

IMPLEMENTING LISTEN-AND-DRAW TECHNIQUE TO IMPROVE STUDENTS' LISTENING COMPREHENSION

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ABSTRACT

Penelitian ini bertujuan untuk mengetahui apakah penggunaan *listen-and-draw technique* dapat meningkatkan pemahaman menyimak siswa. Penelitian ini dilaksanakan dalam satu kelas dan mengaplikasikan bentuk eksperimen dengan menggunakan *one group pretest and posttest design*. Hasil menunjukkan bahwa *listen-and-draw technique* dapat digunakan dalam pengajaran menyimak, nilai rata-rata siswa meningkat dari 69,05 menjadi 85,95. Peneliti menyarankan kepada guru bahasa Inggris untuk menggunakan *listen-and-draw technique* sebagai media dalam pengajaran menyimak karena itu dapat membuat siswa lebih tertarik dalam proses dan aktivitas pembelajaran.

This research aimed at investigating whether the use of implementing listen-and-draw technique can improve students' listening comprehension. This research was conducted in one class and applied pre-experimental design that was one group pretest and posttest design. The researcher found that L&D technique can be used in teaching listening. The result showed that students' mean score improves from 69.05 up to 85.95. The researcher suggests the English teachers to use L&D technique as the media in teaching listening because it can make students more interested in the teaching and learning activity.

Keywords: LD technique, improve, teaching listening, listening comprehension

INTRODUCTION

Swift (2008:16) states that students frequently hate doing listening in the classroom. They often feel loose of confidence since they found themselves incompetence in listening. The students often can not follow what their teacher is talking about.

Furthermore, Rahayu (2005: 22) states that students' achievement in listening is low, since the students' motivation in listening class is low. This might be due to the media and technique used by the teacher. The media used was in form of long short story presented through tape recorder and it was not interesting for the students. Considering the problem above, the writer try to find an effective technique in teaching listening. Here the writer chooses “L & D” as a technique in teaching listening. It is a technique in which the students make a picture based on the teacher's descriptions of something. Bellow the picture, the students also give title for each picture they make.

Margaret (1988: 19) states that listening is an active process in which the listener plays a very active part in constructing the overall message that is eventually exchanged between the listener and the speaker. The listener plays an active role because she/he should have ability to digest the message of the speaker. Therefore, the listener should listen to the speaker carefully.

According to Hughes (1991 : 134) there are two skills involved in listening, they are:

1. Macro skill

In macro skill, to understand what someone says a listener has to involve with listening for specific information, obtaining gist of what is being heard or the listener should get the general idea of the information, following instructions or directions.

2. Micro skill

In micro skill, to understand what someone says a listener has to interpret intonation pattern (e.g. recognize stress and rhythm), recognition of function of structures (interrogative as request, imperative e.g. sit down!; cohesive devices e.g. such as and which, detect sentence constituents, e.g. subject, verb, object, preposition), recognizing discourse markers (e.g. well; oh, another thing is; now, finally)

One of the main reasons the writer chooses L&D as a technique in teaching listening is that *this technique* can be applied to the schools which do not have language laboratory and the tools for listening teaching learning process; such as tape recorder, video, and cassette. Other reasons in choosing L & D is that it is easier to prepare and mark and it could avoid the students' boredom.

The materials in L&D *technique* should be interesting to the students. The teacher should be able to choose the themes that are suitable for the students' level age and based on the students' background knowledge and experiences. The suitable

materials will make the students interested to the materials. Nation (1992: 20) states that the interest will lead students to increase attention and deeper processing of material. Therefore, it will become a truly active process. In L&D *technique*, the materials may contain some new items (vocabularies, structure, etc), but do not too much. As long as there are not too many new items, it will be easier to students to understand the materials given. However, the new items will also help students to expand their knowledge of the language.

Based on the arguments above, this research aimed to find out whether the use of listen and draw technique can improve students' listening comprehension. The focus of the research is on listening comprehension. This research is also expected to find out what aspects of listening skill can be improved by using listen – and - draw technique.

METHODS

One group pretest-posttest design was used in order to find whether the use of listen – and - draw technique can improve students' listening comprehension. This research was conducted in four meetings for two weeks. The design can be illustrated as follows:

T₁ X T₂

Which:

X : Treatment Implementation

T₁ : Pretest (before treatment)

T₂ : Posttest (after treatment)

The population of this research was the second year students of SMPN 3 Terbanggi Besar Lampung Tengah in academic year of 2013/2014. In addition, the sample is selected by using random sampling technique through lottery. The writer used two classes, VIII D that consist of 40 students as try out class and VIII E that consist of 40 students as the experimental class.

The data of the research is analyzed by comparing the average score (mean) of pretest and posttest to know whether *L&D technique* is able to improve the students' listening comprehension.

