

## **CHAPTER IV**

### **RESULT AND DISCUSSION OF RESEARCH**

This chapter presented the result and discussion of the research. The collected data are from observation, interview, and documentation. This chapter discussed based on observation directly and the answer of the research focuses on the first chapter. The use of whispering game in students' listening skill at fifth grade of MI Nurur Rahmah Kaduara Barat Larangan Pamekasan.

#### **A. Result of Research**

In this chapter, the researcher intended to cover finding based on what have been found after observation, interview, and documentation meanwhile the researcher focussed were: to describe the process and the use of whispering game in students' listening skill at fifth grade of MI Nurur Rahmah Kaduara Barat Larangan Pamekasan. The researcher did the observation started from 8<sup>th</sup> of October 2021 to 29<sup>th</sup> of October 2021 by joining with fifth class.

In the use of whispering game in students' listening skill at fifth grade of MI Nurur Rahmah Kaduara Barat Larangan Pamekasan, the researcher will explains in three steps. They are pre-teaching, whilst-teaching, and post-teaching in whispering game in teaching listening.

#### **1. The Process of Whispering Game in Students' Listening Skill at Fifth Grade of MI Nurur Rahmah Kaduara Barat Larangan Pamekasan**

##### **a. The First Observation**

In the first observation, the researcher wanted to know the teaching English process at fifth grade of MI Nurur Rahmah.

Furthermore, the researcher also wanted to find out the practice of whispering game in the classroom.

The researcher conducted the first observation on Friday, 8<sup>th</sup> of October 2021 at fifth grade of MI Nurur Rahmah. The teacher of this class is Saifuddin Al Hanif and the students at fifth grade of MI Nurur Rahmah consist of twenty six students.

In the pandemic era, the time of teaching and learning process is reduced by fifteen minutes which originally every lessons spends one hour, it becomes fourty five minutes, the rest such as assignments or other materials are carried out online. Therefore, the English lesson is started at 8.30 a.m until 9.15 a.m. In that time, the researcher come to fifth grade classroom for observing the English teaching process in using whispering game. In the first meeting, there were three steps in the use of whispering game in students' listening skill at fifth grade of MI Nurur Rahmah Kaduara Barat larangan Pamekasan. They are pre-teaching, whilst-teaching, and post-teaching. Each of them would be to explained by the researcher as follows:

### **1) Pre-Teaching**

It was first section of teaching and learning process before the English teacher taught in the classroom. It is showed by:

- a) The teacher prepared the lesson plan
- b) The teacher prepared some vocabularies about *in the kitchen* in the Chapter V of *Active English 5* book
- c) The teacher said greeting

Teacher : Assalamualaikum wr wb  
Students : Waalaikumsalam wr wb  
Teacher : Good morning students!  
Students : Good morning, Sir  
Teacher : How are you today?  
Students : I'm fine, and you?  
Teacher : I'm fine too

- d) The teacher began the lesson by praying together with the students
- e) The teacher checked the attendance list
- f) The teacher explained the objective of the lesson especially in the unit V about *in the kitchen* in order the students can identify the social function, text structure, and linguistic elements of spoken and written transactional interaction texts that involve the act of giving and asking for information related to things that are done *in the kitchen* that are close to students' daily life according to the context of their use and can understand the structure of the text about *Present Continuous Tense* and the usage.

## 2) Whilst-Teaching

It was about main point in teaching English process in the classroom. It showed by teachers' activities.

- a) The teacher gave some vocabularies about kind of verbs in the kitchen.

The teacher wrote some vocabularies about the kind of verbs in the kitchen in the whiteboard then translated it into Indonesia, such as cook "*memasak*", chop "*mengiris*", crack "*memecahkan*", etc. Then the students should write the

vocabularies in their book in order to they can remember it when they forget.

Teacher : The materials today about kitchen, *ada yang tau kitchen itu apa?*

Students : *Dapur Sir*

Teacher : Good, please mention about something that you do in the kitchen!

Students : Cook, Boil, Fry, and Cut.

Teacher : Okay, good. Now I will give you some vocabularies about verbs in the kitchen. Please write it in your book!



