

**IMPROVING THE GRADE VIII STUDENTS' LISTENING SKILLS  
THROUGH THE USE OF MOVEMENT AND CARD GAMES AT SMP 10  
YOGYAKARTA IN THE ACADEMIC YEAR OF 2016/2017**

**An E-Journal**

Presented as a Partial Fulfillment of the Requirements for the Attainment of  
a *Sarjana Pendidikan* Degree in English Language Education



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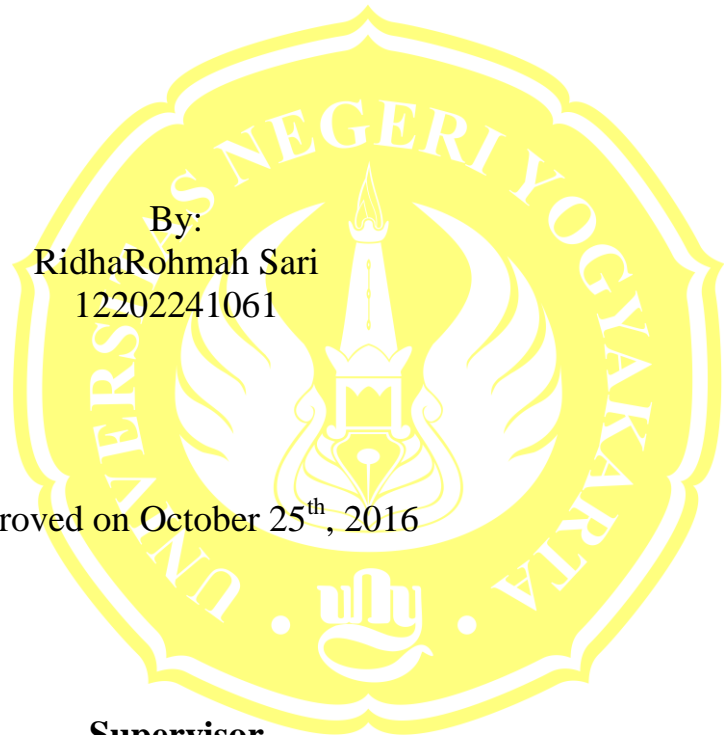
**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF LANGUAGES AND ARTS  
YOGYAKARTA STATE UNIVERSITY  
2016**



**APPROVAL SHEET**

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THE USE OF MOVEMENT AND CARD GAMES AT SMP N 10 YOGYAKARTA  
IN THE ACADEMIC YEAR OF 2016/2017**

**MENINGKATKAN KEMAMPUAN LISTENING MELALUI  
MOVEMENT AND CARD GAMES SISWA KELAS VIII D  
SMP N 10 YOGYAKARTA TAHUN AJARAN 2016/2017**

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**Abstract:** The aim of this research was to improve the listening skills of grade VIII students through the use of Movement and Card Games. The type of this research was action research. The subjects were thirty four students of Class VIII D at SMP N 10 Yogyakarta in the academic year of 2016/2017. The data in this research included the qualitative and quantitative data. The qualitative data were gathered through observation, interviews, and photographing. The quantitative data were collected through conducting tests. The data analysis techniques for the qualitative data were assembling the data, coding the data, comparing the data, building meanings and interpretations, and reporting the outcomes. The quantitative data were analyzed using t-test. The procedures of the research consisted of the steps of reconnaissance, planning, implementing actions and observing, and making reflections. The results of the research showed that the use of Movement and Card Games did help the students improve their listening skills. In detail, the results of the qualitative and quantitative data analysis were: (a) the use of classroom English and dialogue recordings gave the students more inputs that made them got more familiar to English; (b) the implementation of Movement and Card Games made the students practice listening more and do more listening exercises so that their listening skills improved; (c) the implementation of the games made the learning activities and the media more varied, so the students became more enthusiastic in learning; (d) the mean of the post-test scores was higher than that of the pre-test scores by 27.05 points and the t-test result showed the significance level of 0.000. Thus, from those results, it could be concluded that the use of Movement and Card Games successfully helped the students improve their listening skills.

