

TEACHING LISTENING COMPREHENSION THROUGH PICTURE DICTATION TO THE TENTH GRADE STUDENTS OF SMA ISLAM AZ ZAHRA PALEMBANG

Khairunnisa Dwinalida

khairunnisadwinalida@yahoo.co.id

Zainal A. Naning

Zainal.naning@yahoo.co.id

Hariswan Putra Jaya

hariswanputrajaya@facebook.com

Abstract: This article reports the results of the study that was aimed to answer whether or not using picture dictation can improve the listening comprehension of the tenth grade students of SMA Islam Az-Zahra Palembang. The population of this study was the tenth grade students of SMA Islam Az-Zahra Palembang, in academic year 2013-2014 (N=52). The sample was selected by using total sampling. To collect the data, a picture dictation test with multiple choice form (N of test item = 35). Paired sample and independent t-test were applied to analyze the data. The results of the paired sample t-test showed that there was significant difference in listening comprehension before and after the treatment in experimental. The results of independent sample t-test showed that there was improvement in listening comprehension achievement of the students who were taught through picture dictation.

Key words: *Listening comprehension, Picture Dictation, tenth graders*

Listening is the ability to identify and understand what others are saying (Saricoban, 1999). It means that listening is very important in our life, especially when we communicate with other persons. According to Galvin, Prescott and Huseman (1992), listening is a communication channel that is most frequently used. It is supported by the data from Mandelsonh (1994) that listening takes up 40-50%, speaking, 25-30%, reading, 11-16%, and writing about 9%. He states that listening is the most frequently used form of language skill which plays a significant role in daily communication and educational process. Similarly, Wilt (1950) found that people listen 45 % of the total time their communicating time. Wilt found that 30 % of communication time was spent for speaking, 16 % for reading, and 9 % for writing. That finding confirmed what Rankin discovered in 1928, that people spent 70 % of their waking time communicating and those three-fourths of

this time was spent listening and speaking. Therefore, listening is very important

In listening, the students try to listen in order to identify and understand what they listen. According to Conaway (1982), listening has been regarded as the most widely used language skill in the classroom and it plays an important role in one's academic success than reading skill or academic aptitude. Murcia (2000, p. 70) states, "Listening comprehension lessons are a vehicle for teaching elements of grammatical structure and allow new vocabulary items to be contextualized within a body of communicative discourse". In fact, listening is used far more than any other language skill in normal daily life. In spite of its importance, listening ability development has received only slight emphasis in language instruction (Thanajaro, 2000).

Furthermore, Peterson (2001, p. 87) states, "Through listening, learners can build awareness of the interworking of language systems at various levels and

thus establish a base for more fluent productive skills". While doing listening comprehension activity, many things can influence students' comprehension, like accents, layers, intonation used by the speakers. Ghardepanahi (2012) states that listening is often confusing for an English learner because layers, accents, and many students are bound to the written word. Based on the classroom observation for the first four weeks of the students' performance in pre listening, while listening and post listening activities, they always found the difficulties in comprehend what they have heard. It is because they had difficulties in interpreting and conveying the message, especially because they lack of vocabulary. They also had problems to put on the words in correct sentences. Thus, many of them are unable to respond effectively during the listening class. Wenden (1986) states that students often take the wrong way when listening and this leads them to the poor result. It should be noted that the learner's perception of their listening problem and strategies can affect their comprehension both positively and negatively.

An English teacher should realize that it is important to make listening class more interesting, to know what methods or techniques which are appropriate to the students' situation. Only listening to cassettes sometimes disable the students concentrate well about what the speaker says. The large class and minimum facilities are other reasons faced by Indonesian students, so the use of cassettes becomes no longer affective for them. Furthermore, Norris (1993) suggest that dictation exercise also have the capacity to motivate students providing practice in several areas (e.g. accuracy, fluency, self-correction, negotiation meaning, etc.) while combining the speaking, listening, writing, and reading skill. It is supported by Kit (2004), who states that dictation is an activity to write down something that someone says or reads out as it is being said or immediately after it is said. Dictation activities also promote the

conscious learning of structure. Students performing dictation exercises are generally required to transcribe the text as accurately as possible, and follow-up work usually involves various kinds of correction activities which focus directly on form. Dictation may provide useful practice, both receptive (listening) and productive (writing), for acquiring such control (Kidd, 1992).

