



## The Effect of Using the English Pictionary Application with Voice to Improve the Listening Skills of Class 1 Students of SMPN 3 Adiwerna

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### Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui apakah English Pictionary dengan aplikasi suara berpengaruh positif terhadap keterampilan menyimak siswa atau tidak. Dalam penelitian ini populasi kelas 1 SMPN 3 Adiwerna sebanyak 320 siswa, jumlah siswa perempuan 150 siswa dan jumlah siswa laki-laki 170 siswa. Peneliti menggunakan cluster random sampling dengan dua rancangan kelompok yaitu kelompok eksperimen dan kelompok kontrol. Jumlah sampel sebanyak 64 siswa, 32 siswa sebagai kelompok eksperimen dan 32 siswa sebagai kelompok kontrol. Kelompok eksperimen diajar menggunakan English Pictionary dengan aplikasi suara, sedangkan kelompok kontrol yang tidak diajar menggunakan English Pictionary dengan aplikasi suara. Setelah perlakuan, siswa diberi post-test untuk menilai pengaruh program pengajaran terhadap kemampuan mendengarkan siswa untuk memberikan umpan balik tentang keefektifan English Pictionary dengan aplikasi suara pada kelompok eksperimen. Untuk mengetahui apakah hasil pengujian secara statistik signifikan atau tidak, digunakan uji T berpasangan dan hasil pengujian menunjukkan bahwa skor rata-rata pada kelompok eksperimen adalah 9,0625 sedangkan kelompok kontrol adalah 6,4688. Kesimpulannya, English Pictionary dengan aplikasi suara berpengaruh positif terhadap kemampuan menyimak siswa. Hasil penelitian menunjukkan bahwa: 1) guru dapat menggunakan metode pengajaran mendengarkan yang baru seperti menggunakan pictionary bahasa Inggris sebagai media pembelajaran. 2) siswa dapat tertarik dalam proses pembelajaran dan meningkatkan keterampilan bahasa Inggris siswa dan motivasi untuk belajar bahasa Inggris. 3) peneliti selanjutnya tertarik untuk melakukan penelitian tambahan tentang pengajaran menyimak melalui penggunaan English Pictionary sebagai media pembelajaran.

**Kata Kunci:** Pictionary Bahasa Inggris, Kemampuan Mendengar

### Abstract

*The objective of this research is to find out whether the English Pictionary with sound application has a positive effect on students' listening skill or not. In this research the population at grade 1 from SMPN 3 Adiwerna is 320 students the number of female has 150 students and the number of male has 170 students. The researcher uses cluster random sampling with two group designs, they are experimental group and control group. The total sample is 64 students, 32 students are as experimental group and 32 students are as the control group. The experimental group that is taught by using English Pictionary with sound application, while the control group that is not taught by using English Pictionary with sound application. After treatment, students were given a post-test to asses the effect of the teaching program on students listening ability to give feedback about the effectiveness of English Pictionary with sound application in the experimental group. To determine if the test results were statistically significant or not, the paired T-test was used and the results of the test showed that the mean score in the experimental group is 9.0625 while the control group is 6.4688. In conclusion, English Pictionary with sound application has a positive effect on students' listening ability. The research suggests that: 1) teacher can use new teaching listening method such as using English pictionary as a media for learning. 2) students can interest in the learning process and improving students English skill and motivation to learn English. 3) further researchers interested in conducting additional research on teaching listening through the use of English Pictionary as a media for learning.*

**Keywords:** English Pictionary, Listening Skill

## **1. INTRODUCTION**

Language has an important role in our life. Language is used to communicate among people. Without language the people cannot communicate each other. According to Kamalitdinovna (2021) language is a communication medium, which can help people in society, to communicate and interact with other. This refers to both formal and non formal verbal and non verbal. English is the most popular language in the world. English is often used as a second language in many countries.

Language is very important to communicate and build relationships between people in the world. Besides that, listening is also very important in our life, one of which is someone is in a situation both formally and informally. People must learn to be good listeners. In Indonesia, English has been started from junior high school to senior high school so that the students should be able to understand and create the spoken text and written text to achieve the information about knowledge and the students can access the knowledge with their language ability it can be used in their daily life to access knowledge of they learned. It is including listening skill.

Listening is one of the main skills in learning English. Listening has an important role in communication. Through listening the students can understand each other. By listening the students can learn much all about informational knowledge. According to Syafii, Kusnawan, & Syukroni (2020) listening is the basic predecessor to speaking; the early steps of language expansion in first language are suspended on listening. Listening is very important for students. First, listening can give information to students. Second, listening can help students in understanding language. Third, listening helps students to improve other skills.

In this era there are some technologies that can help students in understanding their listening skill. Many applications are used to help students in learning process such as Duolingo, British Council, and English Pictionary. English Pictionary is one of kind of application for helping the students in listening activity.