Figure 4.1 The teacher wrote the vocabularies.

- b) The students wrote some vocabularies in their book.
- c) The teacher taught how to read the vocabularies correctly and asked the students to repeat it.
- d) The teacher appointed some students to reread some vocabularies loudly and clearly.
- e) The teacher gave 10 minutes for students to memorize some vocabularies that have been written in their book.
- f) The students one by one came to the teacher for memorizing the vocabularies.

g) The teacher asked the students to do the exercise in the hand book about the vocabularies *in the kitchen*. Then they discussed the answer together.

### **3) Post-Teaching**

a) The teacher gave conclusion about the vocabularies in the kitchen.

b) The teacher closed the meeting by praying *Kafaratul Majlis* and saying *Salam*. Furthermore, the students answered *Salam* together.

### **b. The Second Observation**

In the next meeting the researcher did observation on teaching English process. It was done because the researcher wanted to know the materials that used for whispering game. The researcher conducted the second observation on Friday, 15<sup>th</sup> of October 2021 at 8.30 a.m until 9.15 a.m.

The teaching English process were:

#### **1) Pre-Teaching**

It was the first section of teaching and learning process before the English teacher taught in the classroom. It is showed by:

a) The teacher said greeting

Teacher : Assalamualaikum wr wb

Students : Waalaikumsalam wr wb

Teacher : Good morning students!

Students : Good morning, sir

Teacher : How are you today?

Students : I'm fine, and you?

Teacher : I'm fine too

- b) The teacher began the lesson by praying together with the students
- c) The teacher checked the attendance list
- d) The teacher gave questions about the material in previous meeting

## 2) Whilst-Teaching

It was about main point in teaching English process in the classroom. It showed by teachers' activities.

- a) The teacher continued the materials that focussed about Grammar. In this section the teacher explained about *Present Continuous Tense*. For the first, the teacher explained the formula of *Present Continuous Tense*, furthermore the teacher gave the example of it in order the students more understand the materials.

Teacher : Okay class, our topic today is Present Continuous Tense, ada yang pernah dengar Present Countinuous Tense?

Students : No sir.

Teacher : Okay, dengar baik-baik ya, sir akan jelaskan Present Continuous Tense. Present Continuous Tense adalah tense yang digunakan untuk menyatakan bahwa suatu aksi sedang berlangsung selama waktu tertentu pada waktu sekarang. Gampangnya, Present Continuous Tense adalah sesuatu yang dikerjakan sekarang atau sedang berlangsung. Ada formula atau rumus Present Continuous Tense yaitu S + be (am/is/are) + Ving + O. Contohnya adalah She is eating rice now yang artinya dia perempuan sedang makan nasi sekarang. Contoh lainnya He is beating the egg now yang artinya dia laki-laki sedang mengocok telur sekarang. Do you understand?

Student : No, sir.

Teacher : Baik sir jelaskan lagi.



Figure 4.2 The teacher explained the materials.

- b) The teacher explained more patiently about *Present Continuous Tense* if there are students who still do not understand about it.
- c) The teacher stimulated the students about *Present Continuous Tense* by appointing some students to give another examples of *Present Continuous Tense* using last vocabularies that have been memorized.
- d) The teacher called the students one by one to come to the front of the class. Furthermore, the teacher asked the student make the example of *Present Continuous Tense* by using some vocabularies *in the kitchen*. Then the teacher corrected the students' example whether it was true or false. When the students' answer was true the teacher believed that the students really understand to the materials.
- e) The teacher asked the students to do exercise about *Present Continuous Tense* in the handbook. When they finished it, the teacher and the students discussed the answer together.

### **3) Post-Teaching**

- a) The teacher gave conclusion about Present Continuous Tense.
- b) The teacher closed the meeting by praying *Kafaratul Majlis* and saying *Salam*. Furthermore, the students answered *Salam* together.

### **c. The Third Observation**

In the next meeting the researcher did observation on teaching English process at fifth grade of MI Nurur Rahmah. It was done because the researcher wanted to describe the process of whispering game that used by the teacher in teaching and learning process. The researcher conducted the third observation on Friday, 22<sup>nd</sup> of October 2021 at 8.30 a.m until 9.15 a.m.

