

THE EFFECT OF GAMES STRATEGY AND STUDENTS ANXIETY TOWARD THE STUDENTS LISTENING ABILITY AT THE SECOND YEAR STUDENTS OF SMA

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ABSTRACT

The research was conducted to explain the effect of Games Strategy and students anxiety on students listening ability. The design of this research was quasi experimental with 2x2 factorial design. The population of this research was the second year students of SMAN 1Tanjung Pinang, 2016/2017 academic year. Listening ability test and anxiety questionnaire were used as the research instruments. Then, the data were analyzed by using t-test formula and two ways Anova. The result of this research shows that (1) Games Strategy gave significant higher result in studens listening ability than Note Taking Strategy. It was indicated by the result of t-test which showed that $t_{observed}$ (3,028) was bigger than t_{table} , (1,993), (2) Games Strategy gave significantly higher result inlistening ability of students with high anxiety than Note Taking Strategy. It was indicated by the result of t-test which showed that $t_{observed}$ (3,338) was bigger than t_{table} (2,100), (3) Games Strategy did not give significantly higher result instudents listening ability with low anxiety than Note Taking Strategy.It was indicated by the result of t-test which showed that $t_{observed}$ (0,569) was less than t_{table} (2,100), (4) There was no interaction between both strategies and students anxiety toward students listening aability, where $F_{observed}$ (2.809) was less than F_{table} (3.25). In conclusion, Games Strategy gave significant higher result on students listenign ability than Note Taking Strategy and there was no interaction between teaching strategies and students anxiety toward students listening ability.

Keywords: Teaching Listening, Games Strategy, and Anxiet

INTRODUCTION

Listening is an ability that normal human beings have since the first day of live. A baby has been hearing sounds since way back in the womb. Mother's heartbeat, the

gurgles of her digestive system, and even the sounds of her voice and voices of other family members are part of a baby's world before birth. It is said that listening is the primary channel for language input and acquisition in the beginning stage of learning. Nida (1957) recounts his observations “of the way in which Africans easily learn the many tribal languages in their environment. They go to a place to live, they listen without attempting to speak, and quite soon they find that they can “hear” the language. Only after internalizing some part of the language do they try to speak. The similarity to first language learning is striking; this is the same progression that infants follow in learning a language”. By seeing the example, it is clear enough that listening take a big role in learning and acquisition a new language.

In fact, listening gets fewer portions when it is compared to other skill, like reading, writing and speaking. Even For the second language class, listening skill was less developed until late 60's. “ But the early 70's, increased research in the field brought attention to the role of listening as a tool for understanding and a key factor in facilitating language learning as well as the development of different listening strategies (Vandergrift, 2002)” . The paradigm of less important of listening skill still appears till now day in the EFL class. That is why; it is not suppressing listening being the most difficult skill in English class, and it is also happening in the school where researcher does the research.

There are several factors that can cause this matter. One of them is teaching strategy that is used by the teacher. Cutter in Yacob (2008) states that listening class are difficult of two main problems. First, the fact from choosing the vocabularies, phrases, and grammar and variation of intonation is completely determined by the speakers. Second, the students feel like more being graded all the time when the teachers give listening activities rather than feel enjoy doing it. In SMAN 1 Tanjung Pinang the strategy that is used by the teacher in listening class is note taking. Most of the listening class is done by note taking and answer the question. Actually, note taking strategy is one of the good and common strategies in teaching listening. But in fact, the note taking strategy only works for those who already have firm base of English. For the students who are not well perform in English, they will face difficulties in following the lesson

using this kind of strategy. In other word, this strategy becomes inefficient for those who are relatively low in English. Seeing this fact, in order to make all students in the class can perform well and give their maximal potential in listening class; there must be a suitable strategy that is implementing in teaching listening in the class.

Secondly, many of the students got confuse about what they were doing. It was difficult for them to find the information about the listening material that they heard. This situation gave them a chance to talk with others instead of focus in order to gain the ideas. They tended stop and give up on the lesson. From this situation, it can be seen that there was not enough facilities or no supported environment where the students could show their best effort in learning. The students are not accustomed to make a specific note by the regulation that must be followed.

