

## ABSTRACT

Septirino, I Komang Aditya (2012). The Effect of Blockbusters Game and Gender on Grade Ten Students' Listening Comprehension of SMAN 1 Melaya in the Academic Year 2010/2011. Thesis, Program Studi Pendidikan Bahasa Program Pascasarjana Universitas Pendidikan Ganesha Singaraja.

Keywords: blockbusters game, gender, listening comprehension

The main objective of this study was to investigate whether there was a significant difference in listening comprehension among male and female students who were treated differently by using Blockbusters game and conventional technique. The subjects of the study were 4 classes of grade ten students of SMAN 1 Melaya determined by using random sampling. The study involved 6 sessions of treatments and a post test at the end of the treatment. This study used "The Posttest Only Control Group Design" as the research design. The gathered data were analyzed by using descriptive and inferential statistics.

The result of the data analysis showed that: (1) there was significant difference in listening comprehension between the students who were taught by using Blockbusters game and those who were treated with the conventional technique, (2) there was significant difference of students' listening comprehension between female and male students, (3) There was no interaction between the teaching techniques applied and gender difference.

Based on the finding above, it is recommended for English teacher to consider Blockbusters game as an alternative listening technique applied in teaching listening in order to optimize students' listening comprehension.

## ABSTRAK

Septirino, I Komang Aditya (2012). Efek dari Permainan Blockbusters dan Gender terhadap Kemampuan Mendengarkan Murid Kelas X di SMAN 1 Melaya pada Tahun Ajaran 2010/2011. Tesis, Program Studi Pendidikan Bahasa Program Pascasarjana Universitas Pendidikan Ganesha Singaraja.

Kata kunci: blockbusters game, gender, kemampuan mendengarkan.

Penelitian ini bertujuan untuk mendeskripsikan perbedaan kemampuan mendengarkan antara murid perempuan dan laki-laki yang dikelola berbeda dengan menggunakan permainan Blockbusters dan teknik mendengarkan konvensional. Subyek dari penelitian ini adalah 4 kelas dari 8 kelas X di SMAN 1 Melaya yang diperoleh secara random. Penelitian ini menggunakan desain "*The Posttest Only Control Group Design*". Data yang diperoleh dianalisis dengan menggunakan statistik deskriptif dan inferensial.

Temuan penelitian menunjukkan, bahwa: (1) terdapat perbedaan kemampuan mendengarkan yang signifikan antara murid yang diajar dengan permainan Blockbuster dan teknik konvensional, (2) terdapat perbedaan kemampuan mendengarkan antara murid perempuan dan laki-laki, (3) tidak terdapat interaksi antara teknik mengajar dan perbedaan gender.

Berdasarkan temuan penelitian, disarankan untuk menggunakan permainan Blockbusters sebagai salah satu teknik alternatif untuk mengoptimalkan kemampuan mendengarkan siswa.

## **I. Background of the study**

In acquiring the language skills, listening is considered as the basic skill of the four language skills. Listening should be acquired for the first time in learning any language before mastering other language skills such as speaking, reading and writing. As stated by Hatchett and Hughes (1956:118) in Saricoban (1999), children learn to listen before they learn to talk. As children learn to speak, they listen to other people around them before they begin to speak. It means that it is impossible for people to be able to speak without learning to listen first.

Listening is more than just hearing words. Listening is a critical element in the competent language performance of language learners (Wu-ping, 2006). This requires the listeners not only to understand what is being said, but also to select the relevant information and reduce it to

a form understandable for intake later. As a result, the mastery of listening ability is crucial for our EFL learners. In contrast, this condition also brings some problems to the students who have difficulties in comprehending the spoken materials. Thus, the failure of comprehending spoken material may influence the success of comprehending the other language skills.

