

THE USE OF RELAY ON MESSAGE GAME FOR TEACHING LISTENING COMPREHENSION ON DESCRIPTIVE TEXTS

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Abstract

This research was aimed to find out whether Relay on Message Game could affect students' listening comprehension of descriptive texts or not and how the effect of Relay on Message Game to the students' listening comprehension of descriptive texts is. This research was a pre-experimental research consisting of 2 treatments. The test was applied twice at the beginning (pre-test) and at the end (post-test). The treatments were given two times. The sample of this research was 35 students of class VII I selected by using cluster random sampling. The tests were analyzed by using SPSS and effect size formula. The result of this research was analyzed by t-test. The result of t-test shows that t-ratio 8.56 is higher than t-critical 2.032 on table distribution with $\alpha = 0.05$. The research findings show that teaching using Relay on Message Game affected the students' listening comprehension of descriptive texts significantly. It is recommended to use Relay on Message Game to teach listening comprehension especially on descriptive texts.

Key Words: *Relay on Message, Games, Listening comprehension*

INTRODUCTION

Listening comprehension is an important receptive skill that needed to be obtained for the students to learn English as a foreign language. The goal of listening is to comprehend the meaning by integrating the information by the speaker with the listener background knowledge. According to Scrivener (2011, p. 259) states that "when we listen, we probably adopt a continually varying combination of top-down and bottom-up strategies, so work on both areas is useful to learners". Furthermore, the listener must use their knowledge of the language and their ability to process acoustic signals, to make sense of the sounds that speech presents to them.

This research focuses on listening comprehension of descriptive texts. Based on the writer's experience when doing teaching practice in SMP Negeri 16 Pontianak, many students were experienced listening

comprehension problems. The students felt difficult to capture the meaning from audio of the speaker. Some students have difficulties to choose the similar words they heard. Others forget what the speaker are saying. So, the students did not achieve their goal of listening comprehension.

Teaching listening comprehension is more complicated than just hearing to something, it is supported by Burley-Allen (2002), listening involves a more complicated process than only hearing. However, listening comprehension is not the same as hearing. The differences between listening and hearing are listening is an active action, it requires focus to obtain information that is heard. Meanwhile, hearing is a passive action, auditory system accidentally listening to the sounds that are around. While in passive listening the brain does not automatically translate the words into the message they are conveying. In teaching

listening activities, the teacher use listening material from the various sources and use various techniques to help students develop their knowledge and improve their comprehension. The teacher can give questions according to the basic competences of curriculum 2013. The listening comprehension technique makes the student easier in gaining the meaning of the passage and the technique must be able to follow the process of listening comprehension. We can say that listening comprehension is the capability to identify and understand what people are saying. According to Saricoban (2006), listening comprehension is the capability to find and comprehend what others are saying, this includes comprehending a speaker's grammar, acceptor pronunciation, vocabulary, and grasping the meaning.

The process of listening comprehension is the beginning before we start to listen and continued even after the listening is finished. According to Devito (2000), there are five stages activities in teaching listening. There are 5 stages of listening are as follows: (1) Receiving; (2) Understanding; (3) Remembering; (4) Evaluating; (5) Responding. These stages of listening comprehension explain how the students comprehend the passage during the process of teaching listening comprehension. Moreover, the students' will be able to improve their listening comprehension after their finish all the listening stages which indicate by the feedback from the students.

The process activities in teaching listening are: (1) Pre-listening; (2) While listening; (3) Post-listening. The teacher should match the questions with the listening level of students: (1) Beginner; (2) Intermediate; (3) Advanced. For this research, the writer chooses intermediate as the level of the listening test. Games were used to help the students to learn during their language learning. Gruss (2016) explained that the results of using a game as a tool for teaching English showed various views on how entertaining the games were used in teaching young learners. By using a game as teaching technique this helps the students to become enjoyable, supportive and competitive in the same way. Games are supporting the

students in the teamwork, role-playing, and problem-solving, which are useful skills in teaching the process. Furthermore, this activity of game can provide students with a meaningful lesson which help them to comprehend the passage, understand the word and their functions, also help to support the students in memorizing the passage. Game is a technique that the writer used in this research, to make it specific the writer only use Relay on Message games.

Descriptive text is a text which says what a person or a thing is like. Anderson (2007) state that "the descriptive text is a piece of text that gives us descriptions of the subject by describing its features without including personal opinions". The function of the descriptive text is to reveal a person, place, or thing. The generic structures of descriptive text consist of two parts: (1) Identification; (2) Description. These generic structures help the teacher to make the text specific. The student can easily comprehend and remember the passage.

