Article

Improving Students' Listening Ability through Chain Message Games in Class II Indonesian Language Subjects at Madrasah Ibtidaiyah

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Article Info	ABSTRACT
Article History *Received : 31-03-2024* *Revised : 22-05-2024* *Accepted : 24-06-2024* **Keywords:** Listening, Chain Message Game, Indonesian	The aim of the research is to determine the increase in students listening skills through chain message games in Class II Indonesian Madrasah Ibtidaiyah subjects. The type of this research is Classroom Action Research using the Kurt Lewin model. The subjects of this research were class II MI students. Data collection techniques use participant observation, tests and documentation. Data analysis uses quantitative and qualitative analysis. The research results showed that in Cycle I the number of students who completed was 10 students with a percentage of 58.80%, while in Cycle II all students completed with a percentage of 100% and in the very good category. Increasing listening skills through chain message games in Indonesian language subjects in class II from pre-action, cycle I and cycle II experienced a significant increase where the average for pre-action was 68.8%, cycle I got 79.1% and cycle II namely 88.2%. It can be concluded that there is an increase in listening ability after using the chain message game technique in class II MI Indonesian language subjects.

1. Introduction

Listening is one of the language skills. Language skills include four parts, namely skills in listening, speaking, writing and reading (Loliyana, Anggraini, & Efendi, 2022). Listening is an activity of perceiving, processing and then interpreting a problem by involving one's five senses. In terms of benefits, listening is related to speaking and reading both through oral and written expression (Harianto, 2020; Momang, 2021; Munawarah & Zulkiflih, 2021). Listening is also defined as a communication process, listening carefully and attentively to what is said by the speaker (Alifa & Setyaningsih, 2020; Samaya et al., 2024). In general, listening aims to capture the message or grasp the content and understand the meaning of the communication conveyed by the speaker through speech (Lazuardi & Murti, 2021; Narapadia et al., 2019). Thus it can be understood that listening is one of the four language skills, apart from speaking, writing and reading. Listening activities involve receiving, processing, and interpreting information (Girsang et al., 2019; Hamid, 2020; Hendriana & Suwanto, 2023). Listening is also closely related to speaking, reading and writing. Apart from that, listening is also a communication process that requires attentive listening to the speaker's words, with the aim of capturing the message and understanding the meaning conveyed (Baharudin, 2020).

To receive clear information, good listening skills are needed. Listening is an important factor in the learning process in class. In the teaching and learning process, especially when the teacher explains material, students must be able to listen well. If students are not able to listen well, then the material presented by the teacher will not be successfully received by the students, therefore listening activities need to be mastered and improved optimally (Melalolin, 2020).

In learning Indonesian in class II, there is a lot of material that uses listening activities, one of which is listening to short stories. Listening to short stories is one of the materials taught in class II Madrasah Ibtidaiyah (MI). Short story listening skills are skills, the ability to deftly listen, understand, capture meaning, respond to stories quickly, correctly and successfully. Short story listening skills aim to improve communicative and productive aspects (Jewarut et al., 2022; Maulinda, 2021).

Based on initial observations, the ability to listen to short story material for class II children is not optimal. Students are not used to listening because learning still uses the method of writing book contents on the blackboard and besides that the number of students is not comparable to the limited teacher's handbook. Initial data was obtained from 17 students in class II A, only 47% had completed it while 53% had not completed it yet, and in class II B of 17 students only 35% had completed it while 65% had not completed it yet. This shows that the listening ability of class II MI is still low. Students as subjects in learning still lack understanding of listening skills, and students do not yet realize the benefits of listening activities. Apart from that, the techniques used by teachers are still less varied in an effort to improve students' listening skills. So that students are less interested in participating in learning activities and this results in students being unable to understand the learning material being taught.

