

**IMPLEMENTING LISTEN AND DRAW TECHNIQUE TO
IMPROVE STUDENTS' LISTENING COMPREHENSION AT
THE SECOND GRADE OF SMPN 3 TERBANGGI BESAR
LAMPUNG TENGAH**

A Script

By

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**ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ART EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
LAMPUNG UNIVERSITY
BANDAR LAMPUNG
2016**

ABSTRACT

IMPLEMENTING LISTEN AND DRAW TECHNIQUE TO IMPROVE STUDENTS' LISTENING COMPREHENSION AT THE SECOND GRADE OF SMPN 3 TERBANGGI BESAR LAMPUNG TENGAH

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This research aimed to find out whether there was a significant improve of the students' listening comprehension when the students were taught through listen and draw technique and precisely to see whether through listen and draw technique can improve not only students' listening achievement but also students' listening activities.

This research was conducted at SMPN 3 Terbanggi Besar Lampung Tengah in academic year 2013/2014. This research took place in class XIII E which consists of 30 students. The instruments used to gather the data were listening test (pretest and posttest).

The result showed that the students' mean score of the pretest was 69.05 and their mean score of the posttest after the implementation by using LD technique was 85.95, in which the improvement was 16.9, in which the significance was determined by $p < 0.05$. It was proven by the result of Paired Sample t-Test, which showed that the value of two tail significant was less than $(0.00 < 0.05)$.

Based on the result above, it can be concluded that LD technique can improve students' listening achievement.

Keywords: LD technique, improve, listening.

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AT THE SECOND GRADE OF SMPN 3 TERBANGGI
BESAR LAMPUNG TENGAH**

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A Script

Submitted in a Partial Fulfillment of
The Requirements for S-1 Degree

in

The Language and Arts Education Department of
Teacher Training and Education Faculty



**ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
UNIVERSITY OF LAMPUNG
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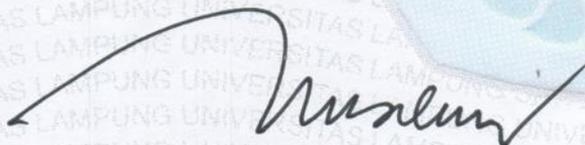
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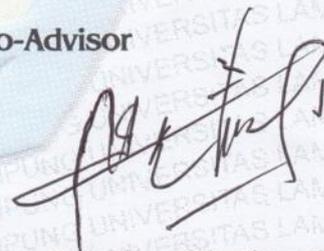
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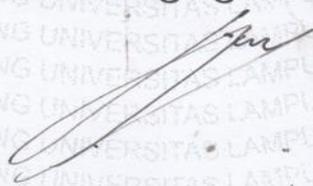


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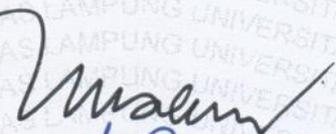
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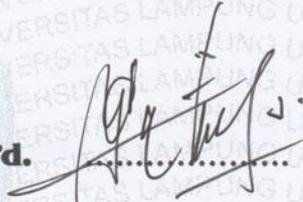
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Yang membuat pernyataan,



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CURRICULUM VITAE

The writer's name is Ferli Angga Pratama. He was born on December 26th, 1990 in Bandar Jaya. He is the fifth son of Mr. Halil (the late) and Mrs. Erni (the late).

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MOTTO

Don't say you no before you try. Sometimes things are really impossible, but
when you involve God, it becomes possible.

(Wilson Kanadi)

Keep calm, worry less, smile more, and carry on

DEDICATION

This paper would proudly be dedicated to:

My Beloved Parents (the late)

My Brother and Sisters

English Education Study Program 2010

My Almamater University of Lampung

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All praises to The Mightiest Allah SWT for His abundant mercy and tremendous blessing that enables the writer to finish his script. This script entitled “Implementing Listen and Draw Technique to Improve Students’ Listening Comprehension at The Second Grade of SMPN 3 Terbanggi Besar Lampung Tengah” is submitted as a compulsory fulfillment of the requirement for S-1 Degree at the Language and Arts Education Department of Teacher Training and Education Faculty of University of Lampung.

Gratitude and honor are addressed to all people who have helped and supported the writer until the completion of this research. Since it is necessary to be known that this research will never have come into its existence without any supports, encouragements and assistances by several outstanding people and institutions, the writer would like to express his sincere gratitude and respect to:

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Finally, the writer believes that his writing is still far from perfection. There may be weakness in this research. Thus, comments, and suggestions are always welcome for better research. Somehow, the writer hopes this research can give a positive contribution to the educational development, the readers and those who want to accomplished further research.