To solve those problems, researcher tries to implement a teaching strategy that can motivate the students to give their best effort in listening class. And it is also must suitable for all students, performed or less performed, so all of them get equal right to develop themselves especially in listening class. For that reasons, the writer has chosen games as teaching strategy in listening class. In language education field, games are also widely used as strategy and technique to make the students get their language goals. Some researchers such as: Wright *et al* (2005), Kiryk (2010), Simpson (2015) have proved that games encourage language production and social interaction in playful, nonthreatening way. They help the teacher to create context in which the language is useful and meaning full. Well chosen games are invaluable as they give students a break and at the same times allow students to practice language skill. Games can be used to give practice in all language skill and be used to practice many types of communication. From those studies, it is clear that games give many advantages in language learning. It also proves that games can be used to all skill of language; listening, reading, speaking and writing.

Games as teaching strategy allow students to feel enjoy and fun. Since learning listening is a hard and complex activity, the using of learning strategy that creates enjoyment will so helpful to reduce the stressful situation in the learning process. Rivera (2009) states listening in foreign language is a hard work; therefore, there are diverse listening activities such as song, games, dictation and other. Some researches about

using game in listening class have been done (Rivera 2009; Zhu 2012; Mubaslat 2011). They are showing that games give many advantages to help the students in achieving listening skill and it also can be used as strategy of teaching listening class for all ages of students, starting to the lowest student level class till the university students.

The students listening ability can also be influenced by their anxiety. Some studies about listening and anxiety have been done. In their study, Horwitz *et al* (1986) find counselor at learning skills centre at University of Texas reported that many students were anxious when listening to the L2 and had difficulties in discriminating sounds and structure of a target language structure. MacIntyre and Gardner (1994) state language anxiety can be defined as the feeling of tension and apprehension specially associated with second language context, including speaking, listening and learning. By seeing this phenomenon, it can be seen that anxiety holds important role in the successful of the listening class. The students who have low anxiety can follow the lesson easily and for those who have high anxiety tend to less perform in listening class. Since English is concern as foreign language in Indonesia the approach of students anxiety will be taken based on the foreign language anxiety. Horwitz *et al* (1986) state in foreign language anxiety there are symptoms that showing by the learners: “freezing in class”, “going blank” , and feeling reticence about entering classroom.

METHOD

The type of the research is quasi experimental research. The population of the research was the second year students of SMAN 1 Tanjung Pinang academic year 2016/2017. In choosing the sample, the researcher used cluster random sampling. The researcher used two classes as the sample; XI IPA 2 as the control class and XI IPA 4as the experimental class. The strategy that is used in the experimental class was Games, while Note Taking Strategy in control class. In conducting the research, the researcher used two instrument; listening ability test and anxiety questionnaire. After collecting the data from both instruments, those data were analyzed by using t-test and two ways ANOVA.

RESULTS AND DISCUSSION

This research was conducted in 12 meetings for each class. Before testing the hypothesis, the researcher did the pre-requisite analysis and found out that both data were normally distributed and homogeneous.

The first hypothesis was tested to know whether the Games Strategy gives significant result in students listening ability than Note Taking Strategy. The result of the t-test is 3.028, while the t_{table} is 1.993. $t_{observed}$ is higher than t_{table} ($t_{observed} > t_{table}$). It means that the null hypothesis (H_0) is rejected and alternative hypothesis (H_a) is accepted, or Games Strategy gives significant result in students listening ability than Note Taking Strategy.

The second hypothesis was tested to know whether the Games Strategy gives significant result in listening ability for students with high anxiety than Note Taking Strategy. The result of the t-test is 3,382, while the t_{table} is 2,100. The $t_{observed}$ is higher than t_{table} ($t_{observed} > t_{table}$). It means that the null hypothesis (H_0) is rejected or alternative hypothesis (H_a) is accepted. It means, Games Strategy gives significant result in students listening ability for students with high anxiety than Note Taking Strategy.

The third hypothesis was tested to know whether the Games Strategy give significant result in listening ability for students with low anxiety than Note Taking Strategy. Data description from the table above shows the data experimental class that used Games strategy and control that used Note Taking Strategy. The result of the t-test is 0,569, while the t_{table} is 2,100. The $t_{observed}$ is lower than t_{table} ($t_{observed} < t_{table}$). It means that the null hypothesis (H_0) is accepted and alternative hypothesis (H_a) is rejected. So, Games Strategy does not give significant result in students listening ability for students with low anxiety than Note Taking Strategy.

