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IMPROVING THE STUDENTS' LISTENING COMPREHENSION THROUGH GUESSING GAME AT THE SECOND GRADE OF SMA MUHAMMADIYAH 1 METRO

Tarbiyah Faculty

English Education Department

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IMPROVING THE STUDENTS' LISTENING COMPREHENSION THROUGH GUESSING GAME AT THE SECOND GRADE OF SMA MUHAMMADIYAH 1 METRO

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for the Degree of Sarjana Pendidikan (S.Pd.)
in English Education Department

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To The Honorable,
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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be examined on the Munaqosyah. Thank you very much.

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Assalamu'alaikum Warahmatullahi Wabarakatuh

Setelah kami adakan pemeriksaan dan bimbingan seperlunya, maka skripsi penelitian yang telah disusun oleh:

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Sudah kami setujui dan dapat dimunaqosyahkan. Demikian harapan kami dan atas perhatiannya, kami ucapkan terima kasih.

Wassalamu'alaikum Warohmatullahi Wabarakatuh

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An undergraduate thesis entittled : IMPROVING THE STUDENTS' LISTENING COMPREHENSION THROUGH GUESSING GAME AT THE SECOND GRADE OF SMA MUHAMMADIYAH 1 METRO, Written by AGE SETIANINGSIH student number. 13106377, English Education Departement, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on January 24, 2018 at 10.00-12.00.

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IMPROVING THE LISTENING COMPREHENSION THROUGH GUESSING GAME STRATEGY AT THE SECOND GRADE OF SMA MUHAMMADIYAH 1 METRO

ABSTRACT

By:

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The purposes of this research are to show that using Guessing Game strategy can increase the students' listening comprehension and students' learning activities at the tenth grade of SMA Muhammadiyah 1 Metro in academic year 2017/2018.

This research was classroom action research that consisted of two cycles. The research was conducted at SMA Muhammadiyah 1 Metro on XI A class which consisted of 22 students. The data collecting technique used test, documentation, observation and field note. Regarding to the research process, the researcher gave the pre-test for the students to know their listening comprehension score. Then, the researcher gave the treatment for the students. In addition, the change of the students' comprehension score could be known through post test that had been given in every cycle. The test consisted 10 items of multiple choice forms.

The result of the research illustrated the average of the students' score in pre-test was 55 and post test 1 was 64 and post test 2 in cycle II was gained the average score was 72. The condition of the class was getting better. The students were more active in English learning process. In summing up it may be stated that using Guessing Game can increase the students' listening comprehension at the second grade of SMA Muhammadiyah 1 Metro.

MENINGKATKAN PEMAHAMAN MENYIMAK MENGGUNAKAN GUESSING GAME PADA SISWA KELAS XI SMA MUHAMMADIYAH 1 METRO

ABSTRAK

Oleh:

AGE SETIANINGSIH

Tujuan dari penelitian ini adalah untuk menunjukkan bahwa penggunaan Guessing Game strategy dapat meningkatkan pemahaman menyimak dan aktifitas pembelajaran pada siswa tingkat XI SMA Muhammadiyah 1 Metro pada tahun pelajaran 2016/2017.

Penelitian ini menggunakan Penelitian Tindakan Kelas (PTK) yang terdiri dari 2 siklus. Penelitian ini dilaksanakan di SMA Muhammadiyah 1 Metro pada kelas XI yang terdiri dari 22 siswa. Teknik pengumpulan data pada penelitian ini menggunakan teknik test, dokumentasi, observasi, dan catatan lapangan. Tahapan-tahapan dalam proses penelitian yaitu peneliti memberikan pre-test kepada siswa untuk mengetahui pemahaman menyimak siswa. Kemudian, peneliti memberikan tindakan kepada siswa dalam setiap siklusnya Perubahan nilai dari siswa akan diketahui melalui hasil post test yang dilakukan dalam setiap siklus. Test ini terdiri dari 10 soal berbentuk pilihan ganda.

Selanjutnya, berdasarkan penelitian yang telah dilakukan, peneliti mendapatkan hasil penelitian dengan nilai rata-rata pre-test adalah 55, post test 1 adalah 64 dan post test 2 pada siklus II adalah 72. Kondisi kelas menjadi jauh lebih baik. Siswa-siswa menjadi lebih aktif untuk mengikuti proses pembelajaran bahasa Inggris. Kesimpulannya adalah penggunaan Guessing Game dapat meningkatkan pemahaman menyimak dan aktifitas pembelajaran siswa pada tingkat XI SMA Muhammadiyah 1 Metro.

STATEMENT OF RESEARCH ORIGINALITY

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States that this undergraduate thesis is originally the result of the researcher's research, in exception of certain parts which are excerpted from the bibliographies mentioned.

Metro, January 2018

Researcher,



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Fakultas	: Tarbiyah dan Ilmu Keguruan

Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, January 2018

Yang menyatakan



Age Setianingsih

MOTTO

وَإِذَا قُرِئَ ٱلْقُرْءَانُ فَٱسْتَمِعُوا۟ لَهُۥ وَأَنصِتُوا۟ لَعَلَّكُمْ تُرْحَمُونَ ﴿٢٠٤﴾

"So when the Qur'an is recited, then listen to it and pay attention that you may receive mercy." (Q.S. Al-A'raf: 204)

DEDICATION PAGE

This undergraduate thesis is dedicated to:

My beloved parents Mr. Legiman and Mrs. Paini

My Lovely Brother and Sisters

My beloved friends of TBI class F

The big family of SMA Muhammadiyah 1 Metro, thanks for help!

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Praise is only to Allah SWT, the Most Gracious, the Most Merciful, the Lord of the Universe, so that the researcher finally could finish this proposal. May peace be upon our prophet Muhammad SAW, his family and his companions.

This proposal entitled "IMPROVING THE STUDENTS' LISTENING COMPREHENSION THROUGH GUESSING GAME AT THE SECOND GRADE OF SMA MUHAMMADIYAH 1 METRO".

There were many helpful individuals involved in accomplishing this proposal that the researcher could not mention one by one. Her deepest gratitude would be addressed to her beloved parents who always give the highly motivation.

The greatest gratitude would be addressed to her advisors, Dr.Widhiya Ninsiana, M.Hum and Trisna Dinilah Harya M.Pd. May Allah SWT gives them reward for suporting and guiding during the proposal writing process. Furthermore, the researcher also would like to express her thanks to the lecturers of English Educational Study Program, the students of English Education Study Program, especially F class who always keep our togetherness to reach the dream.

Last but not least, the researcher does apologizes for all mistakes she has made in writing and presentation items. All comments and criticizes are really welcomed to lighten up the quality of this proposal. Hopefully, this proposal can be a meaningful benefit for the researcher especially, for our campus and readers generally in improving language learning.

Metro, September, 2018

The Researcher,



Age Setianingsih

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CHAPTER I

INTRODUCTION

A. Background of the Study

English has four skills such as listening, speaking, reading, and writing that have to be mastered by students. Listening is one of the most important aspects of effective communication. When someone listens to a speaker feels about what they are communicating. Therefore a good listening ability is required to support oral communication.

Listening is not synonymous with hearing. Hearing is generally defined as a passive process in which sound is simply perceived. Morever, listening is defined as an active, focusing process which allows for a quick and precise analysis of sound that is heard. Understanding these different processes of attaching meaning to sound can be a helpful starting point for a teacher to understand how to teach listening to students. However, some students may get difficulty in listening; therefore, they are bored and not interested in the subject.

From these skill, listening as a skill that felt difficult to be mastered because it needs more attention and concentration to comprehend the sounds (listening material). It can be said that listening is not a passive skill; the process of listening is a complex process in which many things happen simultaneously inside the mind. Besides being complex, listening is far more difficult than many people can imagine.

Listening is important to be mastered by the students. The teachers should be able to make interesting topic and apply suitable technique. Game is a strategy which can be used as a one of alternative ways to create a good condition for the class. Through games application students can enjoy the learning, even there is a common perception that teaching should be serious to achieve its learning target, but if students do not interest and lazy to learn, so it is not really learning. This is misperception, because to learn a language or even another subject as easier as can be understood and enjoyed, games can be made as a good strategy to stimulate students attention.

In this research, the writer would use guessing game. Guessing game is one of alternative techniques used in teaching listening, which the students expect to understand spoken materials containing information to get the meaning that the speaker wants to convey using background knowladge through the interaction between the listener and speaker. In conducting this kind of game, teacher and students can work each other to build a good teaching and learning process in listening class.

Pre-survey has been conducted on August, 24th 2017 at SMA Muhammadiyah 1 Metro, pre survey result can be seen on the following table.

