

# ARTICLE

*by* PERPUSTAKAAN UMPO

---

**Submission date:** 07-Jan-2022 10:37AM (UTC+0700)

**Submission ID:** 1738362929

**File name:** 21-87-1-PB.pdf (539.06K)

**Word count:** 19680

**Character count:** 101899

## Enhancing Listening Skills Using Games

Muhammad Lukman Syaffi

Muhammadiyah University of Ponorogo, East Java, Indonesia, s.muhammadlukman@yahoo.com

Wawan Kusnawan

Muhammadiyah University of Ponorogo, East Java, Indonesia

Azid Syukroni

Muhammadiyah University of Ponorogo, East Java, Indonesia

**Abstract:** This study aims at finding out the most appropriate games for enhancing listening skills to students of the Faculty of the Economics Muhammadiyah University of Ponorogo. The process and the result of enhancing students' listening skills of English were the main focuses of this study. Echeverria et al.'s model of classroom action research method was used to do this study. The technique consists of four stages, namely: (1) planning, (2) implementing, (3) observing, and (4) reflecting. The data was collected through the instruments were the listening tests, observation checklist, and questionnaires. The gained data were analyzed descriptively to know the process and the result of improvement caused by the application of each game. Based on the application of the games, the criteria of success were effectively reached in Cycle 2, 74% of the quantity of the students could obtain the scores more than 60, and 90% have assertive responses on the application of games. This means that using games is significantly useful to be used for enhancing the students' listening skills.

**Keywords:** Enhancement, Listening skill, Tic Tac Toe Game, Running Dictation Game, Whispering Game

### Introduction

Being aware of the account of English mastership in enhancing the grade of Indonesian human resources, the ministry of Indonesia has determined that English is one of the required courses for college students. It implies that learning English is a compulsion, no matter whether they study at a college education, institute, or university. Even some private schools begin to teach English earlier, such as kindergartens and elementary schools (Kendeou, van den Broek, White, & Lynch, 2009). Listening is one of the language skills. For second language scholars, expanding the skill of listening comprehension is vital. Students in the right listening comprehension skills can take part successfully in class (Carrier, 2003). Listening is a way for scholars to get tips and grasp the language. Moreover, in this mass communication era in which emphasis has been placed on oral messages, our learners must be instructed to listen successfully. Lecturers should take part in the mission of listening to expand conversational competency in acquiring a foreign language. It is the lecturer's commitment to assist his/her learners to obtain the skills. Each language lecturer sees somebody's oral production ability other than monologues, speeches, reading aloud, and the like is just as good as somebody's listening to comprehension ability. But of though the further effect is the possibilities that input in an oral-oral manner explains for a great proportion of effective language gain. On a particular day, we do flashily more listening than speaking. If in the workplace, educational or home contexts, and auricular perception far exceeds verbal output in measurable terms of period, several appellations, means, and concern (Isabelli-Garcia, Bown, Plews, & Dewey, 2018)

Listening has hardly got the attention of educators in teaching and learning of English as a second or foreign language. That would be at least one reason why listening has not been paid much attention. If it is not tested, teachers will not pay attention to it. Another reason why listening has been ignored is that there are still people who view listening as a passive skill. Wilson (2008) points out that listening is not a resistance skill. Indeed, it is alive, but whole the activity occurs in the thought. Listeners conjecture, foresee, decide, criticize, and, all the more so, construe. To teach listening skills, a lecturer ought to see the problem in listening. A lot of learners of English as a foreign language face more hardships in listening and speaking than in reading and writing (Hosni, 2014). In reading, they are unprotected to a structured text. While in listening, the students are exposed to a flowing text. If they flop to recognize a word or a phrase they have not understood, they often miss the next part of the tape (Goh, 2000). Students of English as a foreign language often have difficulty gaining this skill, because they are not well known with the native speaker's speech and cannot oversee the quickness of the

speaker's tongue. Based on the researcher's experience in teaching English at Muhammadiyah University of Ponorogo, some problems are related to the teaching of listening, particularly for faculty of management students. First, a majority of the learners' grades on the listening test do not achieve the minimum acceptable scores. The minimum passing criteria are 60. Only twelve students (31%), out of thirty-nine learners, own scores over the rethermost passing criterion, nine students (23%) have scores between 50-59, sixteen students (41%) have scores between 40-49, and two students (5%) have scores under 39. Second, the majority of learners are not so agog in listening action. It is hard for learners to participate during the listening lesson. Third, it is hard for learners to grasp a native tongue in a tape. They frequently inquire the lecturer to reiterate the native speech sooner or later and palpably due to the fact that they are not able to get quick speech.

Besides the researcher's impression, the result of the preliminary study conducted also revealed the same problems. From the questionnaires distributed to the learners (see Appendix), it showed from 37 learners, 73% of the learners own problems to grasp native speakers from the tape, 51% have obstacles to follow the explanation from the lecturer, 73% have difficulties to complete the listening task, 57% own problems to follow the explanation from the script they heard, and 89% of them stated that listening activities in their class was boring activities (see Appendix). Those difficulties are able to be led by many elements. First, the lecturers look deficiency of the fabrication to utilize available listening material. The lecturers only take the materials from textbooks without adapting them to the students' interests. Second, the lecturers look deficiency of variety in teaching listening. The teachers usually read passages or play a tape. Then the students are given some questions related to the material. All of the activities such as reading passages or playing a tape have values, but they are not enough. The listening problems that exist in the school are considered crucial to be solved since, to complete the listening task, the students should give attention to the listening material. Listening demands the listener's engagement. Long texts on subjects which students are not interested in will not only be demotivating, but students might stop paying attention and once they do that it becomes difficult for them to tune back into the topic (Porter & Roberts, 1981)

Hence, in designing lessons and teaching materials to expand listening skills, students require to be encouraged and stay promoted. When students are to keep on being encouraged, they require to be extracted both in the subject they are learning, and in the activities and topics provided (Ainley, Hidi, & Beradoff, 2002). The lecturer ought to decide the conformity of the listening materials and the techniques applied in class. If a lecturer often utilizes the same teaching strategy, it is going to be less appealing for the learners. It implies that a lecturer must come across several alternatives strategies to encourage the learners, and must be a so creative one to instruct listening effectively. Lack of encouragement amongst learners might lead lecturers to be less effective in teaching a foreign language. Encouragement is interpreted as several kinds of intern encourage driving somebody to conduct things to reach something" (Şentürk, 2015). As specified by Şentürk (2015), encouragement is a name utilized to explain the triumph or the fail of some complex task. To assist the learners to be encouraged in listening, the lecturer ought to come across a suitable strategy to apply in teaching listening. Şentürk (2015) offers "ten commandments" for motivating learners in classroom activities. All of the ten items focus on what the teacher can do to stimulate intrinsic motivation. The two of the commandments are considered appropriate to motivate students in the listening activity. These two commands are "making a cozy, restful environment in the classroom" and "making the language classes interesting". One technique that is considered useful for making a cozy and restful environment in the classroom and interesting for the students is by the use of one of Fun Activity which is Games. Games which are defined as activities with rules, competition, and the element of fun (Andyani, 2012), can be a tool to raise the students' motivation. Games can motivate students because they are humorous, interesting, or sometimes challenging. Games are able to be utilized to provide exercises in the whole language skills: listening, speaking, reading, or writing. (Andyani, 2012) declares games propose learners a pleasure-filled and detenting learning environment. Games allow learners to use language in a non-stressful manner. Games may help learners develop their ability to work in groups, to cooperate, and to compete. Some recent research studies, for example (Hussein, 2015) gives insight that games are able to be utilized to promote teaching and learning activities. Games are beneficial for motivating students and increasing their vocabulary mastery. Through the application of language games in the learning process, the students will experience the language they are learning. Inserting games in the teaching and learning activity will make the learning process joyful and interesting. Thus, better achievement in language learning can be achieved.

A lot of seasoned schoolbook and methodology guides authors have debated that games are not merely time-fulfillment activities but own a superb pedagogical worth. W. R. Lee takes that majority of language games to create learners utilize the language vice of thinking about learning the true forms. He as well claims that games ought to be dealt with as umbilical not surrounding the foreign language teaching scheduled. An identical idea is

seasoned by Richard-Arreto, who is sure that games to be a pleasure but reminds towards ignoring their educational value, especially in foreign language teaching (Okan, 2003). Games are often used as short warm-up activities or when there is some time permitted at the finale of class. Nevertheless, while Lee monitors, a game ought not to be assumed as a small action fulfillment in strange periods when the lecturer and class own might preferable to conduct. Games should be at the center of teaching foreign languages. Rixon recommends that games should be utilized at the whole steps of the class, gave that they are appropriate and tenderly selected (Okan, 2003). The utilization of games in the ESL Curriculum needs tenderly planning, design, and carrying out. Games ought not to be utilized as iceboat or just time-feeder. They ought to be utilized as a section of the pedagogical design. Games ought to be visible and utilized as a motivational device (Flores, 2015). This research uses Fun Activity in the form of Games which consists of Tic-Tac-Toe Game, Running Dictation Game, and Whispering Game in listening class. Here are some excuses for why Tic-Tac-Toe activities do greatly in the classroom. Tic-Tac-Toe Game is very simple. The modesty of Tic-Tac-Toe gets it to be ideal as a instructional device for teaching the constructs of combinatorial game theory and the subsidiary of made intellect that cares about the shakedown of game trees. (<http://www.scripsi-tesis.com/site/http://en.wikipedia.org/wiki/tic-tac-toe>). Because this game using the teacher's voice, hopefully, it can solve the student's problem with native speakers. Blau (1990) suggested that students require being able to understand conveyed at contrasting rates of pace and conveyed with slight respites. Lecturers can provide practice by producing teacher-talk at the right level for students.

Here are some excuses for why running dictation game activities do greatly in the classroom. Dictation owns large advantages as an activity kind, inclusive of the fact that learners are alive during and after the dictation, that it is great for mixed-ability (since it is fully supple, needing no output from the learner) and big classes, and gives access to appealing texts. Another advantage is that it is a poly-skilled activity, possibly implicating listening, writing, reading, and speaking. It is a good manner to concentrate the concern of over-animates learners or fanciers at the back of the class. Besides, dictation is a so supple activity with generous variety (Kaumi & Rahmaan, 2017). Because of these advantages, hopefully Running Dictation Game can solve the problem of the students' statement that listening activities in their class was boring activities. Here are some excuses also about how Whispering Game activities do greatly in the classroom. Whispering Games can be done at any level (The Chinese Whisper Phenomenon <http://www.chinesewhispers.com>). Whispering Game also has some main reasons to be played, as an iceboat at affairs and as a pleasant game to know why language is able to thrive (Chinese Whispers Broken Telephone game <http://www.chinese-whisper.com>). Whispering Game aims to assist students with memorizing vocabulary and the spelling of words, and also to give them a chance to use the vocabulary correctly (Soviana, 2017). Because of these advantages, hopefully, Whispering Game can solve the students' difficulties to keep up the information from the text that they listen to and to complete the listening task.

The researcher considers that Fun Activity in the form of Games will be an alternative strategy in enhancing students' listening skills. One of the games is supported by the previous study conducted by El-Sayed, Qomra, & El-Hadidy (2017). It states that Running Dictation Game can enhance the learners' listening skills in appropriate and inferential listening understanding. This enhancement was able to be attested by the learners' listening performance and the scores obtained by the students showed that literal listening comprehension was easier to improve than inferential listening comprehension. That is why the investigator intends to utilize Games as his way of teaching listening to help students to solve their problems.

## **Review of Relevant Literature**

### **The Nature of Listening**

Listening is the basic predecessor to speaking; the early steps of language expansion in one's first language are suspended on listening. Basically in studying anything or other skills in learning languages listening is the one to be the most important. Thus, listening is a manner of studying a language. It provides the student tips from which to construct the awareness obligatory for utilizing language. If science has been constructed, they start to utter (Bodie, 2011). Listening plays an important role in communication. Listening also has great importance in the foreign language classroom (Gilakjani & Sabouri, 2016). In the language learning process, listening provides input for students. If students cannot understand the input, the learning process cannot begin. For students, guided practice by a teacher is one of the best ways to improve this skill. Field (2010) noted that the process of developing useful listening strategies is best achieved when teachers provide students with abundant opportunities for listening practice. He emphasized that the application of listening strategies will help students to achieve greater success in language learning. A student with good listening comprehension skills will be able

to participate more effectively in communicative situations. For a lot of times, listening skills did not accept greater importance in language instruction (Barani, 2011).

