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## ***The Effect of Game Strategi and Storytelling Strategi on Listening Skills for Grade VI Students***

**Siti Hajar<sup>(1)</sup>, Rahmad Husein<sup>(2)</sup> & Juhana<sup>(3)</sup>**

<sup>(1)</sup>Program Pasca Sarjana, Universitas Terbuka, Indonesia

<sup>(2)</sup>Pasca Sarjana, Universitas Negeri Medan, Indonesia

<sup>(3)</sup>Pasca Sarjana, Universitas Terbuka, Indonesia

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\*Corresponding Email: [sitih1873@gmail.com](mailto:sitih1873@gmail.com)

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### **Abstract**

*This study aims to determine the effect of game strategies and storytelling strategies on Indonesian Language lessons on listening skills of Grade VI students of State Elementary School No.118315, Negerilama Plantation. This type of research is a semi-experimental study with a sample of 2 experimental classes, namely 20 students of class VI A and 22 students of class VI B. Class VI A was treated with Game Strategy and Class VI B was treated with Storytelling Strategy. The research instrument used a test consisting of 5 questions in the form of an essay test that has been tested for validity and reliability. After being given treatment to the two experimental classes, the results are (1) There were differences in students' listening skills before and after being given the game strategy treatment in class VI, namely 75.5 and 83.5. (2) There are differences in students' listening skills before and after being given storytelling strategy treatment in class VI, namely 67.8 and 76.6. (3) Listening skills of grade VI students were better at using game strategies than storytelling strategies. This was indicated by the average listening skill of students using game strategy was 83.5 while storytelling strategy were 76.6.*

**Keywords:** *Listening Skills; Game Strategy; Storytelling Strategy*

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## INTRODUCTION

Language is a compulsory curriculum content in every level of education, both primary, secondary and tertiary education. Language skills (language arts, language skills) in the curriculum in schools usually include four aspects, namely listening skills, speaking skills, reading skills, writing skills. Each skill is closely related to the other three skills in various ways. In acquiring language skills, we usually go through a relationship in the last order: first in childhood we learn to listen to the language then speak; after that we read and write. Listening and speaking are learned before entering school, while reading and writing are studied at school. The four skills are basically a single unit called single chess.

Listening is very important, especially for everyday life. In reality, teachers face students who find it difficult to understand the subject matter that has been explained. One of the factors that causes it is that some students still have difficulty listening. This problem can be overcome by learning correct listening and continuous practice, because a skill is only acquired and mastered by practice and lots of practice.

According to Putri and Elvina (2019), "Listening skills are more dominant in involving one's hearing senses. If one's hearing sense is good and is full of concentration then what is listened to will be easy to understand. Likewise, according to Wibowo (2014) "In listening to the recipient of the message, he tries to give meaning to the spoken language conveyed by other people." The same thing was stated by Kholifatun (2018) "Listening skills are suggestions to foster students so that they can retell what they hear, answer questions from sentences/stories they hear, draw conclusions, find new vocabulary, remember facts such as names of people, places, , sequencing events and for increased concentration of attention such as the ability to listen to commands, explain meanings and sort words into sentences."

Based on observations at SD Negeri No.118315 Perkebunan Negerilama, it was found that there were still many students who were not able to listen to their full potential. The main difficulty faced by students in listening is connecting various ideas that are heard to build an understanding. Observing in terms of structure and vocabulary actually has no difficulty, but they often experience difficulties related to their thinking skills, especially drawing information and generalizations from what they have heard. This fact can be seen in the process of learning Indonesian in grade VI at SD Negeri No.118315 Perkebunan Negerilama which is only oriented to theory and knowledge alone, so that language skills, especially listening skills cannot be paid attention.

Based on these problems, it is necessary to apply appropriate learning strategies so that students' listening skills are better. According to Seels and Richey (in Wuwung, 2019) "The learning strategy is a series of activities designed in a lesson." In addition, according to Hidayat (2019) "The learning strategy is an approach in organizing the learning components needed to achieve learning objectives."

