

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/Kata Kunci: *The Students' Response; Whisper Game.*

Introduction

In the context of English as a Foreign Language (EFL) learning, students are required to master four fundamental language skills, namely listening, speaking, reading, and writing. Nevertheless, many learners continue to experience difficulties, especially in developing their listening and speaking abilities. These difficulties are frequently linked to inadequate vocabulary mastery, low learning motivation, and instructional practices that rely heavily on traditional teaching approaches. Consequently, classroom instruction often becomes teacher-centered, limiting students' opportunities to actively participate and engage in learning activities (Nofriati & Rahmi, 2023).

To overcome these issues, teachers are encouraged to implement more creative and learner-centered instructional strategies. As noted by Arcite et al. (2024), one promising approach is game-based learning, which incorporates educational games into classroom activities to foster a more dynamic and enjoyable learning atmosphere. Through this approach, students are provided with greater opportunities to interact, collaborate, and participate actively, which can contribute to higher levels of motivation, engagement, and involvement in the learning process.

Among the many instructional games used in educational settings, the Whisper Game is widely recognized as an engaging and practical strategy for language learning. In this activity, students pass a message from one person to another by whispering, requiring them to listen attentively, pronounce words accurately, and maintain concentration throughout the process. As a result, the game not only supports the development of listening and speaking skills but also strengthens students' communication, collaboration, and teamwork competencies (Juniati et al., 2022).

According to Juniati et al. (2022), several recent studies have highlighted the effectiveness of the Whisper Game in promoting language acquisition. Research findings indicate that whispering chain activities can significantly enhance learners' listening comprehension as well as their receptive language abilities. Furthermore, Ekarini et al. (2023) reported that the implementation of whispering games contributes to better speaking performance and increased vocabulary acquisition, as reflected in students' improved learning outcomes following the intervention.

In addition to supporting language development, whispering games help create a more comfortable and enjoyable learning environment. Such a positive classroom atmosphere can reduce learners' anxiety, encourage active participation, and make the learning process more meaningful and engaging. Consequently, students tend to experience greater enjoyment and confidence when participating in language-learning activities (Arcite et al., 2024).

Although previous research has reported encouraging results regarding the use of whispering games in language learning, most studies have primarily concentrated on measuring their impact on students' academic achievement and language performance. Comparatively little attention has been given to exploring how students perceive and experience this learning activity, including their attitudes, feelings, and overall responses during the learning process. This suggests that the affective aspects of learning remain underrepresented in existing research (Nofriati & Rahmi, 2023).

In educational practice, students' responses are an important indicator of the effectiveness of a teaching strategy. Even when a method demonstrates positive outcomes in terms of achievement, its implementation may not be successful if students do not find it engaging or beneficial. For this reason, investigating learners' perceptions and experiences can provide valuable information about how instructional approaches are received in the classroom. Such insights may assist teachers in developing learning activities that are more responsive to students' needs, preferences, and learning characteristics, ultimately promoting a more student-centered learning environment.

The review of previous studies reveals several areas that require further investigation. To begin with, most existing research has concentrated on evaluating the impact of the Whisper Game on students' academic performance and language achievement, while less attention has been directed toward learners' responses to the activity. In addition, studies exploring students' perceptions, attitudes, and experiences related to the use of the Whisper Game remain relatively scarce. Furthermore, only a few researchers have examined how learners respond to the application of game-based learning strategies within actual classroom contexts.

Considering these limitations, the present study seeks to explore students' responses to the implementation of the Whisper Game in the learning process. By focusing on learners' perspectives and experiences, this research is expected to offer a broader understanding of the effectiveness of the Whisper Game. Thus, its value can be assessed not only through measurable learning outcomes but also through the way students perceive, experience, and engage with the activity during instruction.

Game-Based Learning (GBL) refers to a teaching approach that incorporates games as an integral part of instructional activities to increase students' motivation and involvement in learning. Plass et al. (2020) argued that the use of games in educational settings can foster meaningful learning by engaging learners cognitively, emotionally, and socially. Through game-based activities, students are encouraged to participate actively in the learning process while experiencing a learning environment that is both supportive and enjoyable.

