

PICTURE DICTATION IMPROVING LISTENING COMPREHENSION

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ABSTRACT

Listening is the most frequently used language skill in everyday life because more than forty percent of our daily communication time is spent on listening. It can be a key initial step in communication to understand what is being said and trained their ability to communicate. For a long time the students face on bored or didn't understand what the information that they heard, like listen the conversation in the type recorder, teacher read the text and often the teacher skip the listening section. The design of this research was quantitative data validity by four steps (planning, implementing, observing, and reflecting) that would pass by the researcher in which used a classroom action research to design the activities in research process. The research would be conducted at eight grade student in SMP 07 Ma'arif Perintis Tempurejo Jember.

The classroom action research was intended to know wheter or not by using picture dictation students can change the information into another form to improve listening comprehension. The data collection of this research were by using test, interview, and documentation. Data analysis of the test used descriptive statistical analysis by comparing the mean students' score of the pre – test and post – test.

The data result was in the pre – test shows that from 27 students there were only 52% who get score ≥ 65 . And in the post – test there were only 15% who get score ≤ 65 , so the 85% of them get score ≥ 65 . It show improving students' listening comprehension because they got better than pre – test. It was indicated that picture dictation gave improving listening comprehension to the students.

ABSTRAK

Masalah dari penelitian ini adalah untuk mengetahui apakah pendiktean dengan gambar dapat meningkatkan ketrampilan mendengar siswa dalam bahasa inggris. Penelitian ini dilatar belakangi oleh konsep pengajaran bahasa inggris menggunakan gambar – gambar agar siswa lebih nyaman dan tertarik dalam mengikuti kelas listening. Jenis penelitian ini adalah menggunakan penelitian tindakan kelas. Subyek penelitian ini terdiri atas 27 siswa pada kelas VIII, SMP 07 ma'arif Perintis Tempurejo tahun pelajaran 2011/2012. Data penelitian didapat berdasarkan hasil tes mendengarkan pendiktean kalimat atau informasi oleh guru yang diubah ke dalam

bentuk gambar. Data disajikan dalam uraian deskripsi dan statistik untuk melihat peningkatan rata – rata siswa dengan membandingkan nilai rata- rata siswa pada pre-tes dan post-tes. Berdasarkan pre-tes, nilai rata- rata dari 27 siswa yakni 52% mendapat nilai ≥ 65 sedangkan pada post-tes 85% dari siswa mendapat nilai ≥ 65 . Ini menunjukkan bahwa pendikten gambar dapat meningkatkan ketrampilan mendengar siswa.

Kata kunci : Picture dictation, improving, listening comprehension

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1. BACKGROUND

Listening has a great influence in our learning in English. Based on (www2.education.listening.html, < 6 Mei 2012 >) points out that by listening comprehension make students will be better able to understand what is being said and train their ability to communicate, beside that can notice the characteristic of the language which will help improve their language development in four skill.

Dealing with listening, there are so many learning technique that can be applied in listening teaching process. One kind of technique in teaching listening comprehension by using information transfer. Information transfer is changing information from one form to another. The forms that the information can be reorganised into or from include maps, plans, grids, tables, diagrams, charts, diaries, calendars, lists, and forms. Another statement that use pictures for improving listening comprehension is Wright (1989:2) argues that pictures contribute to arouse students interest. According to Nation (1989), the information transfer technique is better to use for learners of listening or reading

before they learn speaking or writing (p. 61).

Based on the explanation above, the researcher want to investigate whether using Picture Dictation Improving Listening Comprehension through information transfer technique was effective or not as a new strategy in teaching listening for the eight grade students of Junior High School. The researcher formulates the following research question that Does Picture Dictation improve listening comprehension of eight grade students?

Relate to the problem statement above, the objective of this research is the specified is to know wheter or not Picture Dictation make students change the information into another form to improve their listening comprehension.

The researcher is expected that this listening research will be useful information or input to: 1) design their class activities in teaching listening, especially in using pictures through information transfer technique. The information can be used as a consideration to improve the teaching quality on listening class, in this case the pictures as the teaching media that use to

improve students listening ability; 2) have new learning experiences in using media, to solve their problem in learning listening; 3) conduct a further research with different research design or the the same design by using pictures, such as a descriptive study of students' listening comprehension by using pictures.

This research is done by the subject of the students of the eight grade of SMP 07 Ma'arif perintis Tempurejo Jember using picture dictation through information transfer to improve their listening comprehension. The researcher focused on vocabulary ability and the students listening informations or instructions. The topics used were: 1) find the correct picture; 2) drawing map or picture based on instruction. Picture dictation through information transfer were used to attract the students to attend the listening class to improve their listening ability and help the teacher creatively in presenting the materials.

2. THE REVIEW OF RELATED LITERATURE

As a language skill, listening is certainly not less important than the others. And notes that the first and the most important kind of listening skill turns out to be nothing less than the knowledge of language itself. This knowledge comes to us first, and foremost through listening and our listening experience provide the foundation for the growth of the ability to talk, to read, and to write. Therefore, having good listening skill is very important for the students in order that their other language skills can be achieved.

