

IMPLEMENTING INTERACTIVE LEARNING MODEL USING "GUESSING WORD GAME" METHODS AND ITS IMPACT TOWARD STUDENTS' ENGLISH LANGUAGE LISTENING SKILLS at SMPN 2 AEK LEDONG

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Abstract

Acquiring the skill of listening to and comprehending spoken language is one of the first steps towards acquiring a language. The next stage is to follow along, get into the habit, and use it in daily life. Since reading and listening need the understanding of language without the production of it, they are regarded as receptive abilities. These abilities require the ability to absorb and understand linguistic input. One way that helps improve pupils' speaking and listening abilities is the word-guessing method. This approach encourages dialogue, which is ideal for developing speaking abilities during the educational process. Students can improve their speaking skills by actively participating in it and being engaged. The purpose of this study was to determine the efficacy of this approach.

Keywords: GWG; CAR; Effectiveness

INTRODUCTION

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. 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).

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.

Referring 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).

METHOD

This research model is Classroom Action Research (CAR), constitutes a scholarly pursuit undertaken by educational professionals (lecturers/teachers/instructors). Its primary goal is to afford these professionals a structured framework to meticulously and methodically tackle a spectrum of classroom challenges encompassing both educational and non-educational aspects. This method hinges on well-established scholarly principles to effectively address various challenges encountered in teaching practices (Agung, 2012:63). Population of this research is SMPN 2 Aek Ledong 8th grade Students and Sample of this research is the class between 8-1 and 8-2 that have lower vocabulary score after pre-test. According to Suharsimi Arikunto the sample is part or representative of the research. The research sample is part of the population taken as a source of data and can represent the entire population (Arikunto, 2013:273).

RESULTS AND DISCUSSION

Results

The researcher can observe the changes that occur in the pre-test and post-test phases in each group of students. This aims to determine whether the method used has an influence on the improvement of the students' listening skills. The SPSS test conducted by the researcher, the results obtained are as follows:

a. T-test

The significance value is 0.000, which is smaller than the alpha value of 0.05. This indicates that learning using the conventional method has a significant effect on improving students' listening skills. The significance value is 0.000, which is smaller than the alpha

value of 0.05. This indicates that learning using the GWG method has a significant effect on improving students' listening skills.

b. N-Gain Test

The N-Gain test is used by researchers to assess the effectiveness of a method used in a study. Based on the calculation results through SPSS, the obtained results are as follows:

1) Control Class

N-Gain percent of Control class showed the result that the minimum score of statistic point at 17,56%, maximum score of statistic point at 66.67% and the mean value at 33.4% (SPSS output at the Appendix of this thesis) . Mean values is lower than 40, that's mean the method that use at control class could be considered not effective to improve students listening skills.

2) Treatment Class

N-Gain percent of treatment class showed the result that the minimum score of statistic point at 41,18%, maximum score of statistic point at 100% and the mean value at 69.36% (SPSS output at the Appendix of this thesis) . Mean values is at range 56%-75%, that's mean the method that use at control class could be considered effective enough to enhancing students listening skills, although it did not reach the optimal range

Discussion

T-test using when researcher want to know about the impact of the method to student's improvement. Base on the data the result could show at the Table below:

Table 1. Paired Samples test (Treatment Class)

		Paired Samples Test				
		Paired Differences				
		Mean	Std. Deviation	t	df	Sig. (2-tailed)
Pair 1	Pre_Control - Post_Control	-9.65000	2.70039	-15.981	19	.000

Table 1 above, it is known that the significance value is 0.000, which is smaller than the alpha value of 0.05. This indicates that learning using the conventional method has a significant effect on improving students' listening skills. **Table 2. Paired Samples test (Treatment Class)**

		Paired Samples Test				
		Paired Differences				
		Mean	Std. Deviation	t	df	Sig. (2-tailed)
Pair 1	Pre_Treatment - Post_Treatment	-9.76190	2.68151	-16.683	20	.000

The significance value is 0.000, which is smaller than the alpha value of 0.05. This indicates that learning using the GWG method has a significant effect on improving students' listening skills. The researcher will attempt to discuss the changes that occur in each cycle of each group as well as the theories underlying them.

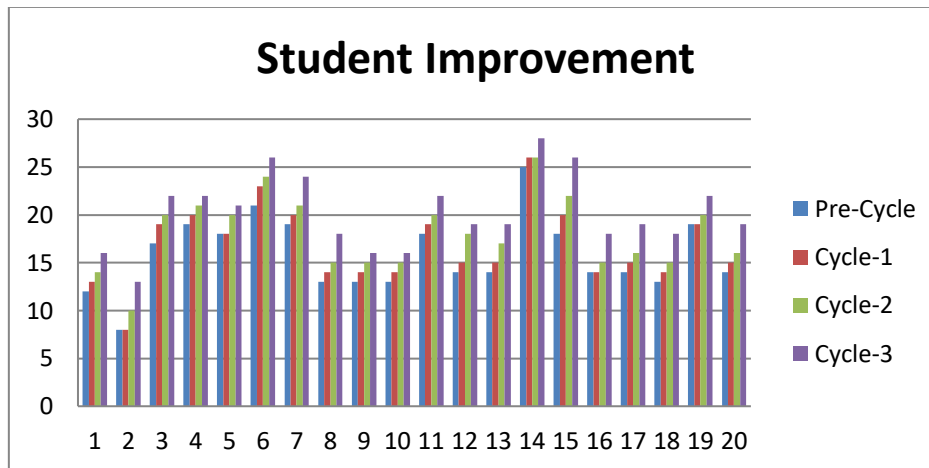


Figure 1. Student improvement (Control class)

Figure 1 above, it could be seen that there was indeed a change and improvement in each student across each cycle. The average ability of students in the pre-cycle phase showed a value of 15.8. In cycle-1, the average student ability was at 16.75, and in cycle-2, there was again an increase with the average ability showing at 18 points. In the final phase of the study, which is cycle-3, the average student ability showed a value of 20.2, with a passing percentage of 25% or only 5 students meeting the passing criteria out of a total of 20 students.

