

The Use Of Voice and Acting Game To Enhance Listening Ability In Narrative Text

Zeni Muzazizah
SMK Assa`idiyyah 2 Kudus
e-mail: zeni.assaku2@gmail.com

Info Artikel

Sejarah Artikel

Diterima: 13 Agustus 2021
Revisi: 19 Oktober 2021
Disetujui: 23 Desember 2021
Dipublikasikan: 30 Desember 2021

Keyword

Voice game
Acting game
Listening ability

Abstract

Listening is one of English skills and it is one of the ways to learn English. Listening is more than merely hearing words. Listening is an active process from responding to spoken. Teaching listening skill is one of the most difficult skills for any ESL teachers. In fact, many students have difficulties in listening skill. They cannot understand and respond spoken English well especially by native speaker. The teacher must have a good creative technique to increase listening ability. Based on the fact above, the researcher thinks that it would be better using voice and acting game to solve the problem. Voice and acting game is one of game in drama games. Voice and acting includes in free technique, which is the students listen and do acting what the teacher's voice and the dabbers' voice. The design of this research is quantitative experimental research. The researcher uses one group pre-test post-test. The subject of this research are 32 culinary students of SMK Assa`idiyyah 2 Kudus in teaching narrative text. The result of this research indicates that there is significant difference between the listening ability of the tenth grade students of SMK Assa`idiyyah 2 Kudus in 2020/2021 academic year before and after being taught by using voice and acting game. The result is the maximum score is 95, and the minimum score is 60. The result of t-observation (to) is 17.87. Based on (df) 37 in the level of significance 0.05 t-table (tt) is 2.021. It means that t-observation is higher than t-table (to > tt). It can be conclude that the use of voice and acting game is likely to improve the students' listening comprehension skill.

Artikel ini dapat diakses secara terbuka dibawah lisensi CC-BY-SA



Introduction

Listening is anything but it is a passive activity because most of people especially students are passive in listening English, they think that listening English is difficult subject. It is a complex activity because people or students have to master English listening to understand what people say and listening is the first stage in four skills in English, it is active process in which the listener must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intonation.

In addition Bozorgion & Pillay (2013) said that Listening is a basic skill in first language acquisition and is crucial in English as Second/Foreign Language (ESL/EFL) learning. This skill, despite its importance, has been allocated inadequate consideration in ESL/EFL teaching. The process of employing listening strategies on the part of learners, and explicitly teaching listening skills on the part of teachers, has been overlooked through a strong emphasis on post hoc assessment of the products of listening. Listening is a communication method that requires the listener to understand, interpret and assess what they hear. The ability to listen actively can improve personal interaction through reducing problems, increasing cooperation, and fostering understanding.

Narrative text is one of the text types which are taught for eleventh grade students in even semester. According to Mongot (2007:6-7) states “narrative text is a story which has purpose to entertain the reader or listener (story about true experience, fiction or complicated even) which lead into a crisis and which in turn finds a resolution”. Similarly, Pardiyanto (2007:94) argues “narrative is the text types to tell the activity in the past time which show a problematic experience and resolution to amuse and to give a moral value for the reader or listener”.

According to Buchana at (www.arsedge.kennedycenter.org), drama games might be used for developing language skills and motivation due to that teaching drama is done with the purpose as follows: (1) Stimulating creativity in problem solving. It can challenge students’ perceptions about their world and about themselves; (2) Drama allows students to communicate and understand others in new ways. Perhaps more than any other art form. Drama also provides training in the very practical aspects of communication so necessary in today’s increasingly information-centered world; (3) Motivating students to learn to work together, to cooperate, to find the best way for each member of a group to contribute, and to listen to and accept the viewpoints and contributions of others, no art form is more truly collaborative; (4) Helping students develop tolerance and empathy. In order to play role competently, an actor must be able to fully inhabit another’s soul; (5) Because of teaching listening by using drama game; a class will address, practice, and integrate soft skills and hard skills. Drama also fosters and maintains students’ motivation, by providing an atmosphere which is full of fun and entertainment; and (6) Reinforcing the rest of the school curriculum. Since communication and empathy are central to Drama, a student who has explored like in the drama classroom will be better able to understand ideas.