This study applied one kind of creative dictation exercise that is picture dictation. "Picture dictation is a great activity; the fun of it all motivates even the most obdurate students" (Grover, 1995, p. 1). It is supported by Heath (1998, P.58) picture dictation are quick, amusing and interesting way of doing a number of useful things the English class. Picture dictation exercise focuses on choosing and preparing a text in a clear visual term so that it can be used for picture dictation, which involves learners in all four skills of listening with attention, fun, and interest, speaking with confidence, reading with care and purpose and writing with accuracy (Leong, 2003). According to Jun (2000), pictures are useful in developing students' listening comprehension, and it especially contributes to interest and motivation. In doing picture dictation, the students did not need to write down the sentences by the teacher. They only had to draw what they listened in form of pictures. In short, they express what they heard by drawing pictures.

In relation to the use of picture dictation, this article reports the results of this study that was aimed to answer whether or not using picture dictation can improve the listening comprehension of the tenth grade students of SMA Islam Az-Zahra Palembang.

LISTENING COMPREHENSION

Richard (1992) defines listening comprehension in learning English language as involving individual linguistic units (e.g., phonemes, words, grammatical structure, background knowledge), linguistic and cognitive skills, strategies and expectations that the listener uses in decoding what is presented in the topic

and situation based on discourses in the context. To listen successfully to the target language, we need to be able to work out what speakers mean when they use particular words in particular ways in the context, and not simply to understand the words themselves.

According to Rost (2005), listening comprehension encompasses the following phases: *Attention, perception, word recognition, syntactic parsing, comprehension and interpretation.*

Attention refers to a process which guides learners where to place their attention when given auditory input. For proficient listeners, it is found that selective attention is a good strategy and generally works if input is at the speed of processing, the number of new or unknown items does not exceed the number of known items, and there are no semantic or syntactic anomalies (Rost, 2005).

In the *perception* phase, incoming speech strings are segmented by the listeners into phonemes and words. For adults L2 learner, L2 speech can be difficult to segment, unless they have the skills to segment the speech strings and the speech rate. During this perception phase, speech rate also affects how listeners perceive the speech string. If it is too fast, it could overload the listener's cognitive capacity to process information.

The *word recognition* phase entails segmenting and processing the speech string into identifiable words or expressions, based on the likelihood of a word being used in a given context (Rost, 2005). Segmentation strategies are different for different languages. In English, it is suggested that the sound that begins the word and the lexical stresses in also linked to the ability to activate the relevant content and cultural schemata (Rost, 2005), which means the listener's expectation of what content words might/could be uttered in a certain cultural context play a part in helping to identify the words. This implies that the listener's vocabulary size will have an effect on the

listener's ability to recognize words in speech string.

In the *syntactic processing* phase, processing occurs at two main levels; (1) sentence levels; and (2) discourse level. This is the phase where the listener's grammatical knowledge and ability to apply that knowledge in real time are used as syntactic and morphological cues aid meaning processing.

The next phase is the *comprehension* phase. According to Rost (2005), this is a complex phase where listeners: (1) identify salient information in order to create a concept in their memory; and (2) update their memory with incoming information that has been processed, as well as activate appropriate schemata to make sense of information, infer the relationships between propositions and use pragmatic information to decipher meaning.

In the final phase of listening comprehension, *interpretation* plays an important role. Understanding the meanings of individual words may not be enough for listening comprehension.

In addition, Rost (1990) says that skills that should be focused on such things as: discriminating sounds in words, especially phonemic contrast, deducing the meaning of unfamiliar words, predicting content, noting contradictions, inadequate information, ambiguities, differentiating between fact and opinion.

In summary, listening comprehension has six phases on the applied; there are *Attention, perception, word recognition, syntactic parsing, comprehension and interpretation.*

DIFFICULTIES OF LISTENING

Many people assume that listening is very difficult because we have to concentrate to listen, sometimes we also do not understand what the speaker says about, it is because we have lack on vocabulary. EFL learners have serious problems in English listening comprehension due to the fact that universities pay more attention to English grammar, reading and vocabulary

(Gilakjani&Ahmadi, 2011). According to Gardephanahi (2012) many things that can be influenced listening comprehension,

1. Layers of sound. Unlike reading in which the learner is given a single text to follow, in real-life situations native speakers speak over each other, at different volumes and speeds and often with frequent interruptions,
2. Accents. Written English does not have accents on that, it is difference in spoken English which can make it even more difficult for the learner to follow a conversation. Intonation is the way in which a sentence is sounded. Native speakers do not speak in monotone but raise or lower the pitch of an utterance as they speak.
3. Many students are bound to the written word. When doing a listening exercise, the teacher can have all books closed so the students only listen rather than try to match the sounds to words on the page.
4. The teacher can introduce accents into the class. The teacher can have the students listen to a "neutral" text.

