gap fill

Technique : Teenagers will be assigned to fill the blank part of the text.

Aspect : Listening skill

Instructional scoring :

1. The questions are 10 questions
2. The correct answer gets 10 points
3. Totally maximal score is 100 points
4. Patterns of scoring:

$$\text{Score} = \frac{\text{total teenager's correct answer}}{\text{total number of questions}} \times 100$$

## LESSON PLAN (THIRD MEETING)

### A. Identity

Subject : English  
 School : English Learning Group of Pasampang  
 Class : Teenager  
 Aspect/Skill : Listening Skill  
 Time : 45 Minutes

### B. Standard Competence

English communication at the Intermediate level.

### C. Basic Competence

1. Responding to the meaning of material accurately, fluently, and acceptable in simple short functional spoken of context daily life-day.
2. Expresses the moral in whispering material using the variety of oral language in different contexts daily life-days.

### D. Indicators

1. Listening to certain information from the text that researcher read
2. Identify specific information from the text that researcher read
3. Complete the missing words on the sheet of exercises to compliment the content

### E. Objectives

1. Teenagers are able to find the information from the text that the researcher read
2. Teenagers are able to identify specific information from the text that researcher read
3. Teenagers are able to complete the words on a sheet of exercises to complete the content of the text

### F. Learning Strategy

Memorizing, and focusing to the sound resource

### G. Source/Media

Source : Internet  
 Media : Whispering game

### H. Material listen:

The learning material is the conversation text about “introducing friend” and the list of words that will be whispered to the teenagers.

### Transcript for Introducing a friend

Sumi: Hi, Pablo. How are you?  
 Pablo: Hi, Sumi. I’m fine, thanks.  
 Sumi: Pablo, this is Greta.  
 Pablo: Hi, Greta. I’m Pablo.  
 Greta: Hi. How are you?  
 Pablo: I’m fine, thanks. Where are you from, Greta?  
 Greta: I’m from Germany. Where are you from?  
 Pablo: I’m from Argentina. Nice to meet you.

Greta: Nice to meet you too.

### **I. Learning Media**

1. Discussion
2. Assignment

### **J. Teaching and Learning Activity**

#### **Opening Activity Apperception**

1. Praying
2. Checking an ttendance list
3. Drawing up the Teenagers' learning

#### **Core Activity Exploration**

Researcher gives the explanation about way in using whispering game.

#### **Elaboration**

1. The researcher gives the explanation about introducing friend
2. The researcher orders the teenagers to introduce their friend
3. The teenager play the whispering game.

#### **Confirmation**

By doing these activities, it is hoped the Teenagers can improve their skill in listening skill and their comprehension and also their soft skill such as active, creative.

#### **Closing Activity**

1. Review again the material learned
2. Ask the Teenagers about their experiences of whispering game in their learning activity
3. Close the meeting

### **K. Assessment**

Form : Gap fill

Technique : Teenagers will be assigned to fill the blank part of the text.

Aspect : Listening skill

Instructional scoring :

1. The questions are 10 questions
2. The correct answer gets 10 points
3. Totally maximal score is 100 points
4. Patterns of scoring:

$$\text{Score} = \frac{\text{total teenager's correct answer}}{\text{total number of questions}} \times 100$$

## Appendix 6: Result for Pre-test.

### Pre test

Do this exercise while you listen. Complete the gaps with the correct word.

1. Tamara : Hi, Mario. Do you want to go and watch a film ? ✓  
Mario : Hi, Tamara. Sure, what's on?
2. Tamara : Well there are two action films, Mr and Mrs Jones and War Games, and they're both in ~~Friday~~ ✓  
Mario : I've already seen Mr and Mrs Jones. I haven't seen War games but I don't really want to see an action film. What else is on ? ✓
3. Tamara : There's that science fiction film, Robot 2075, but I've already seen it. ✓  
Mario : Is it good? ✓
4. Tamara : Yes, it is, but I don't want to see it again . There's a romantic comedy called Forever. ✓  
Mario : Mmm, I'm not sure. Are there any hour films on? ✓
5. Tamara : Yes, there's Midnight Moon. It's got ~~it~~ Sam in it. ✓  
Mario : OK, sounds good. Let's go and watch Midnight Moon. What time is it on? ✓
6. Tamara : It's on at 12 o'clock or at half past two.  
Mario : Is it on this evening ? ✓
7. Tamara : Yes, at 7.30.  
Mario : Perfect. Let's go at 7.30. ✓
8. Tamara : OK, shall we meet at the cinema at 7.00?  
Mario : Great! See you later. ✓
9. Tamara : Bye.

## Pre test

Do this exercise while you listen. Complete the gaps with the correct word.