Moreover, educational games provide opportunities for learners to explore concepts and develop skills without being overly concerned about making mistakes. Such activities promote cooperation, communication, and critical thinking through interactions with peers and learning

tasks. In the context of language education, GBL has been recognized as an effective strategy because it enables students to use and practice language in authentic, interactive, and engaging situations, making the learning experience more meaningful and enjoyable.

In addition, Game-Based Learning (GBL) has been acknowledged as a powerful instructional approach for increasing learners' motivation and active involvement in classroom activities. Findings from recent studies suggest that students who participate in game-oriented learning environments are generally more engaged in lessons and demonstrate stronger retention of the knowledge and skills they acquire (Arcite et al., 2024).

One example of a game frequently used in educational settings is the Whisper Game, commonly referred to as the Whispering Game. This activity requires students to relay a message from one participant to another by whispering it in sequence. After the message reaches the last participant, the final version is compared with the original message to determine whether any changes or inaccuracies have occurred during the transmission process.

The Whisper Game encourages students to pay close attention to spoken information, retain the message in their memory, and convey it accurately to others. This activity requires learners to utilize both listening and communication skills throughout the process. Juniati et al. (2022) reported that whispering games can effectively strengthen students' listening comprehension as well as their receptive language abilities. Moreover, the activity contributes to the improvement of speaking performance, pronunciation accuracy, and concentration. By incorporating elements of fun and interaction, the Whisper Game fosters active learner participation and creates a positive classroom environment that supports language learning.

Students' responses can be defined as the ways learners react to a particular instructional method, encompassing their perceptions, attitudes, motivation, and degree of involvement in classroom activities. Nofriati and Rahmi (2023) classify students' responses into three major dimensions: cognitive, affective, and behavioral responses. The cognitive dimension relates to learners' understanding and comprehension of the learning material. The affective dimension reflects students' emotions, interests, and motivation toward the learning experience. Meanwhile, the behavioral dimension is associated with students' participation, engagement, and observable involvement during the instructional process.

Learners' responses serve as one of the key measures for evaluating the success of an instructional approach. When students respond positively to a learning activity, it generally reflects a high level of interest, motivation, and engagement. Conversely, unfavorable responses may indicate that the teaching strategy requires modification or further development to better meet students' learning needs.

Among the four language skills, listening and speaking are essential components of language acquisition. Nevertheless, many learners find these skills challenging because they often have limited opportunities to practice and insufficient exposure to the target language. As a result, students may struggle to develop confidence and proficiency in oral communication.

One effective way to address these difficulties is through the integration of games into classroom instruction. Educational games create opportunities for learners to use listening and speaking skills in authentic, interactive, and engaging situations. Ekarini et al. (2023) found that whispering games contribute positively to the improvement of students' speaking abilities. In addition, game-based activities help reduce tension and create a supportive learning atmosphere, enabling learners to participate more comfortably and express their ideas with greater confidence. This aspect is particularly significant in language learning, as self-confidence is widely recognized as a crucial factor influencing students' communication performance and overall learning success.

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)

Results

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:

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

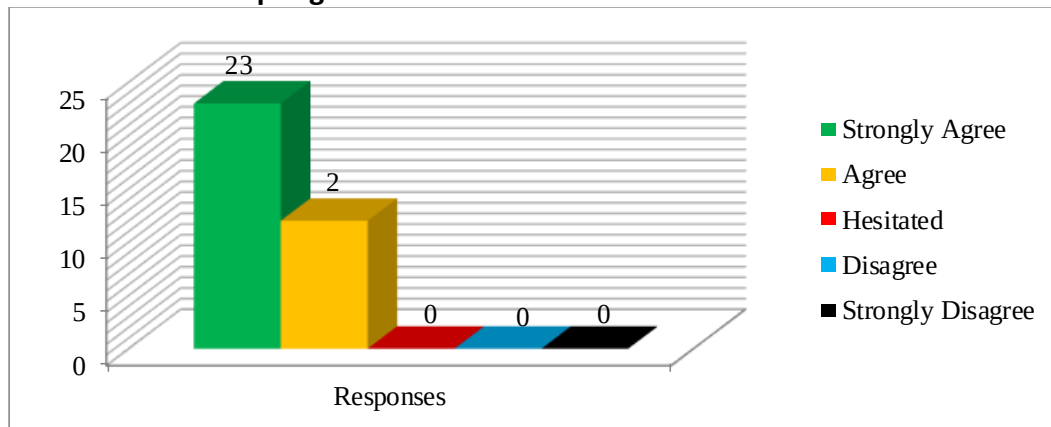


Chart 1. The frequency of statement number 1

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

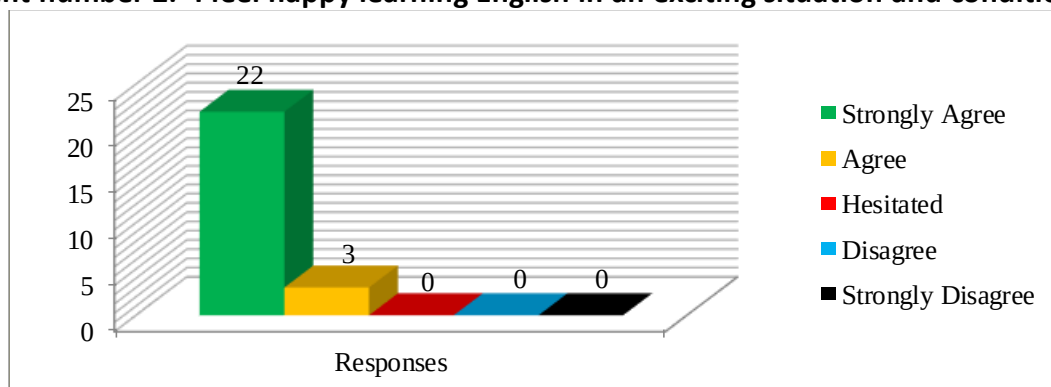


Chart 2. The frequency of statement number 2

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.

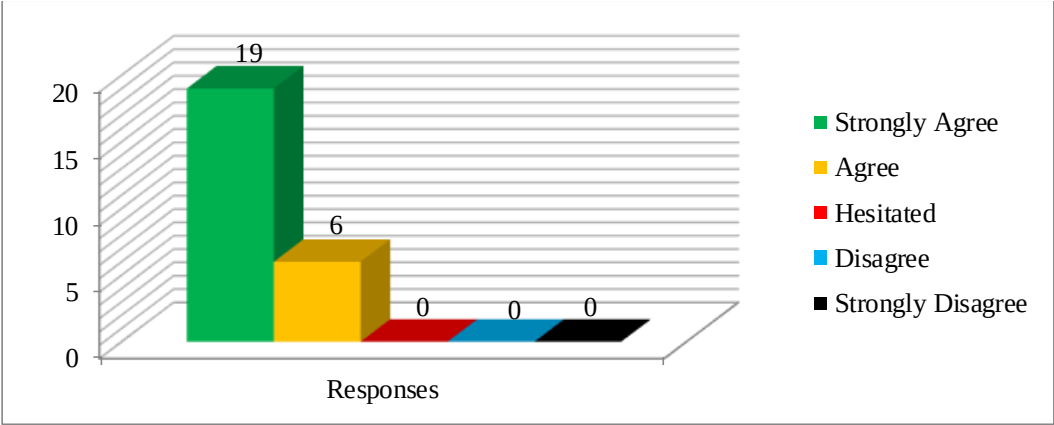


Chart 3. The frequency of statement number 3

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.

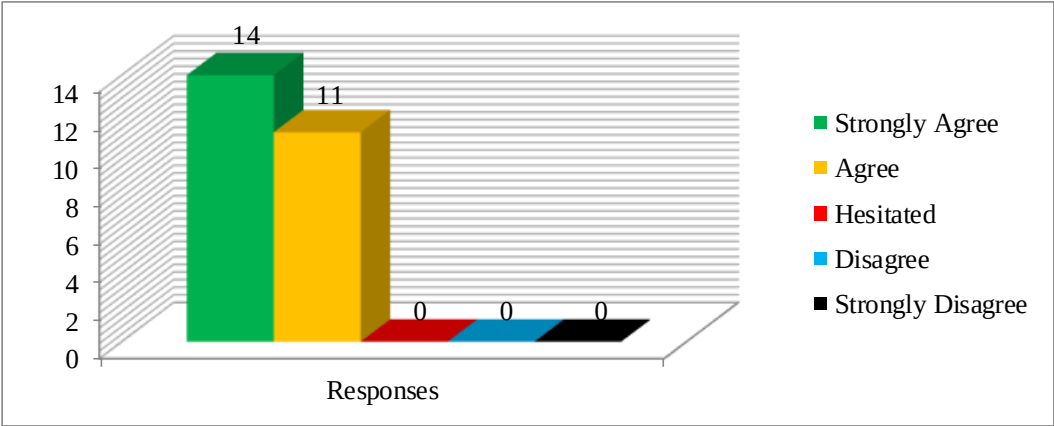


Chart 4. The frequency of statement number 4

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.