The teaching English process were:

#### **1) Pre-Teaching**

It was the first section of teaching and learning process before the English teacher taught in the classroom. It is showed by:

- a) The teacher prepared the sentences as the message in whispering game. The sentences is related to the vocabularies that have studied last week, these are:
  1. My father is cooking the rice
  2. My mother is chopping the onion
  3. My sister is beating the eggs
  4. My brother is pouring the tea
  5. He is stiring the coffee



6. She is boiling the water
7. I am adding the sugar
8. You are serving the soup
9. We are draining the noodle
10. He is cracking the egg

b) The teacher said greeting

Teacher : Assalamualaikum wr wb  
Students : Waalaikumsalam wr wb  
Teacher : Good morning students!  
Students : Good morning, sir  
Teacher : How are you today?  
Students : I'm fine, and you?  
Teacher : I'm fine too

c) The teacher began the lesson by praying together with the students

d) The teacher checked the attendance list

e) The teacher gave questions about the material in previous meeting

## 2) Whilst-Teaching

It was about main point in teaching English process in the classroom. It showed by teachers' activities.

a) The teacher explained about whispering game. The game related with the materials. The teacher said:

Teacher: Okay my students, sekarang saya punya game yang menarik yang akan membuat kalian lebih bersemangat dalam mempelajari materi tentang *in the kitchen*. Game ini adalah Whispering game atau biasa disebut dengan permainan berbisik berantai dimana ada grup atau kelompok yang terdiri dari beberapa orang yang berjejer ke belakang, kemudian saya akan membisikkan sebuah kalimat kepada murid pertama dan secara berantai kalian saling membisikkan hingga murid

terakhir. Kemudian murid terakhir menulis kalimat yang dibisikkan ke papan tulis. Do you understand?

Students: Yes sir.



Figure 4.3 The teacher explained the whispering game.

b) The next, the teacher divided the students into some groups. The teacher divided into five groups. Each group consisted of five and six students.



Figure 4.4 The teacher divided into five groups.

c) The teacher called two groups for coming to the front of class. Then telling them to line up behind.



Figure 4.5 The teacher called two groups for coming to the front of class.

- d) The teacher showed the sentence to the first student, the first student whispered it to the second student. Then the second student whispered it to the third student. The third student whispered it to the fourth student. The fourth student whispered it to fifth student. The fifth student whispered it to the last student.



Figure 4.6 The fourth student whispered to the last student.

- e) Finally, the last student wrote the sentence in the whiteboard.



Figure 4.7 The students wrote the sentence in the whiteboard.

- f) The teacher corrected the answer whether that was true or false. For the answer that wrong, the teacher stimulated to other students to answer correctly.



Figure 4.8 The teacher corrected the sentence.

- g) For the first group was written by Moh. Noval, his answer was wrong. For the second group was written by Washilatul Arham Asasunnaja, her answer was true. For the third group was written by Ilham Alaika Magrobi, his answer was wrong. For the fourth

Ristiana Afkarina, her answer was true, and for the last group was written by Alya Syahida Qanita, her answer was true.

Noval : *We are dreining the nudle*

Teacher : My students, is it true or false?

Students : False

Teacher : What is the best answer?

Students : Actually the word *dreining* is D.R.A.I.N.I.N.G. and the word *nudle* is N.O.O.D.L.E

Teacher : Okay good.

Sisil : *My sister is beating the egg*

Teacher : My students, is it true or false?

Students : True

Teacher : Good, give applause fo the second group!

Robi : *My father is cukiing the rice*

Teacher : My students, is it true or false?

Students : False

Teacher : What is the best answer?

Students : Word *Cukiing* is C.O.O.K.I.N.G

Teacher : Okay good.

Karin : *My brother is pouring the tea*

Teacher : My students, is it true or false?

Students : True

Teacher : Good, give applause fo the fourth group!

Qanita : *My mother is chopping the onions*

Teacher : My students, is it true or false?

