

The Effect of Using Listen and Draw and Dictogloss Technique on Students' Ability in Listening Comprehension at the Tenth Grade of SMA Negeri 1 Lahewa

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Abstract

Listening is an important skill that should be mastered by the students in the classrooms since the skill involves a process of understanding spoken message. The purpose of this research is to identify the students' ability in listening skill. The research was done through quasi experimental design. The population of the research was tenth grade students of SMA Negeri 1 Lahewa which consisted of 150 students while the samples were class X-MIA1 as the experimental group A and X-MIA4 as the experimental group B which consisted 60 students. The data were taken by using instrument or test. After validating the test, the researcher gave the pre-test to both classes to examine the normality of the data. The students' mean score result in pre-test of the experimental group A was 71.83 and for the experimental group B was 66.33. Both are categorized adequate. After giving the treatment, the researcher administered the post test in both of the classes to get the result of the treatment and to examine the result of the normality of the data and homogeneity. Based on the result of the data computation of experimental group A, the mean score was 82.16 and for the experimental B was 75.16 classified good. Based on the result of hypothesis by using t-independent, the researcher got $t_{count} = 2.2435 \geq t_{table} = 2.0115$ with $dk = 2(n-1) = 2(30-1) = 58$ and the significance level is 5% ($\alpha = 0.05$). It means, H_a was accepted and H_o was rejected. It can be concluded that there is a significant effect of Using Listen and Draw and Dictogloss Technique on the students' listening skill at the Tenth Grade of SMA Negeri 1 Lahewa.

Keywords

listen and draw; dictogloss technique; students' ability; listening comprehension



I. Introduction

English is one of the languages in the world that has an important role for communication. Studying English means to study the four language skills; (1) listening, (2) speaking, (3) reading and (4) writing. Based on the researcher experienced about teaching listening in Nias Island especially in SMA Negeri 1 Lahewa. There were some problems has found in the field: (1) the students were unable to discriminate between the distinctive sounds, (2) the limited facility of the school, especially tools for teaching listening, (3) the students were unable to recognise the stress patterns of words, (4) the students were unable to recognise reduced forms of words, (5) the students were unable to predict outcomes from events described, and the last (6) the students were unable to distinguish between literal and applied meanings. So, most of the students less ability in listening skill because the teaching listening at SMA Negeri 1 Lahewa still conventional method. Language is one of the most important things in the life of every human being.

Each of them is of course inseparable from language, the first time a child gets a language that is heard directly from the father or mother when the child is born into this world. Then as time goes by and as the child grows, they will acquire a language other than the language taught by the mother and father, either in the form of a second, third, foreign language or so on which is called language acquisition where it depends on the social environment and cognitive level possessed by these children through the learning process in their environment. (Purba, N. et al. (2020).

Several researchers had done research in language skills (Bakara & Pasaribu, 2022; Khadijah & Pasaribu, 2022; Tampubolon & Pasaribu, 2022; Ginting, Manik, Sinambela, and Pasaribu, 2021) however, listening is the skill that children acquire first, especially if they have not yet learnt to read. According Burns and Siegel (2018:39) listening is one of the first language skills that users acquire naturally in the early years of their lives. Based on the theory above the researcher concludes, listening is one of skills that is badly needed by everyone including those who are studying English. In good communication certainly cannot be separated from listening comprehension. Nadig (2013:3) stated, listening comprehension is the various processes of understanding and making sense of spoken language. On the other words, Listening Comprehension is processes involved in understanding elements of sounds, intonation and social structural contexts. Rost (2011:16) stated, in the psycholinguistics paradigm for learning listening comprehension, the learner conference a spoken language processing to must convert the input (what is said) to intake (what is understood) because listening comprehension is vital in the process of the language classroom and interconnected with development the learner. In other words, someone's listening ability has a strong relationship with his or her ability in acquiring language particularly English.

