

Journal of Teacher Education and Pedagogy (JTEP)

Vol. 1, No. 1 October 2025, Page 1-7

P-ISSN: XXXX-XXXX

E-ISSN: XXXX-XXXX

Available Online at <https://pusatpublikasi.com/index.php/tep/index>

IMPROVING STUDENTS' LISTENING SKILLS USING THE PICTURE DICTATION STRATEGY IN THE TENTH GRADE OF SMA NEGERI 1 SUSUA

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Abstract

Listening skill is one of the skills taught in English, and it refers to the ability to identify and understand spoken language. In learning to listen, most students are unable to reach the Minimum Completeness Criteria (MCC). There are several problems faced by students in listening classes at Tenda, SMA Negeri 1 Susua, namely: students are unable to understand the meaning of descriptive texts, particularly when describing places. To address this problem, the researcher applied the Picture Dictation Strategy in the tenth grade of SMA Negeri 1 Susua. The aim of this study was to improve students' listening skills in the tenth grade of SMA Negeri 1 Susua. To achieve this objective, the researcher conducted the study using Classroom Action Research (CAR), in which each cycle (planning, action, observation, and reflection) followed the process of classroom-based research. The results showed an improvement in students' listening abilities from Cycle I to Cycle II. In Cycle I, based on the students' observation sheets, they completed 69% of the activities. The highest score for listening ability was 69, and the lowest was 25. In Cycle II, based on the observation sheets, students completed 97% of the activities, and the listening ability scores ranged from 65 to 85. The average score also improved. Based on these results, the researcher concluded that the Picture Dictation Strategy is effective for teaching listening. Finally, the researcher offered several suggestions: First, it is recommended that English teachers use the Picture Dictation Strategy when teaching listening to motivate and engage students in learning English. Through listening practice, students can improve their ability to comprehend spoken language. Second, future researchers who study listening should further explore the use of the Picture Dictation Strategy so it can be implemented more widely as an effective strategy in teaching English skills. Third, this study can serve as a reference for readers and address students' needs in learning English, as students require various support to learn English more effectively and comfortably.

Keyword: *Students' Listening Ability, Picture Dictation Strategy*

INTRODUCTION

All effective communication depends on listening, as we understand a person's intentions only after we listen to them. When we are unable to listen properly, we may have a poor understanding of the meaning of a sentence. Rost (2002) stated that listening is an active process that requires participation from the listener. It seems that communication involves both the speaker and the listener. The listener's comprehension depends on how well they can hear what the speaker is saying. In other words, communication will run effectively when there is an understanding lecturer, speaker, and listener. Listening is a crucial component of effective communication and language acquisition. Rost (2002) and Helgesen (2003) describe it as an active mental process of constructing meaning from spoken input. In communication, both speaker and listener engage collaboratively to exchange ideas and achieve mutual understanding.

Moreover, listening is a communication skill that enables students to understand, interpret, and evaluate what they hear. Possessing good listening skills can enhance personal interactions by reducing problems, fostering understanding, and improving cooperation. When people do not listen carefully or become unfocused on the speaker, they may miss important information. Brown (2001) stated that listening is the most commonly used language skill in daily life and is a key component in language learning. Therefore,

it is important to develop this skill through effective methods. In the dual coding theory proposed by Paivio (1986), it is explained that humans process information through two main systems: the verbal system and the non-verbal (visual) system. By using images as a learning medium, students can more easily associate the information they hear with visual representations. In the context of listening comprehension, the picture dictation strategy can help students understand orally delivered information.

One of the main competencies outlined in the 2013 curriculum syllabus for the tenth grade at SMA Negeri 1 Susua is to analyze the text structure, social function, and linguistic elements in simple descriptive texts about people, tourist attractions, and famous historical buildings, in accordance with their context of use. Meanwhile, the core competency is to develop critical and logical thinking skills in both concrete and abstract domains, particularly related to the independent development of what students learn at school. To meet the objectives of this syllabus, the school has set a Minimum Competency Criterion (MCC), specifically for tenth grade, at 65, which students must achieve to succeed in English subjects. If students are unable to reach this score, they are considered not to have met the established learning standards. In reality, based on observations of both students and teachers in the tenth grade, there is a discrepancy between the expectations outlined in the syllabus and the actual conditions in the classroom. Most students are unable to meet the MCC. Furthermore, several issues were identified among tenth-grade students at SMA Negeri 1 Susua. First, students have difficulty concentrating when listening to descriptions of places. Second, students have limited vocabulary, particularly in describing places. Third, students struggle to distinguish sounds in spoken descriptions of places.

