

## The Students' Response Toward Fun English Day: Whisper Game

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### Abstract

This research aims to find out the students' response toward Whisper game. The population of this research is the third-year students of SMAN 6 Palopo. The sample of this research is selected through purposive sampling technique. One class represented as the sample that is class XII IPA 1. The result of this research shows that the students' response toward Whisper game gained score 46.68 which is classified as very positive response and most students stated that Whisper game was very effective in creating an engaging and enjoyable classroom environment. Finally, the researcher concluded that Whisper game was excellent activity for improving and developing the students' English competence. In other words, most of them admitted that Whisper game could effectively and significantly improve and develop their English.

**Keywords:** Students' Response; Whisper Game

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## INTRODUCTION

In learning English as a foreign language, students are expected to develop core language skills, including listening, speaking, reading, and writing. However, many learners still encounter difficulties, particularly in listening and speaking. These challenges are often associated with low motivation, limited vocabulary, and the use of conventional teaching methods that are less interactive. As a result, classroom activities tend to be teacher-centered, leading students to become passive and less engaged in the learning process (Nofriati & Rahmi, 2023).

Arcite *et al.* (2024) asserted to address these challenges, educators are encouraged to adopt more innovative and engaging teaching strategies. One approach that has gained increasing attention is game-based learning, which integrates games into instructional activities to create a more enjoyable and interactive learning environment. This approach is believed to enhance students' motivation, participation, and engagement in the learning process.

Among various types of educational games, the Whisper Game is considered a simple yet effective technique, especially in language learning. This activity involves passing messages from one student to another through whispering, which requires careful listening, accurate pronunciation, and concentration. Through this activity, students can improve not only their listening and speaking skills but also their communication and teamwork abilities (Juniati *et al.*, 2022).

Furthermore, Juniati *et al.* (2022) explained that recent studies have shown that Whisper game has a positive impact on students' language development. The use of whispering chain games has been found to improve students' listening comprehension and receptive language skills. In addition, whispering games can enhance students' speaking ability and vocabulary mastery, as indicated by improvements in students' performance after the implementation of the game (Ekarini *et al.*, 2023). Moreover, this type of activity contributes to a more relaxed and enjoyable classroom atmosphere, which helps reduce students' anxiety and improves their overall learning experience (Arcite *et al.*, 2024).

Despite these positive findings, most previous studies tend to focus on the effectiveness of whispering games in improving students' learning outcomes. Only a limited number of studies have explored students' responses, including their perceptions, attitudes, and experiences when participating in this activity. This indicates that the affective dimension of learning has not been sufficiently investigated (Nofriati & Rahmi, 2023).

In fact, students' responses play a crucial role in determining the success of a teaching method. A strategy that is effective in theory may not necessarily be well received by students in practice. Therefore, examining students' responses can provide valuable insights for teachers in designing more effective and student-centered learning strategies.

Based on the discussion above, several research gaps can be identified. First, previous studies have primarily focused on learning outcomes rather than students' responses. Second, there is still a lack of research that examines students' perceptions and experiences toward the use of Whisper Game. Third, limited studies have connected students' responses with the implementation of game-based learning in classroom settings.

Therefore, this study aims to investigate students' response toward Whisper Game in the learning process, in order to provide a more comprehensive understanding of its effectiveness not only in terms of learning outcomes but also from the perspective of students' experiences.

Game-Based Learning (GBL) is an instructional approach that integrates games into the learning process to enhance students' engagement and motivation. According to Plass *et al.* (2020), game-based learning promotes active participation and creates meaningful learning experiences by combining cognitive, emotional, and social elements.

Games in education provide a supportive environment where students can learn without fear of failure. They also encourage interaction, collaboration, and problem-solving. In language learning, game-based learning is particularly effective because it allows students to practice language skills in a more natural and enjoyable context.

Furthermore, game-based learning has been widely recognized as an effective strategy to improve students' motivation and engagement. Recent studies indicate that students who learn through games tend to show higher levels of participation and better retention of learning materials (Arcite *et al.*, 2024).

The Whisper Game, also known as the Whispering Game, is a simple interactive activity in which a message is passed from one student to another through whispering. The final message is then compared with the original one to identify differences.

