CHAPTER IV

RESULT AND DISCUSSION

In this chapter, the result and discussion of the research would be presented. The results will be explained through the data description. This research was planned from 9 May until 9 June 2012 but because the students would do the last examination so the time of this research was limited from 9 May until 31 May 2012.

The result and discussion of this research are going to answer the research questions: "To what extent Dictogloss improve students' low listening comprehension in XI A 3 of SMAN 8 Kota Bengkulu" and "What factor change students' listening comprehension in XI A 3 of SMAN 8 Kota Bengkulu". These research questions would be answered by listening comprehension test and observation checklist of students' activity and teacher's activity.

4.1. Data Description

4.1.1. Baseline Data

Before the researcher conducted the research, the researcher collected the first data which was called baseline data. The baseline data was gotten from the English teacher, Miss Gustinawati, S.Pd. It was based on the students' score in listening test.

The students' listening comprehension was scored based on the five scales of interval categories. The result of this score can be seen in the following table:

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Table 4.1. Result of Baseline Data

No	Score Interval	Category	Frequency	Percentage
1.	75 – 100	Very Good	1	3.45
2.	65 – 74	Good	9	31.04
3.	55 – 64	Fair	5	17.25
4.	45 – 54	Low	14	48.27
5.	0 – 44	Failure	-	-
	Total		29	100

The table above showed that the students' listening comprehension was still low. It could be seen from the percentage of the students' mastery in listening comprehension that consisted of only 3.45% of the students reached the "very good" category (achieved by only one student), 31.04% of the students reached the "good" category (achieved by 9 students), 48.27% of the students reached the "low" category (achieved by 14 students), and 17.25% of the students reached the "fair" category (achieved by 5 students). The detail information could be seen in appendix 1.

Based on the result above, the researcher applied the action in cycle 1, cycle 2, and cycle 3 to improve students listening comprehension.

4.1.2. Description of Cycle 1

Cycle 1 was conducted on 12, 15, and 17 May 2012. This cycle consisted of four steps, planning, action, observation, and reflection. The brief description of this cycle was as follow:

4.1.2.1. Planning

The researcher selected the listening material (text) before the action or treatment was given. The researcher used narrative text as the listening material. The pictures and lesson plan were prepared to teach the material. The usages of pictures

made the students interested in the listening class and built the students background knowledge about it. The chosen listening material and pictures were discussed with the collaborator before used in teaching and learning listening.

4.1.2.2. Action

In action step, the researcher started the action by following the lesson plan. First, the researcher came into the classroom and stand as a teacher. The researcher opened the meeting and informed the students that the action would be started. Next, the researcher explained to the students about Dictogloss and how it was applied. Then, the researcher applied Dictogloss technique which consisted of four steps as follows:

3. Warming-up

In warming-up, the researcher showed the pictures that related to the text (example: Queen' Picture in Queen of Arabia and Three Sheiks' Story) to the students and tried to know the students background knowledge about the text. It was done by asking some simple questions, for example: "are you familiar with this picture?" or "do you know who in this picture is". In this step, the researcher also divided the students into five groups which consisted of five to six students.

4. Dictation

In dictation step, the researcher mentioned the title of the narrative text, "Queen of Arabia and Three Sheiks" that would be read and wrote down the unfamiliar words of the text on the white board. Then, the researcher who stood as the teacher started to read the text in normal speed in front of the class. The researcher read it twice.

5. Reconstruction

The researcher distributed the students' worksheet. In this step, the students were asked to write down the keywords on their paper in the first dictation and started to reconstruct the text by their own words in the second dictation. Firstly, the students collected their worksheet. After the students finished in reconstructing their text individually, they collected it to the researcher. Then the researcher asked them to join their own groups and reconstructed the text together in their groups.

6. Analysis and Correction

In the last step, the researcher distributed the original narrative text (Queen of Arabia and Three Sheiks) to the students. Then the researcher asked the students to compare their' reconstruction with it. They analyzed and corrected their groups work.

