

**THE IMPLEMENTATION OF *LISTEN AND DRAW* ACTIVITY TO TEACH LISTENING OF A DESCRIPTIVE TEXT TO THE SEVENTH GRADERS**

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**Abstract**

In teaching listening, teachers often do a monotonous activity that is a conventional way by giving worksheet to the students, playing audio, and getting the students to write their answer. As a result, the students are able to answer the questions following the audio, but they cannot complete the task and fail to understand the message delivered. To solve the problem the writer investigated the implementation of “listen and draw” activity to teach listening of a descriptive text to the seventh graders. This research is aimed to describe not only the implementation of that technique but also the students’ attitude towards the implementation of “listen and draw” activity itself. The writer used descriptive research under qualitative approach to design the research. The subject of this study was the English teacher and the seventh grade students of SMPN 4 Gresik. The data were taken from the result of the two-meeting observation and also the result of the questionnaire. The findings show the teacher conducted the teaching and learning process in three phases, i.e. pre-listening, whilst-listening, and post-listening activities and implemented the procedure of “listen and draw” activity based on the theory with some adaptations to make the activities suitable for the learning steps suggested by 2013 curriculum. The students could draw the picture completely and interpret their idea about the text played by the audio. Moreover, the students could develop their imaginations about the picture. Furthermore, from the questionnaire it is found out that most students were interested in “listen and draw” activity and indicated positive attitudes.

**Keywords:** *“Listen and draw” activity, teaching listening, descriptive text.*

**Abstrak**

Dalam pengajaran mendengarkan, para guru kerap kali melakukan kegiatan yang monoton seperti cara konvensional dengan memberikan lembar pekerjaan ke peserta didik, memutar audio, dan meminta peserta didik untuk menjawab pertanyaan. Sebagai hasilnya, siswa dapat menjawab pertanyaan sesuai dengan audio akan tetapi mereka tidak dapat menyelesaikan pekerjaannya dan tidak dapat memahami pesan yang disampaikan audio. Untuk menyelesaikan masalah tersebut, penulis meneliti penerapan kegiatan “mendengar dan menggambar” untuk pengajaran mendengarkan teks deskripsi ke siswa kelas tujuh. Penelitian ini bertujuan untuk mendeskripsikan tidak hanya penerapan dari teknik tersebut, tetapi juga tanggapan siswa kepada penerapan kegiatan “mendengar dan menggambar” itu sendiri. Penulis menggunakan penelitian deskripsi dalam pendekatan kualitatif untuk merencanakan penelitian. Subyek penelitian ini merupakan guru Bahasa Inggris dan siswa kelas tujuh di SMPN 4 Gresik. Data penelitian didapat dari hasil dua kali pengamatan dan juga hasil dari kuesioner. Hasil menunjukkan bahwa guru melakukan kegiatan belajar mengajar dalam tiga sesi yaitu sebelum mendengarkan, selagi mendengarkan, dan setelah mendengarkan serta melaksanakan tata cara kegiatan “mendengarkan dan menggambar” sesuai dengan teori yang ada dengan beberapa adaptasi untuk membuat aktivitas-aktivitas tersebut cocok untuk langkah-langkah yang ada di kurikulum 2013. Selanjutnya, siswa dapat mengembangkan imajinasi mereka tentang gambar tersebut. Selain itu, kebanyakan dari siswa tertarik dengan kegiatan “mendengar dan menggambar” dan menunjukkan tanggapan yang positif.

**Kata Kunci:** *Kegiatan “mendengar dan menggambar”, pengajaran mendengarkan, teks deskripsi.*

## INTRODUCTION

Based on 2013 curriculum, language is taught in an integrated way. The 2013 curriculum contains four main competences in which each contains different focused aspect: spiritual, social, knowledge and skill aspects. The third main competence urges the students to understand the knowledge aspects exposed in the data observed. While the fourth one urges them either to capture the meaning of the data, that is the receptive skills such as listening skill and reading skill, or to compose texts, that is the productive skills such as speaking skill and writing skill. Brown (2000:247) states that listening is one of the main components in language teaching and learning process. Listening means obtaining the message of what speaker actually said (Rost, 2011:2). Thus, the students need to understand what they have listened to and to enable them to give the purposeful response as ordered. It is one of the English teachers' responsibilities to make the students master their listening ability in English.