To address the above problems, the researcher intends to apply the Picture Dictation Strategy, which can be used by teachers during the teaching and learning process. The foundation of the picture dictation strategy is a combination of dictation and drawing, in which students listen and reconstruct the entire text into an image. Nation (2001) explained that in language learning, the use of visual media greatly supports vocabulary enrichment and enhances students' comprehension of spoken texts. Thus, the picture dictation strategy can help students not only accurately understand information but also improve their focus and critical thinking skills. According to Collins (2002) in an online dictionary, a picture is defined as "a visual representation or image that is painted, drawn, photographed, or otherwise rendered on a flat surface." A picture is also considered a medium that can be seen on paper. Meanwhile, Richards and Schmidt (2002) define dictation as a technique used in language teaching and language testing, in which a passage is read aloud to students or test-takers with pauses, during which they must attempt to write down what they have heard as accurately as possible.

Based on the explanation above, the researcher is interested in conducting a study to implement the Picture Dictation Strategy through classroom action research, with the title:

"Improving Students' Listening Skills Using the Picture Dictation Strategy in Tenth Grade at SMA Negeri 1 Susua."

RESEARCH METHOD

This research employed Classroom Action Research (CAR) to address students' difficulties in listening comprehension, particularly in the tenth grade of SMA Negeri 1 Susua. According to Singh (2006), action research is a method to improve and modify the classroom work system in schools. It has the purpose of improving one's teaching practices or to improve the functioning of the school.

According to Kemmis & McTaggart (1988), PTK is a form of reflective research conducted by teachers in their own classroom context to improve teaching practices and improve understanding of the learning process. In this approach, research is carried out repeatedly in several cycles until an effective solution to the problem is found.

The procedure for implementing the action will be carried out by performing one or more cycles, depending on the results of the first cycle. If the first cycle is unsuccessful, it will be continued to the next cycle until students can reach the minimum competency criteria (KKM). Each cycle consists of two meetings, with a time allocation of 2 x 40 minutes per meeting. According to Ferrance (2010), operations in Class Action Research consist of four components, namely:

1. To explain the actions taken in the research, planning is used. The researcher will examine all the things necessary for the research, including curriculum, materials, observation and evaluation sheets, and more.
2. Action is the realization of theory and teaching techniques. It aims to fix the problem.
3. Collecting data and information is an observational activity, which can be used as a means to reflect on what has been done in action.
4. Analyzing, interpreting, and explaining all the information obtained from the observation of what will be done in the action is known as reflection. During reflection, the researchers concluded that the problem had been resolved, and they would not continue the research in the next cycle.

According to Elliott (1991), PTK aims to assist educators in improving the quality of learning through a continuous reflective cycle. PTK not only improves student learning outcomes but also improves teachers' professional skills in managing learning in the classroom.

Finally, the researcher will collect all the necessary data, namely qualitative data and quantitative data. Qualitative data was collected based on observations of social interactions in the classroom during the teaching and learning process, while quantitative data was obtained from the results of the students' listening test after the implementation of the Image Dictation Strategy.

RESULTS AND DISCUSSIONS

The research was carried out at SMA Negeri 1 Susua. It is located in Sifalago Susua. The school consists of 12 rooms, they are; principal's room, teacher's room, library, canteen, and 6 classrooms. There are also 2 sports courts with volleyball courts, and badminton courts. The school has a serene atmosphere as it is surrounded by many trees, flowers, and plants. At SMA Negeri 1 Susua, the number of teachers is 17 and one of them is an English teacher. The school consists of, the tenth grade consists of 2 classes, the eleventh class consists of 2 classes, and the twelfth grade consists of 2 classes and the total number of students for all classes is 142 people. This school environment is very available for the teaching and learning process because it is very conducive and far from congestion. This school has always received a positive response from the community because of its very potential contribution with children around where the school is located. They have participated in several academic and sports competitions. Every year this school always accepts new students to study at this school. The school organizes morning lessons from 07.30 to 13.45 pm.

In conducting this research, there are several procedures, namely; (a) planning, (b) action, (c) observation and (d) reflection. During the research, the researcher was assisted by an English teacher from SMA Negeri 1 Susua. Teachers as observers of student and researcher activities during the teaching and learning process to pay attention to whether or not they have carried out the activities written in the observation sheet. In conducting this study, the researcher took 2 cycles consisting of two meetings in each cycle. And each cycle follows four CAR procedures, namely: planning, action, observation and reflecti

Cycle I:

In Cycle I, the research was carried out in two meetings, each with a time allocation of 2×45 minutes.