1. Tamara : Hi, Mario. Do you want to go and watch a FILM ? ✓  
Mario : Hi, Tamara. Sure, what's on?
2. Tamara : Well there are two action films, Mr and Mrs Jones and War Games, and they're both in TREE ✗  
Mario : I've already seen Mr and Mrs Jones. I haven't seen War games but I don't really want to see an action film. What else is ON ? ✓
3. Tamara : There's that science fiction film, Robot 2075, but I've already seen it. ✓  
Mario : Is it good?
4. Tamara : Yes, it is, but I don't want to see it AGAIN ✓. There's a romantic comedy called Forever.  
Mario : Mmm, I'm not sure. Are there any HAMPER films on? ✗
5. Tamara : Yes, there's Midnight Moon. It's got in it HORROR in it. ✗  
Mario : OK, sounds good. Let's go and watch Midnight Moon. What Time is it on? ✓
6. Tamara : It's on at 12 o'clock or at half past two.  
Mario : Is it on this EVENING ? ✓
7. Tamara : Yes, at 7.30.  
Mario : Perfect. Let's go at 7.30.
8. Tamara : OK, shall we MEET ✗ at the cinema at 7.00?  
Mario : Great! See you later.
9. Tamara : Bye.

## Pre test

Do this exercise while you listen. Complete the gaps with the correct word.

1. Tamara : Hi, Mario. Do you want to go and watch a film? ✓  
Mario : Hi, Tamara. Sure, what's on?
2. Tamara : Well there are two action films, Mr and Mrs Jones and War Games, and they're both in 3D. ✓  
Mario : I've already seen Mr and Mrs Jones. I haven't seen War games but I don't really want to see an action film. What else is on? ✓
3. Tamara : There's that science fiction film, Robot 2075, but I've already seen in it. ✗  
Mario : Is it good?
4. Tamara : Yes, it is, but I don't want to see it again. ✓ There's a romantic comedy called Forever.  
Mario : Mmm, I'm not sure. Are there any Horror films on? ✓
5. Tamara : Yes, there's Midnight Moon. It's got it in it. ✗  
Mario : OK, sounds good. Let's go and watch Midnight Moon. What time is it on? ✓
6. Tamara : It's on at 12 o'clock or at half past two.  
Mario : Is it on this evening? ✓
7. Tamara : Yes, at 7.30.  
Mario : Perfect. Let's go at 7.30. ✓
8. Tamara : OK, shall we meet at the cinema at 7.00?  
Mario : Great! See you later.
9. Tamara : Bye.

## Pre test

Do this exercise while you listen. Complete the gaps with the correct word.

1. Tamara : Hi, Mario. Do you want to go and watch a film? ✓  
Mario : Hi, Tamara. Sure, what's on?
2. Tamara : Well there are two action films, Mr and Mrs Jones and War Games, and they're both in free. ✗  
Mario : I've already seen Mr and Mrs Jones. I haven't seen War games but I don't really want to see an action film. What else is seen? ✗
3. Tamara : There's that science fiction film, Robot 2075, but I've already seen it. ✗  
Mario : Is it good?
4. Tamara : Yes, it is, but I don't want to see it again. ✓ There's a romantic comedy called Forever.  
Mario : Mmm, I'm not sure. Are there any more films on? ✗
5. Tamara : Yes, there's Midnight Moon. It's got it in. ✓  
Mario : OK, sounds good. Let's go and watch Midnight Moon. What time is it on? ✓
6. Tamara : It's on at 12 o'clock or at half past two.  
Mario : Is it on this evening? ✓
7. Tamara : Yes, at 7.30.  
Mario : Perfect. Let's go at 7.30. ✗
8. Tamara : OK, shall we go at the cinema at 7.00?  
Mario : Great! See you later.
9. Tamara : Bye.

## Pre test

Do this exercise while you listen. Complete the gaps with the correct word.

1. Tamara : Hi, Mario. Do you want to go and watch a film? ✓  
Mario : Hi, Tamara. Sure, what's on?
2. Tamara : Well there are two action films, Mr and Mrs Jones and War Games, and they're both in the. ✗  
Mario : I've already seen Mr and Mrs Jones. I haven't seen War games but I don't really want to see an action film. What else is done? ✗
3. Tamara : There's that science fiction film, Robot 2075, but I've already seen it. ✗  
Mario : Is it good? ✓
4. Tamara : Yes, it is, but I don't want to see it again. There's a romantic comedy called Forever. ✓  
Mario : Mmm, I'm not sure. Are there any or films on? ✗ ✗
5. Tamara : Yes, there's Midnight Moon. It's got it. Timper in it. ✓  
Mario : OK, sounds good. Let's go and watch Midnight Moon. What time is it on? ✓
6. Tamara : It's on at 12 o'clock or at half past two.  
Mario : Is it on this evening? ✓
7. Tamara : Yes, at 7.30.  
Mario : Perfect. Let's go at 7.30.
8. Tamara : OK, shall we meet at the cinema at 7.00? ✗  
Mario : Great! See you later.
9. Tamara : Bye.

