THE INFLUENCE OF A PICTURE DICTATION TOWARD THE STUDENTS’ LISTENING ABILITY

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Abstract
The aim of this research is to find out the influence of a picture dictation toward the students’ listening ability. The sample in this research is the students in first grade of Senior High School that consist of 19 students. This research used experimental design as the method. From the calculation of t-test, the researcher found that $t_{\text{count}} > t_{\text{list}}$ or $5.53 > 2.10$. So, it can be concluded that a picture dictation can influence the students’ listening ability.

BACKGROUND
Listening is one of skill in English language subject, there are speaking, reading, and writing beside of listening. In the Bulletin 1952 (as cited in Guo and Wills, p.3) said that listening is very important skill. Listening is the skill that will be the communication way with the other people, so the students have to be able to listen effectively. It means that the students need a good understanding. On the other side, many students said that listening is the most difficult skill. Because they rarely listen English texts or others listening material, so they difficult to know what they listen. Other factor that made they feel difficult in listening skill is the facility in their school is not complete. Moreover, some schools have listening laboratory, but it did not work. In addition, there were no tape recorders or listening cassette to use in listening teaching process.

Rost’s 1994 study (as cited in Saha & Talukdar, 2008, p.3) found that listening is fundamental aspect in teaching language. Without good understanding in teaching and learning process, the students cannot begin the next level. To get a good understanding, they need to listen well. Moreover, Brewster, Ellis, Girard (as cited in Arnold, 2011, p.2) stated that you have to understand about what someone talk to you, you cannot give a respond if you did not understand. So, the students will understand about what teacher said if they can listen well. They can do their assignment appropriate the teacher’s direction, and they can ask questions about the material. So, the students will be active students. However, if the students did not listen well, they will difficult to understand what the teacher said about the material. It makes them to be passive students because they did not know what the teacher said, so they did not have question. Sometimes, the students did not do right their assignment because they did not clear about the teacher’s direction of the assignment. So, listening skill is very influence the students learning of English language. Listening skill is also called communication skill. The students always make communication with people around of them. So, they need to understand what people said to them. It means that they must be good listener.

Many experts make methods or strategies in listening teaching process to solve the problems in listening teaching process. The method or strategy in listening teaching process is important. Nonetheless, the teacher is the most important element in listening teaching process. So, the teacher of English listening must be creative in listening teaching process. The teacher must be able to be interest for the students. So, the teacher must choose creative method or strategy to teach the students.
There are some researches that discussed about increasing students’ listening skill. These researches used some methods or strategies. For example, these used a cassette, and dictation technique. These researches study how to use those methods or technique.

These researches lack to watch the students environment, facility, and how to catch students’ attention. These researches are too ungainly. Some school also did not have listening cassette and tape recorder. The students also will be bored if they only listen from cassette.

On the other hand, based on the researcher’s observation at the first grade students in MA Al-Huda, the students never get listening activity because their listening laboratory were broken. It was stated when the researcher interview on February 2013, with an English teacher to the first grade students of MA Al-Huda is Afdhal Z. Kaman S.Pd. The teacher stated that the first grade students of MA Al-Huda never get listening activity because their listening laboratory were broken. There were no tape recorders. The teacher did not give listening activity in learning and teaching process. The students only hear the teacher when he explained the material by English language. So, they very need a strategy that can give them listening activity without listening laboratory or tape recorder. An interesting method will make the students interest to learn. The method must be able to make the students easy to understand the material and enjoy or not ungainly in teaching process. “Listening is also hard work! And can be stressful! So in order to maximise the potential for acquisition of language, we need to ensure that our students are not stressed about this process.” (Arnold, 2011, p.3).

So, the teacher must be creative to choose method or strategy in listening teaching process. Heath (n.d. : 58) said that picture dictation is an interesting way in English class. It uses in listening teaching. The teacher only uses a picture and the information of picture. In listening process, the teacher only read the information by himself, and the students have to draw a picture depend on the information that are dictated. It can help the students to get the key idea of the information that are dictated. It does not need listening laboratory or tape recorder. So, it appropriate with the first grade students of MA Al-Huda because their laboratory were broken. Drawing is one of interesting activity in teaching and learning process. It was also done in listening teaching process. It will make the students more enjoy, did not bored, and be enthusiastic in listening teaching process. Moreover, picture is one of visual support in teaching process. On the other hand, Rubin (2011) said that visual support can help the students to understand the text. In the picture dictation activity, the students drew their imagination of the information in the text that the teacher dictated. It will help the students to find out the key idea of the text. Furthermore, the picture helps the students to remember the information that they listen. Based on the description above, the researcher would like to formulate the title “the influence of a picture dictation toward the students’ listening ability (this research conducted at the first grade students of MA Al-Huda academic year 2012/2013)”.