English Pictionary with sound application to improve students' listening skills is a media for learning listening and increase students vocabulary. English Pictionary available learning English in any aspects, not only for listening activity but also speaking, vocabulary and how to pronounce the word through audio that helps students in learning English. By using this application while learning English specially in listening, it makes students more interested, because in this application there is some picture and option, also description how to write that word. Therefore the researcher conducted a research on "The Effectiveness of English Pictionary With Sound to Improve Students' Listening Skill at Grade 1 SMPN 3 Adiwerna".

## **2. LITERATURE REVIEW**

### **Previous Studies**

The first one is a research entitled; "The Practicality of Interactive CD-Based Audio-Visual Media to Improve Listening Skill". The first study is written by Rahma, D.U (2020) the researcher found that the listening is process by someone to get information messages and ideas from speaker. However, when the researcher observed, the researcher noticed that the method of learning used primarily audio during the learning process. This resulted in many students feeling bored while listening to conversations conducted by speakers.

The second is a research entitled; "The Effect of Watching English Movie to Improve Students' Listening Skill". The second study is written by Sinaga (2020) the researcher used quantitative methods and focused on quasi-experiments. The researcher conducted the research on two classes, the experimental class and the control class. The researcher collected quantitative data by administering a pre-test and post-test to measure the students' listening

skills. The results of the pre-test and post-test were analyzed to evaluate the effectiveness of the treatment

The third is a research entitled; “Animated cartoons to develop listening skill and vocabulary”. The third study is written by Devi Krishnan & Md Yunus (2018) most students have a very strong influence of mother tongue (L1) which hinders mastery of English. The writer collected data based on pre and post test scores. Questionnaire survey data were also collected and analyzed using descriptive statistics. The use of 'animated cartoon' has positive impact on students and improve students' vocabulary mastery and listening skills.

The fourth is a research entitled; “The Effect of Interactive Whiteboard Applications Supported by Visual Materials on Middle School Students' Listening Comprehension and Persistence of Learning”. The seventh study is written by Kirbas (2018) In this study, the researcher aimed to evaluate the effectiveness of an interactive whiteboard application for listening comprehension and student learning persistence. A pre-test post-test experimental design was used to collect data from students. The results of the study indicate that the use of the interactive whiteboard application was more effective in improving students' listening comprehension and persistence of knowledge in accordance with the curriculum.

### **Listening Skill**

Zarei (2019) listening is an important skill for the person who is learning English because in verbal communication we cannot communicate with each other without listening to the speaker's utterances and understanding them. Listening is a vital communication skill that enables students to understand the world around them. Listening is the process of actively receiving, comprehending, and interpreting the verbal and nonverbal messages that the speaker is communicating. It involves paying attention to what is being said, interpreting the meaning, and responding with engagement and understanding. Besides that, listening also have a very important function in human life psychologically. In psychology, empathy is not done directly but can also be done indirectly, which is called an empathic listener. Empathic listener can be done by everyone and carried out in all places whether at work or at home. This can help the other person feel better because they feel valued by the listener.

### **English Pictionary**

Khoridi (2009) English Pictionary with sound application to improve students' listening skills is a media for learning listening and increase students vocabulary. English Pictionary is the independent variable to determine whether this application model affects students' listening skill (the dependent variable) listening, observing, testing, and the learning process using the English Pictionary with sound application is a research process. Output refers to the result of the effect of English Pictionary with sound application on students' listening skill. English Pictionary available learning English in any aspects, not only for listening activity but also speaking, vocabulary and how to pronounce the word through audio that helps students in learning English. By using this application while learning English specially in listening, it makes students more interested, because in this application there is some picture and option, also description how to write that word.

## **3. METHOD**

The design of this research is quantitative research. This study uses a numerical system to find the data. The reason of choosing the quantitative research because the writer wants to get the result that validating the data obtained. Research method use true experimental design, there are two group design. In this true experimental design, the researcher randomly divided the participants into two groups: an experimental group and a control group. The experimental

group, the group that received the experimental treatment, which is the use of pre-test post-test classroom using English Pictionary with sounds application. The control group, on the other hand, studied without the use of English Pictionary with sounds application.

The population group (population frame), on the other hand, is a compilation of all components of the population from which the sample was chosen. There are 320 first-graders from SMPN 3 Adiwerna in the population. The number of female students in one batch has 150 students and the number of male students in one batch has 170 students. Two classes were chosen, and within each class, two groups of students were created: an experimental group and a control group. The members of the test group included 32 students, and there were 32 students in the control group. the researcher conducted five meetings with each class to teach the listening skills. Before the treatment, a pre-test was administered to assess the students' current listening skill level. To ensure the reliability of the data collected, the researcher used a combination of two methods: documentation and testing. The researcher created a multiple choice listening test as an instrument. There were total of 10 numbers in the listening test. The students were given 30 minutes to complete a multiple choice test.