According to Setiyadi (2006:26), if the instrument just measures one aspect, for example listening, the construct validity can be measured by evaluating all items in the test. If all items have measured listening ability this instrument has fulfilled construct validity. In this research, all items had measure listening ability, so it had fulfilled construct validity.

After collecting the data, the researcher analyzed them in order to find out whether there was an improvement in the students' listening comprehension or not after the treatment. The researcher used repeated measure T-test to find out the improvement of the treatment effect. The criteria are shown as follow: H_0 : There is no improvement of the students' listening comprehension after being taught by using LD technique. The criteria is H_0 (null hypothesis) is accepted if alpha level is higher than 0.05 ($\alpha > 0.05$). H_1 : There is improvement of the students' listening comprehension after the implementation by using LD technique. The criteria H_1 is accepted if alpha level is lower than 0.05 ($\alpha < 0.05$).

RESULTS AND DISCUSSION

RESULT

The researcher conducted four meetings. In the first meeting the researcher gave pretest to see the basic listening skill of the students. And in the second and third meeting, the researcher gave treatments by using L&D technique. In the last meeting the researcher gave posttest to find out the improvement in students' listening comprehension by using L&D technique.

The statistical computation using independent t-test showed that there was improvement of students' listening comprehension. We could see that from the mean in pretest was 69.05 up to 85.95 in posttest. The improvement was 16.9.

By using L&D technique, it showed that by using listen and draw technique students' listening comprehension could be improved. From the previous explanation, it can be seen that the total score of pretest was 2555 and increased-to 3180 in the posttest. It means that the score gained was 625. The mean score of pretest was 69.05 and increased to 85.95 in the posttest. It means that the increase was 16. 9. It can be concluded that listen and draw technique had an impact on students' listening comprehension achievement and there was a significant improve of students' listening comprehension after being taught using listen and draw technique. In other word, the hypothesis (H) is accepted.

DISCUSSION

At the beginning of this research, the researcher conducted the pretest as the first activity. It was administered to find out students' achievement in listening

comprehension through L&D technique. During the time on which the researcher administered the pretest, the researcher could know that most of students were really confused to start listening. When doing the pretest most of the students were really busy by asking each other about what should they draw and some students rather frequently asked the researcher to help them instead. This implies that they had difficulty in listening and had a problem in developing the idea.

After giving pretest, in the second and third meeting, the researcher explained about L&D technique and how to make a good listening comprehension. The researcher gave the treatment in two times. The last activity was the posttest. It was administered in order to find out the improvement of students' listening comprehension by using L&D technique. A different attitude was shown in posttest after they had been given some treatments continuously. They did the test calmly and looked easy to start their listening comprehension and drew.

Then, the researcher analyzed the result and it was found that there was an improvement in each aspect of listening. In this research, before conducting the treatments the writer conducted pretest. From the result of pretest done, the writer found out that there was 1 student (2.7 %) scored 45; 1 student (2.7 %) scored 50; 3 students (8.1%) scored 55; 5 students (13.5 %) scored 60; 4 students (10.8%) scored 65; 12 students (32.4 %) scored 70; 3 students (8.1 %) scored 75; 2 students (5.4 %) scored 80; and 6 students (16.2 %) scored 85. For the students who got low score in the pretest, the writer gave them more attention in the

treatments. The writer guided them slowly, so they could get better result in the posttest.

After administering pretest, the writer conducted the first treatment. In the first treatment, the writer took "fauna" as theme of the material. The first treatment was started by giving explanation about listen and draw technique and the rules to the students. The writer stated that we were going to listen to descriptions of something and try to comprehend it. However, some students still confused and did not know what they should do in teaching learning process. It was because they had never been taught by using this technique. Therefore, to help the students understood what they should do, the writer gave them examples of listen – and - draw technique.

Then, before started the descriptions, the writer explained them what they should do that was to draw simple pictures, not good pictures. To encourage students to draw briefly, the writer let them to see the pictures given. The pictures were as guide if there were problems from the students who could not draw or were scare to draw. It also could help the students to imagine how the real objects they should draw are. Therefore, the students could draw what the teacher described briefly.

After the students had understood what to do, the writer started the descriptions. The writer dictated the descriptions of faunas by moving around the class and dictated the descriptions sentence by sentence, so the students could hear it clearly. As a macro skill, in listen and draw technique to understand what someone says a

listener has to involve with listening for specific information, the listener should get the general idea of the information, following the instructions or directions. Danaher (1994: 2) states that the macro skill of listening within foreign language learning is the most important skill for beginner students, in order to prepare them for speaking and later for reading and writing. Besides that, in the descriptions given the writer also taught the students about the reference as one of listening skill components. So they could have better knowledge about this listening skill component in the future.