In Nias Island the process of the education is still far behind from urban education and is caused by several factors such as; education formal (approach, method, strategy, technique, tactic and limited facility of the school,) and education informal (English course, homeschooling, youth work and autodidacticism (self-teaching). Based on the difference of the teaching style, the researcher has the motivation and interest in trying to write the teaching listening in Nias Island especially in SMA Negeri 1 Lahewa by using Listen and Draw and Dictogloss Technique. According to Wright, et. al (2006:44), Listen and Draw is a detail in the description and is described possibly as describing an imagined person, object, animal or place using descriptive language. Next, Nation and Newton (2009:68) stated that, Dictogloss Technique is a learning goal technique that is met as learners improve bottom-up listening skills, such as familiarity with the sound of word combinations, and top-down skills, such as making inferences based on the deduction, previous information, or background knowledge. So, one of the activities Listen and Draw and Dictogloss Technique is the students will prepare for physical exercise or performance by doing gentle exercises or practice to make the situation livelier and more enthusiastic. On the other hand, teaching technique is very important to develop listening skill towards students in good communication of the foreign language and also practiced by English teachers in Nias Island in developing listening skill. So, the result of the research practice has statement about developing of the education in teaching listening by using the technique. Richards and Rodgers (1986:12) said that technique is a foremost stratagem or procedure used to finalize a foremost objective to solve the problem.

Based on the explanation above, to know whether Listen and Draw and Dictogloss Technique has a significant effect on the students' ability in listening skill, the researcher conducted Quantitative Research to collect the data.

II. Review of Literature

According to Nation and Newton (2009:14) teaching technique is justified to the extent that they achieve learning goals. Furthermore, Richards and Rodgers (1986:12) stated that, a technique is a foremost stratagem or procedure used to finalize a foremost objective to solve problems. So, using techniques is very helpful for the researcher in conducting research to improve teaching skill.

2.1 Listen and Draw Technique

Listen and Draw Technique is a technique which involved listening comprehension, especially the words. According to Scott and Ytreberg (1990:23) Listen and Draw is a favourite type of listening activity in almost all classes, but remember that drawing takes time, so keep the picture simple. So, this technique is very beneficial towards the student's listening comprehension. In addition, Slattery and Willis (2001:36) stated, Listen and Draw is a game, helps everyone to work together and the children have to listen. Furthermore, Listen and Draw is techniques which require some visible response from the learners (Nation and Newton 2009:33). Next, Wright, et, al (2006:44), state a procedure of Listen and Draw Technique used by the teacher at school, are: (1) Read a descriptive of a person, object, animal or place. Firstly, ask the students to listen to the whole description without drawing. (2) Then read the description again slowly, and ask the learners to draw what you describe. You may decide to encourage the learners to ask questions for more clarity. Be willing to read the description several times. We suggest that the learners draw in pencil until they are sure they have made a very accurate drawing. When they are sure, they may use a thin, black pen. (3) Displays all the pictures drawn by the learners and display an enlarged copy of the text you have used. Check the pictures against the text to see if the details are correct. (4) Let the class vote for the top five most accurate pictures. Furthermore, according to Hadfield and Hadfield (2010:18), a procedure for implementing Listen and Draw Technique in the classroom, namely:

- (1) Warm-Up. The students will prepare for physical exercise or performance by doing gentle exercises or practice to make the situation livelier and more enthusiastic. In this time prepare your students to for listening and drawing. There are some possible activities in this part. For example:
 - a) Introduces the students what they are going to listen to and don't forget to talk about this material.
 - b) Teacher gives exemplifies for students before they do it.
 - c) Teacher may prepare some materials and tell the students what they are going for drawing.
 - d) Teacher makes clear instruction about the task.
- (2) Follow-Up. Talk about pictures and check what they know about it. Tell the students that are going to do what they listen from the teacher. In this part, the students will listen to the text or instruction several times without its transcription and give time for them to do the task.

According to Slattery and Willis (2001:35) some advantages in implementing Listen and Draw Technique, are:

- 1) The students enjoy and feel fun following teaching-learning process.
- 2) The easy to set up and does not involve a great deal of arrangement
- 3) The students can get the new vocabularies. (Prepositions, colors, and numbers) from the description.
- 4) It allows the students creativity going to draw a picture.

