

## INCREASING STUDENTS' LISTENING ABILITY THROUGH PICTURE DICTATION

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### **Abstract**

*The objective of the research is to find out whether there is the improvement of students' listening ability after being taught by picture dictations technique. This research was quantitative research which has one group pretest-posttest design. The population of this research was the second year students of SMP Negeri 1 Bukit kemuning that consists of six classes, VII-1 until VII-6, and each of class consists of 32-36 students. The sample of this research was VII-3 which is selected by simply lottery drawing. The data were analyzed by using t-test formula. The result of the research showed that there is a significant difference of students' listening achievement before and after being taught through picture dictations technique. The total score of pre-test was 1970 and post-test was 2380. The increase was 410. The mean score of pre-test was 57.92 and post-test was 72.12 or increased about 14.18%. It proved that the students' scores increase significantly because  $p < 0.05$  ( $p = 0.000$ ).*

*Keyword: increasing, Listening ability, Picture dictation.*

*Tujuan penelitian ini adalah untuk mengetahui apakah terdapat peningkatan dari kemampuan mendengar siswa setelah diajar menggunakan tehknik pendiktian gambar. Penelitian ini adalah quantitave desain dengan satu kelompok pre-test dan post-test. Populasi dari penelitan ini adalah siswa kelas VII SMP N 1 Bukit Kemuning yang terdiri dari VII-I sampai VII-6, Dengan 34 siswa dari setiap kelas. Data dalam penelitian ini di analisis dengan menggunakan rumus t-test. Hasil dari penelitian ini menunjukkan bahwa ada perbedaan yang siknifikan dari kemampuan mendengarkan siswa dari belum mendapatkan perlakuan sampai setelah mendapat perlakuan dari pendektean gambar. Jumlah keseluruhan dari pre-test siswa adalah 1970 dan post-test siswa 2380. Rata-rata dari nilai pre-test adalah 57.92 dan post-test 72.12 atau meningkat sekitar 14.18%. Itu membuktikan bahwa nilai siswa meningkat secara siknifikan karna  $P < 0.05$  ( $p = 0.000$ ).*

*Kata Kunci: Kemampuan mendengar, Meningkatkan, Pendiktian gambar.*

## **INTRODUCTION**

Ideally, language demands us to produce the new language in form of speaking, writing, and reading. However, to be in further three skills of language, students need to gather the process of listening first. As Philips (2008) states that young learners still have the difficulties in speaking and writing skill. He also argues that listening skill takes an important role for students in the beginning level as illustrated from the way of babies in acquiring language; they listen first and talk later.

Different situations require different types of listening. Listening is the process of understanding of what someone said. As stated by Kline (1996) Informative listening is the name we give to the situation where the listener's primary concern is to understand the message. Listeners are successful in so far as the meaning they assign to messages is as close as possible to that which the sender intended. Informative listening, or listening to understand, is found in all areas of our lives. Much of our learning comes from informative listening. For example, we listen to lectures or instructions from teachers and what we learn depends on how well we listen.

Informative listening is a type of listening that we use all the time when our primary concern is to understand a message from someone. This may be in the form of instructions, a presentation, speeches, and lecture. How much you learn from informative listening depends on how well you listen and concentrate on the central message. According to Kline (1996) there are three key variables related to

informative listening. Knowing these variables can help the students begin to improve their informative listening skills; that is, vocabulary, concentration, memory.

Regarding to the researcher's pre-observation, the researcher chose picture as one of visual aids to be presented. It was stated in the previous chapter that the students listening ability is still low due to the lack of facilities and media. By using picture as one of audio visual aids, the researcher aims to prepare easy materials to support creative learning activity. Besides that, the use of picture can help the students in grasping the topic content. Picture dictation requires very simple drawing done in respond to a simple teachers' instruction, (Heath Robert, 1998:44). In short, picture dictation means that the teacher dictates something to the students, they listen carefully, and they draw something on their paper based on teachers' instruction.

From the problem stated above, the researcher intended to find out whether there is significant difference of students' listening ability after being taught by using picture dictations.

## **METHOD**

This research was a quantitative study which used *one group pretest-posttest* design. There was one class as the subject of the research which was chosen purposively. The research design was as follows:

**T1 X T2**

T1: Pre-test.

X: Treatment.

T2: Post-test.

