TEACHING LISTENING BY USING CHAIR GAME AT THE ELEVENTH YEAR OF SMAN 1 BURAU

IAIN PALOPO

A THESIS

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By :

AMALIA

13.16.3.0125

ENGLISH STUDY PROGRAM OF EDUCATION AND TEACHER TREANING FACULTY THE STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN) PALOPO

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THESIS APPROVAL

This thesis entitled *"Teaching Listening By Using Chair Game At The Eleventh Year Of SMA 1 Burau"*, which is written by **AMALIA**, Reg. Num.13.16.3.0125, S1 English Study Program of Tarbiyah and Teacher Training Faculty of State Institute for Islamic Studies (IAIN) Palopo, and has been examined and defended in Munaqasyah session which is carried out on Friday, 22th of March 2018, coincided with 28th Jumadil Akhir 1439 H, it is authorized and acceptable as partial fulfillment for S.Pd degree in English language teaching.

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COMMITTEE OF EXAMINATION

1.	Amalia Yahya, S.E.,M.Hum.	Chairman	(.................)
2.	Syamsudarni, S.Pd.I.,M.Ed.	Secretary	(.................)
3.	Dr. Masruddin S.S., M.Hum.	Examiner I	(.................)
4.	Muh.Irfan Hasanuddin,MA.	Examiner II	(.................)
5.	Amalia Yahya, S.E.,M.Hum.	Consultant I	(.................)
6.	Amir Faqihuddin Assafari, S.Ag., M.Pd.I.	Consultant II	(.................)

Approved by,

The Rector of IAIN Palopo

Dr. Abdul Pirol, M.Ag
NIP. 19691104 199403 1 004

The Dean of Tarbiyah and
Teacher Training Faculty

Drs. Nurdin K. M.Pd
NIP. 19681231 199903 1 014

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In the name of Allah, the most gracious and most merciful

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Researcher

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ABSTRACT

Amaliah,2018."*teaching listening by using chair games at the the eleventh year of SMAN 1 Burau.*Thesis, English Study Program of tarbiyah and teacher training faculty of state the instutute for islamic studies (IAIN) Palopo. Under the supervisors (1) **Amalia yahya S.E., M.Hum (II) Amir Faqhibuddin assafari S.Ag, M.Pd.I.**

Key Words : Listening Skill, History, chair games

This thesis deals with listening using chair games at the eleventh years of SMAN 1 Burau. The problem statement of the research was " how to use chair games in teaching and learning process at the eleventh year of SMAN 1 Burau". The objective of the research is to find out the effective way of using chair games in teaching and learning listening at the eleventh year of SMAN 1 Burau.

This research use Classroom Action Research (CAR) with two cycle namely the first cycle, and second cycle. Each cycle consist of four steps, namely planning, action, observation, and reflection. The sample of this study was class XI exact one, consisted of 25 students. The instrument of this research were listening audio, games and observation. Listening audio the student listen the story and answer the question about story, games listen audio use chair games, observation was used to observe the students participation during the use of chair games in teaching listening skill.

The result of the students listening games was increasing by looking of the score in cycle 1 only 51,6 and the cycle 2 develop to be 74,8. The result of observation students participation showed in cycle 1 only 20% were active and cycle 2 develop to be 75% were very active. It means that chair game was effective way in teaching listening at SMAN 1 Burau.

CHAPTER I

INTRODUCTION

A. *Background*

Game is thing that interest to be done, entertain. It can make students be more fun during the learning process. The Game will be interesting because there is competition. The game enables the presences of active participation of the learner to learn. As we know, the better learning is active learning game is an activity that you do to have some fun. Games can make the students more focus on learning naturally during teaching and learning process

Game is one way that helps students understand listening. For example, in game chair. Students can listen to a story and answer questions about the story, this game uses the system fall to finally get the winner, one of the most important elements in a learning activity is one way of learning good use of the media. During this time when we look at the reality that occurs in learning activities at school, then maybe that would meet our mind is about how to use the medium of teaching in schools which eventually resulted in a learning activity take place with in effective.[1]

Chair game in ESL Program further stated may be defined a from of play governed by ceratin rules of convention. In other words game are not meant to be enjoye. Wherever they are play.[2] ESL beginners may not be able to say a whole lot, after all their vocabulary and grammar are rather limited. But in order to start

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[1] http ://m.busyteacher.ororg/14765-5-easy-listening-games-esl-beginners.html
[2] Http://m.busyteacher.ororg/14765-5-easy-listening-games-esl-beginners.html

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speaking, they have to start listening. And not just listening to the correct pronunciation, intonation and stress. I mean really listening, listening for meaning.

Chair game, this easy listening game works great with young learners. Arrange chairs as if to play musical chair, student will walk around them, but in this case they want to be listening to a song, they will listen to a conversation and give them the context and ask them. Student walk around the chairs as you play the audio and the student hear the answer to the question.

Listening is the activity attention and trying to get meaning from something we hear.[3] Listening ability for students equally important, we need to work out what the speaker means. Listening is the process of understanding speech in a first or second language. It means that listening is one of major skill that every English student must had. Listening is an important skill in learning a language beside reading, speaking, and writing. Those components cannot be separated becouse they the central parts of language use in communication and related each other. Everyone should have a good listening, especially in English because without a good listening we would find difficulties in our life especially in communication, we would not be able to learn and understand each other efficiently enough to communicate our needs and thoughts. If someone has good listening, he/she will able to understand the utterance wich they listen, they will able to respond what they hear, and they can understand what the speaker saying.

Based on observation in SMAN 1 Burau of class Eleventh the researcher found that the students' In learning listening , the teaching system is done by telling stories and explaining to the students about the meaning and role of

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[3] Mary underwood,Teaching Listening. (cet, 1 ; London and new york : Longman, 1989),p. 1

listening have resulted in students' difficulties in understanding the listening. The lack of facilities and infrastructure owned by the school. Consequently, the teacher provides a sober understanding of the absence of such practices as desired by the students, this led to less effective learning process and knowledge of students primarily in listening unsatisfactory.[4]

Based on the background mentioned above problems can be identified as Listening activities are not common for the students because most students are from different junior high school which there are no languae labs to train their listening skill, have little convidance in their listening comprehennsion abilities when they are face to face whit listening material, have lack of motivation in learning listening and the teachers are difficult to find the suitable method to stimulate student in learning listening.

From the research above, the researcher interests to conduct a research how to improve students's listening skill. The title is " teaching listening by using unmusical chair games at the elevent year of SMAN 1 Burau "

B. Problem statement

Based on description above the research formulated research question as follows :

how to use chair games in teaching and learning process at the eleventh year of SMAN 1 Burau effectively ?

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[4] Irmawati , elevent years of SMAN 1 Burau

C. *Objective of the research*

To find out the effective way of using chair games in teaching and learning listening at the eleventh year of SMAN 1 Burau.

D. *Significance of the research*

The research will conduct by expectation to bring benefit and advantages for the teacher and the students.

For the teacher can motive students to teaching and learning process to be effectively.

For students who are just starting out in their English learning journey, they can be highly effective ways to train in the basic skills they will use on a daily basis in the near future.

E. *Operational definition*

Teaching is guiding and facilitating learning enabling the learner to learn, setting the condition for learning.[5] .Listening is the activity of paying attention to and trying to get meaning from something we hear.

Chair game this easy listening game works great with young learner. Student will stand up in around chair, they will listen to a conversation or story. Give them the context and ask them. Student walk around the chairs as you play the audio and the student hear the answer to the question.

F. *Scope of the research*

The scope of this research is focus in teching listening skill by using chair games at the eleventh year of SMAN 1 Burau primarily on the acquisition of understand and listen the meaning of story (listening for detail). This research

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[1] H. Douglas Brown, *principles of Language Learning in Teaching* (USE:Longman , 1980)p.80

used audio, the story and conversation. The researcher used them to teacing listening skill for student at the eleventh year of SMAN 1 Burau.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. *Previous Study*

Ma'rifah in research stated that, *using animation video in proving students listening skill*.In this thesis the research applay animation video in improving student listening skill. Because by using animation video the student can easy an more focus in listening. The result of the student is developing by looking their score in cycle 1 and cycle 2, their mean score in cycle 1 only 40, and cycle 2 thr score developed to be 70. It means the students listening skill of the eleventh year students at SMA muhammadiyah palopo developed.[6]

Saudi Arabia in the tesis " *Improving Listening Ability Through Watching Movie At The Second Year Students Of SMKN 3 Palopo".* stated that null hypotesis is rejectid and alternative hypotsis is accepted. It can be seen from mean score of post test is more highly (13,4) than pre –test (8,25) . it means that, watching movie is effective to improve students english and the process learning and teaching is more important, especially in improving listening ability.

Based on the previous in above that, using animation video and watching movie is one of effective method to teach english,because can more enjoy in learning. but have the different research. From the both research different what will I apply. I will give a game is unmusical chair games where student can be happy and will improve students skill in listening. One of effective ways for

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[6] Ma'rifah (2014) in research stated that, *Using Animation Video In Proving Students Listening Skill At Eleventh Year Of SMA Muhammadiyah Palopo (Thesisi Stain Palopo)*

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teaching listening in learning process is by using game, it can make students be more fun during learning process. The game can be one of the most enjoyable supplementary activities that students can do with your class, wheter students use them once a week or once a day. This easy listening game works great with young learners. Arrange chairs as if to play musical chairs. Students will walk around them, but in this case they won't be listening to a song. They will listen to a conversation. As always, give them the context and ask them a question.