Students : True

Teacher : Good, give applause fo the last group!

h) The teacher gave score to each group and told to the next two groups for coming to the front of the class to play the whispering game as before. This was done until all groups have played whispering game.



Figure 4.9 The teacher called the next group for coming to the front of class.

- i) Finally, the teacher counted the score of groups. For group who got the highest score will be given a prize by the teacher. The prize was let the students go home earlier.
- j) After the activity finished, the teacher gave some advices and motivation to all of students about teaching english process especially in listening.

Table 4.1 Member of the groups

<b>Group 1</b>	Aldi	Gebi	Azka	Abi	Noval	
<b>Group 2</b>	Arin	Alya	Devi	Fani	Qanita	
<b>Group 3</b>	Fifi	Robi	Haikal	Muhammad	Rama	
<b>Group 4</b>	Sifa	Nia	Ica	Karin	Nanda	
<b>Group 5</b>	Riski	Rajil	Sisil	Wildi	Tata	Zalfa

### 3) Post-Teaching

- a) The teacher gave conclusion about whispering game

b) The teacher closed the meeting by praying *Kafaratul Majlis* and saying *Salam*. Furthermore, the students answered *Salam* together.

#### **d. The Fourth Observation**

In the next meeting the researcher did observation on teaching English process. It was done because the researcher wanted to know the students comprehension about in the kitchen. The researcher conducted the fourth observation on Friday, 29<sup>th</sup> of October 2021 at 8.30 a.m until 9.15 a.m.

The teaching English process were:

##### **1) Pre-Teaching**

It was the first section of teaching and learning process before the English teacher taught in the classroom. It was showed by:

a) The teacher said greeting

Teacher : Good morning students!

Students : Good morning, sir

Teacher : How are you today?

Students : I'm fine and you?

Teacher : I'm fine too

b) The teacher began the lesson by praying together with the students

c) The teacher checked the attendance list

d) The teacher gave questions about the material in previous meeting

## 2) Whilst-Teaching

It was about main point in teaching English process in the classroom. It was showed by teachers' activities:

- a) The teacher gave the examination about *in the kitchen* in the unit V to the students.
- b) The teacher wrote the questions about *in the kitchen* in the Unit V on the whiteboard. There are ten questions that the students should answer correctly.
- c) The teacher explained the questions to the students.



Figure 4.10 The teacher explained the questions.

- d) The students wrote the questions in a sheet of paper. Then they answered the questions correctly. When they have done, then they submitted their papers to the teacher.
- e) The teacher corrected the students' answer and checked the students' comprehension.

## 3) Post-Teaching

- a) The teacher gave conclusion about the game.



b) The teacher closed the meeting by praying *Kafaratul Majlis* and saying *Salam*. Furthermore, the students answered *Salam* together.

In the first observation, the researcher found that the class is so quiet. However, a few minute later, it became noisy. The students enjoyed the class atmosphere very much and interested in learning English by repeatedly reading the vocabularies together then memorizing it and depositing it with the teacher. Besides, the teacher asked the students to do exercise in the handbook about the vocabularies *in the kitchen*, when they finished it, the teacher and the students discussed the answer together.

On the second observation, the researcher observed the materials that given by the teacher. The materials was focussed on grammar that *Present Continuous Tense*. In this case the teacher explained *Present Continuous Tense* to the students. Furthermore, the teacher gave many examples about *Present Continuous Tense*. The researcher found that the class is quiet for the first. Then, the class became noisy because many students complained that they did not understand about *Present Continuous Tense*. Then the teacher re-explained the *Present Continuous Tense* and gave another example. Furthermore, the teacher appointed some students to give other examples of *Present Continuous Tense*, then corrected it was true or false. When the students still made mistakes, the teacher stimulated the students to answer correctly. But, if the students made good example, the teacher believed that the students

really understood the material. Furthermore, the teacher asked the students to do exercise in the handbook about *Present Continuous Tense*. Then, they answered it carefully. When they finished the exercise, the teacher and the students discussed the answer together.