Bandar Lampung, June 3rd 2016

The writer,

Ferli Angga Pratama

TABLE OF CONTENTS

ABSTRACT	Page
APPROVAL	
ADMISSION	
CURRICULUM VITAE	
MOTTO	
DEDICATION	
ACKNOWLEDGEMENT	
TABLE OF CONTENTS	
TABLES	
APPENDIXES	
I. INTRODUCTION	
1.1 Background of the Problems	1
1.2 Formulation of the Problems	4
1.3 Objectives of the Research	5
1.4 Uses of the Research.....	5
1.5 Scope of the Research.....	6
1.6 Definition of Terms	7
II. LITERATURE REVIEW	
2.1 Listening	8
2.2 Teaching Listening Comprehension	9
2.3 Listen and Draw.....	12
2.4 Teaching Listening through Listen and Draw	14
2.5 Theoretical Assumption.....	15
2.6 Hypothesis.....	16
III. RESEARCH METHODS	
3.1 Research Design	18
3.2 Population and Sample	19
3.3 Variables	20
3.4 Research Procedures	20
3.5 Research Instrument	22
3.6 Criteria of Good Test.....	23
3.6.1 Validity of the Test.....	23

3.6.2 Reliability	25
3.6.3 Level of Difficulty	27
3.6.4 Discrimination of Power	28
3.7 Data Analysis	30
3.8 Data Treatment	31
3.9 Hypothesis Testing	32
3.10 Statistical Testing.....	33
IV. RESULTS AND DISCUSSION	
4.1 Result	34
4.2 Result of the Instrument.....	35
4.3 Result of Pretest	37
4.4 Result of Posttest.....	37
4.5 Increase of Students' Listening Comprehension.....	39
4.6 Discussion	43
V. CONCLUSIONS AND SUGGESTIONS	
5.1 Conclusions	53
5.2 Suggestions	53
REFERENCES	55
APPENDICES	
STUDENTS' WORKS	

TABLES

Tables	Page
1. The Criteria of Evaluation for Listening Test	30
2. Distribution of Normality Test.....	48
3. The Improvement of Students' Score	39
4. Improvement of Students' Achievement in Listening Comprehension..	43
5. Improvement of Students' Score.....	45
6. Hypotheses Testing	46

APPENDIXES

Appendix	Page
1. Lesson Plan	62
2. Pretest	66
3. Posttest	67
4. Students' Score in Pretest and Posttest	68
5. Students' Score in Pretest and Posttest from Two Raters	69
6. Students' Score in Pretest from Two Raters	70
7. Students' Score in Posttest from Two Raters.....	71
8. Hypotheses Testing	72
9. Reliability of Pretest.....	73
10. Reliability of Posttest	75
11. Students' Works	
12. Surat Izin Penelitian	
13. Surat Keterangan Penelitian	

CHAPTER I INTRODUCTION

On this chapter, the following points are described: background of the problems, formulation of the problem, objectives and uses of the research, scope of the research and definition of terms.

1.1 Background of the problems

The objective of language teaching is stressed on four language skills, namely listening, speaking, reading, and writing. Among the four language skills, listening is acquired earlier. Huberner (1959:28) states that in acquiring a foreign language, listening of course comes first. In other words, before someone understands and starts to speak, he or she has to hear sound, words, and speech patterns first. Therefore, in learning a language, the first step to be acquired is listening. In order to learn a language, she or he must be competent listener. One has to be able to pay attention to what is demonstrated, remember what is shown or told, and then practice speaking to gain functional skill in active communication.

Nord (1980: 17) expresses this view clearly:

"Some people now believe that learning a language is not just learning to talk, but rather learning a language is building a map of meaning in the mind. These people believe that talking may indicate, that the language was learned, but they do not believe that practice in talking is the best way to build up this cognitive map in the mind to do this, they feel, the best method is to practice meaningful listening"

In this view of language learning, listening is the part of learning a language. It gives the learner information from which to build up the knowledge necessary for using the language. When this knowledge is build up, the learner can begin to speak. The listening- only period is a time of learning which provides the basis for\ the other language skills. Therefore, in learning a language the first step should be listening.

In order to learn one must be a competent listener. One has to be able to pay attention to what is demonstrated, remember what is shown or told, and then practice in oral or written form. If the learners have good listening ability, they will easily understand what is being said or heard. Moreover, they will be able to communicate about the information they hear. However, if the learners do not have good listening ability, they will get many difficulties in going to the next steps of learning a language (speaking, reading, and writing) because listening is the basis for the other language skills. Therefore, listening plays a very important role in learning a language.

We often find junior or senior high school students still get difficulties in listening class. 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 “Listen and Draw” as a technique in teaching listening. It is a technique where 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 made.