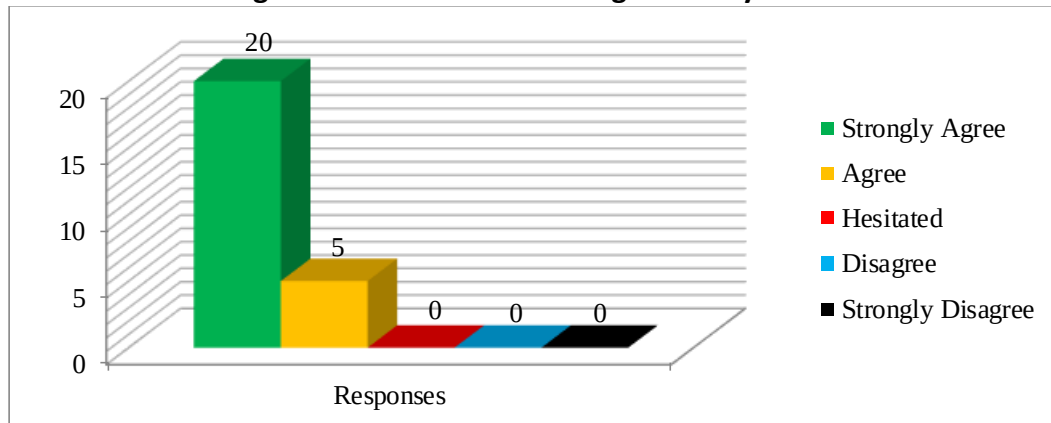


Chart 5. The frequency of Statement number 5

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.

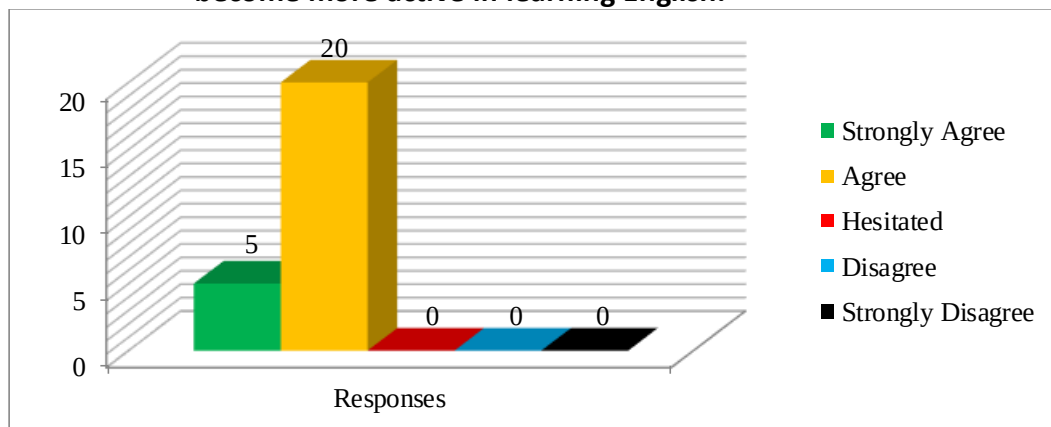


Chart 6. The frequency of Statement Number 6

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.