This game requires students to listen carefully, remember information, and reproduce it accurately. According to Juniati *et al.* (2022), whispering games are effective in improving students' listening comprehension and receptive language skills.

In addition, the Whisper Game also enhances students' speaking ability, pronunciation, and concentration. It promotes active participation and creates a fun learning atmosphere, which is beneficial for language acquisition.

Students' response refers to learners' reactions toward a teaching method, including their perceptions, attitudes, motivation, and level of engagement. According to Nofriati and Rahmi (2023), students' responses can be categorized into cognitive, affective, and behavioral aspects. Cognitive response: Students' understanding of the material. Affective response: Students' feelings, interest, and motivation. Behavioral response: Students' participation and involvement

Students' responses are important indicators of the effectiveness of a teaching strategy. A positive response indicates that students are engaged and motivated, while a negative response may suggest the need for improvement in teaching methods.

Listening and speaking are fundamental skills in language learning. However, these skills are often considered difficult by students due to lack of practice and limited exposure.

Using games as a teaching strategy can help overcome these challenges. Games provide opportunities for students to practice listening and speaking in an interactive and meaningful way. According to Ekarini *et al.* (2023), the use of whispering games significantly improves students' speaking performance.

Moreover, games reduce anxiety and create a relaxed learning environment, allowing students to express themselves more confidently. This is particularly important in language learning, where confidence plays a crucial role.

## METHOD

The design of the research was descriptive research. It aims to describe the students' response toward Whisper game. The simple calculation was used to determine the students' response. This research was conducted in March-April 2026 in SMAN 6 Palopo. The population and sample of this research was the third-year students of SMAN 6 Palopo in academic year 2025/2026. The total number of populations was 225 students. The sample was taken by using purposive technique. One class was chosen as the sample which consisted of 25 students that was class XII IPA 1. To obtain the data, this research used questionnaire about the students' response toward Whisper game which consist of 10 positive statements of scale type on Likert Scale about Whisper game activity. By using Likert Scale, the students were asked to respond whether they are strongly agree, agree, hesitated, disagree, or strongly disagree with the statements. The questionnaire was given to the third-year students of SMAN 6 Palopo after having Whisper game activity. The questionnaire aimed to find out the students' response toward Whisper game. This research used Likert scale to analyze the data, the researcher used the following step as follow:

The data from questionnaire were analyzed into percentage to see the students' response toward Whisper game. In this case, the researcher used questionnaire as the instrument to obtain the data of the students' response toward Whisper game.

The questionnaire was distributed to the respondents after having response toward Whisper game activity. In order for the data from the questionnaire can be calculated, it should be altered into numbers. So, the researcher used Likert scale measurement. Sugiyono (2023) contended that Likert scale is mostly used to measure attitude, perception, confession, response or social phenomenon.

The items on the questionnaire only have positive statement. Scoring the students' response was classified by using Likert scale as shown in the following table.

Table 1: Likert scale for students' response questionnaire

Category	Positive Statement Score
Strongly Agree	5
Agree	4
Hesitated	3
Disagree	2
Strongly Disagree	1

Source: Sugiyono (2023)

Then the data gained from the students' response were analyzed into percentage with the following formula:

$$P = \frac{Fq}{N} \times 100\%$$

In which:

P : Percentage from questionnaire

Fq : Number of frequencies

N : Number of sample

After that, to interpret the students' response, the researcher used the classification on table 2. Since this research consisted of 5 statements and 10 items, the range scores from 10 to 50 which were used to determine the students' response. Since the questionnaire employed 5 classification of perception was 50:5=10.

Finally, to interpret the students' response, the researcher used the classification as shown in the following table:

Table 2: Classification score for the students' response

Interval Range	Classification
41 - 50	Very positive
31 - 40	Positive
21 - 30	Moderate
11 - 20	Negative
0 - 10	Very negative

Source: Sugiyono (2023)

## RESULT

### Analyzing of the Students' Response

The questionnaire was distributed to the respondents to find out the students' response toward Whisper game.

The questionnaire was designed covering 10 positive statements of scale type on Likert Scale about Whisper game. By using Likert Scale, the students were asked to respond whether they are strongly agree, agree, hesitated, disagree, or strongly disagree with the statements.