One of the main reasons the writer chooses LD 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 listen and draw technique in teaching listening for both teachers and students are that it is easier to prepare and mark and it could avoid the students' boredom.

The materials in LD *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 LD *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.

The students who cannot draw well can follow this technique because in LD technique the teacher asks the students to make simple pictures only and give title bellow each picture. In this technique, the drawing ability is not measured. The

teacher only measures the students' understanding of what is described and the students' ability to comprehend the information from the teacher's descriptions.

Based on the explanation above, the writer using *LD technique* for teaching listening comprehension to motivate the students to study better. In addition, the writer conducted the research on teaching listening comprehension through LD technique at SMP Negeri 3 Terbanggi Besar since there is no research had ever been conducted. Hopefully, it would help the students to increase their listening comprehension significantly.

1.2 Formulation of The Problem

Considering the background above, the writer formulates the problem of the research as stated below:

1.2.1 Can LD improve students' listening comprehension in teaching listening process?

1.2.2 Can LD improve students' listening activity in teaching listening process?

1.3 Objective of the Research

As stated in the background and the problem of the research, the writer states the objective of the research is:

Improve students' listening activity in teaching listening process through LD technique.

1.4 Uses of the Research

The writer describes the uses of the research as follows:

1. Theoretically, the results of this research are expected to confirm the previous theories about teaching listening through *LD technique*.
2. Practically, the results of this research can be used as an alternative consideration in choosing the appropriate technique especially in teaching listening.

1.5 Scope of the Research

The writer conducts the research for three weeks at SMP Negeri 3 Terbanggi Besar. The population of this research was the second grade students of SMP Negeri 3 Terbanggi Besar in academic year of 2013- 2014. The writer chooses the second grade of junior high school students because they have studied English in elementary level and for nowadays, English is not strange anymore for them, so they had background knowledge about English.

In this research, the writer focuses on the effectiveness of *LD technique* in teaching listening comprehension. The materials are designed based on the School Based Curriculum for Junior High School students. Although they are taken from some books; such as English on Sky and students' work sheet of "Gladi" but surely the materials are relevant to the School Based Curriculum for junior high school students. The source of data of the research is taking from one class and this class will be teaching by using *LD technique*.

1.6 Definition of Terms

Listening comprehension

It refers to the ability to master listening skill, understand fully the message, and give the right response based on the speaker's intent that is measured by using listening comprehension test.

Listen and draw

LD refers to the technique where the students listen to several sentences or descriptions of something and then make a picture based on the descriptions.

Listening skill

Listening skills is one of skill that trying to grasp the meaning of something we hear from the spoken passage and an ability to catch, identify, and construct an understanding of a language being spoken.

CHAPTER II LITERATURE REVIEW

This chapter concerns the review of the previous related research, review of the related literature, theoretical assumption and the hypothesis.

2.1 Listening

Listening is an active process requiring participation on the part of listener. 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.

Nation (1992: 17) states that listening is the way of learning a language, which gives the learner information from which to build up the knowledge necessary for using the language. Listening is the basis for the other language skills (speaking, reading, and writing)

Referring to the explanation above, listening in this research is the listeners listen to some descriptions of something from the teacher and then produce picture as the result of their response.

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)

In LD technique to get the general idea of the information the learners should listen to the teacher's descriptions. The writer chooses micro skill because by having this skill, the students will be able to understand the spoken English. Therefore LD technique belongs to micro skill. 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.

Littlewood (1985: 56) states that there are stages of listening process, they are:

1. Hearing stage: in this process, the listener just listens to all things that are conveyed by the speaker.
2. Understanding stage: after listening something, the listener wants to understand what the speaker conveys.
3. Interpreting stage: a good listener will not be satisfied if he only listens and understands the meaning of the speaker's expression, but also wants to interpret the meaning of the speaker's ideas.
4. Evaluating stage: after interpreting the meaning of the speaker, the listener begins to evaluate the speaker's ideas, to know the strengths and the weaknesses of the speaker's ideas.
5. Responding stage: it is the last stage of listening activities. In this stage, the listener should understand and receive the ideas that are presented by the speaker.

2.2 Teaching Listening Comprehension

In language learning, there are four skills that must be mastered by the learner, namely listening, speaking, reading, and writing. Listening is the most important skill that must be acquired by the learner, and it always comes first before the other skills do. According to Morley (1991:82), listening is the most common communicative activity in daily life, we can expect to listen twice as much as we speak, four times more than we read, and five times more than we write, because it is the first skill when we learn a language, Margareth (1988:13) states that

listening is considered as the first step in learning a language. It means that learning a language is started from listening. That is why listening becomes important to be investigated in this research, listening comes first into human life than the other skills.

Swift (2008: 18), 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.

