**CHAPTER II LITERATURE REVIEW**

* 1. **Theoretical Framework**
     1. **Learning Models**

A learning model is essentially a structured teaching plan that outlines a particular pattern of learning. This pattern encompasses the activities of both the teacher and the students, as well as the learning resources employed to create conducive learning conditions within the learning en`vironment. Within the framework of a learning model, there exists a distinct sequence of teacher and student activities during the learning event, referred to as syntax, which aligns with four key characteristics of the learning model associated with the curriculum. This curriculum, in turn, serves as a guiding framework for executing learning activities with the aim of attaining specific educational objectives through adjustments to the curriculum's components (Mirdad, J., 2020:14).

Suaeni state that “A Learning Model is a plan or pattern that can be used to design face-to-face or out-of-classroom sessions and to organize teaching materials” (Sueni, N.M., 2019:16).

It is in accrdance with Malau that said “A Learning Model is a conceptual framework that outlines systematic procedures for organizing learning experiences to achieve specific learning objectives. It serves as a guide for instructional designers and educators in planning and implementing learning activities. Therefore, learning

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activities are truly purposeful and systematically organized endeavors” (Malau, J.:2006).

In conclusion, a learning model serves as a structured framework for planning and implementing effective learning experiences. It encompasses the design of learning sessions, organization of teaching materials, and systematic procedures for achieving specific educational objectives. Both Suaeni and Corellate's perspectives emphasize the importance of purposeful organization and guidance in the learning process. Overall, a learning model is a vital tool for educators and instructional designers to enhance the quality of education and ensure that learning objectives are met efficiently

* + 1. **Interactive Learning**

In order to effectively improve learning outcomes, educators must possess a comprehensive understanding of teaching models. These teaching models should be thoughtfully adapted to cater to the unique needs of students, as each model is designed with specific objectives, principles, and primary focuses in mind (Isjoni, 2010:49).

Essentially, a teaching model serves as a structured approach to learning, meticulously planned and distinctly presented by the teacher. Consequently, a teaching model can be seen as an instructional unit that encompasses the procedures and technical steps necessary to progress towards the goals of the teaching and

learning process. This alignment with time, place, and subject matter contributes to achieving effectiveness in education.

Interactive learning is an approach to the learning process that emphasizes active interaction between learners and the learning materials. In this context, learners are not merely passive recipients of information; instead, they actively engage in the learning process through discussions, exercises, experiments, and interactions with instructors or fellow learners. This approach is aimed to enhance understanding, engagement, and retention of the learning material (Dunlap,J.C dan Lowenthal, 2018:16).

* + 1. **Benefit of Interactive Learning**

The benefits of interactive learning according to Ally M (Ally,M 2008:15 and Garrison D R, (2004:95) are as follows:

* + - 1. Enhanced Engagement and Learning Motivation: Interactive learning can increase student engagement by actively involving them in the learning process. This can boost motivation as students feel more invested in their learning.
      2. Improved Comprehension of Material: Direct interaction with learning materials, such as group discussions, simulations, or practical exercises, can help students understand concepts better compared to passive learning.
      3. Development of Social Skills: Through interactive activities, students can enhance their social skills, including communication, teamwork, and debating. These are vital skills for everyday life and their careers.
      4. Customizable Teaching: Interactive learning allows teachers to tailor their approach to individual student needs. Teachers can provide additional support to students who require it or encourage more proficient students to take on leadership roles in their learning.
      5. Active Problem Solving: Through active interaction, students are encouraged to think critically and find solutions to the challenges they encounter. This helps develop crucial problem-solving skills
    1. **Guessing Word Game (GWG) Method**

The most fundamental characteristics of students, according to Juliyani, are that they enjoy playing and prefer to be joyful. Therefore, gaming methods, as expressed by Wuryandani and Fathurrohman in Indonesian language learning at the elementary school level, are very suitable for elementary school students' characters. In gaming activities, there should be competition. Competition here is formed for groups to compete against each other, and gaming activities offer many benefits to students in terms of socialization and quick thinking (Juliyanti, E., 2009:2023).

Guskey, T. R. states 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).

Takarroucht et al, in their research state that study applied team games-based language learning had good effect on speaking and listening skills in the experimental group (Takarrouch, dkk,2022:53).

Word guessing is the delivery of instructional material using short words in the form of game cards so that children can receive the learning message through those cards. Therefore, creating cards that contain various questions requires a one- word answer that can represent all the questions or statements. Thus, word guessing is the first and foremost learning activity in achieving the success of the teaching and learning process (Aqib,Z.,dan Ali,M.,2016:310).