After the writer had finished with the descriptions, the students drew it based on the descriptions they heard. Most students could follow and enjoy this process. It was because the students were interested to the materials given. As Nation (1992: 20) states that the interest will lead students to increase attention and deeper processing of material. The materials that are suitable for students' level age and based on students' background knowledge and experience make the students interested to follow the teaching learning process. Therefore, it will become a truly active process.

However, there were some students who did not listen to the descriptions and discussed one another. It might be due to the writer's weaknesses on voice. The writer's voice was not a loud enough for them. Therefore, the writer repeated the descriptions twice. While listening to the repetitions from the writer, the students could correct their picture. Therefore, the picture they made was the true picture. This way of teaching listening could be used to stimulate the students who

were very inactive in the class because it forced them to comprehend the descriptions even in very simple picture.

After the students had drawn the picture, they gave title to their picture. In giving title to their picture, they needed their ability to remember the vocabularies that had been taught by the writer before. This process could help the students to increase their vocabulary mastery of fauna. Therefore, they could have more vocabularies in the future.

At the end of the first treatment, the writer asked the students about what they feel after they had followed the first treatment. There were few students gave comments and stated their problem in comprehending the message. About 7 students (19 %) said that this technique was difficult because it was the first experience for them in listening class. The students' difficulties in following the first treatment also can be seen from the result of first treatment. From the result of first treatment, it can be seen that there were some students who still confused and did not know what pictures they should draw. Some students also forgot the spelling of the name of some faunas in English. Therefore, there were some mistakes and corrections they made while drawing and giving title for their pictures.

Although the writer had explained to the students that what they should draw were simple pictures only, some students still tried to draw as good as possible and colored their pictures. To help the students who still got difficulties in the first

treatment the writer; explained and guided them slowly. Therefore, to finish the first treatment the writer needed more time.

In the second treatment, the students could actively involve and enjoy teaching learning process. They could produce pictures as the result of their comprehension and they got better result for this one. For the third treatment, the writer took "flora and fauna" as theme of the material. It was as the reflection of what they got from the first and second treatments. The materials were taken from the first and second treatments. From the result of second treatment, it can be seen that some students still confused with the spelling of some floras' name in English. To solve this problem, the writer explained again about names and characteristics of some floras and faunas in English more clearly. Therefore, they could understand and remember the vocabularies in the future.

Because the students had already known what to do and they had more vocabularies in their mind, they felt more comfortable in following the third treatment. Moreover, the students could actively involve in teaching learning process. This situation affected their achievement in the third treatment. From the result of third treatment, it was found that the students did the task well. They drew the pictures based on what were described by the writer and gave the right titles for their pictures. Some students also expressed their imaginations into pictures bravely. They put some additional pictures to make their pictures looked alive. In conducting the third treatment, the writer did not find any problems and it could be finished as what was planned.

After three times treatments, the writer conducted posttest. The posttest items were the same as the pretest but with some adjustment on certain numbers.

From the result of posttest done, it was found 1 student (2.7 %) scored 60; 2 students (5.4 %) scored 70; 5 students (13.5 %) scored 75; 5 students (13.5 %) scored 80; 5 students (13.5 %) scored 85; 8 students (21.6 %) scored 90; 8 students (21.6 %) scored 95; and 3 students (8.1 %) scored 100.

The finding that listen and draw technique significantly increased students' listening comprehension ($p < 0.05$, $p = 0.00$) also makes the writer recommend the use of listen and draw technique in teaching listening comprehension. It is in line with Swift (2008: 18), who suggests that in teaching listening we need to take a more active approach to increase listening abilities, by focusing on the specific problems that the learners have and planning listening activities, it will help to solve the problems. Thus, by using this technique, the students can improve their listening comprehension and it can help them to solve the problems that usually found in listening class.

Finally, it can be concluded that L&D technique can improve the students' listening comprehension and the students' activity in listening teaching process by using L&D technique.

CONCLUSION AND SUGGESTION

CONCLUSION

Referring to the discussion of the research findings on the previous chapter, the researcher comes to the following conclusions. The purpose of this research is to find out whether L&D technique can improve students' listening comprehension. Based on the research, it was concluded that:

There is an improvement of students' listening comprehension after having treatment by using L&D technique and there is improvement in the students' activity in listening teaching process. It was proven by the result of paired sample T-Test, which showed that the value of two tail significance was less than α ($0.00 < 0.05$).

SUGGESTION

In reference to the conclusions above, the researcher gives suggestion for teaching activity as follows:

Since teaching by using L&D technique can give better result for the students in teaching and learning process, the researcher suggests to the teacher to use L&D technique as the media or technique in teaching listening process.

And the researcher also gives suggestion for other researchers as follows:

The researcher used L&D technique to improve students' listening comprehension in junior high school. Further researchers can use L&D technique for other kinds of listening teaching process and for different levels of student.

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