

**THE EFFECT OF USING LISTEN AND DRAW GAME TOWARD
STUDENTS' LISTENING COMPREHENSION OF THE FIRST
YEAR STUDENTS OF STATE SENIOR HIGH SCHOOL 1
BUNGARAYA SIAK REGENCY**



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PEKANBARU
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Thesis

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for Getting Bachelor Degree of Education

(S.Pd.)



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The Writer,

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LIST OF CONTENTS

| | |
|---|-------------|
| SUPERVISOR APPROVAL | i |
| EXAMINER APPROVAL | ii |
| ACKNOWLEDGMENT | iii |
| DEDICATION | vi |
| ABSTRACT | vii |
| LIST OF CONTENTS | x |
| LIST OF TABLES | xiii |
| LIST OF APPENDICES | xv |
| CHAPTER I INTRODUCTION | 1 |
| A. Background of the Research | 1 |
| B. Definition of the Term..... | 3 |
| C. The Problem | 5 |
| 1. The Identification of the Problem..... | 5 |
| 2. The Limitation of the Problem | 6 |
| 3. The Formulation of the Problem | 6 |
| D. The Objective and the Significance of the Research | |
| 1. The Objective of the Research | 6 |
| 2. The Significance of the Research | 7 |
| | |
| CHAPTER II REVIEWING OF RELATED LITERATURE . | 8 |
| A. Theoretical Framework | 8 |
| 1. The Nature of Listening Comprehension ... | 8 |
| a. Definition of Listening | 8 |
| b. Type of Listening | 9 |
| c. Listening Process | 13 |
| 2. Listening Comprehension | 15 |
| a. Definition of Listening Comprehension . | 15 |
| b. Listening Comprehension in Monologue | |
| Text Organized as Descriptive Text | 16 |

| | |
|---|---------------|
| 3. Students' Listening Comprehension | 17 |
| 4. Factors Influence Listening Comprehension | 21 |
| 5. Students Multiple Intelligences | 23 |
| 6. The Nature of Listen and Draw Game | 25 |
| a. Definition of Game | 25 |
| b. Advantages of Game | 26 |
| c. The Classification of the Game | 28 |
| d. Information Gap Game | 31 |
| e. Procedures of Listen and Draw Game | 32 |
| 7. Using Listen and Draw Game toward Listening Comprehension | 33 |
| B. Relevant Research | 34 |
| C. The Operational Concept | 35 |
| 1. Variable X | 35 |
| 2. Variable Y | 36 |
| D. The Assumption | 37 |
| E. The Hypothesis | 37 |
| CHAPTER III METHOD OF THE RESEARCH | 38 |
| A. The Research Design | 38 |
| B. The Timeand the Locationof the Research | 38 |
| C. The Subject and the Object of the Research | 38 |
| D. The Population and the Sample of the Research | 39 |
| 1. Population | 39 |
| 2. Sample | 40 |
| E. The Technique of Collecting Data | 41 |
| F. The Validity and the Reliability of the Test | 42 |
| 1. The Item Validity | 42 |
| 2. The Reliability of the Test | 45 |
| G. The Technique of Analysis the Data | 47 |

| | | |
|---------------------|--|-----------|
| CHAPTER IV | DATA PRESENTATION AND DATA ANALYSIS | 49 |
| A. | The Description of Research Procedure | 49 |
| B. | The Data Presentation | 50 |
| 1. | The Implementation of Listen and Draw Game The Data Presentation of Using Listen and Draw (Variable X) | 51 |
| a. | Listening Comprehension Taught without Using Listen and Draw Game | 52 |
| b. | Listening Comprehension Taught by Using Listen and Draw Game | 55 |
| C. | The Data Analysis | 61 |
| 1. | The Analysis Effect of Listening Comprehension of Control Group | 61 |
| 2. | The Analysis Effect of Listening Comprehension of Experimental Group | 63 |
| 3. | The Data Analysis of the Effect of Students' Listening Comprehension by Using Independent sample T-test | 64 |
| | | |
| CHAPTER V | CONCLUSION AND SUGGESTION | 69 |
| A. | Conclusion | 69 |
| B. | Suggestion | 70 |
| BIBLIOGRAPHY | | |
| APPENDICES | | |

CHAPTER 1

INTRODUCTION

A. Background of the Problem

Listening, along with reading, has been labeled a “passive skill”. Nothing could be further from the truth. Anderson and Lynch in Murcia reject a conceptualization of listening as a passive act¹. Nation and Newton also argue that listening is the natural precursor to speaking. When this knowledge is built up, the learner can begin to speak or getting output².

So that, listening is not passive skill only, but also in reality, it is used far more than any other single language skill in normal daily life. In communication, there is an important thing that should be paid attention, is that about comprehension. Listening comprehension is an act of information processing in which the listener is involved in bidirectional communication and unidirectional communication, and auto directional communication³. In short, listening comprehension is an important thing in language learning.

State senior high school (SMAN) 1 Bungaraya is one of the schools that located at Siak regency. As a formal education, it provides English subject to students, especially listening comprehension in listening skill. Based on school based curriculum (KTSP), the purpose of learning English,

¹ Marianne Celce Murcia. *Teaching English as a Second or Foreign Language: Third Edition*. Massachusete: Newberry House Publisher. P. 72

² ISP Nation and Jonathan Newton. *Teaching ESL/EFL Listening and Speaking*. New York & London: Roudledge Taylor & Francis Group. 2008. P. 37-38

³ Marianne Celce Murcia, *Op.Cit.* P. 76

especially in listening skill, is responding meaning of simple monologue text such as narrative text, descriptive text, and news item and acceptance in daily life context and getting knowledge⁴. Then, a SMAN 1 Bungaraya has characteristics of score cumulative minimum standard (KKM) that students must follow it. It is 70 as a score of KKM. The students must get higher score than the KKM. Based on the quotation above, SMAN 1 Bungaraya has targets, especially in listening comprehension, the targets are as follows:

1. Students are understand the meaning of the text
2. Students are able to identify the text by comprehending it.

The preliminary research of writer at the first year of SMAN 1 Bungaraya, it is clear that most of students still have many problems and difficulties in listening comprehension. These cases can be seen the following symptoms:

1. Most of students cannot get the meaning of the text.
2. Most of students have low quality in listening comprehension
3. Most of students are difficult to make conclusion after listening activity.

Based on the symptoms mentioned above, there are many causes that make students difficult to get comprehension in listening, as follows:

1. The students only use traditional strategy named translating strategy in hearing a reading text.
2. The students often forget after hearing a reading text.

⁴ Syllabus of SMAN 1 Bungaraya

3. The teacher does not give any strategy or simple activity to help students in getting comprehension in their listening.

Finally, the phenomena in listening comprehension must be given a solution to overcome the problem, whether the problems are from themselves or the problems are from the other factors. Dealing with these problems, the writer has a game as an activity, called listen and draw game. The purpose of the activity is to help students get understanding after listening activity. Wright *et al* state that by using the game, students are able to focus better on listening if they are not required to make an oral or written response⁵.

Furthermore, the writer was interested to carry out the research entitled: **“The Effect of Using Listen and Draw Game toward Students’ Listening Comprehension at the First Year of State Senior High School 1 Bungaraya Siak Regency”**.

B. Definition of the Term

In order to explain and avoid misunderstanding and misinterpretation about the terms used in this research. The writer provides the following definition.

⁵ Andrew Wright, David Betteridge and Michael Buckby. *Games for Language Learning, Third Edition*. Cambridge: Cambridge University Press. 2006. P. 44

1. Listen and draw game

Listen and draw game is for detail listening in the description of a person, object, animal, or place and drawing according to the details described possibly describing in imagined person, object, animal or place using descriptive language⁶. In this research, listen and draw game will be used by the students in learning listening, especially to know their comprehension in listening.

2. Listening comprehension

Listening comprehension is one of the five basic skills (listening, speaking, reading, writing and translating) that a L2 should acquire, and it is also the most important one⁷. In addition, Guo also identifies that listening comprehension is the crucial aspect of English learning⁸. Here, listeners can understand and catch the ideas what they are listening to. In addition, it is also in getting message from what is being heard. In the same view, Richard and Plat in Zalia Utami state that listening comprehension is the process of understanding speech in a second and foreign language⁹. Furthermore, listening comprehension is the process of relating language to concept in one's memory to references in the real

⁶ Andrew Wright, *et al. Loc. Cit.*

⁷ Liu Han and Hu Xiaoqiong. *An Investigation into Listening Comprehension Difficulties of More Skilled and Less Skilled Listeners and Corcodant Strategies*. Chinese EFL Journal. Vol.1 Issue 1. January 2008. P. 80

⁸ Naizao Guo. *An investigation of factors influencing English Listening Comprehension and Possible Measures for Improvement*. (Shanxi University of Finance and Economics, China vol 05088). P. 3

⁹ Zalia Utami." *The Application of Top-Down and Bottom-Up Technique Teaching Listening Comprehension at the Second Year of MAN 1 Pekanbaru*". Pekanbaru: Unpublished. 2010. P. 16

world. It means that someone can understand what she/ he heard and has knowledge about that.

In this research, listening comprehension is one of language aspect that is important for students to get understanding of the lesson and able to realize it in the output from such a drawing.

C. The Problem

1. The Identification of the Problem

Based on the background of the problem, the writer identified some problems as follows:

- a. How is students' listening comprehension that is taught by using listen and draw game as a strategy of the first year of SMAN 1 Bungaraya?
- b. How is students' listening comprehension that is taught without using listen and draw game as a strategy of the first year of SMAN 1 Bungaraya?
- c. What makes the students have low comprehension in listening?
- d. What factors influence students' listening comprehension?
- e. Is there any significance effect of students' listening comprehension taught by using listen and draw game and without using listen and draw game?

2. The Limitation of the Problem

Because of limited time, energy, and fund, the writer needed to limit the problems in this research. The researcher focused on the effect of using listen and draw game and students' listening comprehension at the first year of SMAN 1 Bungaraya Siak regency.

3. The Formulation of the Problem

The problems are formulated as follows:

- a. How is students' listening comprehension that is taught by using listen and draw game of the first year of SMAN 1 Bungaraya?
- b. How is students' listening comprehension that is taught without using listen and draw game of the first year of SMAN 1 Bungaraya?
- c. Is there any significance effect of students' listening comprehension taught by using listen and draw game and without using listen and draw game of the first year of SMAN 1 Bungaraya?