Table 1
The pre-survey result of listening comprehension at the second grade of SMA Muhammadiyah 1 Metro

No	Score	Explanation	Frequencies	Percentage
1	>70	Completed	6	20%
2	<70	Incompleted	16	80%
Total			22	100%

Based on the table above, it can be seen that student's listening score are categorized into low level, there is not students that have excellent score, there are 3 students who completed and 19 students who incompleted. From 22 students, only 3 students or 14% who complete the Standard Minimum Requirement (SMR) which the standard minimum requirement is 70 for English.

The other cases on learning English process are the student's have lack vocabulary so they have difficulties to listen conversation and they do not have motivation in learning English.

Based on the description above, the researcher will conduct a research entitled, "Improving The Student's Listening Comprehension Through Guessing games at the Second Grade of SMA Muhammadiyah 1 Metro"

B. Problem Identification

Based on the background explained above, the researcher can identify some problems are:

1. The students have lack vocabulary
2. The students do not have motivation in learning English.
3. The students have difficulties to listen the conversation.

C. Problem Limitation

Based on the problem identification above, the researcher limits the problem only focus on the students have difficulties to listen the conversation at the second grade of SMA Muhammadiyah 1 Metro.

D. Problem Formulation

Based on the problem limitation above, the writer formulates the problem as follows:

Can Guessing games improve the student's listening comprehension at the second grade of SMA Muhammadiyah 1 Metro?

E. Objective and Benefit of the Research

To know wheather the Guessing Games can Improve Listening Comprehension at the Second Grade of SMA Muhammadiyah 1 Metro.

1. The benefit of this research are:

   The research is expected to give valuable contribution to the students, teacher, and next researchers.

   a) For the Student

      The result of this research is hoped to improve the students' ability in listening.

   b) For the Teacher

      The writer hopes this research as an information to the teacher is about the method can be used to teach listening especially Guessing game can make students more easy to comprehend the conversation.

   c) Other researcher

      This can be used for other researcher as reference in doing similar research studies or conducting a further research

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CHAPTER II

THE REVIEW OF THE RELATED THEORIES

A. Concept of Listening Comprehension

1. The Definition of Listening

Listening is natural indication to speaking; the early stages of language development in a person's first language (and in naturalistic acquisation of other languages) are dependent on listening.[1]

In addition, Anderson and Lynch, listening as understanding is not that happens because of what a speaker says: the listener has a crucial part to play in the process, by activating various types of knowledge and by applying what he knows to what he hears and trying to understand what the speaker means.[2] Listening is an important skill: it enables language learners to receiveand interact with language input and facilitates the emergence of other language skills.[3]

Based on theoritical foundation above, it is clear that listening is very important part of learning English and very important skill indeed in daily communication. Through listening people can understand the purposes of other speech, and it is hoped that the listeners can give responses properly.

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[1] I.S.P. Nation and Jonathan Newton, *Teaching ESL/EFL Listening and Speaking.* New York: Routledge 2009, p. 37

[2] Abbas Pourhossein Gilakjani, "*A staudy of Factors Affecting EFL Learner's English Listening Comprehension and the Strategies for Improvement*" Journal of Language Teaching and Research, (Findland: Academy Publisher) Vol 2, No. 5 September 2011, p. 978

[3] Vandergrift Larry and C. M.Goh Christine, *Teaching and LearningSecond Language Listening*: Metacognition in Action, (New York, Routledge, 2012), p.4

2. Listening Comprehension

Comprehension is correct technical term for the whole collection of intensions of an object, but it is common in less technical usage to see 'intension' used for both the composite and the primitive ideas.[4] It illustrates that comprehension is the process to understand something.

Mendelsohn defines that listening comprehension as the ability to understand the spoken language of native speakers.[5]

Listening comprehension is a process, a very complex process and if we want to measure it, we must first understand how that process work.[6]

Listening comprehension is an active and conscious process in which the listener constructs meaning by using cues from contextual information and from existing knowledge, while relying upon multiple strategic resources to fulfill the task requirement.[7]

Based on definition above can be noted that listening comprehension is the comprehension from the listening activity such as the word, sentences and meaning.

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[4] Brown, H. Douglas, *Teaching by Principles*: An Iteractive Approach to Language Pedagogy, (San Francisco State University: Longman, 2001), Second Edition, p.261

[5] Abbas Pourhossein Gilakjani, *A staudy of Factors Affecting EFL Learner's English Listening Comprehension and the Strategies for Improvement*, p.978

[6] G. Buck, *Assesing Listening*, (New York: Cambridge University Press, 2001), p.31

[7] Abbas Pourhossein Gilakjani, *A staudy of Factors Affecting EFL Learner's English Listening Comprehension and the Strategies for Improvement*, p.977-988

3. The Difficulties of Listening

Brown stated that students must give special attention to such factors because they strongly influence the processing of speech and can even block comprehension if they are not attended to.[8] In other words, they can make the listening process is difficult if they do not really pay an extraordinary attention for these factors as follows:

1) Clustering

Because of in spoken language the memory limitations and our predisposition for "chunking" or clustering we break down speech into smaller groups of word. In listening comprehension the students need to be helped by the teacher to pick out manageable cluster of word.

2) .Redundancy

Redundancy helps students to process meaning by offering more time and extra information. They can train themselves to profit by looking for the signals of it. The students initially get confused by this but with some training, they can learn to take advantage of it as well as other makes that provide more processing.

3) Reduce Forms

Reduce can be phonological ("Djeetyet?" for "Did you eat yet?"), morphological (constructions like "I'll") syntactic (elliptical forms like "when will you be back? "Tomorrow maybe"), or pragmatic

[8] Brown, H. Douglas, Teaching by Principles: p.252

(phone rings in a house, child answer and yells to another room, "Mom! Phone!")

4) Performance Variables

Students have to train themselves to listen for meaning in the midst of distracting performance variable.

5) Colloquial Language

Learners who have been exposed to standard written English or "text book" language sometimes find it surprising and difficult to deal with colloquial language idioms, Slank, reduced form and shared cultural knowledge are all manifested at some point in conversations and colloqualism appear in both monologues and dialogues.

6) Rate of Delivery

Initally the students think that the native speakers speak too fast but actually the number and length of pauses used by speaker is more crucial to comprehension than sheer speech. Students will eventually need to be able to comprehend language delivered at varying rates of speed and at times, deliverd with few pauses.

7) Stress, Rhythm, and Intonation

The prosodic features of the English language are very important for comprehension. Because English a stress-timed language, English speech can be a terror for some students as mouthfuls of syllables come spilling out between stress interpreting straigh

forward elements such as questions , statements, and emphasis but for understanding more subtle messages.

8) Interaction

Students need to understand that good listeners (in conversation) are good responders. They know how to negotiate meaning (to give feedback to ask for clarification, to maintain a topic) so that the process of comprehending can be rather than being aborted by insufficient interaction.

From the explanation above, there are many aspects which can make listening is difficult. So these aspects have to be known well by the students if they want to comprehend what they listen clearly.

4. Listening Process

Speech-processing theory distinguishes between to types of processing in both listening and reading compehension.[9] Bottom-up processing proceeds from sound to words to grammatical relationship to lexical meaning. Top-down processing is evoke from "a bank of prior knowledge and global expexiations" and other background information that the listener brings to the text.

Bottom-up techniques typically focus on sounds, words, intonation, grammatical structures and other components of spoken language. Top-down technique are more concerned with the activation of schemata, with

[9] Brown, H. Douglas, *Teaching by Principles*: Second Edition, p.260

deriving meaning with global understanding and with the interpretation of a text.

5. Strategies of Listening Comprehension

A second way in which students can become aware of how to develop better listening habits is by the integration of listening strategies into language lessons.[10] Strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular and planned design for controlling and manipulating certain information.

According to O'malley and Chamot there are three main types of strategies:[11]

a. Meta-cognitive

Metacognitive is a term used in information processing theory to indicate an "executive" function, strategies that involve planning for learning, thinking comprehension.[12] The meta-cognitive strategy was a kind of self-regulated learning. Included the attempt to plan, check, monitor, select, revise, and evaluate.

b. Cognitive

Cognitive startegies are more limited to specific learning tasks and involve more direct manipulation of the learning material itself.[13] The cognitive startegies are related comprehending and storing input in

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[10]FlowerdewJhon and Linsay Miller, *Second Language Listening* :Theory and practice. (Cambridge University press, 2005), p.75

[11] O'Malley (1985) *Learning Strategies Ussed by Beginning and Intermediate Eslstudents. Language Learning* 35, 21-46.

