

**THE USE OF CHAINED MESSAGE GAMES TO
IMPROVE STUDENTS ABILITY IN LISTENING
COMPREHENSION AT SEVENTH GRADE OF
SMP INTEGRAL MINHAJUT THULLAB
(EAST LAMPUNG) IN THE ACADEMIC
YEAR 2022/2023**

A Thesis

**Submitted as a Partial Fulfillment of
Requirements for S1-Degree**

By:

ADE APRILIA

NPM : 1611040404



Study Program : English Education

**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC
UNIVERSITY OF LAMPUNG
1444H / 2023M**

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ADE APRILIA

NPM : 1611040404

Advisor : Dewi Kurniawati, M. Pd

Co-Advisor : Nunun Indrasari, M.Pd.

Study Program : English Education

**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC
UNIVERSITY OF LAMPUNG
1444H / 2023M**

ABSTRACT

THE USE OF CHAINED MESSAGE GAMES TO IMPROVE STUDENTS ABILITY IN LISTENING COMPREHENSION AT SEVENTH GRADE OF SMP INTEGRAL MINHAJUT THULLAB (EAST LAMPUNG) IN THE ACADEMIC YEAR 2022/2023

This research is conducted based on the preliminary research that are some problems for listening comprehension such as not knowing understanding word for word and fewer vocabularies. The students still failure to understand the difference between writing form and spoken form and also the class condition was less attractive. The students' listening comprehension score is below the criteria minimum mastery (KKM) at SMP Integral Minhajut Thullab. The objective of the research was to find out whether there is improvement effect of using chained message game toward listening comprehension at the first semester of the eighth grade SMP Integral Minhajut Thullab in the academic year 2022/2023.

The methodology of this research was quasi experimental design with the treatment held in 3 meetings, 2 x 40 minutes for each meeting. The population of this research was the eighth grade of SMP Integral Minhajut Thullab East Lampung. The total sample in this research was 59 students that were taken from two classes, VII A and VII B. In collecting the data, the researcher used instruments pre-test and post-test. The instrument was multiple choice. After giving the post-test, the researcher analyzed the data by using independent sample t-test.

From the data analysis, it was found that the value of significant generated Sig. (Pvalue) = $0.031 \leq \alpha = 0.05$. It means that, H_a is accepted and H_0 is rejected. So, it could be concluded that there was significant improvement of using chained message game towards students' listening comprehension at the first semester of seventh grade at SMP Integral Minhajut Thullab in the academic year 2022/2023.

Keywords: Chained Message Game, Listening Comprehension Ability, Quasi Experimental Design.

DECLARATION

The researcher is a student with the following identity:

Name : Ade Aprilia
Students Index Number : 1611040404
Thesis Title : The Use of Chained Message Games to Improve Students Ability in Listening Comprehension at Seventh Grade of SMP Integral Minhajut Thullab (East Lampung) in The Academic Year 2022/2023

I hereby state that this thesis is definitely my own work. I am completely responsible for the content of this thesis. Other writers' or experts' opinions or finding included in the thesis were quoted or cited in accordance with ethical standards.

Bandar Lampung, Maret 2023



Ade Aprilia
NPM. 1611040404



KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI RADEN INTAN
LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat: Jl. Letkol Endro Suratmin Sukarame Bandar Lampung Telp. (0721)703289

APPROVAL

Title : **The Use of Chained Message Games to Improve Students's Ability in Listening Comprehension at Seventh Grade of SMP Integral Minhajut Thullab (East Lampung) in the Academic Year 2022/2023**

Student's Name : **Ade Aprilia**
Student's Number : **1611040404**
Study Program : **English Education**
Faculty : **Tarbiyah and Teacher Training**

APPROVED

Was tested and defended in the examination session
at Tarbiyah and Teacher Training Faculty, the State Islamic
University, Raden Intan Lampung

Advisor,

Co-advisor,

Dewi Kurniawati, M.Pd
NIP. 198910312015032002

Nunun Indrasari, M.Pd
NIP. 198707272015032006

**The Chairperson of
English Education Study Program**

Dr. M. Muhassin, M.Hum.
NIP. 197708182008011012



**KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI RADEN INTAN
LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN**

Alamat: Jl. Letkol Endro Suratmin Sukarame Bandar Lampung Telp. (0721)703289

ADMISSION

A research proposal entitled: **The Use of Chained Message Games to Improve Students's Ability in Listening Comprehension at Seventh Grade of SMP Integral Minhajut Thullab (East Lampung) in the Academic Year 2022/2023, by: Ade Aprilia, NPM: 1611040404, Study Program: English Education** was tested and defended in the examination session held on: Monday, December 26th 2022.

