**Designing Research Instruments**

There were three instruments used in this study, as follows:

*Listening test*

There were two kinds of listening tests used in this study. The first was wrote sentences as they heard which were used to know the students ability to comprehend the text. The second exercise was in the form of a multiple choice test. The multiple choice test consists of some questions which were used to measure the students’ ability in identifying the detailed information in the text.

*Observation checklist*

It was used for collecting data if the activities during the teaching in listening through Game. The observer observed the students’ activities as well as the teacher’s performance during the teaching and learning process. The observation guide for the students’ activities included the activities during the implementation of Game. Their activities were categorized very good, good, fair, poor and very poor based on the qualification. For the teacher’s performance, the observer used the observation checklists to see whether the researcher follows the step in the lesson plan or not.

*Questionnaires*

The third instrument was questionnaire. The questionnaire concerned on the application of Game in teaching listening. It is in the form of multiple choices. The students were asked to choose one option based on their personal opinion about Game activity. The questionnaire can be seen in Appendix 7.

*Implementing the Action*

To implement the plan, the researcher acted as the teacher who carried out the teaching learning process in the class while the collaborator helped her to observe the teaching learning process. Implementing of Game was begun with the explanation about what the students had to do with Game. The researcher carried out listening test for the students at last of every cycle. There were three meetings with 80 minutes in every cycle (see Table 4).

**Table 4 the Scenario of Action Implementation**

|  |  |  |
| --- | --- | --- |
| Preliminary Test | | |
| Cycle I | | |
| Number | Meeting | Activity |
| 1 | I | Listening Class |
| 2 | II | Listening Class |
| 3 | III | Listening Class |
| Listening Test of Cycle I | | |

In implementing Game the researcher used three procedures, namely pre-listening, whilst-listening and post-listening. The steps in teaching listening using Game had these procedures:

1. Pre Listening

* Greeting
* Checking the students’ attendance list
* Arouse the students’ interest to study
* Preparing/showing the picture
* Brainstorming by giving some question related to the picture
* Showing the picture related to the verb used
* Writing some words related to the topic on the whiteboard
* Reading the words and asking the students to repeat
* Asking the students to predict what they are going to do
* Telling to the students, they will have listening activity
* Telling to the students, they will have a game
* Telling to the students how to play the game and the rule of the game

1. Whilst Listening

* Dividing the students into group
* Giving command to start the game
* Giving command to finish the game
* Stating the winner

1. Post Listening
   * Asking the students to match the sentences with the pictures
   * Asking the students to answer the question
   * Giving the conclusion of the topic

*Observing*

Observation was intended to obtain data related to the teaching and learning activity during the implementation of the action to solve the problem. The data referred to the criteria of success. In this step the researcher was assisted by her collaborator to observe all reactions during the implementation of Game by using observation sheet. The researcher provided observation guideline so that the observer knew exactly the aspects that He/She must observe.

According to Kemmis and McTaggart (1988), “Action researchers need to observe the action process, the effects of action, the circumstances of and constraints on action.” The observation focused on process of improvement shown by students while and after having the activities. The result from observation can be as basis for reflection.

*Data and Data Resource*

The data of this research was derived from the activities of observation, listening test, and questionnaire, as follows:

* Preliminary Study

A preliminary study was intended to get the real condition about the teacher and the students’ problems in listening class.

* Action Implementing Data

The data related to the process of implementing Game in listening class. The data were taken when the researcher began the lesson of listening using Game. The observer-observed the activities and all reactions from pre-listening to post- listening using the observation sheet during the implementation of Game.

* Action Result Data

The data related to result of the students’ progress of listening ability based on the scores of listening test.

*Reflecting*

This part dealt with the activity to analyze the implementation of the action during the cycle which was obtained through the result of through the result of the observations. It included the discussion of how far the strategy solved the problem and the factors that might cause the strategy applied were not successful.

The data were compared with the criteria of success to see whether the data met the criteria of success or not. The result of this reflection was then used as the basic consideration to revise the model to be applied in the next cycle to get a better result of learning and to make decision whether this research was continued or stopped.