Therefore, in teaching listening comprehension the teachers are expected to have a right method based on the students' background knowledge of English. Byrne (1978: 16), states that teacher needs to follow the three essential steps in teaching listening comprehension, in forward; the students are expected to be able to produce native like sounds and respond them. They must be able to:

- a) Hear the sound. The students hear the information from the speaker in verbal communication.
- b) Identify the sound. The students' make sense out of the information by using their background knowledge. Moreover, if they consider it new, they will keep it in their mind.
- c) Produce the respond. After the students identifying the information, they will interpret the data and respond to the speaker as the reflection that they receive the information by using the means of language.

The purpose of teaching language is to make the students communicate with one another. Byrne (1978: 16), states that there are many types of activities, which can

be used to make the students active in listening teaching learning process, they are:

a) Listen and do.

It means that the listener listens to message from the speaker and then she/he does base on the speaker's intent.

b) Listen and speak.

It means that the listener listens to message from the speaker and then she/he speaks based on the speaker's intent.

c) Listen and draw.

It means that the listener listens to message from the speaker and then she/he draw based on the speaker's instruction.

In this research, the writer chooses “LD” because LD belongs to this technique. In LD technique, the students produce pictures as the result of their response to the teacher's descriptions and instructions. By using this technique in teaching listening comprehension, the students will be active and the purpose of teaching language can be achieved. Because in this technique the students should listen to the teacher's descriptions carefully. After they understand what the teacher describes, the students can draw it correctly.

In addition, listening here means not only the process where the teacher is teaching listening skill but also the processes where the students are learning how to master the listening skill and give right response based on the speaker's intent. In teaching listening activity, either the teacher or students must be actively

involved in the process, in order to gain the objective of teaching learning activity.

In teaching language skill, especially listening comprehension there are some techniques that are based on the communicative approach. In this case, the writer chooses LD as a technique in teaching listening comprehension. By using listen and draw technique, the students will be more active, and it will overcome the students' boredom. In addition, we can conclude that teaching listening comprehension is a process where the teacher teaches the students how to master the listening skill in intent to listen, understand fully the message, and respond based on the speaker's intent. In teaching learning process, one way to make a good result in teaching learning process, it requires preparation not only appropriate technique but also appropriate media as well. Teacher should be able to choose the appropriate technique and media for the students.

Visual Aids

There are some experts' opinion about the advantages of visual aids. Chamberlain (1980) in Zuhar (2008: I 1) states that visual aids are the most effective way of teaching a foreign language. Occupational Safety & Health Administration (1996:2) states that the use of visual aids will help to produce effective one-way or two-way communication.

In addition, the use of visual aids in teaching learning process is more efficient because the learners using not only one sense to grasp the materials. In this

process the learners not only hear but also seeing actively what they have been draw. As forward, it is stated that the impression acquired through two senses or more will be retained longer than that received through one sense.

The materials of visual aids may be grouped into plate materials, picture, flashcards, maps, and cardboard figures. In this research, the students produce a picture based on the teacher's descriptions of something. Picture in this research is as the result of the students' comprehension based on the teacher's descriptions and instructions.

2.3 Listen and Draw

Clark (2002: 1) states that listen and draw is a listening technique in which the students use their visualizing and interpreting skills to produce original writings and drawings. The students listen to some descriptions of something. As the teacher read aloud, they form mental images that they translate into drawing of something.

In order to amount of listening, it is important to get the learners to listen a lot of language before having to make any kind of responses. Nation (1992: 18) states that in LD technique the students listen to several sentences and draw something based on the sentences or descriptions they hear. The teacher can repeat the descriptions and explanations until the students have drawn the simple picture. For example, the teacher describes about something to the students, and the

students listen carefully to the teacher's descriptions, make a sum of the descriptions if it is needed. After that, the teacher asks the students to draw the thing based on the descriptions they hear. In their mind, they have schemata or background knowledge about it. Sentences described by the teacher will make students understand what the thing is. To make clear what pictures they made, the students also give title for each picture. It is clear from the statement above that the drawing ability of the learners is not being tested. The teacher only measures the students' understanding of what is described and the students' ability to comprehend the information from the teacher's descriptions. In conclusion, the principle of LD is listening, understand, and draw something based on the speaker's intent. From the explanation above, the writer concludes that "*LD*" is listening, understanding and drawing what the teacher has been described to the students.

This technique requires the ability of the students' understanding of the teacher's descriptions correctly. In teaching listening through LD, the students who cannot draw well will be able to follow and enjoy it. In conclusion, LD means that the teacher describes something to the students, they listen carefully and they draw something on their paper based on the teacher's descriptions.