Relay on message is a game which the students have to remember, deliver and comprehend the message in a team work. According to Marsland (2012), Relay on Message is also known as "Chinese whisper," this is an old party game that is well suited to lines, rows, or circle of students working as teams. The founder of Relay on Message is Pitt River in 1890. Pitt River was inspired by the child game called Russian Scandal or Chinese Whisper at the world war era 1. Pitt brings the idea of it to teach history in the classroom and called it Relay on Message Game.

The procedure of Relay on Message According to Marsland (2012), is as follow: (1) The teacher has found out a descriptive text that suitable for students; (2) Make some of student groups consist of ten members; (3) Make a line, roles or circle; (4) The first line of a group is the representative of each group to receive the first whisper from the informant; (5) Each student has 2 or 3 minutes to deliver the message. How to play Relay on Message Game According to Marsland (2012), is as follow: (1) When the teacher signaled to start, the first person on each team will whisper

the rumor message to next person on their side; (2) The student will whisper the message rumor to the next person and so on; (3) The message rumor can be repeated as long as they have a time; (4) The last person that receives the rumor message has to write down in a piece of paper; (5) Last, the teacher will give a comprehend question about the message that they heard.

The writer changes some point that related to the process of the game. Instead of using ten members in a group the writer creates five or six persons in a group. The writer will use descriptive text for the message. The last person of the group that receives the message has to write down on a piece of paper and the

writer gave the question to comprehend the message. Each of students' get 2 minutes to repeat the message to their friends. The students were divided into several groups in the same gender.

METHOD

In this research, the writer used a pre-experimental study to answer the research question. The experimental were designed to measure the effect of the treatment by using pre-test and post-test in one group as the sample from the population. The writer chooses one group pretest-posttest design in conducting this research. The one group pretest-posttest design as follows:

Table 1: One Group Pre – Test And Post – Test Design

Pre – test	Treatment	Post – test
O ₁	X	O ₂

Based on the illustrated above, the writer was giving a pre-test (O₁) to the students in order to know the student' ability in comprehending the listening. Then the writer gave the treatment (X) using Relay on Message Game to the students. After giving the treatment or implementing the strategy, the post-test (O₂) was provided to see whether the technique affect on the students' listening comprehension or not. The population in this research was from Year-7 students of SMP Negeri 16 Pontianak.

They consisted of seven classes in Year-7 of SMPNegeri 16 Pontianak in Academic year 2018/2019, which consists of 305 students. The data were calculated from the samples in the seven of clusters. The sample was VII I selected at random. This cluster sampling consisted of 35 students. These learning groups share the same criteria as they use the same material, same time allocation, and thought by the same teacher. The numbers of students are shown in Table 2 below:

Table 2: Number of Year – 7 Students

Class	Number of Students
VII A	36
VII B	36
VII C	34
VII D	33
VII E	33
VII F	35
VII G	31
VII H	32
VII I	35
Total	305

The writer used descriptive text on listening audio to test the students. The test was used to measure students' achievement before and after treatment. The writer was giving the pre-test in order to know the student's ability in comprehending listening

before the treatment. Moreover, the writer used Relay on Message Game as the technique in the treatment. The treatment was conducted 2 times. This research was conducted on August 7th – August 29th, 2018. The date and time of the research can be seen as follows:

Table 3: The Setting of Research

Date	Time	Activities
Thursday, August 7 th 2018	07.45 – 09.05	Tryout
Friday, August 10 th 2018	08.25 – 09.45	Pre-test
Monday, August 13 th 2018	07.45 – 09.45	Treatment I
Friday, August 24 th 2018	08.25 – 09.45	Treatment II
Wednesday, August 29 th 2018	13.00 – 15.00	Post – test

In this research, the writer used measurement technique to measure students' listening comprehension on descriptive text. The writer used statistical data to measure the result of both pre-test and post-test. To answer the first research question, the writer used t-test. Then, to answer the second research questions the writer used Effect Size statistical formula.

Before analyzing the t-test formula, the writer has to find out the validity, reliability, level difficulty, and discriminating power of the test to make sure the test item is valid for the treatment. The instrument used in the research was formulated in the specification

table to have the content validity. The content validity covers; (1) literal knowledge, (2) inferential, (3) Vocabulary, (4) Main Idea, (5) Conclusion. In order to measure the validity of the test, the writer was constructed tryout test to the class VII I then analyzed it. The writer calculates reliability of the test using coefficient KR21. Reliability is used to find out which the test item that need to be revised. The test items are consisting of 20 questions with multiple options. The test is about describing animal. The writer used the same question for the tryout, pre-test and post-test. The criteria data of reliability can be seen as follows:

Table 4: The Criteria of Reliability

Reliability	Relationship
0.00-0.20	Negligible (N)
0.00-0.40	Low (L)
0.40-0.60	Moderate (M)
0.60-0.80	Substantial (S)
0.80-1.00	High to Very High (H)

