

CHAPTER I

INTRODUCTION

A. BACKGROUND

In the classroom activity, students have almost heard what the teacher's explanation is. Brown (2001:247) states that "Listening is the major component in language learning and teaching because in the classroom learners do more listening than speaking." Listening is important for the students because in fact students really need it in the process of teaching learning activity. Students will get the information or message based on listening activity. It means that listening is one of the aspects that have to be mastered by the students. Michael (1991:46) states that "We spend more of our time listening than we do in another communication activity." In brief, listening is the activity that takes more time in communication than the other activity.

Based on researcher's observation in SMPN 4 Purwakarta, the researcher found that students in that school are still low in listening skill. Sometimes the students even do not know what the teacher is talking about. Students cannot follow the material and students found themselves difficult to understand the material when the teacher explains in English. It happens because students still lack prior knowledge about English and students are unfamiliar with the words and lack of vocabularies. Students think that listen the English language is hard. The students has no confidence to listen what they heard. Rahayu (2005: 22) states that in

listening class, the students' motivation and the students' achievement in listening is low. Most of the students in second grade at SMPN 4 Purwakarta are actually not interested in learning to listen, but in fact, they really need it. Swift (2008:16) states that the students often cannot follow what their teacher is talking about. They often have no confidence since they found themselves incompetent in listening that makes students have no interest in doing listening in the classroom.

The research about listening skill also arises in Ferlis' (2016) study. This research is about implementing Listen-and-Draw Technique to improve students' listening comprehension at SMPN 3 Terbanggi Lampung Besar Tengah. The data was reached from the second year students in that school. This research used quantitative approach (pre-test – treatment – post-test). In the data analysis, the researcher said that technique was a success to be implemented. It can be proved by the score from pre-test is 69,5, after doing treatment the score from post-test become 85,95. Another study is by Syahida (2010). This study is about teaching listening skill through Listen-and-Draw technique at SMPN 1 Cikalongkulon, Cianjur. The researcher applied the quantitative method and one group pre-test post-test design. The researcher used pre-test post-test as the instrument. The result of this research showed the score of pre-test is 4.19 while post-test is 7.62. It means that teaching listening through Listen and Draw technique was proven success to be implemented.

From the study above, the researcher decides to use the technique to improve students' listening skill. This research has different field with those studies. In this research, the subject of the material is descriptive text. The teacher should be

creative to choose the teaching technique and media to improve student's interest and motivation in learning to listen.

Here the researcher tries to use Listen-and-Draw technique as the technique in learning to listen. Clark (2001:1) states that Listen-and-Draw is listening technique where the students produce their original writing and drawing based on their visualizing and interpreting. Nation (1992:18) also adds that in Listen-and-Draw technique the students draw a simple picture based on what they heard from teacher's descriptions. Therefore, Listen-and-Draw technique is a technique where the students make a picture based on the teacher's description of something. This technique is not emphasized on drawing a picture but focused on student's understanding of what teachers describe, student's ability to comprehend the information from teacher's descriptions, at least student's listening skill.

The target of this research is the second grade in Junior High School. Furthermore, the researcher chooses descriptive text as the suitable material to support the improvement of listening skill through Listen-and-Draw technique. The suitable materials will make students interested in the materials. Nation (1992: 20) states that the interest will lead students to increase attention and deeper processing of material.

Based on the background above the researcher tries to propose a research entitled **THE USE OF LISTEN-AND-DRAW TECHNIQUE TO IMPROVE STUDENTS' LISTENING SKILL**. It is a quasi- experimental test to the 8th Grade Students of Junior High School SMPN 4 Purwakarta.

B. RESEARCH QUESTIONS

Based on explanation above, the researcher formulated the research problems into the following questions:

1. How is the students' achievement in listening skill with using Listen-and-Draw technique?
2. How is the students' achievement in listening skill without using Listen-and-Draw technique (note-taking technique)?
3. How significant is the difference between the students' achievement in listening skill with and without using Listen-and-Draw technique?

C. PURPOSES OF STUDY

The purposes of this research are to find out:

1. The students' achievement in listening skill with using Listen-and-Draw technique;
2. The students' achievement in listening skill without using Listen-and-Draw technique (note-taking technique);
3. The significant difference between the students' achievement in listening skill with and without using Listen-and-Draw technique.