To attract a student's attention, appropriate techniques are needed so that learning does not become boring and learning objectives can be achieved optimally. Teachers must be able to choose and determine learning methods or techniques so that students can achieve learning goals (Bararah, 2022). If learning techniques are less interesting for students, it will make it difficult for students to understand the material presented and learning will be boring. So that learning is not boring, teachers must have learning techniques that attract more students attention. Learning techniques are one part of learning strategies. Techniques are procedures or steps to achieve a goal. Techniques in learning are also one of the teacher's efforts so that the results of the learning process achieve the expected goals (Lestiawan & Johan, 2018). One appropriate learning technique to train students listening skills is to use a chain message game. In order for the learning process to be effective, especially in listening learning, students also learn while playing by practicing concentration in listening to the material. The chain message game itself is where the teacher gives a message to the students and then the students whisper the message to their friends behind them. This game technique is in accordance with the psychology and development of elementary school students, namely a technique that is fun and not monotonous or boring when learning begins (Putri et al., 2021). There is previous research that discusses listening skills through chain message games, which (Majdi & Ichsan, 2019; Safitri et al., 2024; Suherman, Alim, et al., 2023; Suherman, Supraha, et al., 2023) reveals that language learning for elementary schools requires game methods. The application of game methods plays an important role in improving language learning. Students gain experience in learning to listen by using whispering *games* so that students are motivated to learn listening skills, can communicate verbally and non-verbally and are able to interact actively with peers, teachers and the academic community (school), become mediators in groups around them and have the skills to work in groups, recognize different ways of relating to others and be sensitive to one's feelings, motivations and mental state. In this way, chain messages can be a technique used by teachers to improve student competence, one of which is improving students' listening skills. For this reason, further research is needed regarding students' listening skills, through chain message games. So it can be formulated that the aim of this research is to determine the increase in students' listening skills through chain message games in Class II Indonesian language subjects at Madrasah Ibtidaiyah.

2. Method

This research is Classroom *Action Research.* According to (Husnidar & Hayati, 2021) Classroom Action Research (PTK) is research that focuses on real action in the classroom, where teachers are directly involved in the research process to improve the quality of teaching and student learning outcomes, and PTK is also a systematic and reflective process to solve problems or improve certain aspects of learning. In this research, the aspect that will be improved is the listening ability of

class II MI students. The research subjects were class II MI students and the research location was MIS 13 Guppi Tasikmalaya. This research was carried out in two cycles using the Kurt Lewin model. Kurt Lewin's model is designed in a cycle consisting of four steps, namely *planning*, *acting*, *observing* and *reflecting* (Juderiah, 2020). Data collection techniques use participant observation, tests and documentation. Data analysis techniques are carried out quantitatively and qualitatively. Data were analyzed using qualitative data analysis, namely the Miles & Huberman model which includes data reduction (sorting important, relevant and meaningful data from useless data), descriptive presentation (narration, visual images, tables) with a systematic and logical presentation flow, conclusions from the results presented (impact of PTK and its effectiveness) (Hasan, 2021). Quantitative data analysis by comparing data obtained from the implementation of cycle I and cycle II activities on the observation sheet; and questionnaire/questionnaire sheets.

3. Results and Discussion

Cycle I

Planning activities in cycle I are carried out as follows: 1) Determine the main language or material to be presented, 2) Prepare a lesson implementation plan (RPP) according to the material and in accordance with the Core Competencies (KI) and Basic Competencies (KD) that have been determined by syllabus, 3) Preparing instruments in the form of teacher and student observation sheets to see what conditions are in the lesson, 4) Designing the required resources, materials/tools that will be needed in teaching and learning activities, 5) Evaluation questions for listening ability tests.