D. The Objectives and the Significance of the Research

1. The Objective of the Research

The objectives of the research are stated as follows:

- a. To find out how students' listening comprehension that is taught by using listen and draw game is.

- b. To find out how students' listening comprehension that is taught without using listen and draw game is.
- c. To find out whether there is or not significance effect in listening comprehension between students who are taught by using listen and draw game and without using listen and draw game.

2. The Significance of the Research

Related to the objectives of the research above, the significances of the research are as follows:

- a. To know the students' listening comprehension before being taught by using listen and draw game.
- b. To know the students' listening comprehension after being taught by using listen and draw game.
- c. To give positive contribution to the teacher in improving students' listening comprehension.

CHAPTER II

REVIEWING OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Listening Comprehension

a. Definition of Listening

In English as a foreign language (EFL), listening is practiced as a skill, but all too often it seems to be viewed as a means of exposing students to new language or practicing language which has already been introduced¹. Listening is the first language mode that children acquire. It provides the foundation for all aspects of language and cognitive development; it plays a life-long role in the processes of communication. Wilt in the journal of Naizao found that people listen 45 % of the time they spend communicating. He also found that 30 % of communication time was spent speaking, 16% reading, and 9% writing. That finding confirmed what Rankin discovered in 1928, that people spent 70% of their working time communicating and those three-fourths of this time was spent listening and speaking².

In addition, listening is an activity that always being in our life. People learn the language by listening. A child before being able to speak, she/he should listen to sound of the language in the environment and it will be repeated until she/he is able to utter those words correctly.

¹Peter Jordan. *Current Trends in the Development and Teaching of the Four Language Skills*. New York: Moutan de Gruyter Berlin. 2006. P. 11.

²NaizaoGuo. *Loc. Cit.*

b. Types of Listening

There are two broad types of listening:

1) One-way listening

It is typically with the transfer of information (transactional listening).

2) Two-way listening

It is typically associated with maintaining social relation (interactional listening).

In addition, Nation and Newton have distinguished traditional, conventional views of listening from more contemporary views. Traditionally, listening was associated with transmission of information, is that with one-way listening³. It can be seen in the extensive use of monologue in older listening materials. It is by using monologue text as transmission of information. While this is fine if we are relating primarily to listening in academic contexts for example, it fails to capture the richness and dynamics of listening as it occurs in our everyday interactions (two-way listening). Most contemporary materials reflect this re-emphasis with a move towards natural sounding dialogues.

At the same views, Nunan in Brown divides to types of spoken language that should be known before planning listening instruction⁴, as follows:

³ISP Nation and Jonathan Newton. *Op. Cit.* P. 40

⁴H. Douglas Brown. *Teaching by Principles: An Alternative Approach to Language Pedagogy*. New Jersey: Prentice Hall Regents. 1994. P. 251

a) Monologue

In monologue, the listener does not require to respond messages. It also called an informational listening. Monologue can be planned such as speech, news report, or unplanned materials such as description of something and others. It is an example of one-way communication, especially in listening.

b) Dialogue

A dialogue involves two or more speakers and can be subdivided into those which exchange expression that promote social relationship or factual information. It requires listener to respond what is being communicated. The goal of dialogue is to develop interaction among people.

This research is focus on one-way listening that transfer information or transactional listening, by using monologue text. The goal is to check students' comprehension in listening.

Lund and Brown offer nine different ways in checking listeners' comprehension⁵, as follows:

1) Doing

The listeners respond physically to a command.

2) Choosing

The listeners select from alternatives such as picture, objects or text.

⁵*Ibid.* P. 259

3) Transferring

The listeners draw a picture of what is heard.

4) Answering

The listeners answer questions about the messages.

5) Condensing

The listeners outline or take notes on a lecture.

6) Extending

The listeners provide an ending to a story heard.

7) Duplicating

The listeners translate the messages into the native language or repeat it verbatim.

8) Modeling

The listeners order a meal, for example, after listening to a model order.

9) Conversing

The listeners engage in conversation that indicates appropriate processing of information.

Murcia also specifies kinds of lesson feature specific listen and done communicative outcomes to check students' comprehension in listening⁶, as follows:

1. Listening and performing action (e.g. command games and songs.

⁶Marianne Celce Murcia. *Op. Cit.* P. 78.

2. Listening and performing operations (e.g. listening and constructing a figure, drawing a map).
3. Listening and solving problems (e.g. riddles, intellectual puzzle, real-life numerical, spatial, and chronological problems).
4. Listening and transcribing (e.g. writing notes, and taking telephone message).
5. Listening and summarizing information (e.g. outlining, giving the gist of a message either verbally or in writing).
6. Interactive listening and negotiating of meaning through questioning/ answering routines (e.g. question for repetition, verification, clarification, and elaboration of information).

Furthermore, Dof in Astinah stated that listening is not merely a passive skill, rather than when we listen we naturally employ a variety of active strategy which helps us to make sense of what we are listening to. It is includes⁷:

- 1) Making prediction about what a speaker is going to say or where the discourse is leading to.
- 2) Matching what we hear against our own experience, knowledge of the world, and preconception.
- 3) Trying to visualize elements of what we hear, and form a mental picture that corresponds roughly to that of the speaker.

⁷Astinah. "The Students' Activities in improving Their Ability in Listening Comprehension at MAN 1 Pekanbaru". Pekanbaru: Unpublished. 2009.

- 4) Distinguishing the main point of what we hear from less important details, and following the thread of a conversation or anecdote.
- 5) Listening out for particular point of detail that is especially relevant to us.
- 6) Responding intellectually and emotionally to what we hear.
- 7) Inferring information about the speakers and either situation that is implied in what we hear.

In checking students' listening comprehension, the writer uses listening and performing operation such as drawing, trying to visualize the elements of what they hear, and form a mental picture that correspond the speaker.

c. Listening Process

With a greater understanding of language quality and the development of teaching theory, there has been recognition of the process of listening comprehension as needing greater emphasis. Listening is an invisible mental process, making it difficult to describe. However, it is recognized by Wipf in Guo, he said that listeners must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intonation, understand intension and retain and interpret this within the immediate as well as the larger socio- cultural context of the utterance. In addition, Rost defines listening as a process of receiving what the speaker actually says (receptive orientation); constructing and representing meaning (constructive orientation);

negotiating meaning with the speaker and responding (collaborative orientation); and, creating meaning through involvement, imagination and empathy (transformative orientation)⁸.

Listening, is a complex, active processes of interpretation in which listeners match what they hear with what they already know. Besides, it is important for a listener to understand what he speaker says. Understanding spoken language can be described as an inferential process based on the perception of several cues rather than a simple match between sounds and meaning.

Poelmans said that the listening comprehension process is a combination of four sub-processes⁹:

a. Hearing

It is the auditory reception of an acoustic signal (perception), as is also performed on non-speech sounds.

b. Categorization of sounds

It is a categorization incoming sound in terms of the sound categories of the language.

c. Word recognition

Breaking up the stream of sounds into linguistic units (morphemes, words) and retrieving their meaning from long term memory.

⁸NaizaoGuo. *Op. Cit.* P. 4

⁹Petra Poelmans. *Developing second-language Listening Comprehension: Effects of Training Lower-order skills Versus Higher-order Strategy*. Netherland: LOT. 2003. P. 10

d. Comprehension

Comprehension is an integrating the meanings of the words in their sequence into an interpretation of the entire utterance, for example a reconstruction of the speaker's communicative intention (message).

Obviously, the third and fourth modules draw heavily on linguistic knowledge. Both lexical knowledge, needed to recognize words, and knowledge of the rule system of the language, needed to decode the grammatical relationships among the words that make up the sentence, are part of the listener's linguistic competence. However, especially at the third stage, knowledge of the world, e.g. non-linguistic knowledge plays an often indispensable role in the listening process.

2. Listening Comprehension

a. Definition of Listening Comprehension

At first sight it appears that listening is a passive skill, and speaking is an active one. This is not really true, since the decoding of a message (listening) calls for active participation in the communication between the participants. A receptive skill is involved in understanding the message¹⁰. Indeed, it is essential to the speaker in any interaction that he is assured continually that his words are being understood.

¹⁰Geoffrey Broughton. *et.al. Teaching English as a Foreign Language: Second Edition*. London: ROUTLEDGE.1980. P. 65.

According to Wang Shouyuan in Guo, the most important component in the five aspects of overall English competence, he suggests as listening, speaking, reading, writing and translation, it deserves particular attention. Educators must actively explore the nature and process of listening comprehension and research the theory and methodology of listening comprehension in order to improve listening teaching outcomes and make students recognize that listening comprehension is the crucial aspect of English learning¹¹.

In addition, listening comprehension is the process of relating language to concept in one's memory to references in the real world. It means that someone can understand what she/ he heard and has knowledge about that.

b. Listening Comprehension in Monologue text Organized as Descriptive Text

Descriptive text is kind of texts which describe about things, objects, animals, places, or persons. This text is appropriate for applying the game in listening comprehension of students. The example of descriptive text is:

My neighbor is a very tall, thin woman. She wears a T-shirt. She wears narrow trousers. She has big feet, very big feet. And she wears big black boots. She has a square face and a long, pointed nose. She has two small eyes right in the middle of her face. She is always miserable and she has a long, miserable

¹¹NaizaoGuo. *Loc. Cit.* P.3

mouth. She has a lot of hair. It is full of birds. She has long thin arms and she always carries her little cat in her arms¹².

In short, by using descriptive text, students can apply the game in checking their comprehension in listening skill.

3. Students' Listening Comprehension

According to the school based curriculum (KTSP), listening is taught through kinds of the genre. In the syllabus, students' listening comprehension, especially the first grade or year, is the students that are required to comprehend meaning of short functional text and simple monologue text namely narrative, procedures, descriptive, and news item accurately and acceptable in the daily life. This research focuses on descriptive text only.

Descriptive text is a kind of texts to describe a particular things/person. The text organization is:

a. Identification

It mentions the name, occupation, profession and career.

b. Description

It mentions physical features, the way he/she dresses and his/her personality.

Then students' listening comprehension of monologue text organized as descriptive text can be tested by using listen and draw game.