Voice and acting game is very fun activity and it can make the students enjoyable without getting boredom. They can learn English with moving in the class. Besides that, voice and acting game can also practice their listening and pronunciation. To apply voice and acting game in the classroom, the teacher should plan this activity. The procedures that the researcher uses in applying voice and acting game are; (1) The researcher makes lesson plan first; (2) The researcher prepares some stories that belong to narrative story; (3) Divide up the class into several groups; (4) The group divided into 2 types, the first will be the dubber and the second will be the actors; (5) Ask the group to come in front of the class; (6) Ask the group to listen and do acting based on the dubbers’ voice; (7) The teachers will be as a narrator and the group to do acting based on the teachers’ voice and the dubbers’ voice; (8) The students will do dialogue with their team; and (9) The group who do the best acting and comprehend to listen well will be the winner.

It was expected that the students have to be good listeners to understand personal communication through listening English. The standard of competency of English subject SMK Assa’idiyyah 2 Kudus is 70. The students should reach the criteria of that score. In fact, listening can’t fulfill the standard competency that has been determined. The scores were not good enough to reach the criteria of the score (KKM). Most of the students get score around 60-67. Therefore, the present study is aimed to investigate the use of voice and acting game in teaching students’ listening ability. Furthermore, the researcher expects that this research will give contribution to the practice of listening teaching and learning in the future.

Method

Design of the research is a design made by researcher as the guidance in carrying out the research. The research design aims to give the responsibility for setting the next steps to make the result more accurate and objective (Arikunto; 1990:41). This research was experimental quantitative research. It is the experiment that is close to the real experiment. So, there is no possibility to discuss in deciding the validity based on the variable.

In this research there are two variables. They are independent and dependent variable:

1. An independent variable; the condition is influencing the appearance of an experiment or called treatment variable. In this research the independent is called X variable, that is using *voice and acting game*.
2. Dependent variable; an indication appearing because of the implementation of an experiment or called effect variable. In this research is called Y variable, which means listening ability of the tenth grade students of SMK Assa'idiyyah 2 Kudus.

To analyze the data of the listening ability of the students taught by using voice and acting game, the researcher used the statistic calculation. The researcher used some calculations to collect the data by counting the mean and standard deviation. The calculation was based on the formula as follows:

1. Mean (average)

$$X = \frac{\sum fx}{N}$$

X = average

f = frequency

X = middle score of the interval class

N = number of sample

After calculating the mean, the researcher also measured the Standard Deviation. And formula of calculating the standard deviation as follows:

2. Standard Deviation

$$SD = \sqrt{\frac{\sum f(x')^2}{N} - \left(\frac{\sum fx'}{N}\right)^2}$$

Note :

SD = Standard Deviation

i = Interval width

f = frequency

x = coding

N = number of sample

After finding out the mean and standard deviation, the researcher did the t-test. The formula was used to test hypothesis. The formula as follows:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Note:

t = the t-value for non independent (correlated) means

D = the different between paired score

\bar{D} = the mean of difference score

$\sum D^2$ = the sum of squared differences scores

N = the number of experiment sample

Formula to compute the mean difference:

$$\bar{D} = \frac{\sum D}{N}$$

Notes:

\bar{D} : The Mean of the differences scores

D : The differences between paired scores
N : the number of sample

Findings and Discuss

The data processes for this research are taken from the listening pre-test before being taught by using voice and acting, the data is analyzed by using t-test for dependent sample. Prior to do the treatment by applying voice and acting game, the researcher gave pre-test to find the students' listening ability. After arranging the data, the researcher found the minimum score and maximum score. The minimum score of students' listening ability is 30 and the maximum score of students' listening ability is 75. The data of pre-test of listening ability of students before being taught by using voice and acting game shows in T-table below:

Table 1. The Listening Ability of the Tenth Grade Students of SMK Assa'idiyyah 2 Kudus in 2020/2021 Academic Year before being Taught by Using Voice and Acting Game.