Brown (2006) states that one of the key factors in running a successful listening course is that the students must be encouraged to use their background knowledge while they are listening to something. Moreover, Wilson (2008) clarifies that listening sequences should usually be divided into three parts: pre-listening, whilst-listening and post-listening. Furthermore, Wilson (2008) explains that the speed of the audio for listening section should be normal, not too fast and not too slow. The pause should be at natural breaks. For the audio of descriptive texts, the texts should be long enough to be completed, but not too long to be boring. The picture should be with clear lines or not too much detail.

Usually while learning listening is in progress, the students are often getting bored by the teachers' conventional wayteaching activities. The teachers did a monotonous activity that is using audio and got the students to answer the questions. The teachers simply asked students to listen to the audio carefully and to answer the questions, it is inappropriate with the teaching stages in Scientific Approach. As a result, the students are able to answer the questions following the audio, but they cannot complete the task and fail to understand the message containing. Furthermore, teachers served little time to teach listening.

Based on the syllabus, descriptive texts are the ones that may be taught to the seventh grade of junior high school students in the second semester through listening activities. Kumalarini, et. al. (2008) states that descriptive texts are texts that describe people, animals or things. The writer of a descriptive text has to give detailed descriptions of the subject that will be described so that the readers and listeners can draw it in their imagination.

Mostly, they got difficulties to catch the point in teaching and learning process. They need to learn about something that is familiar with them. Furthermore, the students still need to learn more about vocabularies dealing with that. So that, the students can get easily

understand their listening descriptive text they have to listen.

To solve the problems above, the teacher uses "listen and draw" activity to teach listening of a descriptive text. By having "listen and draw" activity as one of the listening activities in listening descriptive text, the teacher helps increase the students' sensibility in listening and understanding the descriptive text. "Listen and draw" activity is one of the activities that the teacher or one of the pupils tells to the other pupils what to draw (Scott and Ytreberg, 2004:24). It can make up or describe a picture. This activity is effective to check vocabularies, prepositions, adjectives, shapes, and numbers especially the ones used in a descriptive text. Since drawing takes time, Scott and Ytreberg (2004) recommend keeping the picture in simple things. Moreover, they suggest not to use any pictures of people doing something because it is quite difficult for most young learners to draw it.

In this research, the researcher takes an audio of describing objects or things those are a classroom and a house as kinds of descriptive texts that are used in the seventh grade class of 2013 curriculum.

Besides, based on the preliminary study, the researcher found that the students got bored while English learning is in progress. Moreover, students' attitude is an essential element of learning and an important component of second language learning pedagogy (Gajalaksmi, 2013). Gajalaksmi (2013) further suggests that in Educational field, if the students have positive attitudes toward any subjects, they can likely achieve many things in those areas.

According to Aiken (1976), attitudes are the positive or negative behavior, feeling or action of one's tendency that is associated to a certain subject, object, condition, or concept. In a simple way, attitudes can be defined as a feeling or an opinion about something or someone. Wenden (1991) emphasizes that attitudes have three components. The first one is emotional or affective component that discusses like or dislike about the objects or situations related to the attitude. Gajalakshmi (2013) states that attitude can facilitate learners to be able to express their preferences, whether they like or dislike a certain object or situation. It is believed that learners' inner feeling and emotions affect their perspective and attitude concerning the target language (Choy and Troudi, 2006).

The second one is cognitive component that contains beliefs or perceptions in knowledge and understanding about the objects or situations related to the attitude. The cognitive attitude can be categorized into four stages i.e. connecting the previous knowledge with the latest information, creating new knowledge, verifying the new knowledge, and utilizing the new knowledge in many circumstances (Gajalakshmi, 2013).

Finally, the third one is behavioral component which involves behaviors or reactions to the objects or situations related to the attitude. The behavioral components of attitudes are related with how a person behaves and reacts in certain circumstances (Gajalakshmi, 2013).