Board of Examiners:

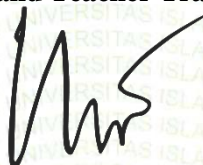
The Moderator : Prof. Dr. Idham.Kholid, M.Ag ( **)**

The Secretary : Sri Suci Suryawati, M.Pd. ( **)**

The Primary Examiner : M. Nawawi, M.Pd. ( **)**

The First Co- Examiner : Dewi Kurniawati, M.Pd ( **)**

**The Dean of
Tarbiyah and Teacher Training Faculty**



Prof. Dr. Hj. Nirva Diana, M.Pd
NIP. 196408281988032002

MOTTO

... يَرْفَعُ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ ۗ

Allah will exalt the degree of faithful people among you and people given knowledge (QS. Al-Mujadalah: 11)

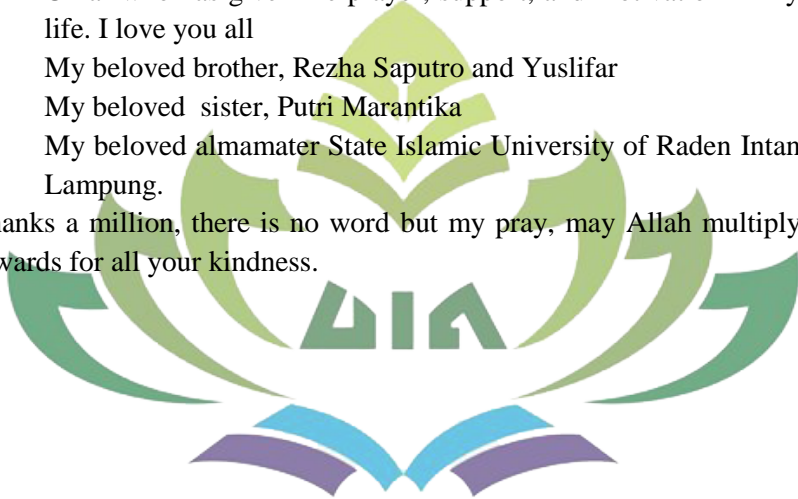


DEDICATION

No writing project of mine reaches fruition without the patience and support of everyone whom not enough only writes their name. Finally, this thesis is dedicated to them, but the foremost dedications are to:

1. The Greatest Allah SWT, Alhamdulillah' alakullihalwanni'mah
2. The Greatest inspiration of my life, my beloved Father and Mother, Mr. Ahmad Riyadi and Mrs. Saliyah who always pray for me in their whole life. Thanks for all the motivation and support, I love you endlessly.
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4. My beloved brother, Rezha Saputro and Yuslifar
5. My beloved sister, Putri Marantika
6. My beloved almamater State Islamic University of Raden Intan Lampung.

Thanks a million, there is no word but my pray, may Allah multiply rewards for all your kindness.



CURRICULUM VITAE

The Researcher's name is Ade Aprilia. She was born in Tatakarya on April 21th, 1998. She is the fourth child from 4 siblings of Mr. Ahmad Riyadi and Mrs. Saliyah, She has two brother and one sister, their name is Rezha Saputro, Yuslifar and Putri Marantika.

She studied at the first time in Elementary of SDN 1 Tatakarya and graduated in 2009. She continued to Junior High School of SMP N 1 Abung Surakarta and finished in 2013. Then, She continued her study in Senior High School of SMA N 1 Tumijajar and finished in 2016. In 2016, She entered of The State Islamic of University Raden Intan Lampung and took English Education Deptment as her major.



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The writer would like to express her sincere gratitude to Allah SWT., for the blessing bestowed in her whole life particularly during the thesis writing without which this thesis would not have come to its final form. Sholawat and salam always be bestowed to the last prophet Muhammad SAW., having shown us the role of life to make our life true.

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Finally, I realize that this thesis is still far from perfect. Therefore, constructive suggestion is needed for the progress of the next study. May Allah always bless us, Aamiin.

Bandar Lampung, Maret 2023

Ade Aprilia
NPM.1611040404

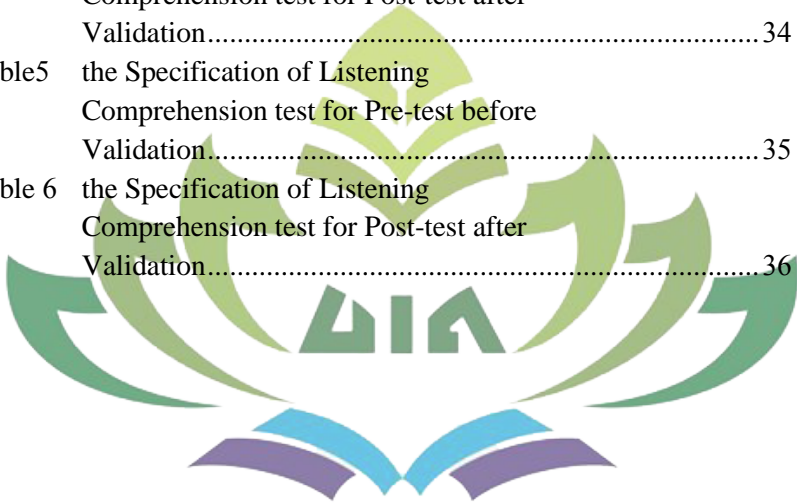
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CHAPTER I

INTRODUCTION

A. Title Affirmation

The title of this thesis is made to improve the ability of students specifically in listening comprehension using chain message games as a method, especially for students who have previously been observed by conducting pre research first. The data were taken from the average scores of students and English teachers at SMP Integral Minhajut Thullab (East Lampung). This study aims to improve the ability to understand more listening to students, readers, especially to the writer himself.

