Enhancing Students Listening Comprehension through Picture Dictation (Classroom Action Research)

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ABSTRACT

This Classroom Action Research study aimed to investigate the effectiveness of enhancing students' listening comprehension through picture dictation in the 8th G class of SMPN 2 Kota Sorong, with a sample size of 27 students. The research instrument included pre-test and post-test listening comprehension assessments, supplemented by visual stimuli to evaluate students' ability to understand spoken language and make inferences. A survey was administered to gather students' feedback on their engagement with picture dictation activities. The data analysis involved comparing pre-test and post-test scores, utilizing statistical tests to assess improvements in listening skills. The data indicates that the students' average score on the pretest or diagnostic test was 61.56. During the posttest 1 of the cycle, the mean score was 73.97. After administering treatment in the second cycle, the average score increased to 84.31. It showed that the use of picture dictation enhanced the students' listening comprehension. The results indicated a significant enhancement in students' listening comprehension following the implementation of picture dictation activities. The study's findings suggest that integrating visual aids in listening tasks can effectively support students' comprehension skills and promote active learning in the classroom setting.
Key words: Listening Comprehension; Picture Dictation

INTRODUCTION

Listening comprehension is a fundamental skill in language learning that plays a crucial role in communication and overall language proficiency (Gilakjani & Sabouri, 2016). Effective listening skills enable students to understand spoken language, process information accurately, and engage meaningfully in conversations. However, many language learners often struggle with developing their listening comprehension abilities due to various factors such as unfamiliar accents, rapid speech, and lack of exposure to authentic language input. In the context of English language education, enhancing students' listening skills is essential for their academic success and future language proficiency (Alzamil, 2021).

One innovative and interactive teaching approach that has shown promise in improving students' listening comprehension is picture dictation. Picture dictation is a pedagogical technique that combines visual stimuli with auditory input to engage students in listening activities while also incorporating elements of creativity and visual literacy (Dwinalida, Naning, & Jaya, 2014). In picture

dictation exercises, students listen to descriptions or instructions provided by the teacher and then draw or recreate the visual content based on the auditory input. This activity not only enhances students' listening skills but also promotes vocabulary acquisition, comprehension, and critical thinking.

Classroom action research (CAR) is a valuable methodology that allows educators to investigate and address specific teaching and learning challenges within their own classroom settings. By conducting CAR, teachers can actively engage in the research process, implement interventions, collect data, and reflect on the outcomes to improve instructional practices and student learning outcomes (Sagor, 2010). In the context of exploring the influence of picture dictation on students' listening comprehension, CAR provides a structured framework for conducting systematic inquiry, implementing interventions, and evaluating the impact of the teaching approach on student performance.

The integration of picture dictation activities in language classrooms offers a multi-sensory approach to language learning that caters to diverse learning styles and preferences. By incorporating visual elements into listening exercises, students are provided with additional context and support to aid their comprehension and retention of auditory information (Shabiralyani, Hasan, Hamad, & Iqbal, 2015). The use of visual aids in conjunction with listening tasks can help students make connections between spoken and written language, reinforce vocabulary and grammar concepts, and enhance overall language acquisition.

Research studies have shown that picture dictation activities can have a positive impact on students' listening comprehension skills (Dwinalida, Naning, & Jaya, 2014). By engaging students in interactive and creative tasks that require them to listen attentively, process information, and respond visually, picture dictation exercises promote active engagement and cognitive processing. The visual cues provided in the form of pictures or drawings help scaffold students' understanding of the auditory input, making the listening task more accessible and engaging.

Furthermore, picture dictation activities can also foster a collaborative and communicative learning environment where students are encouraged to interact with their peers, share ideas, and engage in meaningful discussions (Kasmi & Rahman, 2017). By working together to interpret and recreate visual content based on auditory descriptions, students develop their communication skills, critical thinking abilities, and collaborative problem-solving skills. This collaborative aspect of picture dictation not only enhances students' listening comprehension but also promotes social interaction and peer learning in the classroom.

In conclusion, the integration of picture dictation activities in language classrooms has the potential to significantly influence students' listening comprehension skills. By combining visual stimuli with auditory input, picture dictation engages students in interactive and creative listening tasks that promote active engagement, vocabulary acquisition, and comprehension. Through the implementation of

classroom action research, educators can explore the impact of picture dictation on students' listening abilities, identify effective instructional strategies, and enhance language learning outcomes in their classrooms.