The emphasis on language teaching is much laid on the written form. The students are given exposure to a written form with little regard to listening. Chances for instructing listening and speaking, have been restricted since pedagogues have culturally utilized reading and writing achievement as gauges of learner performance (Darling-Hammond, 2000). Instructing manners stressed productive skills and the relationship between receptive and productive skills was badly grasped. Therefore, the realm of listening in a second language was neglected, and it was regarded that listening skills were able to be obtained thru conversation but not instructed.

The function of listening as a neglected language art has changed into importance in the part of listening comprehension in second language gain. Expansion of effective theories of the realm of language comprehension revealed that listening comprehension is very closely related to reading comprehension, usage, and other language abilities (Vandergrift, 2007). Considering the importance of listening in second language acquisition, the teachers should provide listening strategies that can support other language skills. Teaching listening can be done explicitly with plenty of opportunities for students to use so that listening becomes habitual. There are four main principles regarding listening activities in the classroom (Gur, Diki, Cusum, & Delican, 2013).

1. Listening should be motivated rather than demanded of children.
2. Within the school day, teachers should adjust the often unreasonable amounts of time that children are required to give to the teacher's oral explanations directions and reminders.
3. Children should be guided in learning to listen not only to the teacher but to other children in the classroom.
4. Listening activities should be planned so that children are aware of the purpose to which their attention is directed.

Language lecturers need to help their students become effective listeners. Teaching the comprehension of spoken language is of primary importance if the communication aim is to be achieved (Yahya, 2007). In the communicative approach to language teaching, the teacher can provide listening strategies and listening praxes in circumstances that students deal with if they utilize the language beyond the classroom.

Mee (2017) defines listening as "the process by which spoken language is converted to meaning in the mind". Mee (2017) stated that listening includes three things:

1. **Hearing:** a physiological process that includes auditory acuity (the ability to hear) and auditory perception (the ability to discriminate among sounds, to blend sounds, and to hold sequences of sound in memory).
2. **Listening:** an act of perception which includes focusing, becoming aware, and selecting cues from the environment.
3. **Auding:** an act of comprehension that begins with hearing and listening. It includes getting meaning from what is heard, associating sounds to something already known, organizing, imagining, and appreciating what is heard.

Lynch (2011) distinguished between reciprocal listening and non-reciprocal listening. Reciprocal listening refers to those listening tasks where there is an opportunity for the listener to interact with the speaker and to negotiate the content of the interaction. Non-reciprocal listening refers to tasks such as listening to the radio or a formal lecture where the transfer of information is in one direction only from the speaker to the listener.

Listening involves several competencies. When we listen to a new language we use our linguistic competence as well as non-linguistic competence (Obdalova, 2014). Linguistic competence includes vocabulary, grammar, and pronunciation. Nonlinguistic competence includes the situational context and intentions of the speaker. Related with this issue, in comprehending spoken English as a foreign language, Chiesa, Serretti, & Jakobsen (2013) indicates that there are two distinct processes involved, bottom-up processing. Bottom-up processing refers to a process of decoding a message that the listeners hear through the analysis of sounds, words, and grammar. While top-down processing depends on having the kind of background knowledge needed to comprehend the meaning of the message.

To summarize, listening is a process by which the listener can get the message from the speaker's utterance. Listening is the ability to identify and understand what others are saying. This involves understanding a speaker's accent or pronunciation, his grammar and his vocabulary, and grasping his meaning to interact with the speaker. To be able to do things, the listener should follow the process of listening. The process of listening will be discussed in the following section.

### *The Process of Listening*

Listening is an active process. Ghomrooly & Shirvan (2011) stated that good listening is a matter of interpreting. The students involved in the process of listening are actively processing and interpreting what they hear. According to Zhang, Qian, Lv, & Liu (2017), the listening process consists of three primary steps. The first step is receiving the auditory input. It involves the reception of the spoken message, for hearing the message alone does not necessarily guarantee understanding. The second step is attending to the auditory input. It requires the listener to concentrate on what is being presented by the speaker. Attending to this spoken message is both mentally and physically exerting, as demonstrated by the measurement of an individual's rate during rest and the attending step of the listening process. In the third step of the listening process, interpreting and interacting with the auditory input, the listener does not simply gather and file away information; rather, the listener takes in the spoken coded information and ultimately must classify, compare, and relate it to previous knowledge. In the event that the listener is familiar with what speaker is talking about, prediction can be made much more easily.

Related to the process of learning to listen to another language, Hickok & Poeppel (2004) proposed several stages in the comprehension of speech for students who are learning a new language. On the first contact, the students hear the foreign language utterances as a stream of undifferentiated noises. As they listen, they gradually perceive some order in the noise, regularity in the rise and fall of the voice and the breath groups. As they learn some of the arbitrary associations of the particular language (i.e., vocabulary, the structure of phrases, verb groups, and simple expressions), they begin to distinguish the phonic and syntactic patterning. The lecturer should pay attention to this stage because it can influence the students to become good listeners. Belin et al. (2002) emphasized the importance of the correct hearing of sounds. She stated that it is essential for learners to achieve familiarity with the common phonemes of the target language as soon as possible if he/she is to be an efficient listener.

The next is a stage when students recognize familiar elements in the mass of speech but are unable to recognize the interrelationship within the whole stream of sound. The familiar expressions in the recombination from a pattern from which student select certain elements which are interrelated from segment to segment and outline the developing pattern of the ideas they are pursuing. In this stage, the students have not fully comprehended the whole stream of sound. The learners need much practice so that they can pass beyond this stage. The teacher can use the recombination of listening material such as in games that require a physical or oral response to give the students' comprehension practice.

As they hear much speech in the new language, language learners eventually acquire the facility in recognizing the crucial elements which determine the message. At this more advanced stage, they may recognize the essentials of the message but they are unable to remember what they have recognized. This is because they are unable to concentrate their attention on the crucial elements of the message long enough to rehearse them before moving on with the continuing voice. Therefore, the teacher should repeat the passage so that the students may have further practice in listening and may have opportunities to verify their answers.

The next stage is memory and retention. This stage, when students understand everything as they hear it but are unable to remember what they understood, must be recognized as a normal phase of the learning process. The process of storing a stream of a speech into long term memory is not simple. Wingfield (2016) adds the process of memorizing as receiving a message and placing it temporarily in short term memory, selecting the main idea of what was heard, and storing the essence in long term memory. If retaining and recalling a message heard in the native language requires so much effort, the difficulties must be grater for a foreign language. As students extend their knowledge of the language, their knowledge will help them in the process of listening.

To sum up, listening is a complex process in which listeners interact with a speaker to construct meaning, within the context of their experiences and knowledge. Listening is more than hearing because listening involves the use of language and thought. The ability to listen effectively develops as students' language abilities develop and mature.

### *Different Types of Listening Skill*

According to Lin et al. (2010), listening can be divided into three types. The first is aesthetic listening. During aesthetic listening, children listen to storytellers tell stories, poets recite poems, actors perform a play, singers sing songs, or readers read stories aloud. The focus of this type of listening is on the lived-through experience and the connections the listener is making to the literature they are listening to. More traditional names for

aesthetic listening are appreciative listening or listening for pleasure. There are six strategies that students can learn to use for aesthetic listening. They are (Huang, 2004) as follows:

1. Predicting.  
Students can predict or guess what will happen next in the story. They revise their prediction as they continue listening to the story.
2. Creating a mental image.  
Students create an image or picture in their minds while listening to a story that has strong visual images, details, or descriptive words.
3. Connecting to personal experiences.  
Students make personal connections between the story they are listening to and experiences in their own lives.
4. Connecting to literature.  
Students make connections between the story they are listening to and other stories they have listened to before.
5. Noticing the power and beauty of language.  
Students should be sensitive to the author's choice of language, to the way sentences are phrased, and to the author's use of comparison or wordplay.
6. Applying knowledge of story structure.  
As they listen to stories read aloud, students apply their knowledge of plot, characters, setting, theme, and point of view to anticipate what will happen next to the story will be resolved at the end.

The second type of listening is efferent listening. It is the most common type of listening students do in school because it is practical listening to understand the message. Students use efferent listening to identify the important pieces of information and remember them. Some strategies can be used by students as they listen efferent. They are (HUANG, 2004) as follows:

1. Categorizing information.  
Students categorize or organize information in groups when the speaker's message or the book the teacher is reading aloud contains many pieces of information, comparison, or contrasts.
2. Monitoring.  
Students monitor their listening to make sure they understand. Students can use self-questions to monitor their understanding while they are listening.
3. Asking questions to clarify information.  
As they are listening, students sometimes need to ask the speaker questions to clarify information.
4. Discovering the plan.  
Students can attend to signal words to identify the organizational pattern the speaker is using as well as to better understand the message.
5. Note-taking.  
Note-taking helps students become a more active listener. The lecturer introduces note-taking by taking notes with the class on the chalkboard. During an oral presentation the teacher stop periodically, asks students to identify what important information was presented, and list their responses on the chalkboard.
6. Getting clues from the speaker.  
Speakers use both visual and verbal cues to convey their messages and direct their listener's attention. Once students are aware of these cues, they can use them to increase their understanding of a message.

The third is critical listening. The purpose of critical listening is to encourage students to think critically. The lecturer can use authentic material such as advertisements in newspapers, television commercials, advertisements, and other oral presentations. The teacher can also have students develop their commercials and advertisement. By doing critical listening, the teacher can develop students listening skills as well as other language skills such as writing, reading, and speaking. The common strategy that can be used in critical listening is identifying persuasion, propaganda devices, and deceptive language in commercials, advertisements, and other oral presentations.

To sum up, there are three different types of listening skills. They are aesthetic listening, efferent listening, and critical listening. By understanding the types of listening, the teacher can use the appropriate listening types to fulfill the students' needs in the learning process. Students need to require strategies for becoming effective listeners. When students are made aware of the factors that affect accurate listening and the strategies in the listening process, they are more likely to recognize their listening abilities and engage in activities that prepare them to be effective listeners. Students can extend their listening abilities most efficiently when listening instruction is integrated into their speaking, writing, and reading activities.

#### *Problems in Teaching Listening Skill*

Listening has its peculiar problems which can hamper students to become a good listener. The first is the problem with sound. Vandergrift (2004) stated that since most students rely mostly on the context for comprehension, they often do not aware of accurate sound perception. It is even more difficult for students of English as a foreign language when the sound does not exist in their native language. As a result, the students do not perceive certain English sounds accurately. Flege (1987) thinks that the difficulty in listening to a foreign language is not because of the lack of vocabulary and language structure but because of the sound which is considered as a "foreign accent".

The second is the problem with intonation and stress. The English system of stress, intonation, and rhythm can interfere with foreign learner's proper understanding of spoken English (Abbas Pourhossein Gilakjani & Ahmadi, 2011). Added to this array, Abbas Pourhossein Gilakjani et al (2011) regarded that English speech can be a terror for some learners because English is a stress-time language. The students need to be taught the features of the English language because they are very important not only for interpreting elements such as questions, statements, and emphasis but also for understanding messages such as sarcasm, endearment, insult, solicitation, and praise.

The third is the problem with the rate of delivery. Students are not accustomed to everyday informal speech which is usually fast. They cannot understand fast and natural native speech. Language learners initially think that naïve speakers speak too fast (Smith, 2015). Further, Brown suggested that learners need to be able to comprehend delivered at varying rates of speed and delivered with few pauses. The lecturer can provide practice of spontaneous informal talk by producing teacher-talk at the right level for students.

The fourth is the problem with redundancy. Spoken language has a good deal of redundancy. It means that not every new sentence or phrase contains new information. Students believe that everything that is said bears important information (Swan, 1985). They consider it important to understand every word. The effort to understand everything results in ineffective comprehension, as well as feelings of fatigue and failure. The solution is to encourage them to pick out the essential information and ignore the rest.

The fifth is fatigue. Students can get tired easily. Anyone who has learned a foreign language knows how tiring it is listening to the unfamiliar sound, lexis, and syntax for long periods (Harmonada, 2013). Students run out of the energy necessary to absorb and interpret the strange sound. This is the reason for not making listening comprehension too long and for breaking the text up into a short chunk.