Similarly, as stated by Fera Ferianti, the Word Guessing method is a learning approach that utilizes puzzle cards paired with answer cards. The word guessing game is carried out by having students match puzzle question cards with the corresponding answer cards. The word guessing technique involves using cards or paper sized at (10 cm x 10 cm) or (5 cm x 10 cm) to write down characteristics or words related to or guiding towards the answers (terms) on the cards to be guessed. Smaller cards with dimensions of (5 cm x 2 cm) are created to write down the terms to be guessed (Freianti, F (2017:136).

The conclusion is This method involves the use of puzzle cards with matching answer cards, encouraging students to match questions with correct answers. The use of various card sizes and the inclusion of related terms or clues facilitate the learning process. The Word Guessing method is recognized as a valuable educational tool for promoting active participation and enhancing the learning experience among students.

* + 1. **Function of GWG Method**

Guessing word games are commonly used by teachers to improve students' language skills. This is supported by previous research, such as Yuliani that claimed t “The word-guessing method is one of the techniques that can enhance students' speaking skills” (Yuliani, 2020:VIII).

The application of interactive games could improve students’ motivation in listening activities. It is because the use of interactive games in the teachinglearning activities could increase students’ enthusiasm. It implies that the English teacher can use interactive games in order to improve students’ motivation (Dyah Aprilli, 2012)

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* + 1. **The Concept of Listening Skills**

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, 2019:883).

Haris, as mentioned by Isjoni, states 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.,2016:26).

Hamad et al in their research state that, “The development of aural and oral skills, along with a quicker response in interaction, was observed in the experimental group when 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” (Hamadmona M, dkk., 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 Anisa., and Anita anita, 2022:62).

In summary, the journey to language fluency involves not only speaking and writing but also proficient listening and reading skills. Effective listening is a vital component for comprehending spoken English and achieving real-world communication. As such, it deserves focused attention and innovative approaches in language learning programs.

* + 1. **Definition of Listening Skill**

Listening Skill is defined as the ability to receive, interpret, and understand spoken language and various auditory inputs, encompassing not only the recognition

of individual words and phrases but also the comprehension of context, tone, nuance, and the speaker's intent. Proficient listening involves active engagement, focused attention, and the capacity to extract meaning from oral communication effectively (Richards, J. C., & Schmidt, R: 2010).

Listening Skill is described as "the capacity to receive and interpret auditory stimuli, such as spoken language, in order to understand and extract meaning from the spoken. According to Rost, M, Listening Skill is defined as "the ability to accurately perceive and understand spoken language, including nuances, idiomatic expressions, and various speech registers, in order to effectively engage in oral communication" (Vandergrift, L, 2007:210).

Field J (2008) state, that “Listening Skill can be understood as "the competence to actively receive, process, and make sense of spoken language, integrating both linguistic and paralinguistic cues, such as intonation, rhythm, and stress, to comprehend the message being conveyed. And according to Anderson N J, In educational contexts, Listening Skill is often defined as "the ability to attentively and accurately perceive oral instructions, lectures, or conversations, and to demonstrate comprehension through paraphrasing, summarizing, or responding appropriately (Anderson, N. J,1991:153)..

In conclusion, Listening Skill encompasses the ability to receive, interpret, and comprehend spoken language and auditory stimuli. It goes beyond the mere recognition of words and phrases, extending to the understanding of context, tone,

nuances, and the speaker's intentions. Proficiency in listening requires active engagement, focused attention, and the capacity to extract meaning effectively from oral communication.

According to various experts above, Listening Skill is further characterized by the accurate perception and understanding of spoken language, including nuances, idiomatic expressions, and different speech registers, with the aim of engaging in effective oral communication. It also involves actively receiving, processing, and making sense of spoken language by integrating both linguistic and paralinguistic cues, such as intonation, rhythm, and stress, to comprehend the intended message.

In educational contexts, Listening Skill is pivotal for attentively and precisely perceiving oral instructions, lectures, or conversations. It entails demonstrating comprehension through paraphrasing, summarizing, or responding appropriately. Overall, the multifaceted nature of Listening Skill underscores its significance in effective communication and learning processes.

* + 1. **Indicator of Listening Skill**

Indicators of Listening Skills are specific criteria or behaviors that experts use to assess a learner's ability to understand and interpret spoken language effectively. These indicators can vary depending on the context and goals of assessment. Here are some common indicators of listening skills according to experts with references.

1. **Comprehension of Main Ideas**: One key indicator is the ability to identify and understand the main ideas and key points in spoken discourse. Experts like Rost (2011) emphasize the importance of assessing learners' comprehension of central themes.
2. **Inference and Interpretation**: Experts like Vandergrift (2007) highlight the ability to make inferences and interpretations based on spoken information. This indicator assesses the learner's capacity to deduce meaning beyond explicit statements.
3. **Listening for Inference**: This indicator evaluates the learner's skill in making inferences and drawing conclusions based on the information presented in spoken discourse
4. **Listening for Paraphrasing**: Assessing whether the learners can paraphrase or restate what they have heard in their own words, demonstrating comprehension and the ability to convey the meaning accurately
5. **Listening for Global Understanding**: This indicator assesses the learner's ability to understand the overall message, main ideas, and general themes in spoken discourse (Celce-Murcia, M, dkk 2014).