Therefore, the researcher tries to apply the learning strategy, namely the game strategy in the VIA class and the storytelling strategy in the VIB class. According to Madyawati (2017) "The strategy of playing is happiness for children because by playing they can express their various feelings and socialize and adapt to their environment." In addition, Heat Kartini (in Rahmat, 2019) states "game strategy is a method used to imitate the way someone behaves in a drama." According to Madyawati (2017) there are several games that can be done to improve aspects of language development, namely: (1) Role play (2) Word quiz, guess words, guess letters (3) Match words, match letters (4) Imitate-execute.

Each strategy has stages of implementation, according to Yanto (2015) "The game strategy stages are (1) The teacher chooses a situation or problem (2) Before implementation, students must take part in a warm-up exercise (3) The teacher gives special instructions to participants after giving an explanation. introduction to the whole class (4) The teacher informs the audience about the roles to be played and provides instructions related to each role (5) The actors continue to carry out their roles throughout the situation (6) Playing roles must stop at the point - important points or when there is certain behavior that demands stopping the game and (7) The whole class then participates in a discussion centered on the situation."

According to Narti (2019) "the advantages of game strategy are: (1) can increase student interest (2) provide opportunities for students to portray characters that are perhaps known in everyday life and (3) can be applied in various settings." Besides the advantages of the game strategy it also has weaknesses. Thus, there are the weaknesses of the game strategy according to Rahmat (2019). "The weaknesses in the game strategy are (1) if students do not master their roles, then this strategy will not work well (2) if the game steps are not well mastered by the participants, it will cause chaos during the activity."

In addition to implementing game strategies in grade VI A, storytelling strategies are also carried out in grade VI B. According to Lestari (2018) "The storytelling learning strategy is an important activity as a bridge until children can understand the story and think logically." Meanwhile, according to Bunanta (in Yunita, Saparahayuningsih and Ardina, 2016) "Storytelling is an experience to share exciting stories, nurture enthusiasm and water children with good norms, by storytelling teachers will practice a lot and children can be involved in activities. Telling stories, so they can express themselves."

As for the stages of implementing the storytelling strategy, according to Ruswandi (2017) "(1) choosing the theme / story to be told (2) reading the story carefully (3) starting to practice storytelling (4) storytelling with experiences and facial expressions that match the characters so that The children preferred the story (5) to invite the students to retell the story they had heard."

According to Rimsasi and Trihartono (2016) "the advantages of storytelling strategies are (1) Can hone children's imagination and memory (2) It will attract children's attention if the delivery method is appropriate (interesting) (3) Media that can help convey material to students easily." In addition to the advantages, there are the weaknesses of the storytelling strategy according to Burns (in Suryana, 2016) "The advantages of storytelling strategies are (1) fostering a disciplined attitude (2) arousing emotions (3) inspiring and (4) bringing about change." According to Dheini (in Prihanjani, Wirya, Tirtayani. 2016: 4) "The shortcomings of storytelling strategies are: (1) students become passive, because they listen to or receive more explanations from teachers, (2) less stimulate the development of children's creativity and ability to expressing his opinion, (3) the ability of students to have different and still weak perceptiveness so that it is difficult to understand the main purpose of the story, (4) quickly grow boredom, especially if the presentation is not interesting.

This is in accordance with the results of research conducted by Kholifatun (2018) which shows that (1) listening skills based on explanations conveyed orally using the lecture method are categorized as medium (2) listening skills based on explanations conveyed orally using chain whisper games are categorized as high (3) there is an effect of chain whispering games on students' listening skills based on the explanation given orally. Likewise, the results of research conducted by Dewi, Sujana and Tirtayani (2017) show that (1) learning using the whispered audio assisted playing method is better than conventional (2) there is an effect of the whispered audio assisted playing method on listening ability.

Based on this description, the objectives of this study were (1) to analyze the differences in listening skills using game strategies in grade VI (2) to analyze the differences in listening skills using storytelling strategies in grade VI and (3) to describe the effect of game strategies and storytelling strategies on skills listening to grade VI students.

## RESEARCH METHODS

The type of experiment in this research is semi-experimental or quasi-experimental. This study used two research classes as experimental class 1 and experimental class 2.