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There are several studies using “listen and draw” activity in which some researchers conclude that “listen and draw” activity can be useful for the students’ listening ability. One of the studies related to “listen and draw” activity was conducted by Anis Sulisty Rini (2013). The title is “The implementation of listen and draw game in teaching preposition of place to the fifth graders of MI. Darul Muttaqin Ngepung”. Then, it was concluded that the game could be used effectively. This was proven by the improvement of the students’ mastery of preposition and the students’ responses were good toward the implementation of the game. The similarity between the former study with the present one is that both studies use “listen and draw” activity. The difference is on the focus. The previous study was focused on teaching preposition place, while the present study used “listen and draw” to teach a descriptive text which the “listen and draw” activity concerns on describing a picture.

Hence, due to the facts above, the researcher needs to study: (1) how is the implementation of “listen and draw” activity to teach listening of a descriptive text to the seventh graders? (2) how are the students’ attitudes towards the implementation of “listen and draw” activity for teaching listening of a descriptive text to the seventh graders?

### RESEARCH METHODS

The researcher chose to use descriptive qualitative approach to design the research. It meant that this research was not only aimed to describe the implementation of “listen and draw” in the teaching of listening descriptive text but also the students’ attitudes. As stated by Williams (2007), qualitative research is the research approach by processing the descriptive data from the observed phenomena in a natural setting. It contained no treatments for the subjects as in experimental research.

Cohen, et. al. (2005:19) state that subjects are participants who have relation in a research. The subjects of this research were the English teacher and the seventh grade students of SMP Negeri 4 Gresik. The researcher specified the subjects from class VII-D of SMP Negeri 4 Gresik consisting of 35 students. The class was chosen because of the English teacher’s statement that the students’ listening ability in the class was varied. Moreover, “listen and draw” activity had been implemented in this class.

The researcher used two instruments in having this research done: observation sheet and questionnaire. The researcher used descriptive style of observation to obtain data from the field. The data were in the form of every information obtained through the implementation of “listen and draw” activity in the classroom. Observation sheet was used as a guide in determining which aspects of the teaching and learning process were the key phenomena to observe, and which aspects could be put aside. The researcher had the observation while the English teacher was teaching in front of the class. It was done so that the researcher obtained any information

needed in terms of the eligibility of the implementation of “listen and draw” activity in the classroom which was based on the criteria stated in the observation sheet.

Moreover, the researcher also used questionnaire to support the observation data. The questionnaire was given to the students to get the information related to the students’ attitudes towards the implementation of “listen and draw” activity in teaching listening descriptive text. Fowler (1981) cited in Fabayo (n.d.) claims that questionnaire is a list of written questions on paper used to get needed information from the subjects about their own report or wants, experiences, knowledge, likes and dislikes, values and preferences, attitudes and beliefs. Cohen, et. al. (2005:246) claim that the general purpose of questionnaire was explained and changed into specific aim.

During the observation, the researcher took part in the classroom as an observer who was responsible in filling the observation sheet during the teaching and learning process in the classroom. Ary, et. al. (2010:433) state that the researcher as the participant stance may interact with the subjects to create communication and fulfill the instrument but not really take parts in the teaching and learning process. While by collecting the questionnaire, the researcher obtained the data in terms of the students’ attitudes.

The analysis process was used in processing the result of the observation. The data were analyzed by describing what happened during the teaching and learning process of “listen and draw” activity. The researcher also used the analysis of the students’ attitudes to process the data obtained with the questionnaire by grouping the answer of each attitudes components. By doing so, the researcher expected to obtain the data about the students’ attitudes after “listen and draw” activity was applied during the teaching and learning process of listening descriptive texts in the classroom.

### RESULTS AND DISCUSSIONS

The research of the implementation of “listen and draw” activity was done in two meetings. While the study of the students attitudes towards the implementation of “listen and draw” activity was conducted on the last meeting. The research was done on February 10<sup>th</sup> and February 17<sup>th</sup>, 2015.

#### The Implementation of “Listen and Draw” Activity to Teach Listening of a Descriptive Text

The steps followed by the teacher in 2013 curriculum teaching process are as follows:

##### **Pre-Listening:**

1. The students listen the teacher’s explaining about the topic that will be discussed.
2. The teacher mention the vocabularies related to the topic.

##### **Whilst-Listening:**

##### Observing

3. The students observe the picture shown by the teacher.

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4. The students observe the vocabulary explained by the teacher.