LITERATURE REVIEW

Previous Related Study

Kasmi & Rahman (2017) conducted a study to enhance the speaking proficiency of second-year students (II B) at MA Pesantren GUPPI Samata Kabupaten Gowa by the implementation of picture dictation. The classification of this research was Classroom Action Research (CAR). The study was done in two cycles, with each cycle consisting of three meetings. This study focused on the eleventh-grade students of MA Pesantren GUPPI Samata Kabupaten Gowa. The group is XI B, including 20 pupils, with an equal distribution of 10 boys and 10 girls. The quantitative data were collected by two sets of tests, namely the preliminary study test, first cycle test, and second cycle test, as well as through the use of observation guidelines. The findings of this study indicate a significant enhancement in the students' oral proficiency from the initial phase to the subsequent phase. In the initial cycle exam, the average score for vocabulary terms was 3.20, which then increased to 3.80 in the subsequent cycle test. In addition, the average grammar score increased from 3.45 in the first cycle to 3.95 in the second cycle. In terms of pronunciation, the students' score increased from 3.20 in the first cycle to 3.65 in the second cycle. Additionally, there was an increase in the pupils' speaking accuracy and fluency scores, rising from 3.40 to 3.70. According to the aforementioned data, the researcher has reached the conclusion that the utilization of picture dictation has resulted in an enhancement of the speaking proficiency among Second Year Students (II B) at MA Pesantren GUPPI Samata.

In a study conducted by Charong (2018), the objective was to investigate the potential impact of employing the image dictation technique on the listening proficiency of eighth-grade students in the first semester at MTs Muhammadiyah Sukarame during the academic year 2018/2019. This research used two variables: the independent variable, picture dictation (X), and the dependent variable, students' listening skills (Y). The conducted study employed an experimental research methodology. The researcher examined two distinct groups, namely the experimental group and the control group. The researcher employed the photo dictation technique in the experimental class, while the shadowing technique was utilized in the control class. Every class was administered an identical pre-test and post-test. The independent sample t-test was employed to analyze the data, yielding a t-test result of 3.9. The aforementioned outcome was subsequently compared to the t-critical score, which represents the level of significance. In this particular instance, the significance level of 0.05 ranged from 1.67 to 1.68. The observed score (tobserved) exceeded the critical score (tcritical) at a significance level of 0.05 (tobserved > tcritical, 7.1 > 1.67-1.68). It signifies the rejection of Ho and the acceptance of Ha. The findings of the computation indicate that the utilization of

image dictation technique had a significant impact on the listening proficiency of eighth-grade students in the first semester of MTs Muhammadiyah Sukarame during the academic year 2018/2019.

Listening Comprehension

Listening comprehension is a critical component of language learning and communication skills development. Research in the field of language education has highlighted the importance of effective listening skills in facilitating language acquisition and overall proficiency (Gilakjani & Sabouri, 2016). Studies have shown that listening comprehension plays a significant role in language learning success, as it enables learners to understand spoken language, process information, and engage in meaningful interactions. Furthermore, (Hamouda, 2013).

Various factors influence listening comprehension abilities, including vocabulary knowledge, grammar proficiency, cognitive processing skills, and familiarity with the language input. Research has indicated that learners with a strong vocabulary base and grammatical understanding are better equipped to comprehend spoken language and extract meaning from auditory input (Rahmah, Tahir, & Talib, 2021). Additionally, cognitive factors such as attention, memory, and inferencing skills play a crucial role in listening comprehension, as they enable learners to process and interpret spoken information effectively. Moreover, exposure to authentic language input, diverse accents, and different speech rates can also impact students' listening comprehension skills and their ability to understand and respond to spoken language in real-world contexts (Aprilia, 2020).

Research in the field of language education has identified different levels of listening comprehension that learners may exhibit based on their proficiency and skill development. These levels can vary from basic comprehension of simple, concrete information to advanced comprehension of complex, abstract concepts (Rachmawansyah, 2012). Understanding the various levels of listening comprehension is essential for educators to assess students' listening abilities, tailor instruction to meet their needs, and support their language development effectively.

At the basic level of listening comprehension, learners demonstrate the ability to understand and extract explicit information from spoken language. (Kim & Pilcher, 2016). This level typically involves comprehending straightforward, concrete details such as identifying key words, phrases, and basic facts in oral communication. Basic listening comprehension skills focus on understanding the literal meaning of spoken messages, following simple instructions, and recognizing familiar vocabulary and expressions. Students at this level may struggle with processing longer or more complex spoken texts, understanding nuanced language use, or inferring implicit information from auditory input.