5) It helps students to work together and the children have to listen.

Furthermore, Scott and Ytreberg (1990:23) states some disadvantages in implementing Listen and Draw Technique, as elaborated below.

- 1) It is used that drawing takes time.
- 2) Listen and Draw is only suitable for senior level.
- 3) Teacher does not know how to develop material successfully because just focuses to draw.
- 4) The need full concentration during the task.

2.2 Dictogloss Technique

Dictogloss technique is a fundamental technique in classroom activity and listeners focus on reconstructing a text by listening and taking notes on keywords. According to Nation and Newton (2009:68), Dictogloss Technique is a learning goal technique that is met as learners improve bottom-up listening skills, such as familiarity with the sound of word combinations, and top-down skills, such as making inferences based on the deduction, previous information, or background knowledge. So, the dictogloss technique is very helpful for the students to review and develop their ability in listening skills in the classroom about all the knowledge of the students got before. Furthermore, Burns and Siegel (2018:46) stated that, using dictogloss can sensitize L2 learners to their listening problems and promote greater awareness of how they themselves can do more focused practice independently outside the classroom.

According to Wajnryb (1990:15) there are four a procedure of the Dictogloss Technique used by the teacher at school, are:

1. Preparation, when the learner finds out about the topic of the text and is prepared for some of the vocabulary.
 - a. Prepare learners for the text they will be hearing by exploiting the warm-up suggestions in each lesson. This type of topical warm-up prepares learners for the subject matter and makes them more receptive to the listening in the next stage: people listen more effectively when they are able to anticipate what they will hear when their interest in the topic has been aroused, and when they become personally involved in the discussion.
 - b. Prepare learners for the vocabulary of the text. The list in each unit is a suggestion only. Vocabulary should be pre-taught if the teacher suspects that it is unknown to the learners or difficult for them to infer.
 - c. Ensure that learners know what they are expected to do at each stage of the procedure.
 - d. Organize learners into groups before the dictation begins.
2. Dictation, when the learner hears the text and takes fragmentary notes.
3. Reconstruction, when the learner reconstructs the text on the basis of the fragments recorded in stage 2.
4. Analysis and correction, when learners analyse and correct their texts.

Next, Burns and Siegel (2018:46) state, the implementing procedure of the dictogloss technique: students first listen to the text for a general understanding. They then listen again and jot down key words, which they use subsequently to reconstruct the original text. During the reconstruction stage, students were encouraged to pay attention to some language features that have caused them problems in the past. Deliberately encouraging the students to notice these problematic features means they will be more likely to do more independent practice and become more able to deal with these features in future listening lessons.

Wajnryb (1990:16) there are some advantages in implementing Dictogloss Technique, are;

1. The learner in active decision-making about the target language.
2. Learner is always changing and this very instability is a sign of progress
3. Learners edge their way towards the ultimate goal, which is mastery of the systems of the target language.
4. Learners find out a little about what they know and do not know in the target language

Furthermore, Nation and Newton (2009:69) say, some disadvantages in implementing Dictogloss Technique, as elaborated below.

1. The students expected to need the full concentration to write something that quite closely resembles the original.
2. Takes time along because in a dictogloss technique, the text may be spoken quite quickly but with several repetitions.
3. The students just heard and understood the words but not the meaning of that part of the sentence.

2.3 Reasons of Using Listen and Draw and Dictogloss Technique

Listen and Draw Technique is appropriate typically with the transfer of information and do communicative outcomes such performing operation (constructing a figure, or drawing a map) for the learners to assist listening comprehension and makes listening activity fun and easier to do. This technique also invites the students to do listening activity in a fun way so they more enjoy and motivate in learning. According to Wright, et, al (2006:44) stated that, Listen and Draw is a detail in the description and described possibly describing in imagined person, object, animal or place using descriptive language. Otherwise, Dictogloss Technique is a comprehension technique that enhances the students' listening comprehension and solves the student's listening problem in the classroom. As a final point, Dictogloss technique ensures the students can reflect on what they have learned through listening to the text. In addition, Wajnryb (1990:15) stated that, Dictogloss Technique is a relatively recent procedure in language teaching.