The researcher believes this research can help to improve the listening comprehension ability more to the readers because this research will investigate whether using this game can improve students' ability especially in listening comprehension.

However, researchers will use game chain as a method to improve students' ability in listening comprehension. In data collection, researchers will use pre-experimental research. It consists of readability pre-test, and the last one is post-test.

B. Background of the problem

There are four skills in learning English that actually must be mastered by all of students namely listening, speaking, reading and writing. Listening and reading are receptive skills, while speaking and writing are productive skills. Among these four skills, listening skill is very important in foreign language learning because the key to learn a language is to receive language input. Listening comprehension in language teaching has been repeatedly emphasized, many teachers do not pay enough attention to its importance in their classes. Frequent listening can make us also add vocab and fluent in speaking English.

Beside, according to Abbas Pourhosein Gilakjani, Listening comprehension is one of the most important skills in English language learning. When students listen to English language, they face a lot of listening difficulties. Students have critical difficulties in listening comprehension because universities and schools pay more attention to writing, reading, and vocabulary. Listening is not an important part of many course books and most teachers do not pay attention to this important skill in their classes.¹

It means that teaching listening in junior high school, students are expected to be able listening and understanding the material properly and correctly.

While in teaching and learning process that the researcher observed, the teacher uses audio to teach listening. The activity is the students memorize the dialogue based on textbook. After that they are practice in front of the class with their partner without guided or instruction, and help the students clearly.

The researcher found that many students at the seventh grade of SMP Integral Minhajut Thullab (East Lampung) have difficulties in listening skill. It is proven from the data that the researcher got in the preliminary research. To get the data the researcher interviewed the English teacher, observed the process of teaching and learning and giving interview to the students. As a result of interview the English teacher at the seventh grade of SMP Integral Minhajut Thullab (East Lampung) Mrs. Khusnawati Fajrin said there are various problems that faced by students in learning English especially in listening. It causes some factors such as a lot of students a different pronunciation of writing, afraid of making a mistake in listening English, difficult to memorize the material, and they still lack of vocabulary.²

¹Gilakjani, Abbas. April 2016. "Learners' Listening Comprehension Difficulties in English Language Learning: A Literature Review", Canadian Center of Science and Education Vol. 9, No. 6, <http://dx.doi.org/10.5539/elt.v9n6p123>, May 6, 2016

² Khusnawati Fajrin, *Interview with an English Teacher*, SMP Integral Minhajut Thullab, Lampung Timur, on September 2nd 2020, Unpublished

In other ways, based on interviewed with students, most of students have some problems in listening. The students said that the students are difficult to understand what speaker says, and they do not understanding about meaning.³

More ever to know the comprehension of the students in listening, the researcher got the score of the students from the teacher can be seen in the following table:

Table 1
The students' score of listening of seventhgrade SMP Integral Minhajut Thullab (East Lampung) in 2022 academic Year

No	Class	Students' Score		Total
		≥70	<70	
1	VII 1	13	17	30
2	VII 2	13	16	29
Total		26	33	59
Percentage		43%	57%	100%

Source: the data of English score of seventh grade SMP Integral Minhajut Thullab

Based on the table above, there are of the students who pass in listening test based on the minimum mastery (KKM) of listening and there are 33 students who fail in this case, the standard score KKM of listening in SMP Integral Minhajut Thullab (East Lampung) is 70 and many students still got the score under 70. It means some of students have difficulties in listening English.

This research focus to teach junior high school, keep on listening with frequent listening to anything related to English. There are many ways that can be used when listening, some people only listen to music or English language movies. This strategy is useful when you are honing your hearing with English. Some teachers teaching listening only provide explanation, audio, and practice. It makes students get nothing

³ The result of Interview SMP Integral Minhajut Thullab, on September 2nd 2020, Unpublished

and get bored, these problems can be solved to make students interested in listening and think that listening comprehension is simple and easy so they will understand how to speak well. By applying the right strategy, the teacher can encourage students to understand.

In previous research, the researcher has an investigation and a research on use chained messages games in different material. According to Mukarrama Hj. Mardianah, H Abd. Muis Said in her thesis “Improving Student’s Listening Ability by Using Chain Whispering Words or Sentences Technique at the First Year of SMP Somba Opu Sungguminasa Gowa”⁴ he use pre experimental design. It can be see from the test result of the students. The result of this research listening ability.