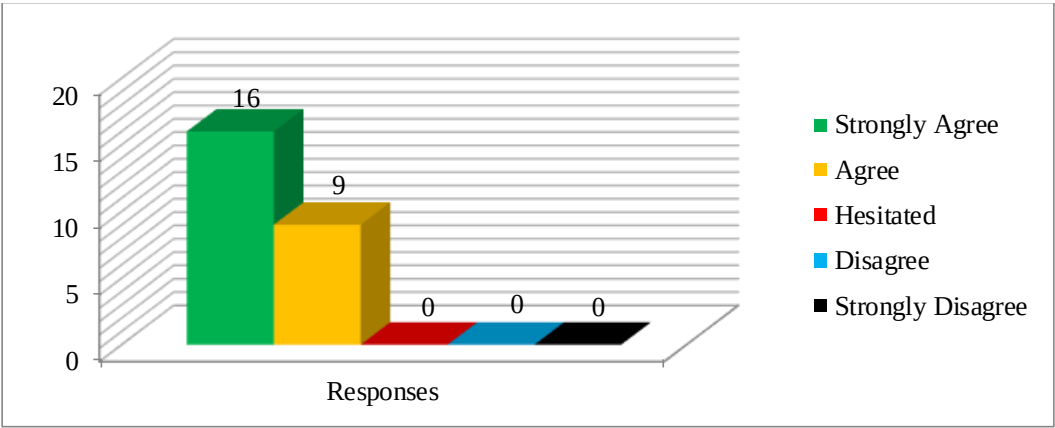


Chart 7. The Frequency of Statement Number 7

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.

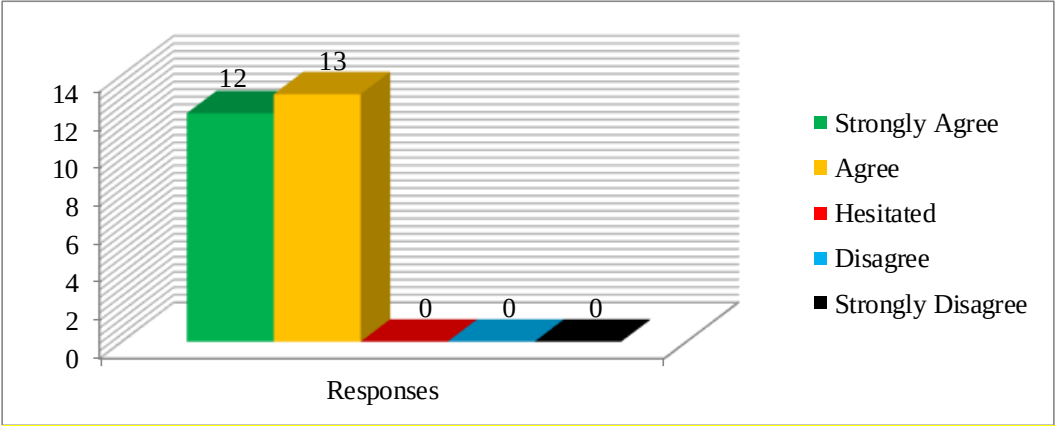


Chart 8. The frequency of Statement Number 8

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: whisper game.

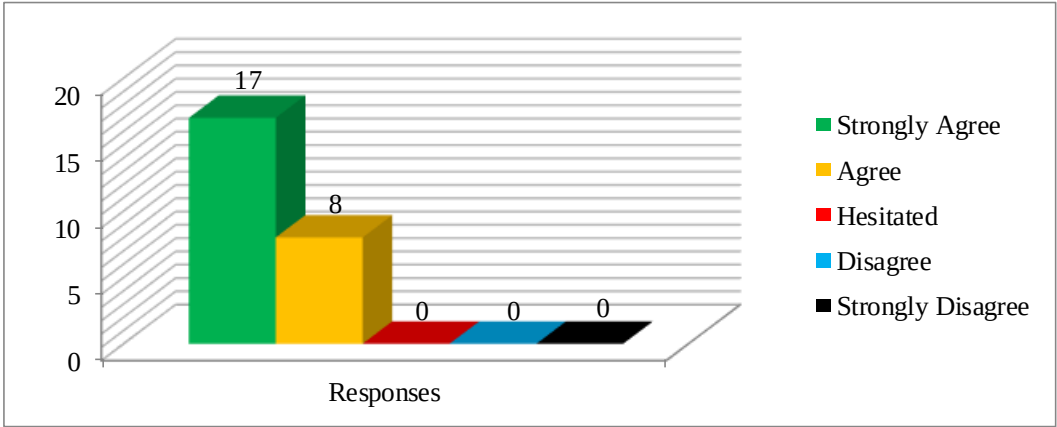


Chart 9. The Frequency of Statement Number 9

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.