[12] Brown Douglas, *Principles of Language*, P. 134

[13] Brown Douglas, *Principles of Language*, P. 134

working memory or long-term memory for later retrieval. They are investigated from the aspects of Bottom-up strategies, Top-down strategies. For Bottom-up processing, it refers to using the incoming input as the basis for understanding the message.

c. Social affective strategies

Social affective strategies have to do with social mediating activity and interacting with others. Vandergrift defined the strategies as the techniques listeners used to collaborate with others, to verify understanding or to lower anxiety. Social strategies were those which were non academic in nature and involve stimulating learning through establishing a level of empathy between the instructor and student.

6. Testing Listening Comprehension

Nation and Jonathan State that this section and the following one contain descriptions of a wide variety of listening test procedures.[14]

1) *Dictation*

The teacher reads aloud a text of approximately 150 words phrase by phrase. The learners write each phrase as they hear it. This kind of test has been used as a test of general language proficiency.

2) *Partial Dictation*

The learners have an incomplete written text in front of them. As they listen to a spoken version of the text, they fill in the missing parts on the written text.

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[14] I.S.P. Nation and Jonathan Newton, *Teaching ESL/EFL Listening and Speaking*, p. 170

3) *Text with Questions*

The learners have a list of multiple-choice questions in front of them while they listen to a text being read or a recorded dialogue. As they listen they answer the questions.

4) *Responding to Statements*

The learners listen to statements or questions and respond to them by choosing from multiple-choice items of words or pictures, by indicating true or false, or by giving a short answer.

5) *Three Choice True-false*

Instead of responding to statements with just true or false, three categories of response are allowed true, false.

6) *Recorded Cloze*

The learners listen to a tape recording where every 15th word has been replaced by a "bleep" sound and with pauses at the end of each sentence. As they listen the learners write the missing words.

7) *Information Transfer*

The learners listen to a description or dialogue and label a diagram or fill in a chart or table while they listen.

B. Concept of Guessing Games

1. Game

a. The Definition of Game

Hadfield says a game is an activity with rules, a goal and element of fun.[15] Furthermore, Steve says games are amicable way for an educator to present material and assess material learned, in a way that appeals to all her students. Games also help you maximize each student's learning potential. Games help everyone win.[16]

Games can evoke powerful learning. It begins when the student, now a player, is a challenged with the information that provokes a search for the answer. When the correct answer is aired, the learning is immedietely reinforced. This moment of learning is not only powerful but often remains long after the learning event or games has been completed[17]

b. Types of Game

Teachers should know kinds of language gamess before deciding which games are suitable with the lessons. It is important to know the types of games that are available in order to plan a lesson with a balanced pace. It will help teachers to choose the right games. Language games can be classified according to the kinds of language

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[15] Hadfield, Jill, *Intermediate Vocabulary Game*, (Harlow, Essex: Longman, 1999), p. 4

[16] Sugar, Steve and Kim Kotoroski S, *Primary Games* : Experential Learning Activities for Teaching Children, (San Fransisco: Jossey Based, 2002), p.4

[17] Sugar, Steve and Kim Kotoroski S, *Primary Games* : Experential Learning Activities for Teaching Children, (San Fransisco: Jossey Based, 2002), p.12.

focus they have, the kinds of resources, classroom management and the organization they need.

The kind of games tends to focus on comprehension (listening and reading) as well as production (speaking and writing). There are eight types of games under categorization:

1) Guessing games are a familiar variant on this principle. The player with the information deliberately with holds it, while others guess what it might be.
2) Search games are another variant, involving the whole class. In these game everyone in the class has one piece of information.
3) Matching games are based on a different principle but also involve a transfer of information.
4) Labelling games involves matching labels to item in a picture.
5) Exchanging and collecting games are an extension of this. Players have certain articles or card which they are willing to exchange for others in order to complete a set.
6) Board games and card games are familiar game types, where the aim is to be the first round a board, or to collect the most cards, or to get rid of the cards first, or to build up a story.
7) Role play games, players are given the name and some characteristics of small groups, where all members of a fictional character.

8) Information gap games the games may be played in pairs or small groups, where all members of the group have some information.

c. Advanteges of Using Games

There are many advantages of using game in the classroom.[18]

1. Games are a welcome break from the usual routine of the language class.
2. They are motivating and challenging.
3. Learning a language rewuires a great deal of effort. Games help students to make and subtain the effort of learning
4. Games provide language practice in the various skills listening speaking reading writing.
5. They encourage students to interact and communicate.
6. They create a meaningful context for language use.

Games are motivating and challenging. Learning a language requires a great deal of effort and games help students to make and sustain the effort and learning. They will not feel bores, because games are a welcome break from the usual routine of the language class. Games also help the teacherto create contexts in which the language is useful and meaningful.[19] According to Ersoz games are highly motivating because they are amusing and motivating.[20]

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[18] Kim, Less Su, *Creative Games for the Language Class*. 'Forum'Vol.33 No.1, January-March 1995, p. 35

[19] Wright, Andrew, david Betteridge and Michael Buckby, *Games for language Learning*, (Cambridge: Cambridge University Press, 1994), p. 2

[20] Ersoz, Aydan, Six Games for the EFL/ESL Classroom. The Internet TESL Journal, Vol. VI, No 6, June 2000

Besides providing language practice, games can also be used to present materials and to assess learned materials in a way that appeal the students. Games have an ability to introduce new or difficult material to the students. Because the game format is playful.

2. Guessing games

a. The Definition of Guessing Games

A guessing game is a game in which the object is to guess some kind of information, such as a word, a phrase, a title, or the location of an object. A guessing game has as its core a piece of information that one player knows, and the object is to coerce others into guessing that piece of information without actually divulging it in text or spoken word.[21] Guessing game strategy is a tendency not to tell students what the central is or even to provide them with any substantive clues.[22]

According to Klippel, "The basic rule of guessing games is eminently simple, one person knows something that another one wants yo find out.[23] Essentially, in guessing and speculating games, someone knows something and the others must find out what it is. In additon, according to Hadfield, "Guessing game are a familiar variant

[21] International, Omics, "Open Access Articles Top Result for Guessing Game" may 2015. Web 25 October 2016.
[22] Kennedy, Mery M. *Inside Teaching*. London: Harvard Universitas Press, 2005.
[23] Klippel, Friederike, Keep Talking (USA: Cambridge University Press, 1994), p. 31

on this principle. The player with the information deliberately with holds it, while others guess what is might be.[24]

Based on the definition, it can be conclude that guessing games is a game in which a person or participant knows something and competes individually or in a team to identify or to find out it.

b. Benefit of Using Guessing Game

Guessing game can be used to develop or reinforce concept, to add diversion to regular activities, or just to break the ice. However, their must important function is to get comprehend information. It says that guessing games give students do not feel bored during learning process. Guessing game can be painless to develop or reinforce any number concepts. "Guessing what It Is," Guess who I am" for example, can be used teach about animals profession or people in different age groups.

c. Procedure of Guessing Games

There are many concepts of guessing games, which can be applied in teaching listening. According to Betteridge and Buckby, there are some guessing games that can be played at various levels. There are[25]:

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[24] Hadfield, Jill, Beginners' *Communication Games*, (Longman Addition Wesley Longman, 1999), p. 7

[25] Wright, Andrew, David Betteridge and Michael Buckby, Games for Language Learning, (Cambridge: Cambridge University Press, 1994), p. 169

1) Guess Who Am I?

The teacher gives a worksheet about describing a person after that the students have to listen well the audio recording then they have to choose the picture which match with the description on the audio recording.

2) What is the animal guessing game

The player has to give word clues that describe the animal thus the other player able to guess the right answer goes next.

The researcher points out that guessing game can be played individual or pair and the subject of guessing game is related to the material of the students handbook. Guessing game indirectly training students to remember the information before finding out the answer and training students become active learners by practicing two ways listening directly in communication process.

C. *Action Hypothesis*

A hypothesis may be defined as a proposition or a set of proposition set forth as an explaination for the occurrence of some specified group of phenomena either asserted merely as a provisional conjecture to guide some investigation or accepted as highly probable in the light of established fact.

Hypothesis: from the title above the researcher has assumption that Guessing game can improve the listening comprehension at the second grade of SMA Muhammadiyah 1 Metro.

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CHAPTER III

RESEARCH METHODOLOGY

A. Subject of Research

The subject this research is 9 students male and 13 students female.

Table 3
Subject of the Research

Class	Sex		Total
	Male	Female	
XI A	9	13	22

B. Setting of Research

This research is classroom action research. The research will be done at the second grade of SMA Muhammadiyah 1 Metro. The students consist of 22 students. The researcher chooses the second class because most of the students have low ability in listening. this research plan was the researcher would be done action research plan on November until December. The researcher needed a collabolator, he is Mr. Ngaderi S.Pd.