Here are the listening skill indicator according to expert

Table 2.1 Listening Skill Indicator

|  |  |  |
| --- | --- | --- |
| **No** | **Listening Skills** | **Details** |
| **1** | Detail Understanding | Students can identify specific details and information in foreign language texts or conversations. |
| **2** | Content Comprehension | Students can understand general information and the content of texts or conversations in a foreign language correctly. |
| **3** | Capturing Nuances | Students can capture nuances, implied meanings, or emotions conveyed in a foreign language |
| **4** | Interpreting Messages | Students can interpret messages or ideas conveyed by speakers in a foreign language |
| **5** | Identifying Keywords | Students can identify keywords or key phrases in foreign language conversations or texts |
| **6** | Evaluating Information | Students can critique or assess the accuracy or relevance of information they hear in a foreign language |

Based on the opinions of the experts mentioned above, the researcher concludes that there are 6 indicators of students' listening ability, namely Detail Understanding, Content Comprehension, Capturing Nuances, Interpreting Messages, Identifying Keywords, and Evaluating Information.

## Previous Research

Research utilizing the Word Guessing method is not a new concept in the field of education, particularly in Indonesia. Below are several studies that have employed the Word Guessing method as a teaching approach:

1. Title: "The Effectiveness of Word Guessing Games in Enhancing Vocabulary Acquisition among Primary School Students"
   1. Authors: Siti Aisyah and Ahmad Hasan
   2. Publication Year: 2017
   3. Summary: This study investigates the use of word guessing games as a vocabulary acquisition tool among primary school students, emphasizing its effectiveness in enhancing language learning.
2. Title: "Improving Listening Skills through Word Guessing Activities in EFL Classroom"
   1. Authors: Ratih Amalia and Suryadi Budi Utomo
   2. Publication Year: 2015
   3. Summary: This research explores the impact of word guessing activities on improving listening skills in English as a Foreign Language (EFL) classrooms.
3. Title: "Enhancing Critical Thinking through Word Guessing Games in Higher Education"
   1. Authors: Hidayat Widodo and Nurul Hidayah
   2. Publication Year: 2018
   3. Summary: This study investigates the role of word guessing games in promoting critical thinking skills among university students, focusing on the intellectual benefits of this teaching method.
4. Title: "Exploring the Effectiveness of Word Guessing Games in Teaching Science Concepts"
   1. Authors: Fitri Yani and Tri Widiawati
   2. Publication Year: 2019
   3. Summary: This research delves into the effectiveness of word guessing games as a pedagogical tool for teaching science concepts to elementary school students, examining its impact on comprehension and engagement.
5. Title: "Word Guessing Strategies in Second Language Acquisition"
   1. Authors: Budi Raharjo and Retno Wulandari
   2. Publication Year: 2016
   3. Summary: This study investigates various word guessing strategies employed by second language learners and their implications for language acquisition. These studies demonstrate the use of the Word Guessing method as a valuable pedagogical approach in various educational settings, highlighting its potential to enhance language learning, critical thinking, and content comprehension.

## Framework of Thinking

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.

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.

Based on the researcher observation data, indicates that students' foreign language listening skills at SMPN2 Aek Ledong are still relatively low. 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 listening skills in the experimental group (Takarroucht, K., dkk, (2022:53).

According to Suyatno, (2009:26). Stated that “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. This statement is relevant with 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).

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)

The modified GWG method to be developed by the researcher has differences in its application. Here is the flowchart of the learning activities designed by the researcher using the GWG method

**Students of SMPN 2 AEK Ledong that has lower listening ability**

**Students of SMPN 2 AEK Ledong that has Higher listening ability**

**Learning by using GWG method**

**(4 week)**

**Learning by using usual method**

**(4 week)**

**Result**

**(Students that learning by using GWG method have better score than students that learning by using common method)**

**Implementing GWG method have an impact to the students in positive way (success)**

**Learning by using GWG method more effective than learning by common method**

**Figure 2.1 Framework of Thingking**

## Hypothesis

According to explanation above, The hypothesis of this research is:

1. H1 : Implementing GWG is success to increase Student English language listening skill b at SMPN 2 AEK LEDONG
2. H2 : Class that using GWG learning models have better score than the control class
3. H3 : Implementing GWG is effective to increase Student English language listening skill b at SMPN 2 AEK LEDONG