(Setiyadi, 2006:133)

The experimental class was given the treatment of teaching listening ability through picture dictation technique. The pre-test was administrated before the treatment of teaching listening through picture dictation technique was implemented, to see the students' basic listening ability. Then, the treatment of teaching listening through picture dictation technique was implemented. The post-test was administrated afterward, to analyze the improvement of the students' listening ability through Picture dictation technique.

The population of this research was the first year students of SMPN 1 Bukit Kemuning which consists of six classes VII-1 until VII-6. Each class consists of 32-36 students. In relation to the design, the researcher took two classes; VII-3 as the experimental class, and try out was conducted in VII-2.

## **RESULT & DISCUSSION**

The result of pre-test and post-test in the experimental class implied that dictation can improved students' listening ability significantly. The total score of the pre-

test to post-test had increase from 1970 up to 2380. There were an increase 410 points. The mean was from 57.92 up to 72.12. There was a significant increase 14.18. The increasing of students listening achievement were classified into two categories of micro skills namely recognize the vocabulary and getting referential info. Those two micro skill aspects (Recognize vocabulary and getting referential info) were increased about 14.7% and 11.17%.

In this research, the researcher classified the two micro skills that can be covered by picture dictations namely recognizing the vocabulary and getting referential info. Those two aspects of micro skills are increased after being taught by picture dictations. The increase for listening ability is about 14.7 % (Recognize vocabulary) and 11.17% (Getting referential info or WH questions).

Ideally, the main activity of picture dictations is about placing things or objects correctly based on the speakers' intention. The terms "objects" or "things" represent the main focus of the students which is recognizing vocabularies such as house, tree, pond, hut, dog, marbles etc. in form of picture. In listening for the picture dictations, the students dealt with placing the object based on the instruction from the teacher and they have to place or to draw it correctly. Thus, recognizing vocabulary takes a place in helping the students identifying what and where thing should be put in the picture based on speakers' intention, before getting the information or placing the picture as the whole idea. In recognizing the vocabulary, the students deal with the activity of placing an object based on the direction, which in order to place it correctly, students have to understand the

direction and object first. The ability of mastering many vocabularies helped the students to do the activity in picture dictation. Based on that explanation, the researcher believed that understanding vocabulary is the first thing the students could learn, thus listening by picture dictation help the student to get the first micro skill ability which is recognizing vocabulary.

Furthermore, getting referential (WH questions) info was increased about 16.4%. In getting referential info the WH questions used to stimulate students' background knowledge about the previous information that they achieved while they are listen the spoken passage. Traditionally, the aim of listening to picture dictations is understanding speakers' intention through the drawing activity. The drawing activity is the object placements which shares the information about object placement itself. Thus, the understanding in this activity is the ability to place those objects in the correct place. Furthermore, through the questions such as what, where, when, who etc. the students could evaluate the understanding of the spoken passage. Moreover, in getting the referential info the students are helped by the picture which can help them to recall the previous information.

In this research, the researcher applied three treatments for improving students' listening ability. The treatment is the picture dictations passage that requires students to interpret the speakers' intention through the drawing activity. The listening process is about informative listening in which the listener should listen to the teacher's instructions. At the first treatment, the researcher took living room as the picture descriptions theme.

The first treatment, the teaching learning process was started by the explanations of the picture dictation rules. The researcher takes lives in the village as the teaching materials. At this section, the students were directed in placing those things in village in the correct place based on speakers' intention. By presenting this topic, listener is seemed to be confused to recognize vocabulary in both of recognizing the objects and placing those objects based on speaker's intention. They found new vocabularies such as marbles, rope jumping, chimney, pond, garden path etc. and the place directions such as left hand side, at the corner, top hand side, in front of, etc.

The teaching learning activity in the first section run in quite mess since the students still confused to the rule of picture dictations. The teaching learning activity is unstable yet because the teacher should divided the teaching time to explain the rule to the students. Besides that, the researcher should repeat the instructions and helped them in translating some instructions. The students seemed unfamiliar with the activity and they made many interruptions to ask what they are going to do. Besides that, the lack of recognizing vocabulary made many of them feel confused toward what they are going to do. Thus, some students prefer to follow their classmate's picture rather than listening to the teacher instruction. The teacher also faced the difficulty in managing the time, the time of evaluation was very limited since the time of explaining and helping the student to draw was very much. Besides that, the picture made the students more focused in making a good picture instead of placing the object correctly. In short, at the first

sections students still low in recognizing the vocabulary since they could not draw the picture based on speaker's intention.