As learners progress to the intermediate level of listening comprehension, they develop the ability to comprehend more detailed and contextually rich information

in spoken language. Intermediate listening comprehension skills involve understanding main ideas, supporting details, and relationships between ideas in oral discourse (Kim & Pilcher, 2016). Students at this level can follow extended conversations, lectures, and presentations, extract essential information, and make inferences based on the content and context of the spoken text. Intermediate listeners demonstrate improved proficiency in recognizing tone, intonation, and discourse markers that aid in understanding spoken language beyond the surface level.

At the advanced level of listening comprehension, learners exhibit a high degree of proficiency in understanding and analyzing complex spoken language in various contexts. (Kim & Pilcher, 2016) Students at this level can engage with authentic, real-world listening materials, such as academic lectures, news broadcasts, and professional presentations, and demonstrate a deep understanding of the content, purpose, and tone of the spoken discourse. Advanced listeners possess strong cognitive processing skills, critical thinking abilities, and metacognitive strategies that enable them to navigate challenging listening tasks effectively.

In conclusion, understanding the different levels of listening comprehension is essential for educators to assess students' progress, set learning goals, and design instructional activities that target specific listening skills development. By recognizing the progression from basic comprehension of explicit information to advanced comprehension of complex discourse, teachers can provide differentiated support and scaffolding to help learners advance their listening abilities. Tailoring instruction to address the diverse needs and proficiency levels of students can enhance their listening comprehension skills, promote language acquisition, and foster effective communication in multilingual contexts.

Picture Dictation

Picture dictation is popular among English as a Foreign Language learners. The picture dictation technique is effective for teaching the English language (Indriani, 2009). Picture dictation is an excellent activity that may encourage even the most stubborn kids due to its enjoyable nature. In essence, picture dictation is a creative method for the teacher to organize an imaginative activity for the kids (Dwinalida, Naning, & Jaya, 2014). This strategy is effective because it incorporates all four language skills: listening, speaking, reading, and writing.

The picture dictation technique is a method used in English language instruction. Picture dictation involves the teacher describing a picture to students, who then draw based on the description (Dwinalida, Naning, & Jaya, 2014). Picture dictation is a modern teaching method that involves a communication game where students' comprehension is tested by their ability to reproduce spatial and descriptive information that has been dictated to them (Mutmainnah, Tjendan, & Mushaf, 2014). The image dictation approach involves a teacher or student describing a

picture to students, who then draw based on the description. Picture dictation aims to develop various skills and cater to different learning styles (Warman, 2013).

Picture dictation involves creating basic drawings in response to straightforward instructions given by an instructor. Dictation does not necessarily require the transcription of sentences or paragraphs (Charong, 2018). Alternatively, students might engage in other activities related to the content the teacher presents. They can, for example, fill out a graphic organizer.

Another option, as outlined below, is to sketch. The teacher locates or composes a description of a drawing. The description should be really detailed. Key terminology and ideas can be revisited throughout the discussion in Step 1 of the conventional dictogloss method. Students listen to the description and create a sketch based on the information. Students collaborate with their partners to compare drawings and create a single composite drawing per pair. Students juxtapose their drawing with the original. Students can recreate the teacher's descriptive text, as in a typical dictogloss, and then create a graphic (Jannah, 2015). Picture dictation is an activity in which the teacher verbally provides a text to the pupils, who listen attentively, analyze the information if necessary, and then create a picture based on the text. Utilizing images aids students in better comprehending the topic by facilitating the recall of previously learned knowledge. The picture dictations include students completing an unfinished picture depending on the teacher's directions, drawing upon their past knowledge.

METHOD

Design and Samples

The researcher utilized the Kemmis and Taggart paradigm of Classroom Action Research in this study. Kemmis and Taggart outlined the paradigm and procedures of Classroom Action Research into four stages. The steps are: (1) planning (identifying the problem), (2) action (collecting the data), (3) observation (analyzing and interpreting data), and evaluation (4) reflection (developing an action). They were interconnected in a cycle. A cycle comprises of plan, action, observation, assessment, and reflection. This research sample comprises 27 students from the eight G class of SMPN 2 Kota Sorong..