The writer calculating the t-test using Cohen, Manion, and Marisson (2007). In order to calculate the t-test score, first (1) the writer have to compute the student's individual score of pre-test and post-test; (2) the students' mean

score; (3) standard deviation of pre-test and post-test; (4) the correlation score. Last steps from that calculation that were applied to find the significance of students' test score. To compute the t-value, the formula is as follow:

Formula 1: The T-Test Formula

$$t_{test} = \frac{\bar{X} - \bar{Y}}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2} - 2r\left(\frac{S_1}{\sqrt{n_1}}\right)\left(\frac{S_2}{\sqrt{n_2}}\right)}} \dots\dots\dots(1)$$

The writer analyses the difference of pre-test and post-test in listening of descriptive text to determine the significance after being treated using Relay on Message Game. After calculating the t-value, the writer has to find

out the effect size of the research on the treatment to see what the effect size of the research is. The formula of the Effect Size introduced by Cohen, Manion and Morrison (2007, p.521) can be seen as follow:

Formula 2: The Effect Size Formula

$$ES = \frac{M_y - M_x}{S_{pooled}} \dots\dots\dots(2)$$

The effect size is computed to see what is the size of the technique that the writer used. Then, according to Cohen, Manion and

Morrison (2007, p.521) the classification result of the effect size computation was classified as follows:

Table 4: Classification of Effect Size

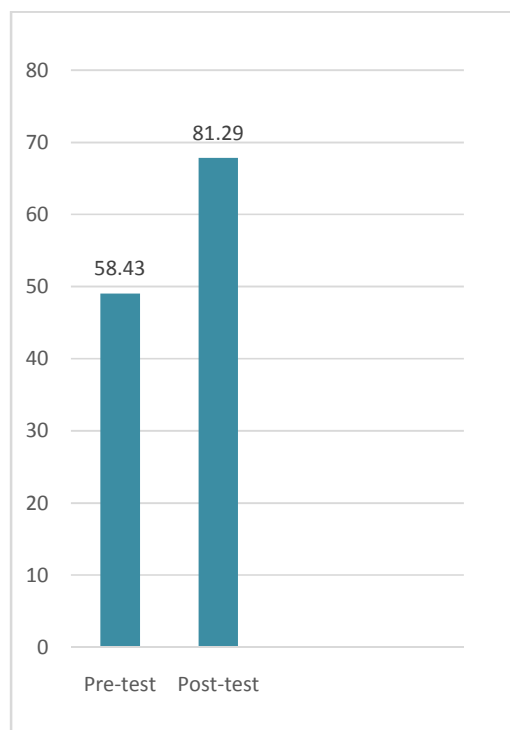
Effect size	Qualification
0 – 0.1	Weak
0.2 – 0.3	Modest
0.4 – 0.5	Moderate
0.6 – 0.8	Strong
0.8	Very Strong

FINDINGS AND DISCUSSION

Findings

To answer the first research questions of this research, the writer analyzed the significance of the use Relay on Message Game for teaching students listening comprehension by using t-test and effect size. The writer has to find out the validity, reliability, level difficulty, and discriminating power of the test to make sure the test item is valid for the treatment. The formula has been introduced by Cohen, Manion, and Morrison (2007). The result of item analysis included by the following data; (1) 5 items are difficult; (2) 10 items are moderate; (3) 5 items are easy. Based on the analysis, the results of discriminating power are; (1) 7 items are easy; (2) 3 items are good; (3) 8 items are moderate; (4) 1 item is revised. The writer has

revised the items by changing the answer options to make the test item reliable. After calculating the tryout test using reliability coefficient KR21, the reliability is 0.76. It can be categorized as highly reliable. Therefore, the tryout test items are considered as reliable to be used for collecting the data. To answer the first research questions of this research, the writer intended to analyze the students' individual score to find out the t-test. The interval between each pair of students' score was obtained by making the student's post-test score minus with his/her pre-test score. The total value of pre-test was 2045, 2845 for post-test, and 780 for the interval. The computation of the students' mean score after post-test was higher than pre-test.



Figures 1: Students' Mean Score Pre-test and Post-test

Pre – test was given to find out the quality of the students' individual score especially in listening comprehension of descriptive text. In this step, the writer give the students listening test about describing animal. Then, the writer asked students to listen carefully to the passage from the recording audio and did the listening test based on the instruction that the writer has already given to them. The students did their test individually with their own prior knowledge about descriptive text. The sum of the students' score of pre – test. The sum of the students' score of pre-tests (O_1) was 2045 with the mean score 58.43.