2.4 Teaching Listening through Listen and Draw

As mention before, the teacher should be creative in order to create an interesting learning situation for the learners. The main intention of using *LD technique* in this research especially for the beginners is to make the learners'aware of English as one of mandatory subject in the school. These possibly make the learners to be more interested in the listening activities. The methodology is to vary the way of delivering the subject for the learners, especially the beginner learners. Furthermore, it is hoped to release the teaching learning process from classic techniques and interaction in the class. The preceding explanation about teaching listening through *LD technique* clarify that learners, especially the beginners, should pay attention to what is being told, and finally draw based on the teacher's descriptions. In teaching listening by using LD technique, the learners are expected to have a good atmosphere in the class, so they can study better.

According to Nation (1992: 18), there are procedures in presenting LD technique in listening class. The procedures are as follows:

1. The teacher gives a text and pictures to be discussed.
2. The teacher explains the subject matter based on the target language.
3. The teacher explains the rules of LD technique.
4. The teacher gives some examples of LD technique.
5. The teacher asks the students to prepare a piece of paper, a pen / pencil, and a rubber.

6. The teacher describes something sentence by sentence with pausing and the students listen carefully.
7. After the teacher has finished with the descriptions, the teacher asks the students to draw something based on the descriptions.
8. The teacher describes once again or twice about the subject matter.
9. The teacher asks the students to give title below the picture.
10. The teacher gives the next descriptions to the students and does the same activities as before until the last description.
11. The teacher stops the activity (if everyone has finished).
12. The teacher dictates 10 statements for the next evaluation, which is true/false items based on the text.
13. After all have been done, the teacher asks the students to exchange their work with their friend.
14. The teacher gives the answer keys, so the students know whether their pictures and answers true or false.
15. The teacher asks the students to collect the answer sheet.

2.5 Theoretical Assumption

Students' listening comprehension can improve through various techniques. The same techniques might be better to apply in listening comprehension. A possible technique can be matched with students' purpose in listening. An appropriate technique considers develop students' listening comprehension.

Based on the explanation above, it can be assumed that the students who are taught by using this technique will increase their listening comprehension. It is reasonable because by using this technique they do not only listen, but also draw, and then see the picture. It makes the students aware of their purpose of listening and can motivate them to identify the specific information in the picture. Therefore, the writer assumes that LD technique can be used to increase the students' listening comprehension significantly.

2.6 Hypothesis

Concerning to the theories and assumptions above, the writer formulates the hypothesis as follows:

H₀ : There is no significant increase of students' listening skill by using LD technique.

H₁ : There is significant increase of students' listening skill by using LD technique.

CHAPTER III RESEARCH METHOD

This chapter discusses research design, population and sample, data collecting technique, data analysis, scoring criteria, try out of the test, validity and reliability the instrument and hypothesis testing.

3.1 Research Design

This research is intended to find out and to know the effectiveness of teaching listening comprehension through LD technique. In this research, the writer uses *one group pretest- posttest design*. The writer uses one experimental class since the result is to prove whether teaching listening through LD technique can be used to improve the students' listening comprehension, in experimental class the researcher apply teaching listening through LD technique as the special treatment for three meetings. The design is presented as follows:

(T1 X T2)

Note :

T1 : Pre-test

T2 : Post-test

X : Treatment

(Setiyadi, 2006:131)

In this research the writer administered a pretest to investigate students' ability in listening comprehension before conducting the treatments. After that, the writer gave the experimental class treatments by using *LD technique* for three meetings. Moreover the writer conducted the posttest to know the students' listening comprehension after being taught using *LD technique*.

The writer comes to know that there is a significant improve of students listening comprehension after being taught using *LD technique* or not, by comparing the average score of the pretest with the average score of the posttest. If the average score of the pretest was higher than the average score of the posttest, it means that there is no significant improve on students listening comprehension after taught using LD technique. However, if the average score of the posttest was higher than the average score of the pretest, it means that there is a significant improves on students listening comprehension after taught using *LD technique*.

3. 2 Population and Sample of the Research

The population of this research is the second grade students of SMP Negeri 3 Terbanggi Besar Lampung Tengah in academic year of 2013-2014. The sample of this research is class VIII E of SMP Negeri 3 Terbanggi Besar Lampung Tengah in academic year of 2013-2014. The writer selected the sample by using random sampling technique through lottery. It was applied based on consideration that every class in the population had similar chance

to be chosen and in order to avoid the subjectivity in the research. (Setiyadi, 2006:39). The writer uses two classes, one as try out class and the other as experimental class.