LITERATURE REVIEW

Concept of Listening

Listening is one of language skill that should be learned by the English learner. There are speaking, reading, and writing beside of listening. The study of Howatt and Dakin 1974 (as cited in Guo and Wills, 2012, p.2) said that “listening is the ability to identify and understand what others are saying.”
Consept of Picture Dictation
Heath (n.d) stated that
Picture dictations are a quick, amusing and interesting way of doing a number of useful things in the English class. First, they test listening comprehension. Second, they provide a useful way of revising certain prepositions of place. Lastly, they provide a good basis for a guided composition, getting the pupils to describe the picture using some of the language you dictated. (p.58)

Picture Dictation in Listening Teaching
Miller (2007) explains the procedure of picture dictation is
Don’t show learners the picture. Pre-teach any unfamiliar vocabulary you will use to describe the picture. Orally describe the picture, and pausing between lines to allow learners to draw the picture while you describe it. Include some negative statements such as “The woman isn’t wearing a hat.” and confirm that learners don’t draw in response. Describe the picture a second time to allow learners to check their work. When finished, learners compare their pictures to the original and to each others’ pictures. (p.11)

RELEVANT OF RESEARCH
There are four previous researches that are relevant with this research. First, Guo & Wills (2012) in their research of “an investigation of factors influencing English listening comprehension and possible measure for improvement” found that new teaching model can improve the scores of students in English listening. Guo & Wills (2012) use experimental design in their research.
Second, Rubin (2011) in the research of “a review of second language listening comprehension research” found that visual support can help the students to understand the text, especially is a difficult text. Rubin (2011) have a research about visual support with use experimental design (control group and experimental group). The result showed that experimental group scored higher than control group.
Third, Kiany & Shiramiry (2002) in their research of “the effect of frequent dictation on the listening comprehension ability of elementary EFL learners” found that dictation can improve the students’ ability in listening skill. The frequency of the using dictation method influenced students’ ability. The students that often have dictation will be good listener than the students that rarely have dictation method. They use experimental design in the research.
Fourth, Kit (2004) in the research of “report on the action research project on English dictation in primary school” found that innovation in dictation method make the students enjoy, fun and have positive attitude in teaching and learning process. The results also show that innovation in the dictation method can improve the students’ ability in language learning. The innovations of dictation in Kit’s study are jig-saw dictation, partial dictation, running dictation, grammar dictation, and composition dictation. The research used mix-method; there were qualitative and quantitative method.
Three of four researches above are same with this research in the methodology because this research used experimental design. However, all of the researches above have differences with this research. This research will use a picture dictation as the method in listening teaching process. The students did not write words of dictation, but the students drew in dictation process. It helped the students to be more creative and try to find out the main idea or important information of dictation text in listening teaching process.
HYPOTHESIS

The researcher has a hypothesis that a picture dictation can influence the students’ listening ability.

RESEARCH FINDINGS AND DISCUSSION

The formulation of the hypothesis of this research is “a picture dictation can influence the students’ listening ability”. Statistically, the hypothesis can be formulated as:

a. $H_0$ was untenable, and $H_1$ was tenable if $t_{count(0.05)} > t_{list(0.05;n-1)}$. It means that a picture dictation can influence the students’ listening ability.

b. $H_0$ was tenable, and $H_1$ was untenable if $t_{count(0.05)} < t_{list(0.05;n-1)}$. It means that a picture dictation cannot influence the students’ listening ability.

The formula that was used in hypothesis verification is t-test:

$$t = \frac{Md}{\sqrt{\frac{\sum xd^2d}{N(N-1)}}}$$

(Arikunto, 2002: 79)

$$M_d = d = \frac{567.2}{19} - 29.853$$

$$t = \frac{Md}{\sqrt{\frac{\sum xd^2d}{N(N-1)}}} = \frac{9981.074}{29.853} = \frac{5.853}{\sqrt{19(19-1)}}$$

$$t = 5.53$$

The result of t-test

<table>
<thead>
<tr>
<th>$t_{list}$</th>
<th>$t_{count}$</th>
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<tr>
<td>2.10</td>
<td>5.53</td>
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The result showed that $H_0$ was untenable. It was stated by t-test that $t_{count} = 5.53 > t_{list} 2.10$. It means that the hypothesis of this research ($H_1$) was tenable. So, it can be conclude that a picture dictation can influence the students’ listening ability.

In the treatment, the researcher has six meeting. In the first meeting, some students did not give a positive respond, they did not focus when the researcher give picture dictation. In the second meeting, the almost all of the students gave positive respond to the researcher. However, most of them still passive. The researcher repeats the dictation text until three times. In the third meeting, some of the students are active to give questions if they cannot listen well about the information from the researcher. In the forth meeting, many students focus when the researcher gave picture dictation, the researcher only repeat the dictation text until two times. In the fifth meeting, many students drew complete information that the
researcher dictated, but the researcher helped the in the difficult word for them. In the sixth meeting, the students can draw complete information that the researcher dictated.

