

## THE EFFECTIVENESS OF “LISTEN AND DRAW” ON SECOND GRADERS’ LISTENING SKILLS

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**Abstract:** As listening skill is a basic English skill with active learning, there are various techniques to improve it. One of them is “Listen and Draw” which is a learning method to improve listening skills. Students draw the objects based on the verbal description. Some studies show that there is a significant difference in the students’ listening skills before and after implementing Listen and Draw, but there is a study that shows a contradiction. The study assigned 11 second graders in SDN 4 Sidoluhur as the sample of the study to find out the effectiveness of using “Listen and Draw” on listening skills. The pre-experimental design with one group pretest posttest design was applied over 9 meetings. The paired sample t-test analysis showed that there was no significant difference in the student’s listening skills before and after using Listen and Draw ( $p = 0.610 > \alpha = 0.05$ ).

**Keywords:** *listen and draw, listening skill, second graders*

Listening is an essential skill to receive information in daily life. Darti and Asmawati (2017) stated that the ability to listen effectively is the most important skill out of basic English skills because it helps the learners to improve other skills. Without listening ability, the information or communication are easily misinterpreted so communication does not run effectively and the relationship breaks down easily. Listening skill requires receptive and interpretive ability in the communication process through hearing (Yusnida et al., 2017). Listening comprehension should be supported by using the strategies simultaneously so the learners understand the spoken text, memorize the information, integrate it with the next information, and put them together with previous knowledge (Gilakjani & Sabouri, 2016). Unfortunately, teachers may fail to prioritize teaching their students how to listen carefully (Geranpayeh & Taylor, 2013). Students must be active listeners so they do not fail to understand spoken language texts even though listening twice or more.

Engaging students with listening materials is crucial for effective language learning. The students should be actively engaged with the listening material (Syafii et al., 2020). Learning with games is suitable for students to have the learning language experience through fun and play (Sinaga, 2017). Therefore, using games or techniques in class should be considered. The teacher needs to be careful of what activities which appropriate to support the learning process (Syakur, 2020). One of the techniques is the interactive classroom technique which is implemented by mixing the learning with something new such as discussion, conversation, debate, role-play, and games (Kurniawati, 2016). Above the first grade of elementary school, students’ listening skills should be trained by various techniques, especially for second graders (Gulec & Durmus, 2015). Listen and Draw is a fun learning activity that develops listening comprehension (Scott & Ytreberg, 1995). This activity is adaptable to all grade levels especially second graders so it is a versatile listening technique. Therefore, drawing takes time so the teacher should use the simple picture to describe. The students then, draw based the description. Listen and Draw activity is a beginning-level activity that helps young learners to learn vocabulary by listening (Celce-Murcia & Olshtain, 2000).

Research on the effectiveness of Listen and Draw on students’ listening skills found different results. Some studies have shown that there is an effect on students’ listening skill (Gea et al., 2022; Oktafitriani et al., 2022; Puteri, 2018) while Khalifah (2013) found no significant differences. Further research is necessary to bring valuable insights into the effective application of Listen and Draw for both educators and researchers. The study by Oktafitriani (2022) investigated the effects of using the Listen and Draw technique on students’ listening skills at SMP Negeri 15 Tanjungpinang. With a pre-experimental design, the study used one group of seventh-grade students which consists of 25 students as a sample of the research. The results revealed that there is an effect on the learners’ listening skills after the activity was implemented. Gea, et. al (2022) revealed that the technique has an impact on the students’ listening comprehension at SMA Negeri 1 Lahdwa. There are 30 tenth graders taken to implement Listen and Draw. Multiple-choice questions were used to collect the data for both pretest and posttest. Puteri (2018) also found that Listen and Draw was effective in improving seventh graders’ listening skills. The experimental class consisted of 25 seventh-grade students and so did the control class.

Despite early promise, another research shows contradiction. Khalifah (2013) has found that Listen and Draw implementation showed no significant difference in students’ listening comprehension. The experimental class was conducted to implement the activity. The recent results may solidify previous theories related to the effectiveness of

Listen and Draw on students' listening by providing empirical evidence. Practically, the results might be used as an alternative way to help educators in developing the second graders' listening skills. Therefore, the paper aimed to answer whether there is any significant difference in the students' listening skills before and after the implementation of "Listen and Draw" or not.