Snowling (2016) suggests there are four clusters of factors which can affect the difficulty of oral language tasks:

1. The speaker (how many they are, how quickly they speak, what type of accent they have)
2. The listener (the role of the listener, the level of response required, the individual interest in the subject)
3. The content (grammar, vocabulary, information structure, background knowledge assumed)
4. Support (whether there are pictures, diagrams, or other visual aids to support the text).

Determining the problems of listening, the teacher should find the appropriate strategy to overcome the problem. For a student of a foreign language, accurate and intelligent listening is a necessity. The teacher is responsible to help his/her learners to acquire this skill which provides the foundation for learning a language. The teacher can observe and isolate the errors in speaking but in listening, it is difficult. In listening, the learners cannot control how quickly the speaker speaks. Nevertheless, listeners can learn to focus on significant content items, to explain in another way he can learn to listen selectively. Using this, a teacher has a great work to do and has to be a very creative person to teach listening successfully.

#### *Problems in Learning Listening Skills*

Students often find difficulties in learning listening skills. There are some problems in listening faced by the students in common. First is difficulty to distinguish sounds. One problem that students have is distinguishing individual sounds and word boundaries in the stream of speech (F. Zhang & Yin, 2009). Students might not distinguish between different sounds in English, for example, words like "there", "their", and "they're". As a result, they cannot interpret the sound accurately.



Second is the difficulty to make inferences from the listening text. Learners have greater difficulty making inferences than determined the information directly from the listening text (Graham, 2006). Students do not realize that listening is not good enough since they must think about what they hear as they hear it.

Third the students' limited vocabulary. For students who study English as a foreign language, unknown words can be a barrier to get the information from the text they listened to. One problem that all people speaking a foreign language have experienced is that they get left behind trying to work out what a previous word meant (Ceaeno-Cortés & Jiménez, 2004). As a result, they are failed to get the next information from the listening text.

Fourth is the difficulty to concentrate. It is caused by some factors. One of the factors is that the students are not interested in listening to materials. Another factor is the unfamiliarity with the sounds, words, and sentences. When the students are not interested or are not familiar with the materials, they will consider that the materials are difficult. As a result, it is hard for them to concentrate on listening to materials. It is tiring for students to concentrate on interpreting unfamiliar sounds, words, and sentences for long periods (Hamouda, 2013).

Besides, Derwing & Munro (2005) points out several potential problems areas in teaching listening comprehension:

1. Hearing the sounds
2. Understanding intonation and stress
3. Coping with redundancy and 'noise'
4. Predicting
5. Understanding (colloquial) vocabulary
6. Understanding different accents
7. (Not) using visual or environment clues
8. Fatigue

Considering the students' problems in listening, the lecturer needs to find out the way about how listening can be improved and what activities are useful to be conducted in the classroom. Students should be given exposure to a variety of listening materials such as everyday conversation, announcements, storytelling, interviews, news, and English language songs. The variety of listening materials will result in the improvement of students' achievement in listening skills.

#### *Assessing Listening Skill*

In assessing listening, teachers should conduct the assessment for particular purposes. The purpose will be to influence the way in assessing listening skills. According to Taylor & Genupayeh (2011), there are several common purposes for assessing listening. First is general language proficiency. Language ability has been considered to comprise four skills, and listening comprehension, along with other skills is one of those. Whenever people are interested in general language proficiency, they usually want to know about listening ability. Second is representing an oral skill. Listening is not only included in language tests for its own sake but also used as a substitute for another skill. Therefore, listening can be combined with another skill such as speaking. The third is assessing achievement. This is basic achievement testing, and tests are commonly used to provide grades, instructions. The last is diagnostic testing. The test has the purpose to find out where students' knowledge is deficient so that teaching can more effectively target their needs. It provides information need to teach listening better. By knowing the purposes of assessing listening, the teacher can determine the types of listening assessments to fulfill the students' needs.

To assess the student in listening skills, the teachers need to consider the kinds of listening assessment which is the most suitable for their purpose. According to Mallinson (2002), there are some kinds of listening assessments.

1. Discrimination of sounds: The students are required to listen for and identify sound distinctions that do not exist in their native language.
2. Listening for grammatical distinction: The students could listen carefully to inflectional markers. For example, the students must determine whether the subject and verb are in the singular or plural.
3. Listening for vocabulary: The students act in response to a command or draw a picture according to oral instructions.
4. Auditory comprehension: The students listen to the long talk and then answer the question related to the information.

In developing assessment listening, it is important to consider what kind of approach we used. The approach can be basic in constructing the test. Taylor & Geranpayeh (2011) divide assessing listening into two approaches, discrete point approach, and the integrative approach. In the discrete point approach, it is possible to identify and isolate the separate bits, or elements of language and test each one of these separately. A second approach is an integrative approach. It attempts to assess a learner's capacity to use many bits all at the time. It emphasizes on assessing the processing of language as opposed to assessing knowledge about the elements of the language.

To sum up, the assessment of listening can be different according to the purpose of the assessment itself and the approach we used. The teacher can use post-listening activities to check comprehension and to evaluate listening skills. A post-listening activity may relate to a pre-listening activity, such as predicting, may expand on the topic or the language of the listening text, or may transfer what has been learned to reading, speaking, or writing activities. The listening assessment must require students to demonstrate their level of listening comprehension by completing some tasks. The teacher must decide when it is appropriate to use types of listening assessment in the classroom.

## Games

The games in this research are Tic Tac Toe Game, Running Dictation Game, and Whispering Game.

### Game in Language Learning

Language learning is hard work. To learn a language one must make an effort to understand, to repeat accurately, to manipulate newly understood language, and to use the whole range of known language in conversation or written composition. The effort is required at every moment and must be maintained over a long period. Games help and encourage many learners to sustain their interest and work (Mubaslat, 2012).

The game helps the teacher to create contexts in which the language is useful and meaningful. The learners want to take part and to do so must understand what others are saying or have written, and they must speak or write to express their point of view or give information. The game can be found to give practice in all the skills (listening, speaking, reading, and writing), in all the stages of the teaching/learning sequence and many types of communication (e.g., encouraging, agreeing, criticizing, and explaining).

The enjoyment of the games is not restricted by age. It is generally accepted that young learners and adults are very willing to play games. The game which can be played in pairs or groups may be particularly useful in this case. It is clear to all observers of classroom practice that the teacher's own belief in the usefulness and appropriateness of a game affects the learners' response. Sylvén & Sundqvist (2012) says that he and his friend have been to find games which the learners would enjoy playing in their out-of-classroom lives. Of course, the experience of teaching foreign language shows that many learners are prepared to take part in games and activities which they would consider a little juvenile or rather boring in the mother tongue.

### Tic-Tac-Toe Game

Tic-Tac-Toe also spelled Tick Tack Toe and alternatively called *noughts* and crosses, *Xs* and *O's*, and many names, is a pencil-and-paper game for two players, O and X, who take turns marking the spaces in a 3x3 grid, usually X going first. The player who succeeds in placing three respective marks in a horizontal, vertical, or diagonal row wins the game.

#### Organizing a Tic-Tac-Toe Game

These steps are adapted from Kang Guru Indonesia. Listen & Learn with Kang Guru Indonesia. Teacher Guide (Helendra, 2017).

1. Divide the class into two teams, A and B.
2. Draw grids on the board.
3. On one grid fill in the squares with the structures or vocabulary areas you want to practice.
4. Leave the other blank for scoring. As each team gets an answer right you write their team letter in the corresponding box.

5. The object of the game is to get the answer right and win a box for your team. The team who gets three boxes in a row in any direction is the winner.

Fruits	food	sports
Animals	color	transport
Jobs	health	the body

A	B	B
B	A	A
B	B	A

### Running Dictation Game

Running Dictation Game is an activity that can be used for any level of the group, with any number of students from two upwards. Running Dictation Game can be applied to practice the dialogues, role play, sort texts, grammatical structure, or anything the students need practice in or would find interesting. Running Dictation game is a multi-skill task involving listening, speaking, reading, and writing. This game a race that students can enjoy (Mann et al., 2002).

#### Organizing a Running Dictation Game

These steps are adapted from Kang Guru Indonesia. Listen & Learn with Kang Guru Indonesia. Teacher Guide (Helendra, 2017).

1. Find a short passage or dialogue or story some of the tongue twisters and make several copies. This could be something you write yourself, a passage from your coursebook, a poem, a song, a passage from one of the texts in the package.
2. Put the copies up around the walls of the classroom.
3. Divide the students into a manageable group.
4. One of the students in each group has to walk or run to read the text on the wall.
5. They remember some of the text and run back to their group.
6. They quietly dictate what they remembered to their group.
7. One of the students in each group writes it down.
8. Then the next student in the group runs to the text on the wall, reads, and remembers some and runs back to the group.
9. Over several runs, they do have to run back and forth because students may only remember three or four words at a time.
10. The winning group is the one that finishes first and most accurately. If there are mistakes, they must keep returning to the text on the wall to check.

### Whispering Game

The idea of Chinese Whispers is for several people to form a line and for one person to think up a phrase. He then whispers it to the player who is next, and that player should make as much effort as possible to hear that phrase. During Chinese Whispers, a phrase should not be repeated if it was not heard the first time. This player should now whisper what they think was said to the next player, and so on until the last player shouts out the phrase so that everybody can hear.

#### Organizing Whispering Game

These steps are adapted from Kang Guru Indonesia. Listen & Learn with Kang Guru Indonesia. Teacher Guide (Helendra, 2017).

1. Divide the class into manageable groups. 7 or 8 students per group are ideal.

2. Give one student in each group a piece of paper with a sentence on it.
3. That student has to read the sentence, put down the paper, and whisper the sentence to the second student.
4. The second student must whisper it to the third student, and so on down the line.
5. The last student either says the sentence as they heard it or writes it on the board.
6. Each group then checks their sentence against the original.
7. The winning group is the one that has the same or closest version of the original.

### **Research Study**

The researcher would like to apply a game in listening practice, to make the class more interesting and active. The class will be on learner-center. Using the students as the dictators will make the class more active because the students are involved in this activity. The game can make the students more interesting in learning especially in listening practice, so the students can learn by playing games.

According to the theories above intensive listening is still used in this research and the teacher tries to build up students' confidence and the teacher should be active in creating student' engagement. The bottom-up and top-down processes in listening are suitable to bring the students to comprehend the speaker in communication. If the teacher suspects that there are gaps in their learners' knowledge, either of content or grammar or vocabulary, the listening itself can be preceded by schema building activities.

The game will be implemented in collaborative Classroom Action Research because the researcher would like to find out the most suitable strategy in teaching listening (Echeverria et al., 2011). Action Research is developed through the self-reflective spiral: a spiral of cycles of planning, implementing, observing, and reflecting. And re-planning, further implementation, observing, and reflecting (Seddon & Postlethwaite, 2007). In conducting the research, the research acts as a practitioner while his or her collaborator acts as an observer.

### **Related Studies**

Several studies about improving English listening skills have been conducted by some previous researchers. Some researchers such as Sinclair (2018), Nurdianingsih & Rahmawati (2018), Engh (2013), Setyono (2018), and Pardo (2014). A study conducted by Sinclair (2018) found that the application of Semi-Autonomous Learning (SAL) in the class of listening to that was carried out for three cycles could run effectively. The student's listening skills became improved, either individually or in a group. The scores of the four individual students from the action cycle 1 up to action 3 were getting better.

After joining the listening class using the model of Semi-Autonomous Learning (SAL) for three cycles, some students' who previously had got negative attitude toward listening subject finally had a positive one. It was indicated from the high enthusiasm and motivation they showed or stated during the process of learning especially in the third action cycle. The four individual students (LN, MEM, IB, and WN) who had specific problems were more motivated and enthusiastic to learn the materials after knowing that they're scored increased from cycle to cycle. They admitted that after having the SAL model in the listening class for three cycles, their emotion became more stable and they could concentrate on either learning or doing tests gives by the teacher. Those conditions could help them arouse a positive attitude toward listening subject.

A study conducted by Nurdianingsih & Rahmawati (2018) states that Running Dictation Game can improve the students' listening ability. The students' listening achievement improves when the researchers use the Running Dictation Game as the strategy in teaching listening. A study conducted by Engh (2013) found that the strategies in the teaching of listening using English pop songs can be used to solve students' problems in discriminating among the distinctive sounds, retaining chunks of the language of different lengths in short-term memory, and recognizing word meanings and details from the listening text.