According to the previous t-test conducted, it was known that there was indeed a significant influence on students' listening abilities. However, this improvement was very small and ineffective in improving students' listening abilities. This was evidenced by the N-Gain test conducted earlier, where the data processing results showed that this conventional method was ineffective in improving students' listening abilities, with a percentage value below 40%, specifically at only 33.4%. N-Gain Test

The N-Gain test is used by researchers to assess the effectiveness of a method used in a study. Based on the calculation results through SPSS, the obtained results are as follows:

1) Control Class

N-Gain percent of Control class showed the result that the minimum score of statistic point at 17,56%, maximum score of statistic point at 66.67% and the mean value at 33.4% (SPSS output at the Appendix of this thesis) . Mean values is lower than 40, that's mean the method that use at control class could be considered not effective to improve students listening skills.

2) Treatment Class

N-Gain percent of treatment class showed the result that the minimum score of statistic point at 41,18%, maximum score of statistic point at 100% and the mean value at 69.36% (SPSS output at the Appendix of this thesis) . Mean values is at range 56%-75%, that's mean the method that use at control class could be considered effective enough to enhancing students listening skills, although it did not reach the optimal range.

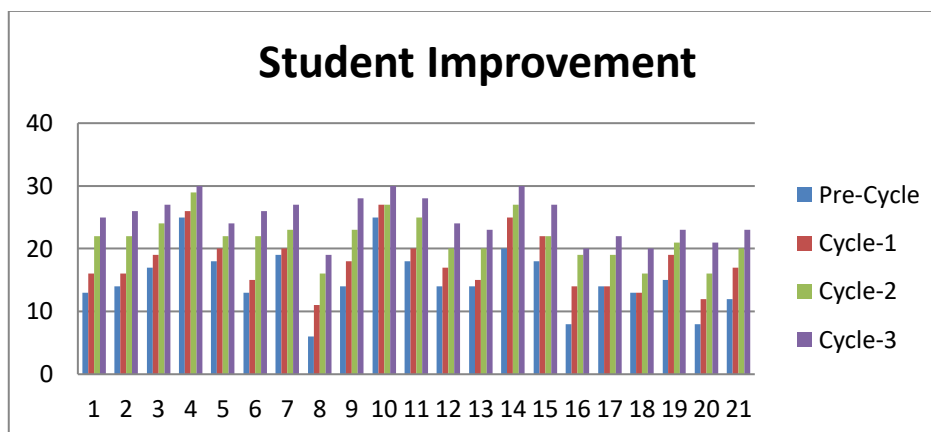


Figure 2. Student Improvement (Treatment Class)

Based on Figure 3 above, it was evident that there had been changes in students' listening abilities in each cycle. In the pre-cycle phase, the average listening ability of students in the experimental group was 15.25. Then, after the research was conducted, in cycle-1, there was an increase in the average score of students' abilities to 18 points. This increased further in the subsequent phase, which was in cycle-2 to 21.65 points, and continued to increase in the next phase, namely cycle-3 to 24.9 points.

Based on the follow-up test (T-test) conducted to see the significance and influence of the method used to improve students' listening abilities, it was found that the data processing results showed a significance value of 0.000, which was smaller than the alpha value of 0.05. This indicated that the method used by the researcher had a significant influence on improving students' listening abilities. This aligned with what was conveyed by Amalia and Suryadi (2015) that the GWG method influenced the improvement of students' listening abilities in English. Similarly, Raharjo and Wulandari (2016) also stated that word guessing games could help students learn language and improve their understanding of content within a word.

Answering the hypothesis of research related to the effectiveness of the method used in improving students' listening abilities, it was known that based on the N-Gain test conducted, the average percentage value was 69.36%. This indicated that the method used could be categorized as moderately effective. The results obtained by the researcher through this study aligned with what was conveyed by Aisyah and Ahmad (2017) that word guessing methods could be considered effective in improving students' language skills, especially in English.

Based on the above presentation, it could be outlined that learning using the word guessing method had been proven to have a significant and effective influence in improving students' listening abilities, especially in English listening skills.

CONCLUSION

In conclusion, it can be concluded that learning using the Guessing Word Game (GWG) method has been proven to have a significant and effective influence on improving students' listening abilities, especially in English 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 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. The word-guessing method is one of the techniques that can enhance students' speaking and listening 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. The objective of this research was to know how effective this method to improve student listening skills. This research was conducted at SMN2 Aek Ledong, located at Dusun III Aek Bange, Kecamatan Aek Ledong, Kabupaten Asahan, North Sumatra Province. The research took place from January to March 2024 during the odd semester of the 2023/2024 academic year. According to the result of the research the Guessing Word Game (GWG) method has been proven to have a significant and effective influence on improving students' listening abilities, especially in English listening skills. This is proved by the significance value of 0.000 and the effectiveness value in the N-Gain test of 69.36%. According to Table of status condition of effectiveness, it means the values were at range 56%-75%, that means the method that used at control class could be considered effective enough to enhance students' listening skills, although it did not reach the optimal range.

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