III. Research Method

3.1 Research Design

This study used ANOVA Quantitative research method. According to Wolvin (2010:46), Quantitative research is attempts to quantify the relationship between two or more phenomena. Futhermore, Graham, et. al (2015:106) states, Quantitative researchis is analysis is supported by qualitative insights drawing from examples from the data.

To support this research, however, Quasi-Experimental research to determine whether an activity or material make a different in result for participant.

3.2 Participant

The population of the research is as the students at the tenth grade of SMA Negeri 1 Lahewa which consists of 150 students and divided in fourth classes. According Wolvin (2010:49), population is college students the specific group we are interested in studying.

3.3 Participant

The instrument for collecting data which is look for in the research is quantitative data. Quantitative data are the primary data get directly from the students' ability in listening comprehension. According to Wang (2018:59), data is consistent to its descriptive statistics that highlight the importance of taking notes. So, the primary data taken in the research is the students' data at the tenth grade of SMA Negeri 1 Lahewa. In conducting this research, the researcher uses evaluation paper as the instrument to get the data of the students' ability in listening comprehension after applying Listen and Draw and Dictogloss Technique when teaching them. The type of test is given to students is Multiple-choice. The test to will be done, namely pre-test and post-test.

3.4 Methods of Data Collection

The researcher collected data by: (1) The researcher does pre-test both of the experimental classes. (2) The researcher seeks the homogeneity of the sample by using the data of pretest. (3) After knowing that the data is homogeneous, the researcher gives treatment for two experimental class by using listen and draw and dictogloss technique. (4) The researcher collects the data after giving post-test to the students as sample. (5) The researcher examining the hypothesis by using t-test. (6) The researcher draws the conclusion.

IV. Result and Discussion

According to the observations, the study's findings are divided into the various types.

4.1 Validity

Based on the research design, the researcher prepared the instrument of collecting the data before going to the subject of the research. The researcher gave the value and subsituted into the product moment formula to examine whether the items were valid or not. The result of validity test computation for the pre-test and post-test from items 1 to 20 the averagely $r_{\text{count}} 0,402 \geq r_{\text{table}} 0,361(N=30)$. It can be concluded that both the result of validity test computation for the pre-test and post-test with the total items 20 are stated valid.

Table 1. The Result of Validity Test from Item 1 To 20

Item Number	ΣX	ΣY	ΣX^2	ΣY^2	ΣXY	r_{table}	r_{count}	Result
1	19	403	19	5841	277	0,361	0,398	Valid
2	21	403	21	5841	304	0,361	0,422	Valid
3	21	403	21	5841	303	0,361	0,402	Valid
4	24	403	24	5841	345	0,361	0,498	Valid
5	22	403	22	5841	320	0,361	0,458	Valid
6	19	403	19	5841	277	0,361	0,398	Valid
7	21	403	21	5841	302	0,361	0,383	Valid
8	20	403	20	5841	290	0,361	0,399	Valid
9	23	403	23	5841	331	0,361	0,460	Valid

10	18	403	18	5841	265	0,361	0,418	Valid
11	20	403	20	5841	292	0,361	0,437	Valid
12	20	403	20	5841	290	0,361	0,399	Valid
13	19	403	19	5841	275	0,361	0,362	Valid
14	18	403	18	5841	263	0,361	0,382	Valid
15	19	403	19	5841	275	0,361	0,362	Valid
16	20	403	20	5841	290	0,361	0,399	Valid
17	21	403	21	5841	302	0,361	0,383	Valid
18	19	403	19	5841	275	0,361	0,362	Valid
19	19	403	19	5841	275	0,361	0,362	Valid
20	20	403	20	5841	290	0,361	0,399	Valid

4.2 Reliability

After the test was valid, the researcher examined the reliability of the test. In the result of the computation in appendix 7 (table 3), the reliability score is $r_{\text{count}} \geq r_{\text{table}}$. The result of r_{count} test for the pre-test and post-test was 16.464 and r_{table} with $N=30$ at the significant 50% ($\alpha = 0,05$) is 0,361. It can be concluded that the test is reliable.