D. RESEARCH LIMITATION

The researcher limits the problem of the research just to find that using the Listen-and-Draw technique as the technique to make the teaching and learning listening is more effective. The Listen-and-Draw technique is limited to listening descriptive text only.

E. THE SIGNIFICANCES OF THE STUDY

These significances of the research are divided into:

1. Theoretical Significance

Theoretically, the result of this study may give the information about the importance of listening skill in learning English. It also gives valuable information and the knowledge on how the effectiveness of using listen and draw technique in descriptive text on student's listening skill.

2. Practical Significance

Practically, this study is expected to be beneficial for:

- a. The English Education Department of Islamic State University Sunan Gunung Djati Bandung

It is expected that the result of this research can be used as references and useful for another student of English Education Department who have related topic of listening skill and the use of Listen and Draw Technique.

- b. The teachers and students of SMPN 4 Purwakarta

Hopefully, the result of this research can inspire the English teacher of SMPN 4 Purwakarta to implement, use, even develop various techniques in

teaching and learning process. Besides, the implementation of this action in this research could give the contribution, useful, interest, and meaningful to the students in listening skill and motivate the students in learning English.

c. The researchers

It is expected that this research can be an additional reference for them in conducting further action research.

F. RESEARCH FRAMEWORK (RATIONALE)

Listening is one of the activities in communication. What the speaker says will be understood through listening. By doing listening, the hearer will gain the information or message as long as the listener pay attention to the speaker. As Underwood (1989:1) says that “Listening is an activity of paying attention to the speaker and subsequent attempt to understand what we hear.” Rost (2002:279) also adds that “Listening is the mental process of constructing meaning from spoken input.” What the listener heard will guide the understanding of the information or message from the speaker.

In the classroom activity, the teacher need a response from the students. That response can happen if the students listen to what the teacher’s say. Therefore, skill in listening have to increase by the students. According to Harmer (1998: 135), “Listening skills is ability to recognize paralinguistic clues such as intonation in order to understand mood, meaning, specific information and general understanding.” Through the skill of listening, the students will know how

important the message is. McErlain (1999:12) states that “Listening skills allow one to make sense of and understand what another person is saying.”

However, to increase student’s listening skill, the strategy or technique is offered to make the teaching learning more fun and easy to follow. Ahmadi (2011) says that strategy is a goal that can be reached by teacher and students by doing some procedure effectively and efficiently.

In this research, the researcher chooses Listen-and-Draw as the technique to improve students’ listening skill. Clark (2001:1) states that Listen-and-Draw is a listening technique where the students produce their original writing and drawing based on their visualizing and interpreting. Nation (1992:18) also adds that in Listen-and-Draw technique the students draw a simple picture based on what they heard from teacher’s descriptions.

Based explanation above, Listen-and-Draw is a technique which the students make a picture based on the teacher’s descriptions of something. Students have to listen carefully, comprehend what the teacher’s description, and draw the picture. Students do not have to draw beautifully as long as the students understand what the teacher’s description is. Students also give their title for the picture they make. Students need the ability to remember the vocabulary. (See Table 1.1)

The researcher chooses descriptive text as the suitable material to support Listen-and-Draw technique to be implemented because in the second grade of Junior High School descriptive text is learned. Descriptive text is “a way of

picturing images verbally in speech or writing and of arranging those images in some kind of logical or association pattern” (D’Angelo, 1980).