#### 4. RESULTS AND DISCUSSION

##### Observations

The research was conducted on 28 November– 16 December 2022 for 5 meetings. This research includes experimental research. The researcher give the different techniques for the learning process that used two-group design Experimental and control class. The researcher chose 32 students from a total of 64 students who have the same score. The first group consisting of 32 students was designated as the experimental group, and the second group consisting of 32 students was designated as the control group. The experimental group was taught using English Pictionary with Sound Application, and the control group was taught without using an application. The experimental group is class 7A, and the control group is class 7B.

The researcher administered a pre-test and post-test to the students in order to assess their listening abilities. Both tests consisted of 10 questions, which were designed to evaluate the students' understanding. Students are asked to listen to the dialogue on the audio that has been played by the reasearcher.

##### Pre-Test

A test was given before the treatment. Before collecting the data, the researcher conducted a pre-test.

**Table 1.** Test of Normality

		Tests of Normality					
		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
Kelas		Statistic	Df	Sig.	Statistic	Df	Sig.
Students Listening score	Pre-test	.157	32	.043	.948	32	.128
	Experimental						
	Pre-test Control	.157	32	.042	.936	32	.058

##### *a. Lilliefors Significance Correction*

Based on the test of normality table above, the significant result of the pre-test for the experimental group was 0.128 and for the control group it was 0.058. Means that the data were spread out in a normal way because the results of both groups were more than 0.05.

**Table 2.** Homogeneity Test

Test of Homogeneity Variance				
Students listening score	Levene Statistic	df1	df2	Sig.
	.495	1	62	.484

Based on the table of homogeneity test above is the significant result based on mean was 0.484. It means that the data is homogenous because the significant result was higher than 0.05. Based on the results of the normality test, which show that the pre-test data in the experimental and control group are spread out in a normal way.

### Treatment

This research includes experimental research. The researcher give the different techniques for the learning process that used two-group design experimental and control class. The first meeting, In the experimental class the teacher shows pictures and listens to audio to students about animals and fruit without text. Then the teacher gives an example to the students how to write the correct spelling of animals and fruit after listening to the audio that has been listened by the students. Then the teacher asks students to try to write the words animal and fruit according to the audio they have heard together. The teacher gave a test (pre-test) to find out students' listening skills in writing animal and fruit names through audio. While the audio were played, the teacher also gave the students test sheets containing pictures distributed by the teacher.

The second meeting in the experimental class students and teachers review the results of the pre-test by providing material about animals and fruit. The teacher directs students to try to write the words animal and fruit correctly. The teacher gives initial material about animals and fruit how to pronounce and write the words animal and fruit correctly in English.

The third meeting, the teacher explains material about animals and fruit with PPT media which contains prepared material. Then the teacher gives assignments to students to write and memorize 10 animal names and 10 fruit names in English.

The fourth meeting, teacher gives a Games session with predetermined rules. The teacher asks students to come forward one by one to write the name of the animal or fruit that he has seen from the picture on the tablet screen that has been selected using numbers chosen randomly to train and test students to write words correctly.

Then the last meeting, the teacher gives a post-test. The teacher gave some questions and the time of limits is 30 minutes for answer the questions.

### Post-Test

After the treatment, a post-test was given to both classes to evaluate students' final listening ability. This post-test is used to measure effectiveness and determine improvements in listening skills.

**Table 3.** Group Statistics of Independent Sample T-Test

Group Statistics						
		Class	N	Mean	Std. Deviation	Std. Error Mean
Students Listening score	Post-Test					
	Experimental		32	9.0625	1.43544	.25375
	Post-Test Control		32	6.4688	1.72242	.30448

Based on the table above about the independent sample T-Test, the sign (2-tailed) value is  $0.000 > 0.05$ . Then, based on group statistics, the mean score of the post-test in the experimental group is higher than the mean score of the post-test in the control group (9.0625

> 6.4688). It means there is the significance differences between students who taught using the English Pictionary with sound application and those who are taught without the English Pictionary with sound application. So the research hypothesis (Ha) can be accepted and the null hypothesis (H0) can be rejected.

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## 5. CONCLUSION

Based on the results of the data analysis, the research results, the descriptive statistics show that the mean score of pretest and posttest in the experimental group is higher than the control group. It can be concluded that the English Pictionary with sound application is effective for learning listening at grade 1 SMPN 3 Adiwerna. The T-Test result, show that the sign (2-tailed) value is 0.000 which is lower than 0.05. It means there is the significance differences between students who taught using the English Pictionary with sound application and those who are taught without the English Pictionary with sound application. So the research hypothesis (Ha) can be accepted. Therefore, the researcher concludes that there is a significant positive effect of using English Pictionary with sound application on students' listening skill at grade 1 SMPN 3 Adiwerna.

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