From the explanation above we know that difficulties of listening are not only from the learners but also from the outside of the learners. Therefore, if we have defined the difficulties of the listening comprehension, it means that we can find ways to solve the problem.

IMPORTANCE OF LISTENING IN LANGUAGE LEARNING

According to Peterson (2001), there are considerations for a teacher to make the classroom effective for the second language students: No other type of language input is as easy to process as a spoken language, received through listening. At the beginning stages of language study, before students have learned to read well, it is by listening that they can have the most direct connection to meaning in the new language. Through listening, learners can build an awareness of the interworking of language systems at

various levels and thus establish a base for more fluent productive skills.

At the intermediate level, when students are refining their understanding of the grammatical systems of their second of foreign language, listening can be used to simulate awareness of detail and to promote accuracy. At advanced level, when students are able readers a written language has become a viable source of input, listening should still occupy a central place in their language use. A regular program of listening can extend learners' vocabulary and use of idioms and build their appreciation for cultural nuances. Moreover, successful academic study in English requires a mastery of the listening demands in formal lectures as well as in the interactive exchanges which are common to seminar settings and conversational lecture styles.

There is such a wide range of listening tasks for different purposes and for all proficiency levels that teachers can find listening activities to promote learning at every stage.

PRINCIPLES OF LISTENING COMPREHENSION IN CLASSROOM

Peterson (2001) says, there are the principles of listening comprehension in the classroom:

Increase the amount of listening time in the second language class. This means that teachers make listening to the primary channel for learning new material in the classroom. Input must be interesting, comprehensible, supported by extra linguistic material, and keyed to the language lesson.

Use listening before other activities. At beginning and low-intermediate levels, teachers have students listen to material before they are required to speak, read, write about it.

Include both global and selective listening. Teachers give global listening and encourage students to get the gist, main idea, topic, situation, or setting. Selective listening points student attentions to details of form and encourage accuracy.

Activated top-level skill. Give advance organizers, script activators, or discussions which call up students, background knowledge. Teachers have to do this before students listen. The teachers also have to encourage top-down processing at every proficiency levels.

Work towards automaticity in processing. This includes exercises which build both recognition and retention of the material. Teachers should use familiar material in novel combination. Teachers also need to encourage aver learning through focus on selected formal features. Practice bottom-up processing at every proficiency level.

Develop conscious listening strategies. Teachers have to raise students' task awareness of text features and of their own comprehension processes. Then, the teachers encourage the students to notice how their processing operations interact with the text. In addition, they have to promote flexibility in the many strategies the students can use to understand the language. They ask students to practice interactive listening, so that they can use their bottom-up and their top-down processes to check one against the other.

There are six principles of listening in the classroom, Increase the amount of listening time in the second language class, Use listening before other activities, Include both global and selective listening, Activated top-level skill, Work towards automaticity in processing, and Develop conscious listening strategies.

TYPES OF CLASSROOM LISTENING PERFORMANCE

Brown (2007) states that there are many possible techniques are available for teaching listening skills, and it will be helpful for us to think in terms of several kinds of listening performance.

Reactive, this kinds of listening performance requires little meaningful processing, it nevertheless may be a legitimate, even though a minor, aspect of an interactive, communicative classroom.

Intensive, technique whose only purpose is to focus on components

(phonemes, words, intonation, discourse markers, etc.) of discourse may be considered to be intensive in their requirement that students single out certain elements of spoken language.

Responsive, a significant proportion of classroom listening activity consists of short stretches of teacher language designed to elicit immediate responses.

Selective, the purpose of such performance is not to look for global or general meanings, necessarily, but to be able to find important information in a field of potentially detracting information. Selective listening differs from intensive listening in that discourse is in relatively long length.

Extensive, extensive performance could range from listening to lengthily lectures, to listening to a conversation and deriving a comprehensive message or purpose. Extensive listening may require the student to invoke other interactive skills for full comprehension.

Interactive, there is listening performance that can include all five of the above types as learners actively participate in discussions, debates, conversations, role plays, and other pairs and group work. Their listening performance must be intricately integrated with speaking skills in the authentic give and take of communicative interchange.