C. Classroom Action Research

The research was aimed to improve students' listening comprehension through Guessing Game so the researcher using classroom action research.

The kind of this research is Classroom Action Research. According to Donald Ary, Action Research is about taking action based on research and researching the action taken.[1]

Anne explains that Action Research is to intervene in a deliberate way in the problematic situation in order to bring about changes and, even better, improvements in practice. It means that action research is given by teacher with directive from teacher that is done by students.[2]

Action research is one of those terms that we hear quite often in today 's educational circles.[3]

The purpose of action research was to generate living theories about how learning had improved practice and is informing new practices. The main social purpose of action research includes the following :

1. It aims improve workplace practice throught improving learning.
2. It aims to promote the evaluation of learning and practices.
3. It aims to create good social orders by influencing the education of social formation.

Actions research is a form of collective self-reflective enquiry undertaken by participants is social situation in order to improve the rationality and justince of their own social or education practice, as well as their understanding of these. It is practices and the situation in which these

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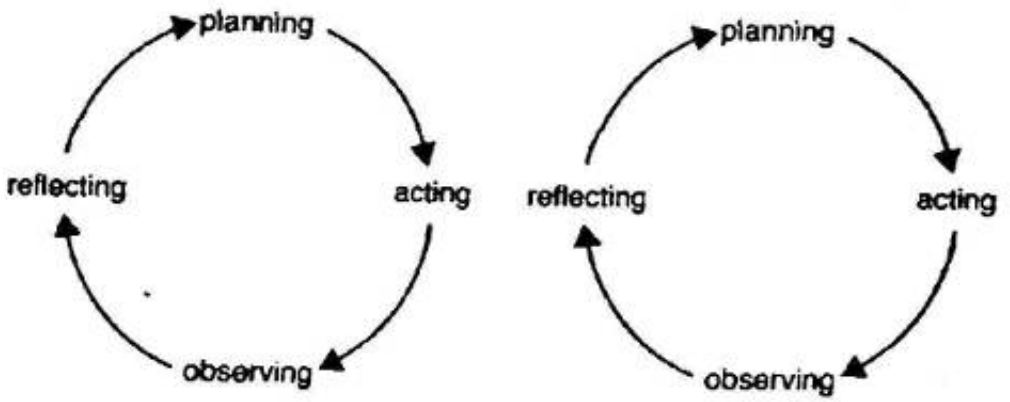
[1] Donald Ary, et.al, *Introduction to Research in Education, Eighth Edition,* (USA: Wadsworth Cengage Learning, 2010) p.512

[2] Anne Burns , *Doing Action Research in English Language Teaching,* (Roudledge: New York and London, 2001) p.1

[3] Eileen Ferrance,*Action Research.* (Northeast and Islands Regional Educational Laboratory at Brown University, 2000) p.1

practices are carried out. The idea of self-reflection is central. In traditional form of research, research does research on themselves in company with other people, and those other are doing the same.

The research procedures are shown as follows:



Source : Research design of Jean McNiff[4]

1. Cycle 1

   a. Planning

      Planning is the first step in each activity. Without planning the activity that observer would not be focus. The pianning would be reference in doing action.

      a) The observer prepares the lesson plan, the material and the tape record as media.

      b) The observer plans to give the task and evaluation.

      c) The observer prepares the test (pre-test and post-test).

      d) The observer prepares observation sheet to know the problem in teaching listening

[4] Jean McNiif with Whitehead, *Action Research: Principles and Practice*, P. 41

b. Acting

The second step in the action research was acting. It was the realization from the planning which had made by the observer. Without the action, the planning was just imagination that never was real.the action research would be conducted at the second grade of SMA Muhammadiyah 1 Metro, at least for three meetings or more until achieve to criteria. The steps are as follows:

1) Pre-teaching activities

a) Gretting, prays, taking attendance list

b) Apperception

c) Introducing today's lesson and explain the goal of the learning

2) Process of learning

The teachers use an observation sheet. It is used to make some notes of the activities in the process of learning listening comprehension through guessing games.

3) Evaluation

A pre-test was given to the students to know the early students ability before treatment and a post test was used guessing game to know the students ability in listening comprehension.

c. Observing

The observation was the activity of recording the event and action. In this research the observation would do in a learning process related

as the schedule. The observation in teaching learning process is recorded by using note. The observer asked the English teacher become observed. The collabolator observes the students activities, in this research the researcher acted as a teacher who implemented the sound in treatment. This was to know how far the students listening comprehension through guessing game strategy.

d. Reflecting

The reflection was the last step in this process. The researcher would try to analyze the observation and test result that was done. It is also know whether there is effected to the students' learning process. The first step that would be done in this reflecting is analyzing the quantities data, the researcher would evaluate the score of each assignment. Subject can be successful if they got the improvement score. The second, after collecting the data, the researcher evaluated the teaching learning process. By reflection, the researcher will know the strength and weakness from the action.

2. Cycle 2

a. Planning

a) Identifies the problem and finds the problem from the first cycle.

b) Make a lesson plan.

c) Prepare the materil and strategy of teaching.

d) Prepare format to observe.

b. Acting

The observer applies the action plan II

c. Observing

In this steps, the researcher would observe the process of teaching learning by using format observation and field notes to collect the data in action plan II.

d. Reflecting

In this step, the researcher would compare the score of pre-test and post-test. The writer reviews and reflects on students' activity and teacher performance whether it was positive or negative, the second cycle enough or need for the next step.

D. The Data Collection Technique

Data is collected by using instrument as bellow:

1. Observation

Observation is a process of watching or listening to professional action either while it is happening, or from a taped sequence. Observation is data collection method by directly observing to the object that is examined. Morever, Edi states that observations can be defined a selection, alternation, registration and coding series of action and situation connecting with organism which is suitable with empiric purpose.[5]

In collecting data, the researcher observed students' learning process and put it into the data paper. This data consists of name of the

[5] Edi Kusnadi, *Metodology Penelitian*, (Stain Metro: Ramayana Pres, 2008). P. 98

student who was actively involved in the learning process. The data is made in order to know students' development and as reference for the teacher to arise the participation of the student who had not involved yet.

2. Test

In this research, researcher used tests for the instrument. A test, in simple terms, is a method of measuring a person's ability, knowladge, or performance in a given domain.[6] The test would be used by the researcher was pre-test and post-test. The material in pre-test and post-test were different but have same difficulties. The types of the test were listening comprehension through tape record. The test was divided into two Parts, as follow:

a. Pre test

The pre-tes would be given at the first meeting before did treatment in order to know ability of the students before doing the action research.

b. Post test

The post-test is given after the treatments. The post-test was held in order to know whether the treatments gave any contribution to the students' achievement in the class or not. This step would be done after the treatment to know the influence of the guessing game strategy, wheather it was able to improve the listening comprehension.

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[6] H. Douglas Brown, *Language Assessment*; Principles and Classroom Practice, (California:Longman, 2003), p.3

3. Documentation

Documentation is a technique that is used to get information from researcher sources or documents like books, regulation, notes of meeting and daily report[7].

The researcher used a documentation to get data about the history of the school, the condition of teachers, official employed students and learning facilities at SMA Muhammadiyah 1 Metro.

4. Field Note

To collect the data accurately, the researcher used a field note. Field note is instrument to understand the true perspectives in learning process.[8] Field notes include the discription of the activities during the learning process. Field note allowed the researcher to access the subject and record what they observed in an unobtrusive manner.

E. Data Analysis Technique

Data analysis is the processing of information or data that had been gathered in order to draw conclusions. It is a process of organizing the data in order to gain regularity of the pattern and form of the research. Having collected the data from test, observation, documentation, and field note. The researcher analysed the data that was based on the limitation of the problems and the objectives of the research. In analyzing and interpreting the data, the first step that the researcher was making abstraction of all collecting data.

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[7] Edi Kusnadi, *Metode Penelitian.*, p. 79

[8] Wina Sanjaya, *Penelitian Tindakan Kelas,* (Jakarta: Kencana, 2009), p.98

After conducting the research, she made an abstraction of all data. Then, she selected the data that related to the research question and classified them into two categories data in learning process.