**Keywords:** listening, Movement and Card Games

**Abstrak:** Tujuan penelitian ini adalah untuk meningkatkan kemampuan menyimak siswa kelas VIII melalui penggunaan Movement and Card Games. Tipe penelitian ini adalah penelitian tindakan. Subjek penelitian adalah 30 siswa kelas VIII D SMP N 10 Yogyakarta pada tahun ajaran 2016/2017. Penelitian ini menggunakan data kuantitatif dan kualitatif. Data kualitatif diperoleh dari observation, interviews, dan photographing. Data kuantitatif diperoleh melalui

pelaksanaan tes. Teknik analisis data adalah dengan melakukan *assembling the data, coding the data, comparing the data, building meanings and interpretations, and reporting the outcomes*. Data kuantitatif dianalisis menggunakan t-test. Prosedur penelitian terdiri atas beberapa tahapan; *reconnaissance, planning, implementing actions and observing, dan making reflections*. Hasil penelitian menunjukkan bahwa penggunaan Movement and Card Games membantu siswa meningkatkan kemampuan menyimak mereka. Lebih rinci, hasil analisis data kualitatif dan kuantitatif adalah sebagai berikut: (a) penggunaan classroom English dan dialogue recordings memberikan siswa lebih banyak inputs yang membuat mereka lebih mengenal Bahasa Inggris; (b) penerapan Movement dan Card Games membuat siswa berlatih menyimak lebih banyak sehingga kemampuan menyimak mereka meningkat; (c) penerapan games membuat aktifitas menyimak dan medianya lebih bervariasi sehingga siswa lebih antusias dalam belajar; (d) nilai rata-rata post test lebih tinggi dibandingkan dengan nilai pre test yaitu sebesar 27.05 poin dan nilai t-test menunjukkan lebih yang signifikan 0.000. Dengan demikian dari hasil tersebut dapat disimpulkan bahwa penggunaan Movement dan Card Games berhasil membantu siswa meningkatkan kemampuan menyimak mereka.

**Kata kunci:** listening, Movement and Card Games

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## Introduction

English as a global language brings two main functions of communication which are transactional and interpersonal functions. Those functions of English are stated in the 2006 Curriculum for grade VIII students of junior high school. In learning English as a second language, the students need to learn four main skills which are listening, speaking, reading, and writing. Thus, the skill of listening is considered as an important skill to be mastered since it is the early stage of language learning that enables the students to develop the other three skills (Nation & Newton, 2009: 38).

Based on the observation result done on the 6<sup>th</sup> August 2016, there were some problems faced by the students of Grade VIII D that obstructed the development of their listening skills. Those problems were the need for more listening inputs, practices, exercises, and more various learning activities and media.

In order to solve the problems, the Movement and Card Games were chosen since the characteristics of the students were mostly quiet. Through the implementation of the games, it was expected that they got more engaged to learn and improved their listening skills.

## Research Method

The type of the research is action research. The subjects were 34 students of Class VIII D at SMP N 10 Yogyakarta in the academic year of 2016/2017. The research was conducted at SMP N 10 Yogyakarta located at Jl. Tritunggal No.02, Yogyakarta. It was started on August 25<sup>th</sup>, 2016, and ended on September 10<sup>th</sup>, 2016.. There were two cycles in this research. The data were qualitative and

quantitative data. The procedures followed the steps proposed by Kemmis and McTaggart (in Burns, 2010:9) which consisted of four main steps: (a) reconnaissance or gathering the data to analyze the current problems, (b) planning which included the actions of making the course grids and lesson plans, (c) implementing the actions and observing, and (d) making reflections to analyze the successful and unsuccessful actions. The data instruments included observation sheets to write the field notes, observation checklists, interview guidelines, cameras for taking the pictures, and listening tests to measure the students' achievement. The data analysis techniques for the qualitative data consisted of five main steps which were assembling the data, coding the data, comparing the data, building meanings and interpretations, and reporting the outcomes. Meanwhile, the quantitative data were analyzed using paired-samples t-test.

### Research Findings

There were some successful results of the implementation of Movement and Card Games on the students' listening improvements. **First**, the students were more familiar to English through the use of classroom English. The dialogue recordings made the students get used to listen to the English native speakers. **Second**, the games were kinds of drillings for the students to practice listening more and more. **Third**, through the implementation of the Movement and Card Games, the students got more listening exercises of inferring situations and participants of simple transactional and interpersonal conversations, and of discriminating among distinctive sounds of English. **Fourth**, the games made the learning activities more varied. The students became more engaged, more enthusiastic, and more interested to learn. **Fifth**, the games inspired the researcher to use various media. The media helped the students complete the learning activities. **Sixth**, regarding the quantitative data, the students' scores were analyzed using paired-samples t-test. The result is shown in Table 1.

Table 1: The Analysis Results of the Students' Scores

	Means	SD	t
Pre-test	47.35	14.68	.000
Post-tes	74.41	11.13	

Based on this result, there is an improvement on the scores of post-test. The t result was also significant for it was lower than 0.05. Therefore, it can be concluded that the use of Movement and Card Games successfully helped the students improve their listening skills.

### Conclusion

In conclusion, listening activities could be activated using Movement and Card Games and the use of Movement and Card Games could be very effective in helping the students enjoy the learning activities and in stimulating them to improve their listening skills.

### References

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