It can be concluded that *reactive, intensive, responsive, selective, extensive, and interactive* can be applied as the techniques in teaching listening comprehension.

PICTURE AND DICTATION

Picture: Definitions

Hornby (1995) defines picture as a painting, drawing, sketch, etc. Picture gives students information which does not require translation. Picture can avoid long explanation in words which students would understand (Collocate Online).

Drawing activity used as a means of teaching and learning has been believed to be very useful and facilitating. Through drawing, the students not only can learn

language in an enjoyable way, but also can express themselves.

The *Longman Dictionary of the English Language* (1988, p.1538) mentions that a teaching aid (i.e a record player, map or picture) is a device used by a teacher to rain for or supplement classroom instruction.

Jun (2000) explains that pictures have the advantage of being easy to prepare, easy to organize, being interesting, meaningful and authentic. Pictures can bring images of reality into the unnatural world of the language classroom. Pictures are useful in developing students' listening comprehension, particularly 'directed listening' They not only help to guide the student' listening, they can provide a general background and context. They especially contribute to the students' interest and motivation. In summary, picture can help the students in teaching and learning activity.

Dictation: What is it?

Dictation began to be used in foreign language teaching at the end of the middle ages. According to Hornby (1995), dictation is the action of speaking so that somebody can write what one says.

Alkire (2002, p. 4) lists some benefits of dictation. They are 12 benefits of dictation, mainly:

1. Dictation can help develop all four language skill in an integrative way
2. Dictation gives students valuable practice in note taking
3. Dictation is psychologically powerful and challenging
4. Dictation helps to develop short term memory
5. Dictation fosters unconscious thinking in the new language
6. During and after the dictation, all students are active
7. Dictation can be prepared for any level
8. Correction can be done by students
9. Dictation shows students the kinds of spelling error they are prone to make

10. Dictation can serve as an excellent reviews exercise

11. Dictation can be administered quite effectively by inexperienced teacher

12. While dictating, the teacher can move about, giving individual attention, etc.

Dictation exercises are also made from the results of language study more immediate and tangible. "This improving chances for maintaining students interest" (Norris, 1993, p. 9). Furthermore, Norris says that by having students write or draw something they can compare with an original text, these exercises fulfill the requirements.

In a traditional form of dictation as a teaching technique, a text is either read by the teacher or played on a cassette tape once straight through while the students just listen and try to understand. The text is then broken into a number of short sections with a pause between each section. During the pause the students have to write down what they have heard. This is the only form of dictation many teachers and students have known, and is sometimes perceived as a boring exercise.

Picture Dictation

Teachers face many problems in teaching listening to the large classes, but with a little of imagination these problems can be overcome (Norris, 1993). Picture dictation is one kind of creative dictations which has proved very successful to be applied by EFL teacher in a large class. Picture dictation exercise focuses on choosing and preparing a text in a clear visual form so that it can be used for picture dictation, which involves learners in all four skills of listening with attention, fun, and interest, speaking with confidence, reading with care and purpose and writing with accuracy (Leong, 2003).

Lawtie (Teaching English Online) describes picture dictation as a low preparation fun activity that works well with large class, especially with young learners and teen. All the students' need is a blank piece of paper and all the teachers' need is a little bit of imagination. For

example, the topic will be discussed is about flora and fauna. The teacher can create a description about zoo or a park, then the teacher dictates the description sentence by sentence and students draw it in a piece of paper. In line, Grover (1996) explains that picture dictation is a great activity; the fun of it all motivates even the most obdurate students. It is also supported by Heath (1998, P.58) picture dictation are quick, amusing and interesting way of doing a number of useful things the English class.

Picture dictation targets several skills and learning styles. Listening is in the forefront. This activity is particularly useful for checking object vocabulary, prepositions, colures, and numbered. In doing this activity, Jun (2000) says that no matter how well or badly the students will do. Students will be so happy to have the chance to listen, speak, and do something interesting in the listening class which they once considered a “sleeping course”.

In summary, picture dictation is one creative way for the teacher to arrange creative activity for the students.