In calculating and analyzing the data, the students' response were calculated and analyzed per statement and represented through frequencies and diagrams as follows:

### Data from questionnaire

Statement number 1: I am interested in learning English through fun English day using the whisper game.

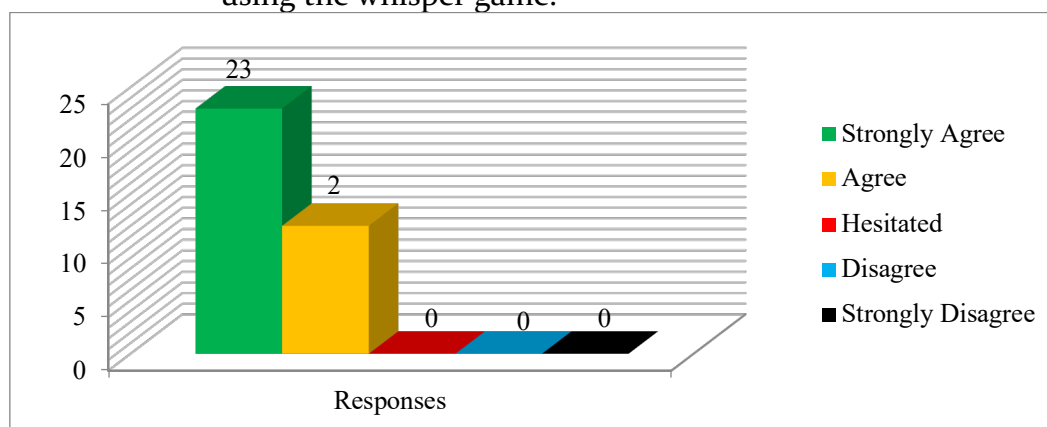


Chart 1. The frequency of statement number 1

The chart 1 shows that 23 students (92%) strongly agree that through fun English day could make them interested in learning English while 2 students (8%) agree with the statement. Thus, it indicates that fun English day using the whisper game made them interested in learning English.

Statement number 2: I feel happy learning English in an exciting situation and condition

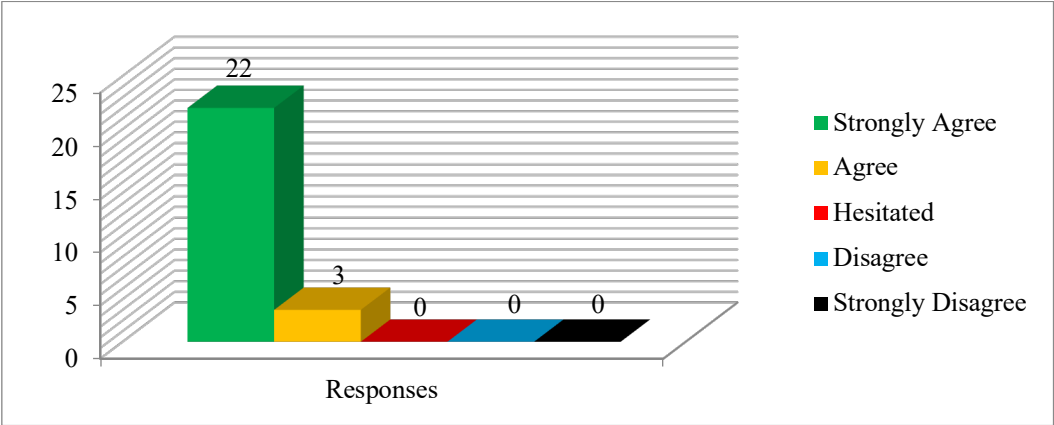


Chart 2. The frequency of statement number 2

The chart 2 shows that 22 students (88%) strongly agree that they felt happy learning English in a fun way situation and condition. Meanwhile, 3 students (12%) agree that learning English in an exciting situation and condition could make them felt happy.

Statement number 3: The whisper game during fun English day provides a way for me to practice English directly.

