

THE EFFECTIVENESS OF LISTEN AND DRAW GAME TOWARDS STUDENT'S MOTIVATION IN LEARNING SKILL

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Abstract

This research is aimed at to finding The Effectiveness of listen and draw Game towards Students' Motivation in Learning listening at the Second Grade Students of MTs Aunul Ibad NW Beroro in Academic Year 2017/2018. The method of this research was applied is experimental research (quantitative approach). The population of this research was the students of MTs Aunul Ibad NW Beroro in academic year 2017/2018. The sample of the study was 36 students consist of two classes. The sample technique used in this research was cluster random sampling by using lottery. The technique which used to analysis the data was t-test and r-test formula. From the research data found out that the students' t-test score (3,97) is highest than that the value of t-table (2.028). Based on the result of the study, it can be concluded that the use of listen and draw game is effectiveness in learning listening at second grade students of MTs Aunul Ibad NW Beroro and the result correlation between students' motivation and listening, it shows r-test (0,99) > r-table (0,468). Based on the result of the study, it can be conclude there is correlation between students' motivation and listening is accepted. In other word, alternative hypothesis (Ha) is accepted and null hypothesis (Ho) is rejected.

Key Word: *Listen and Draw Game, Motivation, Listening*

Abstrak

Penelitian ini bertujuan untuk mengetahui efektifitas mendengarkan dan menggambar permainan terhadap motivasi belajar siswa dalam mendengarkan siswa kelas dua MTs Aunul Ibad NW Beroro di tahun akademik 2017/2018. Metode penelitian yang digunakan adalah penelitian eksperimental (pendekatan kuantitatif). Populasi penelitian ini adalah siswa MTs Aunul Ibad NW Beroro pada tahun akademik 2017/2018. Sampel penelitian adalah 36 siswa yang terdiri dari dua kelas. Teknik pengambilan sampel yang digunakan dalam penelitian ini adalah cluster random sampling dengan menggunakan undian. Teknik yang digunakan untuk menganalisis data adalah uji t dan r-test. Dari data penelitian diketahui bahwa nilai t-test siswa (3,97) paling tinggi dari nilai t tabel (2,028). Berdasarkan hasil penelitian, dapat disimpulkan bahwa penggunaan listening dan draw game efektif dalam belajar mendengarkan siswa kelas dua MTs Aunul Ibad NW Beroro dan hasil korelasi antara motivasi dan pendengar siswa, hal tersebut menunjukkan r- uji (0,99) > r-tabel (0,468). Berdasarkan hasil penelitian, dapat disimpulkan ada hubungan antara motivasi dan pendengaran siswa yang diterima. Dengan kata lain, hipotesis alternatif (Ha) diterima dan hipotesis nol (Ho) ditolak.

Kata kunci: *Permainan Mendengarkan dan Menggambar, Motivasi, Mendengarka.*

INTRODUCTION

According to Brown (2006: 5) listening is a complex activity, and the are easier by achieving their prior knowledge Listening is one skill that be mastered by the students nearly all level of school. In listening process, some sentences or messages are transferred from the speaker to the listener orally. Listening is an essential aspect of communicative competence and the most frequently used language skill. Because student receive so much important language input aurally, they should work to develop aural proficiency skill and strategy to help them manage the listening comprehension process. It is common knowledge that listening in English is an active skill requiring listeners to deal with a variety of complicated task. Such as discriminating between sound and interpreting stress and intonation. It is also know that listeners use a variety of mental processes to give meaning to the information listen to. Based on the observation on January at MTs. Aunul Ibad NW Beroro, the researcher found some problems those are, some students' still difficulties to understand the words that pronouncing by the speaker. It's because the students' lack of Writing and the students' did not have the motivation to get the action from their some idea. Motivation is an activity encourages a person or yourself to take a desired actions, motivation is a push from within to do something whether positive and negative. To the study this technique is focused on the learning system where the students' work together in a working group. Group work is believed can motivated students. Motivation from inside or outside the students can make more spirit and can improved the quality of students' learning, which in this case in particular can enhance students' ability to understand the teaching listening.