Tabulating the result of the test, and found the mean of the pre-test and the post-test. The mean was calculated by applying the following formula:

a. The formula to get the average score

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

$\overline{X}$ = Mean of average score

$\sum x$ = Total of number the respondentss

N = Total of Students that follow the test.[9]

b. The formula to get percentage:

$$P = \frac{\sum x}{N} X\ 100\%$$

P = Percent

$\sum x$=Total of score

N = Number of students

X = Averange[10]

Furthermore, to know the result the researcher would compare between pre-test and post-test. Then, the result was match by Standard Minimum Requirement (SMR) at the school at least 70. If from cycle I, there were some

[9] Donald Ary, et.al, *Introduction to Research in Education, Eighth Edition,* (USA: Wadsworth Cengage Learning, 2010) p.108

[10] Burhan Nurgiyantoro, Gunawan & Maerzuki, *Statistik Terapan. (* Yogyakarta: Gajah Mada University Press, 2004), p. 64

students not successful, so the researcher must conduct cycle 2. The result in cycle I is for evaluation material and for reflection to the second research. The minimum cycle in Classroom Action Research (CAR) is two cycle. If from cycle 2 all of the students are successful, the cycle able to be stopped until cycle 2 only.

F. Indicator of Success

The indicator of successful takes from the process and the result of the action research. The students are called success if 70% students get 70 in learning process and the Standard Minimum Requirement (SMR) of SMA Muhammadiyah 1 Metro.

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CHAPTER IV

RESULT OF THE RESEARCH

A. Result of the Research

1. Description of Resesarch Setting

a. Short history of SMA Muhammadiyah 1 Metro

SMA Muhammadiyah 1 Metro was established on area 6.960 m^2 in 1964. The location of SMA Muhammadiyah 1 Metro is Khairbras street 14/IV Metro. The status of SMA Muhammadiyah 1 Metro now is admitted. Begin 1989, by (MP PK No: 001/c/Kep/1/1989 (Surat Keputusan Pimpinan Wilayah Muhammadiyah Lampung, Majelis Pendidikan, Pengajaran dan kebudayaan). Headmaster SMA Muhammadiyah 1 Metro is Drs. Ruslani M. Ro'i.

b. The buildings of SMA Muhammadiyah 1 Metro has following buildings; 21 classrooms, 1 teacher room, 1 Library, 3 Laboratory, 1 bathroom for teachers and principal, 4 bathrooms for the students, 1 parking area, 1 Headmaster room, 1 consult room.

c. The condition of teacher and official employers in SMA Muhammadiyah 1 Metro

The Numbers of Teachers and Official Employers

Table 1
The Condition of Teachers in SMA Muhammadiyah 1 Metro

No	Name	Sex	Job Description	Subject
1	Drs. Ruslani M. Ro'i	Male	Headmaster	
2	Badrun, BA.	Male	Teacher	Geography
3	Eko Suwarno, S.Pd	Male	Teacher	Guidance and Counseling
4	Ristuning, Dra.	Female	Teacher	Geography
5	Alfiati, Dra.	Female	Teacher	History
6	Mardiyati, Dra.	Female	Teacher	Indonesian Language
7	Wastamah, Dra	Female	Teacher	Al-islam
8	Asnawilis, Dra.	Female	Teacher	Math
9	Bulan Purwandari S.Pd	Female	Teacher	Biology
10	Tengku Miswati, S.Pd	Female	Teacher	Physics
11	Mukhisban, Drs.	Male	Teacher	Al-islam
12	Ngaderi, S.Pd	Male	Teacher	English Language
13	Nurhasim, S.Ag	Male	Teacher	Al-islam
14	Heni Widiyarti, S.Pd	Female	Teacher	Chemistry
15	Ahkaf Fikri, S.E	Male	Teacher	Economic
16	Arsi Herawati, S.Pd	Female	Teacher	Physics
17	Iwan Suparli, S.Pd	Male	Teacher	Economic
18	Desna Iriani, S.Pd	Female	Teacher	Biology
19	Dwi Rahayu Supratiwi, Dra	Female	Teacher	Chemistry
20	Neni Agustia Pakti, S.Pd	Female	Teacher	Economic
21	M. Nurissalam, S.Si	Female	Teacher	Chemistry
22	Heru Munawaroh S.Pd	Female	Teacher	Biology
23	Baiturrahman, S.Pd. I	Male	Teacher	Arabic Language
24	Diah Indriyani, S.Pd	Female	Teacher	Guidance and Counseling
25	Edi Turpuji Astono, Drs	Male	Teacher	Indonesian Language

26	Fitri Ayu Arum Sari, S. S	Female	Teacher	Japan Language
27	Fitria Nurul Fatimah S. Sos	Female	Teacher	Sosiology
28	Iskandar	Male	Teacher	Computer Science
29	Jamal Al-fajri, S.Pd.I	Male	Teacher	Arabic Language
30	Karmana, S.E	Male	Teacher	Economic
31	Maman Sudirman, S.Pd	Male	Teacher	Sport
32	Muslihudin, S. Kom. I	Male	Teacher	Al-islam
33	Ngatini, Dra	Female	Teacher	Indonesian Language
34	Nopa Asiska Sari	Female	Teacher	English Language
35	Resesi Darmawati S.Pd	Female	Teacher	Guidance and Counseling
36	Rifa'i , S.Pd, M.Pd	Male	Teacher	English Language
37	Ridwan Awaludin S.Pd	Male	Teacher	Sport
38	Roni Faslah, S.Pd	Female	Teacher	Math
39	Rudion S.Pd.I	Male	Teacher	KMD
40	Samsul Hadi, S.Pd.I	Male	Teacher	English Language
41	Sari Yunis, S.Pd	Female	Teacher	Indonesian Language
42	Siti Maisaroh, S.Ag	Female	Teacher	Civics
43	Siti Suwarni, Dra	Female	Teacher	Biology
44	Sri Haridayati, Dra	Female	Teacher	History
45	Sriyanto, S. Si	Male	Teacher	Computer Science
46	Suyadi, BA.	Male	Teacher	Economic

47	Wariyanti, S.S	Female	Teacher	Indonesian Language
48	Waryoto, S.Pd	Female	Teacher	Math
49	Siti Fatimah, S.Pd.I	Female	Teacher	Art
50	Dra. Sri Hananing Hartati	Female	Teacher	Sosiology
51	Ristuning Waluyati, S.Pd	Female	Teacher	English Language
52	Burhan Isro'i, S.Pd.I	Male	Teacher	Al-Islam
53	Agus Pramono	Male	Teacher	Art

Source: Documentation result in SMA Muhammadiyah Metro

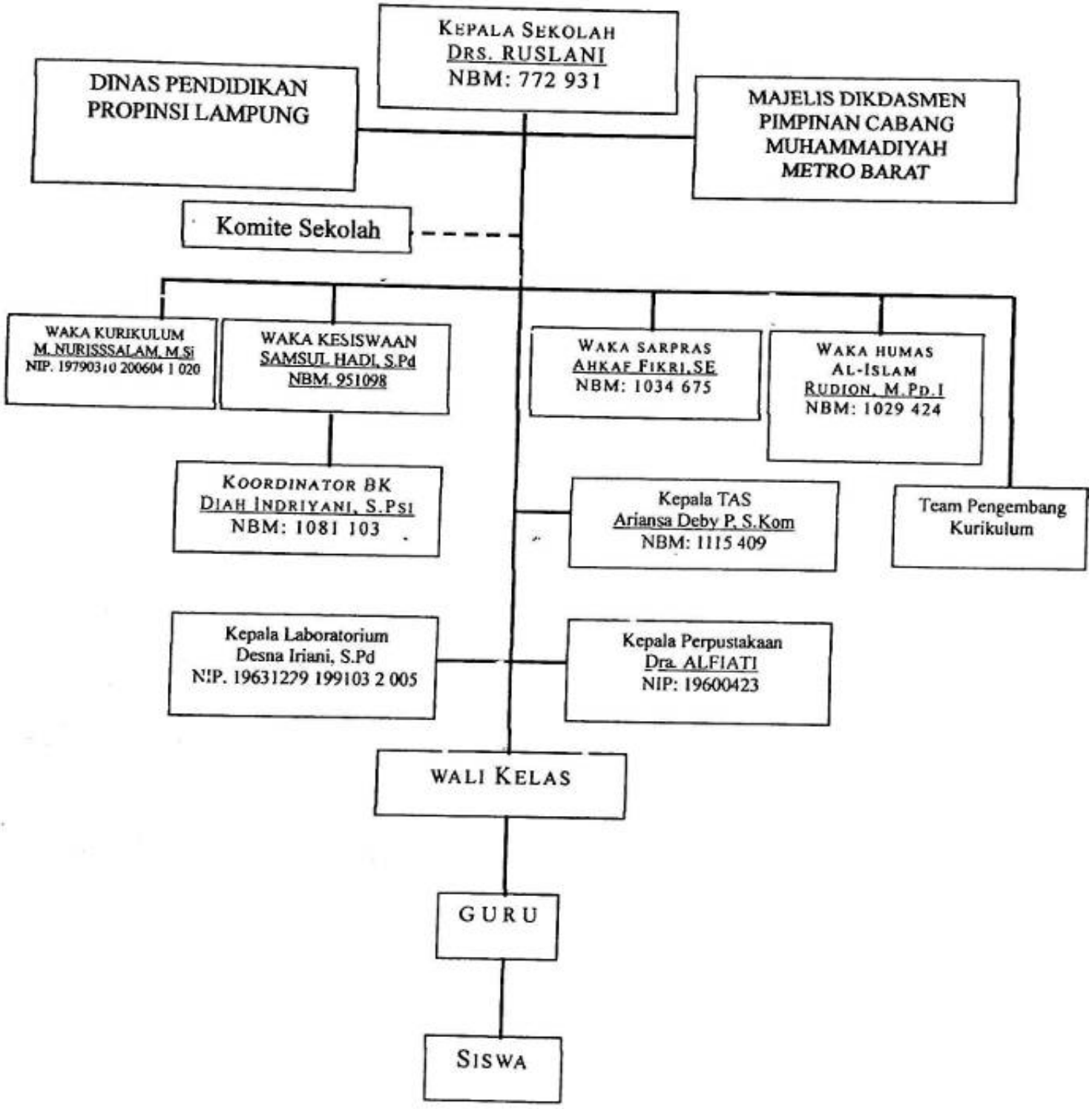
Table 2
The Staff Officer of SMA Muhammadiyah 1 Metro