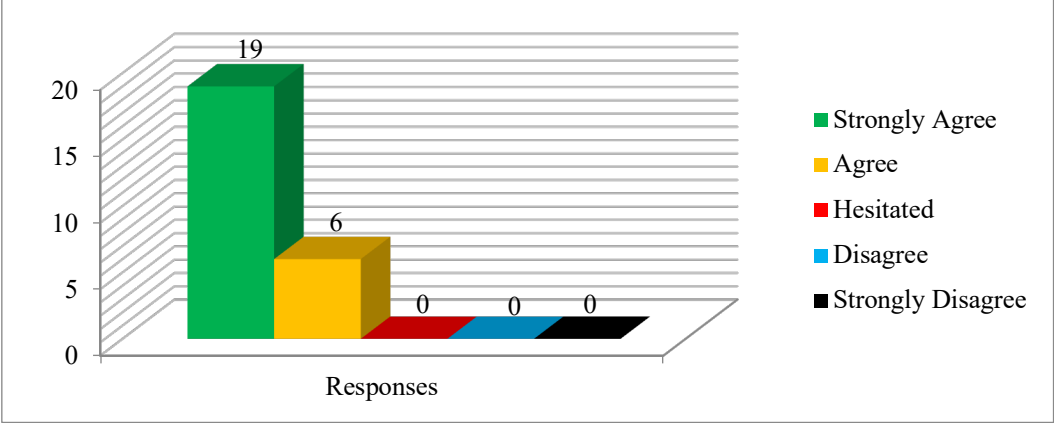


Chart 3. The frequency of statement number 3

The chart 3 shows that 19 students (76%) strongly agree that the whisper game during fun English day provided a way for them to practice English directly, while 6 students (24%) agree with the statement.

Statement number 4: Through this fun English day: whisper game activity, I have started to get excited about learning English.

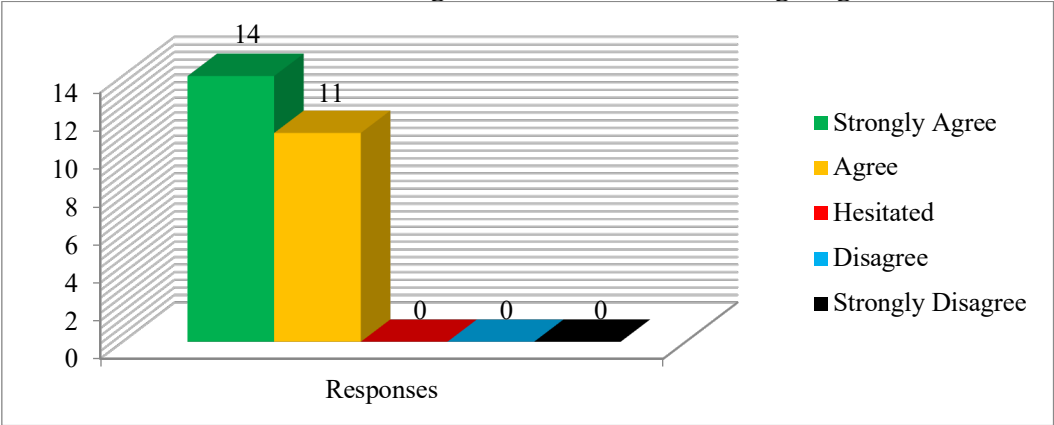


Chart 4. The frequency of statement number 4

The chart 4 shows that 14 students (56%) strongly agree that through this fun English day: whisper game activity, they have started to get excited about learning English. Then the rest of them, 11 students (44%) agree with the statement.

Statement number 5: The learning material of fun English day through whisper game can help and give me chance to learn English easily.