B. *Listening*

1. Concept of listening skill

The teaching of listening skill follows the metodhological model in the some ways as for the teaching or reading skill, but training students in listening skill have a problem for both teacher and student wich are not found with reading material. Some people are still confused about the concept of listening comprehension. [7] They think that message is something to listen that ought to be achieved 100 percent comprehension, and they are failing to eatch or organize a word of expression when they are listening. They have such perception because they do not know how to understand the message. They do not know how to comprehend the message because they do not know exactly listening comprehension.

Students can improve their listening skills and gain valuable language input through a combination of extensive and intensive listening material and

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[7] Rusitasari, *Improving Listening Skill Of Year student SMU Sukamaju through Dictation (Thesis* STAIN PALOPO,2010)P.7

procedures. Listening of both kinds is especially important since it provides the perfect opportunity to hear voices other than the teacher's.[8]

And the importance of listening in language learning can hardly be overestimated. Through reception, we internalize linguistic information without which we could not produce language. In classroom, students always do more listening than speaking. Listening competence is universally "larger" than speaking competence.[9]

2. *Defenition of listening skills*

Listening is the process of understanding speech in a first or second language. It means that listening is one of major skill that every English student must had.[10]

Listening is a process of listening to the verbal symbol-a symbol of caring, understanding, appreciation, and interpretation for obtaining the information, content capture and understand the meaning of the communication that is not only the speaker through verbal utterance, but also aspect such as communication processes maid gesture, mime and expression.[11]

Listening is a skill wich requires active participation. A student must listen skillfully if learning is to occur. Also, attitude is probabbly the most important

[8] Jeremy Harmer, *the practice of english language teaching* (fourth edition)p.299
[9] H. Douglas Brown *teaching by principles an interactive to language pedagogyf earson Longman,Third Edition)*p.303
[10] Ibid p.23
[11] Henri Guntur Tarigan, Menyimak Sebagai Suatu Keterampilan Berbahasa, (jakarta:PT.Gramedia 2007)p.40

element for active listening.[12]   Listening is to hear and pay attention of something.[13]

From the some opinion above there are some opinion about the meaning of listening such as :

Listening refers to the process by wich spoken language in converted the meaning in the word.[14]

And Listening unlike other language skill is an internal process that can not be directly observed, nobody can say with certainly what happen when we listen to understand another person psycholinguistic has.[15]

Listening is an active that involves receiving deciphering and perceiving a massage with intent to respond. Planning a head for a conversation improves receiver's ability to listen to a massage.[16]

So based on the opinion above the researcher concludes that listening is skill is an activity to hear and understand for something that teacher says. Listening skill is an active and purposeful process of making sense of what we hear, we can understand the information and we can produce what the speaker says. Listening is the activity attention and trying to get meaning from something we hear. Listening ability for students equally important, we need to work out what the speaker means.

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[12] Salisbury, *listening skill* , http://www.salisbury.edu/counseling/new/listening-skill.html.online, (accesed on August 30th 2013)
[13] Oxford,*Learner Pocket Dictionary,* (4th Edition) New York :Oxford University.2000, p,258
[14] Petty & Johnson, *Developing Children Language,* Massachusetts:Allyn and bacon 1980, p.181

[15] Jeremy Harmer, *The practice of language teaching* (New Ed) New York, Longman publishing, 1992, p. 211

[16] Toolingu, *Defenition Listening* ,http://www.toolingu.com/defenition-950120-92949-listening.html.online (accesed on september 07th 2013).

1. *The process of listening*

There are some writers tried to find what the process of listening, they are:

The stages of listening process: hearing, attending, understanding, remembering, evaluating, and responding. These stages occur in sequence, but they generally performed with little awareness an often rapid succession.[17]

a. Hearing

It refers to the response caused by sound waves stimulating the sensory receptors of the ear it is a physical response hearing perception of sound waves you must hear to listen, but you need not listen to hear (perception necessary for listening depends on attention.

b. Attention

Brain screens stimuli and permit only a select few to come into focus- these selective perception is known as attention, an important requirement for effective listening. Attention to more commonplace or less striking stimuli requires special effort, postural adjustments are aided by physical changes in sensory receptor organs .

c. Understanding

To understand symbols we have seen and heard, we must analyze the meaning of stimuli, we have perceived, symbolic stimuli are not only words but also sounds like applause. That have symbolic meanings as well, the meanings attached to these symbols are afunction of our past association and of the context in which the symbols occur for succesfull interpersonal communication , the

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[17] Communication articles,articlesfactory.com,(october 5, 2009)

listener must understand the intended meaning and the context assumed by the sender.

d. Remembering

It is important listening process because it means that an individual has not only received and interpreted a message but has also added it to the mind's storage bank. But just as our attention is selective so too is our memory – what is remembered mey be quite diffrent from what was originally seen or heard.

e. Evaluating

It is a stage in which active listeners participate, it is at these point that the active listener weighs evidence, sorts fact from opinion, and determiners the presence or absence of bias or prejudicein a message. The effective listener makes sure that he or she does not begin this activity too soon, beginning this stage of the process before a message id completed requires that we no longer hear and attend to the incoming messages –as a result, the listening process ceases.

f. Responding

This stages require that the receiver complete the process through verbal and nonverbal feedback, because the speaker has not other way to determine if a message has been received , this stage becomes the only overt means by which the sender may determine the degree of succes in transmitting the message.

But According to *Autthor Joseph* has devided the listening process in to five stages:

a. The receiving stage of listening is the basic stage where an individual hears a message being sent by a speaker.

b. The understanding stage of listening occurs when receiver of a message attempts to figure out the meaning of the message.

c. The remembering stage of listening is when a listener either places information into long-term memory or fogets the information presented.

d. The evaluating stage of listening occurs when a listener judges the content of the message or the character of the speaker.

e. The responding stage of listening occurs when a listener provides verbal or nonverbal feedback about the speaker or message.

f. During the responding stage of listening, listeners can provide speakers with two type of feedback designed to help a speakers know wheter a listener is understanding and what the listener thinks of message. Formative feedback is given at the conclusion of a speech.[18]

Of the two opinions above are some similarities in the stage, among others : remembering, understanding, evaluating, and responding and there are some diffrent : hearing, attention and feedback, but this is not mistake because all processes can be done and have the same goal.

2. *Types of listening performance*

With literally hundreds of possible techniques available for teaching listening skills, it will be helpful for you to think in terms of several kinds of listening Performance-that is , what your students do in a listening technique. Sometimes these types of they are themselves the sum total of the activity of a technique.[19]

[18] Davito J.A (200) *The Elements Of Public Speaking (Sevent Edition : New York: Longman)*
[19] H. Dougles Brown,*Teaching By Principles An Interactive Approach To Language Pedagogy* (Third Edition; San Francisco State University : Pearson Longman 2007)P.309

a. Reactive

Sometimes you want a learner simply to listen to the surface structure of an uttarance for the sole purpose of repeating it back to you. While this kind of listening performance requires little meningful processing, it nevertheles may be a legitimate, even though a minor aspect of interactive, communicative classroom.

b. Intensive

Technique whose only purpose is to focus on components (phonems, words, intonation, discourse markers,etc.) of discourse may be considered to be intensive as opposed to extensive in their requirement that student single out certain elements of spoken language. They include the bottom-up skills. Examples of intensive listening performance include these

- Students listen for cues in certain choral or individual drills.
- The teacher repeats a word or sentence several times to " imprint" it in the students' mind.
- The teacher ask students to listen to a sentence or a longer stretch of discourse and to notice a specified element, such as intonation, stress, a contraction, a grammatical structure,etc.

c. Responsive

A significant proportion of classroom listening activity consists of short stretches of teacher language designed to elicit immediate responses. The students' task in such listening is to process the teacher talk immediately and to fashion an appropiate reply. Example include

- Asking question ("how are you to day?"" what did you do last night?")
- Giving commands ("take a sheet of paper and pencil.")

- Seeking clrification ("what was that word you said?")

- Checking comprehension ("so, how many people were inthe elevator when the power went out?")

d. Selective

Selective listening differs from intensive listening in that the discourse is in relatively long lengths. Example of such dicourse include

- Speeches

- Media broadchase

- Stories and anecdotes

- Conversation in wich learners are "eavesdroppers"

Technique promoting selective listening skill could ask students to listen for

- People's names

- Dates

- Certain facts or events

- Location, situation, context,etc.

- Main ideas and/ conclusion

e. Extensive

This sort of performance, unlike the intensive processing describe above, aims to develop a top-down,global understanding of spoken language. Extensive performance could ranges from listening to lengthy lectures, to listening to a conversation and deriving a comprehensive message or purpose. Extensive listening may require the student to invoke other interactive skill. (e.g. note taking and discussion) foe full comprehension.

f. Interactive

Finally, there is listening performance that can include all five of the above types a learners actively participate in discussions, debates, conversations, role plays, and other pair and group work. Their listening performance must be intricately intergrated with speaking (and perhaps other) skills in the authentic give and take of commucative interchange.