No	Name	Sex	Occupation
1	Ariansa Deby Prasetiyo, S. Kom	Male	Leader
2	Sony	Male	Administration Staff
3	Ani Rosa	Female	Finances
4	Helmi Novitasari. S.E	Female	Librarian
5	Marwiyono	Male	Administration Staff
6	Junaidi	Male	Security
7	Rahmadi	Male	Treasurer
8	Sumarjo	Male	Security
9	Slamet	Male	Cleaning Service

Source: Documentation of SMA Muhammadiyah 1 Metro

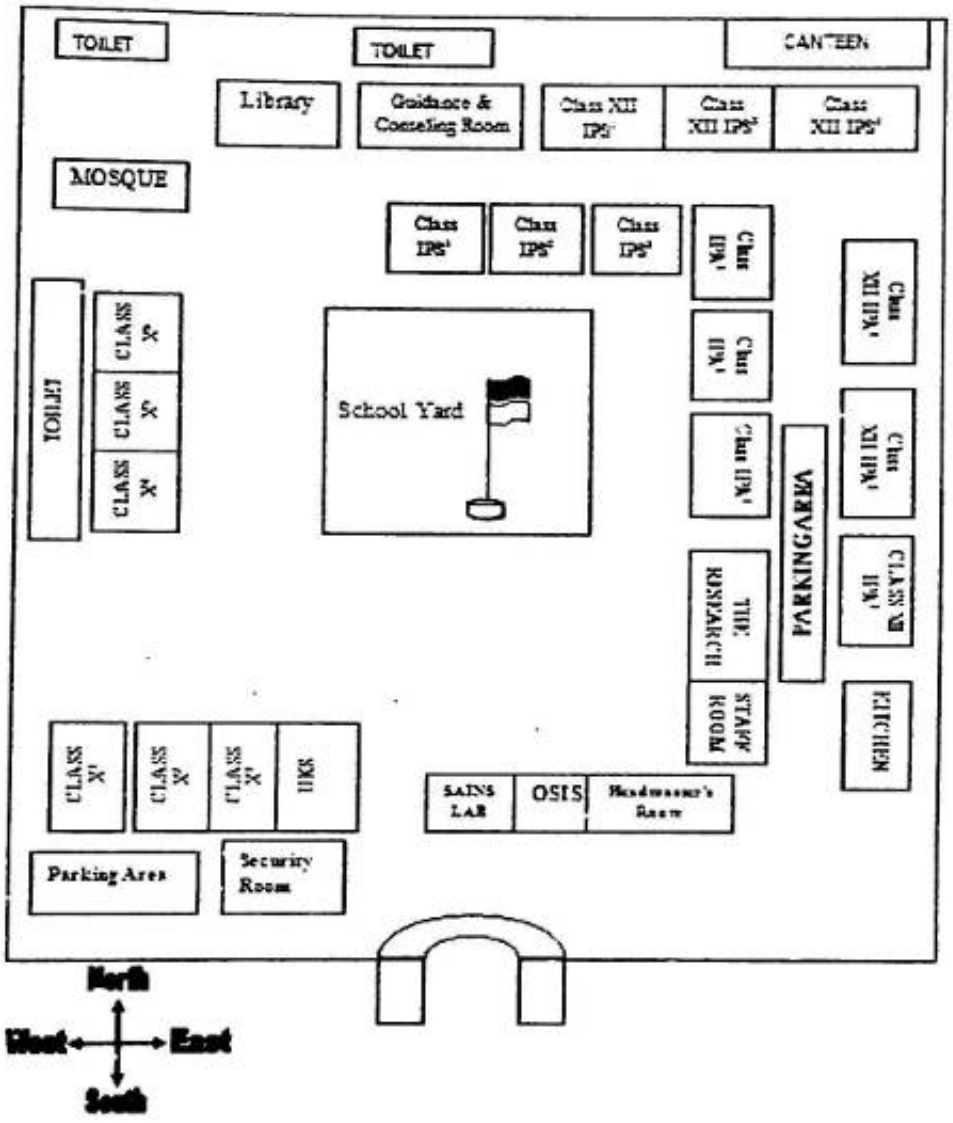
d. Organizasion Structure

Figure 1
Organization Structure



f. Location Sketch

Figure 2
Location Sketch



2. Description of Data

In this research, the researcher and the Collaborator Mr, Ngaderi, S.Pd conducted the research in two cycles and each consist of planning, acting, observing and reflecting.

a. Cycle 1

1. Planning

In this section the researcher planned to give the material about descriptive text. The researcher prepared several things related to learning process such as prepared the lesson plan for the action based on the problems faced by students. The researcher selected material and exercise into a lesson plan. In the lesson plan, there was guessing game strategy to improve students' listening comprehension. Beside of making lesson plan the researcher also made the instrument that would be done as the pre- test and post-test in the cycle 1, made the observation sheet of the student's activity, identified the problem and found the cause of problem at the first and the end of learning process, so planned giving the evaluation to measure the students skill in received the material that have been taught.

2. Action

The implementation of the action was conducted in 3 meetings. The first meeting was used to pre-test, second meeting

was used to the action and the third meeting was used to post test. The explanation of every meeting would be explained below:

a) The First Meeting.

This meeting was conducted on November 14th 2017 for 2x40 minutes. This meeting used as the pre-test before the students were given action. The meeting was started by praying, greeting and checking the attandance list, so asking the students condition.

In this stage, the condition of the class was effectived because the collaborator handed the class before the researcher was doing research in the class. It showed that most of students gave their full nice attention to the researcher. The researcher gave pre-test to the students. The test was written test. This test asked students to answer the question based on the audio that the students have heard. The result of pre-test can be seen on table below:

Table 3
The Student's Pre-Test Score

No.	Students' Name	Score	Note
1	Amalia	60	Incompleted
2	Annisaul	60	Incompleted
3	Delia	50	Incompleted
4	Elia	40	Inclompleted

5	Fika	40	Incompleted
6	Galang Rio	50	Incompleted
7	Galang Yopi	70	Completed
8	Istiqomah	60	Incompleted
9	Kurnia	50	Incompleted
10.	Laila	70	Completed
11.	Muh. Alfi	50	Incompleted
12.	M. Afdiansyah	40	Incompleted
13.	M. Arfan	70	Completed
14.	M. Rafid	50	Incompleted
15.	M. Saiful	60	Incompleted
16.	Nina	60	Incompleted
17.	Novri	70	Completed
18.	Rifqi	50	Incompleted
19.	Shofiya	50	Completed
20.	Via	40	Completed
21.	Widhiya	60	Uncompleted
22.	Yulia	60	Completed
Total Average $\overline{X} = \frac{\Sigma X}{N}$		$\frac{1210}{22} = 55,00$	Incomplated

From the result of pre-test, it can be seen that the highest score is 70 and the lowest score is 40. The average score of pre-test was 53,00. From the table, that were 18 students who got the below target of score (under the MSC) and 4 students got above score from the MSC. Than based on the result of pre-test, it could be seen that the target based on Minimum Standard Criteria (MSC) had not been achieve yet.

b) The Second Meeting

The second meeting was conducted on November 18th 2017 for 2x40 minutes. In this meeting was used as the implementation of the action in cycle 1. The meeting started by praying, greeting, checking the attendance list and asking about students condition. Before doing the next condition, the teacher explained about guessing game. Then the teacher gave information about descriptive text. The teacher gave some examples of dialogue that consist of descriptive text.

c) The third meeting

The third meeting was conducted on November 21st 2017 for 2x40 minutes. In this meeting used to post test 1 after the students given the action. This meeting was started by praying, and greeting, checking the attendance list and asking the students' condition, then the researcher gave post test to the

students and did this task by themselves . kind of this test was multiple choices. In the post test 1 only 10 students who got an appropriate score >70, but the result of the students test was better than the students' test before giving treatment.