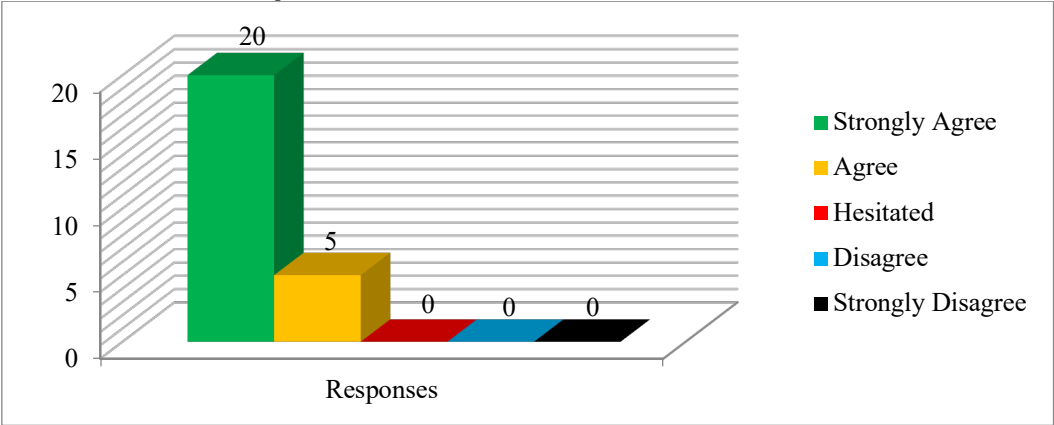


Chart 5. The frequency of statement number 5

The chart 5 shows that 20 students (80%) strongly agree that the material of fun English day through whisper game could help and gave them chance to learn English easily, while 5 students (20%) chose agree with the statement. So, it indicates that most of the students agree with the statement.

Statement number 6: With this fun English day: whisper game activity, I have started to become more active in learning English.

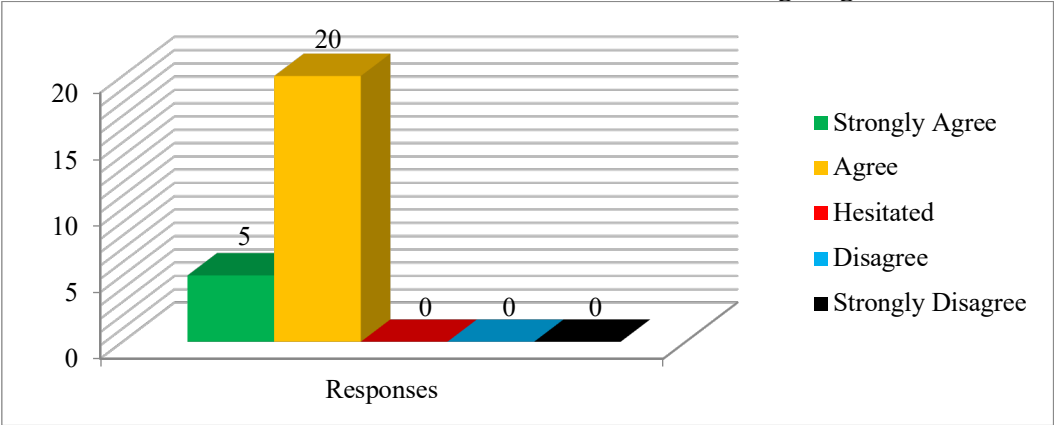


Chart 6. The frequency of statement number 6

The chart 6 shows that 5 students (20%) strongly agree that with this fun English day: whisper game activity, they have started to become more active in learning English. Meanwhile, the other 20 students (80%) agree with the statement. Thereby, it indicates that most of the students agree with the statement.

Statement number 7: Through the whisper game in fun English day, I can improve my English language proficiency.

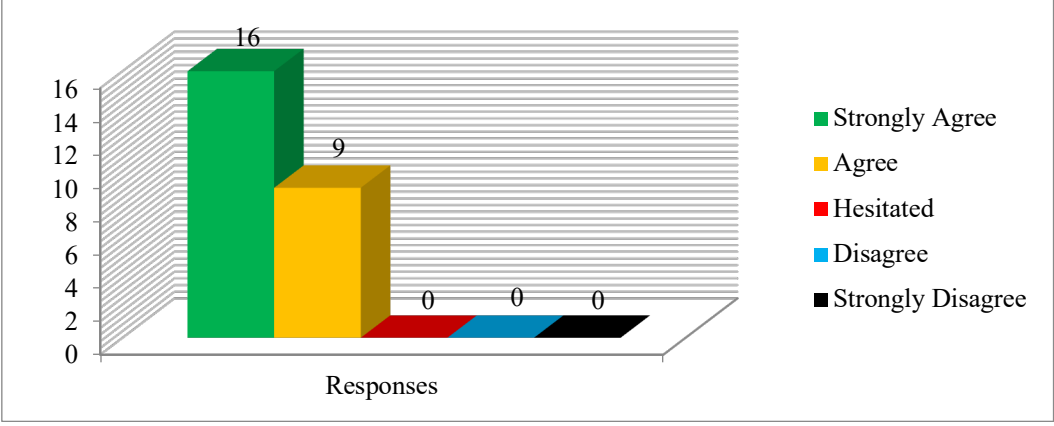


Chart 7. The frequency of statement number 7

The chart 7 shows that 16 students (64%) strongly agree that through the whisper game in fun English day, they can improve their English language proficiency. Then, the others 9 students (36%) agree with the statement.