The results showed that a picture dictation can influence the students’ listening ability because the result showed the significant influence of using a picture dictation toward the students’ listening ability. It stated by t-test. It can be concluded that the hypothesis of the researcher are tenable. The results were appropriate with the study of Guo and Wills (2012) that new teaching model can improve the score of students in English listening. The students in MA Al-Huda never get a picture dictation method in listening process, so it is the new method for them. Furthermore, the result of this research showed the positive influence of a picture dictation. So, it supported the study of Guo and Wills (2012).

On the other hand, Kit (2004) found that innovation in dictation method can improve the students’ ability in language learning. Picture dictation is one of innovation in dictation method. In this research, the students look very interest when the researcher gave a picture dictation in listening teaching process, and the result of this research also showed the positive influence to the students’ score. Furthermore, Case (2011:1) said that picture did not make the students bored in learning process because they not only interact with sounds or voice and sentences.

Besides of that, Case (2011:1) argued a picture dictation makes the students easily to understand the text by find out the key idea. It was appropriate with the study of Rubin (2011) that visual support can help the students to understand a text. In the picture dictation, they drew their imagination of the information in the text. They tried to arrange all of the information that they were gotten in their imagination, and then they drew appropriate with their imagination. They found the key idea when they drew. When they looked at their picture, they will remember about the text or all of the information in the text. The picture also will be the guide to retell the information on the text. So, picture dictation also helps the students to memorize the information of the text.

This research also showed that the students enjoy in listening class. They are enthusiastic in a picture dictation process. It supports the opinion of Heath (n.d) that picture dictation is amusing and interesting way in English class. Richards (2008:3) and Vandergrift (2012:4) stated that students must be active in listening teaching process to develop their ability, and the students will be active if they enjoy in the class. On the other hand, the students will be active if they enjoy and interest in listening teaching process. It was appropriate with this research that the students enjoy in the class when the researcher gave a picture dictation. Then, the result showed that the score of the students of post test were increased.

Moreover, a picture dictation is one of the ways to do listening teaching without listening laboratory, tape recorder, and listening cassette because a picture dictation did not need all of that. A picture dictation only needs a picture and the information of the picture that will be dictated to the students. The teacher can do picture dictation in class. It means that listening teaching activity can be done in class without listening laboratory, tape recorder, and listening cassette. So, there is no reason to skip listening activity in English teaching.
In another side, a picture dictation cannot cope the entire problem in listening teaching. There are some limitations and they can be solved with other method. It means that a picture dictation is not the only one way to improve the students’ ability in listening.

Depend on the result of this research above, a picture dictation has a good impact in listening teaching. It means that picture dictation can be used in listening teaching. The students studied more enjoy by drew a picture. They can find out the key idea of descriptive text without write down the sentence. Visual representations help the students to understand the text easily. Moreover, the teacher should use strategy that help the students enjoy and interest in listening teaching. A picture dictation also help the teacher and school to do listening activity if they did not have listening laboratory, tape recorder, and listening cassette because it only need a picture and the information about the picture that will be dictated to the students.

CONCLUSIONS

This Research showed that picture dictation is one of method in listening teaching that helps the students to get the key idea and understand about the information of a text. The students make visual representation of the information in a text by drawing. Visual representation helps the students to understand easily about the text. Furthermore, appropriate method can make the students interest in teaching and learning process. It will be the important factor to support the students’ success in teaching and learning process.

Based on the result of pre-test and post-test, the researcher concluded that a picture dictation can influence the students’ listening ability. The researcher found that the mean score of post-test (80,67) > pre-test (50,82). It means that the score of the students can increase after the researcher gave picture dictation as the treatment to the students.

Moreover, this research showed that H₀ is untenable. It was stated by t-test that \( t_{\text{count}} = 5,53 > t_{\text{list}} 2,10 \). It means that the hypothesis of this research (H₁) is tenable. So, it can be conclude that a picture dictation can influence the students’ listening ability.

On the other side, every method has the weakness. A picture dictation also has the weakness. Some of the weakness of picture dictation that was found in this research is: (a) a picture dictation has a few difficult to measure the students’ ability when there were the students who cannot draw, but they can listen well, so they will be difficult to draw. (b) a picture dictation has a few difficult to measure the students’ ability when there were the students cannot listen well, but they know-well about the picture that he have to draw, so they will be easy to draw without listen well about what the teacher was dictated. It make the researcher recommended to the teacher do not use one method in the teaching and learning process. The teacher will be better if he use some kinds of method in teaching and learning process.

REFERENCES