Riview of Related Literature

Brown (2000: 160) states that motivation is probably the most frequently used catch-all term for explaining the

success or failure of virtually any complex task. It is easy to assume that success in any task is due simply to the fact that someone is "motivated". It is easy in second language learning to claim that a learner will be successful with the proper motivation. Motivation is a theoretical construct used to explain the initiation, direction, intensity, persistence and quality of behavior, especially goal-directed behavior (Maehr& Meyer, 1997: 110). Motives are hypothetical constructs used to explain why people do what they do. Motives are distinguished from related goals (the immediate objectives of action sequences) and strategies (the methods used to achieve goals and thus to satisfy motives). For example, a person responds to hunger (motive) by going to a restaurant (strategy) to get food (goal).

According to Driscoll (1994: 115), motivational design views motivation as a squence. First, gain the attention of the learner, and they provide relevance of what you are teaching to their proposal goals and needs. The learners gains confidence as the learning process unfolds. The satisfaction of the new knowledge provides motivation to continue learning.

Gaining and maintaining attention follows many of the same principles as discussed in providing a stimulating learning environment and coursing curiosity. Often is easy to gain attention at beginning of a lesson. Sustaining the attention is a challenge. Provide variety in presentations through media, demonstrations, and small group discussions or whole class debates. Likewise, printed text can be varied through different type sizes of fronts or the inclusion of diagrams of pictures.

Helping students find relevance while learning can be a daunting task for some subjects. Linking what is being taught to something that is familiar and relevant to the student helps in the motivation of that student. Motivation amounts to persuasion for knowledge

based subjects that provide the basis for learning future concepts. Often assurances are given that the student will eventually see the relevance of what they are learning.

Confidence and self-efficacy are closely aligned. Three strategies for developing confidence are outlined by Driscoll (1994): (1) Create a positive expectation for success by making it clear just what is expected of students. Break complex goal into smaller chunks. It is easier to eat an elephant if you do it in small chunks; (2) Provide success opportunities for students. Learners gain confidence if they are given enough assistance to perform a task they are not quite capable of doing on their own. (3) Provide learners with a reasonable degree of control over their own learning. Help them to recognize that learning is direct consequence of their own efforts.

Satisfaction can be enhanced in a learner by celebrating successes. We fail to realize the impact of this on learners. Publicly celebrating success provides reinforcement for the learners receiving the acknowledgment. Praise is often overlooked as a strong motivator for learners. In a classroom setting it is important to find something to celebrate with all students.

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Listen and Draw Game

According to Wright (2006: 1-2) game is an activity which entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others. Listen and Draw game is street map on which learners have to write the name of the streets and key buildings. Here the procedure of draw game. First, Read a description of a person, object, animal or place. First of all, ask the learners to listen to the whole description without drawing. Then read the description again, slowly, and ask the learners to draw what you describe. You may decide to encourage the learners to ask you questions for more clarity. Be willing to read the description several times. We suggest that the learners draw in pencil until they are sure they have made a very accurate drawing. When they are sure, they may use a thin, black pen. Then Display all the pictures drawn by the learners and display an enlarged copy of the text you have used. The next step is Check the pictures against the text to see if the details are correct. Let the class vote for the top five most accurate pictures. Finally, Consider asking the learners to do a similar activity in pairs or groups. For example, each pair of learners can be asked to describe, in writing, a subject that they can then describe to another pair for them to draw. Descriptions and pictures can then be displayed.

RESEARCH METHOD

Research Design

Quantitative research is explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics) (Aliaga and Gunderson 2002 in Daniel Muijs 2004: 01).

The research design of this research was quasi experimental research design

and the kinds of design was posttest only design. According to Nunan (1992 in Fathurrahman 2015: 4), quasi experimental design is a research design which is consist of experimental and control group and there was treatment in post-test also sample chosen randomly, because this method is categorized as quantitative research that to find out the effectiveness of listen and draw game towards students' motivation in learning listening skill at MTs Aunul Ibad NW Beroro.