Table 4
The Result Data of Post Test 1

No.	Students' Name	Score	Note
1	Amalia	60	Incompleted
2	Annisaul	70	Completed
3	Delia	60	Incompleted
4	Elia	50	Incompleted
5	Fika	60	Incompleted
6	Galang Rio	60	Incompleted
7	Galang Yopi	60	Incompleted
8	Istiqomah	70	Completed
9	Kurnia	70	Completed
10.	Laila	70	Completed
11.	Muh. Alfi	60	Incompleted
12.	M. Afdiansyah	60	Incompleted
13.	M. Arfan	70	Completed
14.	M. Rafid	70	Completed
15.	M. Saiful	60	Incompleted

16.	Nina	60	Incompleted
17.	Novri	70	Completed
18.	Rifqi	60	Incompleted
19.	Shofiya	70	Completed
20.	Via	60	Incompleted
21.	Widhiya	70	Completed
22.	Yulia	70	Completed
Total Average $\overline{X} = \frac{\Sigma X}{N}$		$\frac{1410}{22} = 64,09$	Incomplated

From the result of post test 1, it could be seen that the higest score was 70 and the lowest score was 60. The average score of post test 1 was 64,09. From the table, that were 12 students who got the below target of score, and 10 students got score from standard criteria.

1) Observation

In observation of the students activity was conducted when the learning process was continuing. This observation was conducted with the collabolator by using observation sheet.

Table 5
The Result Students Activity I

No	Students' Name	Score			Total
		1	2	3	
1	Amalia	✓	✓	✓	3
2	Annisaul	✓	✓	✓	3
3	Delia	–	–	✓	1
4	Elia	✓	✓	✓	3
5	Fika	✓	–	✓	2
6	Galang Rio	–	–	✓	1
7	Galang Yopi	✓	✓	✓	3
8	Istiqomah	✓	✓	✓	3
9	Kurnia	✓	✓	✓	3
10	Laila	✓	✓	✓	3
11	Muh. Alfi	–	–	✓	1
12	M. Afdiansyah	✓	✓	✓	3
13	M. Arfan	–	–	✓	1
14	M. Rafid	✓	✓	✓	3
15	M. Saiful	✓	–	✓	2
16	Nina	✓	✓	✓	3
17	Novri	✓	✓	✓	3
18	Rifqi	–	–	✓	1

19	Shofiya	✓	–	✓	2
20	Via	✓	✓	✓	3
21	Widhiya	✓	✓	✓	3
22	Yulia	✓	–	✓	2

Indicators :

1. To pay attention the explanation
2. To listen well the audio recording then choose the picture
3. Enjoy the game while teaching and learning process .

2) Reflection

In the end of cycle I, then the researcher and collabolator to do reflection together. Based on the data entered the reflections in cycle I was still found in the deficiencies in this cycle , there are : when explaining the material the researcher less attention to students so that still there students who were noisy, students were less active in the class, some students got uncomplated in test of cycle 1. The reflection result could be inferred that :

a) The researcher should be more assertive and paying more attention in order that the students could pay attention to the teacher when explaining the material.
b) The researcher should guide the students to focus on the material

c) The researcher should give more attention to students were less responsive.

b. Cycle 2

Based on the result of cycle 1 I was not success, in the stage need to be held the cycle II again to repair the weakness in the cycle 1. The step of cycle II as follow :

1) Planning

Based on the activity in cycle I, the process at the cycle II was focused on the problem in Cycle I. There were still many weaknesses on cycle I such as the students not focus to join the class and they hard to understand the materials. The researcher and the collaborator planned the materials. The researcher prepared the lesson plan, material, gave the post-test and gave evaluation. By Guessing Game Strategy the researcher tried to improve the students' listening comprehension and hoped it would help to improve the students' interested in learning English.

2) Action

The action in the cycle II consist of two meeting, one meeting for the action, and one meeting for the post-test. The explanation of every meeting would be explained below:

a) The First Meeting

The first meeting was done on, November 25th 2017 for 2x40 minutes. This meeting was opened by praying, greeting, asking the students' condition and checking the attendance list. Then the teacher gave information about the material and explained about descriptive text in listening section. After the teacher explained the material, the students make descriptive text about animal and asked another students to listen and guess what it is. In this meeting, the condition of the class more effective than before. In the end of meeting, the teacher gave motivation to the students and stimulating the students to conclude the material. Then cloosing the meeting.

b) The Second Meeting

The second meeting was conducted on November 28th 2017. This meeting used to post-test 2 in the end of cycle II for 2x40 minutes. The researcher gave post test to the students. In this meeting, most of the students could answer well. It could be seen from the result of post test II. There was 17 students got an appropriate score.

Table 6
Result Data of Post-Test II

No.	Students' Name	Score	Note
1	Amalia	70	Completed
2	Annisaul	80	Completed
3	Delia	70	Completed
4	Elia	70	Completed
5	Fika	70	Completed
6	Galang Rio	60	Incompleted
7	Galang Yopi	70	Completed
8	Istiqomah	80	Completed
9	Kurnia	80	Completed
10.	Laila	80	Completed
11.	Muh. Alfi	60	Incompleted
12.	M. Afdiansyah	60	Incompleted
13.	M. Arfan	80	Completed
14.	M. Rafid	80	Completed
15.	M. Saiful	60	Incompleted
16.	Nina	60	Incompleted
17.	Novri	80	Completed
18.	Rifqi	80	Completed
19.	Shofiya	80	Completed

20.	Via	70	Completed
21.	Widhiya	80	Completed
22.	Yulia	80	Completed
Total Average $\overline{X} = \frac{\Sigma X}{N}$		$\frac{1600}{22} = 72,72$	Complated

Based on the table above, it could be seen that the students' average score in post-test II was 72,72. The highest score is 80 and the lowest score is 60. According to minimum standard criteria 77,27% students passed the test. Most of the students could improve their listening comprehension. It means that cycle II is successful.

1) Observation

In observation of the students activity was conducted when the learning process was continuing. This observation was conducted with the collaboiator by using observation sheet.

Table 7
The Result Students Activity II

No	Students' Name	Score			Total
		1	2	3	
1	Amalia	✓	✓	✓	3
2	Annisaul	✓	✓	✓	3
3	Delia	–	✓	✓	2

4	Elia	✓	✓	✓	3
5	Fika	✓	–	✓	2
6	Galang Rio	–	–	✓	1
7	Galang Yopi	✓	✓	✓	3
8	Istiqomah	✓	✓	✓	3
9	Kurnia	✓	✓	✓	3
10	Laila	✓	✓	✓	3
11	Muh. Alfi	–	✓	✓	2
12	M. Afdiansyah	✓	✓	✓	3
13	M. Arfan	–	✓	✓	2
14	M. Rafid	✓	✓	✓	3
15	M. Saiful	✓	–	✓	2
16	Nina	✓	✓	✓	3
17	Novri	✓	✓	✓	3
18	Rifqi	–	✓	✓	2
19	Shofiya	✓	–	✓	2
20	Via	✓	✓	✓	3
21	Widhiya	✓	✓	✓	3
22	Yulia	✓	–	✓	2

Indicators :

1. To pay attention the explanation
2. To listen well the audio recording then choose the picture
3. Enjoy the game while teaching and learning process

2) Reflection

In the end of cycle II, then the researcher and collabolator to do reflection together. Based on the result of observation learning process in cycle II, it could be inferred that most of the students pay attention the teacher, the students were also active to do the task in the class than before. From the test result, it could be said that the teaching learning process was succesful, because it was more than 70% students got minimal score 70, and improving the students' listening comprehension through guessing gam.