Instrument and Procedure

The research instrument for investigating the enhancement of students' listening comprehension through picture dictation in the 8 G grade class of SMPN 2 Kota Sorong will include pre-test and post-test listening comprehension assessments, incorporating audio recordings paired with visual stimuli to evaluate students' ability to understand spoken language and make inferences. Additionally, a survey will be administered to gather students' feedback on their engagement with picture

dictation activities. The data collection procedure will involve conducting pre-test assessments to establish baseline performance, implementing picture dictation activities to enhance listening skills, and administering post-test assessments to measure improvements in listening comprehension. Qualitative data, such as student reflections and observations, will also be collected to gain insights into students' experiences with the intervention.

Data Analysis

The data analysis for the study on enhancing students' listening comprehension through picture dictation in the 8th-grade class of SMPN 2 Kota Sorong will involve comparing pre-test and post-test scores on listening comprehension assessments to determine the impact of the intervention. Quantitative analysis will include calculating mean scores, standard deviations, and conducting statistical tests, such as paired t-tests, to assess the significance of any improvements in students' listening skills. Qualitative data from student surveys and reflections will be analyzed thematically to provide insights into students' perceptions and experiences with the picture dictation activities. The combination of quantitative and qualitative data analysis will offer a comprehensive understanding of the effectiveness of using picture dictation to enhance students' listening comprehension in the classroom setting.

RESULT AND DISUSSION

Before implementing Find Someone Who games in speaking, the researcher gave the pretest to know the student ability before the treatment. After the cycle I has done, the research gave posttest to know the student ability after the treatment. Last, the researcher also gave posttest after the cycle II has done. The result of the students mean score can be seen in the following table:

Table 1
The Students Score Percentage in Pretest, Post-test I and II

No	Classification	Range Score	Pretest		Posttest I		Posttest II	
			F	P	F	P	F	P
1	Very Good	81-100		0	5	18,5	9	33,3
2	Good	61-80	6	22,2	11	40,7	17	63
3	Fair	41-60	13	48,1	8	29,6	1	3,7
4	Poor	21-40	7	25,9	3	11,1	0	0
5	Very Poor	0-20	1	3,7	0	0	0	0
	Total		27	100	27	100	27	100

The table above shows that the students score from pretest to posttest in cycle II. In pretest, there is 1 student get very score. There are 7 students (25.9%) get poor score, 13 students (48,1%) get fair score and 6 students (22,2%) get good students. Eventhough, there are 6 students classified in good score but if we look from the

percentage almost half of the students got fair score. It can be said that in pretest or diagnostic test the students' ability in listening comprehension is low.

After conducting the cycle 1, the researcher gave posttest, and we can see from the table above that there is an improvement on the students score. It can be proved from the students score, none of them got very poor score. There are only 3 students (11,1%) got poor score. It also followed by the students get fair score, only 8 students (29,6%) get fair score while in pretest there 13 students get fair score. In this posttest also there are 11 students (40,7%) get good score and even there are 5 students get very good score. So, it can be said that from pretest to posttest cycle I, there is an improvement on the student's listening comprehension. Last, in posttest of cycle II, the use of picture dictation gave truly impact. It can be seen from the table above, there is only 1 student get fair score. There are 17 students (63%) get good score and 9 students (33,3%) get very good score. Evidently, we can say that the use of picture dictation enhanced the students listening comprehension.

After classifying the students score, the researcher also calculated the students mean score in each cycle. The result of the students mean score can be seen in the following table:

Table 2. The Students Mean Score in Pretest, Posttest I and Posttest II

	Pretest	Post test I	Posttest II
Mean Score	61.56	73.97	84.31

The data indicates that the students' average score on the pretest or diagnostic test was 61.56. During the posttest 1 of the cycle, the mean score was 73.97. After administering treatment in the second cycle, the average score increased to 84.31. It showed that the use of picture dictation enhanced the students' listening comprehension.

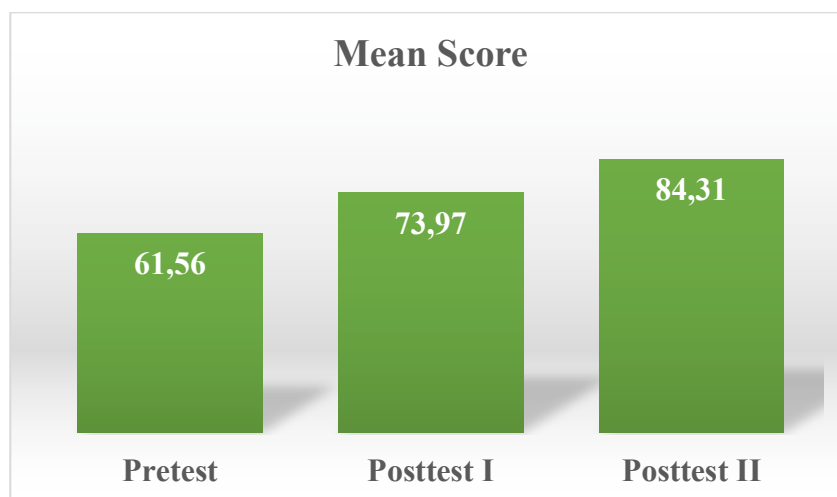The enhancement of the students listening comprehension can be seen in the following graphic:

Figure 1. The Students' Listening Comprehension Enhancement from Pretest to Cycle II

The Classroom Action Research (CAR) study conducted in the 8th-grade class of SMPN 2 Kota Sorong aimed to investigate the effectiveness of enhancing students' listening comprehension through picture dictation. The findings of the study revealed valuable insights into the impact of incorporating visual stimuli in listening tasks to support students' comprehension skills. The discussion will focus on the key outcomes of the research, implications for teaching practice, limitations of the study, suggestions for future research, and the overall significance of the findings. The results of the study indicated a significant improvement in students' listening comprehension skills following the implementation of picture dictation activities. The comparison of pre-test and post-test scores showed a noticeable enhancement in students' ability to understand spoken language, extract information, and make inferences when visual cues were integrated into the listening tasks. This suggests that picture dictation can be an effective strategy for enhancing students' listening comprehension in the classroom setting.

The implications of the study for teaching practice are substantial, as the findings highlight the importance of incorporating visual aids, such as pictures or images, in listening activities to support students' comprehension. Educators can utilize picture dictation as a pedagogical tool to engage students, enhance their listening skills, and promote active learning. By integrating visual stimuli into listening tasks, teachers can create a more interactive and dynamic learning environment that caters to diverse learning styles and fosters students' language development.

Despite the positive outcomes of the study, several limitations should be acknowledged. The sample size of the study was limited to the 8th-grade class of SMPN 2 Kota Sorong, which may impact the generalizability of the findings to a broader population. Additionally, external factors such as students' prior knowledge, motivation, and language proficiency levels could have influenced the results. Future research could address these limitations by conducting similar studies in different educational settings with larger and more diverse samples to validate the effectiveness of picture dictation in enhancing listening comprehension.

In light of the study's findings and implications, it is evident that incorporating picture dictation activities can play a significant role in enhancing students' listening comprehension skills. The research contributes to the existing literature on language teaching methodologies and provides valuable insights for educators seeking innovative approaches to improve students' language learning outcomes. By recognizing the benefits of visual aids in listening tasks, teachers can tailor their instructional strategies to create engaging and effective learning experiences that support students' language development and overall academic success.

In conclusion, the Classroom Action Research conducted in the 8 G class of SMPN 2 Kota Sorong demonstrates the positive impact of using picture dictation to enhance students' listening comprehension. The study underscores the importance of integrating visual stimuli in listening activities to support students' comprehension skills and promote active engagement in the learning process. Moving forward, educators can leverage the findings of this research to implement picture dictation strategies in their teaching practices and create enriching learning environments that foster students' language proficiency and communication abilities.

CONCLUSION

In conclusion, the study on enhancing students' listening comprehension through picture dictation in the 8th G class of SMPN 2 Kota Sorong highlights the positive impact of integrating visual stimuli in listening tasks. By recognizing the value of picture dictation as a tool for enhancing students' comprehension skills, educators can enhance their teaching practices and provide students with engaging and effective learning experiences that support their language development and academic growth. By utilizing picture dictation activities, educators can create dynamic and engaging learning experiences that cater to diverse learning styles and enhance students' language development. The study's outcomes have implications for teaching practice, emphasizing the benefits of using visual aids in listening tasks to foster students' language proficiency and communication abilities. Educators can leverage the findings of this research to implement innovative strategies that enhance students' listening comprehension skills and contribute to their overall academic success. Moving forward, further research in this area could explore the long-term effects of picture dictation on students' listening comprehension skills, investigate the impact of different types of visual stimuli on learning outcomes, and examine the transferability of these strategies to other educational contexts. By continuing to investigate the benefits of incorporating visual aids in language learning activities, educators can refine their instructional practices and create enriching learning environments that empower students to become proficient listeners and effective communicators.

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