



**THE EFFECT OF PICTORIAL STIMULI ON STUDENTS' LISTENING  
COMPREHENSION AT THE SECOND SEMESTER OF ENGLISH EDUCATION  
DEPARTMENT UNIVERSITY OF MATARAM (A QUASI- EXPERIMENTAL)**

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**Abstract:** Pictorial Stimuli is the media that use message or data through pictures to stimulate the brain in learning and showing process. It gives the students useful experience, which gets their thoughts and helps the cognizance of listening comprehension. The purpose of this study is to find out the effect of pictorial stimuli on English students' listening comprehension using pre-test and post-test. The sample of this study consist of 60 second-semester students. The study was divided into two groups each class consist of 30 student as experimental class and 30 students as control class. This research used quantitative method and the data were gathered from pre-test and post-test. The findings of this research can be seen the experimental class highest score on the pre-test was 95, while the control class highest score on the pre-test was 60, out of a total of 30 students in each class. The student's highest score in the experimental class that used the post-test was 100, while the student's highest score in the control class that used the post-test was 65. Besides, the conclusion of this study showed that the pictorial stimuli can help the students on listening comprehension.

**Keywords:** *Pictorial Stimuli, Listening Comprehension, Experimental Class, Control Class.*

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## **INTRODUCTION**

English is becoming a required subject in schools, and English is directed to develop the four skills, they are listening, reading, writing, and speaking in particular, must be mastered by the students. However, in practice, the majority of students consider that English is a challenging subject. As a result, students become disinterested and develop a disdain for learning English, which can have a negative impact on their academic success. The challenges faced by students in learning the language serve as distractions that hinder their progress and can ultimately lead to either success or failure (Hamalik, 1983). Furthermore, in order to enhance educational success, it is essential to understand the barriers students encounter while attempting to learn English.

Students encounter various barriers while attempting to learn English, including language differences, limited exposure to English outside the classroom, cultural differences, lack of motivation, inadequate educational resources, anxiety and fear of making mistakes, and time constraints. These barriers can hinder students' language acquisition and proficiency, making it important to address them through effective language instruction, immersive environments, cultural understanding, motivation-building strategies, suitable resources, and personalized support (Irham & Wiyani, 2013). Therefore, having low language exposure, varied pronunciation of the same alphabet, low of vocabulary mastery, speech speed and intonation are the problems faced by the students in learning listening comprehension (Apgrianto et al, 2019).

Additionally, it's important to comprehend the challenges of learning English, particularly those related to writing, reading, and listening. If students wish to develop effective communication with others, for example, they need to give a lot of their attention to listening. Hidayat (2013) elaborates on mastering listening as a crucial skill. The effectiveness of a person's relationships with others is significantly influenced by how effectively they listen. A communication process, however, does not succeed if the listener is not paying attention to the speaker. Both the delivery method of the speaker and the listener's comprehension of the messages have an impact on the communication process. The importance of listening skills for pupils cannot be overstated when studying English.

Jun (2000), states that Students' listening comprehension is improved by pictures, which also increase interest and motivation. Pictures can carry pictures of reality into the unnatural universe of the language study hall. Pictures are valuable in fostering students'

listening cognizance, especially "coordinated tuning in". They guide the students to further develop tuning in, yet in addition they give a general foundation and setting. They particularly increase the students' interest and drive.

Lachman, R., Lachman, J. L., & Butterfield, E. C. (2015) stated that Stimulus response is the most basic communication model. This is influenced by the discipline of psychology, especially the behavioristic one. Stimulus theory is a simple learning principle, where the reaction to a particular stimulus can be seen (Hidjanto, Djamel, Andi Fachruddin, 2011). Stimulus is used in learning to increase students' interest in learning by using additional learning media in the form of pictures to improve students' listening comprehension at Second Semester of English Education Department University of Mataram.

In this study, the researcher considers pictorial stimuli very important in listening comprehension and helping English students to use the pictorial stimuli. Therefore, the researcher was used the pre-test and post-test to find out the effectiveness of pictorial stimuli in developing listening comprehension. By doing this research, the researcher would like to know the students use the pictorial stimuli affect students' listening comprehension.

## **RESEARCH METHODS**

The researcher was used quantitative approach. The presentation of data was be in the form of numeric and the analysis of data used statistics. Quantitative methodology is as a logical technique in light of the fact that the logical standards those are concrete or experimental, unbiased, quantifiable, judicious, and methodical. Because the research data were presented in the form of numbers and were subjected to statistical analysis, this approach is known as the quantitative approach. The researcher conducted the experimental design in this research. During the experimental research, the researcher investigated an intervention into the study group and measured the treatment outcomes. This research implemented a pre-test post-test group design. This study used pre-test and post-test to acquire the data.

In this research, the population was the students from second semester of English Education Department of University of Mataram which consisted of 237 students. The

second semester was divided into 7 classes which A, B, C, D, E, F & G class. And the sample of this research was the students from second semester. In selecting the sample, the researcher used purposive sampling technique. Purposive sampling is where researcher selects a sample based on the needs about the study. Therefore, the researcher chooses A and B classes as the sample in this research. A class which consisted of 30 students was served as the experiment class and whereas B class which consists of 30 the same number of students served as the control class.

In the data collection techniques, There are a few moves toward gathering the information for this exploration. which comprised the pre- and post-test. The pre-test and post-test were in type of listening pressure test. The pre-test was given in the beginning before the treatment. In the treatment, the researcher involved Pictorial Boosts in showing listening appreciation in the class. After four treatments, the students were given the post-test.