According to Apriani Sufiarti, A.A.I.N. Marhaeni, I.M. Sutarna (2013) "The influence using chain whisper technique on listening skills and learning interests of students". Results of the research show that English listening skills and learning interests of students who take lessons using chain whisper technique is higher than the group of students who take conventional learning. These results also demonstrate that using chain whisper techniques in learning English can improve listening skill and students interest in learning English.⁵

According to Wahyu Kurniati Asri in her thesis “Application of Whichever Chain Game Method on Listening Ability German Language students SMA Negeri 1 Makassar” this research use analysis method. The result of this research

⁴Mukarrama Hj. Mardianah, H Abd. Muis, *Improving Student’s Listening Ability by Using Chain Whispering Words or Sentences Technique at the First Year of SMP Somba Opu Sungguminasa Gowa*, available on <http://journal.uin-alauddin.ac.id/index.php/Eternal/article/download/2417/2335>, accessed January 26th 2020 at 6 pm.

⁵ Sufiarti apriani. 2013. *The Influence Using Chain Whisper Technique on Listening Skill and Learning Interests of Student*. E-mail. Apriani.Sufiarti@pasca.Undiksha.Ac.id. Retrieved on june 02, 1:15 pm.

shows the students listening ability using chain whisper game method.⁶

Based on the previous problem, the students should learn and practice about listening properly in school or other places as their addition lesson. Judging from the problems that exist in the school, the researcher is interested in taking this title because before the school has never tried to use this game to improve the listening skills of students at the school.

So, the researcher is interested in conducting a research entitle “**The Use of Chained Message Games to Improve Students Ability in Listening Comprehension Students Ability at Seventh Grade of SMP Integral Minhajut Thullab (East Lampung) in The Academic Year of 2022/2023**”

C. Identification of the problem

Based on the preliminary research, the researcher finds some problems as follow:

1. The students difficult to understand what speaker says.
2. The students do not understanding about meaning.
3. The students are less of guidance, instruction, and help from the teacher in learning process.
4. The students are lack of vocabularies.

D. Limitation of the Problem

Based on the identification of the problem above, the researcher limits this research focus on the use chained games to improve students ability in listening comprehension. Furthermore, this research focus on listening comprehension.

E. Formulation of the Problem

Referring to the identification of the problem and limitation of the problem above, the researcher formulates the problem as foll ows:

⁶ Wahyu Kurniati Asri, *Application of Whichever Chain Game Method on Listening Ability German Language students SMA Negeri 1 Makassar*, available on <https://ojs.unm.ac.id/icesat/article/view/4168>, accessed on January 26th 2020 at 6 pm

To what extent does chained games to improve students ability in listening comprehension at seventh grade of SMP Integral Minhajut Thullab (East Lampung) in the academic year of 2022/2023?

F. Objective of the Research

The objective of this research is:

To know whether or not chained games messages can improve students ability in listening comprehension at seventh grade of SMP Integral Minhajut Thullab (East Lampung) in the academic year of 2022/2023?

G. The significance of the Research

The significant of the research is as follow:

1) Theoretically

The researcher will give information to English teacher, which chained games is an alternative media to teach listening skill. Furthermore, chained games is a teacher help and giving support to the learner how to do something, thus the learner can complete their task independently.

2) Practically

Chained games is an effective media to increase students' motivation and assist the learners to move towards new skill, concept or level understanding.

H. Scope of the Research

1) The Subjects of the Research

The subject of the research will be students at the seventh grade of SMP Integral Minhajut Thullab (East Lampung) in the academic year of 2022/2023.

2) The Objects of the Research

The object of the research will be chained message games and students listening comprehension.

3) The Place of the Research

The research will be conducted at SMP Integral Minhajut Thullab (East Lampung)

4) The Time of The Research

This Research will be conducted at the seventh grade of SMP Integral Minhajut Thullab (East Lampung)2022/2023.





CHAPTER II

FRAME OF THEORY, FRAME OF THINKING, AND HYPOTHESIS

A. Listening

1. Definition of Listening

Listening is learning as habit which the students have to knowing and understanding the meaning. According to Machado “Listening is a learned behavior, a mental process that is concerned with hearing, attending, discriminating, understanding, and remembering.⁷ It means students should be able to understand the context of the listening, and also students can retell what the speaker is saying. Students with good listening will make some responds that they get the point of the speakers and it will make the conversation keep going on. On the country, students who do not have good listening skill will make the conversation stuck because they cannot listen well to reply the speakers.