It is assumed that the student's listening comprehension improves significantly by using Listen and Draw. Based on the assumption, the hypothesis can be formulated as follows:

1.  $H_0$  (Null hypothesis): There is no significant difference in the second graders' listening comprehension before and after implementing 'Listen and Draw' at SDN 4 Sidoluhur.
2.  $H_a$  (Alternative Hypothesis): There is a significant difference in the second graders' listening comprehension before and after implementing 'Listen and Draw' at SDN 4 Sidoluhur.

The context of the research is the second graders in SDN 4 Sidoluhur. The school is located in the rural area of Gunung Tumpuk, Sidoluhur, Lawang, Malang, Jawa Timur. Due to its remote location, the school has limited facilities to support teaching and learning activities. The school lacks a computer laboratory, making internet access difficult. The usage of ICT or Information and Communication Technology in a school influence on students' academic performance (Adigeb et al., 2017). Since the area is on the slope of a mountain, most parents of students work as farmers. They are often absent from home so their children lack of parental oversight. Parental involvement in students' academic showed positive effects on motivational outcomes (Garn et al., 2010).

The total of students in SDN 4 Sidoluhur is 84. There are 12 students in the first-grade class, 13 students in second grade class, 11 students in third grade class, 22 students in fourth grade class, 14 students in fifth grade class, and 12 students in sixth grade class. As the students implement Kurikulum Merdeka, English becomes one of the elective subjects which are beneficial for them to learn English earlier. Introducing English earlier to the children in Indonesia build stronger foundation to reach higher level English skill (Rorimpandey, 2023) Based on Keputusan Kepala Badan Standar, Kurikulum, Dan Asesmen Pendidikan Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi No. 008/H/Kr/2022, Kurikulum Merdeka divides three phases of grades for elementary school which are phase A for 1st and 2nd grades, phase B for 3rd and 4th grades, and phase C for 5th and 6th grades. Each phase implements different context. Phase A focuses on students' listening skills. The learning target requires the students to be able to listen, follow the instruction or answer the simple question in English.

Students with Phase A are mostly around 7-8 years old. They are part of young learners who are around 5-12 years old (Cameron, 2001). Teaching young learners is not easy because they have different characteristics compared with adults (Pinter, 2011). Even though young learners often have mood swing, their motivation is higher than the adults since it is engaging for them (Klein, 2005). Consequently, Listen and Draw was employed as an engaging tool to improve students' micro skills of listening comprehension. In micro skills, the students were introduced some sentence-level which the students listen to a stretch of spoken language without focusing on stress or intonation (see Brown & Lee, 2015).

## **METHOD**

A pre-experimental design was used with one-group pretest posttest design to find the effectiveness of using Listen and Draw on second graders' listening skills. The research also were not equipped with random assignment of subject to group or other technique to control extraneous variable. An experimental design is the traditional approach to conduct quantitative design. The single group was given pretest, treatment and posttest (Creswell, 2014). The research in SDN 4 Sidoluhur was held for 6 hours 30 mins. Both pre-test and post-test lasted for 30 mins whilst the treatment was done for 5 hours 3 mins in 3 days. There are 9 meetings including pretest, treatment and posttest. The first, fourth and fifth meetings of treatment conducted over 30 mins and the others lasted for 1 hour.

The population of the study was the second graders of SDN 4 Sidoluhur in 2023/2024 academic year. The total number of second-grade students were 13 students. The researcher implemented the intact class to represent a larger a population. 2 students absent so 11 students were taken as the sample.

The researcher made the instrument, which was then validated and tried out to students in MI Ar-Raudhah Lawang to test the reliability. The instrument of pretest and posttest must be tested before they are used in research. A validity test is used to measure what is supposed to be measured (Brown & Abeywickrama, 2019). An English education lecturer from Universitas Negeri Malang and an elementary teacher in SDN 4 Sidoluhur participated as validators to determine whether the test was valid or not. The lecturer suggested using connect-the-dots pictures as the possible answers for each question since the drawing skill is not measured. The validator from the elementary school ensured that the instrument exhibited a comparable level of difficulty to the standardized test administered within the school.