3.3 Variables

This research consists of the following variables:

Students' achievement on listening comprehension test as dependent variable (Y)

3.4 Research Procedures

In order to collect the data, the writer uses the following procedures:

1. Determining the population and the sample of the research. The population of the research is all students at the second grade of SMP Negeri 3 Terbanggi Besar Lampung Tengah. 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.
2. Finding and selecting the materials that were taught. The writer applied three materials for the treatments. The materials were selected from the English handbook for the second year of Junior High School. The writer selected "flora" as material for the

first treatment "fauna" for the second treatment, and "flora and fauna" for the third treatment.

3. Administering try out.

The try out was held to find out the quality of the test and to determine the items were revised for the pretest and posttest. The instrument, listening comprehension test, was tried previously in the try out class. It is aimed at making sure that the tests in this study were valid and reliable. The numbers of the items are 30 items in forms of multiple choices test with four alternative answers for each (A, B, C, and D), one as the correct answer and the rest are the distracters. The scoring system is that the number of each correct answer is 10 points. Thus, if one participant answers all the items correctly, she/ he got 100 points (10 X 30:3). The time allocation for tryout test was 2 X 40 minutes.

4. Administering pretest.

The pretest is aimed to know students' listening ability before being taught by using *listen and draw technique*. Therefore, the writer was able to compare the result with the posttest result later. The numbers of the items are 20 items in forms of multiple choices test with four alternative answers for each (A, B, C, and D), one as the correct answer and the rest are the distracters. The scoring system was that the number of each correct answer was 10 points. Thus, if one participant answered all the items correctly, she/he got 100 points (10 X 20:2). It was administered for about 40 minutes.

5. Implementing the technique by *using LD technique*. The experimental class was teaching by *using LD technique* for three times. The time allocation was 2 x 40 minutes.

6. Administering posttest.

The posttest was aimed to know the students increase after being taught using *LD technique*. The numbers of the items were 20 items in forms of multiple choices test with four alternative answers for each (A, B, C, and D), one as the correct answer and the rest were the distracters. The scoring system was that the number of each correct answer was 10 points. Thus, if one participant answers all the items correctly, she/ he got 100 points (10 X 20:2). The posttest was administered for about 40 minutes.

7. Analyzing the data.

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

8. Reporting the result.

In reporting the result, the data was systematically arranged based on the pretest and posttest score to see whether there was a significant improves of the students' listening comprehension.

3.5 Research Instrument

In this research, the writer administered two tests; pretest and posttest. The instrument of this research was listening test in forms of pre-test and post-

test. listening test was chosen as the instrument because it required by the students to express their own idea. It also motivated the students to improve their listening better. The last, listening test was easier and quicker to prepare. Pretest is give in order to know the students' listening skill before the treatments. Posttestis give in order to know the students' listening skill after the teatments. Pretest- posttest is administered for about 40 minutes.

3.6 Criteria of Test

The try out needs to be done to prove whether the test has good quality or not. The test is said to have a good quality if it has a good validity, reliability, level of difficulty and discrimination power. The try out held to different class from the experiment class. There are some elements are tested as follows:

3.6.1 Validity

The test can be said valid ifthe test measured the objective to be measured and suitable with the criteria (Hatch and Farhady, 1982: 250).

To measure the quality ofthe test, the writer emphasized only on the content and construct validity.

1. Content validity

Content validity is the extent to which a test measures representative sample of the subject matter contents, the focus of the content validity is adequacy of the sample and simply on the appearance of the test (Hatch and Farhady, 1982:251). It means that the test should be correct and represent the materials that have been taught. Then, the tests were determined according to the materials that had been taught to the students. In other words, the writer made the tests based on the materials in the School Based Curriculum for the second grade of Junior High School students. Besides that, the writer also makes a table of specification to judge the content validity already good or not. The table of specification can be seen on table 1.

Table 1. Table of Specification

No	Skills of Listening	Item Number	Percentage of items
1	Finding specific Information	(9 items) 1,4,5,7,8,9,16,26,27	30 %
2	Inference	(8 items) 14,15,17,18,19,20,28,29	25 %
3	Reference	(6 items) 2,6,21,22,24,25	20 %
4	Vocabulary	(7 items)	25 %

		3,10,11,12,13,23,30	
Total		30 items	100 %

2. Construct validity

Construct validity focused on the kind of test that is used to measure the ability. It is used in the research that has many indicators.

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.

3.6.2 Reliability

Shohamy (1985: 70) states that the reliability refers to the extent to which is consistent in its score, and it gives an indication of how accurate the test score are. The concept of reliability stems from the idea that no measurement is perfect, even if one goes on the same scale today and then again tomorrow, there will always be differences in his weight which is a result of the fact that measuring instrument are not perfect. A score of a student on a test consisted of a true score and error. Reliability helps us to estimate the error part of the scores. Since there are different sources of error for different types of tests, there are also different types of reliability.