According to Vandergrift, he said that listening is an important skill it enables language learners to receive and interact with language input and facilitates the emergence of the other language skills.⁸ It can be said that listening material. In listening, students should process the received sound in order to understand the speaker’s information. That statement is supported by burley Allen, he says that listening is taking information from the speakers, other people, and ourselves, while remaining nonjudgmental and empathetic acknowledging the talker in a way that invites the communication to continue providing limited, but encouraging, input to the talker’s response, carrying the personal’s idea one step forward.⁹ It means that listening is

⁷Jeanna M. Machado, *Early Childhood Experiences in Language Arts: Early Literacy* (California: Wadsworth Cengage Learning, 2012), p.223

⁸Larry Vandergrift and Christine C. M. Goh, *Teaching and Learning second Language Listening* (New York: Routledge Taylor and Francis, 2012), p.3

⁹Madelyn Burley-Allen, *Listening the Forgotten Skill: A Self Teaching Guide* (New York: John Wiley & Sons, Inc. 1995), p.3

the activity of paying attention to and trying to get meaning from the students hear. Not only knowing the information but also responding the information that is given so the communication could continue. This statement is supported by Saricoban in Sevik, he says that “listening is the abiotic to identify and understanding what others are saying.

Listening goes through a process in which the listener gets what, in fact the speaker says, representing and structuring meaning, establishing a negotiation in meaning (with the speaker), giving responses, building up meaning with the help of involvement, empathy and imagination. The definition above tells us that listening is also giving response if they know the speakers tell about. If the students do not know what is listened then they cannot respond. So, in listening students have to understand and get the main idea what is listened.

Based on those theories above, listening is the ability of taking information not only just hearing but also knowing, understanding and giving responses to the talker in the way that invites the communication continue. Students can say that they listen if can understand and give response to the talker.

And according to Brown, there are four types of listening as follows:

a. Extensive Listening

Listening to develop a tip down, global understanding of spoken language. Extensive ranges from listening to lengthy lectures to listening to a conversation and deriving a compressive message or purpose. Listening for the gist, for main idea, and making inferences are all parts of extensive listening.

b. Responsive

Listening to a relatively short stretch of language (a greeting, question, command, comprehension check, and so on) in order to make an equally short response.

- c. **Intensive Listening**
Listening for perception of the components (phonemes, words, intonation, discourse, markers, and so on) of larger stretch language.
- d. **Selective**
Processing stretch of discourse such as short monologue for several minutes in order scan for certain information. The purpose of such performance is not necessarily to look for global or general meaning, but to be able to comprehend designated information in context of longer stretches of spoken language (such as classroom direction from a teacher, TV or radio news items, or stories). Assignment task in selective listening could ask students, for example, to listen for name, numbers a grammatical category, directions (in a map exercise), or certain facts and events.

2. Listening Comprehension

Listening as comprehension is a traditional way of thinking about the nature of listening.¹⁰ It means that, listening comprehension as a way how to learn listening skill, and improve listening ability. So, the process of listening comprehension is highly complex. The knowledge and skills necessary for listening comprehension must be all utilized simultaneously. However, our processing space is limited. Before, we can sort out what has we just heard, the speech disappears.

According to Brown, to know listening comprehension score especially in listening, there some criteria that are commonly used in measuring students listening comprehension. They are:

- a. Main idea (Topic)
- b. Listening for a specially stated detail
- c. Supporting info

¹⁰Jack C Richard, *Teaching Listening and Speaking*(New York: Cambridge University Press, 2008), p. 3

d. Vocabulary in context.¹¹

Based on the explanation above, the researcher concluded that, there are four criteria that are commonly used to apply the scoring of students' listening comprehension in the class. The following four criteria or component above are generally recognize in analysis of listening process.

It is motioned before that in the listening comprehension process; listeners need two types of knowledge. Both linguistic and non- linguistic knowledge are involved linguistic knowledge consists of phonology, lexis, syntax and discourse structure and the non-linguistic knowledge covers all comprehension features such as topic, context, general knowledge about the world and how it works.¹² Many researchers into teaching listening comprehension have given insights into how learners go through this process as well as how the two types of knowledge are applied in it. As a result , a frequent distinction is made between two views top-down and bottom-up processing for the reason of understanding what our students are going through as they learn to listen.

a. Bottom-up Processes

These are the processes the listener uses to assemble the message piece-by piece from the speech stream, going from the parts to the whole. Bottom-up processing involves perceiving and parsing the speech stream at increasingly larger levels beginning with auditory-phonetic, phonemic, syllabic, lexical, syntactic, semantic, propositional, pragmatic and interpretive.

b. Top-down Processes

Top-down processes involve the listener in going from the wholetheir prior knowledge and their content and rhetorical schematato the parts. In other words, the listener uses what they know of the context of

¹¹Brown, H. Douglas, *Principle of Language Learning and Teaching*(San Francisco,:Pearson Education 1998),p.7

¹²Gary Buck, *Assessing Listening* (New York : Cambridge University Press, 2001), p. 104.

communication to predict what the message will contain, and uses parts of the message to confirm, correct or add to this. The key process here is inferencing.¹³

Based on the theory above, the researcher assumed that listening is a process like bottom-up and top-down process is very important for the students how to get the auditory phonetic, phonemic and the students can get to know about use of message will contain the other.