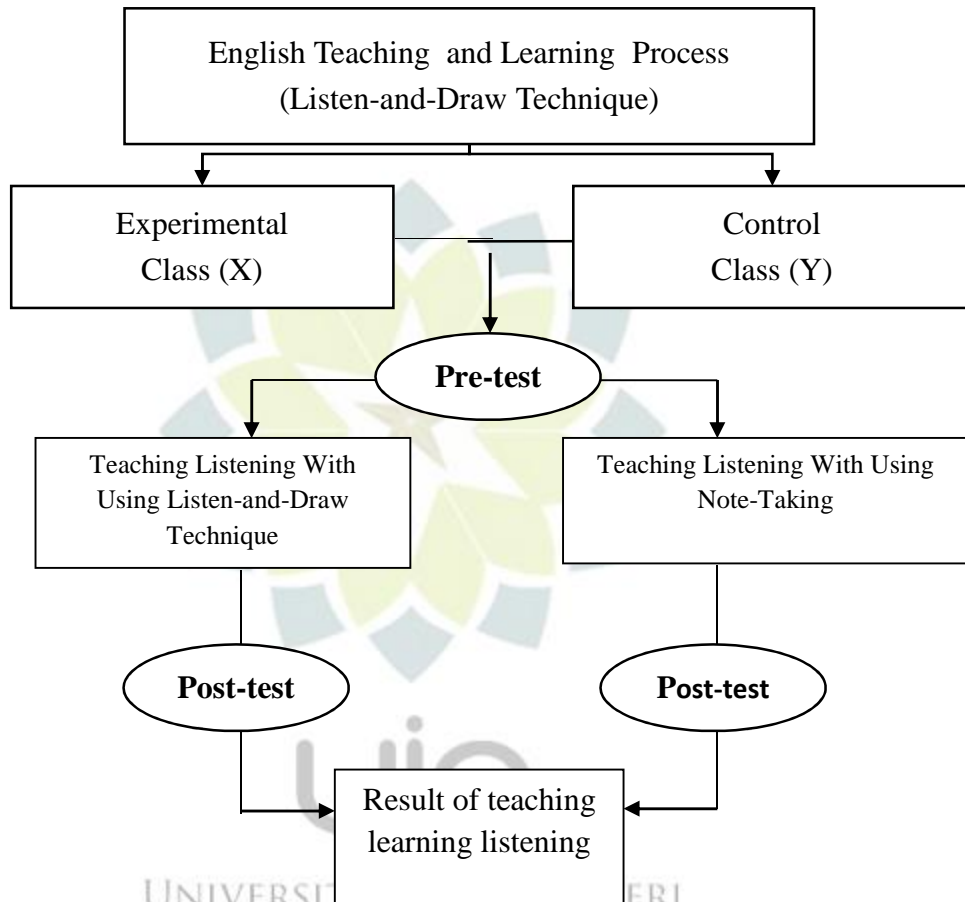
The researcher chooses two classes of second grade at SMPN 4 Purwakarta as experimental class and control class. The first class is an experimental class which is given treatments namely Listen and Draw Technique. The second class is control class which is taught treatment by using Note-Taking Technique. The experimental class is "X" variable and the control class is "Y" variable.

According to Nation (1992:18), there are procedures of Listen-and-Draw technique, including:

Table 1.1
Teaching Process Using Listen-and-Draw Technique

No	Activities
1	The teacher shows a text and pictures that will be discussed.
2	The teacher mentions the subject matter of the target language.
3	The teacher explains what are the rules of listen-and-draw technique
4	The students have to prepare in form to writing and drawing.
5	The teacher describes something sentence by sentence while the students listen carefully.
6	The students draw something based on teacher’s description.
7	The teacher repeats once again or twice about the description.
8	Teacher asks students to give the title of the picture they have made.
9	The teacher explains 10 statements which are true or false based on the text.
10	The teacher and students evaluate together about the result.
11	The teacher discussed the right answer with the students.

To sum up, in finding out the effect of Listen-and-Draw technique in teaching listening, the researcher figures out the research framework as follows:



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Figure 1.1 Research Framework

G. HYPOTHESES

Hypothesis is one of important elements in a research. Sugiyono (2014:96) states that “hypothesis is a temporary answer to the problem formulation studied, formulation of research which has been expressed in the form of a statement sentence.” In a research, hypothesis must be able to making clear of questions will be researched. This research has two variables. The first is teaching listening by using Listen-and-Draw technique as variable X, and second is teaching listening without using Listen-and-Draw technique as variable Y. In this research, the researcher formulates the hypothesis as these following:

- a. H_0 = There is no significant difference between students’ achievement in listening skill with and without using Listen-and-Draw technique.
- b. H_a = There is significant difference between students’ achievement in listening skill with and without using Listen-and-Draw technique.

H. RESEARCH METHODOLOGY

This part will discuss the research design, the research site, the participants (including population and sample), research instrument, and data analysis of the research.

1. Research Design

In this research, the researcher uses an experimental design, specifically quasi-experimental design. Creswell (2012:309) states that “quasi-experimental design involves the use of treatments, but not a random assignment of participants to

groups”. The researcher was given two classes that can be investigated. The first class is an experimental class which is given treatments by Listen-and-Draw technique. The second class is control group which is taught treatments without using Listen-and-Draw technique. These two classes used nonrandom sampling because the class has been selected by the school. The two classes of this research were recommended by an English teacher in that school because these two classes have the same ability in learning English. According to Creswell (2014:215) “When individuals are not randomly assigned, the procedure is called a quasi-experiment”.