To found out the reliability of this test the writer used the *Split Half Method*, which has two steps, they are:

- a. First, using Pearson Product Moment Correlation; we should find the coefficient correlation between Odd and Even Number of the items.

$$r_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}}$$

Note :

r_{xy} : Coefficient of reliability between odd and even number

$\sum x^2$: Total square of x (total score of odd number)

$\sum y^2$: Total square of y (total score of even number)

$\sum xy$: Total score of odd and even number

- b. Second, after we get the coefficient correlation between odd and even number we continue to put them into the Reliability Formula.

The Reliability formula is below:

$$r_{11} = \frac{2 \times r_{xy}}{1 + r_{xy}}$$

Note :

r_{11} : Reliability coefficient

r_{xy} : Coefficient between odd and even number

The criteria of reliability:

0.00 - 0.20 : very low.

0.21-0.39 : low.

0.40-0.59 : average.

0.60-0.79 : high.

0.80- 1.00 : veryhigh.

(Arikunto;2005:103)

The result showed that the reliability of the test is 0.99. Based on the criteria of reliability proposed by Hatch and Farhady (1982: 147), it could be stated that the tests had a very high reliability. Since the range of very high criteria for test reliability was 0.8- 1.00. It was signified that this instrument would produce consistent result when administered under similar conditions, to the same participants, and in different time (Hatch and Farhady,1982: 244). In other word, the test was reliable. The calculation of reliability can be seen in Appendix 6.

3.6.3 Level of Difficulty

The difficulty level of an item simply shows how easy or difficult the particular item is, which is proved in the test. The level of difficulty (LD) is generally expressed as the fraction (or percentage) of the students who answer the item correctly. In determining the level of difficulty of the test, the writer used the following formula:

$$LD = \frac{R}{N}$$

Notes :

LD : Level of difficulty.

R : Number of the students who answer correctly.

N : Total number of the students.

The criteria of level of difficulty:

0.00-0.30 : difficult.

0.31-0.70 : satisfactory.

0.71- 1.00 : easy.

(Arikunto;2005: 208)

Based on the try out test related to the criteria, the try out test consisted of 1 difficult item (18), 15 satisfactory items (1,5, 10, 15, 16, 17,20,21,22,23, 24, 25, 26, 27 and 28), and 14 easy items (2, 3, 4, 6, 7, 8, 9,11,12,13,14,19,29 and 30). The easy and difficult items were revised, while the satisfactory items were administered in pretest and posttest. The result of try out test level of difficulty computation can be seen in Appendix 8.

3.6.4 Discrimination Power

The discrimination index of an item indicates the extent to which the item discriminates between the testees, separating the more able testees from the less able. To estimate the discrimination power of the test, the writer used the following formula:

$$DP = \frac{\text{correct}U - \text{correct}L}{1/2 N}$$

DP : Discrimination power.

Correct U : Number of upper group students who answer correctly.

U : Number of lower group students who answer correctly.

N : Total number of the students.

The criteria of discrimination power:

0.00-0.20 : poor.

0.21-0.40 : satisfactory.

0.41-0.70 : good

0.71-1.00 : excellent

(Arikunto; 1992:221)

Based on the try out test related to the criteria for discrimination index, there were 19 poor items (1, 2, 3, 4, 6, 8, 9, 11, 12, 13, 14, 16, 17, 18, 19, 21, 22, 24 and 25), 1 good item (7), and 10 satisfactory items (5, 10, 15,20,23,26,27,28,29 and 30). The result of try out test discrimination power computation can be seen in Appendix 8.

Because in items from no 1 to 10 there were some items with easy level of difficulty and poor discrimination index, the writer do not use the items on pretest and posttest. The writer only used items from no 11 to 30. Items with poor discrimination index are revised, and items with satisfactory discrimination index were administered. Furthermore, the easy, difficult and poor items were revised, items with satisfactory level of difficulty but had

poor discrimination index were administered, and items with satisfactory discrimination index but had easy level of difficulty were readministered. Thus, the items administered remain 20 items with 7 items revised (11, 12, 13, 14, 18, 19 and 24).

3.7 Data Analysis

After collecting the data, the writer calculated the students' achievement by:

1. Scoring pretest and posttest.
2. Tabulating the result of the test and calculating mean of the pretest and posttest. To compute the average score or mean of the pretest and posttest, the writer used a very simple formula as follows:

$$M = \frac{\sum x}{N}$$

Notes:

M : The average score.

$\sum x$: The total number of students' score.

N : The number of the students.

The average is total students' score divide by total number of students.