After the pre-test was given to the students, the next step was implementing the treatment as part of experimental design. The treatment was conducted in two times. In the first treatment, the writer introduced descriptive text to the students by giving explanation about the purpose, generic structure, language features. The writer gave

the example of descriptive text about animal. Then the writer and the students identified some verbs, adjectives, language features and generic structures of the text. Then, the writer gave explanation about what relay on message is and how it works. After that, the students with their group instructed to comprehend and write down the passage in a team work by using relay on message game. For the second treatment, the writer gives the same task for the students. They have to comprehend and write down the passage in a team work by playing relay on message game. The writer gives the students a comprehend question only if they were written down the passage correctly. To check the student's capability in understanding descriptive text, the writer gives the students another topic about describing animal. The first treatment was held on August 13th, 2018 and the second treatment was held on August 24th, 2018.

After conducted the treatment for the students, the post test was given on August 29th, 2018. The purpose of post – test is to know the score of students' skills in listening comprehension of descriptive text after giving the treatment. In the post-test, the writer gave the same test as in the pre-test for the students to comprehend the passage from the recording audio. The text is about a descriptive text about describing animal. From the post-test, the writer compared the score with the pre-test score to find out the affect of the technique. The sum of the students' score of post-test (O_2) is 2845 with the mean score 81.29. It was showed that, the students' achievement after the treatment was higher than before the treatment was given.

The result of computation of t-test was 8.56. When the writer checked t-distribution of significance where t-critical = 0.025, with $df=N-1$, the writer found out: $df=35-1$. Because the result of df was 34, thus the table value was 2.032. It means t-value 8.56 was higher than t-table 2.032. the significant difference could be interpreted that the students' achievement in descriptive text on listening was significant after being taught by relay on message game. It means that the use of relay on message game to the seventh-grade

students of SMP Negeri 16 Pontianak in academic year 2018/2019 has significantly affects on the students' listening comprehension. We can conclude that the null hypothesis (No) of this research is rejected and the alternative hypothesis (Ha) of this research is accepted.

After obtaining the t-test, the writer has to find how significant the difference of pre-test and post-test after being treated by relay on message game in teaching listening comprehension on descriptive text using the effect size formula. The effect size is computed to measure the effectiveness of the treatment. The effect size is computed by using the effect size formula written by Cohen, Manion, and Morison (2007). The score of effect size is 2.25 and it is categorized as strong. It can be concluded that the technique of relay on message game is strongly affect on students' listening comprehension in descriptive text.

Discussion

From the data analysis, the research finding found that relay on message game has the significant contribution toward the students' skill in listening comprehension on descriptive text. All of the students participated in using relay on message game of descriptive text and discussing it with their group. It can be seen when the students tried to comprehend, remember and tried to combine their prior knowledge with the passage they heard. It is supported by Marsland (2010) stated that relay on message game provides students a way to remember, comprehend and deliver the passage. The implementation of relay on message game for teaching listening comprehension on descriptive texts is categorized as good to excellent.

Previous researchers have been conducted concerning about improving student ability by using chain whispering. Mukaramma (2005) in his research conducted that students were shown the significant affect on the students' listening comprehension achievement. The use of relay on message game in teaching listening comprehension made students work cooperatively, think aloud, become strategic listener and good in memorizing it. Then,

Alexandre (2012) stated the three advantages of relay on message game were also proven. The findings and theoretical proved that the use of relay on message game: (1) helps the listener to comprehend well; (2) students come to perceive several ways to answer the question; (3) students are guided in understanding the valuable response in listening. Based on the obtained result, it can be concluded that "the use of relay on message game for teaching listening comprehension on descriptive text using to year – 7 students of SMP Negeri 16 Pontianak" is effective.

CONCLUSION AND SUGGESTION

Conclusion

Based on the findings and discussion, it could be concluded that Relay on Message game was effect significantly for teaching students listening comprehension of descriptive text for year-7 students at SMP Negeri 16 Pontianak. It is supported by the results of T-test formula and the Effect size formula. The obtained t-value was 8.560. It is higher than t-table ($8.56 > 2.032$), at a degree of freedom 34 ($df=34$) at 95% of confidence ($=0.025$). The Effect of the treatment was 2.25 and it is categorized as strong. In conclusion, Relay on message game help the student listen carefully, memorize and comprehend the passage from the recording audio. Relay on Message made the students' engaged their participation in teaching learning process. Their involvement was also high, and they showed great attention during teaching and learning process. The implementation of Relay on Message Game also highly assisted students to understand about the material. Moreover, it also increased students' enthusiasm which made them did not feel difficult to listen the passage from the recording audio.

Suggestion

According to the result of this research, the writer would like to give some suggestions as follows: (1) In curriculum 2013, the teacher must be creative in teaching learning process. Therefore, Relay on Message Game is appropriate technique for teaching listening comprehension on descriptive text, the teacher

will be able to be a creative instructor in the classroom; (2) It is suggested to the English apply Relay on Message game following the procedure to build the students' enthusiasm in teaching learning listening comprehension especially on descriptive text. Thus, the writer strongly suggested to the other researchers who have any intention to apply this technique to different kinds of text according to the school curriculum and syllabus.

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