3. Principles for teaching listening skills

The principle should help you to create your own technique and activities some of them , especially the second and third , actually apply to any technique . the others are more germance to listening.[20]

a. Include a focus on on listening an integrated – skills course

Assuming that your curriculum is dedicated to the integration of all four skills, remember that each of the separate skills deserves special focus in appropriate doses. It is easy to adopt a philosophy of just letting students "experience" language without careful attention to component skills.

b. Use techniques that are intrinsically motivating

Since background information(schemata) is an important factor in listening take into full account the experience goals and abilities of your students as you design lessoms. Also, remember that the cultural background of your sudents can be both facilitating and interfering in the process of listening.

c. Utilize authentic language and context

Authentic language and real-world tasks enable students to see the relevance of classroom activity to their long term communicative goals..

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[20] H. Dougles Brown, *Teaching By Principles An Interactive Approach To Language Pedagogy* (Third Edition; San Francisco State University : Pearson Longman 2007)P.310

d. Carefully consider the form of listeners' responses

We can only infer that certain things have been comprehended through students' overt (verbal or nonverbal) responses to speech . it is there fore important for teachers to design techniques in such a way that students responses indicated wheter or not their comprehension has been correct.

e. Encourage the development of listening strategies

One of your jobs is to equip them with listening strategies that extend beyond the classroom . draw their attention to the value of such strategies

- Looking for key words

- Looking for nonverbal cues to meaning

- Predicting a speakers purpose by the context of the spoken discourse

- Associating information with one's existhing cognitive structure.

But According to Harmer (2007 : 133), listening principles. In the book of *How To Teach English* discuse about the principle

a. Encorage student prepare to listen as often and as much as possible

The more students listen, the better they get at listening and the better they get at understanding pronounciation and at u sing it apropriatetely themselves. One of our main tasks, therefore, will be to use as much listening in class as possible, and to encourage students to listen to as much English as they can (vie t he internet, podcasts, CDs, tapes. Etc

b. Help students prepare to listen

Students need to be made ready to listen. This means that they will need to look at pictures, discuss the topic, or read the question first, for example,in order to be in a position to predict what is coming. This is not just to that they are in the

righ frame of mind (and are thinking about the topic), but also that they are *enganged* with the topic and the task and really want to listen.

c. Once may not be enough

There are almost no occasions when the teacher will play an audio track omly once. Students will want to hear it again to topic up the things they missed the firsh a listening time – and we may well want them to have a chance to *study* some of the language features on the tape.

d. Encourage students to responds to the content of a listening, not just the language

An important part of a listening sequence is for teachers to draw out the meaning of waht is being said, discern what is intended and find out what impression it makes on the students.

e. Different listening stages demand different listening tasks

Because there are different things we want to do with a listening text, we need to set diffrent tasks for different listening stages. This means that, for a first listening, the tasks may need to be fairly straugh straighfoerward and general. That way, the students general understanding and response can be succesfully and the stress associated with listening can be reduced.

f. Good teachers exploit listening texts to the full

If teachers ask students to invest time and emotional energy in a listening text and if they themself have spent time choosing and preparing the listening

sequence- then it makes sense to use the audio track or live listening experience for as many different applications as possible.[21]

4. *Listening Situation And Purpose*

Many learners of english will be find themself sooner or later in a variety of situation where they will need or want to listen to english being used in real life for a range of purpose.what these situation are will depend or where they are living , working, holidaying, etc and the reseans for listening will be many and varied,depending on what theyneed and wish to do.according to Kathleen Galvinhe said "there are five main reasons for listening and the reasons our students will have for listening will generally fall under one or other of these categories.

a) To engange in social rituals

b) To exchange information

c) To exert control

d) To share feelings

e) To enjoy yourself

Most listening occurs in the course of conversation. Each participant in a conversation switches role and becomes alternately speaker and listener.

5. *Listening Situations In Wich We Should Prepare Our Student Include*

a) Listening ti life conversation in which one takes no part.

This usually referred to as cavesdropping. A person may find him / herself listening a conversation because something in what to hear more. The listener may not be especially interested in the overal topic and may have no particular

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[21] Jeremy Harmer , *How To Teach English (New Edition.2007. Longman)p.133*

purpose for listening. On the other hand, some body make quite deriberitaly try to listen to a conversation with the very definite purpose on finding out what is being said in either case, the listener who is probably unaware of the context and perhaps unfamiliar with the speakers, is often not in a position to intervene and has to sort out the message without being able to seek clarification or repitition of taking or not taking action relating to it later.

b) Listening to announcements (at airports, railway station, etc)

Where the listener is interested almost exclusively in extracting and or confirming the relevant information whilst more or less ignoring the rest of the utterance.In this situation , the listener might just keep the newly acqiured information in mind, or might repeat it to a companion, or jot it down in order not to forget it-all with the intention of taking action relating to later.

c) Listening to news

The weather forecast,etc on the radio, where the objective is again to extract clearly stated information, but the purpose for listening may be different. In the case of the news,the listener who wants to know all main items of news for that particulary day will listen equally attentively to the whole bulletin, while the person who is only interested in one or two of the topics covered will pay little or no attention to the other items.

d) Watching the news,

The weather forecast, on television, where the visual support is help to the viewer –listener, who either sees the speaker and so gets helps in understanding what is being said for such things at the facial expression, the direction of the eyes

and the movement of the hands. Or sees scenes ehich relate to the tipic being spoken about and so gets help in contextualizing the utterances.

e) Listening to the radio for entertainment

Where the listener often has very limited knowledge of what is going to be said or who is going to make utterance. This is probably one of the most difficult listening situation there is. The language student who can appreciate and enjoy entertainment programmers on the radio will certainly have reached a hugh level of listening skill.

f) Watching television for entertainment,

This is of course, much easier than simply listening to the radio. The paralinguistic signals given by the speaker all assist the viewer, as do the picture seen. In fact, it is quite possible to follow what is happening on some television programmers without hearing to sounds at all.

g) Watching a live performance of a play (perhaps in a theatre or a schol hall)

Where the objective is nearly always entertainment. The person watching the play is likely to be interest in the story and the characters and the interaction between them, and will follow the play as an cavesdropper listening and watching, but remaining an outsider. The importance of following every utterance varies from paly to play, but the audience is help the actors deliver their lines clearly and the production is such that especially significant utterances are given.

h) Watching a film in cinema

Where the viewer is again an outsider, but can see facial expression, gestures, etc. More clearly than in the theatre. Another advantage offilm over live

acting is that the sound can be produced at exactly the required level and so their listener does not generally have difficulty in actually hearing the words.

i) Listenig to records

Where the sounds of the music might interfere with the sounds of the lyrics, sometimes help the listener to predict what will come next.

j) Following a lesson

Where the listener may need to grasp concepts and to distinguish between main and subsidiary ideas.

k) Attending a lecturer

Where the objective is simply to listen and try to understand the content of the lecturer, although on many occasions retenion of that content is also require and so listeners take notes to which they can refer later.

l) Listening in the telephone

Where the listener is unable to see the speaker and may,in addition, have problem in distinguishing the spoken sounds because of in interference and distortion.

m) Following instruction

Where visual support and opportunity to respond immediately by carrying out ask often make following what is said much easier. Frequently, the listener can cause the instruction to be repeat or broken down into smaller segments, either by asking the speaker to say something again or, if following record instruction by going through them over and over again.[22]

n) Listening to someone giving a public address

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[22] Mary Underwood, *Teaching Listening* . (First Edition: United Stated America : Longman Group, 1989), P.4

Where the listener ids often as interest in the viewes and attitude of the speaker as in the actual of the topic being spoken about. The point to speaker makes are listener to in this situation, but the way in which they are present and the tone of the delivery is also important.

C. *Chair Game*

1. Defenition of game

One of effective ways for teaching listening in learning process is by using game, it can make students be more fun during learning process. The game can be one of the most enjoyable supplementary activities that students can do with your class, wheter students use them once a week or once a day. In an intensive language program student can easly use them one a day and they will not tired of them.Game is one of strategy that can be used in teaching listening. Game is enjoyment in the language lesson.

Game is thing that interest to be done, entertain. It can make students be more fun during learning process. Game will be interesting because there is competition. The game enables the presences of active participation from the learner to learn. As we know, the good learning is active learning game is activity that you do to have some fun. Games can make the students more focus in learning naturally during teaching and learning process.

1. Chair game in ESL Program

Further stated may be defined a from of play governed by ceratin rules of convention. In other words game are not meant to be enjoye. Wherever they are play.[23]

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[23] Http://m.busyteacher.ororg/14765-5-easy-listening-games-esl-beginners.html

ESL beginners may not be able to say a whole lot, after all their vocabulary and grammar are rather limited. But in order to start speaking, they have to start listening. And not just listening to the correct pronunciation, intonation and stress. I mean really listening. Listening for meaning. Listening for context. Listening for real comprehension. You may think there is not a whole lot beginners can comprehend, but you will be surprised. Try playing these simple listening games. They may be easy, but for students who are just starting out in their English learning journey, they can be highly effective ways to train in the basic skills they will use on a daily basis in the near future.

a. The concept of chair game

Musical chairs is a game where a number of chairs, one fewer than the number of players, are arranged facing outward with the players standing in a circle just outside the chairs. Usually music is played while the players in the circle walk in unison around the chairs. When the music stops each player attempts to sit down in one of the chairs. The player who is left without a chair is eliminated from the game. One chair is then removed to ensure that there will always be one fewer chair than there are players. The music resumes and the cycle repeats until there is only one player left in the game, who is the winner. A game in which players march to music around a row of chairs numbering one less than the players and scramble for seats when the music stops; also : a situation or series of events suggesting the game of musical chairs (as in rapid change or confusing activity).