No	Pre-Test Score	No	Pre-test score	No	Pre-test scoe	No	Pre-test score
1.	40	11.	30	21.	75	31.	40
2.	60	12.	70	22.	60	32.	60
3.	45	13.	45	23.	70		
4.	45	14.	50	24.	50		
5.	35	15.	60	25.	40		
6.	45	16.	60	26.	75		
7.	55	17.	65	27.	70		
8.	50	18.	55	28.	55		
9.	60	19.	60	29.	50		
10.	60	20.	60	30.	55		

After getting the data of pre-test, the researcher calculates the data to find the range, number of class, interval width, mean, and standard deviation. The researcher found all the result after calculate pre-test score. The researcher found the result of range is 45, number of class is 6, interval width is 8, mean is 54.55, and standard deviation is 11.2. All of the result shown in table and the graph bar-chart below;

Table 2. Frequency Distribution of the Listening Ability of the Tenth Grade Students of SMK Assa'idiyyah 2 Kudus in 2020/2021 Academic Year before being Taught by Using Voice and Acting Game

Score	f	X	fx	x'	fx'	x'2	f(x'2)
70-77	5	73.5	441	+2	12	4	24
62-69	1	65.5	65.5	+1	1	1	1
54-61	12	57.5	920	0	0	0	0
46-53	5	49.5	247.5	-1	-5	1	5
38-45	7	41.5	332	-2	-16	4	32
30-37	2	33.5	67	-3	-6	9	18
Σ	32	321	2073	-3	-14	19	80

The researcher starts to give treatment which consist of four meetings after getting the pre-test data in teaching listening before being taught by using voice and acting game. In every meeting, the researcher gave different situation to make students enjoyable in learning process. The researcher gave training, refreshing brain, warm up, and support to the students. After done the treatment by applying voice and acting game, the researcher gave post-test to find the result of the treatment of students' listening ability. After analyzing the data, the researcher found the minimum score and maximum score. The minimum score of students' listening ability is 60 and the maximum score of students' listening ability is 95. The data of post-test of listening ability of the students after being taught by using voice and acting game show in T-table below:

Table 3. The Listening Ability of the Tenth Grade Students of SMK Assa'idiyyah 2 Kudus in 2020/2021 Academic Year after being Taught by Using Voice and Acting Game

No	Post-test score	No	Post-test score	No	Post-test score	No	Post-test score
1.	75	11.	60	21.	95	31.	80
2.	75	12.	95	22.	80	32.	85
3.	70	13.	80	23.	80		
4.	80	14.	85	24.	70		
5.	75	15.	85	25.	75		
6.	80	16.	75	26.	90		
7.	80	17.	80	27.	85		
8.	80	18.	85	28.	80		
9.	85	19.	80	29.	80		
10.	85	20.	80	30.	75		

After getting the data of post-test, the researcher calculates the data to find out the range, number of class, interval width, mean, and standard deviation. The researcher found all the result after calculate post-test score. The researcher found range is 35, number of class is 6, interval width is 6, mean is 80.5, and standard deviation is 6.84. All of the result show in table and the graph bar-chart below:

Table 4. Frequency Distribution of the Listening Ability of the Tenth Grade Students of SMK Assa'idiyyah 2 Kudus in 2020/2021 Academic Year after being Taught by Using Voice and Acting Game

Score	f	X	fx	x'	fx'	x'2	f(x'2)
90-95	3	92.5	277.5	+2	6	4	12
84-89	8	86.5	865	+1	10	1	10
78-83	12	80.5	1127	0	0	0	0
72-77	5	74.5	521.5	-1	-7	1	7
66-71	3	68.5	205.5	-2	-6	4	12
60-65	1	62.5	62.5	-3	-3	9	9
Σ	32	465	3059	-3	0	19	50