Actions in the first cycle were carried out on March 22nd, 2024 and March 23nd, 2024. The results of the first cycle test were short story listening skills using the chain message game technique. This cycle I action was carried out as an effort to improve and increase the ability to listen to short stories. At the implementation stage, the core learning activities include: 1) identifying chain message games, 2) identifying chain message games, 3) reviewing chain message games, 4) concluding. The following are the values from observing activities carried out by the teacher, namely:

Table 1. Observations of Teacher Activities in Cycle I

Information	Mark	Category
Observer I	79	Good
Observer II	84	Very good
Average value	81.5	Very good

Observations in cycle I were carried out by 2 observers, the observation value of teacher activity in cycle I showed that observer 1 was 79 and observer 2 was 84. And the average value obtained was 81.5, this shows that teacher activity in the chain

message game was very good. The following are the results of observations of student activities in cycle I converted into the table 2 below:

Table 2. Observations of Student Activities in Cycle I

Information	Mark	Category
Observer I	78	Good
Observer II	79	Good
Average value	78.5	Good

The observation value of student activity in cycle I showed that observer 1 was 78 and observer 2 was 79. And the average value obtained was 78.5. This result shows that student activity in the chain message game was good. The learning process in the first cycle is completed, then an assessment is carried out on the results of cycle I. In the results of the actions of cycle I, there has been an increase in students who have reached the KKM but have not yet reached the desired target, where all students achieved a score above the KKM. The results of students' listening skills in cycle I are described in the following table:

Table 3. Results of Cycle I Listening Skills

The number of students	Percentage	Category
3	17.6%	Very good
4	23.6%	Good
3	17.6%	Enough
7	41.2%	Not enough
Number of Completed Students	**10**	**58.8%**
Incomplete Number of Students	**7**	**41.2%**
Average value	**79.1**	

In Cycle I the number of students who had beginner listening skills in the very good category was 17.6% or 3 students, the good category was 23.6% or 4 students while the fair category was 17.6% or 3 students and less 41.2% or 7 students. student. The number of students who achieved a score above the KKM, namely 10 students, was around 58.8% and 7 students who had not reached the KKM was around 41.2%, with an average class score of 79.1.

The reflection stage is intended as a means of improvement. This stage was carried out as an effort to see whether the actions taken by the researcher were to see a comparison between the data before the action was taken and after it was carried out in cycle I. The improvement in students' skills in learning Indonesian, especially in beginner listening skills in cycle I, can be known by comparing the percentage gain in students' listening skills before being given action and after action is given.

The results of reflection in cycle I provide the conclusion that during the ongoing learning there were still several shortcomings which resulted in the research not being successful. However, there has been an increase in students' listening skills test results. The results of the student listening ability test can be seen in Figure 1 below.
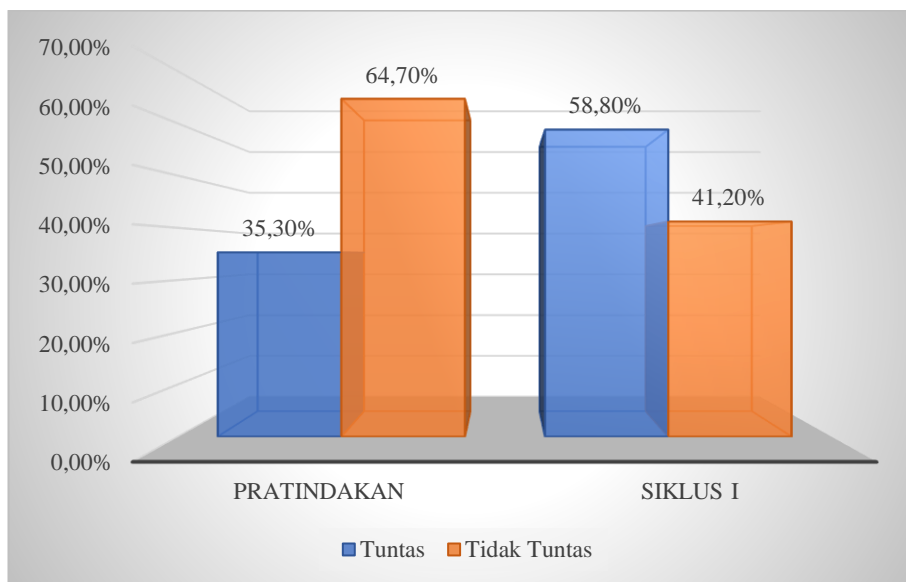

Figure 1. Diagram of Increasing Students' Listening Ability in Cycle I

The listening skills of students who completed the pre-cycle achieved 35.30%, while those who did not complete it reached 64.70%. In the first cycle, the listening skills of students who completed it obtained 58.80% while those who did not complete it reached 41.20%. The results of implementing actions in cycle I showed that there was an improvement but it was not very significant. Learning cannot be said to be successful because there are several students whose scores are still below the KKM.