## Appendix 7: Result for Post-test.

### Post test

Do this exercise while you listen. Complete the gaps with the correct word.

1. Tamara : Hi, Mario. Do you want to go and watch a film?  
Mario : Hi, Tamara. Sure, what's ON? ✓
2. Tamara : Well there are two action films, Mr and Mrs Jones and War, and they're both in 3D.  
Mario : I've already seen Mr and Mrs Jones. I haven't seen War but I don't really want to see an ACTION film. What else is on? ✓ TIME ✗
3. Tamara : There's that science fiction film, Robot 2075, but I've already seen it.  
Mario : Is it GOOD? ✓
4. Tamara : Yes, it is, but I don't want to see it again. There's a ROMANTIC comedy called Forever. ✓  
Mario : Mmm, I'm not sure. Are there any films on? VAMPIR films on? ✗
5. Tamara : Yes, there's Midnight Moon. It's got HORROR in it. ✗  
Mario : OK, sounds good. Let's go and watch Midnight Moon. What time is it on?
6. Tamara : It's on at 12 o'clock or at half past TWO. ✓  
Mario : Is it on this evening?
7. Tamara : Yes, at 7.30.  
Mario : Perfect. Let's at 7.30, EVENING at 7.30. ✗
8. Tamara : OK, shall we meet at the cinema at 7.00?  
Mario : Great! See you LATER. ✓
9. Tamara : Bye.

### Post test

Do this exercise while you listen. Complete the gaps with the correct word.

1. Tamara : Hi, Mario. Do you want to go and watch a film?  
Mario : Hi, Tamara. Sure, what's on? ✓
2. Tamara : Well there are two action films, Mr and Mrs Jones and War, and they're both in 3D.  
Mario : I've already seen Mr and Mrs Jones. I haven't seen War but I don't really want to see an action film. What else is on? games ✓
3. Tamara : There's that science fiction film, Robot 2075, but I've already seen it.  
Mario : Is it good? ✗
4. Tamara : Yes, it is, but I don't want to see it again. There's a romantic comedy called Forever. ✓  
Mario : Mmm, I'm not sure. Are there any ~~films on~~? horror films on? ✗
5. Tamara : Yes, there's Midnight Moon. It's got vampire in it. ✗  
Mario : OK, sounds good. Let's go and watch Midnight Moon. What time is it on?
6. Tamara : It's on at 12 o'clock or at half past two. ✓  
Mario : Is it on this evening?
7. Tamara : Yes, at 7.30.  
Mario : Perfect. Let's ~~at 7.30~~, go at 7.30. ✓
8. Tamara : OK, shall we meet at the cinema at 7.00?  
Mario : Great! See you later. ✗
9. Tamara : Bye.

### Post test

Do this exercise while you listen. Complete the gaps with the correct word.

1. Tamara : Hi, Mario. Do you want to go and watch a film?  
Mario : Hi, Tamara. Sure, what's on ? ✓
2. Tamara : Well there are two action films, Mr and Mrs Jones and War, and they're both in 3D.  
Mario : I've already seen Mr and Mrs Jones. I haven't seen War but I don't really want to see an action film. What else is on? ✓ games ✓
3. Tamara : There's that science fiction film, Robot 2075, but I've already seen it.  
Mario : Is it good ? ✓
4. Tamara : Yes, it is, but I don't want to see it again. There's a romantic comedy called Forever. ✓  
Mario : Mmm, I'm not sure. Are there any films on? horror films on? ✓
5. Tamara : Yes, there's Midnight Moon. It's got vampires in it. ✓  
Mario : OK, sounds good. Let's go and watch Midnight Moon. What time is it on?
6. Tamara : It's on at 12 o'clock or at half past two. ✓  
Mario : Is it on this evening?
7. Tamara : Yes, at 7.30.  
Mario : Perfect. Let's at 7.30. evening at 7.30. ✗
8. Tamara : OK, shall we meet at the cinema at 7.00?  
Mario : Great! See you later. ✓
9. Tamara : Bye.

## Post test

Do this exercise while you listen. Complete the gaps with the correct word.