The procedure is as follows¹³:

¹²Andrew Wright. *et al.* Loc. Cit

¹³*Ibid*

- a. Listen to descriptive text, whether is about person, object, animal or place. Firstly, ask the learners to listen to the whole description without drawing.
- b. Listen to the description text again slowly, and asks the learner to draw what teacher describes. Then, teacher decides to encourage the learners to ask questions for more clarity. Be willing to read the description several times. The learners draw with pencil until they are sure they have made a very accurate drawing. When they are sure, they may use black pen or colorful pen.
- c. Teacher displays all the pictures drawn by the learners and display an enlarge copy of the text that teacher has used. Check the pictures against the text to see if the pictures are correct.
- d. Let the class vote for the top five most accurate pictures.
- e. Teacher asks the learners to do similar activity in pair of group.

Students' listening comprehension must appropriate with the curriculum. Students at the first year or grade of senior high school must understand meaning of the texts, especially in descriptive text. The standard competence and basic competence for the second semester students of the first year senior high school show at the table below¹⁴.

¹⁴*Standar Kompetensi dan Kompetensi Dasar*. Jakarta: BSNP. 2006. P.129-130

Table II
English Syllabus

| STANDARD COMPETENCE | BASIC COMPETENCE |
|---|---|
| <p>Listening</p> <p>1. Understanding meaning of transactional and interpersonal conversation in the daily life context.</p> | <p>1.1 Responding meaning of formal and informal transactional and interpersonal conversation accurately in the daily life context in form of expression congratulation, admires, and saying thank you.</p> <p>1.2 Responding meaning of formal and informal transactional and interpersonal conversation accurately in the daily life context in form of expression surprised, believed, asking, and accepting invitation.</p> |
| <p>2. Understanding meaning of short functional text and simple monologue in form of narrative, descriptive, and news item in the daily life context.</p> | <p>2.1 Responding meaning of simple oral functional text such as announcement, advertisement, and invitation in form of formal and informal accurately in the daily life context.</p> <p>2.2 Responding meaning of simple monologue text in form of narrative, descriptive and news item, by using oral language accurately in the daily life context.</p> |
| <p>Speaking</p> <p>3. Expressing meaning of transactional and interpersonal conversation in the daily life context.</p> | <p>3.1 Show meaning of formal and informal transactional and interpersonal conversation accurately in the daily life context in form of expression congratulation, admires, and saying thank you.</p> <p>3.2 Show meaning of formal and informal transactional and interpersonal conversation accurately in the daily life context in form of expression surprised, believed, asking, and accepting invitation.</p> |

| | |
|---|---|
| <p>4. Expressing meaning of short functional text and simple monologue in form of narrative, descriptive, and news item in the daily life context.</p> | <p>4.1 Show meaning of simple monologue text in form of narrative, descriptive and news item, by using oral language accurately in the daily life context.</p> <p>4.2 Show meaning of simple oral functional text such as announcement, advertisement, and invitation in form of formal and informal accurately in the daily life context.</p> |
| <p>Reading</p> <p>5. Understanding meaning of short functional text and simple monologue in form of narrative, descriptive, and news item in the daily life context, and to get knowledge.</p> | <p>5.1 Responding meaning of simple functional text such as announcement, advertisement, and invitation in form of formal and informal accurately in the daily life context.</p> <p>5.2 Responding rhetorical steps and meaning of simple essay in form of narrative, descriptive and news item, by using oral language accurately in the daily life context.</p> |
| <p>Writing</p> <p>6. Expressing meaning of short functional text and simple essay in form of narrative, descriptive, and news item in the daily life context</p> | <p>6.1 Show meaning of simple written functional text such as announcement, advertisement, and invitation in form of formal and informal accurately in the daily life context.</p> <p>6.2 Show rhetorical steps and meaning of simple essay form of narrative, descriptive and news item accurately in the daily life context.</p> |

Based on the table above, students should get understanding and comprehension in their listening, especially in listening of simple monologue text formed as descriptive text.

4. Factors Influence Students' Listening Comprehension

Martin in Afrida Azwir said that there is a factor that helps to produce a result. The factor that influenced us in listening process is concentration. Concentration is closely related to interest and attention. Nunan also stated that the bottom up can be depicted which is listeners try to retrieve some information from tape recorder then they will be required to read such as a topic then they provided some topic. Finally, they have to recall what speaker said.

There are some dominant factors that influence the students in listening¹⁵:

a. Concentration

It is an ability to direct all our effort and attention on one thing without thinking of other things.

b. Interest

It desires to learn or know about something.

c. Attention

It is looking at or thinking about something or somebody carefully.

d. Strategies

It is plan that is indented to achieve a particular purpose of planning something or carry out a plan in a skilful away.

¹⁵AfridaAzwir. “ *The Correlation between Students' Ability in Distinguishing English minimal Pairs and their Listening Comprehension at the Second year of Senior High School 2 Mandau District Bengkalis Regency*”.Pekanbaru: Unpublished.2012.

e. Expectation

It is a strong belief about the way something should happen or how somebody should behave.

f. Lack of knowledge

It is state of having enough of knowledge.

Nation also identified the factors influence listening comprehension, as follows¹⁶:

a. Understanding

Students must be able to infer the meaning of most of the message, even though there might be some language items in the message that they are not familiar with.

b. Quantity

There must be sufficient opportunity for students to understand message. It needs to be great deal of listening activity before students feel ready to speak.

c. Interest

The students must want to pay attention to the message, and the message must be in interesting and must involve the students, so the listening becomes a truly active process.

d. Low anxiety

Attitudes toward errors can also have an effect of anxiety, so the students should be confidence in their listening comprehension.

¹⁶Paul Nation. *Listening Techniques for a Comprehension Approach to Language Learning*. New Zealand: Victoria University of Wellington. P. 18.

Based on the factors above, writer concludes that all factors influence listening comprehension much, so before listening activity, students should pay attention to their interesting with listening, their quantity process of listening, their expectation, and their strategies before doing listening, attention and concentration while listening, and understand the message after listening. The most important is the students should ignore their anxiety in listening.

5. Students' Multiple Intelligences

Howard Gardner initially formulated a list of seven intelligences. His listing was provisional. The first two have been typically valued in schools; the next three are usually associated with the arts; and the final two are what Howard Gardner called 'personal intelligences'. There are eight multiple intelligences which students have¹⁷:

a. Linguistic intelligence

It involves sensitivity to spoken and written language, the ability to learn languages, and the capacity to use language to accomplish certain goals. This intelligence includes the ability to effectively use language to express oneself rhetorically or poetically; and language as a means to remember information. Writers, poets, lawyers and speakers are among those that Howard Gardner sees as having high linguistic intelligence.

¹⁷www.Howardgardner.com/bio/bio.htm

b. Logical-mathematical intelligence

It consists of the capacity to analyze problems logically, carry out mathematical operations, and investigate issues scientifically. In Howard Gardner's words, it entails the ability to detect patterns, reason deductively and think logically. This intelligence is most often associated with scientific and mathematical thinking.

c. Musical intelligence

It involves skill in the performance, composition, and appreciation of musical patterns. It encompasses the capacity to recognize and compose musical pitches, tones, and rhythms. According to Howard Gardner musical intelligence runs in an almost structural parallel to linguistic intelligence.

d. Bodily-kinesthetic intelligence

It entails the potential of using one's whole body or parts of the body to solve problems. It is the ability to use mental abilities to coordinate bodily movements. Howard Gardner sees mental and physical activity as related.

e. Spatial intelligence

It involves the potential to recognize and use the patterns of wide space and more confined areas.

f. Interpersonal intelligence

It is concerned with the capacity to understand the intentions, motivations and desires of other people. It allows people to work

effectively with others. Educators, salespeople, religious and political leaders and counsellors all need a well-developed interpersonal intelligence.

g. Intrapersonal intelligence

It entails the capacity to understand oneself, to appreciate one's feelings, fears and motivations. In Howard Gardner's view it involves having an effective working model of ourselves, and to be able to use such information to regulate our lives.

h. Naturalist intelligence

It entails the capacity to make group of nature in the environment, such as plants, animals, and climates.

So, based on the multiple intelligences above, every student has different intelligences. This research hoped that students can develop their intelligences. This game would help students in developing their spatial intelligence after hearing listening monologue text

6. The Nature of Listen and Draw Game

a. Definition of Game

The word of 'game' means an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others¹⁸. Game also can be identified as an activity that given by teacher and opportunity to the students to be active in the classroom that governed by rules.

¹⁸Andrew Wright, *et al.Loc. Cit.*

In this research, game is an activity that be used by teacher in language learning in order the students interest with the subject. With the use of games, the teacher can create various contexts in which students have to use the language to communicate, exchange information and express their own opinions. Ersoz hold that games are highly appreciated thanks to their amusement and interest¹⁹.

Teacher uses games to help their students practice more their skills of communication, because games cannot be successful if the teacher does not explain the task and roles of students clearly in playing games. In addition, a game is an activity with rules, a goal and an element of fun²⁰. Games are also invaluable as they give students a break and at the same time allow students to practice language skills²¹. Recently, using game has become a popular technique exercised by many educators in the classrooms and recommended by methodologists²². Here, listen and draw game is game with rules and guided by teacher which transformed information to other skill such drawing.

b. Advantages of game

There are many advantages of using game in learning process.

Game can make classes become fun. And they will get better

¹⁹AydanErsoz. *Six Games for the EFL/ESL Classroom*.Ankara:TESL Journal, vol. VI, No.6, June 2000.

²⁰Yin Yong Mei and Juan Yu-Jung.*Using Games in EFL Classes for Children*. Asian EFL Journal: December 10, 2000.

²¹AydanErsoz. *Op. Cit*

²²AgieszkaUberman. *The Use of Games: Vocabulary Presentation and Revision*.Asian Journal, Vol. 36 No 1, January– March. 1998. P 20.

understanding lesson if they feel fun. According to Kim²³, there are many advantages of using game in the classroom:

1. Game is a welcome break from the usual routine of the language class.
2. It is motivating and challenging.
3. Learning language requires a great deal of effort. Game helps students to make and sustain the effort of learning.
4. Game provides language practice in the various skills; speaking, writing, reading, and listening.
5. It encourages meaningful context for language use.

Then, Huyen and Nga explained some advantages of the game, as follows²⁴:

1. Games bring in relaxation and fun for students
2. Games usually involve and participates activity in the learning activities.
3. Games bring real world context into the classroom and enhance student use of English in flexible, communication way.