The strategies in the teaching of listening using English pop songs can be used to entrance students' motivation to learn English as a foreign language, such as students' efforts, willingness to learn, interest, attitudes, and enjoyment of English lessons. The majority of the students gave very good responses to the teaching of listening using English pop songs. A study conducted by Setyono (2018) found that Running Dictation Game can improve the students' listening skill both in literal and inferential listening comprehension. This improvement could be proved by the students' listening achievement and the score obtained by the students showed that literal listening comprehension was easier improved than inferential listening comprehension.

Pardo (2014) conducted a study by following the adapted procedure in storytelling, the students can improve their listening skills. Based on the students' scores on the listening tests, there was an improvement made by the students after the implementation of the storytelling technique. The improvement was in the form of comprehending the story and finding detailed information in the story.

Storytelling techniques also can improve the students' involvement and enhance their interest in learning English, especially in listening. In this case, a picture is used as a media to gear the students before telling a story. The picture helped students to make descriptions and predicting about the story. The implementation of storytelling technique and make the students more actively involved in the teaching and learning process. From the result of the questionnaire, it can be seen that most of the students have good responses to the teaching of listening using storytelling techniques.

## **Method**

### **Research Design**

The research design of this study was classroom action research which focuses on a particular group of students in a certain classroom. The classroom action research employed in this study followed Echeverria et al. (2011)'s model. Each cycle consists of four stages: (1) planning, (2) implementing, (3) observing, and (4) reflecting. The cycle will continue when there are still some defects in the first cycle or the criteria of success are not achieved and there will be re-planning, acting, observing, and reflecting (Echeverria et al., 2011).

In the planning stage, the researcher planned the model of instruction, lesson plan, facilities needed outside the classroom, observation sheets, and criterion of success. In implementing, the researcher applied the strategy. The collaborator collected the data in the process of teaching and learning. In reflecting, the researcher decided whether the cycle was stopped or the researcher revised and continued the plan to the next cycle.

The classroom action research was employed since it was directed to develop a strategy to solve the classroom problems and to find out the most suitable technique in the teaching of listening. In this research, the researcher collaborated with one of the English teachers at school who help the researcher in preparing several activities such as designing a plan of action, observing and monitoring the action process. In this study, the researcher acted as a teacher the collaborator acted as an observer.

### **Setting and Subjects of Research**

The research was conducted at the Faculty of economics, a management major consisting of 39 students, Muhammadiyah University of Ponorogo located at Jl. Budi Utomo, no 10, Ronowijayan, Ponorogo, Indonesia. It has twenty-two classrooms. The researcher chose Management major as a set of research, because firstly the researcher was one of the lecturers at this campus, and the researcher would like to solve her problem in teaching. The subjects of the research were the 39-second semester students of Management major. The reason for choosing them as subjects is that they have a problem with listening. This study was carried out in one class which is the lowest level among other classes. It was done based on the consideration that if the strategy is successfully applied in lower-level class, it can be applied in other classes which have higher levels of English proficiency. The class was chosen when the implementation of the strategy was taking place.

In this study, the researcher acted as a lecturer who implemented the planning while his collaborator observed the students' progress during the process of learning. It was because the researcher was assumed to have a better mastery of strategy proposed and the collaborator wanted to learn it by doing observation on it. The researcher chose this collaborator because the collaborator was an English lecturer in the third year, and he was eager to learn about the Game.

### **The Research Procedures**

Referring to the procedures of action research, the researcher researched the cycle. The cycle consists of four steps: planning, implementing, observing, and reflecting. The research applied action research model proposed

by Echeverría et al. (2011). The researcher modified this model so that it could be suitable for the condition of the campus.

This research started with the preliminary study to identify, analyze, and state the problems faced by the lecturer and the students. It is done by interviewed and giving questionnaires to the students. The researcher also interviewed the teacher of English related to the strategy that had been applied and observed the teaching-learning process in the classroom. After identifying the problems, the planning was prepared well. The planning comprised providing the strategy, designing a lesson plan, preparing facilities needed outside the classroom, preparing observation sheets, and preparing the criteria for success. Based on those preparations, the researcher applied the Game and the collaborator observed the students during the implementation of Game. Reflecting was done by analyzing the data collected during the implementation of the Game. The data were compared with the criteria of success to identify whether the research should stop or should be revised.

#### Preliminary Study

The preliminary study was conducted on the students. The class consisted of 36 students. In carrying out the preliminary study, the researcher used an interview guide and questionnaire. The researcher interviewed the students to know the teaching and learning process in the classroom especially in listening. The researcher also gave questionnaires related to students' problems in listening. The questionnaire consisted of six questions in the form of multiple choices (see Appendix).

The questionnaires were analyzed using percentages for each option. The researcher also got the students' scores from the teacher. This score can be used to determine the action to solve the problems and improve their achievement in listening. From the questionnaires given to the students, it showed that from 36 students, 73% of the students have difficulties to understand native speakers in a tape recorder, 51% have difficulties to keep up the information from the teacher, 73% have difficulties to complete the listening task, 57% have difficulties to keep up the information from the text they listened, and 89% of them stated that listening activities in their class was boring activities.

#### Planning the Action

At this stage, the problem found in the preliminary study was analyzed and the solution for the problem was designed. Planning the action was a very important step. In this step, the researcher and the collaborator prepared the model of instruction, lesson plan, facilities needed in the classroom, observation sheet, and the criteria of success.

#### Model of Instruction

In this step researcher and the collaborator prepared the strategy of teaching listening using Game. The game consists of Tic-Tac-Toe Game, Running Dictation Game, and Whispering Game. The steps of implementing Games were taken from Kang Guru Indonesia. (2009). *Listen & Learn with Kang Guru Indonesia Teacher Guide(SMP Package)* (pp.20-32). The steps are elaborated in Table 1, Table 2, and Table 3.

Table 1. Steps of Tic-Tac-Toe Game

The original steps	The adapted steps
<ul style="list-style-type: none"> <li>Divide the class into two teams, A and B.</li> <li>Draw grids on the board.</li> <li>On one grid fill in the squares with the structures or vocabulary areas you want to practice.</li> <li>Leave the other blank for scoring. As each team gets an answer right you write their team letter in the corresponding box.</li> <li>The object of the game is to get the answer right and win a box for your team. The team who gets three boxes in a row in any direction is the winner.</li> </ul>	<ul style="list-style-type: none"> <li>Divide the class into two teams, A and B.</li> <li>Draw grid on the board. One grid consists of 9 squares. If the classroom consists of 27 students, You will need 3 grids. (<math>27:9 = 3</math>).</li> <li>On one grid fill in the squares with different numbers.</li> <li>Team A chooses a number from the grids. For example number 5. One student from team A (Ex. Amir) and one student team B (Ex.Bety) come forward.</li> <li>Both Amir and Bety listen to the teacher to read sentences number 5.</li> </ul>

Fruits	Food	Sports
Animals	Color	transport
Jobs	Health	the body

A	B	B
B	A	A
B	B	A

- Amir should answers. If he has the right answer, the teacher will write A in number 5 square. But if he has the wrong answer and Betty can answer it correctly, the teacher will write B in number 5 square.
- Now Group B chooses a number from the grids, for example, number 9.
- Both Amir and Bety listen to the teacher to read sentences number 9.
- Bety should answers. If she has the right answer, the teacher will write B in number 9 square. But if she has the wrong answer and Amir can answer it correctly, the teacher will write A in number 9 square.
- Next, other students from group A and group B come forward until all of the students have a chance to come forward.
- The object of the game is to get the answer right and win a box for your team. The team who gets more three boxes in a row in any direction from another team is the winner.

How to make 1	How to make 2	How to make 3
How to make 4	How to make 5	How to make 6
How to make 7	How to make 8	How to make 9

A	B	B
A	A	A
B	B	A

Table 2. Steps of Running Dictation Game

The original steps	The adaptation steps
<ul style="list-style-type: none"> <li>Find a short passage or dialogue or story some of the tongue twisters and make several copies. This could be something you write yourself, a passage from your coursebook, a poem, a song, a passage from one of the texts in the package.</li> <li>Put the copies up around the walls of the classroom.</li> <li>Divide the students into a manageable group.</li> <li>One of the students in each group has to walk or run to read the text on the wall.</li> <li>They remember some of the text and run back to their group.</li> <li>They quietly dictate what they remembered to their</li> </ul>	<ul style="list-style-type: none"> <li>Find some short sentences.</li> <li>Write each sentence in a paper.</li> <li>Pin each paper on the three.</li> <li>If the teacher has 5 sentences, it is means 5 trees. Tree 1, Tree 2, Tree 3, Tree 4, tree 5.</li> <li>Divide the students into some groups. Each group consists of 5 students.</li> <li>All of 5 students in a group make a line. Student 1 is in front of student 2. Student 2 is in front of student 3, Student 3 is in front of student 4, and Student 4 is in front of student 5.</li> <li>Student 1 in each group run to the tree 1,</li> </ul>

- group.
  - One of the students in each group writes it down.
  - Then the next student in the group runs to the text on the wall, reads, and remembers some and runs back to the group.
  - Over several runs, they do have to run back and forth because students may only remember three or four words at a time.
  - The winning group is the one that finishes first and most accurately. If there are mistakes, they must keep returning to the text on the wall to check.
- reads the sentence, remember it, run back to their group, and quietly dictate what He/She remembered to student 5.
  - Student 5 listens carefully and then writes it in a paper.
  - Student 1 takes his/her position behind student 5.
  - After finish writing a paper, student 5 says finish loudly, then student 2 runs to the tree 2.
  - Student 2 reads the sentence, remember it, run back to their group, and quietly dictate what He/She remembered to student 1.
  - Student 1 listens carefully and then writes it in a paper.
  - Student 2 takes his/her position behind student 1.
  - After finish writing a paper, student 1 says finish loudly, then student 3 runs to the tree 3.
  - Play this game until all the group has written down the whole sentences.
  - The winning group is the one that finishes first to complete the task and most accurately.

Table 3. Steps of Whispering Game

The original steps	The adaptation steps
<ul style="list-style-type: none"> <li>• Divide the class into manageable groups. 7 or 8 students per group are ideal.</li> <li>• Give one student in each group a piece of paper with a sentence on it.</li> <li>• That student has to read the sentence, put down the paper, and whisper the sentence to the second student.</li> <li>• The second student must whisper it to the third student, and so on down the line.</li> <li>• The last student either says the sentence as they heard it or writes it on the board.</li> <li>• Each group then checks their sentence against the original.</li> <li>• The winning group is the one that has the same or closest version of the original.</li> </ul>	<ul style="list-style-type: none"> <li>• Find some short sentences.</li> <li>• Write each sentence in a paper. Copies it based on the number of the group.</li> <li>• Divide the students into some groups. Each group consists of 5 students.</li> <li>• All of 5 students in a group make a line. Student 1 is in front of student 2. Student 2 is in front of student 3, Student 3 is in front of student 4, and Student 4 is in front of student 5. Each student has a paper.</li> <li>• Student 1 in each group reads the sentence 1, remember it, put down the paper, run back to their group, and quietly whisper what He/She remembered to student 5.</li> <li>• Student 5 listens carefully and then writes it in a paper.</li> <li>• Student 1 takes his/her position behind student 5.</li> <li>• After finishing writing on a paper, student 5 says finish loudly, then student 2 read sentence 2, remember it, put down the paper, run back to their group, and quietly whisper what He/She remembered to student 1.</li> <li>• Student 1 listens carefully and then write it on a paper.</li> <li>• Student 2 takes his/her position behind student 1.</li> <li>• After finishing writing on a paper, student 1 says finish loudly, then student 3 read sentence 3.</li> <li>• Play this game until all the group has written down the whole sentences.</li> <li>• The winning group is the one that finishes first to complete the task and most accurately.</li> </ul>

As we see, the organization of the Game encourages teamwork and cooperation to complete the tasks.



#### 4 Designing a Lesson Plan

The lesson plan was designed by the researcher together with the collaborator. The lesson plan was implemented in 80 minutes. The lesson plan was developed by considering the following items: course identity, instructional objectives, material, teaching-learning procedure, media, and assessment. The teaching-learning procedures were divided into three stages. They were pre-listening, whilst-listening, and post-listening.

#### Preparing Facilities Needed Inside and Outside the Classroom

In conducting the study, the teacher needed some short texts at the right level and also the tasks for the students. They are report texts in Cycle 1 and procedure texts in Cycle 2.