1. Tamara : Hi, Mario. Do you want to go and watch a film?  
Mario : Hi, Tamara. Sure, what's on? ✓
2. Tamara : Well there are two action films, Mr and Mrs Jones and War, and they're both in 3D.  
Mario : I've already seen Mr and Mrs Jones. I haven't seen War but I don't really want to see an action film. What else is on? ✓ game ✗
3. Tamara : There's that science fiction film, Robot 2075, but I've already seen it.  
Mario : Is it good? ✓
4. Tamara : Yes, it is, but I don't want to see it again. There's a romantic comedy called Forever. ✓  
Mario : Mmm, I'm not sure. Are there any films on? horror films on? ✓
5. Tamara : Yes, there's Midnight Moon. It's got Vampire in it. ✗  
Mario : OK, sounds good. Let's go and watch Midnight Moon. What time is it on?
6. Tamara : It's on at 12 o'clock or at half past two. ✓  
Mario : Is it on this evening?
7. Tamara : Yes, at 7.30.  
Mario : Perfect. Let's at 7.30 meet at 7.30 ✗
8. Tamara : OK, shall we meet at the cinema at 7.00?  
Mario : Great! See you later. ✓
9. Tamara : Bye.

## Post test

Do this exercise while you listen. Complete the gaps with the correct word.

1. Tamara : Hi, Mario. Do you want to go and watch a film?  
Mario : Hi, Tamara. Sure, what's on ? ✓
2. Tamara : Well there are two action films, Mr and Mrs Jones and War, and they're both in 3D.  
Mario : I've already seen Mr and Mrs Jones. I haven't seen War but I don't really want to see an action film. What else is on? ✓ games ✓
3. Tamara : There's that science fiction film, Robot 2075, but I've already seen it.  
Mario : Is it good ? ✓
4. Tamara : Yes, it is, but I don't want to see it again. There's a romantic comedy called Forever.  
Mario : Mmm, I'm not sure. Are there any ~~films on?~~ horror ~~films on?~~ ✓
5. Tamara : Yes, there's Midnight Moon. It's got vampires in it.  
Mario : OK, sounds good. Let's go and watch Midnight Moon. What time is it on?
6. Tamara : It's on at 12 o'clock or at half past two. ✓  
Mario : Is it on this evening?
7. Tamara : Yes, at 7.30.  
Mario : Perfect. Let's at ~~7.30.~~ meet at 7.30 ✗
8. Tamara : OK, shall we meet at the cinema at 7.00?  
Mario : Great! See you later. ✓
9. Tamara : Bye.

## Appendix 8: Surat Keterangan Penelitian.



**PEMERINTAH KABUPATEN KOLAKA UTARA  
KECAMATAN PAKUE TENGAH  
DESA PASAMPANG**

*Alamat : Jalan Trans Sulawesi Desa Pasampang Kec. Pakue Tengah Kab. Kolaka Utara KP: 93554*

**SURAT KETERANGAN**  
**NOMOR : 21/ 621 / L / PSP / 2021**

Yang bertanda tangan di bawah ini, Kepala Desa Pasampang menerangkan bahwa :

**NAMA** : ASRIANTI  
**NIM** : 1602020017  
**PROGRAM STUDI** : PENDIDIKAN BAHASA INGGRIS  
**FAKULTAS** : TARBIYAH DAN ILMU KEGURUAN  
**PERGURUAN TINGGI** : INSTITUT AGAMA ISLAM (IAIN) PALOPO

Adalah benar telah melaksanakan penelitian di Desa Pasampang dengan judul :

“ INCREASING TEENAGER’S LISTENING SKILL BY USING WHISPERING GAME  
AT THE TEENAGER GROUP LEARNING OF PASAMPANG “

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

Pasampang,  
A.n Kepala Desa Pasampang



Tembusan Kepada Yth,

1. Kepala Desa Pasampang
2. Toko Masyarakat
3. Yang Bersangkutan
4. Arsip

## Appendix 9: Documentation



Pertemuan Pertama



**Treatmen Whispering Game**



## CURRICULUM VITAE

The researcher, Asrianti was born on May 25<sup>th</sup> 1998 in Pasampang, Kabupaten Kolaka Utara. She is the last child and has two sisters. Her father's name is Amir Anggatau and her mother's name is Mariati Palipadang.

She lives in Kecamatan Pasampang Kabupaten Kolaka Utara. The researcher began her study at SDN 1 Pasampang and graduated in 2006 then she continued her study at SMPN 1 Pakue Tengah and graduated in 2013 and then continues her study at MAN Mustawa Lasusua and graduated in 2016. After that, she continues her study at the State Islamic Institute of Palopo In 2016 and taking English Department and finished in 2021.

In the end study at the State Islamic Institute of Palopo, wrote a thesis entitled is **“INCREASING TEENAGERS’ LISTENING SKILL BY USING WHISPERING GAME IN PASAMPANG VILLAGE, SOUTHEAST SULAWESI”**