On the third observation, the researcher conducted the research on Friday, 22<sup>nd</sup> of October 2021. In this day the researcher observed the process of whispering game in teaching and learning English. The researcher found that the sentences that used for whispering was the materials that have been taught in the first and the second observation they were about vocabularies in the kitchen and *Present Continuous Tense*. The researcher found that using whispering game on teaching listening, the students' ability in listening were better and could develop. It was proved by their performance. The students were not shy and afraid to speak up at the class because they listened many words correctly and understood what the teacher said. The students had motivation, looked more active and spirit for joining the English class. In this case, the students felt more enthusiastic, active, and joyful on teaching learning process especially in listening.

On the fourth observation, the researcher observed the result of the examination that was given by the teacher. The examination is reading comprehension and translation. It means there was a text that the students must read it very carefully to answer the question. In this case there were ten questions. Number one to five is reading comprehension and number six to ten is translation. For translation, it

means the students must translate the sentences that given by the teacher into English. When the teacher corrected the students answer, the result was most of the students can answer correctly.

## **2. The Benefits of Whispering Game in Students' Listening Skill at Fifth Grade of MI Nurur Rahmah Kaduara Barat Larangan Pamekasan**

The use of game in teaching English process was to help the teacher and students to reach the goal of learning. The teacher used game in the class because they wanted their students were interested in studying.

Based on the observation that was done by the researcher, there were many benefits of whispering game that the researcher found in fifth grade of MI Nurur Rahmah especially from students' experiencess during learning process.

Teacher: "Actually there are many games that I used in the teaching and learning process, I use game as media because my students are children. Their age are between ten and eleven years old. Of course I choose game because they very like to play. And for this chance I use whispering game. I use this game because it is a command game that I think its easy to play. In this game the students play with their friends and compete with their friends that make more interesting. Actually if I teach them, almost my students never respond me, I always translate my speaking to Indonesia and always explain the materials again and again. But they still do not understand. When I use whispering game, most of my students always respond me when I ask them and can answer my question."<sup>1</sup>

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<sup>1</sup> Saifuddin Al Hanif, MI Nurur Rahmah, *Directly Interview* (29<sup>th</sup> of October 2021).



Figure 4.11 Interview with the english teacher.

The statement above supported by some students:

The student 1 stated:

“Saya sangat senang belajar menggunakan permainan bisik berantai, karena biasanya saya sangat mengantuk dan benci pelajaran bahasa inggris karena saya tidak mengerti dan merasa sulit. Namun ketika pelajaran bahasa inggris menggunakan game ini, saya jadi sangat bersemangat dan antusias dalam bermain, walaupun saya tidak tahu arti dari kalimat yang saya bisikkan tapi saya sangat senang sekali karena teman-teman saya sangat antusias.”<sup>2</sup>

The student 2 said:

“Saya tidak senang pelajaran bahasa inggris karena saya tidak tahu arti dari kata perkata yang guru saya ucapkan. Namun ketika menggunakan permainan bisik berantai, saya jadi tahu arti beberapa kata bahasa inggris walapun saya tidak pernah menghafalnya.”<sup>3</sup>

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<sup>2</sup> Ilham Alaika Magrobi, MI Nurur Rahmah, *Directly Interview* (29<sup>th</sup> of October 2021).

<sup>3</sup> Marisa Adila Juli Putri, MI Nurur Rahmah, *Directly Interview* (29<sup>th</sup> of October 2021).



Figure 4.12 Interview with the student.

The student 3 stated:

“Biasanya saya tidak mengerti apa yang diucapkan guru, walaupun keras namun kadang saya merasa kurang jelas. Namun dengan menggunakan bisik berantai saya lebih jelas mendengar kata yang diucapkan teman saya. dan saya sangat suka sekali.”<sup>4</sup>

Student 4 said:

“Saya pikir game ini sangat menantang karena saya harus menyampaikan kata demi kata dengan jelas. Senangnya lagi ternyata teman saya bisa mendengar dan mengerti tentang kalimat yang saya sampaikan.”<sup>5</sup>

Student 5 also stated:

“Saya sangat senang belajar menggunakan game. Karena selain belajar saya juga bisa bermain dan suasana kelas jadi sangat berbeda. Intinya menyenangkan.”<sup>6</sup>

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<sup>4</sup> Ristiana Afkarina, MI Nurur Rahmah, *Directly Interview* (29<sup>th</sup> of October 2021).

