

THE EFFECTIVENESS OF COMMUNICATIVE GAME SEQUENCING PICTURES AND STORIES GAMES IN TEACHING LISTENING

Gangan Ganda Somantri, Dinar Fortuna

ABSTRACT

The research paper is entitled "The Effectiveness of Communicative Game Sequencing Pictures and Stories Game In Teaching Listening" which was written to be submitted to English Education Study Program of FKIP of UNIBBA as a partial fulfillment of requirements for taking Sarjana Pendidikan Degree the aim of the research is to find out whether or not of communicative game sequencing pictures and stories game in improving listening skill of second grade students at SMP Budi Mulya is effective and responses of the students when they learn English Listening through sequencing pictures and stories game. The research was classified as pre-experimental research. The main subjects of this research were 25 students of class VII at SMP Budi Mulya. The approach of the study was quantitative. Listening test were used as the instruments of eliciting the data. The action implemented in this research were using sequencing pictures and stories game, giving more explanation in English, making use of the pictures. The results of the research showed that the use of sequencing pictures and stories game in the English teaching and learning process was effective to improve the students listening skills there was an increase in the means scores 1,652 in the pre-test to 6,348 in the post-test. The increase of the means from pre-test to post-test was significant, it is proved by the t-test result that t-observed was higher than table (10,07 > 2,064). There were some good improvements in some aspects such as their familiarity in listening to English word. Moreover, communicative game sequencing pictures and stories game successfully caught the students attention.

Key words: Listening Ability, Sequencing Pictures and Stories Game.

INTRODUCTION

Many people learn English for many purposes, such as for economic purpose, education, and tourism etc. In Indonesia, English is a subject in school. And the teacher has to teach English seriously. But mastering English is not only for students at elementary school and junior high school but also at the senior high school and even at the university. As Boyle state (2011: 236) teacher she should have some methods of teaching. In learning English there are four language skills in English, namely, speaking, reading, writing, and listening.

As one of the language skills, listening holds an essential role in learning and acquiring a language. Therefore, listening skill is crucial in language acquisitions because it helps students to discover and practice new language by receiving input from native speakers or from English teachers. Moreover, in the K.13 curriculum stated implicitly that students should be able to comprehend the meaning of English language and be able to compose oral and written texts using speaking, listening, reading and writing. In line with this, Strickland (2004: 119) convey that the development of listening skill is crucial as it gives the foundation for further communication skills.

Listening skill has to be given more emphasis rather than the other skills since the children firstly learning by comprehending adults who speak to them; in this case, their teacher is the main source of their learning.

The teachers are expected to be imaginative and creative in developing their teaching

techniques. Despite of its important, in fact some students have problem in learning listening, first, listeners cannot control the speed of speech. Second, listeners are not able to control how quickly speakers talk. Third, listeners cannot have words repeated and this can cause critical difficulties for them. Fourth listeners cannot replay a recording section.

Based on the condition above, the writer would introduce the technique to help student listening well by using one of communicative game. According to Wright (2006: 1) game is an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others. In this research the writer chooses one of part of communicative game, that is sequencing pictures and stories game.

As stated by Wright (1989: 2) pictures are not only an aspect of method but also the representation of places, objects, and people. They are an essential part of the overall experiences that the teacher must help the students to cope with. He states that it is important to have as a wide range of resources as much as possible in the classroom so that the students can have a rich base and stimulus for developing the students' ability to use the foreign language.

Cameron (2001: 274) suggests three stages of using stories. They are preparation activity: brainstorming vocabulary, core activity: reading the story, and follow up activity: vocabulary learning. It is this potential that makes this game communicative. Students can experience it see how it used rather than being practiced.

Wright (1989: 3) claims that sequencing pictures and stories game display a series picture and scenarios to listen and have to sequence it. In other words, sequencing pictures and stories game are media which can be used to arouse students' interest in listening. Sequencing Pictures and stories game give them something different than just the text itself, which contains words only. they will be more motivated in learning .

It can be pointed out from this statement that sequencing pictures and stories game belongs the communicative game because of the nature of a picture elements and it can bring students' language ability while doing games For this case, the writer would like to propose an Using Communicative Game Sequencing Pictures and Stories Game In Teaching Listening”.