This research was quantitative methodology. The researcher did a test to students when executing the Pictorial Boosts as method in training listening cognizance to get the information of quantitative. For this situation, researcher gathered the whole information which was acquired. In breaking down the mathematical information, first analyst attempted to get the normal of students' listening comprehension score among pre-test and post-test. It was utilized to realize how well students' score all in all on listening appreciation which was taught and given by analyst.

## **FINDINGS AND DISCUSSION**

### **Findings**

### **Hypothesis Testing**

The investigator used a free model t-test to know whether the delayed consequence of assessment had really basic. The Autonomous Examples t-Test

examined the procedure for two unrestricted groups to determine whether there was substantiated evidence that the related populace's ideas were fundamentally distinct. The data was analyzed by using authentic examination. Then, in this assessment, the expert used IBM SPSS Estimations version 25 to do the t-test which the result could choose if Pictorial was suitable for students' listening discernment. Coming up next is a portrayal of the t-test choice. Coming up next is a portrayal of the t-test choice.

- a. The invalid speculation (H0) was dismissed and the elective theory (Ha) was acknowledged whether the worth of Sig. There was less than 0.05 in the 2-tailed.
- b. The invalid speculation (H0) was acknowledged and the elective theory (Ha) was dismissed if the worth of Sig. 2 followed was higher than 0.05. he Hypothesis Testing result can be found here.

**Table 4.11 Independent Samples Statistics T-Test**

	<b>Class</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Std. Error Mean</b>
Post-test	Experiment	30	78.33	14.040	2.563
	Control	30	41.50	11.230	2.050

Based on the table above, an Independent Samples Statistics t-test was carried out in which there were two classes studied, namely the experimental class and the control class. In the class experiment, the number of respondents or students was 30, The Mean value was 7.33, The Std. Deviation value was 14.040, and The Std. Error Mean value in the class experiment was 2.563. And in the control class, the number of respondents or students is also 30, the mean value is 41.50, the standard deviation value is 11.230, and the mean standard error value is 2.050. How to get each class Std. Error Mean value as follows:

**Formula of Standart Error Mean:**

$$SE = \frac{\sigma}{\sqrt{n}}$$

*SE* : Standart Error Mean

$\sigma$  : Standart Deviation

$\sqrt{n}$  : Sample Size (Respondent)

**Table 4.12 Independent Samples T-Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2- tailed)	Mean Differ ence	Std. Error Differ ence	95% Confidence Interval of the Difference	
									Lower	Upper
POST- TEST	Equal variances assumed	3.368	.072	11.2 21	58	.000	36.833	3.283	30.263	43.404
	Equal variances not assumed			11.2 21	55.3 30	.000	36.833	3.283	30.256	43.411

Based on the table 4.12 above, it shows that the value of independent samples test Sig. (2-tailed) was  $0.000 \leq 0.05$ , it means that  $H_0$  is rejected, consequently  $H_a$  is accepted. It can be concluded that there is significant effect of Pictorial Stimuli on students' listening comprehension.

### **Discussion**

The aim of this research is to determine how engaging pictorial stimuli can be used by students to show listening comprehension in the classroom. This research was directed at six meetings, where four meetings were for treatment and two meetings for pre-test and post-test. The researcher then gave Pictorial Stimuli exercise material.

The result of the research is in accordance with research on the effect of the pictorial stimuli put forward by Lestari (2016) that using pictures will be able to help students learn listening comprehension: a) Image media can arouse students to progress because they gain students' advantages; (b) Image media helps students integrate previous experience and provide the necessary concrete experience; c) Pictures can help

people understand thoughts and get data and overcome time, size, and space limitations; (d) Visuals can help students improve their vocabulary skills; and (e) Utilization of images can assist instructors in displaying educational experiences so that they run as expected.

The similarity in this study with the theory about the function of pictorial stimuli where the researcher concluded that the theory put forward by experts is true that pictorial stimuli can improve students' listening skills in English. Then regarding the results of the data obtained from this study using the pre-test and post-test to collect data about the effects of attractive image treatment in improving English students' listening skills. The pre-test was given before the meeting before treatment, and the results were compared using normality test data. The results showed that the use of pictorial enhancements significantly increased listening appreciation in the experimental class, with higher scores in the analysis class. The post-test experimental class had an average score higher than 78, while the control class had a lower average score than 45. Sig. Independent model test. (2-followed) is  $0.000 \leq 0.05$ , which indicates that Pictorial Enhancement significantly affects listening appreciation.

This research includes the theory of stimulus response, according to Coles et al (2001), which states that stimulus response is a simple learning principle, where the effect is a reaction to a certain stimulus. In this way, it can be understood that there is a connection between messages in the media and students' reactions. For this reason, this research also has similarities with the theory discussed about the effect of pictorial stimuli on listening comprehension and the response of research participants to the use of pictorial stimuli.

Thus, the researcher concluded that the use of pictorial stimuli at the second semester students of English Department at University of Mataram showed that the effect of pictorial stimuli on students' listening comprehension.

## CONCLUSION

Based on the research findings, it shows that the value of independent samples test Sig. (2-tailed) was  $0.000 \leq 0.05$ , it means that  $H_0$  is rejected, consequently  $H_a$  is accepted. Therefore, the researcher concluded that there was a statistically significant difference between the two classes (Experimental Class and Control Class) in students' listening comprehension. In this research, it is also explained in the discussion, there are several theories pictorial stimuli helps students answering listening comprehension. It can be concluded that Pictorial Stimuli have a significant effect on students' listening comprehension at the second semester of English Education Department the University of Mataram.

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