

Improving Students Listening Skill by Using Audio Game “Blind Legend Game” at SMA 1 Siluq Ngurai

Author

Diki Suprianto

Widya Gama Mahakam Samarinda University, Indonesia

Diki.suprianto17@gmail.com, ,

Widi Syahtia Pane

Widya Gama Mahakam Samarinda University, Indonesia

widi.pane@gmail.com

<https://orcid.org/0000-0003-4858-2102>

Godefridus Bali Geroda

Widya Gama Mahakam Samarinda University, Indonesia

defri@uwgm.ac.id

<https://orcid.org/0000-0002-1725-8214>

Abstract

Background:

Listening is one of the basic English skill that must be mastered. Listening is a listening activity where we hear something, be it a speech, a lecture, or an explanation about something from someone else, where we not only hear but also have to listen and understand and then gain new knowledge from what we hear (Tyagi, 2013).

Methodology:

This research was done by Classroom Action Research method. The subject of this research was XI-MIPA grade of SMA Negeri 1 SILUQ NGURAI 2022/2023 year of academic and consist of 29 students member. The objective of this research was to improve students' listening skill in English Lesson by using Blind Legend game at XI-MIPA grade of SMA Negeri 1 SILUQ NGURAI. This research was conducted in two cycles, each consisting of planning, action, observation, and reflection. Data is collected through quantitative and qualitative data. The research purpose is to increase students' ability in listening English by using Blind Legend game.

Findings:


This research showed result of increasing that happen on students ability in Listening. The students mean score from pretest until post-test cycle 2 was 66,2, 81,3 and 90,1. The students improvement percentage scores who pass the criteria of success >75 also show changes from the pretest only 6 students (20,7%), post-test cycle I up to 28 student (89,7%) and the final result from post-test cycle II that 28 student (96,6%)

Conclusion:

Based on the pretest down to the second cycle post-test result and the data got by the researcher on the class, Blind Legend games effectively help students to improve listening skill showed by their scores. Especially the students response toward the teaching process using CAR method. It can be said that the students likes Blind Legend game. It proven by their interest to the material in the class, and perform a dialogue and audio listen then understand what the dialogue talk about.

Originality:

This research can be used for references and help student or teacher to understand how improve listening skill using Blind Legend game in teaching and learning process.

Keywords	: Classroom Action Research; Students' Listening Skill; Blind Legend Game
DOI	: 10.53622/ij.v1i02.161
Received	: February 2023
Accepted	: March 2023
Published	: April 2023
Copyright and License	<p>Authors retain copyright and grant the journal right of first publication with the work simultaneously licensed under a Creative Commons Attribution 4.0 International License that allows others to share the work with an acknowledgment of the work's authorship and initial publication in this journal.</p> 

1. INTRODUCTION

Listening is one of the basic English skill that must be mastered. Listening is a listening activity where we hear something, be it a speech, a lecture, or an explanation about something from someone else, where we not only hear but also have to listen and understand and then gain new knowledge from what we hear (Tyagi, 2013). It is the same as what the poet Alice Duer Miller said. Listening is not just hearing what the other party in the conversation has to say. "Listening means taking a vigorous, human interest in what is being told us,". You can listen like a blank wall or like a splendid auditorium where every sound comes back fuller and richer.

In his book *The Use and Misuse of Language*, S.I. Hayakawa said that an active listener is interested and open to the speaker's views. New ideas are received daily by oral medium. Students get knowledge by listening to the lectures in class. Companies that listen effectively stay informed and up to date. That's mean listening is important to master by especially for students at school or college to understand and get the point of what the teacher teach to. As has been explained above, it seems that Listening is quite difficult to learn. However, there are many ways that can be done so that the learning process can be more effective, such as being circumvented by learning methods using audio games so that the learning process does not feel boring. The use of games as learning aids is not unreasonable for students who study at school or at home, just hearing a long explanation from the teacher often makes them feel bored and cannot receive lessons properly so that the teaching and learning process becomes ineffective. Games should be at the center of teaching foreign languages (Groff & Cranmer, 2012). Rixon recommends that games should be utilized at the whole steps of the class, gave that they are appropriate and tenderly selected so the student still get benefit even when play a game (Okan, 2015).

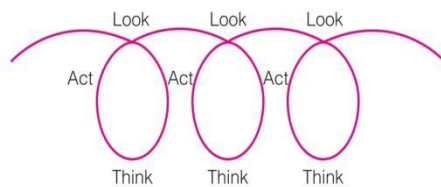
That why researcher decided to choose *A Blind Legend Game* as a learning tool in this research. *Blind Legend* is an audio-based game without visuals (Steam, n.d.). *A Blind Legend* set in a world full of rich audio experiences (G4C, n.d.). The researcher chose SMA 1 Siluq Ngurai to conduct the research on the grounds that listening learning is still very difficult to do due to lack of resources and students are more focused on what they read than what they hear. With the experience of the researcher for 3 years studying there, the researcher want to conduct research in the hope finding a way out so that in the future listening can be taught easily and the teacher has more diverse teaching methods.