In addition, it is not only used for responding the speaker's spoken language, but also developing vocabulary, pronunciation and grammar as human

beings will get any kinds of knowledge through listening activity. Unlike the other language skills, listening is an internal process that cannot be directly observed. Nobody can say with certainty what happens when we listen.

There are many definition about listening comprehension. Listening comprehension is viewed theoretically as an active process in which individuals focus on selected aspects of aural input, construct meaning from passages, and relate what they hear to existing knowledge (O'Malley,1988) at <http://audigital.blogspot.com/2008/05/definition-of-listening-comprehension.html>.

An effective teacher is aware that students are not always able to develop oral comprehension skills on their own; without additional supports listening, by itself, is not enough to develop better listening skills (<http://www2.education.ualberta.ca/listening.html>, <6 Mei 2012>).

Some of you remember dictation is the teacher probably read you the text, dictated it, and then read it a third time so you could check through. Based on the text book "Dictation New method, new possibilities"; 1) The students are active during the exercise; 2) The students are active after the exercise; 3) Dictation leads oral communicative activities; 4) Dictation fosters uncounscious thinking; 5) Dictation copes with mixed-ability groups; 6) Dictation deals with large groups; 7) Dictation with often calm groups; 8) Dictation is safe for the non-native teacher; 9) For English, it is a technically useful exercise; 10) Dictation gives access to interesting text.

In this part, the researcher explain the procedure in applying the using picture in listening through information transfer. Picture dictation is one of new method in teaching listening through

dictation, we have a fairly common communication game in which students' comprehension is checked by their ability to reproduce on paper the spatial and descriptive information that has been dictated to them.

Picture is kind of media that use for instrument and teaching learning process. Sulaiman (1985:27) in Rosidah (2011:13) says that someone will more understand about the ideas than word by using picture is one of aid tool in the classroom activities. There are three kinds of picture, they are 1) individual picture is a picture of a single object; 2) composite picture is a picture which gives detailed or complete information; 3) picture series is a number of related composite picture linked to a series or sequence. Series picture consist of more than one picture with shows related activities.

Based on the kinds of picture above, this researcher used individual or single picture because it was easy to get and more simple to the students in listening class. Besides, this picture was related to the topic served.

In this study, the researcher will use information transfer in listening class through pictures and map as media. According to Nation (1989) at (www2.education.listening.html, < 6 Mei 2012 >), the information transfer technique is better to use for learners of listening or reading before they learn speaking or writing (p. 61).

3. METHODS

The method used in this research was classroom action research (CAR) focused on improving vocabulary ability using comic. The subject of the research consisted of 27 students of the eight class

of SMP 07 Ma'arif Perintis Tempurejo Jember in 2011-2012 academic year.

The independent variable of this research was the teaching device using picture dictation through information transfer. It means the students would listen some instructions that dictated by the teacher then change them into other form as a picture or a map.

To collect data, the instruments to be used: 1) test consisted of pre-test and post-test; 2) interview; 3) documentation. Test after the first treatment administered to find out the improvement of the students' listening and test after the second treatment administered to measure about the improvement of their listening. The interview was administered the supporting data to get the information about the book that used by the teacher and students, the teaching technique used by the English teacher and the students' difficulty in listening. The documentation was administered to measure the student's achievement in previous achievement score in other documentation.

The activities of the research used the following procedures:

1. The researcher give pre-test to measure how deep the students' listening ability.
2. The researcher planned the action, constructing the lesson plan, include prepares all of the medias that are needed in the research class process.
3. The researcher implemented the first action cycle by giving listening using picture dictation.
4. The researcher observed the classroom while implementing in the first cycle.

5. The researcher gave reflection of the result of observation.
6. The researcher analyzed the result of teaching – learning process.
7. Make a conclusion from the cycle I as a data.

If the target is can be reached in cycle I is mean enough for researching and the researcher will make a conclusion of the research. In order case if the target is cannot be reached in cycle I by the students, the researcher will make a reflection, and make revision needed to be implemented in the next action (cycle II) were:

1. The researcher constructed the lesson plan for second cycle.
2. The researcher implemented the second cycle.
3. The researcher observed the classroom while implementing the second action cycle.
4. Teh researcher reflected the results of class observation in the second cycle.
5. Analyzing the results of the teaching-learning precess in the second cycle.

In the first treatment, the researcher did some activities related to the using picture dictation. The first treatment activities were:

<p>Introduction:</p> <ul style="list-style-type: none"> - Greeting - Checking the attendant list - State the objective of teaching learning process
<p>Present:</p> <ul style="list-style-type: none"> - the teacher devide the students into small group, each group consist of 2 or 3 students - the students llisten to the

listening section.
<p>Process:</p> <ul style="list-style-type: none"> - the students prepare to listening section - the teacher read the istruction about someone’s address - the students do in pair the instruction - the students answer questions in pair
<p>Product:</p> <p>students can understand the information and can change it into another form by drawing the map.</p>
<p>Feedback:</p> <p>Asking the students to draw the conclusion of the material taught.</p>

Based on those activities, the problems about students got difficulty in listening could be eliminated. Here, the researcher gave more assistance and support to the weak students. Beside that, the collaboration between their partner in small group or in pair could eliminate the missing word in listening the teacher’s instructions.