At the second treatment, the teaching listening process runs better than the previous treatment. The students already know the picture dictation rules and understand the instructions. At the second treatment, the researcher shared the new passage for the student entitled my beautiful village. The learning process seemed stable since the students have similar topics of thing in the village. They have same vocabulary directions such as left side, right side, top side, corner, bottom, etc. which made the students easier in placing the objects. They consumed less time on questioning the teacher what they have to do, or where the picture has to be put, but even though the students have less time on asking, sometimes there are some instructions that needed to be translated to Indonesia. In short, at the second treatment the students started to be able in recognizing vocabulary by drawing the picture based on speaker's intention. Besides that, the correct picture helping them to stimulate the information of the spoken passages by getting the referential info.

At the last treatment, teaching listening process became more stable and active. In this section, the researcher did not busy anymore in translating the instruction since they already familiar with the things in the living room and some placement direction such as hand left side, right hand side, bottom corner etc. In the other side, the students still became quite busy in drawing the picture perfectly, they still tried to make the picture presentable but with few accessories. At the last



treatments, the researcher found that students became active and happy in getting the picture as the teaching listening media in helping their listening process. They tend to be quite serious and since the researcher already knew the condition of the class it was easier for the researcher to handle the class and manage the students to draw and obey the teacher instruction.

The researcher in this research was in line with Abraham Zuhar's view in seeing the picture dictation technique as the audio visual aids which covered students listening comprehension. The usefulness of visual aids in teaching a foreign language is very clear and in spite of its clarity Lado (1964:194) states that "visual aids must remain aids" which assist to improve the process of teaching a foreign language and Hastuti (1996: 172) defines visual aids as person, material or tools, or events that established conditions, which enables the learners to acquire knowledge, skills, and attitude. In this sense, the teachers, the textbooks, and the school environment are media.

Furthermore, As Cahyono (1997:114) says: The advantages of pictures are: (a) they can be used to teach some grammatical structure; (b) since pictures are more vivid, that words, so they are much easier to recall than word; (c) they can be used to teach vocabulary; (d) certain kinds of picture can be used to developed and sustain motivation; and (e) they can be used to produce positive attitudes toward English. Cheek and Beeman (2000: 1) define a visual aid as anything the audience can see that helps the speaker get his or her message across to the audience.

In short, the process of picture dictation presented an informative listening in comprehend the message of the spoken passage through picture as the audio visual aids that combines audio (dictations) and visual (picture). The picture dictation presented both of media (picture) and technique (dictation). The uses of both of media can giving the advantages in increasing students listening ability. As we know that picture is includes as the visual aids along to the other visual aids such as flash cards, maps, maps, and cupboard figures. Ideally, the process of listening rose students' boredom since they have nothing to do except listen and understand the message. By representing the picture, the researcher helped the students to have one more sense to cover their comprehension. By seeing the picture, they can recall earlier information of the earlier passage.

Moreover, the researcher thinks that the picture cannot go alone in increasing the listening ability. The picture also needs the technique to deliver the picture in listening process. Thus, the picture dictation is the teaching technique that cover both of media and technique. Besides that, the previous research of picture dictation which has been investigated by M. Abraham Zuhar (2008) of Lampung University proved that picture dictation usage can significantly increase students' listening comprehension.

## **CONCLUSIONS AND SUGGESTIONS**

The researcher concluded that in implementing Picture dictation; recognize vocabulary should put in the first place in drawing activity based on speaker's intention. By recognizing the vocabulary the listener are able to complete those

pictures in a correct placements. This techniques also contributes the informative listening that directed students to get the information in form of fact through the picture as the listening transcriptions. In line with the informative listening, getting referential info help the students in recalling the earlier information and reviewing the instructions in form of evaluations. The kind of text or passage uses influence the micro and macro elements that can be covered by the picture dictation passage. Regarding to the finding and conclusions, the researcher would like to suggest for the next implementation of picture dictation such as taking another kind of text such as narrative text to place macro skills aspects in the listening process. Besides that, the teacher should considering passage length since it can influences students' concentrations to the passage. Moreover, if the passage is too long students can lose everything in order to get the message of the spoken statements.

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