There were several obstacles that occurred during the implementation of cycle I actions. Obstacles in observing cycle I teacher activities included: 1) the teacher did not ask the students what material they wanted to teach directly in the material, 2) the teacher did not physically prepare the students practically and prepare books. Indonesian language and stationery before learning takes place, 3) the teacher does not convey the learning objectives, 4) the teacher is not clear in explaining the game and the rules in the game, 5) the teacher is not enough in arranging the students in rows. Meanwhile, the obstacles encountered in the first cycle of student observation included: 1) students did not listen to the short story that the teacher read, 2) there were still students who did not follow the teacher's instructions, 3) students did not follow the rules given by the teacher, 4) there were still students who were lacking motivation to convey the sentences heard.

Based on the results of the reflection above, there are several things that need to be considered in further action, namely as follows: 1) The teacher asks first before

learning begins about the material to be taught, 2) The teacher prepares the students physically and practically before starting and emphasizes to the students to prepare Indonesian language books and stationery, 3) The teacher reads the objectives that will be taught after praying, 4) The teacher reads the short story carefully to the students, 5) The teacher explains what rules will make them fail in the game, 6) The teacher provides motivation to the students to convey what they hear.

Cycle II

The data obtained from the reflection results of cycle I are used as a reference for planning actions in cycle II. The preparation of the plan for cycle II is carried out by correcting actions that were not optimal in cycle I in more detail. The activities at this stage are carried out as follows: 1) Determine the main language or material to be presented, 2) Prepare an Implementation Plan Lessons (RPP) are in accordance with the material and in accordance with the Core Competencies (KI) and Basic Competencies (KD) which have been determined by the syllabus, 3) Prepare instruments in the form of teacher observation sheets and student observation sheets to see what the conditions are during the lesson, 4) Design as resource requirements, materials/tools that will be needed for teaching and learning activities, 5) Listening ability test evaluation questions. The implementation phase in cycle II was carried out on April 19 – 20th 2024. In the implementation phase the core learning activities included: 1) identifying chain message games, 2) identifying chain message games, 3) reviewing chain message games, 4) concluding. The observation stage in cycle II was carried out by 2 observers. The results of the researcher's observations during the learning process of listening to short stories in cycle II show that the observation values of teacher activities and student activities in cycle II are shown in the following table:

Table 4. Observations of Teacher Activities in Cycle II

Information	Mark	Category
Observer I	78	Good
Observer II	79	Good
Average value	78.5	Good

Table 5. Observations of Student Activities in Cycle II

Information	Mark	Category
Observer I	89	Very good
Observer II	89	Very good
Average value	89	Very good

Observer 1 was 78 and observer 2 was 79. And the average value obtained was 78.5. This shows that the teacher's activity in the chain message game is good. The observation value of student activity in cycle II showed that observer 1 was 89 and

observer 2 was 89. And the average value obtained was 89. This result shows that student activity in the chain message game was very good. The results of students listening skills in cycle I are described in the following table 6:

Table 6. Results of Cycle II Listening Skills

The number of students	Percentage	Category
9	53%	Very good
5	29.4%	Good
3	17.6%	Enough
0	0%	Not enough
Number of Completed Students	**17**	**100%**
Incomplete Number of Students	**0**	**0%**
Average value	**88.2%**	