Chair games easy listening game, they will listen to a conversation. As always, give them the context and ask them a question: *What is Tom's favorite*

food? Students walk around the chairs as you play the audio and the student/s who hear the answer to the question sit/s down. Pause the audio. Those who are seated answer the question, and if it's correct they will remain seated. If several students sit down at the same time, that's fine, but ask them to whisper the answer in your ear to make sure they all heard the answer from the audio.

Ask another question (whose answer will come up next in the audio). The students who were left standing now walk around the chairs till they hear the answer. Go on asking questions and giving students the opportunity to secure a seat. The last student left standing, like the usual game of musical chairs is left out of the next round. A chair is removed from the circle and so it continues until you have one chair and two students competing to answer the final question. It is convenient to have the script of the audio so it's easier for you to ask the questions. Also, bear in mind you will play longer with a longer audio, but you can also play with several short ones. The game will go much faster if several students sit down (have the answer) at the same time, but only those who get it right should remain seated.

1. Theoritical framework

The theoritical frame work underlying thid research is given in the Input refers to the materials provide for the students.

The study of english effective in teaching and learning process for the eleventh year of SMA 1 Burau. Unmusical chair game in ESL Program further stated may be defined a from of play governed by ceratin rules of convention. In

other words game are not meant to be enjoye. Wherever they are play.[24] ESL beginners may not be able to say a whole lot, after all their vocabulary and grammar are rather limited. But in order to start speaking, they have to start listening. And not just listening to the correct pronunciation, intonation and stress. I mean really listening, listening for meaning.

Since the teacher uses the system done by telling story and explaining to the students about the meaning and role of listening have resulted in students difficulties to understand the listening.the lack of facilities and infrastructure owned by the school. Consequently, the teacher provides a sober understanding of the absence of such practices as desired by the students, this led to less effective learning process and knowledge of students primarily in listening unsatisfactory.

The problem needs to be solved . Chair game, this easy listening game, in this case they will listen to a conversation and give them the context and ask them. Student stand around the chairs as you play the audio and the student hear the answer to the question.

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[24] Http://m.busyteacher.ororg/14765-5-easy-listening-games-esl-beginners.html

The lack of facilitis and infrastructure owned by the school for the students.

Need for teaching using games for listening

The advantages of instructional media

- Effectiv INteaching and leaning process of listening
- Variation in teaching
- Listening games

A set of unmusical chair games in teching listening of the eleventh year of SMA 1 Burau .
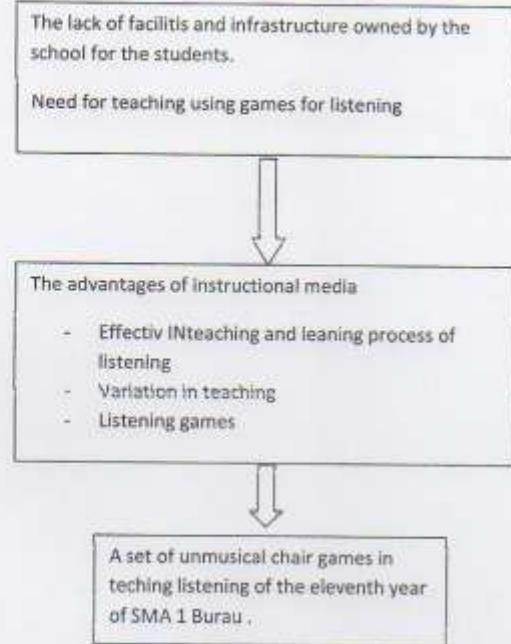
CHAPTER III

RESEARCH METHOD

A. Kind of the research

The type of this research was Clasroom Action Research (CAR). this method which consist of four stage , they are: Planning, Implementation Of Action, Observation, And Reflection.There are some cycle that help by the research. Each cycle is the series of activities which have closed relation. The realization of the next cycle was continue and repaire from the previous cycle.
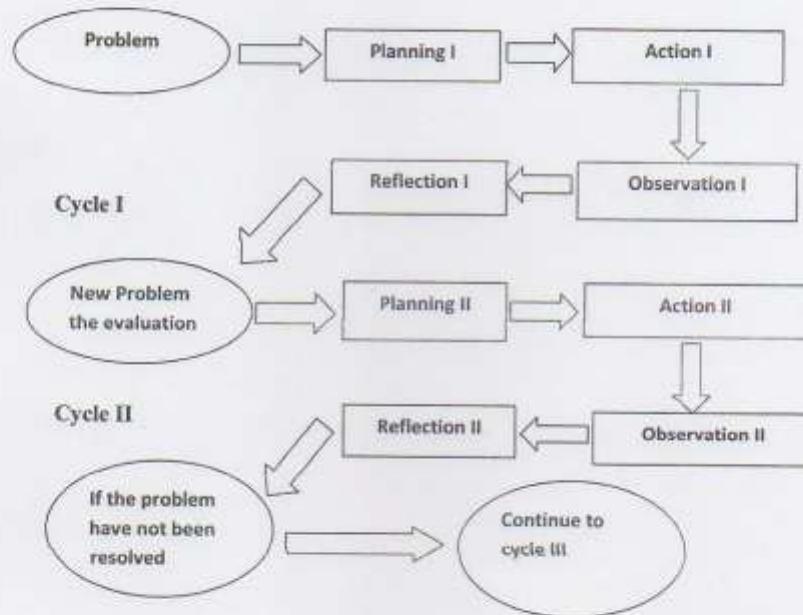
B. *Research Location*

The research location is at SMAN I Burau. It was built in on 22th March 2005. It is located on Pendidikan Street of East Luwu, South Sulawesi. The condition of SMAN I Burau is comfertable, this school has the green view and also there are many trees that make it more beautiful than the other school in Lambarese.

SMAN I Burau has the classroom and is 2 parts IPA and IPS then at SMAN I Burau is supported by educators, librarians, laboratory and administrative staff. SMAN I Burau has been accredited by the accreditation of (A)

SMAN I Burau has enough facilities to support learning activties as follows

1. Library
2. Science laboratory
3. Classroom
4. Toilet
5. Teacher's room
6. UKS Room

C. *Design of The Research*

This researcher conducted in the two cycles, in order to find out the appropriate way in teaching listening by using chair game at the eleventh year students at SMAN I Burau. In this study, the researcher used classroom action research where consisted of four stages in the procedure of classroom action research (CAR), they are planning action, observation, and reflection. Classroom action research is action research where a teacher with his/her partner do a

collaboration with making plans, action and reflection which is done to upgrade learning process in the class. The research can conclude that CAR is an action research that is done by two collaborating persons with the purpose to improve the learning process in the classroom. The basic focused on this classroom action research competence in mastering listening through chair game.

D. *Data source*

1. Student

The position of the student in this research as the subject of the research, the researchers hope after researching, the students affective to teaching listening by using chair game. The students are able to ability their listening they can also ability their vocabulary.

2. Teacher

The position of the teacher in this research has been observed for student during the learning process, so the researcher is able to know the student's condition during the class and the teacher gave the some weakness and suggestion to the researcher for the problem and the solution to overcome this problem in each cycle.

3. Collaborator

The position of the collaborator in this helps with teacher be observed the students during the learning process, and intend to be the source of data to see the implementation of classroom action research comprehensimply, either from students or teachers.

E. *Procedure Of The Research*

This research study is a follow based intervention in the form of class action activity through chair game to improve students ability to understand what is conveyed by teacher.

Cycle 1

The first cycle in classroom based on the research consist planning, acting, observation, reflecting.

1. Planning

Before doing the action research, the researcher needs a preparation such as :

a. Preparing the instruments during learning process such as guidance paper in making chair games consist of the ways in making chair games, and example of chair games

b. Preparing text to listen and question to answer

c. Making a lesson plan about the use of chair games in teaching listening at the eleven years of SMAN 1 Burau.

d. Preparing information about the topic that has been make chair games

2. Action

This action, the researcher present about chair games, how to answer the question from audio, text, and then the resercher gave them topic and play in audio, the student hears the question about text which play in audio such as,

when his mother go to the London...... ? Who makes the cake....? And *where she lives..?* Before play the audio text, after that play the audio, and student stand in beside a chair during the audio play, students hear the text from audio and hear sentence about the question. After audio stop, student sit in the chair and answer the question from a researcher, who can answer the true question she/he is the winner.

After doing the game chair the researcher giving the motivate and make them interest in chair games in learning listening process. And make studying fun, enjoy, happy and developing student ability in teaching.

3. Observing

While the learning process, the observer observed all students the learning encourages and teacher's activities with by using instruments of observation that prepare by the researcher.

4. Reflecting

This step the researcher conducted to know how far the student understands the materials which gave. What the strength and the weakness of this cycle. This classroom action research has been successful if some of following the requirement is fulfilled:

a. Most of the students have good participation during the acting (70%)

b. Most of the students have good score in the evaluation (75%).