First Meeting:

- a. Planning: The researcher prepares lesson plans, materials, question papers, field notes, and observation sheets for researchers and students.
- b. Implementation: The learning process begins with opening activities (greetings, prayers, attendance checks, and motivation), then the researcher introduces descriptive text material and image dictation strategies. Students are grouped to draw based on text read three times (normal, slow, normal).
- c. Observations: Teacher-collaborators noted several weaknesses, such as students' lack of responsiveness in greeting greetings, answering questions, and working in groups, as well as some weaknesses in the researcher's actions (e.g. not asking about the student's knowledge background and not concluding the material). On the other hand, there are strengths such as student activeness in prayer, listening to strategy explanations, and collecting papers.

d. Reflection: Joint evaluation between researchers and teacher-collaborators resulted in recommendations for improvement, especially to improve students' response to greetings, activeness in discussion, and individual adjustment of question and answer methods after paper collection.

Second Meeting:

- Planning and Implementation: The second meeting begins with a review of the material from the first meeting, followed by a question and answer session to clarify the material. The researcher then provides an evaluation paper as a final test.
- Observation: At this meeting, 82% of the activities planned by the researcher were implemented, while 69% of the student activities were achieved. Some of the weaknesses can be seen in the lack of seriousness of students in taking the test, the inability to listen to brief explanations, as well as some of the researcher's actions such as not asking about students' difficulties during the exam. However, there are also many strengths, such as students' active response to greetings, participation in prayer, and seriousness in listening to descriptive texts.
- Reflection: Evaluation of test results showed that only a small percentage of students achieved an adequate level of listening ability (MCC score of at least 65), with a distribution of 45% in the "Middle", 25% "Poor", and 25% "Very Poor" categories. This indicates that the implementation of the image dictation strategy in Cycle I has not been optimal, so improvements are needed in the next cycle.

In the first cycle, the results obtained showed that although there was an increase in students' listening skills, the overall achievement was still not optimal. Based on the results of the listening test, the highest score obtained by students was 69, while the lowest score was 25. In addition, the observation results show that the level of student participation and involvement in learning only reaches 69%. Some of the obstacles faced in this cycle include students' lack of understanding of the instructions in the image dictation strategy as well as the limitations of vocabulary that affect their understanding of the dictated text.

Cycle II

In Cycle II, the research was carried out in two meetings with a time allocation of 2x45 minutes each. The first meeting was held on Thursday, September 10, 2020, and the second meeting on Thursday, September 17, 2020. The process in Cycle II is carried out with the following stages of planning, implementation (acts), observation, and reflection:

First Meeting

- Planning: The researcher prepares lesson plans, materials (descriptive texts about the place), field notes, and observation sheets for researchers and students.
- Implementation: The activity began with an opening (greetings, prayers, checking the attendance list, motivation) and continued with a brief review of the previous meeting material. Next, the researcher explained the descriptive text material and applied the image dictation strategy. Students are grouped into small groups and given instructions to listen to the text read three times (normal, slow, normal) as well as draw the information obtained.
- Observation: The teacher-collaborator noted several weaknesses, including:
 - Some students are less active in reviewing the material and answering questions.
 - The group did not write down a vocabulary list.
- On the other hand, there are strengths such as:
 - Students are responsive to greetings and instructions.
 - The researcher carried out most of the activities such as reading the text in a structured manner and querying the results individually.
- Reflection: Based on the results of observations, researchers and teacher-collaborators concluded that improvements are needed in:
 - Review the materials of previous meetings.
 - Ask students to jot down important vocabulary.
 - Encourage students to actively ask questions when facing difficulties.

Second Meeting

- Planning: The researcher prepares lesson plans, materials, field notes, observation sheets, and evaluation papers for the final test.

b. Implementation: The second meeting began with similar opening activities (greetings, prayers, attendance checks, and motivation) as well as a brief explanation of the material. The researcher provides time for questions before carrying out the final test through an evaluation paper. After the collection, the researcher clarified the difficulties faced by the students and provided additional explanations.

c. Observation: The results of observations show that:

1. All activities planned by the researcher were carried out (100%).
2. Student activities reached 97%, with only 3% not being implemented.

Recorded strengths include:

1. Students listen to explanations, follow instructions, and complete tests well.
2. The researcher managed to provide a clear explanation and address the students' difficulties directly.

d. Reflection: Evaluations show a significant improvement in students' listening skills. The data in Table 7 indicate that all students have achieved the level of "Good" (66-75) or "Very Good" (76-85) and passed the MCC. These results indicate that the application of the image dictation strategy in Cycle II has succeeded in improving students' focus, understanding, and responsiveness in listening.

Cycle II Implications:

The results and reflections from Cycle II show that there has been progress in students' listening skills. This increase is measured by increased student participation, clarity of understanding of the material, and students' success in completing the final test. The reflection carried out also directs the researcher to maintain the strength that has been running and improve the aspects that are still weak, such as reviewing the material and recording vocabulary. Thus, Cycle II provides a solid basis for the continuous implementation of image dictation strategies at the next meeting.