The fourth hypothesis was tested by using Two Ways Anova SPSS 17 in order to know whether there is an interaction between the students anxiety and the teaching strategies (Games Strategy and Note Taking Strategy) on students listening ability. The third row in the table of Anova above shows the $F_{observed}$ is 2.809 and the score of F_{table} is 3.25 ($F_{observed} < F_{table}$). So, it can be said that there is no interaction between both strategies and the students anxiety towards the students listening ability. It

means that the null hypothesis (H_0) is accepted and the alternative hypothesis (H_a) is rejected.

Based on the result of the hypothesis shows that $t_{\text{observed}} (3,028) > t_{\text{table}}(1,993)$, it means that the Games Strategy gives a significant effect on the students listening ability than the Note taking Strategy. Furthermore, the mean score of the students listening ability in experimental class which is taught by using Games Strategy (77,25) is higher than the mean score in the control class which is taught by using Note Taking Strategy (72,61). The result of the hypothesis is in line with Rivera (2009) and Kiryk (2010) researches finding. In Rivera (2009), she made a research on the second grade students in Columbia, it is found that game strategy gives positive effect on students listening learning. Kiryk (2010) in his research with the subject of his research were American high school students with teenager ages, fourteen to eighteen years old. The result of his research is games not only give fun in learning but it also increases students learning.

There are two main points of view that can give reasons why Games strategy gives significant effect on students listening ability; they are from the pedagogical point of view and psychological point of view. From pedagogical point of view, Games strategy has several aspects that support the successfulness of learning and teaching process in the class. The first aspect, games strategy is implementing student centred learning. It means that the students are the main role of the learning process and the teacher is being the facilitator of the process. By implementing student centred learning, the students are motivated in gaining the knowledge or lesson by themselves. While in Note taking strategy the role of the students is not significant as in Games strategy.

The second aspect, in games strategy, most of the activities are done in group fun competitions. Each member of the group is sharing same responsibility to make their group be on the first place of the competition. By implementing this kind of activities in the learning process the student will be focus on the lesson and they will try their best in the learning process. It is similar as Wang (2007) states that a good teaching strategy can motivate the students and make them focus in the process of learning. When it is compared with Note taking strategy, most of the activities in Note taking strategy is done individually. The students are easily bored and lost their

attention in learning process. And the third aspect that makes game strategy gives significant effect on students listening ability is games strategy gives students chance to actively use the language. It means that in games strategy, the students are able to practice their language skills; listening, speaking, reading and writing. So, the students will make strong connection to the language in this case is English. While in Note taking strategy they are just involved in listening and writing skills.

From the psychological point of view, Games strategy gives fun and enjoyable situation for the students in learning. By hiring fun and enjoyable in learning process, the students will feel fresh and enthusiast in gaining new information and knowledge. Moreover, games strategy also provides challenging activities for the students in learning listening. The challenge is needed so they can give their best effort in learning. Games strategy also facilitates the students to have physical movement or motoric activity to release their energy. It is similar to Annoussamy (2006) states one of the secrets of nurturing motivation is by making energy realising and sustaining effort. While in Note taking strategy, the students are set to sit on their chair and take note what they hear. These kinds of activities make them feel less motivated in learning.

It is found that the value of $t_{observed}$ is 3,380 which is higher than the t_{table} is 2,100. It shows that Games Strategy gives significant effect on the students listening ability with high anxiety. There is difference between the students mean score in both strategy. The mean score for the experiment class that used game strategy is 77,5 and for the control class that used Note taking strategy is 65,5. This finding is in line with the findings of the research which was conducted by Sioson (2011). He found that when students use more metacognitive strategy they have less feeling of communication apprehension, fear, and general feeling of anxiety.