3. Teaching Listening

In achieving the successful English learning, the teacher has to teach the four language skills namely listening, speaking, writing, and reading. The teaching of listening as a separate skill is a recent innovation in language teaching. Listening is as active as speaking, and in some ways, it is more difficult. The teaching of listening should consider some aspects. Brown states that teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.¹⁴ Listening has also been considered from a further perspective in recent years when it is examined in relation not only to comprehension, but also to language learning. Teaching listening requires a bit more on the part of the teacher than that of the learners. One of the main principle of teaching listening, should be language material intended to used for training listening comprehension should never be presented visually first. Good listening lessons go beyond the main listening task itself with related activities before and after the listening. It means that the teaching of listening should beyond the understanding, then the action.

The importance of listening in language learning and teaching demand the language teachers to help their students become effective listeners. For instance, the school

¹³I.S.P Nation and Jonathan Newton, *Teaching ESL/EFL Listening and Speaking* (New York Routledge, 2009) p. 40

¹⁴Brown, *Op. Cit.*, p. 7.

establishes one day in a week to use English language, so the students will be familiar with listening process.¹⁵ There are some principles of teaching listening skill that should be known by the teacher. First, listening should receive primary attention in the early stage of ESL instruction. It means that to learn English language, students should be familiar first with the listening process. Second, listening should maximize the use of material that is relevant to students' real life. It can make students know how important the material in the real life. Third, listening should maximize the use of authentic language, because students are difficult to understand if the teacher uses difficult word. Fourth, listening should vary the materials in terms of speakers' gender, age, dialect, accent, topic, speed, noise, level, and genre. The purpose of that principle is to make the students interested in the material given in every meeting. Fifth, the teacher should always ask the students to listen to the purposes of listening and ask them to show their comprehension in a task. It can drill their listening skill. Sixth, the language material intended to be used for training listening comprehension should never be presented visually first. The students have to be familiar with the audio first.¹⁶ Furthermore, the teachers have to pay attention to the principles in teaching listening. As mentioned above, one of the principles in teaching listening is that the teacher always asks the students to listen to the purposes of listening. So, he /she can teach listening to the students more effectively if he / she has already known the purposes of listening. One way to do that is to use a simple dialogue in order to show how they might listen differently depending on its goals.

From explanation above, it can concluded that teaching listening means delivering some material by giving the understanding of language system. It also involves how we apply this knowledge of the language system to understand or

¹⁵A.S. Maria, *Modules for the Professional Preparation of Teaching Assistants in Foreign Languages* (Washington, DC: Center for Applied Linguistics, 1998), p. 17

¹⁶Brown, *Op. Cit.*, p. 8

convey meaning and how we apply particular skills to understand and convey meaning. It must be practiced continuously so that we will be more familiar with listening and finally we can master it.

The students can be said that they are good in listening if they are active in learning listening process. The characteristics of active listeners Geccio and Geccio in Jannah as below:

- a. Make eye contact
- b. Give full attention, both mentally and physically (make a conscious effort to screen or filter distractions: listening from the heart)
- c. Reduce barriers
- d. Avoid interruptions
- e. Respond to the content and emotional (feeling) component of the message.
- f. Listen for ideas or themes
- g. Convey evidence of listening (e.g. paraphrasing, restating what is said, or playing back the message)
- h. Respond to the content and emotional aspect of the client's verbal and nonverbal message.¹⁷

In other hand, Willis in Saricobansays that a good listener is one who has the enabling skills. The enabling skill characterizes the listener can follow the material by well. The skills are:

- a. Predicting what people are going to talk about
- b. Guessing at unknown words or phrases without panic
- c. Using one's own knowledge of the subject to help one understand
- d. Identifying relevant points; rejecting irrelevant information
- e. Retaining relevant points (note-taking, summarizing)

¹⁷Geccio and Geccio in Nora NikmatulJannah, *The Effectiveness of Using Dictogloss Technique to Improve Students' Listening Ability at The Eight Grade of Mts Al-Huda Bandung Tulungagungin Academic Year 2014/2015*, NIM: 3213113119, English Education Department, Faculty of Tarbiyah and Teacher Training State Islamic Institute (IAIN) of Tulung Agung July, 2015, p. 21

- f. Recognizing discourse marker, cohesive devices, including linking words, pronouns, references, etc.
- g. Understanding different intonation patterns and uses of stress
- h. Understanding inferred information.¹⁸

In summary, the students are said well in listening skill if they are active when learning listening. The activeness can be seen from the students' motivation and enthusiasm during learning listening. The students who active in listening are characterized they always focus on what they hear, they ask and answer the questions, and they can make a summary from the materials given in the post-listening.

B. Descriptive Text

a) Definitinon of Descriptive Text

Descriptive text is a text, which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. Descriptive text stretch out many information about certain people, things, and place clearly and detail.¹⁹

To write descriptive text, it is needed to know the dominant grammatical aspect or language features that are used. Descriptive text focuses on specific participants. It only tells about the participant or object that will be described. Language features of descriptive text are attributive and identifying process. In descriptive text, the most is using adjective, because it is to tell about the characteristic of the object. Identifying process in descriptive text tells about the information and introduces the object in detail. Descriptive text uses frequent epithet and classifiers in nominal group. The tense is simple present tense.²⁰

¹⁸Arif Saricoban, *The Teaching of Listening*, The Internet TESL Journal. Vol. 5, No. 12, December 1999, Accessed on February 15th 2019.