English is learned as a foreign language and opportunities for authentic oral practice and listening are few. As a result students are poor in listening and speaking. When they meet native speakers, they find themselves unprepared for the variety of accents (Cortazzi & Jin, 1996). They find it difficult to understand English if it is spoken at natural , normal speed. They lack confidence about their language competence because they have had

inadequate practice in listening and speaking. Recently listening has been given much attention. However, in reality, many teachers often tend to “test” listening rather than “teach” it. From the preliminary study in SMAN 1 Melaya, English teachers usually begin with the listening of some passages by introducing some difficult vocabularies. Then they play the tape and ask learners to listen carefully. After that, students are asked to finish comprehension exercises. When learners finish the exercises, teachers check the answers and if they find that students get the wrong answer, they will let the students listen again without any explanation. Students easily get tired of such listening exercises. They are not motivated. What’s worse, learners are very likely to get into bad and harmful listening habits.

In senior high school, listening is one of English skill that

must be tested for National Examination, 30% of the questions are the test of listening, and 70% are test of reading. So, it is important for the teacher to prepare his/her students in facing the listening test since listening is one of the four major skills which should be given much attention and tested in national examination.

Listening to English is more difficult for students who are not English majors. From the researcher observation, students often faced the monotonous listening technique that affects their participation in the teaching and learning process. The traditional teaching, such as, introducing some new difficult words, listening to the tape for more than three times and then giving correct answers still prevails. In addition, the teaching of listening was conducted by directly focused on the main activities. In this case,

students frequently were unprepared on the lesson before the main activities were given, so the students could not relate their experiences to what they would listen. As a result, the students could not answer the questions correctly because they found difficulties in understanding the listening text.

Huckin (in Mardiyah, 2007: 2) states that having certain background knowledge about a subject makes easier to learn more about that subject. In other words, we can say that students' prior knowledge has an influential effect in learning new information especially in learning English as a foreign language.

Schema theory is a theory of learning in which learner uses their prior knowledge to interpret the new information quickly by predicting what is likely to happen to them before. As stated by Cook (1997: 86)

that a schema theory is “a mental representation of a typical instance” which helps people to make sense of the world quickly because people understand new experiences by activating relevant schemas in their minds.

The idea of prior knowledge is one part of the cognitive model of language processing. That model says that when people listen or read, we process the information we hear both top-down and bottom-up. *Top-down* means using our prior knowledge and experiences; we know certain things about certain topics and situations and use that information to understand. *Bottom-up* processing means using the information we have about sounds, word meanings, and discourse markers like *first*, *then* and *after that* to assemble our understanding of what we read or hear one step at a time.

Game is one of the ways to activate student's schema. Wright et.al said that language learning is hard work. It means effort is required at every moment and must be maintained over a long period of time. Games help and encourage many learners to sustain their interest and work. Further, they explained that games also help the teacher to create contexts in which the language is useful and meaningful. The learners want to take part and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information. In this study, the game used was Blockbusters game. This game had been proven to improve students' listening comprehension. According to Elvin C (2010), Blockbusters game is a high motivation listening game because it requires concentrated

listening and needs little preparation. Blockbusters game was first introduced as a quiz game show in Britain over twenty years ago. This game has been a favorite among Elvin's students for several years. Students who play this game have to guess certain words based on the clue given by teacher. By guessing the words, hopefully students will understand the description and access the words in English.

Since, Blockbusters game has been proven by Elvin as effective technique to motivate students in listening comprehension in United States. The researcher was interested in conducting a similar study in the content of EFL learning in SMAN 1 Melaya in order to know its effect with different gender in order to overcome their listening problem.

## II. Research Method

The research design in this study was The Posttest Only Control Group Design (Best, 1981). This design was used because the objective of the study was to find out the significant difference between the students' listening comprehension of the experimental groups and control group. This study did not aim to find out the improvement of students' listening comprehension among the groups so this study did not use pre-test. The experimental groups were treated by Blockbusters game and control group by using conventional listening technique. At the end of the study the students were given a post test.

The research design used in this research was 2x2 factorial. The selection factor was the gender of the students. The selection factor was divided into male or female students. It showed the difference in

achievements between male and female students.

## III. Findings and Discussion

The first hypotheses testing there is significant difference in listening comprehension between the students who are taught by using Blockbusters game and those who are treated under the conventional one.