F. *Instrument*

The researcher used some instruments to gain valid data. The instruments will have the rubric of students listening task result.

The rubric use to assess the students listening skill's. The rubric gave to the students after the researcher give students the treatment. To gain the score resercher used the rubric from iRubric.

1. Listening Rubric Assessment by iRubric

	Poor	Fair	Good
Listening Process	Student is having a hard time receiving, attending, and assigning meaning to words spoken	Student is receiving information, but is having a hard time attending to it and assigning meaning.	Students is comprehending what is being say becouse they are receiving, attending, and assigning meaning to what they hear.
Listening Types	Students is struggling to develop discriminative aesthetic, efferent, and critical listening	Students is demonstrating an eargeness to listen , for hor she is aesttheticlly and/or eferently	Students is fully engaged in listening in everything that's being taught and said.

		listening.	
Remembering info	Students are struggling to remember what has say or taught because of their lack of listening strategies.	Students use strategies to enhance listening ability but lack differences in efferent and aesthetic listening.	Students listen critically therefore is able to evaluation and comprehend all information.

This rubric assessment designed to see if students has following the listening process. This rubric helped the researcher to understand where students have in terms of listening comprehension. This rubric focus on three aspects, listening process, listening types and remembering info. It will show how the students listening comprehension to the materials.

2. Observation list: it was useful to observe the students' participation during the use of chair game in teaching listening. Also, as the basic instrument in the discussion part among the researcher and the collaborator as a way to make reflection in each cycle.

G. Technique in collecting data

The researcher observed to find out the students' achievement when they start listening to each others.

1. Listening the result; students score of listening test by using the formula, as follows:

$$Score= \frac{total\ correct\ answer}{total}$$

Calculating the mean score of students listening test by using the following formula :

$$x = \frac{\Sigma x}{N} X\ 100$$

Were :

Σx : the total raw score

X   : means score

N   : total number of students

1. Activities the student during the learning process, students active will be analyzed by the students active participation sheets. In order that students must say very active, active, less active and not active. Where as the response students, the researcher could analysis the data from the result of questionnaires.

2. Implementation of chair game respond in teaching listening by analyzing the successful level of implementation, then it categorizes into success, less success and not success.

H. *Indicators of success*

Indicators of success in this classroom action research is when the average score of students listening ability improve result using chair games and students

average score of KKM 75 and most of the student active participation in learning process (75%). The quality of learning and teaching process, increase from the first cycle.

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

The findings of the research described the cycles of learning and teaching process of this current research. In this case, there were two cycles ; it can be seen in general through the following chart :

Figure 2

Assesing classroom problem

Reflection

Unfinished

Observation   plan

Action

Reflection

finished

Observation   Revised plan
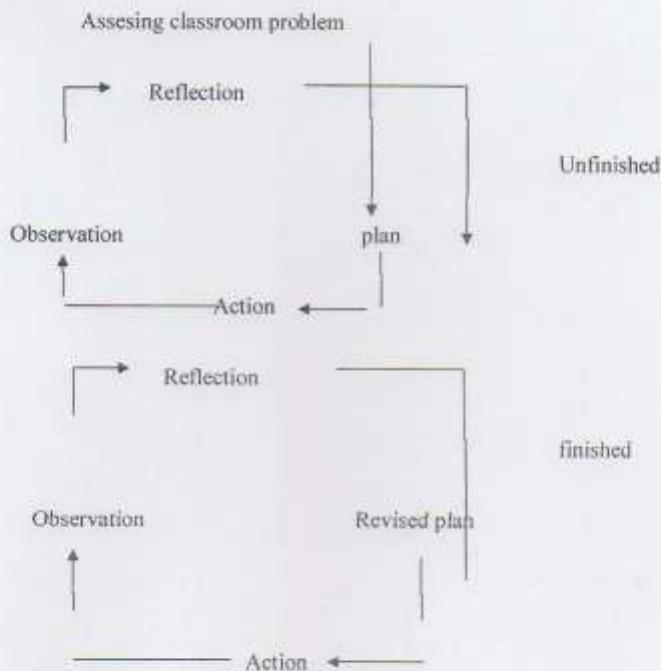
Action

2. Describes the result of the first cycle

The first cycle in this research was consisted of planning, acting, observing, and reflecting.

Cycle 1

1. Planning

In this section, the teacher prepared to carry out the action research class and required different tools that had been created and developed previously, namely a lesson plan (RPP), listening material, observation sheet. In this case, the preparations in the cycle 1 as follows:

a. Making a lesson plan about the use of chair game in teaching listening.

b. Preparing the instrument, story or conversation whit audio (question and paper work about the story)

c. Dividing the student into some group.

d. Preparing the instruments which used in a cycle of classroom action research.

It includes observation list activities, students in the learning process, attendance list of students and evaluation test at the end of the cycle.

2. Acting

The action of cycle 1 started on 18 july 2017

a. First meeting

The first meeting at 09: 45 a.m. in this action the first activity was introduction and connection. In the introduction the teacher gave instruction to get either phsycally or psychologocally by expressing greeting and introduced herself and her collaborator, then prayed together to started lesson. Call the roll, refresh

their concentration as like check the students' attendance and motivating them to join in the learning process.

Secondly, The teacher asked the students, to practice listening to story by using audio. Some students answered they ever learnt listening, but they were not practicing just listening the explain from the teacher and telling the story there is no practice. Then, the teacher explained the purpose of the learning process and also the basic competence that would be achieved primarily in practice listening. And then the teacher explained about what chair game was and the step of it in teaching and learning, listening about what must they did during in the class.

The teacher opened the material for student and then, the teacher explained about the meaning of listening, the important by listening and gave the example and practice. After explained, the teacher gave the instruction and gave them a brain storming about the story (Malin Kundang). In the first meeting in cycle one the teacher used practice individual learning. And then, gave a paper to the student one by one and explained what will they do in the paper. After giving instruction, the researcher gave 2 minutes to prepare theirself to listening to audio and answering the question in the paper and then played the audio (Malin Kundang) in the audio and the student listening and answering the question about a story in the paper. Since the audio played the researcher prepared one chair in front of class for student which done answering the question. Next, if the story in the audio finished, the student must race carry the answer and then sit down in the chair and correct the answer, and continue to the next student to get the winner if the answer to student all are true so the teacher get the winner from the game.

But, in the first meeting there is no the winner because the student still low about the listening.

The last, the researcher gave morality suggestion and gave appreciations to the students. Next, the teacher said thanks to students who participated in her research. And the last, the teacher closed the teaching learning process by saying "*Hamdalah*" and prayer together.

b. Second meeting

In the second meeting 25 July 2017 at 09.45 the teacher begun the class with said " Salam " then prayed together to start the lesson. Call the roll, refresh their concentration as like check the students' attendance and motivating them to join in the learning process.

Next, the teacher begun explaining the material and used chair game, in this meeting the teacher gave student instruction to making group. But before making group, the researcher gave brain storming about conversation (Holliday), gave them some vocabulary about Holliday. After that, the researcher making group using randomness one until three groups, like a group A they were: student 1, student 2, student 3, student 4, student 5, student 6, student 7, student 8. Group B they were, student6, student 9, student 10, student 11student 12, student 13, student 14, student 15, student 16. Group C they were, student 17, student 18, student 19, student 20, student 21, student 22, student 23, student 24, student 25. The researcher chooses leader in group and prepared the chair in front of the class. Then explained what will they do in the game. After that, the researcher made sure whether or not the student was ready or not, because in this section student answer the question on together and the leader in the group must sit in the

chair if found the answer. Before to playing the audio, the researcher must read the question about the conversation to the student. Next, the researcher played the audio and in this meeting audio conversation (about Holliday). The Researcher gave student 30 minutes hear the audio and 10 minutes worked the test until got the group which can answer the question is true. And the teacher corrects the answer in the group until got the winner.

The last, the teacher gave morality suggestion and gave appreciated by the students, next the teacher said thanks to students were participating in her research. And the last, the teacher closed the teaching learning process by saying by saying " Hamdalah " and prayer together.

3. Observing

During the implementation of teaching learning process by using chair game in the first cycle, the teacher and the collaborator did observation. They found that some of the students got improvements in listening skill. The students said that, the learning process was interesting, enjoyable, and they felt happy. In other said, the teacher also found that some others were still under the target or the criteria. Such as : the student were not familiar with the learning by using chair game, the class was still noisy because the student were still busy with their activity. Practice in listening primary in the chair game is the new ways in learning for student, so that way could make them confused with the ways in the game. It made the learning process was not active.

Evaluation the students in listening practice showed that students mastery on listening skill were mostly in low scores. Evaluation of the students' listening

practice test showed were some who got low scores and the mean score was only

(see table).