²³Lee Su Kim. (1995, January- March). *Creative Games for the Language Class*. Forum 33 (1), 35. Retrieved on April 11, 2012 from <http://exchanges.state.gov/forum/vols/vol33/nol/P35.htm>

²⁴Nguyen ThiThanhHuyen and KhuatThi Thu Nga. *From Learning Vocabulary through Games*. Asian EFL Journal. 2003. Retrieved on April 11, 2012, from www.teflgames.com

c. The Classification of the Game

Hadfield explained two ways of classifying language games²⁵:

1. First, she divides language games into two types:

Linguistic game (focus on accuracy, such as supplying the correct antonym) and communicative game (focus on successful exchange of information and ideas, such as two people identifying the differences between two pictures which are similar to one another but not exactly alike).

2. Secondary, games to achieve the communicative goal such as students are going to be active learners in learning process by playing the game.

In addition, Hedfield also classifies the games to achieve the communicative aims; the classification of the game is as follows²⁶:

- a. Sorting, ordering, or arranging games.

For example, students have a set of cards with different product on them, and they sort the cards into products found at a grocery store and products found at department store.

- b. Information gap games

In such games, one or more people have information that other people need to complete a task. For instance, one person might have a drawing and their partner needs to create a similar drawing by listening to the information given by the person with

²⁵Hadfield. *Intermediet Vocabulary games*. Harlow, Essex: Longman.1999.

²⁶*Ibid*

the drawing. Information gap games can involve a one-way information gap, such as drawing game just described, or a two-way information gap, in which each person has unique information, such as in a Spot-the-differences task, where each person has a slightly different picture, and the task is to identify the differences.

c. Guessing games

These are a variation on information gap games. One of the best known examples of a guessing game is 20 questions, in which one person thinks of a famous person, place or thing. The other participants can ask 20 Yes/No questions to find clues in order to guess who or what the person is thinking of.

d. Search games

These games are yet another variant on two-way information gap games, with everyone giving and seeking information. Find someone who is a well known example. Students are given a grid. The task is to fill in all the cells in the grid with the name of a classmate who fit that cell, e.g. someone who is vegetarian. Students circulate, asking and answering questions to complete their own grid and help classmate complete theirs.

e. Matching games

As the name implies, participants need to find a match for a word, picture, or card. For example, student place 30 word cards, composed of pairs, face down in random order. Each person turns over two cards at a time, with the goal of turning over a matching pair, by using their memory. This is also known as the pelmanism principle, after Christopher Louis Pelman, a British psychology of the first half of the 20th century.

f. Labeling games

These are a form of matching, in that participants match labels and pictures.

g. Exchanging games

In these games, students barter cards, other objects, or ideas. Similar are exchanging and collecting games. Many card games fall into this category, such as the children's card game Go Fish²⁷.

h. Board games

Scrabble is one of the most popular board games that specifically high lights language.

i. Role play games

The terms role play, drama, and simulation are sometimes used interchangeably but can be differentiated. Role play can

²⁷<http://www.pogat.com/quartet/gofish/html>

involve students playing roles that they do not play in real life, such as dentist, while simulation can involve students performing roles that they already play in real life or might be likely to play, such as customer at a restaurant. Dramas are normally scripted performances, whereas in role plays and simulation, students come up with their own words, although preparation is often useful.

Listen and draw game is kind of information gap game which is a person does drawing based on his/his understanding of listening. It involves one-way information gap.

d. Information Gap Game

An information gap game activity takes a place between students, not between a student and a teacher, though a teacher can certainly demonstrate the activity. The two students will be asking each other questions to which they don't know the answer; these questions are called referential questions. The goal of the activity is for the students to discover certain information, whether about the other person or related to a specific activity.

In addition, Zaorob said that information gap game is one of the basic reasons why people communicate in real life, then classroom activities should also urge learners to seek and provide information²⁸. In such games, one or more people have information that other people

²⁸Maria Lucia Zaorob. *Games for Grammar Practice*. Cambridge: Cambridge University Press. 2001. P. 3

needs to create a similar drawing by listening to the information given by the person with the drawing. Information gap games can involve a one-way information gap, such as drawing game just described, or two-way information gap, in which each person has unique information, such as in a Spot-the-differences task, in which each person has a slightly different picture, and the task is to identify the differences²⁹.

Furthermore, information gap game is a kind of games which includes one-way and two-way information in speaking skill and listening skill. Besides, listen and draw game is kind of information gap game in one-way information by transferring information in listening skill, and the action is create a picture or map by drawing.

e. Procedures of Listen and Draw Game

Listen and draw game is a game which involved listening skill. It includes one-way listening, typically with the transfer of information and do communicative outcomes such performing operation (constructing a figure, or drawing a map).

The procedure is³⁰:

- 1). Listen to descriptive text, whether is about person, object, animal or place. Firstly, ask the learners to listen to the whole description without drawing.
- 2). Listen to the description text again slowly, and asks the learner to draw what teacher describes. Then, teacher decides to encourage the

²⁹Hedfield. *Op. Cit*

³⁰Andrew Wright, *et.al.Loc. Cit.*

learners to ask questions for more clarity. Be willing to read the description several times. The learners draw with pencil until they are sure they have made a very accurate drawing. When they are sure, they may use black pen or colorful pen.

- 3). Teacher displays all the pictures drawn by the learners and display an enlarge copy of the text that teacher has used. Check the pictures against the text to see if the pictures are correct.
- 4). Let the class vote for the top five most accurate pictures.
- 5). Teacher asks the learners to do similar activity in pair of group.

6. Using Listen and Draw Game toward Listening Comprehension

Listen and draw game is a game for performing action or operation, and the outcome is to check students' listening comprehension as Murcia specifies that there are many kinds of lesson feature specific listen and done communicative outcomes to check students' listening comprehension such as listening and performing action (command games and songs), listening and performing operation (listening and constructing a figure, drawing a map), listening and solving problems (riddles, puzzle, etc), listening and transcribing (writing notes), listening and summarizing information (out lining), and interactive listening (clarification)³¹.

Wright *et.al* called this game as a non-verbal response or 'listen and do'. The doing shows in fair and accurate way, the extent to which the learner has listened, and understood. So, using listen and draw game to

³¹Marianne Celce Murcia.*Loc. Cit.*

check students' listening comprehension is appropriate because this game is for listening skill. Wright says that listening for detail in the description of a person, objects, animals, or places and drawing according to the details described possibly describing an imagined person, objects, animals, or place using descriptive language is by using listen and draw game³².

In addition, this game is for descriptive text. It is a text for describing things, places, animals or persons. The generic structure of the text is identification and description.

B. Relevant Research

Relevant research is required to observe some previous researches conducted by other researcher in which they are relevant to our research itself³³. So, the relevant research is: The relevant research that was conducted by Ibnu Nasit entitled: "The Use of English Game in Improving Students' Pronunciation at MTs Bahrul Ulum desa Air Mas, kecamatan Singingi". He used test to collect the data, and the research finding is H_0 is accepted because $t_{obs} = 1.417$ lower than t_{table} in 5% and 1% significance level $2.6575 > 1.256 < 3.2498$, which is 1.257 is more than 0.05 because the probability > 0.05 H_0 is accepted and probability < 0.05 H_0 is rejected³⁴. It means that this research is no effectiveness of using English game in improving students' pronunciation.

³²Wright.*et.al. Loc. Cit.*

³³M. Syafi'i. S. *From Paragraph to a Research Report: A Writing of English for Academic Purposes*. Pekanbaru: Lambaga Bimbingan Syaf Intensif / LBSI. 2007. P. 122

³⁴Ibnu Nasit. "The Use of English game in Improving Students' Pronunciation at MTs Bahrul Ulum Desa Air Mas Kecamatan Singingi". Pekanbaru: Unpublished. 2009.

But the writer's research is different with Ibnu Nasit's research. The writer is more focus on effect of using game toward students' listening comprehension.

C. The Operational Concept

In order to clarify the theories used in this research, the writer would like to explain briefly n operational concept of the research. According to Syafi'i, "Operational concept is a concept that guides the reader to avoid misunderstanding. It should be interpreted into particular words in order to be easier measured. It gives clear description of the variables. He explains that all related theoretical frameworks can be operated in the operational concept".³⁵

In this research, there are two variables. Firstly is independent variable (variable X) is that about listen and draw game, and the last variable is dependent variable (variable Y) is that about listening comprehension. Therefore, in analyzing the research the explanation of the variables are as follows:

1. Listen and draw game (Variable X)

The treatment below is steps or procedures of implementation of listen and draw game, as follows³⁶:

- a. Listen to descriptive text, whether is about person, object, animal or place. Firstly, ask the learners to listen to the whole description without drawing.

³⁵M. Syafi'i. *Loc. Cit.*

³⁶Andrew Wright, *et.al. Loc. Cit.*

- b. Listen to the description text again slowly, and asks the learner to draw what teacher describes. Then, teacher decides to encourage the learners to ask questions for more clarity. Be willing to read the description several times. The learners draw with pencil until they are sure they have made a very accurate drawing. When they are sure, they may use black pen or colorful pen.
 - c. Teacher displays all the pictures drawn by the learners and display an enlarge copy of the text that teacher has used. Check the pictures against the text to see if the pictures are correct.
 - d. Let the class vote for the top five most accurate pictures.
 - e. Teacher asks the learners to do similar activity in pair of group.
2. Listening comprehension (Variable Y)
- a. Students are able to find out topic of the text in the recording.
 - b. Students are able to mention the description of the thing or person or place of the descriptive text in the recording.
 - c. Students are able to understand the content of the text in the recording.

D. The Assumption

This research is based on the following assumptions:

- a. The students listening comprehension by using listen and draw game is various.
- b. The students' listening comprehension without using listen and draw game is various.

- c. The effect of using listen and draw game is the better for students' listening comprehension will be.

E. The Hypothesis

- Ha : There is significance effect of using listen and draw game toward students' listening comprehension at the first year of state senior high school 1 Bungaraya Siak regency.
- H0 : There is no significance effect of using listen and draw game toward students' listening comprehension at the first year of state senior high school 1 Bungaraya Siak regency.

CHAPTER III

METHOD OF THE RESEARCH

A. The Research Design

The method that has been used in this research was experimental research, precisely quasi experimental research. Experimental research is a research in which the investigator determine whether an activity or material make a different in result for participant¹. Quasi experiment consists of control and experimental group. There are two kinds of quasi experiment: pre-test and post-test, and post-test only design². The variables of this research were variable X (the effect of using listen and draw game), and variable Y (students' listening comprehension).