To get accurate result about the effect of using Communicative Game Sequencing Pictures and Stories Game In Teaching Listening, the researcher chose the title “**The Effectiveness of using Communicative Game Sequencing Pictures and Stories Game In Teaching Listening**”. for the second grade of SMP Budi Mulya to see if the students' listening ability will effect using Communicative Game. And the writer can formulate the research questions: Is Communicative Game Sequencing Pictures and Stories game effective to improve listening skill? And What are student responses in Learning Listening skills by using Communicative Game Sequencing Pictures and Stories Game?

LITERARY REVIEW

Definition of Listening Skill

Listening is a complex activity, and there are easier by achieving their prior knowledge Listening is one skill that be mastered by the students nearly all level of school (Brown, 2006:5). In listening process, some sentences or messages are transferred from the speaker to the listener orally. Listening is an essential aspect of communicative competence and the most frequently used language skill. Because student receive so much important language input aurally, they should work to develop aural proficiency skill and strategy to help them manage the listening comprehension process.

Listening is the ability to identify and understand what others are saying and listening skill is essential for learning since they allow students to obtain comprehensible input and information (Saricoban, 2011:5). Listening is vital in the language classroom because it provides input for the learner Such as; pronunciation, word stress, vocabularies, syntax, and the tone of the language Without understanding the input at the right level, any

learning cannot begin (Renukadavi, 2015).

Listening skill had vital roles in our life because it interlaces with the other language skills and helps to improve it. Rost (2002) stated that listening as accepting what the speaker is saying, constructing and representing meaning, negotiating meaning with the speaker and responding, and creating meaning through meaning, interaction, and empathy. Listening is a skill to understand and identify what other people say. Based on the definition above, the researcher concludes that listening is an active, conscious, and complex process, where listeners can get messages from the speaker and interpret the linguistic role of individuals in the social environment directly or more

The Process of Listening

In listening, two processes need attention. They are a top-down process and a bottom-up process (Nation, 2009). The Top-down process is the process in which the listener collects messages word-by-word from speech, moving from one part to another. The Bottom-up process involves understanding the flow of speech at a large level starting with the auditory-phonetic, pragmatic phonemic, syllable, syntactic, semantic, lexical, propositional, and interpretive (Nation, 2009).

Listening has two views since the early 1980s, these are the Bottom-up processing view and the Top-down interpretation view (Nunan, 2002:238) , defines Top-down view as a listening process that allows learners to construct the original meaning of the speaker using incoming sounds as clues. In this reconstruction process, the listener uses prior knowledge of the context and situation within which the listening takes place to make sense of what he or she hear. The bottom-up processing model assumes that listening is a process of decoding the sounds that one hears in a linear fashion, from the smallest meaningful units (phonemes) to complete texts.

It can be seen from the explanation above that Listening has two views of processing which is Bottom- up and Top-down. Bottom-up view is when the listener is expected to listen for details; because they have to decode the combinations of words, sound, phrase and expressions at the same time. Top-down view is when the listener is expected to make responses toward the speaker. Mainly, the listener used their background knowledge to know the general idea of what the speaker is talking about.

The Kind of Strategy Listening

To improve listening skills, choosing the right strategy is needed. The use of authentic teaching materials and providing relevant tasks is very necessary in teaching listening skills. strategy used must be adjusted to the ability of students, the three kind of strategy listening have based on (Flood, 2003:313)

1. Communicative listening is a kind of listening that involves students to comprehend and react what is being spoken, and the teacher does not let them just hear and listen, but ask them some questions in whilst activity. Listening itself requires long silent period to do, meaning, it is a kind of passive activity. The teacher can improve listening to be an active activity with communicative teaching.

2. Another technique of teaching listening communicatively is dictogloss. In this technique, the teacher reads a simple text for the students with normal speed and they are asked to write as many as they can. After that, they work in small group to reconstruct some words they wrote. This technique is like a technique of traditional dictation, even though, it is a kind of superficial technique of teaching

3. The implementation of Game as the strategy in listening class gave valuable contributions to the English language learning. The use of this strategy which gave the learner centered process in listening class would make the students conscious of the processes underlying the learning. They were involved in learning more effective and interesting way.

The Definition of Communicative Games

Listening is one of the most important skills, it is actually easy to develop with simple games and activities. Communicative game is a group of activities that can stimulate students' interaction. Not only can stimulate their interaction, but also an activity with a non-linguistic aim. According to

Hadfield (2005) the completion of communicative task is on the successful communication rather than the correctness of the structure, correct language usage though is still important, but it takes place to secondary place to achieve communicative goals.