<sup>5</sup> Afifi Hamdy Almaulidy, MI Nurur Rahmah, *Directly Interview* (29<sup>th</sup> of October 2021).

<sup>6</sup> Alya Syahida Qanita, MI Nurur Rahmah, *Directly Interview* (29<sup>th</sup> of October 2021).



Figure 4.13 Interview with the student.

Student 6 also said:

“Saya sangat senang belajar menggunakan permainan bisik berantai, karena dalam hal ini ada tantangan bagi saya yaitu benar-benar mendengarkan apa yang teman saya sampaikan dan saya harus menyampaikan kalimat itu dengan benar. Senangnya lagi karena teman saya yang satunya jugak bisa menyampaikan kalimat yang benar.”<sup>7</sup>

From all the statement above, it shows that using whispering game gives some benefits for the students, these are:

- a. The students are happy learning materials using whispering game
- b. They more careful in listening someting
- c. They more responsive in listening something
- d. They can communicate verbally and correctly
- e. They can memorize vocabulary easily

## B. DISCUSSION

In this section, the researcher analyzed the use of whispering game in students' listening skill at fifth grade of MI Nurur Rahmah which the data

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<sup>7</sup> Windarsih Nurulita, MI Nurur Rahmah, *Directly Interview* (29<sup>th</sup> of October 2021).

was discussed in the previous study using the theory which was discussed in chapter II. The researcher classified the data based on the research focus.

From all the statements of the use of whispering game in fifth grade of MI Nurur Rahmah Kaduara Barat, the researcher found the theories in line with Faridah and Lewis in the chapter II about how the teacher implements the whispering game in teaching and learning process and the benefits of whispering game that can be achieved the learning goal.

### **1. The Process of Whispering Game in Students' Listening Skill at Fifth Grade of MI Nurur Rahmah Kaduara Barat Larangan Pamekasan**

Learning media was one of factors that affect the achievement of learning objectives in teaching and learning process. The teacher should use the suitable media in order the students can enjoy the materials and can reach the objective of teaching and learning process. Fifth grader are elementary schools' member that consisted of young learners. Young learners really like to play. Furthermore, the teacher used interesting media that most of young learners very love, namely game. The game that used in teaching and learning process especially in English lesson in fifth grade was the whispering game.

#### **a. The teacher provided a brief introduction about whispering game.**

When the researcher interviewed the English teacher, he said that he gave the brief introduction first about whispering game. Whispering game is a game that the teacher whispered a message or information to the student, the student whispered the message or information to the next student whether it reaches the last student or

not. The teacher prepared sentences about *in the kitchen* to use in the whispering game.

**b. The teacher divided the students into some groups.**

Since in fifth grade of MI Nurur Rahmah consisted of twenty six students, the teacher divided it into five groups. Four groups consisted of five people and one group consisted of six people.

**c. The students in groups were arranged in a backward.**

The teacher called every two groups to come to the front of class. The teacher asked the groups to line up backwards facing the whiteboard.

**d. After the position of students was as expected, the teacher came to the first student and gave the message that has been made.**

In this case, the teacher came to the first student and showed a book containing the sentence about in the kitchen.

**e. The student received the message and whispered it to the second student until the last student.**

Every each group consisted of five and six people. Furthermore, the first student whispered to the second student, the second student whispered to third student, and third student whispered to the fourth student, the fourth student whispered to the fifth student, finally the fifth student whispered to the sixth student.



- f. The last student should deliver the message by writing in the whiteboard.**

The last student wrote the sentence that got from the whisper in the whiteboard.

- g. The teacher should correct the message who delivered by the last student whether true or false.**

After the last student wrote the sentence in whiteboard, the teacher corrected it. The teacher will be appreciated to the group who answered true.

- h. The teacher stimulated the other student to correct the wrong message.**

For groups that have written wrong sentences, the teacher asked to other group whether the sentence was true or false. When some students said the sentence was wrong, the teacher asked to the students what the best answer was.