To test the reliability of the instruments, Kuder Richardson 21 was used to make sure all items had equal difficulty levels with the help of SPSS 29. Its purpose was to determine if the intervention had a significant effect or not to the participants' listening skills. The test consisted of 20 questions related to 20 animals, given their familiarity, including monkey, dog, hen, snake, mouse, giraffe, lion, camel, zebra, bird, turtle, spider, rabbit, bat, penguin, butterfly, elephant, shark, bee, and octopus. Each question consisted of three images as the possible answers and only one is correct. Each item added 5 points for the right answer and 0 points for the wrong answer. The researcher made 27 questions to test the reliability in another school.

Then, 20 questions were chosen as the pretest and posttest instruments. Cronbach's Alpha was used to determine internal consistency. The results showed good consistency (reliability coefficient = 0.659) with significant at 0.06 ( $\alpha$  0.00 < 0.06).

**Table 1. Blueprint**

Learning Outcomes	Test Objectives	Object of Test	Question Test	Test Format
Fase A: Peserta didik merespon instruksi sederhana dalam bahasa Inggris dengan bantuan visual.	Students are able to identify animal body parts with their characteristic correctly	Listening	1-20	Multiple choice questions
	Students are able to identify animal food correctly			

The recent study used pre-experimental design to investigate if there is a statistically significant before and after using Listen and Draw on the students' listening skills. The procedure included pretest, treatment and posttest conducted over 5 days, totalling 6 hours 30 mins. The pretest and posttest each lasted for 30 mins. The treatment of Listen and Draw was given over 3 days with a total duration of 5 hours and 30 mins. A pretest was given at the beginning which was the listening test. The date of the test was May 3rd followed by the first treatment allocating 30 minutes. For the pretest, the participants listened to the researcher monologue about the descriptive text of the animals. Each item had different animals which students had to guess. The multiple-choice answers consisted of connect-the-dots picture which they drew the animal by following the line while listening to the researcher. They chose the right answer based on what the researcher said. After the compilation of the students' worksheet, the researcher implemented the first treatment by introducing Listen and Draw game. Three animals were chosen by the researcher to draw on the blackboard. Students were instructed to replicate the drawings on their blank paper. The researcher then gave feedback to the students. During the second treatment, the researcher introduced animal body parts such as tail, eye, head, beak, and ear by drawing on the board. The students drew based on the what the researcher was saying. The researcher checked the answers. In the third and fourth treatment, the researcher introduced animal characteristic such as long tail, short tail, long beak, short beak and long beak before implementing Listen and Draw. For the fifth and sixth treatment, the researcher gave description of combination of animal body parts and its characteristic. The students guessed the animal by listening and drawing. On the last treatment, the researcher reviewed the previous material with Listen and Draw before conducting the post test. The posttest was conducted with the same instruments which participants had to choose the right answer based on what the researcher was saying.

A paired T-test was conducted to analyse pretest and posttest results by comparing two dependent samples including pretest and posttest. This data analysis method was fitted to the study to determine whether there is a statistically significant in students' listening skills before and after the treatment. A dependent t-test was used to measure. The measurement of the statistics computer used  $\alpha = 0.05$  or 95% confidence level. The classical assumption was needed to analyse the minimum score, the highest score, and the mean score. A normality test helped the research to identify if the two variables have normal distribution or not.

## FINDINGS AND DISCUSSION

Although Listen and Draw brings numerous benefits for learners, the current study found no difference in second graders' listening skills after the treatment. The average score of pretest is 48.18, while the average score of posttest is 50.00. It can be seen that there is a slight improvement in the average score before and after the treatment. The difference in the mean (1.82) is not statistically significant since the data is analyzed using the paired sample t-test statistical analysis ( $p = 0.610 > \alpha = 0.05$ ). The standard deviation of the pretest (9.020) is smaller than the standard deviation of the posttest (13.784). It means that the variability of the data is high and the sample is more diverse or heterogeneous. Even though the mean shows improvement (1.82), it is not statistically significant since the scores is spread out widely. The finding showed that the researcher lacks of enough evidence to reject the null hypothesis.

The current research's findings contradict with the previous studies conducted by (Gea et al., 2022; Oktafitriani, 2022; Puteri, 2018). The previous researchers found that the Listen and Draw activity was successful in helping students improve their listening skills. Gea at al. (2022) conducted a treatment of Listen and Draw on 30 tenth graders as an experimental class. The researcher applied the activity to introduce the descriptive text about places. On the other hand, research done by Puteri (2018) conducted the treatment for 6 hours for 4 days. The 25 seventh graders as a sample learned descriptive text about people and animal by listening and drawing in a group. The students formed into groups of 4 and draw what they have heard on the first and second days of treatment.

