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Listen, Draw, Understand: A Creative Approach to Teaching Listening Comprehension

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ABSTRACT

This study investigates the effectiveness of the Listen-and-Draw technique in enhancing the listening comprehension of eighth-grade students at SMP Negeri 1 Banawa Tengah. Employing a quantitative approach and quasi-experimental design, two classes were selected: one experimental group taught using the Listen-and-Draw method and one control group taught with conventional instruction. Pretest and posttest assessments were administered to measure student achievement. The results indicated a significant improvement in the experimental group's performance (mean posttest score = 47) compared to the control group (mean = 33). The t-test analysis (t-count = 9.97 > t-table = 0.0195) confirmed a statistically significant difference between groups. These findings support the use of the Listen-and-Draw technique as an effective instructional method to improve listening comprehension among junior high school students.

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1. Introduction

Listening is a foundational skill in second language acquisition and essential for effective communication. According to Vandergrift and Goh (2012), listening is an active process requiring learners to construct meaning from auditory input. However, for English as a Foreign Language (EFL) learners, listening comprehension is often perceived as the most challenging skill due to rapid speech, varied accents, and limited vocabulary exposure. In Indonesia, the Merdeka Curriculum-especially for Phase D at the junior high school level-emphasizes listening to comprehend and respond to spoken texts. Students are expected to understand the main ideas and key details of conversations or presentations across a range of contexts. Nevertheless, challenges persist. Studies (e.g., Anisah et al., 2021; Aulia & Suhartono, 2023; Sachiya et al., 2025) identify difficulties such as limited vocabulary, unfamiliar accents, and ineffective instructional methods.

At SMP Negeri 1 Banawa Tengah, internal observations and assessment data reveal that students struggle significantly with listening comprehension. This situation necessitates the exploration of engaging and effective teaching techniques. One such method is the Listen-and-Draw technique, where students draw visual representations of what they hear. This method, as supported by Nation and Newton (2009), is grounded in the principles of literal listening and the dual coding theory of Paivio (1986), which emphasizes verbal-visual integration to improve learning outcomes.

Despite the curricular emphasis, many students still lack the ability to identify key points from spoken texts, respond appropriately to spoken instructions, or differentiate between relevant and irrelevant details in a listening passage. These difficulties are often compounded by limited exposure to spoken English outside the classroom, a lack of authentic listening materials, and monotonous teaching strategies that fail to motivate learners (Amelia et al., 2024; Rahman et al., 2019; Ko et al., 2025; Youngsun et al., 2024). Moreover, in conventional listening lessons, students are often passive recipients rather than active participants in the listening process, leading to disengagement and surface-level understanding. The current approaches, which frequently rely on multiple-choice questions and isolated vocabulary tests, may not effectively address students' need for real-time processing and engagement (Kaharuddin et al., 2025; Kyeongjae et al., 2025; Rahman & Weda, 2019). As a result, learners may develop only superficial listening skills without the ability to apply them in authentic communicative contexts. To overcome these limitations, teachers must adopt more interactive and student-centered techniques that encourage active involvement during listening activities. Approaches such as task-based learning,

collaborative exercises, and multimodal strategies can better equip students with the skills needed to process and interpret spoken input effectively.

In recent years, researchers have advocated for multimodal and student-centered instructional approaches that actively involve learners in processing and internalizing information. Listen-and-Draw combines two modalities—auditory and visual—to support cognitive development and attention during language tasks. Prior studies such as Pratama (2016) and Puteri (2018) have demonstrated the technique's potential in helping learners, particularly at the junior secondary level, improve their listening comprehension skills in practical classroom settings. However, while promising, existing research remains limited in scope, often focused on isolated cases or lacking statistical testing. Further investigation is needed to determine whether the technique can be generalized across diverse contexts and proficiency levels. In addition, integrating Listen-and-Draw with technology-enhanced resources may provide new opportunities for more interactive and engaging listening activities. Such exploration would not only broaden the empirical evidence but also guide teachers in designing more effective multimodal listening instruction.

Therefore, this study seeks to contribute to the growing body of literature by applying the Listen-and-Draw technique in a controlled classroom environment and evaluating its effectiveness through quantitative analysis. It not only aims to assess students' academic improvement but also to explore whether the method fosters a more engaging and less stressful learning atmosphere This study aims to assess whether the Listen-and-Draw technique can enhance the listening comprehension of eighth-grade students at SMP Negeri 1 Banawa Tengah.