4.3 Item Facility

Item facility analysis is used to find out the difficulty, medium, and easiness of the items. The result of the computation of the test that shows that there are 7 items of the easy items (35%), 12 items of the medium items (60%) and the difficulty 1 item (5%). So, it can be concluded that the items of the test fulfill the category of Item Facility Analysis.

Table 2. The Analysis Table Of The Test Items Facility

Item Number	N_{correct}	N_{total}	IF	Conclusion
1	19	30	63,33	Medium
2	21	30	70	Easy
3	21	30	70	Easy
4	24	30	80	Easy
5	22	30	73,33	Easy
6	19	30	63,33	Medium
7	21	30	70	Easy
8	20	30	67	Medium
9	23	30	77	Easy
10	18	30	60	Medium
11	20	30	67	Medium
12	20	30	67	Medium
13	19	30	63,33	Medium
14	17	30	57	Difficult
15	20	30	67	Medium
16	20	30	67	Medium

17	21	30	70	Easy
18	19	30	63,33	Medium
19	19	30	63,33	Medium
20	20	30	67	Medium
Conclusion				Difficult = 1
				Medium = 12
				Easy = 7

4.4 Pre-test and Post-test data description of experimental group A

Treatment experimental class A was Listen and Draw Technique, and the students were from SMA Negeri 1 Lahewa tenth grade (X-MIA1). In this study, a pre-test would be administered to determine the students' ability in listening comprehension especially in descriptive places by using audio and post-test would be administered to find out the students ability in listening comprehension after giving the treatment. There are 30 students in the Listen and Draw Technique class. Multiple choice exams based on descriptive text were used to find data from the pre-test and post-test listening comprehension outcomes of students taught utilizing the Listen and Draw Technique approach. A total of 20 items were included in the pre-test and post-test. The table below shows the data description for the pre-test and post-test score.

Table 3. The Result of Pre-Test and Post-Test by Using Listen and Draw Technique

No	Students' Initial Name	Pre-Text (X-MIAI)	Post-Text (X-MIAI)
1	R1	80	80
2	R2	70	85
3	R3	65	85
4	R4	75	60
5	R5	75	95
6	R6	45	65
7	R7	80	95
8	R8	75	60
9	R9	70	80
10	R10	70	90
11	R11	80	95
12	R12	65	90
13	R13	75	80
14	R14	75	90
15	R15	80	90
16	R16	85	90
17	R17	40	65
18	R18	70	55
19	R19	75	90
20	R20	90	95
21	R21	70	75
22	R22	75	80
23	R23	70	85

24	R24	70	85
25	R25	70	85
26	R26	70	95
27	R27	75	85
28	R28	65	70
29	R29	80	90
30	R30	70	80
	Total	2.155	2.465
	Mean	71,83	82,16

From the table above, it has shown that in pre-test and post-test in experimental class A by using Listen and Draw Technique. The total score in pre-test was 2.155 and the mean score was 71,83 The lowest score for pre-test was 40 and the highest is 90. Otherwise, the total score in post-test was 2.465 The lowest score for post-test was 55 and the highest was 95.

4.5 Pre-test data description of experimental group B

Treatment experimental group B was Dictogloss Technique, and the students were from SMA Negeri 1 Lahewa tenth grade (X-MIA4). In this study, a pre-test would be administered to determine the students' ability in listening comprehension for descriptive text through the teacher read the text for students and students listen to the text for a general understanding. They then listen again and jot down key words, which they use subsequently to reconstruct the original text. Then, post-test would be administered to find out the student's ability in listening comprehension after giving the treatment. There are 30 students in the Dictogloss Technique class. Multiple choice exams based on descriptive text were used to find data from the pre-test and post-test in listening comprehension outcomes of students taught utilizing the Dictogloss Technique approach. A total of 20 items were included in the pre-test and post-test. The table below shows the data description for the pre-test and post-test score.

