# CHAPTER I INTRODUCTION

## Background of Study

English is one of the most important language skills to possess in today's world. By mastering English, one can at least open up opportunities for interaction and communication with the outside world, and, of course, create prospects and opportunities for the future.

One of the initial steps in learning a language is to get accustomed to listening to that language and understanding the meaning and intent of the spoken words. The next step is to follow along, practice, and apply it in everyday life. Listening is a crucial skill for English learners since effective verbal communication hinges on comprehending the speaker's expressions. Furthermore, there is a universal desire to grasp what English speakers convey at a natural pace, including comprehending English in films, TV shows, music, and announcements. In essence, the objective of English learning is real-world communication. Nevertheless, mastering the art of listening poses a formidable challenge for learners (Wah, N.N, 2019).

Haris, as mentioned by Isjoni, state that In language learning, there are four essential skills to acquire, which can be categorized into encoding and decoding processes. Speaking and writing fall under the encoding processes, where we convey

our ideas, thoughts, or feelings using language forms. On the other hand, listening and reading are considered decoding processes, as they involve receiving spoken or written messages. To achieve fluency in English, students must master all four of these skills (Isjoni, 2009:22).

Hong ho Sin state in his journal that “The statistical effect of listening comprehension on their overall second language proficiency was significant, suggesting that listening skills matters in ESL/EFL curriculum" (Hong, H.S, 2016:15).

Hamad et al in their research state that, “the development of aural and oral skills, along with a quicker response in interaction, is observed in the experimental group when it is compared to the results of the control group. This highlights the success of the Youtube and Audio track Imitation (YATI) approach as an effective tool that curriculum designers can develop and utilize to enhance the aural and oral proficiency of EFL learners in accordance with their desired learning outcomes” (Mona, M.H, 2019:196).

Listening and reading are considered receptive skills since they involve understanding language without the need to produce it. These skills entail accepting and comprehending language input. Among the four aspects mentioned above, listening tends to be particularly challenging for young learners, especially students. Many students face difficulties in comprehending spoken English words or sentences. Typically, the listening instruction methods in schools remain relatively inflexible,

primarily focusing on exercises such as those found in TOEFL conversations (Mailawati, A., dan Anita, A, 2022:62).

SMPN 2 Aek Ledong is one of the schools that understands the importance of enhancing students' foreign language skills, and thus, to date, various teaching methods have been implemented to improve students' foreign language abilities, especially in English. However, up to this point, a suitable method for enhancing students' foreign language skills has not yet been found.

The interesting thing observed by the researcher during their observation at SMPN 2 Aek Ledong was that in one classroom, there was a teacher who presented the guessing word method as part of the teaching process. In this process, students were asked to guess the desired mystery word.

The method applied actually has the potential to enhance students' listening and foreign language skills. However, in reality, students' listening abilities in foreign languages can still be considered low or even very inadequate. This can be observed in the observation table below, which indicates that students' foreign language listening skills at SMPN2 Aek Ledong are still relatively low.

Tabel. 1.1 Student listening Skill Indicator

|  |  |  |
| --- | --- | --- |
| **No** | **Listening Skills** | **Details** |
| **1** | Detail Understanding | Students can identify specific details and information in foreign language texts or conversations (Rost,M, 2011:11). |
| **2** | Content Comprehension | Students can understand general information and the content of texts or conversations in a foreign language correctly (Vandergrift,L, 2007:191). |
| **3** | Capturing Nuances | Students can capture nuances, implied meanings, or emotions conveyed in a foreign language  (Mendelsohn, D.J:1999) |
| **4** | Interpreting Messages | Students can interpret messages or ideas conveyed by speakers in a foreign language (Rost,M, 2011:11). |
| **5** | Identifying Keywords | Students can identify keywords or key phrases in foreign language conversations or texts (Anderson, N.J 1991:75) |
| **6** | Evaluating Information | Students can critique or assess the accuracy or relevance of information they hear in a foreign language (Goh, C.C.M, 2000:55) |