Table 1

Score of student listening test in cycle 1 by Rubric

NO.	Respondent	Listening process			Listening types			Listening information			Score
		Poor	fair	Good	Poor	Fair	good	Poor	Fair	Good	
1.	Student 1		2		1			1			40
2.	Student 2	1			1				2		40
3.	Student 3	1				2		1			40
4.	Student 4	1					2			3	60
5.	Student 5	1				2		1			40
6.	Student 6		2			2			2		60
7.	Student 7		2			2			2		60
8.	Student 8		2			2		1			50
9.	Student 9		2			2		1			50
10.	Student 10		2		1			1			40
11.	Student 11	1			1			1			30
12.	Student 12		2		1			1			30
13.	Student 13	1			1				2		40
14.	Student 14		2			2			2		60
15.	Student 15	1				2			2		50
16.	Student 16		2				3		2		70

17.	Student 17	1			1			1			30
18.	Student 18		2			2			2		60
19.	Student 19		2			2			2		60
20.	Student 20	1				2		1			40
21.	Student 21		2			2			2		60
22.	Student 22		2			2			2		60
23.	Student 23		2			2				3	70
24.	Student 24		2			2			3		70
25.	Student 25		2			2			3		70
	JUMLAH										1290

After that, the teacher did observation about activities and used Rubric. This rubric assessment have been design to see if students has following the listening process. This rubric helps the teacher to understand where students has in iterms of listening comprehension. This rubric focused on three aspect, listening process, listening types and remembering info. It to show how the students listening comprehension to the materials.

Calculating the mean score of students' listening test of cycle

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

$$= \frac{1290}{25}$$

$$= 51,6$$

The table explaining that higher score is 70 and the lowest score are 30. There are 4 students who got score 70, there is 8 students who got score 60. There are 3 students who got score 50. There are 7 students who got score 40. And there are 2 students who got score 30.

Table 2

The rate percentage of students' score in cycle 1

Classification	Score	Frequency	Percentage
Very good	81-100	-	-
Good	61-80	4	20 %
Fair	41-60	11	55%
Poor	21-40	10	50%
Very poosr	1-20	-	-

The table above show that the students score in the test of cycle 1; there was none student got 'very good', 4(20%) students got 'good', 11(55%) students got ' fair' and none students got 'very poor' clasification.After that the researcher got some data about activities of students in learning process. Based on the result of observation researcher got such as 3 students were not active, 7 students were less active, 8 students were active, and 2 students were very active. It can be seen in the below :

Table 3

The observation of the students' activity in cycle 1

No	Students	Not active	Less active	Active	Very active
1.	Student 1	▨			
2.	Student 2	▨			
3.	Student 3	▨			
4.	Student 4			▨	
5.	Student 5	▨			
6.	Student 6			▨	
7.	Student 7			▨	
8.	Student 8		▨		
9.	Student 9		▨		
10.	Student 10	▨			
11.	Student 11	▨			
12.	Student 12	▨			
13.	Student 13				▨
14.	Student 14			▨	
15.	Student 15		▨		
16.	Student 16				▨
17.	Student 17	▨			
18.	Student 18			▨	

19.	Student 19				
20.	Student 20				
21.	Student 21				
22.	Student 22				
23.	Student 23				
24.	Student 24				
25.	Student 25				

Where :

1. **Very Active:** the students always gave the teacher a question about the practice and participated fully in all activities in the learning and teaching process

2. **Active** : the students response the material and participated in practice, wheter to teacher or his/her friends.

3. **Less active** : the students lack attention and his/her seldom answer the question and not good face for practice.

4. **Not active** : the do not give respond to the material, she/he did not want duing the practice whit theyr friends,she looks confused, bored and sometimes leaves the class, sleepy, , writer or something beyond of the material, etc.

Table 4

The percentage of students active participation in cycle 1

Classification	Frequency	Percentage
Not active	10	50%

Less active	3	15%
Active	8	40%
Very active	4	20%

$$P = \frac{F}{N} \times 100$$

Where :

    P = percentage

    F = frequency

    N = total of students[25]

Table 5

Diagram the students' participation
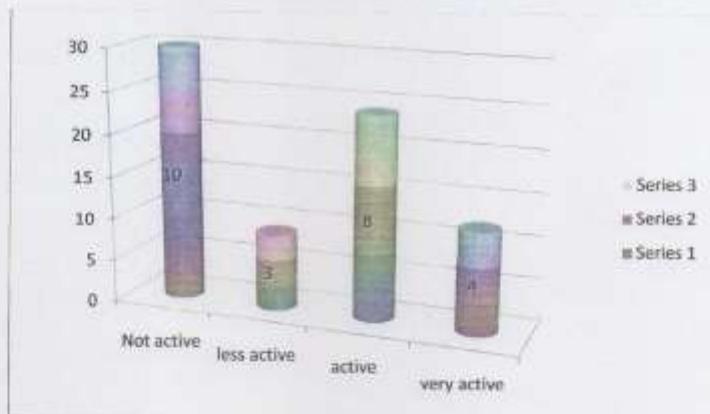
Based on the researcher data in the cycle 1 which is shown by the description above that included 25 students, where 10 student were not active in listening process was running, and percentage (50%). The less active student were

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[25] Sudjana, *"metodestatistika"* (Bandung ,Tarsito Bandung, 1992), p. 73

3, and percentage reached (15%). The active students were 8, and percentage (45%). Very active students were 4, and percentage reached (20%). This section was not succesfull because there was still weak that the teacher and collaborator found.

4. Reflecting

In this stage the researcher got the significant weakness in teaching listening in implementing or using chair game in cycle 1, and needed to repair then continued to the cycle 2. The class was still noisy because the students were still busy with their activity and they were bothering each other. Most of the students were still confused about practice in listening information. They were still confused with the rules of this activity even though the researcher had explained. Chair game had new type listening practice for students, so that could make the confused about the meaning of the word on the audio. It made the learning process was not active.

Based on the weakness above, it proved that this cycle 1 was failing or far from the target. So, it would continue in the cycle 2. For solving the problem or weakness in the cycle 1, the teacher was planned in the cycle 2 as follows :

a. The teacher glossaries in the audio and story to support the student in listen the audio and test. It would make the learning process more effective and the students more focus in listening games.

b. The teacher gave more motivation and game before beginning learning process.

c. Setting the classroom into five groups to create learning process better.

d. The teacher gave more explanation about the material.

Cycle 2

After doing the observation and reflecting in the first cycle, there was still weakness in the first cycle. Then, in order to decrease the weakness and to create the succesfull in the second cycle, therefore, in the second cycle was done. Based on the preparation as follows:

1. Planning

The planning in the second cycle as follows :

a. Making a lesson plan about the use chair game in teaching listening

b. Before starting learning process, the teacher encouraged the students by giving motivation and positive suggestion to the students in order to be more active in the learning process.

c. Giving some small game before beginning learning process.

d. The teacher gave more explanation about the material.

e. The teacher gave more glossaries in listening to make student enjoy in the learning process.

2. Acting

The second cycle continued on 1 august 2017, at 9.45 a.m. at the teacher gave more motivation and more guidance to be active in the learning process. Opened the class by greeting the students like saying hi or hello and asked their condition by saying " how are you? And they prayed together to start the lesson. After that the researcher gave game before started the material.

In this activity , explained again the material, but this time the teacher not really difficult to explain the material because the teacher makes the groups well and added many examples in teaching. And also they have memorized some vocabularies. The teacher just explained that was not understanding of the students, then the teacher gave some chances to the students to ask if there something they still did not understand.

Firstly, the teacher divided the students into five groups using randomness. Before making the group the researcher gave brain storming to the student. Each group consisted of five students. The grouping of the students was based on students. Group 'Bear' they were student 1, student 2, student 3, student 4, student 5. Group 'crocodile', they were; student 6, student 7, student 8, student 9, student 10. Group' rabbit' they were student 11, student 12, student 13, student 14, student 15. Group 'chicken' they were student 16, student 17, student 18, student 19, student 20. Group 'sheep' they were student 21, student 22, student 23, student 24, student 25. After that, the teacher gave the test one group, then teacher read the meaning of the question and prepare the chair in front of the class. After that asked the student what is a student ready to listen or no, after that the teacher played the audio until finish and then the student answer the question then sit in the chair and the teacher got the winner of the game. And in this section the teacher gave the student story about (new toys) from a story upin and ipin in the movie animasi, because the researcher want the student can enjoy and easy to listen and understand.

Looking at the cycle 1, the researcher gave student 2 section (story and conversation) but the student still confused about the meaning. Therefore, to make

the students comprehend and learning process can effective, the researcher gave the student story in audio which interest and easy like in the story "upin and ipin". Because they said that difficult to listen to conversation and story which formal.

After the teacher changes the story to be an interesting story in audio, the student more happy and enjoy to listening the audio and the student can hurry to answer the question and did the game until all of the group answer the question and sit in the chair with together. Next, after the teacher changes the story. So, the teacher easy to get the winner in the game and then the teacher gave a reward/gift to the group that had been the winner.

The last activity, the teacher gave opportunity fully the students to make conclusion about the learning material that had been studied. Then the teacher asked again the difficulties that the students got during teaching and learning process. After that, the teacher gave some positive suggestion to the students again such as encouraging, motivating, and giving them spirit more and more before ending meeting.

3. Observing

Based on the observed activity conducted by a researcher and collaborator in the action cycle 1, they found the students' participation was very good. The teaching material seemed interesting for the students. Therefore, almost of them followed the learning process enthusiastically so that the class seemed more active than before.

Evaluate the students listening comprehension in learning process showed that students master in listening were high scores.