ADVANTAGES AND DISADVANTAGES OF PICTURE DICTATION

Based on Agullo (1993) there are some advantages and disadvantages of using picture dictation in class activity.

a. Advantages

1. It is an intensive activity, which makes students concentrate. The teacher can keep good control of the class, so it is a suitable technique for large classes.
2. It encourages ‘using the context’ if texts are properly chosen. Although it may not really develop ‘independent’ writing skills students do not have to express ideas in a written form or find ways of constructing sentences, it does encourage re-reading, listening-writing transfer skills, and of course spelling (in the widest sense: morphologically relevant elements as well as ‘ei’ or ‘ie’).

3. It helps develop listening as well as writing.

b. Disadvantages:

1. It may take up a lot of time in the class,
2. It is an unrealistic activity – listening may be ‘word by word’ (though this does not need to be, and students should be encouraged not to listen word for word) – and at an unnaturally slow speed.
3. It can be done quite mechanically, without real comprehension (this is debatable, and should be investigated).

OTHER CREATIVE DICTATION EXERCISES

Based on Norris (1993), there are other creative dictation exercises that can be applied in classroom.

Dialogue dictation

The exercise provides a way of reviewing material contained in dialogue-based textbooks. It combines controlled practice of the four skills (speaking, listening, reading, writing), and focuses students’ attention on both speed and accuracy. It is easily adapted to a review on non-dialogue-based texts.

Pronunciation Relay

The main focus of this exercise is on the pronunciation and recognition of consonant phonemes in word groups. The focus can easily be changed to vowel phonemes. Practice of certain grammatical patterns can also be accomplished by making the readers “information holders” and report the answer back to the writers.

The Wild Dictation

The exercise is very interesting. The teacher dictates a numbered list description of words, like this: “No. 1. The name of male pop star; No. 2. An adjective describing a food; No. 3. A verb movement; No. 4. Kind of animal”. The students should write down to these prompts e.g. “robby williams, salty, swim, kitten”. When the lists are finished, the teacher dictate short story with appropriate gaps (into which the learners will write

their own previously chosen words) e.g “ a car drove up to the zoo and stopped suddenly and- No 1- got out, he looked really-No.2.- as he started to-No. 3- towards the-No. 4-his cage. The students will get some very funny stories.

PROCEDURES OF TEACHING LISTENING COMPREHENSION THROUGH PICTURE DICTATION

Teaching listening through picture dictation can be applied as following:

- 1) First, explain to the students that they are going to do a picture dictation, the teacher are going to describe a picture to them and that all they have to do is simply listen and draw what they heard.
- 2) Before starting the activity the teacher may want to draw a square or rectangle to represent a piece of paper on the board and elicit vocabulary from the students that they will need to know for the activity, such as in the middle of the piece of paper, in the top/bottom/right-/left-hand corner of the piece of paper, in front of, behind, on top of etc.
- 3) The teacher describes a simple and easy-to-draw picture to the students and they draw it.
- 4) When teacher is describing the picture, it is better to describe one object at a time slowly and repeat each description two or three times.
- 5) Give students enough time to finish drawing one object before move onto the next object.
- 6) In addition, teacher may allow the students to coloring the picture.

METHODOLOGY

This study used an experimental method, while the design of this study was a quasi-experimental (field experiment) since it was not feasible to randomly assign subjects to treatments (McMillan & Schumacher, 2010). It used a pre-test/post-test quasi-experimental non- equivalent control group research design.

The population of this study was the tenth grade students of SMA Islam Az-Zahra Palembang, in academic year 2013-2014. There were two classes of tenth grade, with a total number of 52 students. The participants were selected by using total sampling. Total sampling is technique sampling that use all the population as the sample (Sugiyono, 2009). Based on observation and interviewed with the English teacher of SMA Islam Azzahara, class X2 as a class that received the treatment and class X1 as a control group.

To collect the data, a picture dictation test with a multiple choice form (N of test item = 35). The test was tried out before given to the sample students. The reliability score was 0.943. Paired sample t-tests was applied to compute to see the differences between the pre-test and post-test of the experimental group. In addition, In addition, the independent sample t-test was used to find out whether or not there was significant difference in the results of post-test for both groups.

RESULTS AND DISCUSSION

The Result of the Pre-test and Post-test in the Experimental Group

Table 1 indicates that in the pre-test no student (0%) was in excellent category; 2 students were in good category (7.69%); 9 students (34.62%) were in average category; 7 students (26.92%) were in poor category; and 8 students (30.77%) were in failed category.

In the post-test, 4 students (15.38%) were in excellent category; 22 students (84.62%) were in good category; no student (0%) was in average category; no student (0%) was in poor category; no student (0%) was in failed category.