B. Interpretation

1. Interpretation every cycle

a. Cycle 1 and cycle 2

The researcher make the result of pre test, post test 1 and post test 2 as below:

Table 8
Result Data of Pre-Test, Post-Test, 1 and Post-Test 2

No	Students' Name	Score			Explanation
		Pre-Test	Post-Test 1	Post-Test 2	
1	Amalia	60	60	70	Increase
2	Annisaul	60	70	80	Increase
3	Delia	50	60	70	Increase
4	Elia	40	50	70	Increase
5	Fika	40	60	70	Increase
6	Galang Rio	50	60	60	Increase
7	Galang Yopi	70	60	70	Increase
8	Istiqomah	60	70	80	Increase
9	Kurnia	50	70	80	Increase
10	Laila	70	70	80	Increase
11	Muh. Alfi	50	60	60	Increase
12	M. Afdiansyah	40	60	60	Increase
13	M. Arfan	70	70	80	Increase
14	M. Rafid	50	70	80	Increase
15	M. Saiful	60	60	60	Constant
16	Nina	60	60	60	Constant
17	Novri	70	70	80	Increase

18	Rifqi	50	60	80	Increase
19	Shofiya	50	70	80	Increase
20	Via	40	60	70	Increase
21	Widhiya	60	70	80	Increase
22	Yulia	60	70	80	Increase
	Total Average	**$\frac{1210}{22}$ = 55, 00**	**$\frac{1410}{22}$ = 64, 09**	**$\frac{1600}{22}$ = 72, 72**	**Increase**

2. Analisis of the Result

   a. The result of the students pre-test

   The researcher conducted the pre-test to know the students' listening comprehension before implementing the treatment. It was done on November 14th 2017. From the result of pre-test shown that most of the students difficult did the test from the researcher. Based on the table 3 the students' average are 55,00 it shows that most of the students had not pass yet in achieving the Minimum Standard Criteria (MSC) 70. In this stage, only 4 students (18%) from 22 students were passed of the minimum standard criteria.

   b. The result of the students post-test 1

   In this research, to know the students' listening comprehension after implementing the treatment the researcher conducted the post-test 1. It was done on November 18th 2017. Based on the table 4 the

students' average was 64, 09. It shown that most of the students had not pass yet in achieving the minimum standard criteria 70. In this stage only 10 students (45%) from 22 students were passed of the minimum standard criteria. It mean that most of the students were not understand yet about the material.

c. The result of the students post test 2

The researcher conducted the post-test 2 had been finished to know the students' listening comprehension after implementing the treatment. It was done on November 28th 2017. Based on the table 6 it could be seen that the students' average is 72,72. It shown that most of the students had passed in achieving the minimum standard criteria (70). In this stage, 17 students pass of the minimum standard criteria. It could be seen that most of the students pass in achieving material.

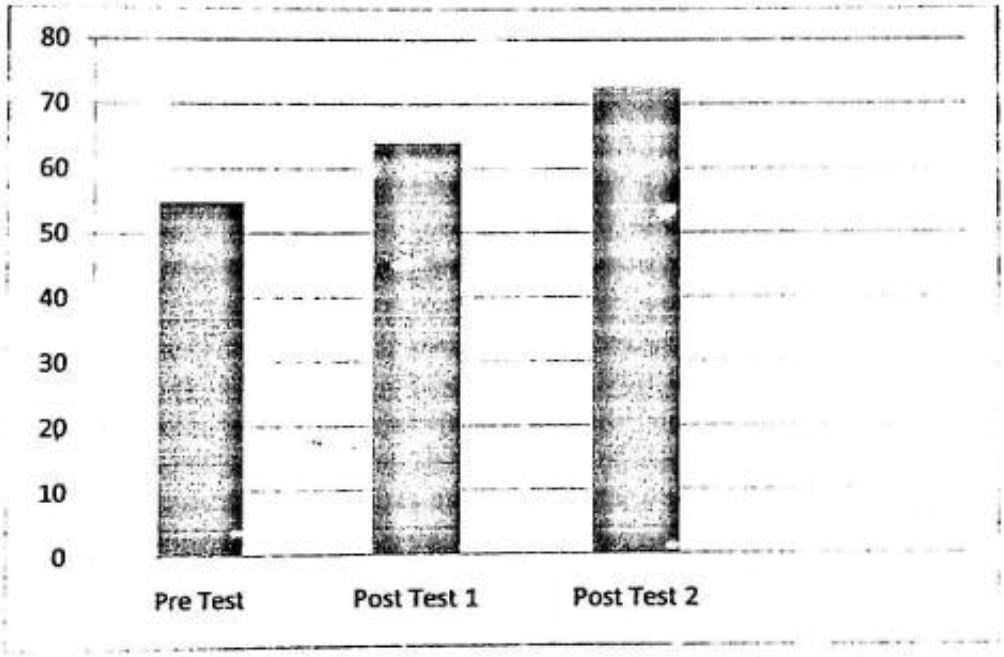
According to the indicator of success which had been set this research was considered success the 70% of the students get minimal score 70. While from the result data of cycle the cycle 1 was known that there were improving of the students' score in pre-test and post-test 1. In the pre-test result data the students who got the minimal score > 70 were 4 students or 18% from 22 students. Then, in the post-test 1 the students who got minimal score > 70 were 10 students or 45% from 22 students. The treatment of the students' score of the cycle 1 could not reach the indicator of success. Then, after conducted the

cycle 2 the researcher got the result data and it was known that there were improving of the students' score. The students who got minimal score > 70 were 17 students or 77% from 22 students. It mean that the indicator of success until cycle 2.

Based on the Table 9 above, it can be describe in the graph 1 as follow:

Graph 1

The average score of the test



Based on the table and the graph above, in the cycle 1 from the pre-test to the post-test have progress average score from 55,00 to 64,09, there was improvement about 9,09 point. Then from cycle I to the cycle II have progress average score from 64,09 to 72,72 there was improvement about 8,63 point.

The improvement of score was caused by using guessing game in English learning process. Therefore, it could be conclude that the

guessing game have positive effect in teaching and learning process especially in learning listening comprehension.

3. Observation Result of Students' Activity

The observation result was gotten when the learning process happened by collabolator. From the table 7 the result of the students' learning activity observation can be seen in this table as follow:

Table 8
Result of Student's Activity

No.	Students' Name	Cycle 1	Cycle 2	Explanation
1	Amalia	3	3	Constant
2	Annisaul	3	3	Constant
3	Delia	1	2	Improve
4	Elia	3	3	Constant
5	Fika	2	3	Improve
6	Galang Rio	1	3	Improve
7	Galang Yopi	3	3	Constant
8	Istiqomah	3	3	Constant
9	Kurnia	3	3	Constant
10.	Laila	3	3	Constant
11.	Muh. Alfi	1	2	Improve
12.	M. Afdiansyah	3	3	Constant
13.	M. Arfan	1	2	Improve
14.	M. Rafid	3	3	Constant
15.	M. Saiful	2	2	Constant
16.	Nina	3	3	Constant
17.	Novri	3	3	Constant

18.	Rifqi	1	2	Improve
19.	Shofiya	2	2	Constant
20.	Via	3	3	Constant
21.	Widhiya	3	3	Constant
22.	Yulia	2	2	Constant

Based on the table above, it can be inferred that the students learning activity was happened improving from cycle I to the cycle II. Therefore, this research in use for the student activities side to reach the target. It was caused on the learning in the cycle II the students had begun to responsible to themselves, so that it could bring the good effect to the activity in the learning process. The improvement of the students activities during the teaching and learning process because the teacher used the guessing game instruction strategy.

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the implementation of listening comprehension through guessing game strategy in two cycle of the classroom action research, the reseached would like to give conclusion as follows:

Guessing game can improve the listening comprehension at the second grade of SMA Muhammadiyah 1 Metro. Guessing Game Strategy can be used as an alternative way in teaching listening. It can made students easier and enjoyable to understand the material so it could improve the listening comprehension. The result of post-test is higher score than pre-test. The average score of pre-test is 55,00. Then the average score of post-test I is 64,09, and the average score of post-test II is 72,72.

The result of cycle II already reached the indicator of success that was students fulfill the standard criteria with the score minimum was 70. Therefore, the research could be stopped in cycle II.

B. Suggestion

Based on the result of the research, the researcher would like to give suggestion as follows:

1. For Students

The students should never give up when they find something difficult especially in studying English. They have to be active to ask to their teacher.

2. For the teacher

a. The Teacher should be able to improve their strategy of teaching to improve students' listening comprehension. They could use guessing game strategy as one of strategy to teach listening.

b. Furthermore, in teaching listening, teachers should pay more attention to the students' listening whether they have difficulties in constructing meaning or not. They should help them in solving their problems by giving guidance and solution.

3. For the Principal

The researcher greatly expects that this study can give contribution for the school, such as a reference for further studies in learning listening comprehension. And the principle should take positive side of this strategy as the new method or strategy in English learning that can improve the students' listening comprehension.

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CURRICULUM VITAE



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