**Table. 1 Research Design**

Students in Class	Pre-test	Treatment	Post-test
Experiment 1 (Game Strategy)	B <sub>1</sub>	X <sub>1</sub>	O <sub>1</sub>
Experiment 2 (Storytelling Strategy)	B <sub>2</sub>	X <sub>2</sub>	O <sub>2</sub>

(source: Arikunto, 2010)



Notes :

B<sub>1</sub> = Pre-test in experimental class 1 (Game Strategy)

B<sub>2</sub> = Pre-test in experimental class 2 (Storytelling Strategy)

X<sub>1</sub> = Treatment of experiment 1 (Game Strategy)

X<sub>2</sub> = Treatment of experiment 1 (Storytelling Strategy)

O<sub>1</sub> = Post test results in the experimental class 1 after being treated

O<sub>2</sub> = Post test results in the experimental class 2 after being treated

This research was conducted at SD Negeri No.118315 State Plantation in Grade VIA and VIB Odd Semester of the 2019/2020 Academic Year. The population in this study were all grade VI students of SD Negeri No.118315 Perkebunan Negerilama in odd semester 2019/2020. This research was conducted in two classes, namely the VIA class which amounted to 20 students and the VIB class amounted to 22 students. The two classes would later be made into the experimental class 1 and the experimental class 2. The experimental class 1 was treated using a game strategy. In the experimental class 2 using a storytelling strategy. The purpose of this study was to analyze the effect of game strategies and storytelling strategies on listening skills. The instrument used was a test instrument. This test is used to determine students' listening skills in the cognitive realm. The form of test used in this study was a 5-question essay test.

## RESULTS AND DISCUSSIONS

### Listening Skills with Game Strategy

Based on the results of research that has been conducted in the experimental class 1 (game strategy). Hence, the results obtained are as follows:

**Table 2 Listening Skills of Experimental Class 1**

Game Strategies		Average	Max. Score	Min. Score
Listening Skills	Before treatment	75,5	80	65
	After treatment	83,5	100	65

Therefore, from this average value, it can be seen that there is a difference in the average value before the action and after the action was taken to the experimental class using a game strategy. The average difference in students' listening skills before and after the action was carried out was  $83.50 - 75.50 = 8.00$

The following will also present a graph of the average difference in listening skills before and after the game strategy treatment is given.

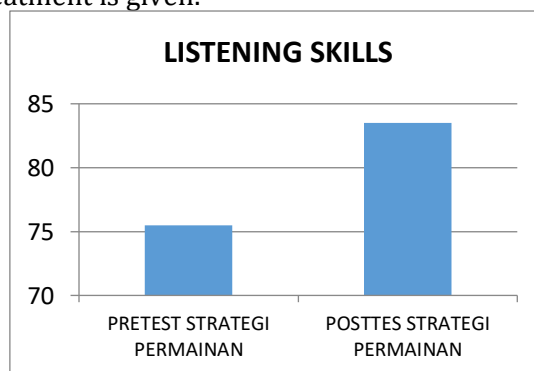


Figure 1 Graph of Average Listening Skills in Game Strategies Class

Apart from that, from the output, it can be seen that the t value is -5,812 with the sig (2-tailed) value of 0,000. Due to the sig value (0,000) < 0,05, H<sub>a</sub> is accepted. Thus, it can be concluded that there are differences in listening skills before and after being given the game strategy treatment in class VI.



This is in line with the opinion of Madyawati (2017) that there are several games that can be done to improve aspects of language development, namely: (1) Role playing (2) Word quiz, guessing words, guessing letters (3) Matching words, matching letters (4) Copy-execute. Rahmat (2019) also states "The advantages of game strategy are as follows: (1) The game that is played alone helps in understanding the problems at hand. (2) For participants who play the role of other people, these participants can position themselves as the character of the character played. (3) Able to feel the feelings experienced by others, thus through role playing activities can foster empathy."

The results of research conducted by Dewi, Sujana and Tirtayani (2017) state that "the active listening ability of the group that was taught using the audio-assisted chain whispered play method was better than the group taught using conventional learning methods." This means that learning using game strategies is better than previous learning (not using strategy).

### Listening Skills with Storytelling Strategies

Based on the results of research conducted in experimental class 2 (storytelling strategy). Thus, the results obtained are as follows:

**Table 3 Listening Skills of Experimental Class 2**

	Storytelling Strategies Class	Average	Max. Score	Min. Score
Listening Skills	Before treatment	69,77	80	55
	After treatment	76,59	85	65

Hence, from this average value, it can be seen that there is a difference in the average value before the action and after the action was taken to the experimental class. The average difference in students' listening skills before and after the action was taken was  $76.59 - 69.77 = 6.82$ .