2. Methodology

A quantitative quasi-experimental research design was employed. The participants were two eighth-grade classes (N = 54) at SMP Negeri 1 Banawa Tengah, assigned as follows: Class VIII B (experimental group) and Class VIII A (control group), each comprising 27 students. Both groups were given a pre-test to assess their baseline listening comprehension. The experimental group received six instructional sessions using the Listen-and-Draw technique, while the control group was taught using conventional methods. A post-test was then administered to both groups. The instruments consisted of multiple-choice, true/false, and short-answer questions. Data were analyzed using descriptive statistics (mean, standard deviation) and inferential statistics (t-test).

The instruments used in this study were pretest and posttest listening comprehension assessments. Each test included multiple-choice, true/false, and short-answer questions with a maximum score of 40. Prior to treatment, both groups were given the same pretest to measure their baseline listening skills. The experimental group then underwent six treatment sessions in which the Listen-and-Draw technique was implemented, whereas the control group received conventional listening instruction.

After the treatments, both groups were given a posttest to evaluate the improvement in listening comprehension. The collected data were analyzed using descriptive and inferential statistics, including the calculation of mean scores, deviation, and t-test to determine the significance of differences between the groups.

3. Result and Discussion

The results of this research present a comprehensive analysis of the effectiveness of the Listen-and-Draw technique in improving students' listening comprehension. The findings are organized into four main sections: pretest results, posttest results, deviation analysis, and hypothesis testing. This structure allows for a clear comparison between the experimental and control groups, highlighting both the statistical outcomes and their pedagogical implications.

a. Pre-Test Results

The pretest was conducted to determine the students' initial listening comprehension levels before treatment was given. The results provided a baseline for comparison with the posttest scores to measure the effectiveness of the Listen-and-Draw technique.

Table 1. Pre-test Scores of Experimental and Control Groups

Group	N	Students Passed	Highest Score	Lowest Score	Mean Score
Experimental	27	3	72.50	12.50	34.00
Control	27	1	62.50	10.00	31.00

Based on the data collected, the experimental group achieved a mean score of 34, while the control group had a mean of 31. Only 3 students in the experimental group and 1 student in the control group scored above the passing grade of 60.00. The highest score in the experimental group was 72.50, and the lowest was 12.50. In the control group, the highest score was 62.50, while the lowest was 10.00. These results indicate that both groups began at a relatively similar baseline in terms of listening comprehension.

b. Post-Test Results

After applying the Listen-and-Draw technique in the experimental group over six treatment sessions, a significant improvement was observed. This progress indicates that consistent exposure to multimodal tasks can substantially enhance students' listening comprehension skills.

Table 2. Post-test Scores of Experimental and Control Groups

Group	N	Students Passed	Highest Score	Lowest Score	Mean Score
Experimental	27	5	85.00	27.50	47.00
Control	27	1	60.00	15.00	33.00

As can bee seen on the table above, the posttest mean score for the experimental group increased to 47, while the control group reached an average of 33. In the experimental group, a total of 22 students passed the test compared to only 1 student in the control group. The highest posttest score in the experimental group was 85.00, whereas the highest score in the control group remained at 60.00. This suggests that the Listen-and-Draw technique contributed to better performance in listening comprehension.

c. Deviation and Squared Deviation Analysis

To further analyze the score improvement, deviation and squared deviation values were calculated. These calculations provided a clearer picture of the extent to which students' scores deviated from the mean before and after the treatment. By comparing both groups, it became evident that the experimental group showed a much greater consistency of progress than the control group.

Table 3. Deviation and Square Deviation

Group	Total Deviation	Total Squared Deviation	Mean Deviation
Experimental	360.00	6087.50	13.33
Control	47.50	693.75	1.76

Based on the table above, the total deviation score for the experimental group was 360.00, with a squared deviation of 6087.50. In comparison, the control group recorded a deviation of 47.50 and a squared deviation of 693.75. These values demonstrate a significantly larger change in the experimental group's performance, reinforcing the positive impact of the treatment. The substantial gap between the two groups suggests that the Listen-and-Draw technique provided more effective learning opportunities compared to traditional methods. This statistical evidence further validates the technique as a reliable approach to improving listening comprehension among junior high school students.

d. Hypothesis Testing

A t-test was conducted to determine whether the differences between the experimental and control groups were statistically significant. Using a significance level of 0.05 and degrees of freedom (df = 52), the t-table value was calculated at 0.0195. The t-count was found to be 9.97, which is greater than the t-table value.