This research used two groups of research called quasi non-equivalent which is one of the most widespread experimental designs in educational research involves an experimental group and a control group both given a pretest and posttest³. The first was experimental group that was treated by listen and draw game, and the second was control group that was treated by translating strategy or not treated by listen and draw game for students. In short, the research was designed by the following schema:

¹John W. Creswell. *Educational Research: Panning, Conducting, and Evaluating Qualitative and Quantitative Research*. New Jersey: University of Nebraska. 2008. P. 60.

²*Ibid.* P. 314.

³Donald T. Campbell and Julian C Stanley. *Experimental and Quasi Experimental Designs for Research*. Dallas Geneva: Mifflin Company Boston. 1996. P. 47.

Nonequivalent Control Group Design

| | Pre-test | Treatment | Post-test | Difference | |
|--------------------|----------|-----------|-----------|---------------|---|
| Experimental Group | X | O | X | Post-Xcompare | } |
| Control Group | X | | X | Post-X | |

B. The Time and the Location of the Research

This research was conducted on March to April 2013 at SMAN 1 Bungaraya. It has been located on Bungaraya, Siak regency, Pekanbaru, Riau.

C. The Subject and the Object of the Research

The subject of the research was the first year students of SMAN 1 Bungaraya and the object of the research was the effect of using listen and draw game toward students' listening comprehension.

D. The population and the Sample

1. Population

A population is a set or collection of all elements processing one or more attributes of interest⁴. So, the population of this research was the first year students of SMAN 1 Bungaraya in 2012/2013 academic year, the total number of students were about 122 students in 5 classes. The detail number of students includes the following table:

⁴SuharsimiArikunto. *ProsedurPenelitianSuatuPendekatan Pratek (EdisiRevisi)*. Jakarta: Rineka Cipta. 2010. P. 173.

Table III.1
Population of the Research

| Class | Total |
|--------------|-------|
| X.1 | 22 |
| X.2 | 23 |
| X.3 | 22 |
| X.4 | 22 |
| X.5 | 23 |
| Total | 122 |

2. Sample

Sample is the part of population or subjects chosen and determined as the sources of data or information that need in research project⁵. Based on the total population above, the writer took two classes randomly because they had have the same ability and were taught by the same teacher. It has been done by using cluster random sampling. Gay and Airaisian said that cluster random sampling is most useful when the population is very large or spread out over a wide geographic area⁶. It means that sampling in which intact group, not individuals, are randomly selected. Therefore, the writer will use lottery, by using rolled-paper, to determine the classes for experimental group and control group. Therefore, it was chosen X1 as an experimental group and X4 as a control group.

⁵M. Syafi'i. *Op. Cit.* P. 128.

⁶LR.Gay and Peter Airisian. *Educational Research Competencies for Analysis and Application. Six edition.* New Jersey: Prentice Hall. 2000. P. 129.

Table III.2
Blue Print of Listening Comprehension Test

| No | Indicators | Number |
|----|--|--------|
| 1. | To find out topic of the text in the recording | 1 |
| 2. | To mention specific characteristic of the thing or person or place in the text | 2,4 |
| 3. | To understand content of the text in the recording | 3,5 |

E. The Technique of Collecting the Data

In collecting the data, the researcher used a test. It was divided into two kinds of tests; pre-test and post-test. Pre-test was given before treatment and post-test was given after treatment. In this test, the writer used short answer test in listening comprehension. Short answer test is a technique of listening test. Hughes said that it provided the items themselves briefly and only really short responses and can work well in listening test⁷. At the same view, Suharsimi said that it is kind of objective tests, which is the answer only in short sentence or in a word without any long sentences or arguments⁸. This test called objective test because it has only one meaning in one word or sentence. In addition, Anas Sudijono also said that short answer test is known as objective test⁹.

⁷Arthur Hughes. *Testing for language Teachers*. Cambridge: Cambridge University Press. 1989. P. 137.

⁸SuharsimiArikunto. *Dasar-dasarEvaluasiPendidikan (EdisiRevisi)*. Jakarta: BumiAksara. 2010. P. 228.

⁹Anas Sudijono. *PengantarEvaluasiPendidikan*. Jakarta: Raja Grafindo Persada. 2011. P. 106.

F. The Validity and Reliability of the Test

1. The Item Validity

Item difficulty is determined as the proportion of correct responses. This is held pertinent to the index difficulty, in which it generally expressed as the percentage of the students who answer the questions correctly. The formula is as follows:

$$FV = \frac{R}{N}$$

Which is FV : Index of difficulty or Facility value

R : The number of correct answer

N : The number of examinees or students taking the test

The formula above was used to find out the easy or difficult item of test that researcher gave to the students as the respondents. The items that do not reach the standard level of difficulty were excluding from the test and they were changed with the new items that were appropriate. It was stated which prepared in practice to accept items with facility values between 0.30 and 0.70.

Before giving the instrument, it should be tried out to obtain the degree of validity of the items. The test that was given to students was considered not too difficult or not too easy, often shows the low reliability. Anderson in

Suharsimi said that a test is valid if it measures what it purpose to measure¹⁰. It means that the test would be valid caused the measurement is appropriate with its purpose. Generally, there are two kinds of validity; logical validity or internal validity and empirical validity or external validity¹¹. Both of them are used as a basic of validity test of group. This research used empirical validity or known as external validity to find out the validity of the test.

An instrument is valid if it is able to measure what must be measured. In validity of instrument of the test, it can be seen by the difficulties of the test. On the other hand, the test is not too easy and not too difficult. The standard level of difficulty is ≤ 30 and ≥ 70 ¹². Then, the proportion of correct is represented by “p”, whereas the proportion incorrect is represented by “q”. it can be seen in the following tables:

Table III.3
The Students' Comprehension in Finding Out Topic

| Variable | Finding Out Topic | N |
|----------|-------------------|----|
| Item no. | 1 | 22 |
| Correct | 15 | |
| P | 0. 68 | |
| Q | 0.32 | |

Based on the table III.3 above, the proportion of correct answer for item number 1 shows the proportion of correct **0. 68**. Based on the standard

¹⁰SuharsimiArikunto. *Op. Cit.* P. 65.

¹¹Sugiyono. *Metode Penelitian Pendidikan Pendekatan kuantitative, kualitative, dan R&D.* Bandung: Alfabeta.2011. P. 175.

¹²*Ibid.*P. 208.

level of difficulty “p” <0.30 and >0.70 , it is pointed out that item difficulty in average of item number for finding out topic is accepted.

Table III.4
The Students’ Comprehension in Mentioning Specific Characteristics of the Object of the Recording

| Variable | Mention specific characteristics of object in the recording | | N |
|----------|---|-------------|----|
| Item no. | 2 | 4 | 22 |
| Correct | 13 | 15 | |
| P | 0.59 | 0.68 | |
| Q | 0.41 | 0.32 | |

Based on the table III.4 above, the proportion of correct answer for item number 2 shows the proportion of correct **0.59**, item number 4 shows the proportion of correct **0.68**. Based on the standard level of difficulty “p” <0.30 and >0.70 , it is pointed out that item difficulties in average of item number for mentioning specific characteristics are accepted.

Table III.5
The Students’ Comprehension in Understanding the Content of the Recording

| Variable | Understand the content of the recording | | N |
|----------|---|-------------|----|
| Item no. | 3 | 5 | 22 |
| Correct | 12 | 14 | |
| P | 0.54 | 0.63 | |
| Q | 0.46 | 0.37 | |

Based on the table III.5 above, the proportion of correct answer for item number 3 shows the proportion of correct **0.54**, item number 5 shows the proportion of correct **0.63**. Based on the standard level of difficulty “p” <0.30

and >0.70, it is pointed out that item difficulties in average of item number for mentioning specific characteristics are accepted.

2. The Reliability of the Test

Generally, there are two kinds of reliability; External reliability and Internal consistency reliability¹³. This research used internal consistency reliability to predict the reliability of the instrument, because it has been done once. Then it was analyzed by using Kuder-Richardson or known as KR – 20 formula, it was as follows¹⁴:

$$r_i = \frac{k}{k-1} \frac{St^2 - \sum p_i q_i}{st^2}$$

which is:

k = Total items

P_i = Proportion the correct scores

Q_i = 1- P_i

St² = Total variances

The good quality of instrument is determined by the instrument reliability. On the other hand, if the instrument is reliable, it has good quality. Knowing the instrument is reliable or not, the writer used Kuder-Richardson-

¹³Sugiyono.*Loc. Cit.*

¹⁴*Ibid.* P. 186.

20. The data of students score can be seen at appendix..based on the data that showed at appendix C. The writer got:

$$\begin{aligned} X_t^2 &= \sum X_t^2 - \frac{(\sum X_t)^2}{n} \\ &= 232 - \frac{70^2}{5} \\ &= 232 - 14^2 \\ &= 232 - 196 = 36 \end{aligned}$$

$$\begin{aligned} S_t^2 &= \frac{X_t^2}{n} \\ &= \frac{36}{5} = 7.2 \end{aligned}$$

$$\begin{aligned} r_i &= \frac{k}{k-1} \frac{S^2 - \sum p_i q_i}{S^2} \\ &= \frac{5}{5-1} \frac{7.2-1.7}{7.2} \\ &= \frac{5}{4} \frac{5.5}{7.2} = 1.25 \cdot 0.76 = 0.95 \end{aligned}$$

Knowing the reliability of the test, r_i must be compared with r product moment, r_i must be higher than r_t , on the other hand, $r_i > r_t$. For the degree of significance 5% is 0.423 and the degree of significance 1% is 0.537. While, on statistical above, the score of reliability of the test is 0.95. From data above, it found $0.423 < 0.95 > 0.537$. So, it can be analyzed that r_i is higher than r_t , on the other hand, the instrument test is reliable. It means that the test was

very high reliability. Based on Suharsimi Arikunto there is the interpretation of reliability as follows¹⁵:

- a. Between 0.800 – 1.00 : very high
- b. Between 0.600 – 0.800 : high
- c. Between 0.400- 0.600 : enough
- d. Between 0.200 – 0.400 : low
- e. Between 0.00 – 0.200 : very low

G. The Technique of Analysis the Data

The technique of data analysis use in this research was T-test formula by using SPSS (Statistical Package for the Social Science) 20 version. In analyzing the data, the writer used scores of pre-test and post-test of experimental as well as and the control group. These scores were analyzed statically. The formula is adopted from Hartono¹⁶:

T-test formula

$$t_0 = \frac{Mx - My}{\frac{SD_x^2}{N-1} + \frac{SD_y^2}{N-1}}$$

which is :

t_0 = The value of t-obtained

Mx = The means of post test experimental group

¹⁵Suharsimi Arikunto. *Loc.Cit*

¹⁶Hartono. *Op. Cit.* P. 208

M_y = The means of post test control group

SD_x = Standard Deviation of experimental group

SD_y = Standard deviation of control class

N = Number of student

Based on formula above, Suharsimi has percentage to know the quality of the data. The result of students' listening comprehension high by using the game or not is identified by this percentage. The percentage is as follows:

80 – 100 = very good

66 – 79 = good

56 – 65 = enough

40 – 55 = less

30 – 39 = bad.

