CHAPTER I

INTRODUCTION

A. Background of Research

Humans are social creatures who need to coexist and understand each other, this need requires the role of communication. According to Inah E. N (2013, p.177) stated that humans, as creatures of society that live in groups in everyday life, cannot avoid the terms interaction or communication. Communication is delivered through several ways such as sending messages via social media, writing letters, speaking directly, or using sign language. According to Mulyana (2017, p.63), in quoting Berelson and Steiner, stated that communication is the exchange of ideas, information, feelings, resources, and so on through a variety of formats, including words, symbols, illustrations, figures, and graphics. This communication is conducted in order to either both or individually fulfill human objectives and aims. Inad E. N (2013, p.177) also said that communication makes it easier for humans to interact, so that the intentions and goals to be conveyed can be realized personally or together. Then Mulyana (2017, p.20) agrees that through communication, someone collaborate with people in the community to accomplish mutual goals. By communicating someone gets information and many things that were not known before. However, the thing that we don't know has a different language than ours or can be called different from our mother tongues. People who have different mother tongues will find this to be difficult. Some challenges are in form of different accent, different phonetic alphabet, and pronunciation (Nurhayati, 2020, p.268)

Communication is closely related to language. Language also acts as a means of conveying someone's ideas. According to Mulyana (2017, p.267) said that without language someone cannot exchange information or ideas. There are numerous distinct languages used in human communication around the world. According to Sanudo (2023, p.131), in quoting UNESCO World Atlas of Language, Humans around the world communicate using a variety of languages; there are 8324 languages, spoken or signed, documented by the governments, public institutions and academic communities. Although there are several languages spoken throughout the world, English is the one with the greatest number of speakers. According to Rao (2019, p.66) English is the world's first lingua franca and widely used in worldwide business, diplomatic relations, entertainment, international telecommunications, and scientific publishing. This makes English an international language for communicating between countries. Countries without English as their first language will struggle to understand people from other countries unless they know and understand English. The further the gap between people's languages, the more difficult it is for both to achieve mutual understanding (Mulyana, 2017, p.268). So in several other countries' education systems, English is mandatory for the people to learn, and they even make English a second language.

English language skills have four fundamental language skills such as listening, speaking, reading, and writing, those are useful to help students learn the English language. The "macro-skills" refer to these four language abilities and listening is one that is crucial because it can greatly enhance other abilities.

In the course of communication, listening is the capacity to accurately receive and interpret messages. According to Tarigan (2008, p.31) said that listening can make someone gain knowledge from the speaker's information with full attention, understanding, appreciation, and interpretation. Listening allows the hearer to fully comprehend speakers who speak English as their first language. In accordance with the opinion of Richard and Schmid (2002) that listening comprehension means a technique understanding speech in native or foreign language. Listening comprehension can also be defined as the process of completely comprehending the language and defining the language meaning uttered by the speakers.

Listening is one of the most difficult abilities in English, particularly for students with low ability (Setyo, 2017, p.284). Especially for junior high school students in Indonesia who are new to listening learning. In fact, based on the researcher's observation through preliminary study during teaching and learning activity in seven grade at MTsN 7 Tulungagung on 18th October 2024, the researcher found that many students have difficulties in learning English especially in listening. There are a variety of factors other than students who have low ability, one of which is that teachers continue to use traditional teaching methods and the lack of facilities. The way the teacher listened to the text was still using the traditional method like using a tape recorder (Rorimpandey, 2019, p.147). The use of the proper strategies is very important to develop listening skills; teachers must be able to optimize all current facilities and make learning as entertaining as feasible. So a new method is needed to make students better at

learning. According to Nurhayati (2018, p. 99) Teachers should be more updated, more reflective and creative so that teaching activity becomes interesting, especially in listening comprehension. According to the statement above, the researcher interested in developing students' listening comprehension.

The researcher studied an alternative media to improve students' listening comprehension, which through games. In this case, the game will be combined with learning materials so that it can be utilized within the teaching and learning process. Combining games with learning materials is commonly known as game-based learning. According to Gee's (2003) said that Game-based learning has been shown to boost intrinsic learning motivation, emotional involvement, and enjoyment, all of which are crucial to the learning process. Game is a valuable activity for language learning, especially for young learners. Games can motivate students because they are humorous, interesting, or sometimes challenging (Syafii, et al, 2020). Games encourage the students to be active in the classroom. Agustina (2012) also added that the Game is an activity with rules, a goal and an element of fun. The use of this process can achieve the usual outcomes of teaching content, and skill. There are many types of language games that can be used in language teaching, but the researcher only focused on card games namely Karuta game.

Card games are a media for motivation and giving stimulus to the students in the learning process since they include aspects such as guessing, choosing, deciding, and others. In line with Ramadhani (2015) said that card games have various features like guessing, choosing and others. Then the card

game called karuta is a old Japanese card games. Karuta is 1000 years old Japanese card game (Bull, 1996. in Taynton, 2011). This card game contains text and/or pictures on each card. According to Swayantika (2021, p.13) in the karuta card there is a clue and answer (for example a picture) on each card. According to the playbook developed by the Saitama Prefecture Karuta Association (2010), the way to play karuta is by pairing up or grouping up and picking up cards in the playing area as spoken by the speaker, the winner is determined by the total number of cards. Taynton and Yamada (2011, p.407) explain that the Karuta game prioritizes speed, competition and students' motivation to play, while students also learn together about classical poetry, proverbs and Japanese culture. Karuta can also be used in foreign language learning media, such as English. Yoneyama, Sugiyama and Tada (2006) said that karuta is very helpful in learning English. Beside the original gameplay as duel, the researcher will modify the karuta game that contains Japanese poems or proverbs into English words that match the learning theme. So the students can compete to choose the correct card based on what they hear, with the goal of developing junior high school students' listening skills.