### Questioning

5. The students ask questions related to the difficult vocabulary explained by the teacher.

6. The students ask questions related to the social function and the language features of the descriptive text.

### Exploring

7. The students listen to the audio played by the teacher that is "*Mystery Picture Audio*"

([http://maryglasgowplus.com/teacher\\_resources/17673](http://maryglasgowplus.com/teacher_resources/17673)).

The script of the audio:

### 11 The Mystery Picture

#### Exercise 2

In the middle of the picture, there's a big house. The house has got four windows, one in each corner. There's a door between the two windows at the bottom of the house. The door has got a round handle on the left. At the top of the door, there's the number of the house. It's one hundred and twenty six. The roof of the house looks like a triangle. The moon is in the sky. It looks like the letter 'c'. There are also three stars in the sky. There is a cat next to the house, on the left. It's fat and it's sitting down. On the other side of the house, there are four flowers.

8. The students draw a house based on the description they listened to.

9. The students listen to the audio frequently.

### Associating

10. In groups, the students exchange opinions and discuss the result of the drawing.

11. The students listen to the audio one more time.

12. In groups, the students answer the teacher's questions orally.

### Communicating

13. The students present the result of their discussion.

### **Post-Listening:**

14. The students check their works with others.

15. The students check their works with the correct picture.

16. The students get feedback from the teacher.

17. The students get reflection from the teacher.

18. The students get homework.

In every meeting the teacher opened the lesson by greeting the students, praying, and calling the roll.

In each meeting there were three stages in teaching. They were pre-listening, whilst-listening, and post-listening activities. Those were in line with Wilson (2008) who said that there are three stages in teaching listening, they are pre-listening, whilst-listening, and post-listening activities.

In the pre-listening activity, the teacher told the topics under discussion and did the brainstorming with the students to make students understand what would be discussed by explaining the vocabulary and opening the book that contained the topics. That was in line with Brown (2006) who said that one of the key factors in running a successful listening course is that the students must be supported to use their background knowledge while they are listening to something.

In whilst-listening activity, the teacher began to implement the "listen and draw" activity. The teacher played the audio of descriptive texts about a classroom and a house and let the students to draw a classroom and a house based on the audio, on their worksheets. During the implementation of "listen and draw" activity for listening of a descriptive text, in both first and second meetings, the teacher followed the procedure of "listen and draw" activity based on Scott and Ytreberg (2004) stated, telling to the other students what to draw. However, the teacher applied the procedure of teaching listening by using "listen and draw" activity with some adaptations. The modifications were emerged so that the activities were suitable for the some of the steps suggested by 2013 curriculum. The researcher believes that the objectives of the study that pursued through the steps would be achieved if the teacher uses authentic material. Thus, the teacher used an audio -not a student who came forward- to tell the other students what to draw.

The topics were pictures of a classroom and a big house and not people doing something or any complicated pictures. Those topics are in line with Scott and Ytreberg (2004) who said that drawing takes time, thus the picture should be simple. Furthermore, they suggested not to use any picture of people doing something because it is quite difficult for most young learners.

The audio used followed with Wilson's suggestion (2008) that the speed of the audio was normal and the texts were long enough to be complete to draw. Furthermore, the audio was not boring because the students focused on drawing it. The pictures did not have many details.

The last, in post-listening activity, the teacher checked the students' work and he gave correction. The teacher compares the students' work with that of others. The teacher closed the lesson by giving a feedback, and reflection.

Based on the explanation above, the researcher can conclude that the teacher followed the procedure of teaching listening by using three stages and followed the procedure of "listen and draw" activity based on the theory with some adaptations of 2013 curriculum teaching and learning process.

"Listen and draw" activity had some advantages. While the students were drawing a picture based on the audio, they could not only understand the text in the audio, but also understand new vocabularies, prepositions, adjectives, shapes, and numbers better. Moreover, the students could develop their imagination about the picture by drawing it.

Furthermore, by using "listen and draw" activity the students were more confident in class because in fact some of the students were shy to answer the teacher's questions but by using "listen and draw" activity they had a chance to interpret their idea about the text played by the audio.