Table 1
Score Distribution of Experimental Group(N=26)

| Score Interval | Category | Pre-test | | Post-test | |
|----------------|-----------|----------|-------|-----------|-------|
| | | N | % | N | % |
| 86-100 | Excellent | 0 | 0 | 4 | 15.38 |
| 71-85 | Good | 2 | 7.69 | 22 | 84.62 |
| 56-70 | Average | 9 | 34.62 | 0 | 0 |
| 41-55 | Poor | 7 | 26.92 | 0 | 0 |

| | | | | | |
|-------|--------|----|-------|----|-----|
| 0-40 | Failed | 8 | 30.77 | 0 | 0 |
| Total | | 26 | 100 | 26 | 100 |

The Result of the Pre-test and Post-test in the Control Group

Table 2
Score Distribution of Control Group(N=26)

| Score Interval | Category | Pre-test | | Post-test | |
|----------------|-----------|----------|-------|-----------|-------|
| | | N | % | N | % |
| 86-100 | Excellent | 0 | 0 | 0 | 0 |
| 71-85 | Good | 3 | 11.54 | 4 | 15.38 |
| 56-70 | Average | 5 | 19.23 | 11 | 42.31 |
| 41-55 | Poor | 15 | 57.69 | 7 | 26.93 |
| 0-40 | Failed | 3 | 11.54 | 4 | 15.38 |
| Total | | 26 | 100 | 26 | 100 |

Table 2 shows that in the pre-test no student (0%) was in excellent category; 3 students in good category (11.54%); 5 students (19.23%) were in average category; 15 students (57.69%) were in poor category; and 3 students (11.54%) were in failed category.

In the post-test, no student (0%) was in excellent category; 4 students (15.38%) were in good category; 11 students (42.31%) were in average category; 7 students (26.93%) were in poor category; and 4 students (15.38%) were in failed category.

Paired Sample T-Test

Based on paired sample statistical (Table 3), the mean of the pretest in the experimental group was 49.38, the standard deviation was 14.659, and the standard error mean was 2.875. For the mean of the posttest was 81.00, the standard deviation was 4.699, and the standard error mean was 0.922.

Table 3
Paired Sample t-Test of Experimental Group

| Score Interval | Experimental Group | |
|---------------------|--------------------|-----------|
| | Pre-test | Post-test |
| Mean | 49.38 | 81.00 |
| Standard Deviation | 14.659 | 4.699 |
| Standard Error Mean | 2.875 | 0.922 |
| T | 13.989 | |
| Df | 25 | |
| Sig.(2-tailed) | 0.000 | |

The result of paired sample t-test shows that t-obtained was 13.989 at the significance level of $t-\alpha < 0.05$ in two tailed testing degree of freedom (df) was 25, the critical value of t-table was 2.060. It means the null hypothesis (H0) was rejected and the research hypothesis was accepted. In other words, there was significant difference in listening comprehension before and after the treatment in experimental group.

Independent Sample T-Test

The results of independent sample test show that the t-obtained of the posttest in the experimental and control group was 7.99 at the significant difference level of $t-\alpha < 0.05$ in two tailed testing and degree of freedom was 50, the critical value of t-table was 2.009. It could be stated that there was a significant difference between students' pre-test and post-test in improving their listening comprehension achievement by using picture dictation. It could be concluded that there was any significant difference in students' listening comprehension achievement between the students who were taught by picture dictation and those who were not.

Table 4
Independent Sample t-Test of the Post Test for Both Groups (N=26)

| Score Interval | Experimental Group | Control Group |
|---------------------|--------------------|---------------|
| Mean | 81.00 | 57.12 |
| Standard Deviation | 4.699 | 14.481 |
| Standard Error Mean | 0.922 | 2.840 |
| T | 7.99 | |
| Df | 50 | |
| Sig.(2-tailed) | 0.000 | |