Statement number 8: I am starting to feel confident learning English with the fun English day: whisper game material.

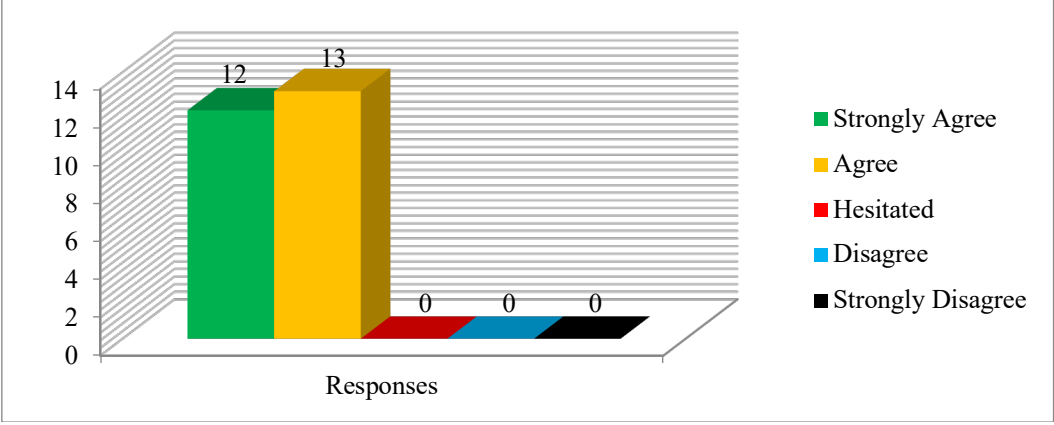
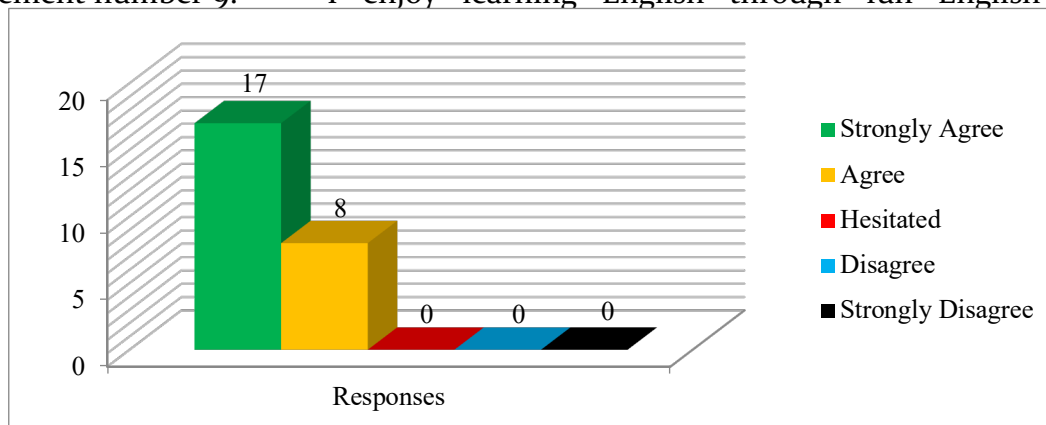


Chart 8. The frequency of statement number 8

The chart 8 shows that 12 students (48%) strongly agree that they started to feel confident learning English with the fun English day: whisper game material. The rest 13 students (52%) agree with the statement.

Statement number 9: I enjoy learning English through fun English day:



The chart 9 shows that 17 students (68%) strongly agree that they enjoyed learning English through fun English day: whisper game, while 8 students (32%) agree with the statement.