Table 6

Score of the students listening used unmusical chair game in cycle 2

NO.	Respondent	Listening process			Listening types			Listening information			Score
		poor	fair	good	Poor	Fair	good	poor	fair	Good	
1.	Student 1		2			2			2		60
2.	Student 2		2			2				3	70
3.	Student 3		2				3		2		70
4.	Student 4		2				3			3	80
5.	Student 5		2			2			2		60
6.	Student 6		2			2				3	70
7.	Student 7			3		2				3	80
8.	Student 8		2				3			3	80
9.	Student 9			3		2			2		70
10.	Student 10			3		2			2		70
11.	Student 11		2			2			2		60
12.	Student 12			3		2			2		70
13.	Student 13		2			2				3	70
14.	Student 14			3			3			3	90
15.	Student 15		2				3			3	80
16.	Student 16		2				3			3	80
17.	Student 17		2			2			2		60
18.	Student 18		2			2			2		60

19.	Student 19	2				3			3	80
20.	Student 20	2			2				3	70
21.	Student 21		3			3			3	90
22.	Student 22	2				3			3	80
23.	Student 23	2			2				3	90
24.	Student 24		3			3			3	90
25.	Student 25		3			3			3	90
	JUMLAH									1870

Calculating the mean score of the students' reading test of cycle

$$x = \frac{\sum x}{N}$$

$$= \frac{1870}{25}$$

$$= 74,8$$

The table explains that higher score is 90 and the lowest score are 60. There are 5 students who got score 90, there is 7 students who got score 80. There are 7 student who got score 70. There are 5 student who got score 60.

Table 7

The rate percentage of students score in cycle 2

Classification	Score	Frequency	Percentage
Very good	81-100	5	25%
Good	61-80	15	75 %

Fair	41-60	5	25%
Poor	21-40	-	-
Very poor	1-20	-	-

The table above shows the students score in cycle : in which there were none students got' very poor and poor', 5(25%) students got ' very good', and 15(75%) students got 'good'.

Table 8

The observation of students activity in cycle 2

No	Respondent	Not active	Less active	Active	Very active
1.	Student 1		█		
2.	Student 2			█	
3.	Student 3			█	
4.	Student 4				█
5.	Student 5			█	
6.	Student 6				█
7.	Student 7				█
8.	Student 8				█
9.	Student 9				█
10.	Student 10				█
11.	Student 11			█	
12.	Student 12				█

13.	Student 13				
14.	Student 14				
15.	Student 15				
16.	Student 16				
17.	Student 17				
18.	Student 18				
19.	Student 19				
20.	Student 20				
21.	Student 21				
22.	Student 22				
23.	Student 23				
24.	Student 24				
25.	Student 25				

Where:

1. **Very Active:** the students are responsive and participated fully in all activities in the learning and teaching process.

2. **Active:** the sudent's response to the material and interacting with others, wheter the teacher or his/her friends.

3. **Less active:** the students pay attention and give response once in a while.

4. **Not active:** the do not give respond to the material, she looks confused, bored and sometimes leaves the class, sleeping, fiddling mobile, a writer or something beyond the material, etc.

Table 9

Diagram the students' participation

- Series 3
- Series 2
- Series 1
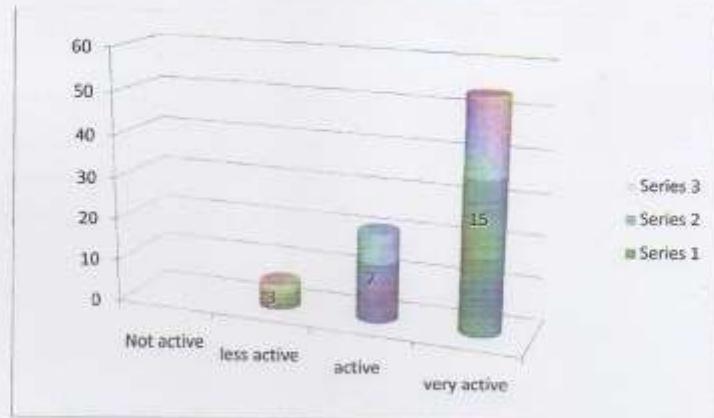
Table 10

The percentage of students active participation in cycle 1

Classification	Frequency	Percentage
Not active	-	-
Less active	3	15%
Active	7	35%
Very active	15	75%

$$P = \frac{F}{N} \times 100$$

Were :

P = Percentage

F = Frequency

N = Total of students

Based on the data in cycle 2 shown by the description above that include 25 students, there were 3 students less active, and percentage reached 15%. The active students were 7, and percentage reached 35%. The very active students were 15, and percentage reached 75%.

4. Reflection

Some succesful point in the cycle 2, as follows:

a. Most of the students were more active during the learning process and they the very enthusiasm hear the audio. It happened because all of students happy to listen story and easy to get the information from a story in the audio and made the learning process more effective and the students more focus on listening information during practice.

b. Most of the students were easier to comprehend the listening. It happened because in hearing the story from audio there were glossaries and memorizing some vocabularies, so that could support the students in listening comprehension.

c. Most of student activities every even in listening and hear the audio which interesting story.

d. The grouping of the students was based on students' level, it would make them more active and focus on learning. They were not bothering each other so the atmosphere of the class was conducive.

e. The applying chair game is some, interesting to students in improving listening skill, because of their want like as give the various stories.

f. Giving more chance to the students who good score to share their knowledge in teaching and learning process.

g. The ideal mean score has achieved, in the cycle 1 was 56,and then the second cycle was become 74,8.

B. Discussion

By considering the findings, the researcher presents the discussion of data given to the students, the section described about the effectiveness of chair game in teaching listening at the elevent years of senior high school 1 Burau. The students score at the eleventh year students of SMAN 1 Burau was not effective in the first cycle then in the second cycle was effective. It could be identified from result cycle 1 and 2 in the learning process by using chair game.

To know the effectiveness of chair game in teaching listening, the researcher discuses the result of data analysis in accordance with the scope of the research. The discussion is intended to know the effectiveness of chair game in teaching listening at the eleventh year of SMA 1 Burau.

1. The first cycle

Based on the analysis from the students test in cycle 1, the mean score in the first cycle is 51,6. The criteria of success in this research with the students average score was 75. It is shown that cycle still far from the goal. Only 4 students very active in the learning process, they were responsive and participated fully in all of activities in the learning process. Only 8 students active in teaching process them

Were responses the material and interacting with the teacher or his friends. There were 3 students less active and 10 students not active, because they were

just once, a while gave responses about the material even did not give respond. It means that the students active in class only 40% and 60 % not active.

From the data and observation, the researcher found that were 4 students very active and 8 students active during the learning process. It eoused by the way researcher applying by using unmusical chair game wich they could enjoy and have fun with their friends, and also they felt happy so that easier to receive and understand the lesson.

Besides. The researcher also found the problems of the class, why students not active not active and less active becouse the students were not familiar with the learning by using unmusical chair game, they did not have a breveness to be active during the learning process, the class was still noisy because the students were still busy with their activity. The speak fro audio was still making the student confused about the meaning of the words. Beside that, the student has less vocabulary. It made the student's condition in listening less active.

Evaluation the students listening skill showed that students mastery on listening skill were mostly in low scores. The mean score was only 51,6 and this still far from the goal the rate percentage of students score in the listening test of cycle 1, there was none student got, 'very good', 4(20%) students got 'good' , 11(55%) students got ' fair' and nine students got 'very poor' classier.in addition, the researcher realized that there were some weaknesses in teaching, like the position of her when teaching or explaining the material her unclear and weakness.

The means that in cycle 1 the researcher was not successful in teaching listening by using chair game. She planned to repair some of the aspects that

make the goal can be not achieved, like the weakness in teaching, so that the researcher have to continued to cycle 2.

2. Second cycle

The cycle 2 was repaired from the cycle 1. The researcher was repaired the weakness in implementation chair game in teaching listening in cycle 1. The researcher was planned some solution for the next cycle to solve the problem such as before starting learning process. The researcher encoraged the students by giving motivation and refresh before beginning learning process, gave more explanation about the material, giving the student interesting story from audio and reward to the winner. It was stimulated their interest in learning.

By doing the procedures above, the researcher found that students' participation was very good they did not look bored. The teaching material seemed interesting for the students. There was developments from the students on listening in cycle 2, and the condition of the class can control. The students easier comprehend the text and more active in the learning process. They were enthusiasm in the learning process.

Meanwhile the percentage students participation in the cycle 2, there were nine student not active, 3 students less active in listening class when learning process was running, and percentage reached 15%. The active students were 7 and percentages reached 35%. The very active students were 15 and percentages reached 55%. Referred to the result of data analysis, the researcher found that students active participation was better than the result in the cycle1. The researcher also found that the criteria of success in cycle 2.

The mean score of the students test in the cycle 1 was 51,6 after, continued to cycle 2 the mean score of the students' test had improved was 74,8. The rate percentage of students score in the listening test of cycle 2.

It means that there were significant changes score from cycle 1 till cycle 2. In cycle 2 the students easy and happy and more active in learning process. In addition, the goal of research can be achieved. The teacher gave more motivate to study. Based on the observation activities this cycle during learning process by using chair game very effective because most of the students' interest in the learning process. They more enjoyable and more spirit in their activity, especially in their group. The class condition was more conducive. The students were friendly with their friends.

Based on the result above, the teacher finished the learning in the second cycle. The students dominate learning process, they had level of achievement and the researcher have known that teaching listening by using chair was an effective way in teaching listening. Especially for listening game. Its support of ESL Program.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents conclusions and suggestions based on the data analysis and the findings in the previous chapter.