2. METHOD

This research conduct with CAR (Classroom Action Research)(Rohman, 2017). CAR method used to finding way out and the best works by your own classroom and shows improvement from students learning. This research in action in which explained by Kemmis & Mc.Taggart in Burns (1999), are doing by several ways, that are planning, implementing, observing, and reflecting. The researcher would be focused on improving students listening skill by problems which were found in teaching process based on pre-observations and students interview.

The question for this study that researcher try to answer is to know how “Blind Legend Game” improve students listening skill. Research objective of this study is to explain how “Blind Legend Game” Improve students listening skill. This research conducted on September 7th, until October 5th in SMA Negeri 1 Siluq Ngurai and the subject of this reseaech is XI-MIPA grade which is consist 29 students. The instrument which were used to collect the data needed in this research was listening test(*Listening Exercises A1 - Directions - English Practice Online*, n.d.)and observation checklist. In this research, listening test used is the instrument which is consisted of the some of the question in different parts. The data of this research which would be collected is qualitative and quantitative data. The score of students whould presented as the quantitative data. To collect data for the research, the researcher used data techniques Observation, Listening comprehension test, Interview and Documentation.

The data analysis techniques, researcher used some procedures such as, classifying data and presenting (B. Miles & Huberman, 1994). The analysis also focuses on the students increasing score in listening skill. It whould be seen on the document of the score of English listening skill taken from the test. Based on KKM (criteria of success) the score is 75 and the minimum score mastery English listening skill is 70. According to the research design, below is the scheme that researcher used in classroom learning progress:



Source: STRINGER, ERNIE, ACTION RESEARCH IN EDUCATION, 2nd Edition, © 2008. Reprinted by permission of Pearson Education, Inc., Upper Saddle River, NJ.

$$X = \frac{\sum X}{N}$$

Formula of Mastery Learning:

X = Students mean scores

$\sum X$ = Final scores

N = Student members

$$P = \frac{Y_1 - Y}{Y} \times 100\%$$

Where:

P = percentage of students' improvement

Y = pre-test result

Y_1 = post-test I

$$P = \frac{Y_2 - Y}{Y} \times 100\%$$

Where:

P = percentage of students' improvement

Y = pre-test result

Y_2 = post-test II (Sudijono, 2012)

3. FINDINGS AND DISCUSSION

The result showed there was an improvement on students' listening ability by using Blind legend game as learning tool. The average score of the students in the second cycle post-test is 90,1 and the average score of the student in the first cycle is 81,3, which means that the average score of the last cycle is better than the result of the first cycle. The student increasing percentage who pass the criteria of success point also grew up from 6 students (20,7%) on pretest, 26 student (89,7%) on the first cycle post-test then up to 28 students (96,6%) on the second cycle post-test. By this result and data, the students were improve their listening skill and become better than the first meeting.

Criteria	Total Students	The Mean
Pretest		
Unsuccessful	23	66,3
Successful	6	

Criteria	Total Students	The Mean
CYCLE I		
Unsuccessful	1	81,3
Successful	28	

Criteria	Total Students	The Mean
CYCLE II		
Unsuccessful	3	90,1
Successful	26	

Cycle	Meetings	Students Who pass KKM	Improvement(%)
Pre-Test	I	6	20,7%
Cycle I	III	26	89,7%
Cycle II	V	28	96.6%

The qualitative data also analyzed by researcher in orders to assist the findings from quantitative data. This qualitative data were taken from class observations and students interview. The result of data showed that the students given their response while the teaching-learning process. According to the result of qualitative and quantitative data, it can be

concluded that using Blind Legend game as learning tool effective to improve student listening skill at SMA Negeri 1 Siluq Ngurai. Blind Legend game can be used as a learning tool to helping students practice their listening and this learning tool has applied successfully.

The research conducted in purpose to find out the improving of the students' listening skill in English lesson by using Blind Legend game. Blind Legend game has one of the games that can be used as learning tool to help teacher enrich their teaching strategy to teach English and improve students' listening skill.