Statement number 10: Learning English can be more fun through fun English day: whisper game.

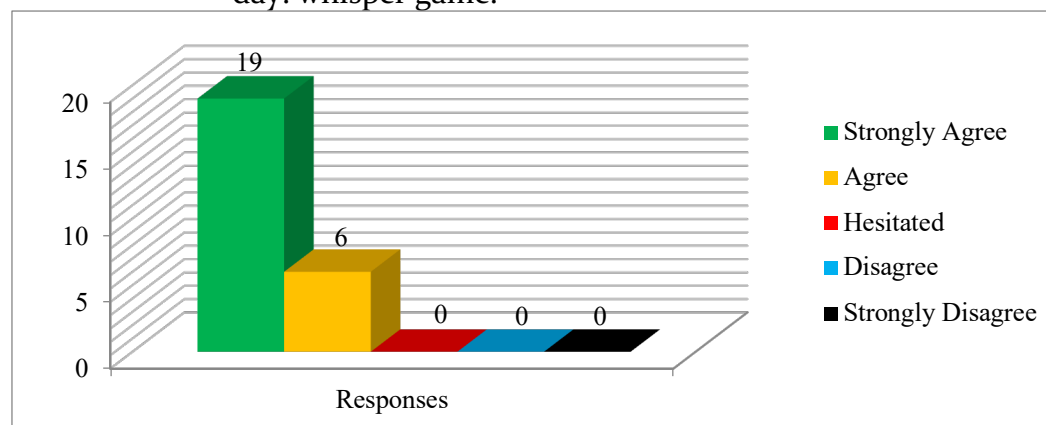


Chart 10. The frequency of statement number 10

The chart 10 shows that 19 students (76%) strongly agree that learning English can be more fun by fun English day: whisper game. Meanwhile, 6 students (24%) agree with the statement.

The positive result from the questionnaire indicated that the students were mostly admitting that fun English day: whisper game could improve and develop their English. It means that, the material about fun English day: whisper game gave a significant and very positive effect toward students' English competence.

The result of this research is proven from the result of distributed questionnaire to the students gained score 46.68 which is classified as very positive response and it revealed most students stated that fun English day: whisper game activity was very effective in creating an engaging and enjoyable classroom environment. As Larasaty *et al* (2022:97-98) said that the activities for learning English should be enjoyable in order to give students a positive experience and help

them learn the language, particularly in terms of expanding and strengthening their vocabulary and understanding of it. This is in line with the opinion of Fitriani *et al* (2020:255) expressed that the primary goal of the English fun activity program is to make learning English enjoyable, with a focus on improving the students' speaking abilities.

Moreover, the two opinions above is supported by Andayani's opinion (2022:373) said that students who can communicate effectively in English stand to gain a great deal from doing so, not only in terms of scientific advancement but also in terms of socio-political communication, economics, and cultural understanding, as well as in everyday life. This highlights the necessity of having a solid command of the English language in order to succeed in one's academic and professional activities.

The results of this research are also backed up by several previous studies, such as those conducted by Ambarwati *et al* (2021) about students' perceptions towards digital text reading. The results showed that the students had positive perception towards digital text reading in their daily life. They often learn and do assignment using digital media because it gives positive experience, motivation and improve reading comprehension achievement. Besides, another research which is not so far different done by Rihlah *et al* (2022) about English is Fun: English Training for Elementary School Students. Based on the results of the activity, it can be concluded that the implementation of the English tutoring program "English is Fun" as a means of improving children's ability to understand English can be done effectively.

Finally, the researcher concluded that fun English day: whisper game was excellent activity for improving and developing the students' English competence. In other words, most of them admitted that fun English day: whisper game could effectively and significantly improve and develop their English.

## CONCLUSION

This research had explored the students' response toward fun English day: whisper game. Based on the research findings, the conclusion can be drawn that this research indicated that the students' response toward fun English day: whisper game gained very positive response. It revealed most students stated that fun English day: whisper game activity was very effective in creating an engaging and enjoyable classroom environment. Finally, the researcher concluded that fun English day: whisper game was excellent activity for improving and developing the students' English competence. In other words, most of them admitted that fun English day: whisper game could effectively and significantly improve and develop their English.

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