There are still very few prior studies on karuta games that incorporate the idea of choosing and deciding, but there are some studies that are almost the same as the concept of card games that can improve student listening. The first previous studies conducted by Anika Zuharoh (2014) entitled "Improving Students" Vocabulary Mastery by Using Karuta Card Game (A classroom Action Research of seventh Grade students of SMPN 2 Gebog Kudus in

academic year 2013/2014)". She found that the use of Karuta card game can make the students and the teacher activity improved then the problems that teachers face are decreased in every cycle. Second, entitled "*Efektivitas Permainan Karuta Terhadap Kemampuan Mengingat Kosakata Bahasa Jepang (Penelitian Eksperimen Murni terhadap Siswa Kelas X SMA Pasundan 8 Bandung)*" by Mudrikah D, D. et al. (2017). The previous researchers believe the use of karuta game for learning media will produce good recall skills. It is shown from the results of the study that the Karuta game is effective in improving students' ability to remember basic Japanese vocabulary. Third, entitled "Using karuta game in teaching vocabulary for young learner" by Fachriyani, I., & Syafe'i, A, F, R. (2018). The results of this study show that karuta game is suitable to teach vocabulary in elementary school students because of their characteristics that like to learn by playing. Forth, the study entitled "Teaching Method Of Listening Comprehension (Choukai) Course By Using Ogura Hyakunin Isshu Karuta By Fujiwara No Teika" by Hidayah N. R., Bethvine Y (2023) stated that learning method was favored and increased the enthusiasm and motivation of Japanese learners compared to conventional methods. Fifth, the study entitled "Using a Japanese Card Game Karuta to Enhance Listening and Speaking Skills in Japanese Learners of English" by Taynton, K., & Yamada, M. (2011). The results of this study get good results for listening skills, while for speaking skills get unsatisfactory results.

There is a gap between the previous study and this research. The difference is that the first until third previous study focuses on increasing student

vocabulary, while this study focuses on improving student listening. Then the second until fifth previous study examined in elementary school students, third year junior high school students, and university students, in contrast to this study which focused on examining first year of Islamic junior high school students. For research method conducted by first previous study uses the C.A.R method, then forth study is qualitative and fifth study uses a combination of quantitative and qualitative, while this study uses the same quantitative method like the second previous study but different objects. For the similarities, all of them use karuta game media for learning media, and then same as research four and five about improving listening skills.

From the various opinions and facts that have been stated above, the researcher interested to conduct an analysis of "The influence of karuta game on students' listening comprehension at MTsN 7 Tulungagung". The researcher interested to apply a card game (Karuta game) as an alternative media to achieve better listening skills for islamic junior high school. In this case, The researcher has changed the content in the card with English learning materials without changing the original rules and ways of playing.

B. Research Question

Do islamic junior high school students who taught using karuta game achieve better listening skill than those without using karuta game?

C. Research Objective

To find out islamic junior high school students who taught using karuta game achieve better listening skill than those without using karuta game.

D. Hypothesis

Hypothesis means a prediction of a problem or an alleged relationship between two or more variables. In this research, the researcher uses the following hypothesis:

1. Null Hypothesis (H_0)　　: There is no significant difference between junior high school students who taught using karuta game and those without using karuta game on listening skill

2. Alternative Hypothesis (H_1) : There is a significant difference between junior high school students who taught using karuta game and those without using karuta game on listening skill

E. Significance of the Study

The significances of this research are as follows:

1. The Students

This research it can be an interesting learning resource for students so they are motivated to learn and practice listening.

2. The Educators

Through this research it can be used as a reference for teachers or educators in selecting teaching materials that can attract students' interest in learning, as well as to make it easier to practice listening, especially in junior high schools.

3. Further Researchers

From this research, it can be used as an additional reference for collage students in conducting research related to the use of karuta card game in listening skills.

F. Scope and Limitation of the Study

The scopes of the study were limited to investigate several things. The scope of this research is conducted at seven grade of MTsN 7 Tulungagung, focused on the influence of karuta game on student' listening comprehension.

G. Definition of Key Terms

1. Card Game

Card game is games that use card. Hadfield (1999) says that game could be any activity that formalizes a technique into units that can be scored in some way. A card game is something to do where players compete with one or more other players to acquire an item by following specific rules. According to Lukas (2020, p.306) Playing card games also helped students learn how to collaborate with others, engage in active interaction, and find practical answers to problems they may encounter

2. Karuta Game

Karuta is an old Japanese card games. Karuta is a Japanese card game that is 1000 years old (Bull, 1996. in Taynton, 2011). This card game contains text and/or pictures on each card. According to Swayantika (2021) in the karuta card there is a clue and answer (for example a picture) on each card. Karuta can also be used in foreign language learning media, such as English. Yoneyama, Sugiyama and Tada (2006) said that karuta is very helpful in learning English

3. Listening Comprehension

Listening comprehension is the different processes of understanding

the spoken language. It is the process by which a human comprehends a sound or an oral language and understands its meaning. According to Hamouda (2013) listening comprehension is a process where listeners are able to elaborate the speakers' intention. When students can comprehend the input they receive, they will have a better understanding of what they are learning and will find it easier to master other skills.