Table 1.2: Random Pre-test Student Observation (Student listening abilities)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Name of Student** | **Student Speaking Sill** | | | | | | |
| Indicator 1 | Indicator 2 | Indicator 3 | Indicator 4 | Indicator 5 | Indicator 6 | Total |
| Agung P | 3 | 2 | 2 | 2 | 2 | 3 | 14 |
| Budi S | 2 | 2 | 2 | 2 | 2 | 2 | 12 |
| Chyntya C | 3 | 2 | 2 | 2 | 2 | 2 | 13 |
| Clarabella | 3 | 3 | 2 | 2 | 3 | 3 | 16 |
| Dave M.S | 3 | 3 | 3 | 4 | 3 | 2 | 18 |
| Dwi P | 3 | 3 | 2 | 2 | 2 | 2 | 14 |
| Luna S | 3 | 3 | 3 | 3 | 3 | 3 | 18 |

Sustain: Table1. 2

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Name of Student** | **Student Speaking Sill** | | | | | | |
| Indicator 1 | Indicator 2 | Indicator 3 | Indicator 4 | Indicator 5 | Indicator 6 | Total |
| M. Qodri | 3 | 2 | 2 | 2 | 3 | 3 | 15 |
| Olivia R | 2 | 2 | 2 | 2 | 2 | 2 | 12 |
| Sukma B | 3 | 2 | 3 | 2 | 2 | 3 | 15 |

Tabel 1. 3: Random Student Assessment

|  |  |  |
| --- | --- | --- |
| **Criteria** | **Condition** | **Score** |
| Excellent | If students have >90%-100% condition fulfill by the details | 5 |
| Very Good | If students have >80%-90% condition fulfill by the details | 4 |
| Good | If students have >70%-80% condition fulfill by the details | 3 |
| Fair | If students have >60%-70% condition fulfill by the details | 2 |
| Poor | If students have <=60% condition fulfill by the details | 1 |

Based on the data above, the researcher attempts to investigate what factors causing the low foreign language listening skills of students at SMPN 2 Aek Ledong, even though the teachers have been trying to implement effective methods to enhance the students' foreign language proficiency. Takarroucht et al, in their research stated that study applied team games-based language learning had good effect on speaking and skills in the experimental group (Takarroucht, K., dkk, (2022:53).

Yuliani claimed that “The word-guessing method is one of the techniques that can enhance students' speaking skills. This method fosters interactive exchanges, which are highly suitable for improving speaking skills in the learning process. It

enables students to enhance their speaking abilities through active participation and engagement” (Yuliani, 2020:VIII).

In line with what was conveyed by Hayati in her research titled "The Use of Digital Guessing Game to Improve Students’ Speaking Ability," it can be further emphasized that the use of digital guessing games aligns with the notion that interactive and engaging methods, such as guessing games, can significantly enhance students' speaking skills. The digital format adds an element of technology and interactivity, making the learning experience even more captivating and effective in fostering speaking proficiency among students (Hayati, A, 2020:115).

Through this literature review, it can be understood that there is nothing inherently wrong with implementing the word-guessing method in the teaching and learning process. On the contrary, the results demonstrated in the aforementioned research show a positive impact on the development of students' language abilities.

Methods are learning procedures aimed at achieving objectives. A teaching method can be implemented through various learning techniques. It is the responsibility of educators to determine whether a method can be applied to their students or not (Suyatno, 2009:26).

Joyce, Weil, and Calhoun emphasize that errors in carrying out the steps of a teaching method can hinder the achievement of learning objectives. In this context, adaptation and a good understanding of the method are crucial (Joyce, B, dkk : 2015).

Based on this, the researcher assumes that the mismatch in the application of the method and the lack of evaluation are the reasons why the word-guessing game method does not have a significant impact on foreign language skills, particularly in listening comprehension, among students at SMPN 2 Aek Ledong.