The research that had been done by the researcher indicated that Blind Legend game was effective or could be used to help teaching listening. It could be seen from the tables that showed us the increasing of students' score from pre-test, post-test I and post-test II. The increasing because of the researcher success to control the class and created the active class. Then beside that, the Blind legend game helped the students to keep learning even though they were in their home. The students could be learning with playing a game so they don't get bored easily and keep their motivation to learn. Same as said by Gozcu & Caganaga (2016), on their research, they found that games are very important tools in the language teaching classroom because it provide a relaxing environment for students and teacher. In this research they also found the learners not only having fun when learning language using game but also practice incidentally.

The results also showed similarity with research who conducted by Sari (2019), on "Improving Listening Using Learn English by listening application" she found that learning English especially listening skill using application on smartphone is quite fun for students in modern era nowadays. Could be seen from the results of student's assessment and the students increasing in listening skill ability. This proved that smartphone can be utilized in learning media

So, the final conclusion of this research present that the action of using Blind legend game as a learning tool can better the learners listening skill. It could be seen from the quantitative data prove by the students' score got better in the post-test I than the pretest, and the post-test II got better than the post-test I. The other proven showed the students was active and more interest to follow the teaching-learning activity in qualitative data.

4. CONCLUSION

Based on the pretest down to the second cycle post-test result and the data got by the researcher on the class, Blind Legend games effectively help students to improve listening skill showed by their scores. Especially the students response toward the teaching process using CAR method. It can be said that the students likes Blind Legend game. It proven by their interest to the material in the class, and perform a dialogue and audio listen then understand what the dialogue talk about.

In the class learning activity, the students were more active to participated. And also, Blind legend game can be the second choice used to help students learning listening even tough when the students were not in the school they still can practice and keep improve their listening skill. The teacher can use Blind legend game to teach listening for enrich their teaching method and the students doesn't feel bored just because learning process only using old method.

The student who pass the scores 75 for pretest were 6 of 29 students (20,7%), in post-test cycle I up to 26 of 29 students (89,7%) because still there a student who got 65 point, the action continued to the next cycle. In the last cycle post-test, students who pass the criteria of success score up to 28 of 29 students (96,6%) with there a 1 student who got minimum score

70 point. Because of it, the research can be concluded succeed and the cycle were stop in the the last cycle that is second cycle.

According to the result and the data that found in research by using Blind Legend game as learning tool in classroom learning activity, it can be said successful to avoided the students feel bored in teaching-learning process if only using same method. The most important is the teacher need to understand and know well the game before give the game to students because not all of game can be helped in learning process. The teacher must supervised the students using the game in the school. To avoid the students just wasting their lesson time and play the game just for fun and doesn't get something from the game.

5. REFERENCES

- B. Miles, M., & Huberman, A. M. (1994). *Qualitative Data Analysis*. SAGE Publications, Inc. <https://vivauniversity.files.wordpress.com/2013/11/milesandhuberman1994.pdf>
- Burns, A. (1999, January). Collaborative Action Research for English Teachers. 245686550. https://www.researchgate.net/publication/245686550_Collaborative_action_research_for_English_teachers
- G4C. (n.d.). *A Blind Legend*. Retrieved March 4, 2022, from <https://www.gamesforchange.org/games/a-blind-legend/>
- Gozcu, E., & Caganaga, C. K. (2016). The Importance of Using Games in EFL Classrooms. *Cypriot Journal of Educational Sciences*, 11(3), 126. <https://doi.org/10.18844/cjes.v11i3.625>
- Groff, J. S., & Cranmer, S. (2012). *Console Game-Based Pedagogy : A Study of Primary and Secondary*. April. <https://doi.org/10.4018/ijgbl.2012040103>
- Listening Exercises A1 - Directions - English Practice Online*. (n.d.). Retrieved June 26, 2022, from <https://english-practice.net/listening-exercises-a1-directions/>
- Rohman, A. (2017). Improving Students' Reading Comprehension Through Text Structure Tasks. *Script Journal: Journal of Linguistic and English Teaching*, 2(1), 1. <https://doi.org/10.24903/sj.v2i1.74>
- Sari, N. P., Susilowati, S., & Fadloeli, O. (2019). Improving Listening Skill Using Learn English By Listening Application. In *PROJECT (Professional Journal of English Education)* (Vol. 2, Issue 4). <https://doi.org/10.22460/project.v2i4.p455-460>
- Steam. (n.d.). *A Blind Legend game*. Retrieved March 20, 2022, from https://store.steampowered.com/app/437530/A_Blind_Legend/
- Sudijono. (2012). Statistik / Statistic Statistika / Statistics. *Penga Ntar Statistik Pendidikan*.
- Tyagi, B. (2013). *Listening : An Important Skill and Its Various Aspects*. 12, 1–8. <https://the-criterion.com/V4/n1/Babita.pdf>