In line with Negin's (2017:256) explanations, Communicative activities have an important role in creating chances to bridge interaction between students and students or between students and teacher; in which it can link information or opinion gaps, asking information, giving information, finding out other's opinions and others. that communicative games does not have to be drawn-out or intricate. It is enough if there is something to be communicated about to the others or to be found out from the others, as long as the students want to keep continuing the game because they are absorbed in it (Rowland, 1979).

Types of Communicative Games for Listening Skill

There are many examples of different games for listening skill, Wright (2006:46) are proposing three types of communicative games for listening:

1. Guessing Game

Guessing game is one of the communicative activities. In which one person knows the information and intentionally withholds it until someone are able to get the answer based on the clues that has been given. It can be teacher and students or students with students.

2. Listen and Draw game;

This activity also considered having communicative element, because the teacher has the information while others are not. Teacher can start by telling the students to listen carefully to the descriptions and after that read the descriptions again with the students are drawing alongside of it.

3. Sequencing Pictures and Stories Game

Sequencing is one of the communicative language games. The teacher displays a series of pictures and scenarios and students are asked to listen carefully for a story and they have to sequence it to make it orderly.

The Definition Sequencing Pictures and Stories Games

Pictures, as one of the media Pictures in supporting an effective and efficient teaching learning process give them something different than just the text itself, which contains words only something easy and interesting, they will be more motivated. Pictures, as one type of media, can help the students to recall their prior knowledge which is an essential component in reading (Field, 2003: 36).

Pictures of various kinds are often used to make works more appealing (Harmer, 2008:21). In the teaching and learning process, students sometimes find difficulties in understanding texts. One of the reasons is that students cannot find something interesting from the texts. With the help of pictures in the text, teachers might attract students' attention Cameron (2001: 274). suggests three stages of using stories. They are preparation activity: brainstorming vocabulary, core activity: reading the story, and follow up activity: vocabulary learning. It is this potential that makes this game communicative. Students can experience it see how it used rather than being practiced.

Sequencing pictures and stories game display a series picture and scenarios to listen and have to sequence it (Wright,1989: 3). In conclusion, Sequencing pictures pictures, as one type of media, can be used to help students find the main points of the stories.

The Advantages Using Sequencing Pictures and Stories Games

In doing this kind of activity, the students are only asked to listen carefully and do not have to write English sentences. They only had to Sequencing pictures it based on their hearings.

There are some benefits of using Sequencing pictures and stories game in English language teaching for children. Caroline (2005: 186) propose the benefits of using Sequencing pictures and stories game. First, Sequencing pictures and stories game are motivating, challenging, and fun so that they can help to build up positive attitudes. They can create a desire to continue learning. Second, Sequencing pictures and stories game can make the children personally involved in the story as they identify the characters and try to interpret the narrative and illustrations. This helps develop students' creative powers. Third, Sequencing pictures and stories game can connect to fantasy and imagination with the child's real world. They give a way to facilitate children to make sense of their daily life.

Fourth, Sequencing pictures and stories game provoke a shared response of laughter, sadness, and anticipation which is enjoyable and can help build up confidence and promote social and emotional development. And the last, Sequencing pictures and stories game provide ideal opportunities for presenting cultural information and encouraging cross-cultural comparison.

The Teaching of Listening Using Sequencing Pictures and Stories Games

Sequence Pictures Strategy has several steps that must be completed by the teacher and the students if they want to use it in the learning activities. McDoonough (2008: 65), shows several steps to apply Sequence Pictures Strategy as follows:

- 1) Show a selection of four to six pictures that make up a complete story, but out of sequence.
- 2) Divide the class into groups of about four and give each group a set of pictures.
- 3) The teachers read stories about narrative text.
- 4) The students the learners to listen carefully and identify the picture or detail from the teachers stories put them in the correct order. (keep the last images in the sequence back).
- 5) Then the teacher checks their sequencing pictures and give score for the correct pictures.
- 6) The winning group is the one that finishes first to complete the task and most accurately.
- 7) And The One of the students losing group must read stories again for the students at class

RESEARCH METHODOLOGY

The Research Design

In this research, the writer used pre-experimental design in the form of one-group pre-test and post-test. In wich, the group is given a pretest before the treatment. After, the treatment is finished the post test is administered to see the achievement. The effectiveness of the instructional treatment is measured by comparing avarage score of the pre test and post test.

Population And Sample

The populations of this research is second grade of SMP Budi Mulya in Academic Year 2021/2022. It consist of the sample of this research is 25 students, consisting of 15 female and 10 male the sample is gotten by the academic result.