4. DATA ANALYSIS

After the treatments, data on the students’ listening comprehension were collected in line with the instruments (test, interview, and documentation) and were analyzed using the scoring system, tabulating, percentage, classification, calculating the mean score, from the pre-test.

The Result of Test

No.	Name	Test	
		Pre	Post
1	Abd. Rosid	65	80
2	Abd. Mukid	55	75
3	Ahmad Zainuri	60	70
4	Eka Yulia Putra	50	65
5	Eko Kurniawan	65	75
6	Eva Pusfiati	60	65
7	Ismi Humaidah	60	65
8	Imam Nawawi	75	75
9	Ika Laili	55	65
10	Moh. Noval	45	60
11	M. Ja'far S.	70	75
12	Misbahul Alif	75	70
13	Siti Maria	65	65
14	Mita Rindi A.	55	60
15	Taufikur R.	70	70
16	Samsul Arifin	65	70
17	Linda W.	45	65
18	Mardiana	75	70
19	Museki	45	70
20	M. Taufik	65	65
21	Dedi Suryanto	40	70
22	Yoyen Haryono	65	72
23	Ahmad Syair	60	60
24	Moh. Husen	65	65
25	Moh. Arifin	55	60
26	M. Lutfi	70	75
27	Taufik T.J	75	80
	Total Score	1650	1857

$$M \text{ pre} = \frac{N}{X_{pre}} \times 100 \%$$

$$M \text{ pre} = \frac{1650}{27} \times 100 \%$$

$$M \text{ pre} = 61,1 \%$$

- ✓ The percentage of all students listening test in pre – test 61,1 %

$$M_{pre} = \frac{14}{27} \times 100 \% = 52 \%$$

- ✓ The percentage of students who got \geq 65.

$$M_{pre} = \frac{13}{27} \times 100 \% = 48 \%$$

- ✓ The percentage of students who got \leq 65.

There are 52% of the students who got score more than 65 and there are 48% of students who got score less than 65 or more. It means the students couldn't achieve the standart score because less than 75% of students not reach the requirement at is 65.

$$M \text{ post} = \frac{N}{X_{post}} \times 100 \%$$

$$M \text{ post} = \frac{1857}{27} \times 100 \%$$

$$M \text{ post} = 68,7 \%$$

- ✓ The percentage of all students listening test in post test 68,9 %

$$M_{post} = \frac{23}{27} \times 100 \% = 85 \%$$

- ✓ The percentage of students who got \geq 65.

$$M_{post} = \frac{4}{27} \times 100 \% = 15 \%$$

The percentage of students who got \leq 65.

There are 85% of the students who got score more than 65 and there are 15% of students who got score less than 65 or

more. It means the students got more than 75% follow standart score 65.

From the data of result test above show that post-test was improving students' listening because they got better score than pre-test. Based on the result, the researcher does not need to do it action in cycle II.

5. DISCUSSION

Based on the result of the data analysis, the students' listening skill had improved through "Picture Ditation" by information transfer can be described as follow; the general problem of this research is " Does Picture Dictation improve listening comprehension ?" The answer to the question can be explained by tracking the activities in the cycle one of the action through the result og observation and the result of the test.

Based on the result in the post – test in cycle I, the students had improved from showing the mean score of pre – test and post – test. The mean score of the students listening test increased from 52% in pre - test to 85%. It happened because the method using picture in listening makes the students easy and enjoyable in joining the class. Besides that, they can draw by them self what they had heard so it makes them more memorized the vocabularies or information they had got.

It also because of the technique of material makes them fun and relax. The teacher as mediator with most picture had can improve the students listening comprehension, and by changing information into picture is the first method they get then make them relax in listening class.

6. CONCLUSION AND SUGGESTION

6.1 CONCLUSION

This research was done to prove the students' listening comprehension by using picture dictation through information transfer of the eight grade students at SMP 07 Ma'arif Perintis Tempurejo – Jember in the academic year 2011/2012. Based on the data analysis, the result can be concluded that 85 % of students who got at least "Good" score had been fulfilled. In sum, the action in the cycle I could improve the students listening comprehension.

So, it be concluded that using pictures was useful and good to improve the students listening comprehension.

6.2 SUGGESTION

The results showed that using pictures could improve the students listening comprehension. Considering the results, some suggestion are given to: 1) The English teacher is suggested to use pictures as an alternative way to improve the students listening comprehension since it is interesting, motivation and useful for the students in learning listening; 2) The students are suggested to be accustomed to use picture as media or another form from getting information to improve their listening comprehension; 3) other reseacher may become a reference for other researcher who has the same problem to conduct classroom action research for the purpose of improving the students listening comprehension through picture dictation.

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