In the second cycle test results, the research results showed that the number of students who had listening skills in the second cycle was 9 students or 53% who were in the very good category, 5 students or 29.4% were good, in the sufficient category 3 students or 17.6 and less 0. From the table above, all class II B students or 100% have achieved a score above the KKM. With an average score of 88.2%, all students have achieved a score above the KKM and this chain message game has been used effectively. The following are the results of cycle II which are converted into the diagram below:
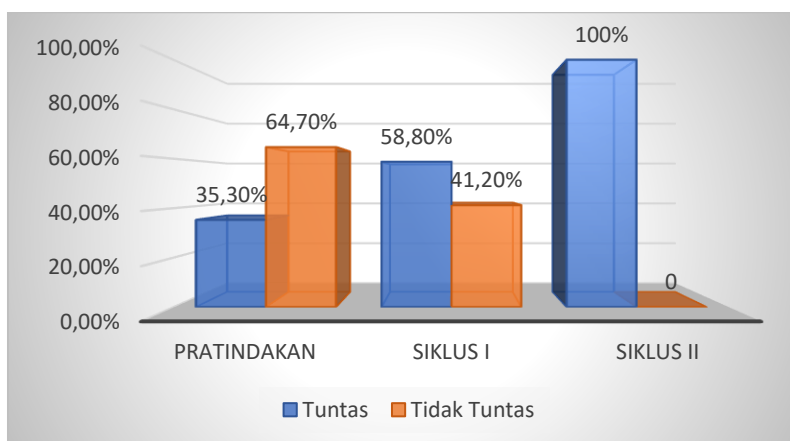

Figure 2. Diagram of Increasing the Listening Ability of Cycle II Students

The results of cycle II reflection concluded that learning was going well. In general, no significant obstacles were found, because the implementation of cycle II was an improvement on deficiencies in the previous cycle. This is shown by a significant increase in students' listening skills. The increase in listening skills can be seen from the average results in cycle I, namely 79.1%, increasing in cycle II,

namely 89.1%. The increase also occurred in students' KKM scores in cycle I, namely 58.8%, while in cycle II, namely 100% or experienced an increase of 41.2%.

In cycle I, the chain message technique has been applied to improve students listening skills so that learning is not boring. By applying the chain message game technique, students listening abilities can be determined. The learning process in cycle I can help improve students listening skills. There has been increased participation in the learning process. Students are quite active in the learning process.

Actions in cycle I were still lacking and then improved in cycle II which showed progress in cycle II. The results of the implementation of cycle II show progress from cycle I. In cycle I, listening learning through game techniques is guided by group work and games. Teachers use game techniques to support listening lessons. Teachers can also manage the class well so that students are well conditioned and follow the correct steps. Students listening skills have also improved.

The improvement in listening ability at the beginning of cycle II was good. The results of observations from the second cycle of the second meeting showed that the second meeting showed improvement compared to the previous meeting. The deficiencies in the previous upgrade can be corrected. Student activity and participation is good. Students behave orderly in learning. Students are becoming more disciplined in carrying out the tasks given by the teacher. Student interaction has also gone well, this can be seen from the cooperation when playing chain messages. When listening, you are able to convey word for word what you have heard, and convey it correctly. The following is a diagram of improving listening skills from pre-action, cycle I and cycle II.

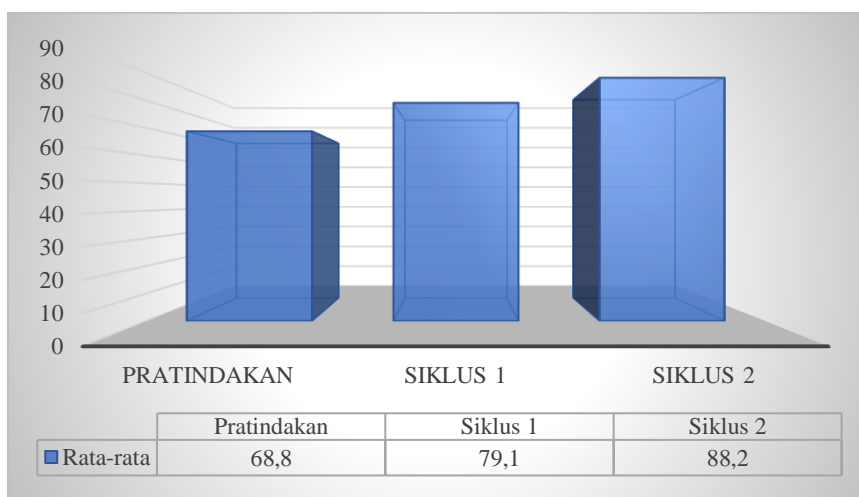|	Pratindakan	Siklus 1	Siklus 2
■ Rata-rata	68,8	79,1	88,2