The t-table was employed to see whether there was a significance difference between the mean score of both experimental group and control group. The t-obtain value was consulted with the value of t-table at degree of freedom

(df) = $(N_1 + N_2) - 2$ statically hypothesis

H_0 = Variance population not identical

H_a = Variance population identical

H_a = $t_o > t$ - table

H_0 = $t_o < t$ - table

CHAPTER IV

DATA PRESENTATION AND DATA ANALYSIS

A. Description of Research Procedure

The purpose of this research was to obtain the data of students' listening comprehension taught by using Listen and Draw Game and taught by using Translating Strategy, and also the significant effect of students' listening comprehension taught by using Listen and Draw Game. The data were obtained from students' post-test scores of experimental and control group.

Before taking the data from the sample, the researcher gave the try out to other class in order to prove whether the test was reliable or not. The researcher asked the students to answer some questions based on the recording given. Based on the technique of taking the sample was cluster random sampling, it was found that class X4 was as an experimental group and X1 was as control group. Then, researcher gave treatments to experimental group for six meetings.

After giving treatments to experimental group, the researcher used the same format of questions and recording of monologue text organized as descriptive test to students' listening comprehension for the post-test of experimental group. While for control group which is taught without using treatment, the researcher used the same format of blue print of the questions, as follows:

1. Students are able to find out topic of the text in the recording.
2. Students are able to mention the description of the thing or person or place of the descriptive text in the recording.
3. Students are able to understand the content of the text in the recording.

The data of the research were gotten from the scores of students' experimental group and control group. All of the data were collected through the following procedures:

1. In both groups (experimental and control group), students were asked to answer the question based on the recording given.
2. The format of the test was short answer test.
3. The researcher gave a score of the students' listening comprehension that was collected from their score of post- test.

The test was composed 5 items, and each item was given score 20. The final score was analyzed by using the following formula¹:

$$\text{Final score} = \frac{\text{Total Correct Answer}}{\text{Total Questioner}} \times 100$$

B. The Data Presentation

To obtain the data about the effect of using listen and draw game to improve students' listening comprehension, the researcher acquired to show list of the implementation of listen and draw game.

¹Anas Sudijono. *Pengantar Statistik Pendidikan*. Jakarta: PT. Rajafindo Persada. 2008. P. 43.

1. The Implementation of Listen and Draw Game

- a. Listen to descriptive text, whether is about person, object, animal or place. Firstly, ask the learners to listen to the whole description without drawing.
- b. Listen to the description text again slowly, and asks the learner to draw what teacher describes. Then, teacher decides to encourage the learners to ask questions for more clarity. Be willing to listen to the description several times. The learners draw with pencil until they are sure they have made a very accurate drawing. When they are sure, they may use black pen or colorful pen.
- c. Teacher displays all the pictures drawn by the learners and display an enlarge copy of the text that teacher has used. Check the pictures against the text to see if the pictures are correct.
- d. Let the class vote for the top five most accurate pictures.
- e. Teacher asks the learners to do similar activity in pair of group.

2. The Data Presentation of Using Listen and Draw (Variable X)

In this research, the researcher used a test to collect the data. The test was administered by the researcher with recording of native's voice, and researcher taught the experimental group by herself. The test was short answer test with 5 items. To get a good data, the test should be valid and reliable.

a. Listening Comprehension Taught without Using Listen and Draw Game

The data of students' listening comprehension taught without using listen and draw game were gotten from pre- test and post- test of X1 as a control group, taken from the sample of this class is 22 students. The researcher taught the class by herself in the control group. The data can be seen from the table below:

Table IV.1
The Score of the Students' Listening Comprehension Taught without Using Listen and Draw Game

| No | Students | Control Group | | Gain |
|----|------------|---------------|------------|------|
| | | Pre- test | Post- test | |
| 1 | Student 1 | 60 | 80 | 20 |
| 2 | Student 2 | 60 | 60 | 0 |
| 3 | Student 3 | 40 | 80 | 40 |
| 4 | Student 4 | 60 | 80 | 20 |
| 5 | Student 5 | 60 | 80 | 20 |
| 6 | Student 6 | 20 | 40 | 20 |
| 7 | Student 7 | 60 | 60 | 0 |
| 8 | Student 8 | 40 | 60 | 20 |
| 9 | Student 9 | 40 | 80 | 40 |
| 10 | Student 10 | 60 | 80 | 20 |
| 11 | Student 11 | 40 | 60 | 20 |
| 12 | Student 12 | 80 | 80 | 0 |
| 13 | Student 13 | 60 | 80 | 20 |
| 14 | Student 14 | 60 | 80 | 20 |
| 15 | Student 15 | 60 | 60 | 0 |
| 16 | Student 16 | 80 | 80 | 0 |
| 17 | Student 17 | 60 | 80 | 20 |
| 18 | Student 18 | 40 | 60 | 20 |
| 19 | Student 19 | 60 | 60 | 0 |
| 20 | Student 20 | 60 | 80 | 20 |
| 21 | Student 21 | 40 | 60 | 20 |
| 22 | Student 22 | 60 | 80 | 20 |
| | N = 22 | = 1200 | = 1560 | |

From the table IV.1 above, the writer found that the total score of pre- test in control group was 1200 while the highest was 80 and the lowest was 20, and the total score of average from post- test in experimental group was 1560, while the highest was 80 and the lowest was 40. It means that the students showed significant effect of their listening comprehension, it was proved by the total score and the score of frequency from pre- test and post- test which was significantly different, and it can be seen as follows:

Table IV.2
The Frequency Score of Pre-test of Control Group

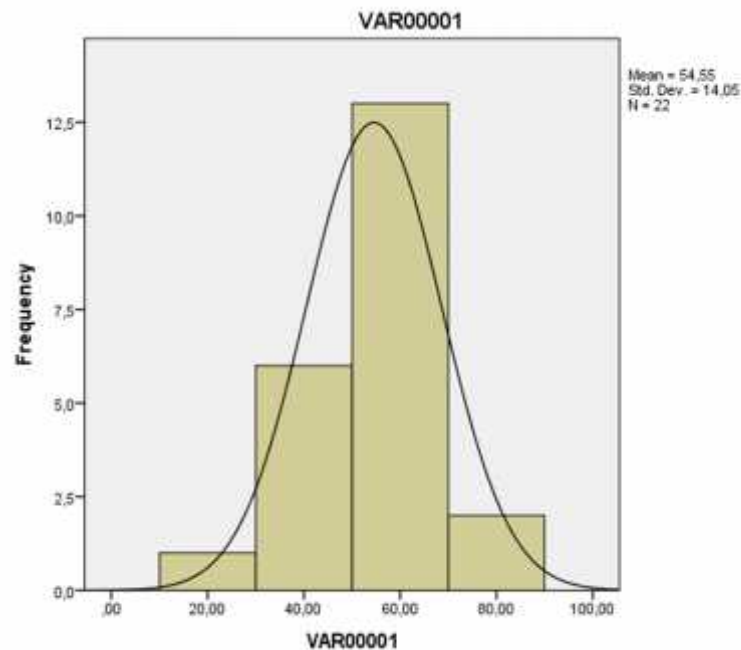
| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------|---------|---------------|--------------------|
| | 20,00 | 1 | 4,5 | 4,5 |
| | 40,00 | 6 | 27,3 | 31,8 |
| Valid | 60,00 | 13 | 59,1 | 90,9 |
| | 80,00 | 2 | 9,1 | 100,0 |
| Total | | 22 | 100,0 | |

Referring to the table above, it could be seen that there was 1 student obtained 20 (4.5%), 6 students obtained 40 (27.3%), 13 students obtained 60 (59.1%), and 2 students obtained 80 (9.1%).

Based on the table above, it can be seen that the total number of the students was 22 students. The highest score was 80 and the lowest score was 20. The highest frequency was 13 at the score 60.

Histogram IV.1

Pre- Test Score of Control Group



From the histogram above, it can be analyze that the data of students' pre- test on control group was categorized as **less category**.

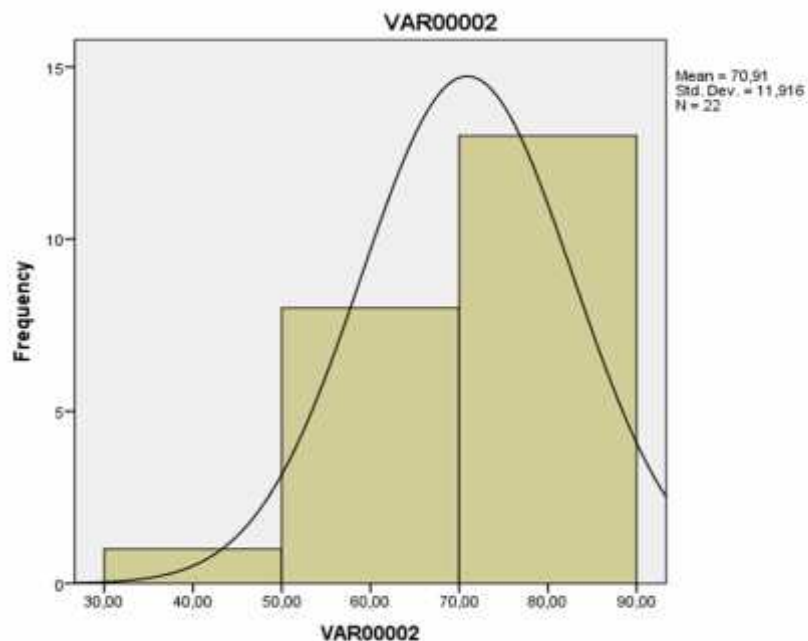
Table IV.3
The Frequency Score of Post- test of Control Group

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------|---------|---------------|--------------------|
| Valid | 40,00 | 1 | 4,5 | 4,5 |
| | 60,00 | 8 | 36,4 | 40,9 |
| | 80,00 | 13 | 59,1 | 100,0 |
| Total | 22 | 100,0 | 100,0 | |

Referring to the table above, it could be seen that there was 1 student obtained 40 (4.5%), 8 students obtained 60 (36.4%), and 13 students obtained 80 (59.1%).