The Research Procedure

In the data collection, two instruments are used; those are pre-test and post-test. The following procedures are taken in this research to analyses the collected data. The research procedures are as follows:

- 1) Giving the students a pre-test.
- 2) Analyzing the score of pre-test.
- 3) Giving the treatment using Sequencing Pictures and Stories Game in teaching listening, from the first meeting until last meeting.
- 4) Giving the students a post-test.
- 5) Analyzing the score of post-test using t-test for dependent group.
- 6) Interpreting the result of the t-test.
- 7) Giving questionnaire to the students in order to know what their responses in learning Sequencing Pictures and Stories Game .
- 8) Analyzing the result of the questionnaire, it is done to know students responses toward of Sequencing Pictures and Stories Game.
- 9) Answering the research questions and testing the hypotheses
- 10) Drawing conclusion.

The Data Analysis

In this study the data obtained from t-test and questionnaire, there are the techniques for analyzing data using formula as follow:

- The Test

The data are analyzed using the following of t-test adapted from Hatch and Farhady, (1982, p.19) as follows:

The formula for the Dependent t Test :

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

Which:

\bar{X} : the mean of the pre-test
 \bar{X} : the mean of the post-test

$\sum D^2$: the sum of the squares of the differences between the pretest and posttest Scores

N : Number of pairs of scores

DF : the degree of freedom

DF : N-1

After collecting the data, the procedure to calculate the data based on Hatch & Farhady, 1982 cited in Nuraeni (2017, p.36) are as follow:

Step 1 : subtract the pairs of scores from each other in the following manner

Step 2 : calculate the mean of the pre test scores (X_1)

Step 3 : calculate the mean of the post test scores (X_2)

Step 4 : enter the values obtained from step 1-3 into the formula for the dependent t-test.

Step 5 : interpret the result of the computation

- Questionnaire

These questionnaire was given to the respondents. The writer made a list of questionnaire with two alternative answers the yes or no The respondents just choose the provided answer.

1. This statement related to aspects of students motivation in learning English.
2. Every statement consists of given choices alternative of answers.
3. Give checklist at one of the selected answer.
4. This is for the research purpose only, it will not influence grade .

There are the technique for analysing data using formula as follow:

The data taken from questionnaire were analyzed by using a simple percentage using the formula below

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

Where :

P : percentage of students motivation in choosing English course

F : the number of frequency of the respondent answer

N : the number of respondents

The writer gave the student questionnaire to know description students' interest, motivation, opinion about teaching the narrative text by using Communicative game. The Guttman scale (2011) is based on a hierarchy of related questions. Respondents must answer "yes" or "no" to questions that represent an increasingly extreme position on an issue.. The writer use closed questionnaire by Guttman scale where the researcher hoped the clear and explicit answer from the students by answering "yes" or "no".

The interpretation

0% : Interpreted None

1% - 24% : Interpreted Less

25% - 49% : Interpreted Some

50% : Interpreted Half

51% - 74% : Interpreted Most

75% - 99% : Interpreted Almost All

100% : Interpreted as All

FINDINGS AND DISCUSSIONS

Research Findings

This research was conducted in the second grade of SMP Budi Mulya. The total sample was 25 students. It was begun from August 16th 2021 to 24th August 2021. This research used pre-test, post-test and questionnaire to get the data. The pre- experimental research was used as research methodology. The results of pre-test and post-test are discussed in the following section.

The Computation of Pre-test and Post-test Score

The data of pre-test and post-test were shown in the following table:

Tabel 4.3

The Computation T-test

The steps of computation t-test were firstly calculating the mean of the pre-test score, and the post-test score. Then calculating the sum of the squares of the differences

No	Subject	Pre-Test (X_1)	Post-Test (X_2)	D Score	D^2
1	S1	0.8	5.3	-4.5	20.25
2	S2	1.9	7.6	-5.7	32.49
3	S3	1.1	5.7	-4.6	21.16
4	S4	2.6	6.1	-3.5	12.25
5	S5	1.5	5.7	-4.2	17.64
6	S6	1.9	6.1	-4.2	17.64
7	S7	0.8	4.6	-3.8	14.44
8	S8	2.6	4.3	-1.7	2.89
9	S9	2.3	5.7	-3.4	11.56
10	S10	0.8	5.3	-4.5	20.25
11	S11	0.8	5	-4.2	17.64
12	S12	1.1	8	-6.9	47.61
13	S13	1.1	6.5	-5.4	29.16