Refersing to Ferianti, the steps of the guessing word method in learning are as follows; (1) The teacher explains the desired competency or material for approximately 45 minutes, (2) The teacher instructs the students to pair up, (3) One student is given a 10 x 10 cm card with words written on it, which will be read aloud to his partner. The other student is given a 5 x 2 cm card with unreadable content (folded), which is then attached to his forehead or ear, (4) While the student with the 10 x 10 cm card reads the words written on it, their partner tries to guess what is meant by the words on the card. The correct answer corresponds to the content of the card attached to the forehead or ear, (5) If the answer is correct (matching what is written on the card), the pair may sit down. If it is not correct within the allotted time, the teacher can provide guidance with different words, as long as they do not give the answer directly, and so on (Ferianti, F., 2017:136).

In practice, all the steps taken by the teachers at SMPN 2 Aek Ledong align with what has been discussed above. However, there is a slight inconsistency that has posed a challenge for the researcher throughout this process. If the goal is to enhance students' language skills, why doesn't the teacher habituate the students to receive instructions in a foreign language or at least use a mix of Indonesian and English ("Indo-English")? Why are all instructions and guidance provided in 100%

Indonesian? Doesn't this contradict the initial goal of the teacher, which is to improve the students' foreign language proficiency?

Guskey, T. R. stated that teaching methods that are not regularly evaluated and adapted to students' needs tend to be less successful. Evaluation and adjustment of teaching methods are essential components of continuous improvement (Guskey, T.R:2020).

Based on the data presented above, the researcher intends to make slight modifications to the word-guessing method that has been implemented so far in order to achieve more optimal results when applied to enhancing foreign language skills in students, particularly in listening comprehension. Therefore, the researcher has decided to conduct a study with the title "IMPLEMENTING INTERACTIVE LEARNING MODELS USING 'GUESSING WORD GAME' METHODS AND ITS IMPACT ON STUDENT’S ENGLISH LISTENING SKILLS AT SMPN 2 AEK LEDONG."

## Problem Identification

* + 1. There are still students with low English Listening ability.
    2. The use of the Guessing-Word Game (GWG) by teachers has not been effective in improving students' English skills.

## Problem Limitations

The problem statements or limitations of this research are as follows:

* + 1. The research is focused on a development of GWG in teaching students.
    2. The improvement in students' listening skills is limited to enhancements in Detail Understanding, Content Comprehension, Capturing Nuances, Interpreting Messages, Identifying Keywords, and Evaluating Information.
    3. The enhancement of English language listening skills is centered only on the research sample

## Problem Formulation

Based on the limitations mentioned above, the research questions for this study can be formulated as follows**:**

* + 1. How is Student English listening skill by implementing interactive learning model using GWG at SMPN 2 AEK LEDONG?
    2. "What is the comparison of students' listening abilities between the control class and the class that uses the GWG learning model at SMP N 2 AEK LEDONG?"
    3. How effective of the implementing interactive learning model using GWG at SMPN 2 AEK LEDONG for students listening skills ?

## Objective of Research

* + 1. To implement the interactive learning model by using GWG method successfully
    2. To comparison of students' listening abilities between the control class and the class that uses the GWG learning model at SMP N 2 AEK LEDONG
    3. To know the effectiveness of the implementing interactive learning model using GWG at SMPN 2 AEK LEDONG for students listening skills

## Benefit Of The Research

This research is expected to be beneficial to the author, teachers, and students in the following ways:

* + 1. For the Auhor: it hoped that the research will be valuable as one of the requirements of graduating from the Master program at UMN Graduate School and as a valuable teaching experience.
    2. For teacher: this research is expected to offer an alternative method for enchancing student’s English language proficiency
    3. For Students: It is anticipated that the implementation of this method in their learning process will help improve their English language listening skills.