Based on the table above, it can be seen that the total number of the students was 22 students. The highest score was 80 and the lowest score was 40. The highest frequency was 13 at the score 80.

Histogram IV.2
Post- Test Score of Control Group



From the histogram above, it can be analyze that the data of students' post- test on control group was categorized as **good category**.

b. Listening Comprehension Taught by Using Listen and Draw Game

The data of students' listening comprehension taught by using listen and draw game were gotten from pre- test and post- test of X4 as an experimental group, taken from the sample of this class is 22 students. The researcher taught the class by herself in the experimental group. The data can be seen from the table below:

Table IV.4
The Score of the Students' Listening Comprehension Taught by
Using Listen and Draw Game

| No | Students | Control Group | | Gain |
|----|------------|---------------|------------|------|
| | | Pre- test | Post- test | |
| 1 | Student 1 | 40 | 60 | 20 |
| 2 | Student 2 | 60 | 80 | 20 |
| 3 | Student 3 | 60 | 60 | 0 |
| 4 | Student 4 | 60 | 60 | 0 |
| 5 | Student 5 | 40 | 60 | 20 |
| 6 | Student 6 | 40 | 60 | 20 |
| 7 | Student 7 | 60 | 80 | 20 |
| 8 | Student 8 | 60 | 80 | 20 |
| 9 | Student 9 | 40 | 80 | 40 |
| 10 | Student 10 | 60 | 80 | 20 |
| 11 | Student 11 | 40 | 40 | 0 |
| 12 | Student 12 | 60 | 60 | 0 |
| 13 | Student 13 | 60 | 80 | 20 |
| 14 | Student 14 | 60 | 60 | 0 |
| 15 | Student 15 | 60 | 80 | 20 |
| 16 | Student 16 | 60 | 60 | 0 |
| 17 | Student 17 | 40 | 60 | 20 |
| 18 | Student 18 | 60 | 40 | -20 |
| 19 | Student 19 | 80 | 80 | 0 |
| 20 | Student 20 | 40 | 60 | 20 |
| 21 | Student 21 | 40 | 40 | 0 |
| 22 | Student 22 | 20 | 40 | 20 |
| | N = 22 | = 1140 | = 1400 | |

From the table IX above, the writer found that the total score of pre- test in experimental group was 1140, while the highest was 80 and the lowest was 20, and the total score of average from post- test in control group was 1400, while the highest was 80 and the lowest was 40. It means that the students showed significant increase of their listening comprehension, it was proved by the total score and the score

of frequency from pre- test and post- test which was significantly different and it can be seen as follows:

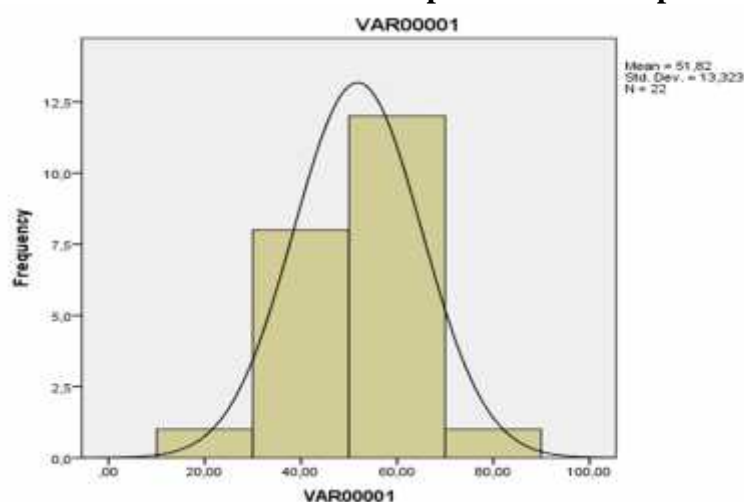
Table IV.5
The Frequency Score of Pre- test of Experimental Group

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------|---------|---------------|--------------------|
| | 20,00 | 1 | 4,5 | 4,5 |
| | 40,00 | 8 | 36,4 | 40,9 |
| Valid | 60,00 | 12 | 54,5 | 95,5 |
| | 80,00 | 1 | 4,5 | 100,0 |
| Total | 22 | 100,0 | 100,0 | |

Referring to the table above, it could be seen that there was 1 student obtained 20 (4.5%), 8 students obtained 40 (36,4%), 12 students obtained 60 (54.5%), and 1 student obtained 80 (4.5%).

Based on the table above, it can be seen that the total number of the students was 22 students. The highest score was 80 and the lowest score was 20. The highest frequency was 12 at the score 60.

Histogram IV.3
Pre – test score of Experimental Group



From the histogram above, it can be analyze that the data of students' pre- test on experimental group was categorized as **less category**.

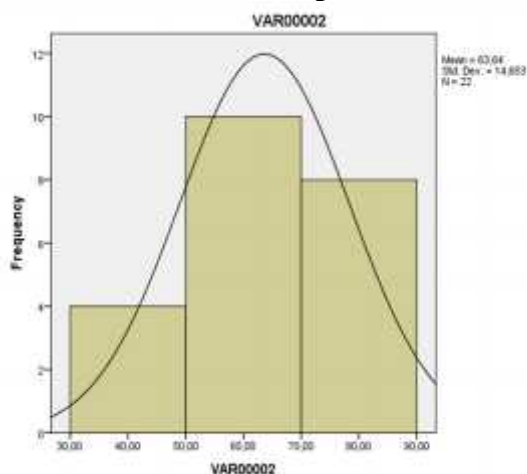
Table IV.6
The Frequency of Post-test of Experimental Group

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------|-----------|---------|---------------|--------------------|
| Valid 40,00 | 4 | 18,2 | 18,2 | 18,2 |
| 60,00 | 10 | 45,5 | 45,5 | 63,6 |
| 80,00 | 8 | 36,4 | 36,4 | 100,0 |
| Total | 22 | 100,0 | 100,0 | |

Referring to the table above, it could be seen that there was 4 students obtained 40 (18.2%), 10 students obtained 60 (45.5%), and 8 students obtained 80 (36,4%).

Based on the table above, it can be seen that the total number of the students was 22 students. The highest score was 80 and the lowest score was 40. The highest frequency was 10 at the score 60.

Histogram IV.4
Post – test Score of Experimental Group



From the histogram above, it can be analyze that the data of students' post- test on control group was categorized as **enough category**.

Table IV.7
The Mean and Standard Deviation of Pre- test and Post- test of Control Group and Experimental Group
Group Statistics

| | N | Mean | Std. Deviation | Std. Error Mean |
|----------------------|----|-------|----------------|-----------------|
| Control Group 1 | | | | |
| Pre – test | 22 | 54.55 | 14.05 | 2.99 |
| Post – test | | 70.91 | 11.91 | 2.54 |
| | 22 | | | |
| Experimental Group 2 | | | | |
| Pre –test | | 51.81 | 13.32 | 2.84 |
| Post – test | | 63.63 | 14.65 | 3.12 |

Based on the table above, it could be seen that the total number for each group is 22, the mean of control group at pre –test was 54.55, and at post –test was 70.91, and mean of experimental group at pre – test was 51.81 and at post – test was 63.63, standard deviation of control group at pre- test was 14.05 and at post – test was 11.91, while standard deviation of experimental group at pre – test was 13.32 and at post – test was 14.65. Standard errors mean of control group at pre – test was 2.99 and at post- test was 2.54, and experimental group at pre- test was 2.84 and at post-test was 3.12.

Furthermore, it can be seen that there was actually significant different between pre-test and post-test in control group and experimental group. It could also be seen from the mean and standard

deviation of controlgroup and experimental group. To make it clear,it wasbe analyzed in the data analysis.

There were two requirements of statistical parametric before analyzing the data. They were the data that should be homogeneity variances and the data that should be normal distribution. In pre-test, the researcher analyzed the data to identify the homogeneity variances between controlgroup and experimental group. The result could be showed on the following table:

Table IV.8
The Homogeneity of Pre-Test

| Sample Varian | Variables | | $F_{obtained}$ | F_{table} | |
|---------------|--------------|----------|----------------|-------------|------|
| | Experimental | Control | | 5% | 1% |
| S^2 | 142.8571 | 197.4026 | 0.72 | 2.09 | 2.88 |
| N | 22 | 22 | | | |

Based on the calculating by using F formula, the result was 0.72. It was compared to F_{table} at 5% significant level and at 1% significant level.

The testing criteria:

If : $F_{obtain} > F_{table}$, there is no homogeneity data

If : $F_{obtain} \leq F_{table}$, there is homogeneity data

Based on the result, $F_{obtain} \leq F_{table}$ ($2.09 > 0.72 < 2.88$). It means that the variances were homogeneity variances. Further, the complicated calculating can be seen on the appendix D.

C. The Data Analysis

1. The Analysis Effect of Listening Comprehension of Control Group

The following table is the description of pre- test and post- test of control group.

Table IV.9
The Students' Listening Score at Pre-test to Post-test at Control Group

| No | Students | Control Group | | Gain |
|-------|------------|---------------|------------|------|
| | | Pre- test | Post- test | |
| 1 | Student 1 | 60 | 80 | 20 |
| 2 | Student 2 | 60 | 60 | 0 |
| 3 | Student 3 | 40 | 80 | 40 |
| 4 | Student 4 | 60 | 80 | 20 |
| 5 | Student 5 | 60 | 80 | 20 |
| 6 | Student 6 | 20 | 40 | 20 |
| 7 | Student 7 | 60 | 60 | 0 |
| 8 | Student 8 | 40 | 60 | 20 |
| 9 | Student 9 | 40 | 80 | 40 |
| 10 | Student 10 | 60 | 80 | 20 |
| 11 | Student 11 | 40 | 60 | 20 |
| 12 | Student 12 | 80 | 80 | 0 |
| 13 | Student 13 | 60 | 80 | 20 |
| 14 | Student 14 | 60 | 80 | 20 |
| 15 | Student 15 | 60 | 60 | 0 |
| 16 | Student 16 | 80 | 80 | 0 |
| 17 | Student 17 | 60 | 80 | 20 |
| 18 | Student 18 | 40 | 60 | 20 |
| 19 | Student 19 | 60 | 60 | 0 |
| 20 | Student 20 | 60 | 80 | 20 |
| 21 | Student 21 | 40 | 60 | 20 |
| 22 | Student 22 | 60 | 80 | 20 |
| Total | | 1200 | 1560 | |

From the table above, the writer found that the students' mean score at pre-test in control group was 54.55, while the students' mean

score at post- test was 70.91. It means that students' mean score at pre- test and post- test was significantly improved.