¹⁹ Bachtari Bima M and Cicik Kurniawan, *Lets talk*, (Bandung : Pakar Raya,2005), p. 15

²⁰ Rudi Hartono, *Genre-Based Writing*, (Semarang State University, 2005), p.9

Besides having social function and generic structure, descriptive text also uses significant grammatical patterns that support the form of a descriptive text. They include focus on specific participant, use simple present tense, use verbs of being and having, and use of descriptive adjectives to build up long nominal groups.²¹

b) The Example of Descriptive Text²²

My Classroom I want to tell you about my classroom. My classroom is next to the school library. It is a big and clean classroom. It has two white doors and six brown windows. The walls are green and there are some pictures on them. There are twenty tables and forty chairs.

C. Concept of Game

a) Definition of Game

A game is an activity with rules a goal and an element of fun. It means that game is a fun activity. Playing game is a vital and natural part of growing up and learning.²³ It means that indirectly we can learn something naturally by playing game. Thornbury states that it would be wrong suggest that vocabulary learning has to be all work and no play.²⁴ Game also provides a non threatening environment for coping with new learning. Paul says, when children are having fun, they are more like to take risks, make mistakes without having feeling of failure and try to overcome their initials feelings of confusion when they encounter new words and patterns.²⁵ Learners

²¹ Jenny Hammond, *English for Social Purposes*, (Macquarie University, 1992), p.78

²² Dr. Mukarto, *English on Sky*, (Erlangga, 2007) p. 140

²³ Gordon Levis and Guntherbedson, *Games for Children*, Oxford: Oxford University Press, 1999, p 5.

²⁴ Scott Thornbury, *Loc. Cit.*, p.102

²⁵ David Paul, *Teaching English to Children In Asia*, Hongkong: Longman, 2004, p 49

who are having fun are usually motivated, so they will find the subject more interesting, and more enjoyable and will begin to improve as a result.

Wright says that game can help and encourage many learners to sustain their interest and work.²⁶ He also claims that game also help the teacher to create context in which the language is useful and meaningful. The learners want to take part and in order to do must understand what others saying or have written. And they must speak or write in order to express their own point of view or give information. From the statement above game is variation to a lesson and increase students' motivation. Game is good devices for practicing English and it can be used to teach vocabulary. By using games, the teachers can distribute their knowledge and make the material that will be taught is interested.

b) **Chain Game**

1) **The Definition of Chain Game**

Chain Game is a word game in which players come up with words that begin with the letter or letters that the previous word ended with. A category of words is usually chosen, there is a time limit such as five seconds, and words may not be repeated in the same game. An example chain for noun would be book, knife, eraser, ruler, etc.

Chain is a kind of game purposing to improve the player's ability in mastering the vocabulary of words. Furthermore, Hemscott state that, "it is also an aid to spelling, playing word games help create an interest in words and their spelling. In

²⁶ Andrew Wright, et al, *Games For Language Learning New Edition*, New York : Cambridge University Press, 1982, p. 2

addition, Word Chain is a list of words where each word differs from its neighbor by exactly one letter.²⁷

Wetsley says Chain Game is the game to build words from other words to help children to grow in their understanding of words and spelling patterns²⁸ Furthermore, Trussell-Cullen says, Word Chain Games is one of fun, enjoyable and creative games which it plays with words.²⁹ Chain Games can be very interesting class view. Playing Chain Games is one way to get to know new people and feel comfortable in the new environment. Bola stated, Chain Game is a brilliant game designed for kids build and improve their listening skills.³⁰ So this game is challenging

enough to perform with groups of children of all ages. moreover, useful if you want to review some sentences you have before introduced. Chain Game can also develop spoken language and improve their reading and speaking skills. It can help children with grammar, pronunciation, accuracy, and fluency.

Based on an explanation of the meaning of the chain game, it can be concluded that the chain message game is an interesting medium which is used to improve students' English based skills. It means chain message games can be used as the main medium when they are trying to make

²⁷ Abbas, M. Fadhly Farhy, "Applying Chain Game To Improve Students' Vocabulary Master", *Jurnal Pendidikan*, vol. 7 no.1 (Surabaya: State University of Surabaya, 2014)

²⁸ 30 Joan Westley, *Chain Building Words from Word*. (England. Primary Concepts, 2004) , 4

²⁹ Cullen Trussell Alan, *50 Wonderful Word Games Easy and Entertaining Activities that Build*

Essential Language-Arts Skills. New York – London: Professional Books, 2012), 4.

³⁰ Elizabeth Ball, *Activate Games for Learning American English* (American: American English Word Bricks, 2012), 59.

a word or sentence that starts with a letter or a letter that ends with the previous word. The chain message game is one of the media that can make students learn active and fun.