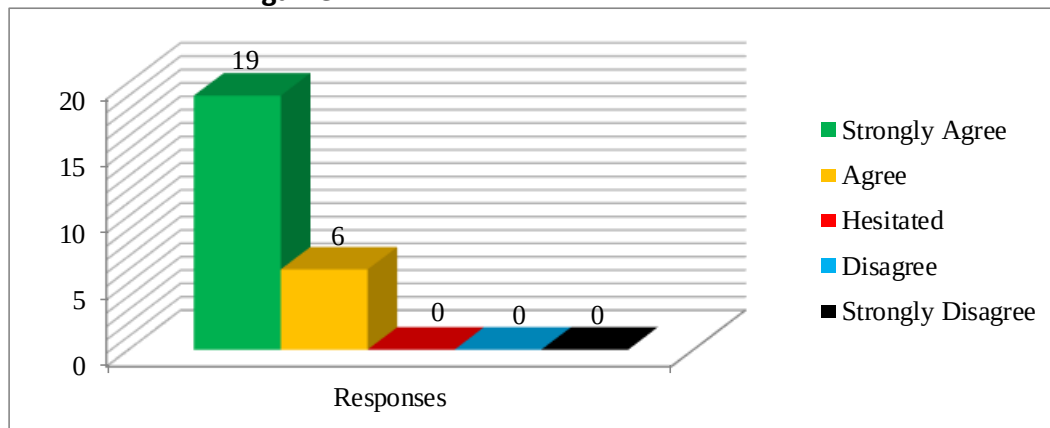


Chart 10. The frequency of Statement Number 10

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.

Discussion

The findings obtained from the questionnaire revealed that students generally perceived the Fun English Day activity through the Whisper Game positively. Most participants believed that the activity contributed to the improvement and development of their English language skills. This suggests that the implementation of the Whisper Game provided a meaningful contribution to enhancing students' English competence.

The questionnaire results produced a score of 46.68, which falls into the category of a very positive response. This result indicates that students viewed the activity as highly effective in creating an interactive, enjoyable, and engaging learning atmosphere. Such findings support the view of Larasaty et al. (2022:97–98), who argued that English learning activities should be designed in an enjoyable manner to provide positive learning experiences and facilitate language development, particularly in vocabulary acquisition and comprehension. Similarly, Fitriani et al. (2020:255) emphasized that enjoyable English learning programs are intended to make language learning more attractive while simultaneously enhancing students' speaking skills.

Furthermore, these perspectives are reinforced by Andayani (2022:373), who highlighted the importance of English proficiency in various aspects of life. Effective communication in English offers numerous advantages, including access to scientific knowledge, broader socio-cultural interactions, economic opportunities, and international communication. Therefore, a strong command of English is considered essential for both academic achievement and future professional success.

The present findings are also consistent with the results of previous studies. For instance, Ambarwati et al. (2021) investigated students' perceptions of digital text reading and found that learners generally held positive views toward the use of digital media in their learning activities. The study reported that digital reading provided beneficial learning experiences, increased motivation, and supported improvements in reading comprehension. Likewise, Rihlah et al. (2022), through their study entitled "English is Fun: English Training for Elementary School Students,"

concluded that enjoyable English learning programs can be implemented effectively to enhance students' understanding of English.

Based on these findings and supporting evidence from previous research, it can be concluded that the Fun English Day activity using the Whisper Game represents an effective approach for fostering students' English language development. The majority of students expressed positive perceptions of the activity and acknowledged its contribution to improving their English skills. Consequently, the Whisper Game can be considered a valuable instructional strategy for promoting language learning in an engaging, enjoyable, and meaningful way.

Conclusion

This study investigated students' responses to the implementation of Fun English Day through the Whisper Game activity. Based on the findings, it can be concluded that the participants demonstrated highly positive perceptions toward the activity. The results indicated that most students considered the Whisper Game an effective learning strategy for creating an interactive, enjoyable, and engaging classroom atmosphere.

The positive responses suggest that the activity successfully encouraged students to participate actively in the learning process while making English learning more interesting and enjoyable. Furthermore, students perceived the Whisper Game as a beneficial activity that supported the development of their English language skills. Most participants acknowledged that the game contributed significantly to improving their English competence and provided meaningful learning experiences. Therefore, the Whisper Game can be regarded as an effective instructional activity for fostering students' language development and enhancing their overall engagement in English learning.

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