Based on the result of two-way ANOVA testing, the  $F_{ob}$  value of 34.058 is higher than the critical value table of 0.00,  $\alpha = 0.05$  ( $F = 34.058 > F_{t 0.00, \alpha = 0.05}$ ). Consequently,  $H_0$  is rejected and  $H_a$  is received. It means that there was significant difference in listening comprehension between the students who are taught by Blockbusters game and those who are treated under the conventional one.

The descriptive statistic analysis indicates that the mean score

of the students' listening comprehension taught by Blockbusters game is 77.5 while the students' listening comprehension taught by conventional method is 63.6 . The result of two-way ANOVA proves that students' listening comprehension taught by Blockbusters game is higher than the students' listening comprehension taught by conventional method. So, it can be concluded that there is significant effect between the implementation of Blockbusters game and conventional method on the students' listening comprehension. The second hypotheses testing there is significant difference of students' listening comprehension between female and male groups.

Based on the result of two-way ANOVA testing, the  $F_{ob}$  value of 2.079 is higher than the critical

value table of 0.154,  $\alpha = 0.05$  ( $F = 2.079 > F_{t} 0.154, \alpha = 0.05$ ). Consequently,  $H_0$  is rejected and  $H_a$  is received.

The descriptive statistic analysis indicates the mean score of the female students' listening comprehension is 75.4; while the mean score of the male students' listening comprehension is 65.8. It means that there was significant difference in listening comprehension between female and male groups .The third hypotheses testing here is no interaction between the teaching technique and gender difference.

Based on the result of two-way ANOVA testing, the  $F_{AB}$  value of 0.231 is lower than the critical value table of 0.632,  $\alpha = 0.05$  ( $F > p, \alpha = 0.05$ ). Consequently,  $H_0$  is accepted. It means that there was no interaction between the teaching technique and the gender that affect



the students' listening comprehension.

Since it was not found that there was an interaction between the teaching techniques and the gender toward the students' listening comprehension, the analysis was not continued to post-hoc test to answer hypothesis 4 and 5.

#### **IV Conclusion**

The students' listening comprehension taught by Blockbusters game was higher than that of the students who were treated by conventional one. It means that Blockbusters game has better effect on students' listening comprehension than the conventional one. Blockbusters game entails students listening to short descriptions of words, with the object being to understand the description and access the word in English. Rather than working as individuals in

competition with every other individual in the classroom, students are given the responsibility of creating a unite group where all students work together to achieve goals. It is played on the chalkboard and require little preparation.

There was a significant difference in listening comprehension between the males and females students whether they were treated under Blockbusters game or under the conventional one. Under both techniques, the female students' mean score was higher than that of the males. It can be concluded that the implementation of teaching technique, Blockbusters game contributed significantly on the students' listening comprehension.

There was no interactional effect between the teaching techniques and the gender on the students' listening comprehension.

## REFERENCES

- Best, John W. (1981). *Research in Education*. New Jersey: Prentice Hall, Inc.
- Cook, G. (1997). "Schemas: Key Concept". *ELT Journal* Volume 15/1 January. p. 86 Oxford. Oxford University Press
- Cortazzi, M. & Jin, L. (1996). *State of the Art: English teaching in China*. Language Teaching 29: 61-80 downloaded on January 2011  
[www.51share.net/down.asp?id=83278](http://www.51share.net/down.asp?id=83278)
- Elvin, C. (2010). *High Motivation Listening Games*. Available at:  
<http://www.eflclub.com/elvin/publications/highmotivationlistening.html> Accessed April 12th 2010
- Mardiyah, S. (2007). *Enhancing the Second Year Students' Listening Comprehension Achievement by Activating Students' Schemata in Pre-Listening Stage at SMP Negeri 4 Pare Kediri in 2006/2007 Academic Year*. Jember University: Unpublished S1 Thesis.
- Saricoban, A. (1999). "The Teaching of Listening". *the Internet TESL Journal* Vol. V No 12, December 1999 (on line).