INTERPRETATION

The results of independent sample t-test show that there was improvement in listening comprehension achievement of the students who were taught through picture dictation. The post-test result of the experimental group shows that the students got higher score than the students in control group. The results of the study

shows that picture dictation could make the students interested in learning listening. Most of them were active in class activity. It was because picture dictation is the newest learning activity that they have done and it was very fun for them. Through picture dictation the students were more expressive to show their creativity in drawing and they also got some new vocabulary. In other words, it motivated the students in doing listening activity. When the treatment was given the students were excited during the listening activity. After they did the picture dictation individually, most of them wanted to draw the picture when they were asked to draw the picture in the whiteboard. Moreover, the treatment that the researcher gave to the students was effective to make them understand in learning English especially in improving their listening comprehension achievement. Jun (2000) explains that pictures are useful in developing students' listening comprehension they contribute to interest and motivation. In addition, Norris (1993) says that dictation exercise also made results of language study more immediate and tangible. Dictation may provide useful practice, both receptive (listening) and productive (writing), for acquiring such control (Kidd, 1992). Picture dictation is the application of both receptive and productive skills. Receptively they listened to the instruction from the researcher and for productive form they produced a picture from what they have heard. In summary, picture dictation can be used as one of the method in teaching listening at senior high school.

In applying listening comprehension Rost (2005) explains that 6 phases were passed through. They are attention, perception, word recognition, syntactic parsing, comprehension and interpretation. Those are also applied in teaching listening comprehension through picture dictation. The six phases is related to each other. When the researcher explains what the students have to do in this activity and motivates the students, it means phase attention is applied. Students pay their

attention to the material, when the researcher mention the material most of the students are excited. After students focus on the material, the researcher dictates the instruction to the students. In picture dictation students draw a picture based on the instruction as they work. When the students draw the right picture in the right position it means they comprehend what the speaker says. Most of the students draw the picture very good. They put the picture on the right position and all instruction items are there. It proves that the students comprehend what the have heard. It can be seen in their post test score. In this situation the phases are applied. It can be concluded that picture dication can be a creative method for teacher in teaching listening comprehension.

CONCLUSION AND SUGGESTIONS

In can be concluded that There was a significant improvement in listening comprehension among the students who were taught through picture dictation and those who were not taught through picture dictation. The students who were taught through picture dictation had better listening comprehension achievement than the students who were not. In other words picture dictation was effective in teaching listening to the students. Picture dictation is one fun way recommended to teaching listening comprehension. It can make the students interested in learning listening comprehension.

Five suggestions are offered to the teachers and the tenth grade students of SMA Islam Az Zahra Palembang. First, the teachers should teach listening as often as possible to their students. Then, it can provide and use some creative ways and media in listening activity in class. Third, the teachers should choose the right materials based on the students ability. Then, the students should practice a lot by listening to the English song, video, monolog, or conversation. Finally, they need to master some vocabulary too to help them perform well in listening.

REFERENCES

- Agullo, G. (1993). Dictation. *The Internet TESL Journal Archives*. Retrieved October 4th, 2013 from <http://iteslj.org/>
- Arikunto, S. (1998). *Procedure penelitian: Suatu pendekatan praktek*. Jakarta: PT. Rineka Cipta.
- Alkire, S. (2002). Dictation is a Language learning device. *The Internet TESL Journal Archives*, 8(3). Retrieved October 4th, 2013 from <http://iteslj.org/>
- Bernard, H. R. (2000) *Social research methods: Qualitative and quantitative approaches*. Thousand Oaks: Sage Publications.
- Brown, H. (2007). *Teaching by principles an interactive approach to language pedagogy* (3rded.). New York, NY: Pearson Education, Inc.
- Conaway, M. (1982). Listening: Learning to and retention agent. In A.S. Algier & K.W Algier (Eds) *Improving Reading and Study Skills*. San Francisco: Jossey-Bass. Retrieved May, 12 2013
- Galvin, M., Prescott, D., & Huseman, R. (1992). *Business communication: strategies and skills* (4thed.). Sydney: Holt, Rinehart & Winston.
- Ghaderpanahi, L. (2012) Using authentic aural materials to develop listening comprehension in the EFF classroom. *English Language Teaching Journal* 5,(6). doi: 10.5539/elt.v5n6p146
- Grover, Brian. (1995). Dictation drawing. *The Internet TESL Journal Archives*, 2(1). Retrieved June 4, 2013 from <http://iteslj.org/>
- Hatch, E., & Hossei, F. (1982). *Research design and statistic for applied linguistic*. Cambridge: Cambridge University.
- Heath, R. (1998). Picture dictation. *Teaching activity*.
- Hornby, A. S. (1995). *Oxford advanced learner's dictionary of current English*. New York, NY: Oxford University Press.
- Jun, Z. Y. (2000). Warm-up exercise in listening class. *The Internet TESL Journal Archives*, 6(10). Retrieved June 7, 2013 from <http://iteslj.org/>
- Kidd, R. (1992). Teaching ESL grammar through dictation. *TESL Canada Journal*, 10(1). Retrieved June 15, 2013 from <http://files.eric.ed.gov>
- Kit, O. C. (2004). Report on the action research project on English dictation in a local primary school. *Hongkong Teachers' Journal*, (2). Retrieved May 13, 2013 from <http://edb.org.hk>
- Kuo, Y. (2010). Using partial dictation of an english teaching radio program to enhance EFL learners' listening comprehension. *Asian EFL Journal*, 47. Retrieved April 25, 2013 from <http://asian-efl-journal.com/>
- Leong, S. (2003). Using picture dictation exercises for practicing all four skills. *The Internet Journal Archives*, 9(2). Retrieved May 13, 2013 from <http://iteslj.org/>
- Mcmilan, J. H., & Schumacher, S. (2010). *Research in education evidence-based inquiry seventh edition*. New Jersey: Pearson Education, Inc.
- Mendelsohn, D. J. (1994). *Learning to listen: A strategy-based approach for the second-language learner*. San Diego: Dominic Press.
- Murcia. (2001). Tracing the history: Listening and language learning in Marianne Celce & Murcia (Eds). *Teaching English as a Second or Foreign Language*. (p. 70). US: Thomson Learning Press.
- Noris, R. W. (1993). Using creative dictation to manage, motivate, and activate large groups of false beginners. *Fukuoka Women's Junior College Studies*, 45, 71-82. Retrieved