Based on the table above, the result of the post-test are; the minimum score is 60, the maximum score is 95, and the mean of post-test is 80.5. Meanwhile the standard deviation is 6.84. It indicates that the listening ability of the students after being taught by using voice and acting is categorized as **good** while the calculation can be seen in the appendix 8. The researcher rejects the null hypothesis (H_0), and accepted the alternative hypothesis (H_a), because t (obtained) falls in the critical region. So, this test supports the conclusion that there is a significant difference between the listening ability of the tenth grade students of SMK Assa'idiyyah 2 Kudus in 2020/2021 academic year before and after being taught by using voice and acting game. In this research, the researcher uses the statistical analysis of t -observation to analyze the data to find out if there is any significant difference between the two variables. The researcher found the result of the t -observation (t_o) is **17.87** and the researcher consulted in t -table with the level of significance (α) 0.05. The number of degree of freedom (df) **37** from $N-1$, where N being the number of pairs of observations. The writer has **$38 - 1 = 37$** degree of freedom. So, the level of significance (α) is 0.05 t -table is **2.021**. Because t -observation is higher than t -table, the researcher concludes that there is a significant difference between the listening ability of the students before and after being taught by using voice and acting game.

In this case, the researcher used voice and acting game. During the treatment, the students were interest to the recorded of narrative story. Almost of the students focused on listen to the recorded while they fill the missing word in the script that was given by the teacher. For the beginning, they felt difficult in catching word from the recorded because they never got recorded from native speaker before. It can be seen by the number of the missing word in the script, they only fill 30 % until 50% of the whole script. But in running of the day of the treatment, they can make it as their habit and they also can fill 90% of the missing word of the script.

Different from the pre-test result, the post-test score seems higher than pre-test score. Based on post-test result, the listening ability of students after being taught by using voice and acting game, the researcher found the maximum score of post-test was 95. There were two students who got maximum score. After getting the treatment, the students had high enthusiastic in learning process. They started to respond and catch the words well. The minimum score of post-test was 60. There was one student who got the minimum score. After getting the treatment, the student had high motivation in learning process, she was enjoy in learning process, she was more active in listening. The mean of post-test is 80.5. Meanwhile the standard deviation is 6.84. It indicates that the listening ability of students after being taught by using voice and acting game is categorized as **good** while the calculation shows in the appendix. The students got the high score of their post-test score because during voice and acting game treatment, students were interested and enthusiastic to join the voice and acting performance. By using voice and acting game, the students can show up their ability and be more active.

From the result, it can be concluded that there is significant difference proved by data from the research. The calculation shows that there is a significant difference between the listening ability of the students before and after being taught by using voice and acting game.

Conclusion

After doing this research, the researcher concludes that teaching listening using voice and acting game is effective in teaching listening ability of the students. It is proved by the data below; In the level of significance 0.05 or 5% and degree of freedom (df) 37 there is a significant difference between the listening ability of the students before and after being taught by using voice and acting game. The researcher rejects the null hypothesis, because t (obtained) falls in the critical region. It is shown by the data that the t observation (t_o) is 17.87 and the t table (t_t) 2.021. The mean of the students for pre-test is 54.55, standard deviation is 11.2 and it is categorized as **sufficient**. The

Muzazizah (The Use Of Voice and Acting Game ...)

mean in post-test is 80.5. Meanwhile the standard deviation is 6.84 and it is categorized as **good**. The mean of post test is better than the pre test ($80.5 > 54.55$).

Reference

- Agoestyowati, Redjeki. (2008). *102 English Games*. Jakarta: PT Gramedia Pustaka Utama.
- Ali, Muhammad.(1984).*Penelitian Kependidikan Procedure Dan Strategi*. Bandung: Angkasa.
- Alkeiya. (2009). *Selected Drama Warmups and Drama Games*. In the internet TESL Journal.
- Bozorgian, Hossein and Pillay, Hitendra.(2013). Enhancing Foreign Language Learning through Listening Strategies Delivered in L1: An Experimental Study. *International Journal of Instruction*, 6 (1): 105.
- Ersoz, Aydan. (2000). *Six Games for the EFL/ESL Classroom*. In the internet TESL Journal.
- Hadi, Sutrisno. (1982). *Methodology of Research*. Yogyakarta: Yayasan Penerbitan Fakultas Psikologi UGM.
- <http://www.arsedge.kennedycenter.org>, retrieved on November 27th 2020.