#### Preparing the Criteria of Success

To determine whether the cycle is successful or not, the following criteria are set up:

1. The improvement of students' scores on the listening test. If at least 55% or more of students can reach 60 or more on the listening test, it is considered successful. It is based on the students' listening scores on listening which are still under the minimum passing criterion. The minimum adequacy criteria are 60. Only twelve students (31%), out of thirty-nine students, have scores above the minimum passing criterion, nine students (23%) have scores between 50-59, sixteen students (41%) have scores between 40-49, and two students (5%) have scores under 39.
2. Students have a good response to the implementation of Games in the listening activities. It can be seen from the result of students' questionnaires. If the results of the students' responses on the application of Game shows more than 75% of students have a good response toward the listening activities, it is considered successful. The data on students' response to the implementation of the process of Game activity technique was analyzed by calculating it with the following formula:

$$\text{Students' Responses} = \frac{\text{Number of the students chose certain option} \times 100}{\text{Total number of students}} \%$$

#### 4 Designing Research Instruments

There were three instruments used in this study, as follows:

##### Listening Test

There were two kinds of listening tests used in this study. The first was to write sentences as they heard which were used to know the students' ability to comprehend the text. The second exercise was in the form of a multiple-choice test. The multiple-choice test consists of some questions which were used to measure the students' ability in identifying the detailed information in the text.

##### Observation Checklist

It was used for collecting data if the activities during the teaching in listening through Tic Tac Toe Game, Running Dictation Game, Whispering Game. The observer observed the students' activities as well as the teacher's performance during the teaching and learning process. The observation guide for the students' activities included the activities during the implementation of the Game. Their activities were categorized very well, good, fair, poor, and very poor based on the qualification. For the teacher's performance, the observer used the observation checklists to see whether the researcher follows the step in the lesson plan or not.

##### Questionnaires

The third instrument was a questionnaire. The questionnaire concerned with the application of Games in teaching listening. It is in the form of multiple choices. The students were asked to choose one option based on their personal opinion about the Game activity. The questionnaire can be seen in the Appendix.

### Implementing the Action

To implement the plan, the researcher acted as the teacher who carried out the teaching-learning process in the class while the collaborator helped her to observe the teaching-learning process. Implementing of Game was begun with an explanation about what the students had to do with Game. The researcher carried out a listening test for the students at the last of every cycle. There were three meetings with 80 minutes in every cycle (see Table 4).

Table 4. Scenario of Action Implementation

Preliminary Test		
Cycle I		
Number	Meeting	Activity
1	I	Listening Class
2	II	Listening Class
3	III	Listening Class
Listening Test of Cycle I		

In implementing Game the researcher used three procedures, namely pre-listening, whilst-listening, and post-listening. The steps in teaching listening using Game had these procedures:

1. Pre Listening
  - Greeting
  - Checking the students' attendance list
  - Arouse the students' interest to study
  - Preparing/showing the picture
  - Brainstorming by giving some question related to the picture
  - Showing the picture related to the verb used
  - Writing some words related to the topic on the whiteboard
  - Reading the words and asking the students to repeat
  - Asking the students to predict what they are going to do
  - Telling to the students, they will have listening activity
  - Telling to the students, they will have a game
  - Telling to the students how to play the game and the rule of the game
2. Whilst Listening
  - Dividing the students into the group
  - Giving command to start the game
  - Giving command to finish the game
  - Stating the winner
3. Post Listening
  - Asking the students to match the sentences with the pictures
  - Asking the students to answer the question
  - Giving the conclusion of the topic

### Observing

The observation was intended to obtain data related to the teaching and learning activity during the implementation of the action to solve the problem. The data referred to the criteria of success. In this step, the researcher was assisted by her collaborator to observe all reactions during the implementation of the Game by using the observation sheet. The researcher provided observation guidelines so that the observer knew exactly the aspects that He/She must observe.

According to Echeverria et al. (2011), "Action researchers need to observe the action process, the effects of the action, the circumstances of and constraints on action." The observation focused on the process of improvement shown by students while and after having the activities. The result from observation can be a basis for reflection.

### Data and Data Resource

The data of this research was derived from the activities of observation, listening test, and questionnaire, as follows:

- **Preliminary Study**  
A preliminary study was intended to get the real condition about the teacher and the students' problems in listening class.
- **Action Implementing Data**  
The data related to the process of implementing Games in listening class. The data were taken when the researcher began the lesson of listening using games. The observer-observed the activities and all reactions from pre-listening to post-listening using the observation sheet during the implementation of Game.
- **Action Result Data**  
The data related to the result of the students' progress of listening ability based on the scores of the listening test.

### Reflecting

This part dealt with the activity to analyze the implementation of the action during the cycle which was obtained through the result of the observations. It included the discussion of how far the strategy solved the problem and the factors that might cause the strategy applied were not successful. The data were compared with the criteria of success to see whether the data met the criteria of success or not. The result of this reflection was then used as the basic consideration to revise the model to be applied in the next cycle to get a better result of learning and to make a decision whether this research was continued or stopped.

## Results

### Finding of Cycle 1

Cycle 1 was designed for three meetings. The first meeting focused on improving students' abilities using the Tic Tac Toe Game. The second meeting focused on the Running Dictation Game. The third meeting was focusing on Whispering Game activity. The time allotted for each meeting was 2x40 minutes.

In pre-listening, the researcher told the students what they are going to listen to, showed the pictures related to the topic (pictures of some animals in the first meeting, a kangaroo in the second meeting and lion in the third meeting), asked some guiding questions related to the pictures and wrote some words related to the topic in the whiteboard. These activities were intended to activate the students' background knowledge about the topic. The finding in pre-listening in the first, second, and third meetings can be seen in Table 5.

Table 5. Result of Observing the Students' Performance in Pre Listening in Three Meetings of Cycle 1

Focus	Activity	Amount		
		M 1	M 2	M 3
Warming up and activating students' background knowledge	1 Giving a response to the picture	23 Students (59%)	24 Students (62%)	25 Students (64%)
	2 Responding to the teacher's questions related to the picture	12 Students (31%)	16 Students (41%)	21 Students (54%)
	3 Find the meaning of some important words related to the topic	11 Students (28%)	15 Students (39%)	20 Students (51%)
	4 Repeating correctly of some important words related to the topic	12 Students (31%)	16 Students (39%)	21 Students (54%)

Note: M1 = Meeting 1  
M2 = Meeting 2  
M3 = Meeting 3

From the observation, it can be seen that in the first meeting 59% of the students gave responses to the pictures. The rest of the students cannot give their responses to the pictures in English. 31% of the students gave a response to the researcher's questions. The other still kept silent when the researcher asked some questions related to the pictures. Commonly, they did not use English in answering the researcher's questions. Only 28% of the students found the meaning of some important words in their dictionaries, while others just waiting for

their friends because they did not bring their dictionaries. 31% of the students can repeat correctly some important words related to the picture.

In the second and third meetings, there was no improvement made by the students in giving responses to the pictures. The improvement was made in the term of responding to the researcher's questions related to the picture, find the meaning of some important words related to the topic, and repeating correctly of some important words related to the topic. However, most of them answered the researcher's questions in *Bahasa Indonesia*. Therefore, the researcher helped them by rephrasing their answer in English. The researcher also read those words loudly and asked the students to repeat to minimize mispronunciation when they played the Game.

In whilst listening stage, the activity was focused on students' listening Games. The first Game which was Tic Tac Toe Game conducted in the classroom. The second Game was Running Dictation Game and the third Game was Whispering Game. Both of the Games were conducted outside the classroom. In the first meeting, only 23% of the students were able to work in groups because some of them seemed did not care about their group. 46% of the students had no problem playing Game and some of them still confused. Only 56% of them can concentrate on playing games. 69% of the students showed enthusiasm in playing Game and 74% of the students showed glad during learning activities. The improvement was made in the second and third meetings. The finding in whilst listening in the first, second, and third meeting of Cycle 1 can be seen in Table 6.

Table 6. Result of Observing the Students' Performance in Whilst Listening in Three Meetings of Cycle 1

Category	Description of students' behavior	Amount					
		M1		M2		M3	
Learning	1 Be able to work in groups	9	Students	18	Students	20	Students
		(23%)		(46%)		(51%)	
Process	2 Have no problems in playing a game	18	Students	20	Students	22	Students
		(46%)		(51%)		(56%)	
	3 Concentrate on playing a game	22	Students	23	Students	25	Students
		(56%)		(59%)		(64%)	
Attitude	4 Show enthusiasm in playing game	27	Students	29	Students	31	Students
		(69%)		(74%)		(80%)	
	5 Show gladness during learning activities	29	Students	31	Students	31	Students
		(74%)		(80%)		(80%)	

Note: M1 = Meeting 1  
M2 = Meeting 2  
M3 = Meeting 3

At post-listening activities, the students were provided the time to reinforce what they had already learned in the previous stage. This activity was intended to allow students to express their opinion about the Game, whether they like the Game or not, and also the problem they faced during whilst-listening. The researcher also giving some questions related to the lesson they got. In the first meeting, only 8 students (28%) of the student gave their opinion about the Game and the problem they faced whilst listening. Commonly, they did not know how to say their opinion in English and were hesitate to speak up. In the second and the third meeting, there was an improvement. There are 12 students (30%) in the second meeting and 16 students (40%) in the third meeting of the students gave their opinion about the Game and the problems they faced. It was due to the researcher called their names to give an opinion. So, they have to speak up in turn.

In this cycle, the post-listening activities of all meetings were similar. The important things to emphasize in this step were checking the students' understanding of the materials and giving the students some questions dealing with the topic already discussed. From the observation, it can be seen that the students participated in the teaching and learning process actively. From the data, the researcher can conclude that the students' achievement in listening skill was still under the target level. The conclusion was based on the comparison between the score of the students' score in the listening test with the criteria of success. It could be seen that the fun activity (Game) technique for teaching listening had not achieved the criteria of success yet. The students still made many mistakes in the listening test.

Based on the students' learning results, it was reflected that they had improved in their achievement in listening. However, the result was not satisfactory yet, because it did not yet reach the criteria of success defined in the study. The number of students obtaining a score of higher than 60 has increased from 12 (31%) students in the listening scores to 20 (51%) students in Cycle 1. Based on the criteria of success, it is considered successful if more than 55% of students can reach 60 or more in the listening test. Since the improvement of students'

achievement in the listening test has not achieved the criteria of success yet, the teaching and learning activity still needs revising and improving.

To sum up, the teaching and learning activities in three meetings of Cycle 1 worked well in general. However, there were still some problems found in the process. In the first meeting, the researcher still found, after half of the students come forward, some of them did not pay attention again to the researcher who still read the listening scripts. It might be because they did not have something to do while they were listening. In the second and the third meetings, because they have similar activities the researcher found the same problem. While student 1 dictated or whispered the sentence to student 5, student 5 should listen and write it in a paper, but they still discussed together even though the student 5 already said finish loudly as a sign for student 2 to run and read the next sentence. It might be because student 5 did not have duty again after writing the sentence in a paper. It happened also to student 1, He/She did not have duty again after dictated or whispered the sentence. They still have time to discuss.

### Finding of Cycle 2

Since Cycle 1 had not achieved the criteria of success, the second cycle was conducted. There were some revisions made to overcome the weaknesses of the implementation of the action in Cycle 1. The revision for the next action was focused on the steps or the implementation of the Game and also the researcher trained the students more to pronounce the words, and asked the students to repeat the words so that they became familiar with the words.

Cycle 2 was designed for three meetings. The first meeting focused on improving students' abilities using the Tic Tac Toe Game. There are 39 kinds of procedure texts. The second meeting focused on the Running Dictation Game. The third meeting was conducted focusing on Whispering Game activity. The time allotted for each meeting was 2x40 minutes.

In the pre-listening stage, like in Cycle 1, the activity was focused on activating the students' language and their background knowledge. Commonly, the students could improve their ability to activate their background knowledge. It could be seen from the students' performance in the pre-listening stage. The findings showed that there was an improvement in the second cycle. The finding in pre-listening in the first, second, and third meetings in the second cycle can be seen in Table 7.