Population

The population of this research is the second grade students' of MTs. Aunul Ibad NW Beroro in academic year 2017/2018. The total number of the students is 77 students that consist of four classes they are: VIII A consisted of 18 students, VIII B consisted of 20 students, VIII C consisted of 18 students, and VIII D consisted of 21 students

Sample

The sample technique that use in this research is purposive sampling technique to determine the control group and experimental group as sample of this research. (Sugiyono, 2014: 85) stated that purposive sampling is technique with determining and consideration sample. The samples of the research are two classes of the second grade student of MTs Aunul Ibad NW Beroro in academic year of 2017/2018. VIII A as an experimental class that consist of 18 students, and VIII C as control group that consist of 18 students.

Research Instrument

In this research the writer used a test as the instrument in collecting the data. The test is listening tests which consist of 25 items and the form of the test is objective test multiple choices and fill the blank are as the instrument of collecting the data. Each item consists of 15 items of multiple choice, fill the blank 10 items. The researcher will give 4 point for each item with the correct answer and 0 point

for items with the wrong answer. So, the total score is 100.

The instrument for motivation is questionnaire. Questionnaire is important to know student's motivation in teaching listening skill. Questionnaire test will be used to measure the students' motivation. The questionnaire consisted of 20 statements with five alternatives of answer: (a) strongly agrees, (b) agrees, (c) undecided, (d) disagrees, (e) strongly disagree. The score ranges followed system proposed by Likert, they are 1 to 5 for each questions.

RESEARCH FINDING

This research was conducted on two weeks at MTs Aunul Ibad NW Beroro. The steps of the research were as follows: at the first meeting on 15th June the researcher treated the experimental group by using listen and draw game and the first meeting for control group on 16th June the researcher treated by using listen and draw game. The next meeting on 17th June the researcher gave the second treatment for experimental group by using listen and draw game and the second treatment for control group on 19th June the researcher treated by using pass on a sound game. On 20th June the researcher gave post-test for experimental group and on 21th the researcher gave post-test for control group. On 29st June the researcher gave questionnaire for experimental group and control group.

Testing hypothesis was procedure for deciding if the Null Hypothesis should rejected or accepted. The hypothesis was tested by using t-test. Generally it can conclude that Listen and draw game was effectiveness towards students' motivation in learning Listening.

The correlation coefficient of the two variables is 0.99. In other to know whether this correlation coefficient (0.99) is significant or not, it is necessary to find out significance. If check up the r- table for 18 subjects as the sample, it is 0.468 for confidence level of 5 % (α 0,05) for two tailed test. This figure indicates that

the result of r – test = 0.99 is higher than r – table (0.468). In other words, if we compare the r – test to the r – table we will find that: r – test $0.99 > r$ – table 0.468. Based on the result of data above, the researcher can compared that the result of r -test was (0.99) and r -table was (0.468) for the two variable X (students' motivation) and variable Y (listening). So, the researcher concluded r -test is higher than r -table. It can be confirmed that the null hypothesis (H_0) is clearly rejected and therefore, the alternative hypothesis (H_A) is accepted. Finally, from the explanation itself it can be concluded that the null hypothesis explains that there is no positive correlation and alternative hypothesis explains that there is positive correlation between the students' motivation and listening at the second grade students of MTs Aunul Ibad NW Beroro in academic year 2017/2018. In other words, there is significant study between the two variables itself

CONCLUSION

The result of data motivation in experimental group showed that the score 80-100 was 7 students, score 70 was 3 students and score 50-60 was 1 students from 18 students and the result of data motivation in control group showed that the score 50-60 was 9 students, score 70 was 0 students and the score 80-100 was 0 student from 18 students. Its means that treated by listen and draw game was very motivating than treated by pas on a sound game. The students' motivation level 90% from experimental group by listen and draw game and students' motivation level was neutral 40% from control group by pass on a sound.

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