

**USING PICTURE DICTATION TECHNIQUE OF TEACHING
LISTENING TO SIXTH GRADE ELEMENTARY SCHOOL STUDENTS**

PAPER

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(S1) Degree*



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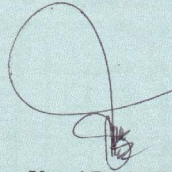
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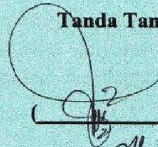
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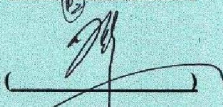
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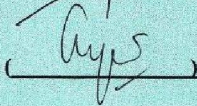
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ABSTRAK

Farinda Prima Putri. 2012. “Using Picture Dictation Technique of Teaching Listening to Sixth Grade Elementary School students”. *Paper*. Jurusan Bahasa Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Pengajaran Bahasa Inggris di tingkat Sekolah Dasar berdasarkan KTSP 2006 dimaksudkan untuk mengembangkan kemampuan berbahasa yang digunakan untuk menyertai tindakan atau *language accompanying action*. Hal ini menitikberatkan kepada kemampuan siswa untuk dapat merespon instruksi dalam Bahasa Inggris dengan melakukan tindakan sesuai instruksi secara berterima. Namun, siswa Sekolah Dasar kelas 6 saat sekarang masih mengalami hambatan dalam merespon instruksi yang diberikan oleh guru secara benar. Hal ini disebabkan oleh kurangnya kemampuan siswa dalam memahami instruksi serta ketidakmampuan untuk melakukan tindakan sesuai intruksi.

Dalam mengatasi persoalan tersebut penulis mencoba membahas tentang penggunaan *Picture Dictation* sebagai teknik yang dapat membantu siswa dalam memahami dan merespon instruksi dengan cara mentransform informasi yang mereka dapatkan kedalam bentuk visual dalam hal ini adalah gambar. *Picture dictation* diberikan dalam kegiatan inti, sebelumnya guru membangun pemahaman siswa tentang materi yang akan diberikan, dan kegiatan ini diakhiri dengan pengecekan kemampuan siswa dalam memvisualisasikan apa yang mereka dengar dilihat dari hasil gambar yang mereka buat.

Melalui pemakaian teknik *Picture dictation* ini diharapkan siswa mampu memahami serta merespon instruksi dengan benar seperti yang dimuat dalam KTSP 2006 yaitu *memahami instruksi dan informasi sangat sederhana baik dengan tindakan maupun bahasa dalam konteks peserta didik*. Selain itu, penulis juga berharap agar teknik ini bisa digunakan dalam pengajaran mendengar.

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TABLE OF CONTENTS

ABSTRAK.....	i
ACKNOWLEDGMENTS.....	ii
TABLE OF CONTENTS.....	iii
CHAPTER I. INTRODUCTION	
1.1 Background of the Problem.....	1
1.2 Limitation of the Problem.....	3
1.3 Formulation of the Problem.....	3
1.4 The Purpose of the Paper.....	3
CHAPTER II. REVIEW OF RELATED LITERATURE	
2.1 The Nature of Listening.....	4
2.2 Teaching Listening.....	5
2.3 The Nature of Dictation	
2.3.1 The Definition of Dictation.....	7
2.3.2 The Kinds of Dictation.....	9
2.4 The Nature of Picture Dictation.....	11
CHAPTER III. TEACHING IMPLEMENTATION	
3.1 The Preparation of teaching Listening by Using Picture Dictation Technique.....	14
3.2 The Procedures of teaching Listening by Using Picture Dictation Technique	
3.2.1 Pre Teaching Activity.....	15
3.2.2 Whilst Teaching Activity.....	16
3.2.3 Post Teaching Activity.....	19
3.3 The Advantages of Using Picture Dictation Activity.....	19

CHAPTER IV. CONCLUSION AND SUGGESTION

4.1	Conclusion.....	21
4.2	Suggestion.....	21

BIBLIOGRAPHY

APPENDICES

CHAPTER I

INTRODUCTION

1.1 Background of the Problem

In learning a language, there are four major skills that should be mastered by the students. One of them is listening skill. Listening is an internal process that cannot be observed directly. It is rather difficult to explain exactly what happen when we are listening and trying to understand others. On the other hand, listening cannot be neglected. Listening has an important role in the process of communication. Without having a good listening, the process of oral communication cannot run well. It is also influences someone to take part in a real communication. Nation (1985) proposes that listening plays an important role in learning second language.