- i. Assessment can be done by counting several levels of errors made by the group.**

Young learners like to the person who appreciated to the things that they do. In order to get high motivation, the teacher appreciated the students in whispering game by giving score. The score can be done by counting several of errors answer that made by the groups.

**j. The group that gets the best score is given an award by the teacher**

Every children like a prize. Furthermore, the teacher give a prize to the group that got the highest score. The prize was let the students go home earlier.

**2. The Benefits of Whispering Game in Students' Listening Skill at Fifth Grade of MI Nurur Rahmah Kaduara Barat Larangan Pamekasan**

Using whispering game in teaching and learning process give some benefits to the students. After doing interview in the fourth meeting, the researcher analyzed the result that actually whispering game has some benefits, they are:

**a. Make the students happy to be in the class**

Most of the students will be bored if the teacher taught the monotonous teaching. It means the students sit neatly listening and understanding the teacher who explained in front. But when the teacher used game as media in teaching and learning process, the students will be excited and happy in the class because young learners very like to play. They will get the high motivation to learn English and easy to understand the materials. While the researcher asked about whether this whispering game challenging or not, the students told that this game is exciting and challenging since they whispered some words to the other students.

**b. Teach the students to be more careful in listening something**

Listening skill possessed by each students were different because it was determined by the habit of practicing the listening skill

that they do. It means the listening skill was found by how often someone to practice as a recipient of a message and pass that message to others.

In whispering game, the students must really pay attention to the message that convey by their friends, which was consisted of some words. Therefore, the students must focus to word by word that convey by their friends. Which one was conjunction, noun, or verb. Most of the students said that they listen clearer when it was whispered than spoken in loud voice. Because when in whisper, the students will concentrate and focus to what their friends said. Whispering game also can sharp the students' listening skill because when in a whisper, they will pay attention to the accuracy of the message that convey by their friends. While the researcher asked about how many words that they listened clearly, most students stated that the words are so clear enough but they do not know how to write. It means that they should more careful to listen.

**c. Teach the students to be responsive in listening something**

Good communication was a combination of listening and responding, but in reality each party often lacks the ability to listen, sometimes even daydreaming when someone was talking. Listening to the other person meant being completely focused on what was being said and not thinking about anything else. When the other person was expressing his thoughts, we must make it a habit not to cut him off but be silent and listen to the sentence being said. This not only allowed us

to concentrate on listening to what the other person has to say, but also made him feel appreciated. In this case, supported by the result of interview the researcher found that the word that they have listened are familiar to what they heard in Youtube, Television, and Song. Therefore, they respond quickly.

In whispering game, actually the teacher gave a limited time to finish the game. Besides, he will give the best score to the group who has fast answer. Furthermore, when the students listen the message, they will concentrate and focus to what the first student whispered. After they got the point, they will directly whisper to the third person or the fourth person and so on. From this section, it can be seen that the students will respond quickly to what speaker said. After applying whispering game, the teacher stated that many students were not silent when he asked the materials in English. They directly respond what the teacher asked.

**d. The students can learn to communicate orally and correctly**

When using whispering game, the students should convey the message in good pronunciation in order his/her friend understand what he/she said. From this section, it can be seen whispering game sharpened the speaking skill of the students that in verbal communication by use good pronunciation. It is line with the result of interview and observation that the students should tell to the other students about the word that they have heard with good and correct pronunciation.

**e. The students can memorize vocabulary easily**

When using whispering game, the students should convey the message. The message was sentence that consisted several words. In this case the students can memorize vocabularies unconsciously because the sentence that convey by their friend will influence to our mind to always remember what we listen. Those cases were supported by the answer of students while doing interview, they are happy since the words wrote correctly by the last student and they can mention the words correctly and accurately.

All this benefits is gotten from learners' experience in using whispering in the learning process of fifth grade of MI Nurur Rahmah Kaduara Barat.

From the discussion above, the researcher believes that using whispering game in teaching and learning process is unavoidable phenomena that happens in some of English classroom. Therefore, the use of whispering game is helpful to make the students more understand about the English lesson.