On the third and fourth days, they drew and guessed the people and animal individually. Oktafitriani (2022) gave the treatment of Listen and Draw to teach descriptive text to 25 seventh graders. On the other hand, the recent study supports the previous research conducted by Khalifah (2013). Cluster random sampling was done to take experimental group and control group. Both groups involved 22 first-year students in SMAN 1 Bungaraya. Short answer test was applied as the instrument for pretest and posttest. The research was conducted from March to April 2013. The experimental group received treatment for six meetings. The students were listening to the descriptive text though a recording with drawing. On the other hand, the control group were listening without drawing. The teacher displayed all the pictures to check whether the students' answers from both groups were correct. The students then did the same activity in pair.

There might be several factors for why the researcher failed to reject the null hypothesis in the current study. First, its application in the second-grader class in SDN 4 Sidoluhur needs to be re-evaluated. The research used the Listen and Draw activity to teach listening. Listen and Draw is one of the fun learning activities that can be used to help students improve their listening comprehension (Scott & Ytreberg, 1995). The treatment is implemented for 3 days which is a short period. Consequently, the treatment might need a longer period. EFL or English as a Foreign Language is even more effective in teaching listening in the classroom when the treatment duration is longer (Chang, 2012). Second, the sample size also might be one of the factors because it has an important role in any experimental design. In this study, the researcher took 11 students as the sample. The ideal sample size remains a debate topic among experts. Cohen et al. (2007) stated that the bigger sample leads to stronger research. Hence, the sample size of the current research might not provide enough evidence to reject the null hypothesis and test the results of using Listen and Draw on students' listening skills.

Even if there is no sufficient evidence to reject the null hypothesis, it does not imply that the implementation of Listen and Draw has no impact on second graders' listening skills. A fun learning activity is one of the best tools to teach listening to young learners (Scott & Ytreberg, 1995). However, careful consideration is required and further study is necessary to identify a causal relationship of using Listen and Draw to teach listening. To sum up, future studies must consider all the limitations mentioned earlier to use the Listen and Draw activity in the classroom and decline the null hypothesis.

## CONCLUSION AND RECOMMENDATION

Listen and Draw is a fun learning activity to improve listening skills where the learners draw based on what they perceive from their hearing. This study was done for 5 days including pretest, treatment, and posttest. However, the researcher fails to reject the null hypothesis as the probability score is greater than the alpha value ( $p = 0.610 > \alpha = 0.05$ ). It implies that there is no significant difference in the second graders' listening skills before and after implementing 'Listen and Draw' at SDN 4 Sidoluhur. There is a chance that the implementation of Listen and Draw for second graders is equally effective when it is applied in longer period of treatment with the bigger sample size.

The study has two limitations. Firstly, the current research conducted with a limited number of participants so it may only be implemented to the students with similar characteristics. Further research with a wider applicability is required. Investigating the students' perspectives may bring valuable insights into their specific difficulties while listening and drawing. In future studies, the researchers should set the duration of treatment before applying.

The result of the study offers several suggestions that can be applied in both theory and practice. Theoretically, the research suggests that the result of this study contradicts with the previous studies about the effectiveness of using Listen and Draw to develop the student's listening skills. The context of this study involved second-grade elementary students, while previous research focused on higher education levels, including junior and senior high school students. Previous studies also employed larger sample sizes than the current study. Additionally, unlike the present research, previous studies frequently combined Listen and Draw with group work. Practically, the results of the study implied that Listen and Draw might be used to improve students' listening skills. Even though the current study found that there is no significant effect of using Listen and Draw on second grader's listening skill, the results of this study should not discourage educators to use them in the classroom. The use of Listen and Draw strengthen the students' listening skill. Instead of relying much on textbooks, the use of Listen and Draw brings a better opportunity for both students and educators to stimulate their familiarity about an object or theme through hearing.

There are some gaps in the study to be fulfilled by future researchers. Firstly, the current study had a small sample size so it might be applied to a population with similar characteristics. More research on a larger population with larger sample size is necessary for broader applicability. Secondly, while using Listen and Draw, the researchers did not focus on the students' feelings or perceptions. Lastly, future researchers must employ longer duration of treatment to apply the activity in the classroom.

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