Nowadays, schools use Educational Unit Level Curriculum or it is called *Kurikulum Tingkat Satuan Pendidikan* 2006 (KTSP 2006) in Indonesia as their curriculum in order to make their students competent in their subject, especially in English. It can be said that educational unit level curriculum is an operational curriculum design that is developed and elaborated curriculum based on the competence standard and materials decided by the Minister of Education.

Basically, the main purpose of listening is to improve the students' skill in understanding information (message) and ideas that are delivered from the speaker to listener. Although listening is a crucial part in language learning, many students are uninterested in learning it. From the writer's interview with some teachers of Elementary School in Batusangkar, there are some problems that are faced by the students in listening skill. First, the fact shows that most students lack of interest. If a student has a high interest to learn all the processes that exist in teaching and learning will be followed by good and will get good

result too but in this problem, for student, English is one of the most difficult foreign languages in the study because they must understand how to use grammar correctly, how the pronunciation right, vocabulary a lot, and others. This resulted in students often assume that learning English is a complicated and boring because it must relate to the thing above so they less interested in following the lesson and the lack of attention to lesson.

Second, students have lack of motivation. Motivation is a desire to achieve a goal, combined with the energy to work towards that goal. Students who are motivated have a desire to undertake their study and complete the requirements of their course. However, if the students have lack of motivation, the learning process will not run well for example student often do not spell out assignment of teachers and students who did not like this attitude in the class room will disturb the way of the process in teaching and learning process, because the level of achievement for the learning outcomes depending on the individual students themselves.

As the students face the difficulties in listening, teachers also have obstacles to motivate students in teaching listening. Teacher should be able to expose students to the real life situations as they need to teach students to listen with a purpose. Teachers must be able to find the best materials to develop an effective listener among the students. Krashen (1982) stated that the materials used in the classroom should provide to occur during the teaching and learning process. Furthermore, it is difficult to find relevant and appropriate materials to fit the students' learning environment. In addition, teachers should make an interesting media to make the students interested in learning process because many teachers tend to implement the methods of teaching that focus only on grammar. They only use text book and also exercise book in learning process which makes students feel bored.

Therefore, the writer proposes a creative and interesting technique in teaching listening for elementary school students through Picture Dictation. According to Heath,

Picture Dictation is quick, amusing and interesting way of doing a number of useful things in the English class. First, it provides a useful way of grammar such as revising certain prepositions of place. Second, it provides a good basis for guided compositions, led the students to describe the picture using some of the language teacher dictated. Nunan (1991) says dictation as a technique where the learners receive some spoken input, hold this in their memory for a short time, and then write what they heard.

1.2 Limitation of the Problem

Based on background of the problem above, this paper is limited on the procedure of using picture dictation technique of teaching listening for sixth grade elementary school students.

1.3 Formulation of the Problem

Based on the limitation above the problem of the paper is formulated into: “How does a picture dictation technique used by a teacher to teach listening skill to sixth grade elementary school students?”

1.4 Purpose of the Paper

The purpose of this paper is to show and explain to teachers how to use picture dictation in teaching listening to sixth grade elementary school students.

CHAPTER IV

CONCLUSION AND SUGGESTION

A. Conclusion

Teaching English for Elementary School students must be planned in such a way that learning becomes an interesting, motivating even entertains process. For instance, using humor, song, story, pictures, drawing, movie, etc, may be used to make English lesson becomes interesting.

One of teaching technique that is advantageous but has not been implemented widely is picture dictation. As one of teaching technique in teaching English, picture dictation can be implemented to get students interest and motivate them, especially for Elementary School.

Picture dictation is a technique since the procedure of picture dictation, in brief, listening with an immediate purpose, interest and fun. By implementing picture dictation in teaching learning process, student master the “Kurikulum Tingkat Satuan Pendidikan”. So, the result of teaching learning process will be better.

Picture dictation is a valuable language learning device. In summary, we can conclude that picture dictation exercise contributes in improving students’ listening skill especially for Elementary School Students.

B. Suggestion

In this paper, it is suggested to English teacher to use creative and motivated activity in order to make students easy to learning English. The writer also suggests the teachers to find and create an interesting activity for teaching listening. Besides, it will be pretty

easier for the students if the teacher give them much opportunity to practice in teaching-learning process. Furthermore, this paper suggests English teacher to use picture dictation, since this activity can motivate the students to learning English.

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