Figure 3. Increased Listening Ability from Pre-Action, Cycle I and Cycle II

The increase in listening ability from pre-action, cycle I and cycle II experienced a significant increase, where the average for pre-action was 68.8%, cycle I got 79.1% and cycle II was 89.1%. Of course, this is influenced by the learning techniques used by teachers, namely learning using messaging games.

Student learning activities also increase by using the chain message game technique to improve students' listening skills. This is in accordance with what was stated by (Dewi et al., 2017; Hikmatuzzohrah et al., 2022; Jumaerah et al., 2022) that playing chain messages is useful for sharpening children's memories, playing chain messages is useful for sharpening listening and speaking skills, playing chain messages is useful for dealing with children's conflicts, playing chain messages is useful for making children's brains smarter.

The ability to listen is the most important part in supporting a child's development, which is related to cognitive, social and emotional aspects (Sofiatun, 2022; Sulistyawati & Amelia, 2021; Syamsuardi et al., 2022). The development of listening skills certainly needs to be adapted to the learning process, so that the results are optimal. The essence of learning refers to four components, namely students, learning objectives, learning methods, and assessment of the learning process. Methods are related to learning strategies that should be designed so that the learning process runs optimally (Adiputra & Heryadi, 2021; Hasriadi, 2022; Wahyuni & Fitriana, 2021). This listening ability is also related to a process carried out by students so that they have the ability to correctly perceive the content of messages from other people (Ien & Lathifa, 2023; Mahmur et al., 2021). Learning using chain message games can help students receive, hear and absorb the meaning of new words. Furthermore, learning using the chain message game technique can effectively influence listening skills which will then lead to improving student learning outcomes. Listening is not only the process of hearing, but also involves the process of understanding, interpreting, and assessing the information received. Therefore, a technique is needed in the learning process so that students listening skills can be honed optimally, one of which is through this chain message game which has been proven to improve listening skills. Listening is an interactive process that converts spoken language into meaning in the mind, thinking activities or capturing the meaning of what is heard is part of the listening process (Amalia & Arifin, 2021). The chain message game technique is suitable for learning to listen, because the aim of this game is to develop students skills in understanding and remembering information (Linggasari & Rochaendi, 2022; Sya et al., 2021).

Based on the discussion above, it can be concluded that there is an increase in students listening skills from one cycle to the next cycle. By looking at the values obtained from cycle I and cycle II. So learning to listen using the chain message technique has been implemented optimally and is able to improve the listening skills of class II students at MIS GUPPI 13 Tasikmalaya.

4. Conclusions and suggestions

There is an increase in students listening skills through chain message games in Class II Indonesian language learning at MIS Guppi 13 Tasikmalaya. This was proven in Cycle I, the number of students who completed there were 10 students with a percentage of 58.80%, while in Cycle II all students completed with a percentage

of 100% and in the very good category. The increase in listening ability from pre-action, cycle I and cycle II experienced a significant increase, where the average for pre-action was 68.8%, cycle I obtained 79.1% and cycle II was 88.2%. Suggestions for further research related to improving students listening skills are *first*, using another research methodology to test the effectiveness of this chain message game technique in improving students' listening skills. *Second*, integrating chain message games with technology or with the help of other media in an effort to improve students' listening skills. *Third*, compare the chain message game technique with other techniques to improve students listening skills.

5. Author Contribution

NN conceived the research concept and design, collected and presented data. SZ prepared the discussion, and TM prepared the conclusions and abstract.

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