(HatchandFarhady, 1982:55)

3. Drawing conclusion from the tabulated result of pretest and posttest administered. The data was analyzed by using statistical computerization i.e. *repeated measures t- test of SPSS* (

Statistical Package for Social Science) version 16.0 for Windows to test whether the difference between pretest and posttest was significant or not, in which the significance determined by $p < \alpha$ (where $\alpha = 0.05$).

(Hatch and Farhady, 1982: 114).

3.8 Data Treatment

According to Setiyadi (2006: 168- 169), using t- test for hypothesis testing has 3 basic assumptions, namely:

- The data is interval or ratio
- The data is taken from random sample in a population
- The data is distributed normally

Therefore, the writer used the following procedures:

1. Random Test

This was to make sure that the data are random. The writer used SPSS version 16.0 to help him. The writer used mean as the cut point. The hypothesis is formulated as follows:

H_0 : The data is Random

H_i : The data is not random

In this script, the criterion for the hypothesis is that:

H is accepted If $p > .$ In this case, the writer used the level of significance 0.05, ($\alpha = 0.05$). From the result (see Appendix 16), we can see that $p > 0.05$

in all test (pretest and posttest). It proves that H_0 was accepted and all the data were random.

2. Normality Test

The writer used normality test to know whether the data is distributed normally or not. The hypothesis is formulated as follows:

H_0 : The data is distributed normally

H_i : The data is not distributed normally

In this script, the criterion for the hypothesis is that:

H_0 is accepted if $p > 0.05$. In this case, the writer used level of significance 0.05, ($\alpha = 0.05$). From the result (see Appendix 17), we can see that $p > 0.05$ in all test (pretest and posttest). It proves that H_0 is accepted and all the data are distributed normally.

3.9 Hypothesis Testing

The researcher collected the data then analyzed it to determine whether there is an increase of students' listening ability by using LAD technique or not after treatment. The researcher used Repeated Measure T-test in analyzing the data collected. The significance level is in 0.05 even the hypothesis is approved if $\text{sign} < p$. Therefore the probability of error in the hypothesis is only about 5%.

3.10 Statistical Testing

In testing the hypothesis, the writer used statistical computerization i.e. *repeated measures T- Test of SPSS version 16.0 for Windows* to analyze the significant increase of students' achievement.

The criterion for accepting the hypothesis is if $p < .$ Where p is Sign.(2 tailed) and is level of significance. In this research, the writer used level significance 0.05.

CHAPTER V CONCLUSION AND SUGGESTION

5.1 The Conclusion

Based on the result of this quantitative research and the discussion, it can be concluded that:

1. Listen and draw technique can increase students' listening comprehension significantly. From the result of t-test computation, we can see that $P = 0.00$. It means that the data computation result fulfilled the criterion for accepting the H_0 ($p < 0.05$, $p = 0.00$) and there was a significant increase of students' listening comprehension after being taught using listen and draw technique.

2. After the writer implemented listen and draw technique, there were increases on students' lowest score, students' highest score, students' total score, and students' mean score. The students' lowest score of pretest was 45 and increased to 60 in the posttest. The students' highest score of pretest was 85 and increased to 100 in the posttest. The students' total score of pretest was 2555 and increased to 3180 in the posttest. The students' mean score of pretest was 69.05 and increased to 85.95 in the posttest.

3. After the writer implemented listen and draw technique, all of students' score increased. All of students' scores increased in range 5 to 25. It can be seen from the

students' score gain; that there were 5 students (C, I, II, JJ, and KK) gained 25, 16 students (F, H, K, L, T, U, V, W, X, Z, AA, BB, CC, DD, EE, and HH) gained 20, 6 students (B, E, G, M, N, and FF) gained 15, 8 students (A, D, J, O, P, Q, R, and Y) gained 10. In addition, there were 2 students (S and GG) gained 5

5.2 Suggestions

Referring to the result and the discussion, the writer suggests some points as follows:

For further research:

1. In listen and draw technique the students should make pictures as the result of their comprehension. Although the pictures they should make are simple pictures, there will be some students who try to draw as good as possible and express their imaginations into pictures. Therefore, before implementing this technique to the class, the researcher should prepare enough time for this situation.
2. For the researcher who has soft voice, in implementing listen and draw technique she must try hard to pronounce the words clearly and loudly while describing the materials. So that the students can understand what is being describe by the teacher.

For teachers:

Due to the effectiveness of listen and draw technique in teaching listening comprehension, it is recommended to English teachers to use listen and draw as an alternative technique in teaching listening comprehension; particularly to create an active learning process.

In improving students' activity in teaching learning process, it is suggested for teachers to know well each students' ability in the classroom. Because it is very useful to divide students in learning community. Additionally, in correcting students' error, it is better for teachers to use peer correction first than direction correction, for example ask the answer from the other students rather than tell it directly because the interaction will be more active through peer correction.

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