Table 1.2
Quasi – Experimental Design

Quasi-experimental design is frequently used as follows (Creswell, 2012):

Select the control group	Pretest	No treatment	Posttest
Select experimental group	Pretest	Experimental treatment	Posttest

The two classes are given a test which calls pre-test and post-test. According to Creswell (2014:220) “In this design, a popular approach to quasi-experiments, the experimental Group A and the control Group B are selected without random assignment. Both groups take a pre-test and post-test. Only the experimental group receives the treatment”.

2. The Research Site

This research is conducted in SMPN 4 Purwakarta because based on the observation that student's achievement in listening is still low in this school, and the teacher does not give many lessons on that. The teacher also admits that teacher has no specific technique to build students' interest in listening. Furthermore, the researcher tries to use Listen-and-Draw technique in teaching listening.

3. The Participants (Population and Sample) of The Research

a. Population

The population is all variables that exist in an area or a place. In this research, the population is the second-grade students that consist of 10 classes of SMPN 4 Purwakarta in the academic year 2014-2015. According to Creswell (2012:142), "a population is a group of individuals who have the same characteristic". MacDonald and Headlam (1986:142) add that "the word 'population' is used to describe the target group, and while this may be the national population as a whole".

b. Sample

The sample of this research is divided into two classes from the ten classes of second-grade students of SMPN 4 Purwakarta in the academic year 2014-2015, they are one as experimental class and other as control class. MacDonald and Headlam (1986:142) state that "sample is the section of the wider population that will be engaged in the survey". Creswell (2012:142) defines "a sample as a

subgroup of the target population that the researcher plans to study for generalizing about the target population”.

In this research, these two classes used nonrandom sampling because the class has been selected by the school. The two classes of this research were recommended by an English teacher in that school because these two classes have the same ability in learning English. The classes are VIII-H as experimental class consists of 40 students, and VIII-G as control class consist of 40 students. The total of two classes is 80 students.

4. Research Instrument

In this research, the researcher chooses the kind of test as the instrument because it supports the process of collecting data analysis. Creswell (2012:151) states that “an instrument is a tool for measuring, observing, or documenting quantitative data. The data can be identified with the instrument with the form of a questionnaire, test, tally sheet, observational checklist, inventory, or assessment instrument”. The test consists of two parts, they are pre-test and post-test, and there is treatment after doing a pre-test and before doing post-test.

A. Test

1. Pre-test

The pre-test is given to the both of the classes, control, and experimental classes. The pre-test is done in the first measurement. It is used to know the prior knowledge and basic skill of the students.

2. Post-test

Post-test is done after the students finish the process of using the Listen-and-Draw technique. Post-test is to find out the significant difference between the experimental class and the control class and to find out whether the effectiveness or not of the technique to be implemented in the result.

B. Treatments

Treatments were conducted after the pre-test. Both of experimental and control class received treatments in the learning activity. The experimental class used Listen-and-Draw technique and the control class without using the Listen-and-Draw technique. The dates are taken along fit in during a regular schedule of the English subject in the school. The process of treatment is figured out as follows:

Table 1.3

Treatment Outline

NO	MEETING	SUBJECT	AIMS	LISTEN-AND-DRAW
1	2	Descriptive Text My Name is Lizzy	<ul style="list-style-type: none">) To get information from the text) To comprehend the meaning of the text) To improve students' listening skill 	<ul style="list-style-type: none">) The teacher describes about "My Name is Lizzy" sentence by sentence.) The students listen carefully, and draw something based on teacher's description.
2	3	Descriptive Text My Cat	<ul style="list-style-type: none">) To get information from the text) To comprehend the meaning of the text) To improve students' listening skill 	<ul style="list-style-type: none">) The teacher describes about "My Cat" sentence by sentence.) The students listen carefully, and draw something based on teacher's description.
3	4	Descriptive Text My Mother	<ul style="list-style-type: none">) To get information from the text) To comprehend the meaning of the text) To improve students' listening skill 	<ul style="list-style-type: none">) The teacher describes about "My Mother" sentence by sentence.) The students listen carefully, and draw something based on teacher's description.