Table 4. T-test Summary

Variable	Value
Mean Deviation (Experimental)	13.33
Mean Deviation (Control)	1.76
Total Squared Deviation (Experimental)	6087.50
Total Squared Deviation (Control)	693.75

t-count	9.97
t-table (α = 0.05, df = 52)	0.0195

Since the t-count is higher then t-table value (9.97 > 0.0195), this result leads to the rejection of the null hypothesis and the acceptance of the alternative hypothesis, indicating that the Listen-and-Draw technique had a statistically significant effect on students' listening comprehension. This finding confirms that the improvements observed in the experimental group were not due to chance but rather to the effectiveness of the treatment. It also provides strong empirical support for integrating multimodal strategies like Listen-and-Draw into EFL listening instruction.

3.2 Discussion

The results confirmed that the Listen-and-Draw technique significantly improved listening comprehension. The theoretical foundation supporting this method includes Paivio's (1986) Dual Coding Theory, which suggests learners process verbal and visual information more effectively when integrated. The activity required students to listen attentively and convert auditory input into visual form, fostering better retention and engagement.

The findings also align with Brown's (2001) concept of literal listening, where comprehension of direct information is emphasized. The experimental group showed more enthusiasm and focus, indicating that the technique also positively influenced motivation. This suggests that Listen-and-Draw not only supports cognitive processing but also addresses affective factors that often hinder listening performance. The combination of visual and auditory input made the tasks more engaging, which likely helped students sustain attention during activities. As a result, learners were able to process information more effectively and demonstrate measurable improvements in their listening comprehension.

Moreover, the method reduced student anxiety by shifting the response burden from verbal to visual, thus creating a more relaxed learning atmosphere. These factors contribute to improved performance and make learning more enjoyable and effective. This finding is consistent with Field (2008), who emphasized that visual reinforcement plays an essential role in improving learners' ability to extract key information from spoken texts. Similarly, Graham (2017) notes that using visual cues and drawing-based tasks in the language classroom can support attention and enhance listening comprehension, particularly among young learners.

In the context of engagement and motivation, Wright et al. (2006) suggested that incorporating game-like or creative tasks—such as drawing—can reduce affective barriers and increase learners' willingness to participate. This is further supported by Sasmita (2017), who found that students showed greater motivation and enjoyment when participating in Listen-and-Draw-based games, which contributed to better language acquisition outcomes. By making listening activities more interactive, students are less likely to feel anxious or bored, and instead become more focused on completing the task. The visual element also stimulates creativity, which in turn enhances learners' ability to recall and connect new vocabulary with meaningful contexts. Moreover, the playful nature of Listen-and-Draw activities encourages collaboration among students, fostering peer learning and social interaction in the classroom. These combined benefits highlight the pedagogical value of integrating creative, multimodal strategies into language teaching, particularly for young and adolescent learners.

Furthermore, Vandergrift and Goh (2012) highlighted the importance of metacognitive awareness in listening. The Listen-and-Draw technique may implicitly support this by encouraging learners to plan, monitor, and evaluate their understanding as they attempt to visually represent what they hear. However, the study has limitations. It was conducted in a single school, with a relatively small sample and a limited duration of six sessions. The technique's effect on inferential or critical listening was not explored.

4. Conclusion

This research demonstrates that the Listen-and-Draw technique effectively enhances listening comprehension among eighth-grade students. It promotes active, multimodal learning by engaging students in visual representations of spoken texts. Educators are encouraged to integrate this technique into listening instruction, especially for learners facing difficulties with literal comprehension. Future studies could explore broader applications across different educational levels, skills, or learning environments, and assess long-term effects on various aspects of listening proficiency. In addition, examining how Listen-and-Draw interacts with other teaching strategies could provide deeper insights into its adaptability and effectiveness. Such investigations would contribute to a more comprehensive understanding of how multimodal approaches can be systematically incorporated into EFL pedagogy.

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