Table 7. Result of Observing the Students' Performance in Pre Listening in Three Meetings of Cycle 2

Focus	Activity	Amount					
		M 1		M 2		M 3	
Warming up and activating students' background knowledge	1 Giving response to the picture	27 (69%)	Students	29 (74%)	Students	31 (80%)	Students
	2 Responding to the teacher's questions related to the picture	22 (56%)	Students	23 (59%)	Students	29 (74%)	Students
	3 Find the meaning of some important words related to the topic	22 (56%)	Students	25 (64%)	Students	29 (74%)	Students
	4 Repeating correctly of some important words related to the topic	22 (56%)	Students	23 (59%)	Students	29 (74%)	Students

Note: M1 = Meeting 1  
M2 = Meeting 2  
M3 = Meeting 3

From the observation, it can be seen that the first meeting, 69 % of the students could give a response to the shown picture and 56% of the students could answer the researcher's questions. The students could perform the tasks when they attended the second meeting and much better in the third meeting in which they were mostly responding to the picture, answering the researcher questions, finding the meaning, and repeating correctly of some important words related to the topic. The findings indicated that the students were getting familiar with the researcher's technique in teaching.

In whilst listening stage, the activity was focused on students' listening Games. In the first meeting, only 56% of the students were able to work in groups because some of them seemed did not care about their group, 69% of the students had no problem playing Game and some of them still confused. Only 85% of them can concentrate on playing games, 85% of the students showed enthusiasm in playing Game and 85% of the students showed glad during learning activities. The improvement was made in the second and third meetings. The finding in whilst listening in the first, second, and third meeting of Cycle 1 can be seen in Table 8.

Table 8. Result of Observing the Students' Performance in Whilst Listening in Three Meetings of Cycle 2

Category	Description of students' behavior	Amount		
		M1	M2	M3
Learning	1 Be able to work in groups	22 Students (56%)	27 Students (69%)	29 Students (74%)
Process	2 Have no problems in playing a game	27 Students (69%)	37 Students (95%)	38 Students (97%)
	3 Concentrate on playing a game	33 Students (85%)	38 Students (97%)	38 Students (97%)
Attitude	4 Show enthusiasm in playing a game	33 Students (85%)	38 Students (97%)	38 Students (97%)
	5 Show gladness during learning activities	33 Students (85%)	35 Students (90%)	35 Students (90%)

The purpose of the post-listening activity was the same as post-listening in Cycle 1. It was intended to allow students to express their opinion about the Game, whether they like the game or not, and also the problem they faced during whilst-listening. The researcher also giving some questions related to the lesson they got. There was an improvement in the number of students who gave their opinion about the Game, the problem they faced whilst-listening, and answering some questions related to the lesson they got. The researcher asked them to give their opinion in turn so that the students have a chance to give their opinion. By doing this, 24 of the students (62%) gave their opinion about the Game, the problem they faced whilst-listening, and answering some questions related to the lesson they got. The researcher allowed the students to use *Bahasa Indonesia* when they knew the answer to a question or wanted to share the information with the researcher but did not know how to say it in English. The researcher then rephrased it in English so that the students know the words next time they need it.

The finding showed that the students could perform the activities in Cycle 2 better than in Cycle 1. The improvement of students' participation in accomplishing the task had been also being made. Concerning the students' feelings towards the implementation of games, commonly they felt that Game motivates them in listening. Since they thought that listening using a Game entertains them, the Game can make the class interesting and fun.

The findings of the students' learning result reflected that the students had an improvement in their listening achievement. The result was satisfactory enough because it has reached the criteria of success defined in the study. First, the numbers of students who obtained the minimum score have been 74% and based on the result of questionnaires, more than 75% of students have a positive response to the implementation of the Game. Therefore, the teaching and learning process is not necessary to be continued to the next cycle. In other words, this study could be stopped.

#### Overall Findings

Based on the students' learning process and the result of the test, it was found out that both were improved. It means that the Game can improve the students' participation in the teaching and learning process and students' achievement in listening. In the second cycle, it was found that 29 (74%) students got more than 60. It means that the criteria for success have been achieved. Most of the students gradually improved their participation in the listening activities which consist of three phases: pre-listening activities, whilst listening activities and post-listening activities. Students' participation generally improved from one meeting to the next meeting. The information can be seen in Figure 1.

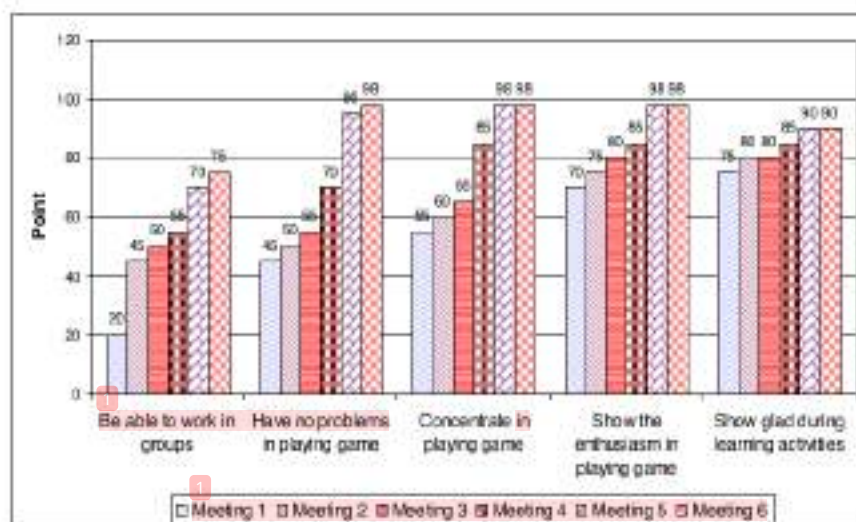


Figure 1. Result of Assessing the Students' Performance

To be more specific, it was found out that in listening score only 12 (31%) students got more than 60. The students' achievement was improved in the first cycle when 20 (51%) got more than 60. However, the result of students' achievement in the first cycle has not achieved the criteria of success yet, that the researcher should continue to the next cycle. In the second cycle, it was found that 29 (74%) students got more than 60. It means that the criteria for success have been achieved. The information about the improvement of students listening score can be seen in Figure 2.

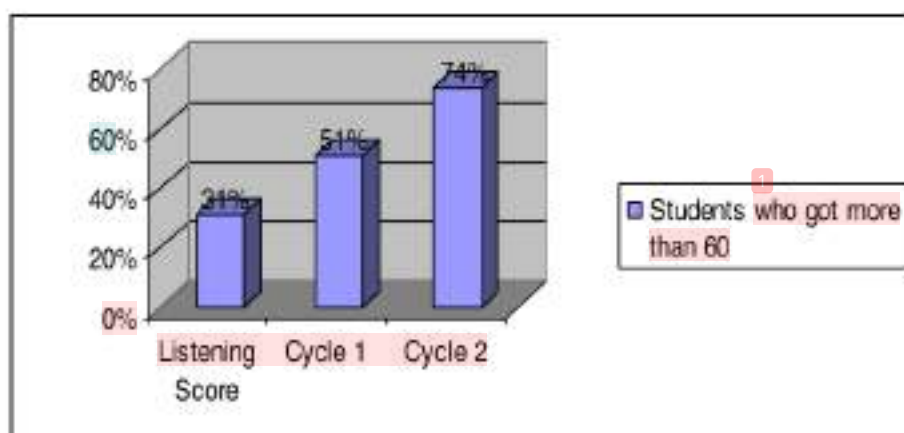


Figure 2. Result of Assessing Students' Achievement in Listening

To know the students' responses to the implementation of Games in the listening activities, every student was given a questionnaire. Based on the criteria of success, if more than 75% of students have a good response toward the listening activities, it is considered successful. The finding showed that most of the students have good responses to the implementation of games. From the result of observation and students questionnaires it can be seen that 95% students like learning strategy by Game, 97% students consider that listening using Game is interesting, 87% students think Game can make the class interesting and fun, 95% students consider that Game can make teaching and learning activities are not boring, 87% students think that storytelling motivates them in listening, 90% students think that they are not feeling under pressure to accomplish the listening task by Game, 80% students think that by storytelling, their listening skill improves. In conclusion, 90% of the students

have a good response toward the listening activities and 10% of the students have a fairly good response. The information on the students' responses can be seen in Figure 3.

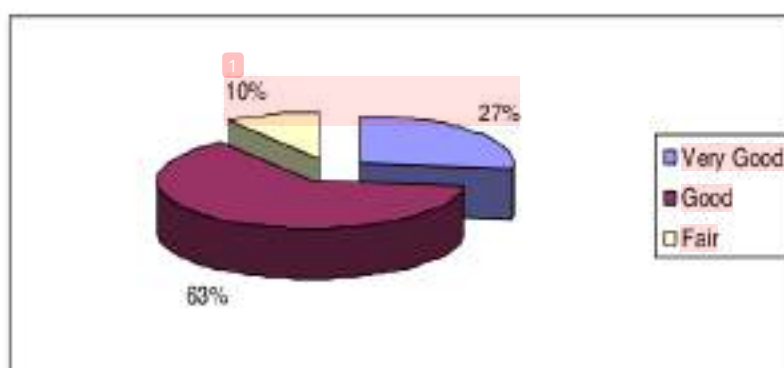


Figure 3. Result of Students' Responses on the Teaching Listening Using Game

## Discussion

Training students to listen is one of the hardest things foreign language researchers do. That is why teaching listening comprehension is a very important part of the whole teaching activities. The implementation of Game as the strategy in listening class gave valuable contributions to the English language learning. The use of this strategy which gave the learner-centered process in listening class would make the students conscious of the processes underlying the learning. They were involved in learning more effective and interesting way.

Vandergrift & Tafaghodtari (2010) state that the use of listening strategies can make authentic texts more accessible in the early stages of learning a language so that the process becomes more relevant and interesting to the learners. This statement is in line with the result of the listening comprehension using Game. Vandergrift's statement was also supported by the finding of the previous study on listening comprehension using the Running Dictation Game. It states that Running Dictation Game as a strategy in teaching listening can improve the students' listening ability. It is proven by the improvement of the students' listening achievement (Kurniawan & Wahyuni, 2019). Running Dictation Game also was can improve the student's listening skills both in literal and inferential listening comprehension (Setyono, 2018). Another previous study on listening comprehension shows that the use of an interesting technique in teaching listening can improve the students listening ability. The finding of this study shows that Semi-Autonomous Learning (SAL) as the strategy in teaching listening can improve the students listening ability, either individually or in a group. Some students who previously had a negative attitude towards listening subject finally have a positive one (Sinclair, 2018).

Concerning the implementation of Game, the strengths of Game were elaborated. The game could help and encourage the students to sustain their interest and work. The students did the task in groups. They could be more responsible in doing tasks. The implementation of Games can make the students more actively involved in the teaching and learning process. From the result of the questionnaires, it can be seen that most of the students have good responses to the teaching of listening using games.

Tic Tac Toe, Running Dictation Game and Whispering Game was an integrated game, so it could be developed to improve other skills such as: speaking, reading, and writing. This activity can be used with any number of students from two upwards. It is a meaningful activity, which students enjoy. During the process of Game, the students were active and the game also motivated the students to read harder. The implementation of this game gave the student challenges to improve their listening skill when they dictated the sentences of the text to their group mates. It was proved by the result of the researcher in which the Game was effective in listening class and the students listening achievements were improved.

These Games also had weaknesses. If the class was so big, the teacher should manage the class well, because there were many groups and the atmosphere would have crowded. The teacher should work hard to monitor the implementation of the game. It was supported by the result of the research where the class was crowded when



the game was applied. The students should have good concentration when they played the game. If they were not in good concentration they would forget the sentence of the text.

In the process of learning, it was common that the students liked to know what they would discuss. The pre-listening activity was intended and directed to make the students like the lesson. When they had understood what was talked about, they would get involved in the activity.

Besides pre-listening activity, this research Game also affected the students' interest to learn English especially listening because they could get involved in the teaching-learning process and they liked the atmosphere. This condition was in line with the opinion of Khalafiyah (2014) which stated "the interest of learning would increase when the learning condition was interesting and enjoyable". She claimed that the learning of a foreign language had to be supported by an interesting situation.

In the whilst-listening of this research, the main activity was playing the Game. The advantage of the task was to encourage the groups to do the task accurately and as fast as possible because it was a race and it was time-limited. Some students complained about the limited time. Some students asked the lecturer to lengthen the time to do the task, but the researcher should stick to the decision she made. Then the researcher discussed the result of the group's answers together with groups.

Post-listening activities were provided to reinforce their understanding of the topics that had been discussed. In this stage, the students gave their opinion about the Game, the problem they faced whilst-listening, and answering some questions related to the lesson they got. To know whether the teaching and learning process has achieved the objective or not, it is necessary to conduct the evaluation. There are two kinds of evaluation used in this research. The first evaluation is dealing with the process of implementation of the Game. It was done by observing the teaching and learning process. The second evaluation is dealing with the result of the implementation of the Game. It was done by assessing the listening test. The result was used to identify the students' achievement in listening to using Games.