14	S14	1.9	8.4	-6.5	42.25
15	S15	1.1	7.6	-6.5	42.25
16	S16	1.1	7.3	-6.2	38.44
17	S17	0.8	8	-7.2	51.84
18	S18	8	6.9	1.1	1.21
19	S19	0.8	8	-7.2	51.84
20	S20	0.8	8.4	-7.2	51.84
21	S21	1.1	8	-6.9	47.61
22	S22	1.5	8.4	-6.9	47.61
23	S23	1.1	0.8	0.3	0.09
24	S24	1.9	8	-6.1	37.21
25	S25	1.9	3	-1.1	1.21
	Total	$\sum X_1 = 41.3$	$\sum X_2 = 158.7$	$\sum D = -117$	$\sum D^2 = 678.38$

$$(\sum D^2) = (-117)^2 = 13689$$

Calculating the mean of Pre-test scores (x_1)

$$\bar{x}_1 = \frac{41,3}{25} = 1,652$$

Calculating the mean of Post-test scores (x_2)

$$\bar{x}_2 = \frac{158,7}{25} = 6,348$$

Entering the value obtained from step 1-3 into the formula for dependent t-test

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{1,652 - 6,348}{\sqrt{\frac{678,38 - \frac{(13689)}{25}}{25(25 - 1)}}$$

$$t = \frac{-4,696}{\sqrt{\frac{678,38 - 547,56}{25(24)}}$$

$$t = \frac{-4,696}{\sqrt{\frac{130,82}{600}}$$

$$t = \frac{-4,696}{\sqrt{0,2180}}$$

$$t = \frac{-4,696}{0,466}$$

$$t = -10,07$$

Interpret The Result of Computation

As the derived t = 10,07 does not exceed to the table critical value of t = 10,07, at p = 05

with $df = 25$ ($10,07 > 2,064$) therefore (H_a) is accepted. This means that there is significant difference in the students scores before and after treatment using sequencing pictures and stories game. This also means that the teaching English listening narrative text using sequencing pictures and stories game to the second grade of Budi Mulya Junior High School is effective

The Result of Questionnaire

The questionnaire is given after students do the post-test. Each student asked to fill 7 questions. These are the result of the questionnaire:

Figure 4.4.1

Questionnaire Result

No	Pertanyaan/ Questions	Jawaban/Answer			
		Ya/Yes	%	Tidak/No	%
1.	<p>Apakah kamu merasa kesulitan dalam belajar bahasa Inggris di kelas?</p> <p><i>Do you have any difficulties in learning English in the class?</i></p>	17	68%	8	32%
2.	<p>Apakah kamu pernah mempelajari narrative text sebelumnya?</p> <p><i>Do you ever learn narrative text before?</i></p>	15	60%	10	40%
3.	<p>Apakah kamu pernah belajar menggunakan game?</p> <p><i>Do you ever learn using game?</i></p>	22	88%	3	12%
4.	<p>Apakah kamu menyukai pelajaran bahasa Inggris khususnya dalam narrative text dengan menggunakan Sequencing pictures and stories game?</p> <p><i>Do you like English especially in learning narrative text using Sequencing pictures and stories game?</i></p>	19	76%	6	24%

5.	<p>Apakah Sequencing pictures and stories game dapat meningkatkan kemampuan kamu dalam bahasa inggris?</p> <p><i>Does the Sequencing pictures and stories game can improve your ability in English?</i></p>	21	84%	4	16%
6.	<p>Apakah dengan menggunakan Sequencing pictures and stories game menjadikan kamu mudah dalam belajar bahasa inggris</p> <p><i>Does Sequencing pictures and stories game can make you easier in learning english?</i></p>	18	72%	7	28%
7.	<p>Apakah kamu mengalami kesulitan dalam belajar bahasa inggris menggunakan Sequencing pictures and stories game?</p> <p><i>Do you have difficulties in learning english using Sequencing pictures and stories game?</i></p>	7	28%	18	72%

The interpretation

- 0% : Interpreted None
- 1% - 24% : Interpreted Less
- 25% - 49% : Interpreted Some
- 50% : Interpreted Half
- 51% - 74% : Interpreted Most
- 75% - 99% : Interpreted Almost All
- 100% : Interpreted as All

From the table of questionnaire above, the writer concluded that students gave the positive responses toward dictogloss technique. The positive responses include the students ever listening stories and enjoy studying English by Sequencing Pictures and Stories Game.