The aspects that influence the hypothesis result are games strategy had created relaxing and enjoying environment for the students in learning. It is because in games strategy the students are given activities that make them fresh and enthusiast. The students with high anxiety will feel their anxiety have decreased after the treatment, but it was not happen in control class that used Note taking strategy. Games strategy also gives students chance to gain their self-confidence. In games strategy, the students are facilitated to give their best effort in leaning. So, by increasing the self-confidence the

anxiety of the students is decreasing. Games strategy also gives students space to develop their own learning with spontaneously and naturally ways. In the strategy, the students are allowed to create their own ways in gaining the learning objective and it has helped them in decreasing their anxiety. Opposite of that in Note taking strategy, the students are guided to follow the steps of Note taking in order to gain the objective. They do not have any chance to develop their own learning ways.

Moreover, games strategy gives the students opportunity to work in group. By working in group the social boundaries between each students and teacher become less and it is believed can decrease the anxiety of the students. While in Note taking strategy the aspect of enjoyment in learning and social boundaries are less concerned. That is why the students anxiety is assumed not decreased in Note taking strategy.

The third hypothesis which tested in order to know whether the Games Strategy gives significant higher result in listening ability for students with low anxiety than Note taking Strategy. On this third hypothesis. It is found that the value of $t_{observed}$ (0,569) which is lower than the t_{table} (2,100). It shows that Games Strategy does not give significant effect on the students listening ability for students with low anxiety. The mean score for the experiment class that used Games strategy is 75,8 and the mean score for the control class that used Note taking strategy is 73,5. This finding is in line with the research that has been conducted by Gonen (2009) states that when there is increase of FL anxiety, FL strategy use decreased.

It is influenced by several reasons, they are: in experimental and control class the students with low anxiety already gained the self-confidence and less social boundaries with the class mates and the teacher. Both of the strategy, Games and Note taking strategy, did not give any significant effect to the students anxiety that already in low level. From the discussion above, based on the result of the mean score of high anxiety students in each experimental and control class and based on the hypothesis analysis result, although it is not significant different, the mean score of the two classes is different. Based on the mean score above, it can be said that Game strategy gives higher result in listening ability for the students with low anxiety than Note taking strategy but the difference is not significant.

Statistically, the data of the research shows that the average score of the students listening test in experimental class that used Games Strategy is higher than in control class that used Note taking Strategy for the second year students of SMAN 1 Tanjung Pinang. It shows that applying the proper teaching strategies can also help the students to get a better result. Then, when it is seen from the classification of anxiety, the average score of listening ability test of those who have high anxiety is higher than those who have low anxiety. But, based on the analysis of the fourth hypothesis testing, it shows that there is no significant interaction between both teaching strategies and students' anxiety toward students' listening ability. Statistical analysis shows that the F_{observed} is 0.067, which is lower than the score of $F_{\text{table}}(3.25)$. It means that the null hypothesis is accepted and the alternative hypothesis is rejected. The result of hypothesis finding is contrast with the research that has been done by Chang (2008), Gonen (2009) and Golchi (2012). They have found that the relationship between anxiety and teaching strategy showed a negative correlation. In addition, the chart of interaction between strategies, anxiety and students listening ability shows that the lines do not cut one another. Gravetter and Forzano (2012) states that there is an indication of interaction between two factors if there is an existence of nonparallel lines (lines that cross or converge) in the result of a two-factor study chart.

Based on the explanation above, according to the result of the mean score of students in each experimental and control class and based on the hypothesis analysis result, the researcher concludes that there is no interaction between teaching strategies and students anxiety toward the students listening ability for the second year students of SMAN 1 Tanjung Pinang. It means that the effect of teaching strategies on the students listening ability doesn't depend on the students anxiety. An important aspect in interpreting result of interaction is that because of possible interaction, what may not be true for a total group may not be true for certain subject population (McMillan, 1992).

CONCLUSION

Based on the research that was done on second year students of SMAN 1 Tanjung Pinang, the findings show that Games strategy gives significant result in

listening ability than Note taking strategy at the second grade of SMAN 1 Tanjung Pinang. The class that implied Games strategy shows better result in their final test listening ability than the class that implied Note taking strategy. Based on the level anxiety, Games strategy gives significant result in listening ability for the students with high anxiety than Note taking at the second year students of SMAN 1 Tanjung Pinang. But, Game strategy does not give significant result in students' listening ability for students with low anxiety than Note taking strategy at the second year students of SMAN 1 Tanjung Pinang. For the interaction, there is no interaction between teaching strategies (Games and Note taking) and students' anxiety at the second year students of SMAN 1 Tanjung Pinang.

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