Student achievement was improved from the first cycle to the second cycle. In the first cycle, only 20 students (51%) got more than 60 and in the second cycle, it was found that 29 students (74%) students got more than 60. The student achievement was improved because of the steps in the first cycle and the second cycle was different. The differences are:

**Tic Tac Toe Game:** When the Tic Tac Toe Game was started, the students were very enthusiastic, although some of them who come forward could not answer the question correctly. Many of the students gave their opinion to their friends who came forward to the number that they should choose. The situation was crowded. They looked happy and enjoyed the class. The game was run well at that time. But when more than half of the students already came forward, the researcher looked that some of the students did not pay attention again to the researcher's sentences that they should listen to. To overcome this problem, while both of the students from each group come forward, the rest of the students also listen to the teacher and write the ingredients of the procedure texts in cycle 2.

**Running Dictation Game:** in Cycle 1, the situation was crowded. After that the researcher asked them to go outside the classroom, the researcher asked the students to be in their groups. While the students were having the discussion, the researcher pinned the ready text of the Running Dictation Game on the tree. After that, the researcher gave the command to start the game and asked the students to pay their attention to the game. All of 5 students in a group make a line. Student 1 is in front of student 2, student 2 is in front of student 3, student 3 is in front of student 4, and student 4 is in front of student 5. Student 1 in each group run to the tree 1, read the sentence, remembered it, run back to their group, and quietly dictated what He/She remembered to student 5. Student 5 listened carefully and then wrote it on a paper. Student 1 took his/her position behind student 5. After finished write on a paper, student 5 said finish loudly, then student 2 run to tree 2. Student 2 read the sentence remembered it, run back to their group, quietly dictated what He/She remembered to student 1. Student 1 listened carefully and then wrote it on a paper. Student 2 took his/her position behind student 1. After finished write in a paper, student 1 said finish loudly, then student 3 run to tree 3. Play this game until all the groups have written down all the sentences. When the researcher applied these steps, it was not run well, very confusing because student 1 should dictate the sentence to student 5 where the position is on the back of the line. To overcome this problem student 1 should dictate the sentence to student 2 where the position is behind student 1 and the game run well in Cycle 2.

Whispering Game: In Cycle 1, the situation was crowded. After that the researcher asked them to go outside the classroom, the researcher asked the students to be in their groups. While the students were having the discussion, the researcher prepared the ready text of the Whispering Game under the tree. After that, the researcher gave the command to start the game and asked the students to pay their attention to the game. All of 5 students in a group make a line. Student 1 is in front of student 2, student 2 is in front of student 3, student 3 is in front of student 4, and student 4 is in front of student 5. Student 1 in each group read the sentence 1, remembered it, put down the paper, ran back to their group, and quietly whispered what He/She remembered to student 5. Student 5 listened carefully and then wrote it on a paper. Student 1 took his/her position behind student 5. After finished write in a paper, student 5 said finish loudly, and then student 2 read sentence 2, remembered it, put down the paper, ran back to their group, and quietly whispered what He/She remembered to student 1. Student 1 listened carefully and then wrote it on a paper. Student 2 took his/her position behind student 1. After finished write on a paper, student 1 said finish loudly, then student 3 read sentence 3. Play this game until all the groups have written down the whole sentences. Just like the steps in Running Dictation Game, when the researcher applied these steps, it was not run well, very confusing because student 1 should whisper the sentence to student 5 where the position is on the back of the line. To overcome this problem student 1 should whisper the sentence to student 2 where the position is behind student 1 and the game runs well in Cycle 2.

The implementation of listening strategy in teaching listening made the students interested in listening subject and motivated the students to study listening. As a result, the students' listening achievement improved. From the result of the listening score and test, it indicated that the students' achievements gradually increased. It was proved by the students' scores in the listening score, the first test, and the second test. The score obtained by the students in each test indicated that their listening comprehension gradually improved. It meant that there was a positive impact of applying the Game. In short, the Game gradually increased the students' listening comprehension achievement. To sum up, the implementation of Games improved not only the students' listening skill but also their involvement in the teaching and learning process. Therefore, Games can be used in the classroom as an alternative technique for teaching listening.

## Conclusion

Based on the research findings, it was concluded that the implementation of Games in teaching listening comprehension could improve the students listening ability. This improvement could be proved by the students listening achievement and the score obtained by the students, i.e. the numbers of students who obtained the minimum passing score have been 74% and based on the result of questionnaires, more than 75% students have a positive response on the implementation of the Games.

*The steps of the three games are as follows:*

Tic Tac Toe Game: (1) showing the picture and giving some questions related to the picture, (2) writing some words related to the topic on the whiteboard and reading the words then asking the students to repeat, (3) telling to the students how to play Tic-Tac-Toe Game and also the rule of the Game, (4) dividing the class into two teams, A and B and draw the grid on the board which consists of 9 squares, (5) each student in each team chooses a number from the grids, group A should answer, if he/she has right answer, the teacher will write A in a square but if he/she has the wrong answer and group B can answer it correctly, the teacher will write B in a square, while both of the students come forward, the rest of the students also listen to the teacher and write the ingredients of the procedure texts.

Running Dictation Game: (6) showing the picture and giving some questions related to the picture, (7) writing some words related to the topic on the whiteboard and reading the words then asking the students to repeat, (8) telling to the students how to play Running Dictation Game and also the rule of the game, (9) finding some short sentences and write each sentence in a paper then pin each paper on the tree, (10) dividing the students into some groups and all of the students in a group make a line, (11) student 1 in each group run to the tree 1, read the sentence, remembers it, run back to their group, and quietly dictates what he/she remembered to student 2, student 2 listens carefully and then writes it on a paper after that student 1 takes his/her position behind student 5, (12) after writing on a paper, student 2 gives the paper to students 3, then student 2 runs to the tree 2 and so on, play this game until all the group has written down all the sentences.

Whispering Game: (13) showing the picture and giving some questions related to the picture, (14) writing some words related to the topic on the whiteboard, reading the words and asking the students to repeat, (15) telling to

the students how to play Whispering Game and also the rule of the game, (16) finding some short sentences and write each sentence in a paper then copies it based on the number of the group, (17) dividing the students into some groups, each group must choose one person to write down a text, to be a writer and one person to be a runner, then all of students in each group make a line, (18) student 1 in each group read the sentence 1, remembers it, put down the paper, run back to their group, and quietly whisper what he/she remembered to student 2 then student 2 listens carefully, remember it, whisper what he/she remember to student 3 and soon, the last students in each group remember the sentence and write it on the paper, play this game until all the group has written down all the sentences.

## Recommendations

To follow up on the findings, some recommendations are proposed to the English teachers, lecturers, and future researchers. First, the suggestion is addressed to the English teachers, particularly those who teach English at Muhammadiyah University of Ponorogo to apply the game effectively. It can be used for listening instruction in the listening class. In other words, the teaching of listening using the model of the game can give various ways of teaching and be more valuable than using the conventional method of teaching.

Second, teachers or lecturers can provide facilities related to the use of games. Third, since the research findings showed positive results, it is recommended to the future researcher, especially those who are interested in applying games to prepare deliberate planning before conducting a similar study to implement the game run well because these Games also had the weaknesses. If the class was so big, the teacher should manage the class well, because there were many groups and the atmosphere would have crowded. The teacher should work hard to monitor the implementation of the game. The students should have good concentration when they played the game. If they were not in good concentration they would forget the sentence of the text.

## Acknowledgments

I would like to thank Muhammadiyah University of Ponorogo, especially the Faculty of Economics for giving me the valuable time to do my research and collaborators who always assisted me in this research patiently.

## References

- Ainley, M., Hidi, S., & Berardoff, D. (2002). Interest, learning, and the psychological processes that mediate their relationship. *Journal of Educational Psychology, 94*(3), 545–561. <https://doi.org/10.1037/0022-0663.94.3.545>
- Andyani, H. (2012). Using fun activities to improve listening skill. *Journal on English as a Foreign Language, 2*(2), 29–36. <https://doi.org/10.23971/jeflv2i2.54>
- Barani, G. (2011). The Relationship between Computer Assisted Language Learning (CALL) and Listening Skills of Iranian EFL Learners. *Procedia - Social and Behavioral Sciences, 15*, 4059–4063. <https://doi.org/10.1016/j.sbspro.2011.04.414>
- Belin, P., McAdams, S., Thivard, L., Smith, B., Savel, S., Zilbovicius, M., ... Samson, Y. (2002). The neuroanatomical substrate of sound duration discrimination. *Neuropsychologia, 40*(12), 1956–1964. [https://doi.org/10.1016/S0028-3932\(02\)00062-3](https://doi.org/10.1016/S0028-3932(02)00062-3)
- Blau, E. K. (1990). The Effect of Syntax, Speed, and Pauses on Listening Comprehension. *TESOL Quarterly, 24*(4), 746–753. <https://doi.org/10.2307/3587129>
- Bodie, G. D. (2011). The Understudied Nature of Listening in Interpersonal Communication: Introduction to a Special Issue. *International Journal of Listening, 25*(1–2), 1–9. <https://doi.org/10.1080/10904018.2011.536462>
- Carrier, K. A. (2003). Improving High School English Language Learners' Second Language Listening Through Strategy Instruction. *Bilingual Research Journal, 27*(3), 383–408. <https://doi.org/10.1080/15235882.2003.10162600>
- Centeno-Cortés, B., & Jiménez, A. F. J. (2004). Problem-solving tasks in a foreign language: The importance of the L1 in private verbal thinking. *International Journal of Applied Linguistics, 14*(1), 7–35. <https://doi.org/10.1111/j.1473-4192.2004.00052.x>
- Chiesa, A., Serretti, A., & Jakobsen, J. C. (2013). Mindfulness: Top-down or bottom-up emotion regulation strategy? *Clinical Psychology Review, 33*(1), 82–96. <https://doi.org/10.1016/j.cpr.2012.10.006>