- May 11, 2013 from <http://www2.gol.com>
- Peterson, P. W. (2001). Skills and strategies for proficient listening in Marianne Celce & Murcia (Eds). *Teaching English as a Second or Foreign Language*, 88-89.
- Richard, J. C. (1992). *Longman dictionary of language teaching and applied linguistics*. London: Longman Group UK Limited
- Rost, M. (1990). *Listening in language learning*. London: Longman
- Rost, M. (2005). L2 listening. In E. Henikel (Ed). *Handbook of research second language teaching and learning*. (pp.503-527). London: Lawrence Erlbaum Associates.
- Rubin, D. (1997). Diagnosis and correction. *Needham Heights*; MA: Allyn and Bacon.
- Rubin, J. (1995). An overview to a guide for the teaching of second language listening, In D.J. Mendelshon, and J. Rubin (Eds). *A guide for the teaching of second language listening* (pp. 7-11). San Diego, CA: Dominic Press, Inc.
- Saricoban, Arif. (1999). *The teaching of listening. The internet TESL Journal*. <http://iteslj.org/Articles/Saricoban-Listening.html>.
- Sugiono. (2009). Population and sample. In Arikunto, *Procedure penelitian: Suatu pendekatan praktek*. Jakarta: PT. Rineka Cipta
- Thanajaro, M. (2000). *Using authentic materials to develop listening comprehension in the English as a second language classroom*. Retrieved from <http://scholar.lib.vt.edu/theses/available/etd0301200000590032/unrestricted/Metinee.pdf>
- Tuckman, B. W. (1978). *Conducting education research*. (2nd ed.). San Diego: Harcourt Brace Jovanovich.
- Wallen, N. F., & Fraeken, J. R. (1991). *Education research: A guide to process*. New York, NY: McGraw Hill, Inc.
- Wahyuningsih, R. (2012). *The effectiveness of using picture to improve listening comprehension skill of narrative text*. Unpublished Undergraduated Thesis. English Language Education, Education Faculty of Walisongo State Institute for Islamic Studies.
- Wenden, A. L. (1986). What do second-language learners know about their language learning? A second look at retrospective accounts. *Applied Linguistics*, 7(2). Retrieved April 15, 2013 from <http://oxfordjournal.org/>
- Wilt, M. Z. (1950). A study of teacher awareness of listening as a factor in elementary education. *Journal of Educational Research*. 43, 626-636. Retrieved May 22, 2013.
- (try-activities @BBC 2004) www.teachingenglish.org.uk

About the authors:

Khairunnisa Dwinalida S.Pd is the graduate of the English Education Study Program, Faculty of Teacher Training and Education, Sriwijaya University.

Drs. Zainal A. Naning, M.A., and Hariswan Putra Jaya S.Pd., M.Pd., are the lecturers at English Education Study Program, Faculty of Teacher Training and Education, Sriwijaya University.