2) The Advantages of Chain Message Games

Based on Agoestyowati's statement, researchers can conclude that there are some advantages for temporary students using chain message games in improving students' listening skills, as follows: (1) it make students more interested in learning English and improve their speaking skills, (2) can improve students' listening skills, (3) can easily remind their vocabulary, (4) their new words will last longer in their minds, (5) can easily make students are more active in the teaching and learning process, and (8) that inspire and motivate students to become more participate in learning speaking skills.³¹ Advantages of this game are well known and people like it. Fried in Joan Westley says that learning by using Chain Game can be a good choice that will be useful and effective, fun, interactive, and exciting. Using Chain Game in learning will not only change the dynamic of the class, but it will also rejuvenate students and help the brain to learn more effectively. It is still new and fresh game. So the students will feel excited because of also many challenges things will be faced by the students. And besides their vocabulary will increase but also with Chain Game the students exercise their branch especially to remember the words are used in descriptive text.³²

In addition, Mc Callum and P. George say that Chain Game can overcome the

³¹ Redjeki Agoestyowati, *English Game* (Jakarta: PT. Gramedia Pustaka Utama, 2007), 3

³² Joan Westley, *Word Chain Building Words from Word*, (England: Primary Concept, 2004)

classroom problem such as boring and less creativity. Thus, Chain Game is the most important to make the students interest in learning English.³³

3) The Disadvantages of Chain Message Games

This game needs high concentration, focus, and understanding of the test, because there are many clues to help the students while doing the word chain, they can not do this chain game well. There will be many blanks in chain game. Thus, students can't improve their listening skill.³⁴ The game cannot be applied successfully when the Teacher cannot handle the class. Misunderstanding and miscommunicating if the students did not concentrate and serious.³⁵ Students who start the game can become very boring because wait for other students. In other sentences, Chain Game is full of the memorization of lists. In this instance, it is better if Chain Game is played simultaneously in groups or if the turns in the game are decided on by chance (dice) so that everyone has to stay alert in case.³⁶

4) How to Apply Chain Game

Chain game is game that each child mentions in turns. The mentions of this word are based on the last letter of the word mentioned by the writer.³⁷ There are eight steps for this game:

- 1) Teacher arrange students based a seat.

³³ Mc Callum and P. George, 101 Word Games, (Oxford University Press, USA, 2001)

³⁴ Ten Nove Melfin Lase, The Effect Of Word Chain Game On Students' Vocabulary Mastery (An Experimental Study At Seventh Grade Students Of Smp Negeri 1 Pandan 2017/2018 AcademicYear), International Journal of Teaching and Education, Vol. III, No. 3 (Oktober, 2018), 51.

³⁵ Nur Fahmiati, Improving Students' Vocabulary Achievement Trough Word Games (Universitas Islam Walisongo: Semarang, 2015), 36.

³⁶ Milka Dwi Nofrianti Harefa, The Effect Of Word Chain Game On The Students' Ability In Writing Words At The Eighth Grade Of Smp Negeri 1 Hiliserangkai In 2015/2016 (IKIP Gunungsitoli, 2015)

³⁷ Heru Kurniawan, 30 Permainan Kreatif Anak Untuk Meningkatkan Kecerdasan Bahasa (Yogyakarta: Ar-Ruzz Media, 2015), 14-17.

- 2) Teacher gives rule explanation of the game as follows: - Student have to mention one word that first Alphabet take from the last Alphabet of the previous student - Student can not mention the same word - Teacher just gives 3 until 5 seconds for the students to think about the word. If student over time, student fail and continue for the next student.
- 3) If students have understood, the teacher starts the game.
- 4) For example the teacher mentions the word “Apple” students will continue the word “elephant” “tie” “eraser” etc.
- 5) If a student fails to mention the word, the student loses and has to leave this game.
- 6) The game continuously until get three students as the winner.

D. Frame of Thinking

In teaching and learning a language, English as a foreign language facilitate the students to communicate with other speaking, listening, reading and writing. Listening is one of factor that should be mastered in learning language. In listening there are some are indicators such as grammar, pronunciation, vocabulary, fluency and, comprehension.

We learn listening to know the meaning are says. In learning English especially listening comprehension automatically the students must know the meaning of they are says, especially in listening. In this case the researcher focuses in listening skill, because listening provides the foundation for all aspects of language since language that people get first in his/ her life is through listening. Human being cannot automatically speak and understand a language without listening first to the language,we need good listener to make meaning are says. If the students are good in listening comprehension, they will easily to explain something.

E. Hypothesis

Based on the theories and the frame of thinking above the researcher has formulated the hypotheses as follow:

- H₀: The use of chained message games can not improve the student's ability in listening comprehension at SMP Integral Minhajut Thullab in the academic year of 2022/2023.
- H_a: The use of chained message games improve the student's ability in listening comprehension at SMP Integral Minhajut Thullab in the academic year of 2022/2023.





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