- Darling-Hammond, L. (2000). Teacher Quality and Student Achievement. *Education Policy Analysis Archives*, 8(0), 1. <https://doi.org/10.14507/epaa.v8n1.2000>
- Derwing, T. M., & Munro, M. J. (2005). Second Language Accent and Pronunciation Teaching: A Research-Based Approach. *TESOL Quarterly*, 39(3), 379–397. <https://doi.org/10.2307/3588486>
- Echeverría, A., García-Campo, C., Nassbaum, M., Gil, F., Villalta, M., Améstica, M., & Echeverría, S. (2011). A framework for the design and integration of collaborative classroom games. *Computers & Education*, 57(1), 1127–1136. <https://doi.org/10.1016/j.compedu.2010.12.010>
- El-Sayed, M. M., Qoura, A. A. S., & El-Hadidy, M. M. S. (2017). Enhancing EFL Secondary Stage Students' Listening and Reading Comprehension Skills through a CALL Program. *Journal of Research in Curriculum Instruction and Educational Technology*, 3(4), 35–67. <https://doi.org/10.21608/jrciet.2017.24353>
- Engh, D. (2013). Why Use Music in English Language Learning? A Survey of the Literature. *English Language Teaching*, 6(2), 113–127.
- Field, J. (2010). Listening to the language classroom. *ELT Journal*, 64(3), 331–333. <https://doi.org/10.1093/elt/ccq026>
- Fløge, J. E. (1987). A Critical Period for Learning to Pronounce Foreign Languages? *Applied Linguistics*, 8(2), 162–177. <https://doi.org/10.1093/applin/8.2.162>
- Flores, J. F. F. (2015). Using Gamification to Enhance Second Language Learning. *Digital Education Review*, (27), 32–54.
- Ghonsooly, B., & Elahi Shirvan, M. (2011). Mediating Processes of Expert Interpreting: A Deliberate Practice Approach. (*Research on Youth and Language*), 5(2), 287–298.
- Gilakjani, Abbas Pourhosein, & Sabouri, N. B. (2016). The Significance of Listening Comprehension in English Language Teaching. *Theory and Practice in Language Studies*, 6(8), 1670–1677. <https://doi.org/10.17507/tpls.0608.22>
- Gilakjani, Abbas Pourhosein, & Ahmadi, M. R. (2011). Why is Pronunciation So Difficult to Learn? *English Language Teaching*, 4(3), 74–83.
- Goh, C. C. M. (2000). A cognitive perspective on language learners' listening comprehension problems. *The system*, 28(1), 55–75. [https://doi.org/10.1016/S0346-251X\(99\)00060-3](https://doi.org/10.1016/S0346-251X(99)00060-3)
- Graham, S. (2006). Listening comprehension: The learners' perspective. *The system*, 34(2), 165–182. <https://doi.org/10.1016/j.system.2005.11.001>
- Gur, T., Döel, T., Coskun, I., & Delican, B. (2013). The impact of note-taking while listening to listening comprehension in a higher education context. *International Journal of Academic Research*, 5(1), 93–97. <https://doi.org/10.7813/2075-4124.2013/5-1/B.16>
- Hamouda, D. A. (2013). An Investigation of Listening Comprehension Problems Encountered by Saudi Students in the EL Listening Classroom. *International Journal of Academic Research in Progressive Education and Development*, 2(2), 43.
- Helendra. (2017). *The Moral Values On English Textbook (A Content Analysis of English Textbooks for Junior High School Students Published by the Ministry of Education and Culture)*. Retrieved from <http://repository.uinjkt.ac.id/dspace/handle/123456789/36050>
- Hickok, G., & Poeppel, D. (2004). Dorsal and ventral streams: A framework for understanding aspects of the functional anatomy of language. *Cognition*, 92(1), 67–99. <https://doi.org/10.1016/j.cognition.2003.10.011>
- Hosni, S. A. (n.d.). Speaking Difficulties Encountered by Young EFL Learners. *International Journal on Studies in English Language and Literature*, 9.
- Huang, F. (2004). Curriculum reform in contemporary China: Seven goals and six strategies. *Journal of Curriculum Studies*, 36(1), 101–115. <https://doi.org/10.1080/002202703200004742000174126>
- Hussein, B. A. (2015). A Blended Learning Approach to Teaching Project Management: A Model for Active Participation and Involvement: Insights from Norway. *Education Sciences*, 5(2), 104–125. <https://doi.org/10.3390/educsci5020104>
- Isabelli-García, C., Bown, J., Plews, J. L., & Dewey, D. P. (2018). Language learning and study abroad. *Language Teaching*, 51(4), 439–484. <https://doi.org/10.1017/S026144481800023X>
- Kasmi, & Rahman, I. F. (2017). Implementing Picture Dictation In Improving Speaking Ability Of The Second Year Students At Ma Pesantren Guppi Sumata. *ETERNAL (English Teaching, Learning, and Research Journal)*, 3(2), 195–210. <https://doi.org/10.24252/Eternal.V3i2.2017.A8>
- Kendeou, P., van den Broek, P., White, M. J., & Lynch, J. S. (2009). Predicting reading comprehension in early elementary school: The independent contributions of oral language and decoding skills. *Journal of Educational Psychology*, 101(4), 765–778. <https://doi.org/10.1037/a0015956>
- Khatuliyah, K. (2014). Sensitizing Technique To Improve Efl Students' Reading Comprehension. *Lectura : Jurnal Pendidikan*, 5(2). <https://doi.org/10.31849/lectura.v5i2.158>

- Kurniawan, T. W., & Wahyanti, C. M. (2019). The Effectiveness of Split Dictation as a Teaching Strategy to Improve Students' Listening Skills. *ELT Forum: Journal of English Language Teaching*, 8(1), 101–108. <https://doi.org/10.15294/elt.v8i1.27350>
- Lin, Y.-P., Wang, C.-H., Jung, T.-P., Wu, T.-L., Jeng, S.-K., Duann, J.-R., & Chen, J.-H. (2010). EEG-Based Emotion Recognition in Music Listening. *IEEE Transactions on Biomedical Engineering*, 57(7), 1798–1806. <https://doi.org/10.1109/TBME.2010.2048568>
- Lynch, T. (2011). Academic listening in the 21st century: Reviewing a decade of research. *Journal of English for Academic Purposes*, 10(2), 79–88. <https://doi.org/10.1016/j.jeap.2011.03.001>
- Mallinson, S. (2002). Listening to respondents: A qualitative assessment of the Short-Form 36 Health Status Questionnaire. *Social Science & Medicine*, 54(1), 11–21. [https://doi.org/10.1016/S0277-9536\(01\)00003-X](https://doi.org/10.1016/S0277-9536(01)00003-X)
- Mann, B. D., Eidelson, B. M., Fukuchi, S. G., Nissman, S. A., Robertson, S., & Jardines, L. (2002). The development of an interactive game-based tool for learning surgical management algorithms via computer. *The American Journal of Surgery*, 183(3), 305–308. [https://doi.org/10.1016/S0002-9610\(02\)00800-0](https://doi.org/10.1016/S0002-9610(02)00800-0)
- Moe, M. Y. (2017). Teaching Listening-An Overview. *The English Teacher*, 19, 1–9.
- Mubaslat, M. M. (2012). The Effect of Using Educational Games on the Students' Achievement in the English Language for the Primary Stage. In *Online Submission*. Retrieved from <https://eric.ed.gov/?id=ED529467>
- Nurdianingsih, F., & Rahmawati, O. I. (2018). Running Dictation as an Effective Technique on Teaching Writing Skills. *English Language and Literature International Conference (ELLIC) Proceedings*, 2(0), 127–131.
- Obdalova, O. A. (2014). Exploring the Possibilities of the Cognitive Approach for Non-linguistic EFL Students Teaching. *Procedia - Social and Behavioral Sciences*, 154, 64–71. <https://doi.org/10.1016/j.sbspro.2014.10.113>
- Okan, Z. (2003). Edutainment: Is learning at risk? *British Journal of Educational Technology*, 34(3), 255–264. <https://doi.org/10.1111/1467-8535.00325>
- Pardo, B. S. (2014). Digital Storytelling: A Case Study of the Creation, and Narration of a Story by EFL Learners. *Digital Education Review*, 0(0), 74–84. <https://doi.org/10.1344/der.2014.0.74-84>
- Porter, D., & Roberts, J. (1981). Authentic listening activities. *ELT Journal*, 36(1), 37–47. <https://doi.org/10.1093/elt/36.1.37>
- Seddon, K., & Postlethwaite, K. (2007). Creating and testing a model for tutors and participants to support the collaborative construction of knowledge online. *Technology, Pedagogy, and Education*, 16(2), 177–198. <https://doi.org/10.1080/14759390701406802>
- Şentürk, B. (2015). EFL Turkish University Students' Attitudes and Motivation Towards Reading in English. *Procedia - Social and Behavioral Sciences*, 199, 704–712. <https://doi.org/10.1016/j.sbspro.2015.07.601>
- Setyono, B. (2018). Developing Listening Comprehension Test For Students Of English Education Department. *Didaktika*, 11(2). Retrieved from <http://jurnal.unmuljember.ac.id/index.php/DIDAKTIKA/article/view/1405>
- Sinclair, M. (2018). Proposed Rules to Determine the Legal Use of Autonomous and Semi-Autonomous Platforms in Domestic U.S. Law Enforcement. *North Carolina Journal of Law & Technology*, 20, 1.
- Smith, L. E. (2015). English as an international language: No room for linguistic chauvinism. *Journal of English as a Lingua Franca*, 4(1). <https://doi.org/10.1515/jelf-2015-0002>
- Snowling, M. J. (20160104). Oral language deficits in familial dyslexia: A meta-analysis and review. <https://doi.org/10.1037/bul0000037>
- Soviana, W. (2017). *The Use of Whispering Game to Increases The Students' Vocabulary Mastery at The Eighth Graders of SMPN 1 Pongkor Central Lampung (Undergraduate, IAIN Metro)*. Retrieved from <http://repository.metro.univ.ac.id/id/eprint/2251/>
- Swan, M. (1985). A critical look at the Communicative Approach (1). *ELT Journal*, 39(1), 2–12. <https://doi.org/10.1093/elt/39.1.2>
- Sylvén, L. K., & Sundqvist, P. (2012). Gaming as extramural English L2 learning and L2 proficiency among young learners?. *ReCALL*, 24(3), 302–321. <https://doi.org/10.1017/S095834401200016X>
- Taylor, L., & Geranpayeh, A. (2011). Assessing listening for academic purposes: Defining and operationalizing the test construct. *Journal of English for Academic Purposes*, 10(2), 89–101. <https://doi.org/10.1016/j.jeap.2011.03.002>
- Vandergrift, L. (2004). Listening To Learn Or Learning To Listen? *Annual Review of Applied Linguistics*, 24, 3–25. <https://doi.org/10.1017/S0267190504000017>
- Vandergrift, L. (2007). Recent developments in second and foreign language listening comprehension research. *Language Teaching*, 40(3), 191–210. <https://doi.org/10.1017/S0261444807004338>

- Vandergrift, L., & Tafaghodari, M. H. (2010). Teaching L2 Learners How to Listen Does Make a Difference: An Empirical Study. *Language Learning*, 60(2), 470–497. <https://doi.org/10.1111/j.1467-9922.2009.00559.x>
- Wingfield, A. (2016). Evolution of Models of Working Memory and Cognitive Resources. *Ear and Hearing*, 37, 35S. <https://doi.org/10.1097/AUD.0000000000000310>
- Yahya, D. B. (2007). Identifying the Advanced Iraqi EFL Learners' Obstacles in Comprehending Live Speech and their Pedagogical Implications. *Journal of Tikrit University for the Humanities*, 14(8), 463–499.
- Zhang, F., & Yin, P. (2009). A Study of Pronunciation Problems of English Learners in China. *Asian Social Science*, 5(6), p141. <https://doi.org/10.5539/ass.v5n6p141>
- Zhang, Y., Qian, C., Lv, J., & Liu, Y. (2017). Agent and Cyber-Physical System Based Self-Organizing and Self-Adaptive Intelligent Shopfloor. *IEEE Transactions on Industrial Informatics*, 13(2), 737–747. <https://doi.org/10.1109/TH.2016.2618892>

## Appendix. Questionnaire for the Students in the Preliminary Study and its Results

### Student Questionnaire

Instructions:

The following questions are related to listening activities that are applied in your class. Please fill in the truth. This is not a test so your answer will not affect the score at all. Thank you for your cooperation.

1. How do you capture information from the voice of the native speaker of the text?  
a. Very easy      b. Easy      c. Medium      d. Difficult      e. Very difficult
2. How do you capture information from the text that the teacher reads?  
a. Very easy      b. Easy      c. Medium      d. Difficult      e. Very difficult
3. How do you feel when you have to complete listening tasks?  
a. Very happy      b. Happy      c. Just ordinary      d. Difficult      e. Very difficult
4. How do you complete the listening tasks?  
a. Very easy      b. Easy      c. Medium      d. Difficult      e. Very difficult
5. How do you remember information from the text you heard?  
a. Very easy      b. Easy      c. Medium      d. Difficult      e. Very difficult
6. How have you been listening to your class so far?  
a. Very fun      b. Fun      c. Ordinary      d. Boring      e. Very boring

### The Result of Students' Questionnaires on Preliminary Study

No	Questions	Answers					Total
		a	b	c	d	e	
1	How do you capture information from the voice of the native speaker of the text?	0%	0%	27%	22%	51%	100%
2	How do you capture information from the text the teacher reads?	0%	6%	43%	51%	0%	100%
3	How do you feel when you have to complete listening tasks?	0%	0%	27%	65%	8%	100%
4	How do you complete the listening task?	0%	3%	32%	54%	11%	100%
5	How do you remember information from the text you hear?	0%	8%	35%	49%	8%	100%
6	How have you been listening to your class so far?	0%	0%	11%	57%	32%	100%

# ARTICLE

## ORIGINALITY REPORT

**21** %  
SIMILARITY INDEX

**21** %  
INTERNET SOURCES

**2** %  
PUBLICATIONS

**0** %  
STUDENT PAPERS

## PRIMARY SOURCES

**1** [ejournal.kopertais4.or.id](http://ejournal.kopertais4.or.id) 8%  
Internet Source

**2** [karya-ilmiah.um.ac.id](http://karya-ilmiah.um.ac.id) 5%  
Internet Source

**3** [es.scribd.com](http://es.scribd.com) 4%  
Internet Source

**4** [unim.ac.id](http://unim.ac.id) 3%  
Internet Source

**5** [ojs.uho.ac.id](http://ojs.uho.ac.id) 2%  
Internet Source

Exclude quotes  On

Exclude matches  < 2%

Exclude bibliography  On