### Students' Attitudes towards the Implementation of "Listen and Draw" Activity

The researcher grouped and elaborated the students' attitudes toward "listen and draw" activity to teach listening of a descriptive text. There were 35 students who gave their attitudes. In the questionnaires, there were four multiple choices, which were divided into positive and negative answers.

Based on the result of the questionnaire, it was shown that the most of the students were interested in "listen and draw" activity and indicated positive attitudes as the representation of the three components of attitudes as Wenden's statement (1991) i.e. emotional or affective, cognitive, and behavioral components.

First, the emotional or affective component talks about the learners' feelings whether they like or dislike the objects or surrounding situations (Gajalaksmi, 2013). Most of the students stated that they liked learning English and they said that the English learning process was interesting. Moreover, they said that it was interesting to learn descriptive texts and it was interesting to do "listen and draw" activity in learning descriptive texts. It is agreed that the inner feelings and emotions of learners affect their perspective and their attitudes towards the target language (Choy and Troudi, 2006)

Second, the cognitive component of attitudes involves the beliefs of the language learners about their knowledge and understanding that they receive in the process of language learning (Gajalaksmi, 2013). Most students said that it was easy to learn English and learn descriptive texts. Furthermore, they affirmed that it was easy to learn listening to the descriptive texts through "listen and draw" activity and said that the activity helped them to understand a descriptive text.

Last, the third component is a behavioral component. The behavioral component of attitude deals with the way one behaves and reacts in particular situations (Gajalaksmi, 2013). It was represented in the last question which talked about the problem that might occur in "listen and draw" activity. Some of the students said that they had problems while "listen and draw" activity was implemented. However, all students could draw the pictures based on the audio. Most of them drew the mentioned things in the correct positions and numbers. Moreover, all students finished the activity and submitted their work on time as if they had not had problems on it.

From the results above, it could be shown that the students had positive attitudes confirmed by the questionnaire answers. Gajalaksmi (2013) states in Education field, if the students have positive attitude towards any subject, they can achieve many things in that specific area. Thus, if the students had negative attitudes toward "listen and draw" activity, they would not draw the picture completely. Due to the students had drawn pictures based on the audio completely, it could be said that they had a positive attitude toward the implementation of "listen and draw" activity.

### CONCLUSION

This research has objectives to describe not only the implementation of "listen and draw" activity to teach listening of a descriptive text to the seventh graders but also the students' attitude towards the implementation of "listen and draw" activity itself.

It is concluded that the implementation of "listen and draw" activity in the teaching listening of descriptive texts to students of VII-D of SMP Negeri 4 Gresik was primarily grounded from the theory. In the teaching and learning process, the teacher applied the procedure of teaching listening by using "listen and draw" activity based on the theory suggested by Scott and Yterberg (2004) with some adaptations. The modifications were emerged so that the activities were suitable for the some of the steps suggested by 2013 curriculum.

Moreover, the teacher followed the three stages in teaching listening i.e. pre-listening, whilst-listening, and post-listening activities as suggested by Wilson (2008). Furthermore, "listen and draw" activity was beneficial for the students. While the students were drawing a picture based on the audio, they were able to understand the text in the audio better and obtain new vocabularies, prepositions, adjectives, shapes, and numbers by the support of the activity. Additionally, by having "listen and draw" activity the students had a chance to interpret their idea about the text played by the audio and they were more confident in class. Furthermore, by drawing a picture, the students could develop their imagination about the picture.

Next, it is concluded that most of the students were interested in "listen and draw activity" and indicated positive attitudes. Most students in VII-D class were interested in learning listening by using "listen and draw" activity in listening to the audio because more than a half of them agreed that this activity was interesting, while just one student agreed that it was not interesting enough. The students also agreed that this activity was easy to follow and helped them understand the listening material better. However, six of the students agreed that, in following the activity of "listen and draw", they found some difficulties in listening to the audio. However, they agreed that "listen and draw" activity could help them comprehend the descriptive texts and increase their sensibility in listening. Furthermore, the students were able to draw pictures based on the audio completely which could be said that they had a positive attitude toward the implementation of "listen and draw" activity because if the students had negative attitudes toward "listen and draw" activity, they would not draw the picture completely.

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