The following will also present a graph of the average difference in listening skills before and after being given the game strategy treatment.

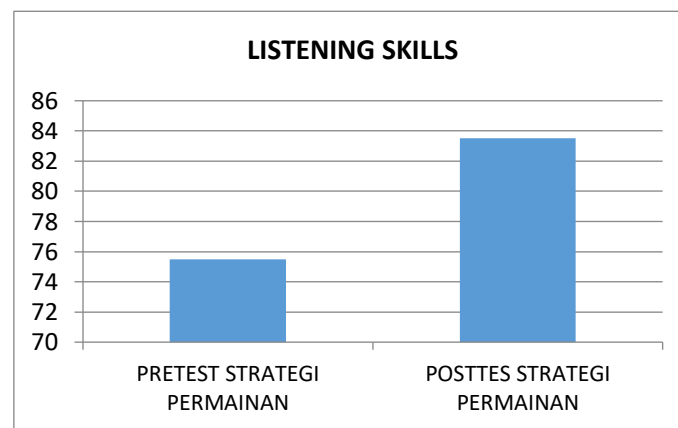


Figure 2 Graph of Average Pre-test and Post test Game Strategies Class

From the test results, it can be seen that the t value is -4,271 with the sig (2-tailed) value of 0,000. Due to the sig value (0,000) < 0.05,  $H_a$  is accepted. Therefore, it can be concluded that there are differences in listening skills before and after storytelling strategy treatment is given in grade VI. This indicates a change in listening skills before and after learning using storytelling strategies. This is because according to Rimsasi and Trihartono (2016) that "the advantages of storytelling strategies are (1) Can hone children's imagination and memory (2) It will attract children's attention if the delivery method is appropriate (interesting) (3) Media that can helps to convey material to students easily." This is also in accordance with the results of the study that

storytelling strategies can affect children's language skills. We can see this from the changes in the average value of students' listening skills before and after learning using storytelling strategies.

**Listening Skills Using Game Strategies and Storytelling Strategies.**

After taking action on experimental classes 1 and 2, the following results were obtained:

**Table 4 Differences in Experiment Class 1 and 2**

	Class	Before Treatment	After Treatment
<b>Listening Skills</b>	Game Strategies	75,5	83,5
	Strategi Mendongeng	69,77	76,59

From the table, it can be seen that the average listening skill of students is better in the experimental class 1 using game strategies.

**Table 5 Independent Sample Test results**

Independent Samples Test		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
LISTENING SKILLS	Equal variances assumed	,557	,460	2,761	40	,009	6,909	2,503	1,851	11,967
	Equal variances not assumed			2,735	36,872	,010	6,909	2,527	1,789	12,029

In addition, from the results of the spss analysis on the levenes test, the sig value was obtained.  $0.460 > 0.05$ , it is assumed that the two variants are equal. And because these results state that the two variants are equal, we use the results of the two independent samples t-test assuming the two variants are the same. Thus, from the results of the output, the t value is 2.761 with a sig value. (2-tailed) of 0.009. The meaning (2-tailed) must then be divided into  $0.009/2 = 0.0045$ . Because the sig.  $0.0045 < 0.05$  then  $H_a$  is accepted. Therefore, it can be concluded that the listening skills of grade VI students are better at using game strategies than storytelling strategies.

The results of this study are in line with research conducted by Purwanto (2017) which states that game strategy affects students' listening skills and this is also in accordance with the opinion of Bredekamp and Copple (in Madyawati, 2017) which states that "Playing strategies provide space and time for children to interact with others. They talk to each other, express opinions, negotiate and find middle ground for every problem that arises." Research by Dewi and Rustika (2017) also states that "Storytelling activities while playing provide opportunities for children to practice emotional intelligence and other aspects of themselves."

**CONCLUSION**

The conclusion in this study is that the listening skills of grade VI students using game strategies are better than storytelling strategies, it is proven that after being given treatment to the game strategy class, listening skills are 83.5 while in the storytelling strategy class it is only 76.59.



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