Table 4. The Result of Pre-Test and Post-Test by Dictogloss Technique

No	Students' Initial Name	Pre-Text (X-MIA4)	Post-Text (X-MIA4)
1	R1	45	85
2	R2	80	85
3	R3	65	70
4	R4	65	75
5	R5	75	90
6	R6	75	70
7	R7	75	60
8	R8	70	80
9	R9	70	80
10	R10	65	95
11	R11	80	70
12	R12	70	75
13	R13	65	85
14	R14	70	75
15	R15	85	80

16	R16	85	70
17	R17	60	85
18	R18	80	65
19	R19	70	70
20	R20	65	55
21	R21	50	85
22	R22	55	85
23	R23	50	75
24	R24	75	85
25	R25	50	35
26	R26	75	75
27	R27	65	85
28	R28	45	85
29	R29	55	75
30	R30	55	50
	Total	1.990	2.255
	Mean	66,33	75,16

From the table above, it has shown that in pre-test and post-test in experimental class B by using Dictogloss Technique. The total score in pre-test was 1.990 and the mean score was 66, 33. The lowest score for pre-test was 45 and the highest was 85. Then, the total score in post-test was 2.255 and the mean score was 75,16. The lowest score in post-test was 50 and the highest was 90.

4.6 Standard Deviation

The standard deviation computation of the Experimental Group A in the pre-test was 9,86, While the standard deviation computation of the Experimental Group B in the pre-test was 11,51. In the next Appendix shows the standard deviation computation of the Experimental Group A for the post-test was 11,50 and the standard deviation computation of the Experimental Group B for the post-test was 12.69.

4.7 Variance

The variance computation of the Experimental Group A for the pre-test was 97.38, while the variance computation of the Experimental Group B for the pre-test is 132.64. Next, the variance computation of the Experimental Group A for the post-test was 132.21 and the variance computation of the Experimental Group B for the post-test was 161.17.

4.8 Examining the Hypotheses

After getting the mean score, the standard deviation and the variance the researcher formulated was the research hypotheses as follows: “The students who are taught by using Listen and Draw and Dictogloss Technique on the students’ ability in listening comprehension at the tenth grade of SMA Negeri 1 Lahewa. The result of testing hypotheses the table value of t-table $dk = 2(n-1) = 2(30-1) = 58$ and the significance level is 5% ($\alpha=0.05$), so, $t_{table} = t_{1/2\alpha}(dk) = 2.0115$. Since $T_{count} (2.2435) > t_{table} (2.0115)$ it can be concluded that H_a is accepted and H_o is rejected.

V. Conclusion

According to research findings, the main problem of the research is to investigate the students who are taught by using Listen and Draw and Dictogloss Technique on the students' ability in listening comprehension at the tenth grade of SMA Negeri 1 Lahewa. The researcher hoped that the students can understand the meaning, identify the formation and give response to the monologue text they listen from recording by using audio media and ability of the students in listening comprehension for descriptive text through the teacher read the text for students and students listen to the text for a general understanding. They then listen again and jot down key words, which they use subsequently to reconstruct the original text.

Based on the testing hypotheses, it can be seen that the students who are taught by using Listen and Draw and Dictogloss Technique on the students' ability in listening comprehension. Through this technique, the students' listening skill is better than by using real teaching that is done commonly by the teacher in the classroom when teaching listening skill to the students. From the result of hypothesis computation, it can be concluded that the research hypothesis is accepted.

The data discussion in this research was taken from listening test in the form of multiple choices. The research was conducted in two classes. The data was taken from the tenth grade of SMA Negeri 1 Lahewa. The exact number of the students in both of classes are 60 students. The research show that the result of the test that was given to the students after teaching learning process by using Listen and Draw and Dictogloss Technique. Listen and Draw Technique got higher result than the result of the students was taught by using Dictogloss Technique. The findings indicates that the use of Listen and Draw Technique is proven effective to affect the students' listening comprehension. Studying with Listen and Draw Technique invites the students to do listening activity in a fun way, so they more enjoy and motivate in learning.

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