After implementing actions and observations, researchers and teacher-collaborators evaluate these actions. The discussion was conducted based on observations in the teaching and learning process, and the opinions of teachers-collaborators. The researcher analyzes student activities, analyzes the results of observation sheets of student and researcher activities, records and evaluates the results of student evaluations. The student results in Cycle 2 are as follows:

Table 1
STUDENTS' LISTENING SKILLS
IMAGE DICTATION STRATEGY
IN THE TENTH GRADE OF SMA NEGERI 1 SUSUA
IN CYCLE II

Not	Level	Valuation	Frequency	Percentage (%)
1	Your Excellency	86-100	-	-
2	Very good	76-85	4	22%
3	Good	66-75	16	78%
4	Middle	56-65	-	-
5	Poor	36-55	-	-
6	Very poor	0-35	-	-

Based on the data from the table above, it is explained that students' ability to listen during the implementation of the Image Dictation Strategy is good and improves their hearing and all students pass the MCC. This causes students to listen carefully to the purpose of the study, students listen to the researcher's explanation of the material, students create groups, students listen carefully to the researcher's explanation of the application of the Image Dictation Strategy, students can conclude the topic and students ask difficult material. The progress of researcher and student activities in Cycle II can be seen in the following graph:

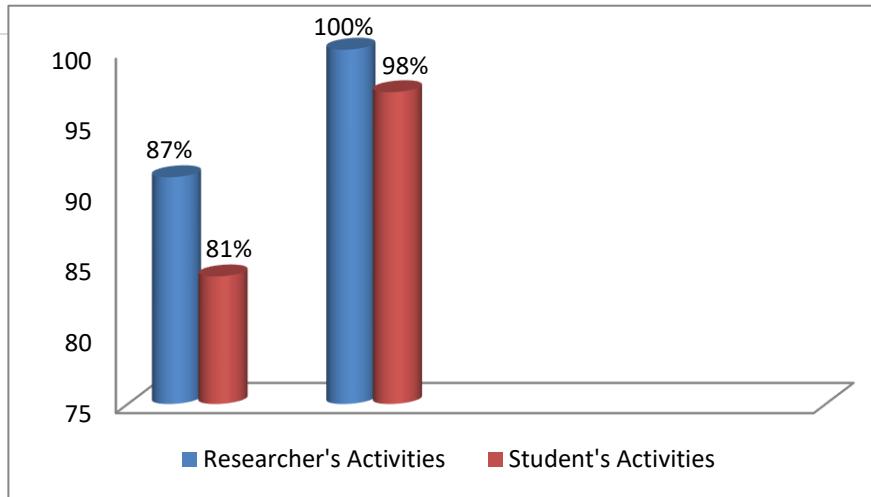


Figure 6: Progress of Researchers and Student Activities in Cycle II

The results of students' listening skills using the Image Dictation Strategy can be seen in the table below:

Table 2
INCREASE IN STUDENTS FROM CYCLE I TO CYCLE II

Not	Cycle	Score Rate	Frequency	Percentage	Category	MCC
1	I	66-75	1 student	5%	Good	65
		56-65	9 students	45%	Enough	
		≤ 55	10 students	50%	Bad	
2	II	76-85	4 students	25%	Very good	65
		66-75	16 students	75%	Good	

Based on the previous table, the results of the student test were successful in Cycle II. All student problems have been addressed in Cycle II. This can be solved because it modifies the procedure of the Image Dictation Strategy and is implemented in the classroom. Therefore, students can listen based on the expectations of the syllabus and lesson plan especially in the description of the place.

CONCLUSION

The findings from two action research cycles indicate a significant improvement in students' listening comprehension scores after the implementation of the Picture Dictation Strategy. Based on the results of the study, the researcher drew several conclusions as follows:

- 1) The results of the data analysis showed that the student achievement in Cycle I, the lowest score was 25 while the highest score was 69. The average score of students was 46.12 out of which 4 students achieved MCC and 16 students did not achieve MCC. This indicates that the researcher should proceed to the next cycle, which is Cycle II. In the first cycle, there were 12 activities (69%) out of 17 activities carried out by students and 6 activities (31%) out of 17 activities canceled by students, then research activities were 14 activities (82%) out of 17 activities carried out by researchers and 3 activities (18%) out of 17 activities canceled by researchers.
- 2) In Cycle II the lowest score was 62 while the highest score was 83. The average score of students in listening is 78.56. There are 20 students who reach MCC. This shows that the research in cycle II is better than cycle I and cycle II and this research stops in cycle II. In the first cycle, there were 17 activities (100%) out of 12 activities carried out by students and researchers were 17 activities (100%) out of 14 activities carried out by researchers.

Based on previous results, it can be concluded that the Image Dictation Strategy improves students' ability to listen in the tenth grade of SMA Negeri 1 Susua.

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