The Discussion of Finding

The research concludes the significant difference between the students score before and after the treatments by using Communicative Game Sequencing Pictures an Stories Game to improve students' listening ability. As the derived $t = 10,07$ does not exceed to the table critical value of $t = 10,07$, at $p = 05$ with $df = 25$ ($10,07 > 2,064$) therefore (H_a) is accepted. This means that there is significant difference in the students scores before and after treatment using sequencing pictures and stories game. This also means that the teaching English listening narrative text using sequencing pictures and stories game to the second grade of Budi Mulya Junior High School is effective Then, the conclusion of students responses according to the questionnaire result above is there all of students give positive responses toward teaching using Communicative Game Sequencing Pictures an Stories Game to improve students' listening ability.

CONCLUSION

The data that has been collected and analysed, the result of the research showed the writer that the use communicative game sequencing pictures and stories game in teaching listening narrative text got a higher score than the conventional method. It can be seen from the result of the statistical computation or from the result of the pre-test and post-test. The data shows that post-test score is higher than pre-test. It means that the use of communicative game in teaching listening narrative text has significant result that the conventional method.

Then, from the result of the questionnaire the writer can conclude that almost all students agree that the use of game sequencing pictures and stories game in teaching listening narrative text get positive response from the students.

In general conclusion, it can be stated that teaching listening in narrative text by using communicative game has significant result and it is effective to be used.

Bibliography

- Arikunto, Suharsimi. 1993. *Prosedur Penelitian*. Bandung: Bina Aksara.
- Aydan Ersoz. 2006. *Six Games for the EFL/ESL Classroom*. Cambridge: Cambridge University Press.
- B Hadfield, Jill. Intermediat. 1998. *Communication Games*. Edinburgh: Longman, Boston: Pearson Education.
- Boyle. 2001. *Approaches and Methods in Language Teaching (2nd)*. Cambridge: Cambridge University Press.
- Brown, H. D. 2000. *Principles of Language Learning and Teaching*. New York: Pearson Education Ltd.
- Cameron, L. 2001. *Teaching Language to Young Learners*. Cambridge: Cambridge University Press.
- Coolidge, F.L. 2013. *Statistics*. Colorado: Spring Sage Publication.
- Doan. 2010. *Games for Teaching Grammar to Young Learners*. New York: Routledge
- Flood. 2003. *Kind of Strategy Listening*. New York: Longman

- Fraenkel. 2009. *How to Design and Evaluate Research in Education*. New York: Mcgraw Hill.
- Guttmann, Scale. 2011. *Educational Research Fundamentals*. Boston: Pearson Education..
- Harmer, Jeremy. 2004. *How to Teach Listening*. Essex: Longman Group. Ltd.
- Jo McDoonough. 2008. *Materials and Methods in ELT*. Cambridge: Blackwell Publisher.
- Linse, Caroline T. 2005. *Practical English Language Teaching Young Learners*. New York: McGrawHill.
- Mally. 1985. *English Phonology*. New York: The Baltimore Country Public School.
- McMillan, James H and Sally Schumacher. 2006. *Research in Education (6thed)*. Boston: Allyn Bacon.
- Nation, I.S.P and Jonathan Newton. 2009. *Teaching ESL/EFL Listening and Speaking*. New York: Routledge.
- Negin Aalei. 2017. *The Effect of Using Communicative Language Teaching on Developing English Speaking and Listening Skills*. New York: McGrawHill.
- Nunan, David. 2002. *Teaching Listening in Language Learning*. Edinburgh: Cambridge University Press.
- Renukadavi. 2014. *The Role of Listening in Language Acquisition. The Challenges*. Frankfurt: Galeric Dorothea.
- Richards, Jack and Willy Renandya. *Methodology in Language Teaching An Anthology of Current Practice*. Edinburgh: Cambridge University Press.
- Richards, Jack C. 2006. *Communicative Language Teaching Today*. Cambridge: Cambridge University Press.
- Rost. 2002. *Strategies in Teaching Listening*. California: Interaction Book Company
- Saricoban, A. 1999. *The Teaching of Listening*. New York: Longman
- Scott, W. and Ytreberg, L. H. 2004. *Teaching English to Children*. London: Stephouse.
- Strickland. 2004. *Listening Task and Language Acquisition*. Edinburgh: Pearson Education.
- Sugiyono. 2017. *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta.
- Tuan, Luu Trong. 2010. *Teaching English Listening Through Games*. Singapore: World Scientific.
- Vandergrift. 1999. *Method and Applications*. Berlin: Visual Communication.

Wright. 2006. *Games for Language Learning*. United Kingdom: Oxford.