A. Conclusions

After finishing, the researcher concludes that the chair game is can use to develop listening in the school and effectively in teaching listening skill to the eleventh year of SMAN 1 Burau. The effective ways in teaching listening skill by using chair games could be conducted, as follows:

1. Forming the students into small groups that consisted of 5 students. The grouping of the students was based on students' level. It made them more active and focus on learning.

2. Giving the question to all students. It would more effectively and student more focus on listening.

3. Giving the interesting story. It helped the students easier to listen.

4. Giving a reward/ gift for appreciating wine.

5. Giving more motivation to the students that working together is easier to listening skill. Listening games of the students can be seen from the result of the mean score has increased from cycle 1 (56) to cycle 2 (74,6). So, teaching listening by using chair game can effectively if implemented in listening game.

6. Changing the atmosphere of the students in the classroom during learning process and making the students fun and activities in learning process.

7. Teaching listening by using chair game is an effective and interesting way that can be applied in the classroom.

The students listening skill progressing during the learning activity by using chair game was good. The students say and that they felt happy and have fun because learning by using chair game.

B. *Suggestions*

Based on the conclusions presented above, the researcher can provide the following suggestion:

1. According to the result of this study, it is suggested to English teacher using chair game when they teach listening and to be more creative in choir in teaching such as; make the students into small groups, give the material to all of students, give students interesting story or conversation, and make the students enjoy and easy to listen.

2. It also suggested to the English teacher, to get the effective way in teaching listening games. English teachers should be creative to find out the interesting or suitable method in teaching listening such as chair game

3. For the next researcher who wants to do the research on the use of chair game.make them easier to doing their research.it is better to find more game from ESP program.

APPENDIX

LESSON PLAN CYCLE I

School   : SMAN I Burau

Grade / semester :1

Subject   : english

Time Allocation   : 2x45 minutes

LEARNING OBJECTIVES

By the end of the lesson

1. The student will be able to listening

2. The student will be able to make chair game in learning

3. The students will be able to answer the question about story in audio using chair game.

MATERIAL AND MEDIA

Story about Malin kundang and audio (speaker, laptop)

TEACHING LEARNING ACTIVITIES

STEP	ACTIVITIES	PROCEDURES	TIME
Warm Up	Greeting / ice breaking	➢ Greeting and praying ➢ Calling the roll ➢ Asking the students condition Giving motivation and game to the students. ➢ Telling the rules of chair games	10 minute
Presentation	Language / skill	➢ The researcher ask and expalins about the	30 minute

		meaning of listening, the important of listening, and geve them example and practice	
		➤ The researcher explain about the purpose researcher come in the school	
		➤ The researcher explain about chair game in teaching listening	
		➤ The researcher practice individual learning and then give the student paper one by one and explain what will they do in the paper.	
		➤ After give the paper and instruction the researcher give 2 minutes for prepared theirself to listen audio .	
		➤ The researcher play the audio and during play the audio the researcher prepared one chair in front of class and the if the story in the audio finished the student must racing carry the answer and then sit down in the chair and correct the answer and countinue to the next student until get the winner if the answer for student all true	
Control Practice	Control practice	➤ Explaining the corrections of the answer from student about the story	5 minute
Closing		➤ The researcher asks the students problem during the learning listening.	5 minute

| | | ➤ The researcher give morality suggestions | |
| | | ➤ Closing the class and praying | |

LESSON PLAN CYCLE I

School   : SMAN 1 Burau

Grade / semester   :1

Subject   : english

Time Allocation   : 1x45 minutes

LEARNING OBJECTIVES

By the end of the lesson

1. The student will be able to listening

2. The student will be able to make chair game in learning

3. The students will be able to answer the question about story in audio using chair game.

MATERIAL AND MEDIA

Conversation and audio (speaker,laptop)

TEACHING LEARNING ACTIVITIES

STEP	ACTIVITIES	PROCEDURES	TIME
Warm up	Greeting / ice breaking	➢ Greeting and praying ➢ Calling the roll ➢ Asking the students condition Giving motivation and game to the students. ➢ Telling the rules of chair games	5 minute

Presentation	Language / skill	➢ The researcher ask and expalins about the meaning of listening, the important of listening, and geve them example and practice ➢ The researcher explain about the purpose researcher come in the school ➢ The researcher explain about chair game in teaching listening ➢ The researcher give students instruction to making group one untill three group (A,B,C) and give a leader in group and explain about what will they do in the game ➢ This meeting the teacher give conversation audio(Hollyday) ➢ The teacher play the audio conversation (hollyday) student until get the winner if the answer for student all true	25 minute
control practice	Control practice	➢ Explaining the corrections of the answer from studem about the story	5minute
closing		➢ The researcher asks the students problem during the learning listening. ➢ The researcher give morality suggestions ➢ Closing the class and praying	5 minute

LESSON PLAN CYCLE 2

School   : SMAN I Burau

Grade / semester   :1

Subject   : english

Time Allocation   : 2x45 minutes

LEARNING OBJECTIVES

By the end of the lesson

1. The student will be able to listening

2. The student will be able to make chair game in learning

3. The students will be able to answer the question about story in audio using chair game.

MATERIAL AND MEDIA

Story about upin and ipin (New Toys) and audio (speaker.laptop)

TEACHING LEARNING ACTIVITIES

STEP	ACTIVITIES	PROCEDURES	TIME
Warm up	Greeting / ice breaking	➤ Greeting and praying ➤ Calling the roll ➤ Asking the students condition Giving motivation and game to the students.	10 minute

		➤ Telling the rules of chair games	
		➤ The researcher ask and expalins about the meaning of listening, the important of listening, and geve them example and practice ➤ The researcher explain about the purpose researcher come in the school ➤ The researcher explain about chair game in teaching listening ➤ The researcher give students instruction to making five group (A,B,C,D,E) and give a leader in group and explain about what will they do in the game ➤ This meeting the teacher give story(new toys) ➤ The teacher play the audio story for student until get the winner if the answer for student all true	60
Control practice		➤ Explaining the corrections of the answer from student about the story	10 minute
Closing		➤ The researcher asks the students problem during the learning listening. ➤ The researcher give morality suggestions ➤ Closing the class and praying	10 minute

Hal : Skripsi
Lamp : -

Kepada Yth,
Ketua Dekan Fakultas Tarbiyah IAIN Palopo
Di; -
   Tempat
Assalamu alaikum Wr. Wb.
Sesudah melakukan bimbingan skripsi mahasiswa di bawah ini .

Nama   : AMALIA
Nim   : 13.16.3.0019
Program   : Bahasa Inggris
Judul Skripsi   : **"Teaching Listening By Using Chair Gmae At The Eleventh Year Of SMAN 1 Burau"**

Menyatakan bahwa skripsi tersebut sudah layak untuk diujikan.
Demikian untuk diproses selanjutnya.

Wasalamu Alaikum Wr. Wb.

Palopo, October 06th 2017
Pembimbing II,

Amir Faqhihuddin Assafari S.Ag.M.Pd.I
NIP.19710407 200604 1 005

CONSULTANT APPROVAL

Thesis Entitled : TEACHING LISTENING BY USING CHAIR GAME AT THE ELEVENTH YEAR OF SMAN 1 BURAU

Written By :

Name	: AMALIA
Reg. Number	: 13.16.3.0125
Feculty	: Tarbiyah and teacher Training
Study Program	: English

Has been corrected and approved to be examined.

Palopo, 06 Oct 2017

Consultant I
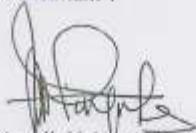
Amalia Yahya, S.E., M.Hum
NIP.19571005 198303

Consultant II

Amirtaghihuddin Assafari, S.Ag.M.pd.I
NiP.19/ w 907 200609 1 005

NOTA DINAS PEMBIMBING

Hal : Skripsi
Lamp : -

Kepada Yth,
Ketua Dekan Fakultas Tarbiyah IAIN Palopo
Di, -
   Tempat
Assalamu alaikum Wr. Wb.
Sesudah melakukan bimbingan skripsi mahasiswa di bawah ini :

Nama   : AMALIA
Nim   : 13.16.3.0125
Program   : Bahasa Inggris
Judul Skripsi   : **"Teaching Listening By Using Chair Games At**
                     The Eleventh Year Of SMAN 1 Burau

Menyatakan bahwa skripsi tersebut sudah layak untuk diujikan.
Demikian untuk diproses selanjutnya.

Wasalamu Alaikum Wr. Wb.

Pelopo, october 06th 2017
Pembimbing I

Amalia Yahya, S.E., M.Hum
NIP.19771013200501 2006

EXAMINER APPROVAL

Thesis Entitle : Teaching Listening By Using Chair Game At The Eleven Year Of SMAN 1 Burau

Written By :

     Name   : Amalia

     Reg. Number   : 13.16.3.0125

     Faculty   : Tarbiyah and Teacher Training

     Study Program   : English

Has been corrected and approved to be Munaqasyah examined.

Palopo, 21th March 2018

Examiner I   Examiner II

Dr. Masruddin , S.S.,M.Hum.   Muh.Irfan Hasanuddin, MA
NIP.19800613 200501 1 005   NIP.19740623 199903 1 002