5. Data Analysis

In analyzing quantitative data, this research will use the following steps and formulas:

1. Determining the range of data (R), by using the formula:

$$\mathbf{R = (Highest\ score - Lowest\ score)}$$

(Sudjana, 2005:47)

2. Determining the class interval (K), by using the formula:

$$\mathbf{K = 1 + 3.3 \times \log n}$$

(Sudjana, 2005:47)

3. Determining the length of class (P), by using the formula:

$$\mathbf{P = \frac{R}{K}}$$

(Sudjana, 2005:47)

4. Determining to mean, by using the formula:

$$\mathbf{\bar{x} = \frac{\sum xi}{n}}$$

(Sudjana, 2005:67)

5. Making the table of distribution frequency:

Table 1.4

Distribution of Frequency

Score	$\sum xi$	$\sum xi^2$	$\sum xi^3$	$\sum xi^4$	$\sum xi^5$	$\sum xi^6$	$\sum xi^7$
1	2	3	4	5	6	7	

6. Determining the Derivation Standard, by using the formula:

$$S^2 = \frac{n\phi - \sum x_i^2 - (\phi - \sum x_i)^2}{n(n-1)}$$

(Sudjana, 2005:67)

7. Arranging the distribution of observation and expectation frequency use the table as follows:

Table 1. 5

Arranging The Distribution and Explanation Frequency

Score	(oi)	Class limit	Z _{count}	Z _{table}	L ₁	E ₁	x ²

8. Determining Chi square (x²), by using formula :

$$x^2 = \phi \frac{(\phi - E)^2}{E}$$

(Sudjana, 2005: 273)

9. Determining the degree freedom, by using the formula:

$$D = K - 3$$

(Sudjana, 2005:273)

10. Determining Chi square table on significance 5% or ($\alpha = 0.05$)

$$x^2_{table} = (1 - \alpha)(d)$$

11. Interpreting the normality distribution by the criteria as follows:

Ho : $\chi^2_{\text{count}} < \chi^2_{\text{table}}$ (Normal)

Hi : $\chi^2_{\text{count}} > \chi^2_{\text{table}}$ (Abnormal)

12. Testing the homogeneity of two variances by conducting the following steps:

a. Determining score F by using the formula:

$$F = \frac{s_1^2}{s_2^2}$$

(Sudjana, 2005:250)

b. Determining the degree of freedom:

$$DF_1 = n_1 - 1$$

$$DF_2 = n_2 - 1$$

(Sudjana, 2005: 146)

c. Determining score of F from the table with the value of significance of 5 %
or ($\alpha = 0.05$)

d. Determining homogeneity of data with criteria:

If $T_{\text{count}} < T_{\text{table}}$, it means the two variances are homogeneous

If $T_{\text{count}} > T_{\text{table}}$, it means the two variances are not homogeneous

13. Testing the differences between two interrelated averages score, by using t-Test formula:

a. Testing the differences between two interrelated averages of pre-test score
by using the formula:

$$t = \frac{x_1 - x_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

where,

$$S^2 = \frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1+n_2-2}$$

(Sudjana, 2005:147)

- b. Looking t_{table} with the level of significant 5 % using interpolation

$$T_{table} = t(\alpha)(d)$$

- c. Determining the Hypothesis

If $T_{count} \leq T_{table}$, it means there is no significance

If $T_{count} > T_{table}$, it means there is significance

According to Sugiyono (2009), if the data is not normally distributed, the data is analyzed with the Wilcoxon Test. The procedures are:

1. Determine Z score using the following formula:

$$Z = \frac{T - \mu_T}{\delta_T}$$

Note:

T = number of the lowest range/rank

N = number of sample minus ignored number

$$\mu_T = \frac{N(N+1)}{4}$$

$$\delta_T = \sqrt{\frac{N(N+1)(2N+1)}{2}}$$

$$Z = \frac{T - \mu_T}{\delta_T} = \frac{T - \frac{N(N+1)}{4}}{\sqrt{\frac{N(N+1)(2N+1)}{2}}}$$

(Sugiyono, 2009)

2. Determine Z_{table}
3. Interpret the hypotheses:
 - a. If $Z_{count} > Z_{table}$, H_a is accepted and H_o is rejected, it means that there is a significant.
 - b. If $Z_{count} < Z_{table}$, H_a is rejected and H_o is accepted, it means there is no significant.