Table IV.10
The Classification of Students' Post-test Score of Control Group

| No | Categories | Score | Frequency | Percentage |
|-------|------------|----------|-----------|------------|
| 1 | Very Good | 80 – 100 | 13 | 59.09% |
| 2 | Good | 70 – 79 | - | 0% |
| 3 | Enough | 60-69 | 8 | 36.36% |
| 4 | Less | 50 – 59 | - | 0% |
| 5 | Bad | 0 – 49 | 1 | 4.54% |
| Total | | | 22 | 100% |

Based on the table above, it could be seen that the classification of the students' score : the category number 1 showed 13 frequencies (59.09%), the category number 2 showed none frequency, the category number 3 showed 8 frequencies (36.36%), the category number 4 showed none frequency, and the category number 5 showed 1 frequency (4.54%). The table above also showed that the highest percentage of control group was 59.09%. Thus, the majority of the students in control group could be classified **Very good category**.

2. The Analysis Effect of Listening Comprehension of Experimental Group

Table IV.11
The Students' Listening Score at Pre-test to Post-test at Experimental Group

| No | Students | Experimental Group | | Gain |
|-------|------------|--------------------|------------|------|
| | | Pre- test | Post- test | |
| 1 | Student 1 | 40 | 60 | 20 |
| 2 | Student 2 | 60 | 80 | 20 |
| 3 | Student 3 | 60 | 60 | 0 |
| 4 | Student 4 | 60 | 60 | 0 |
| 5 | Student 5 | 40 | 60 | 20 |
| 6 | Student 6 | 40 | 60 | 20 |
| 7 | Student 7 | 60 | 80 | 20 |
| 8 | Student 8 | 60 | 80 | 20 |
| 9 | Student 9 | 40 | 80 | 40 |
| 10 | Student 10 | 60 | 80 | 20 |
| 11 | Student 11 | 40 | 40 | 0 |
| 12 | Student 12 | 60 | 60 | 0 |
| 13 | Student 13 | 60 | 80 | 20 |
| 14 | Student 14 | 60 | 60 | 0 |
| 15 | Student 15 | 60 | 80 | 20 |
| 16 | Student 16 | 60 | 60 | 0 |
| 17 | Student 17 | 40 | 60 | 20 |
| 18 | Student 18 | 60 | 40 | -20 |
| 19 | Student 19 | 80 | 80 | 0 |
| 20 | Student 20 | 40 | 60 | 20 |
| 21 | Student 21 | 40 | 40 | 0 |
| 22 | Student 22 | 20 | 40 | 20 |
| Total | | 1140 | 1400 | |

From the table above, the writer found that the students' mean score at pre-test in experimental group was 51.81, while the students' mean score at post- test was 63.63. It means that students' mean score at pre- test and post- test was significantly improved.

Table IV.12
The Classification of Students' post-test Score of Experimental Group

| No | Categories | Score | Frequency | Percentage |
|-------|------------|----------|-----------|------------|
| 1 | Very Good | 80 – 100 | 8 | 36.36% |
| 2 | Good | 70 – 79 | - | 0% |
| 3 | Enough | 60-69 | 10 | 45.45% |
| 4 | Less | 50 – 59 | - | 0% |
| 5 | Bad | 0 – 49 | 4 | 18.18% |
| Total | | | 22 | 100% |

Based on the table above, it could be seen that the classification of the students' score: the category number 1 showed 8 frequencies (36.36%), the category number 2 showed none frequency, the category number 3 showed 10 frequencies (45.45%), the category number 4 showed none frequency, and the category number 5 showed 4 frequencies (18.18%). The table above also showed that the highest percentage of experimental group was 45.45%. Thus, the majority of the students in experimental group could be classified **Enough category**.

3. The Data Analysis of the Effect of Students' Listening Comprehension by Using Independent sample T-test

Table IV.13
The Analysis Statistics of the Effect of Students' Listening Comprehension by Using Independent sample T-test Group Statistics

| Group | N | Mean | Std. Deviation | Std. Error Mean |
|--------------|----|-------|----------------|-----------------|
| Control 1 | 22 | 70.91 | 11.91 | 2.54 |
| Experiment 2 | 22 | 63.63 | 14.65 | 3.12 |

Based on the table above, it could be seen that the total students from each group, the experimental group consisted of 22 students and did control group. The mean of control group improvement was 70.91 and the

mean of experimental group improvement was 63.63, while standard deviation from experimental group was 14.65. Standard error mean from control group was 2.54, and control group was 3.12.

To find out the Ability of the first year students at State Senior High School 1 Bungaraya Siak Regency in comprehending listening by using Listen and Draw game and without using Listen and Draw game, the data was analyzed by using independent t-test formula:

$$t_0 = \frac{Mx - My}{\frac{SD_x}{\sqrt{N-1}}^2 + \frac{SD_y}{\sqrt{N-1}}^2}$$

$$Mx = 70.91$$

$$SDx = 11.91$$

$$N = 22$$

$$My = 63.63$$

$$SDy = 14.65$$

$$t_0 = \frac{Mx - My}{\frac{SD_x}{\sqrt{N-1}}^2 + \frac{SD_y}{\sqrt{N-1}}^2}$$

$$t_0 = \frac{63.63 - 70.91}{\frac{14.65}{\sqrt{22-1}}^2 + \frac{11.91}{\sqrt{22-1}}^2}$$

$$t_0 = \frac{-7.28}{3.19^2 + 2.60^2}$$

$$t_0 = \frac{-7.28}{\sqrt{16.9361}}$$

$$t_0 = \frac{-7.28}{4.115}$$

$$t_0 = -1.7$$

$$df = (n_1 + n_2) - 2 =$$

$$df = (22 + 22) - 2 = 42$$

Based on the result above, it was interpreted by comparing T_0 and T_{table} . $df = (22+22)-2=42$ (there is no df 42, therefore it is used at df 45). From the T_{table} , at 5% significant level (2.02) and at 1% significant level (2.69) found that T_0 was lower than T_{table} ($2.02 < 1.77 > 2.69$)

The interpretation of testing criteria:

If $T_0 \leq T_{table}$, The null hypothesis (h_0) is accepted. It means: the variance of the population is not identical.

If $T_0 \geq T_{table}$, the null hypothesis (h_0) is rejected. It means that the variance of the population is identical.

In conclusion, H_0 was accepted and H_a was rejected ($2.02 < 1.77 > 2.69$) It means that the variance is not identical or there is no significant effect of using Listen and Draw game toward Students' Listening Comprehension at the First Year of State Senior High School 1 Bungaraya Siak Regency.

To identify the level of the effect of using Listen and Draw game toward Students' Listening Comprehension, it was done by calculating coefficient (r^2) by using the following formula:

$$r^2 = \frac{t^2}{t^2 + n - 2}$$

$$r^2 = \frac{(-1.77)^2}{(-1.77)^2 + (45 - 2)}$$

$$r^2 = \frac{3.1329}{46.1329}$$

$$r^2 = 0.07$$

To find out the percentage of coefficient effect (K_p), it used the following formula:

$$\begin{aligned} K_p &= r^2 \times 100\% \\ K_p &= 0,07 \times 100\% \\ &= 7\% \end{aligned}$$

Based on the analysis data about the students' Listening comprehending, it showed that mean of the students' Listening comprehension by using Listen and Draw Game was lower than mean of the students' Listening comprehension without using Listen and Draw Game. The differences of treatment of two classes taught to the homogeneity students caused the differences of students' scores in comprehending listening.

Therefore, the result of this analysis could answer the formulation of the problem:

1. The Students' Listening Comprehension Taught by Using Listen and Draw Game at the First Year of State Senior High School 1 Bungaraya Siak Regency was lower than the students' Listening Comprehension Taught without Using Listen and Draw Game at the First Year of State Senior High School 1 Bungaraya Siak Regency. It was caused by different treatment used in teaching learning process.

2. The Students' Listening Comprehension Taught without Using Listen and Draw Game at the First Year of State Senior High School 1 Bungaraya Siak Regency was higher than students' Listening Comprehension by Using Listen and Draw game at the First Year of State Senior High School 1 Bungaraya Siak Regency.
3. There is no significant effect of using Listen and Draw Game toward Students' Listening Comprehension at the First Year of State Senior High School 1 Bungaraya Siak Regency.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on data analysis and research finding in chapter IV, finally the research about the effect of using listen and draw game toward students' listening comprehension at the first year of State Senior High School 1 Bungaraya Siak Regency comes the conclusion as follows:

1. The Students' Listening Comprehension Taught by Using Listen and Draw Game at the First Year of State Senior High School 1 Bungaraya Siak Regency was lower than the Students' Listening Comprehension Taught without Using Listen and Draw Game at the First Year of State Senior High School 1 Bungaraya Siak Regency. It was caused by different treatment used in teaching learning process.
2. The Students' Listening Comprehension Taught without Using Listen and Draw Game at the First Year of State Senior High School 1 Bungaraya Siak Regency was higher than Students' Listening Comprehension by Using Listen and Draw Game at the First Year of State Senior High School 1 Bungaraya Siak Regency.
3. There is no significant effect of using Listen and Draw game toward students' Listening Comprehension at the First Year of State Senior High School 1 Bungaraya Siak Regency.

So, it can be concluded that listen and draw game has not effect of listening comprehension at the first year students of state senior high school 1 Bungaraya Siak regency.

B. Suggestion

Considering the result of this research, the researcher would like to give some suggestion as follows:

1. Suggestion for the teacher:
 - a. Since the writer used Listen and Draw game in teaching English, she has found that there is no significant contribution in her teaching, so, please find out the many games in listening learning process. Hopefully, English teachers always keep practice in teaching English by using various techniques.
 - b. It is hoped that the teaching of listening comprehension start from the easiest one continually.
 - c. It is important for the teacher to improve the students' listening comprehension by giving more practice in hearing English audios, it could be text, conversations, songs or others. In order that, students have good comprehension in their listening.
2. Suggestion for the students:
 - a. The students should understand about the lesson that teachers give to them.

- b. The students should pay more attention to the lesson explained by the teacher.
- c. The students should be more practice in hearing English audios.

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