4.1.2.3. Observation

The observation checklist was filled by the English teacher as the collaborator. The collaborator observed the activities of students and researcher during the teaching and learning process. Furthermore the result of observation was still low. From the checklist, the result was concluded as follow:

1. The students were confused about the activity because it was the new one for them (see appendix 10)

2. The researcher' voice could not be listened clearly by the students, the voice were not louder enough

3. The researcher read the text too fast so that the students could not get the point completely (more detail on appendix 11)

Beside observation checklist, the researcher also did listening comprehension test which was held at the end of cycle 1. The result of this cycle was presented as follow:

Table 4.2. Result of Test in Cycle 1

No.	Score Interval	Category	Frequency	Percentage
1	75 – 100	Very Good	3	10.35
2	65 – 74	Good	1	3.45
3	55 – 64	Fair	2	6.89
4	45 – 54	Low	9	31.04
5	0 – 44	Failure	14	48.27
	Total		29	100

The table above showed that the students listening comprehension was still low, it could be seen from the percentage that the students got. It showed that only 10.35% of the students reached the "very good" category (achieved by 3 students) and 3.45% of the students reached the "good" category (achieved by only 1 student) whereas about 6.89% of the students reached the "fair" category (achieved by 2 students), 31.04% of the students reached the "low" category (achieved by 9 students), and 48.27% of the students reached the "failure" (achieved by 14 students). The detail information of the table result could be seen in appendix 2.

The result of this cycle was lower than baseline data. It was caused by most of the students that still did not understand well about Dictogloss. Beside it, the students were still difficult to catch up the point of the narrative text that the researcher read (the researcher read too fast). It made them difficult to reconstruct because they did

not understand the text well. Because of this lower result, the researcher conducted the second cycle to improve the result. The result of test in cycle 1 and baseline data was displayed clearly in the following chart:

Chart 4.1. The Result of Test in Baseline Data and Cycle 1
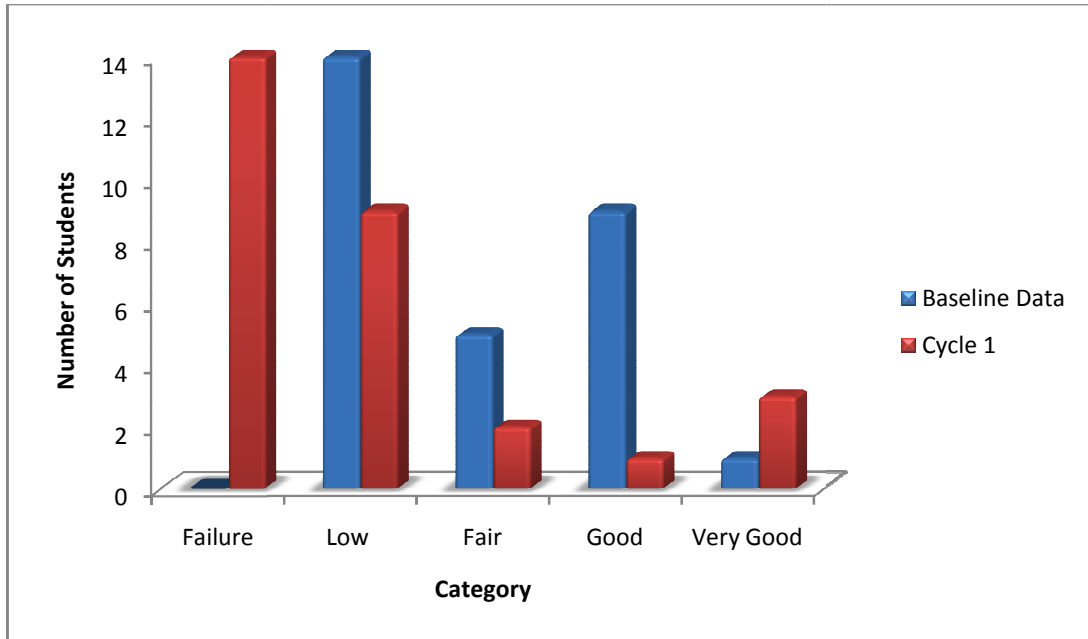
The chart above showed that there was not much improvement from baseline data to cycle 1. It could be seen that the number of students who was fair decreased into 2 students in cycle 1 from 5 students in baseline data. The number of students who got low decreased into 9 students in cycle 1. It was lower than baseline data which was 14 students. Even, in baseline data there was no students who were failure but in cycle 1, 14 students were failure. In cycle 1, the numbers of students who gain good category was only 1 student. It was contrary with the numbers of students who reached good category in baseline data, it was about 9 students. However, there was an improvement in the number of students who was very good among cycle 1 and

baseline data, it increased into 3 students in cycle 1 and only 1 student in baseline data. It made the researcher kept applying Dictogloss to improve students' listening comprehension.

4.1.2.4. Reflection

Based on the data that were collected and analyzed, the researcher found that the problem was the students' confusion about Dictogloss that was not familiar for them. The other problem was the students did not understand well the text because the researcher read the narrative text very fast. It caused the result of this cycle has not improved yet even it was lower than baseline data so the researcher conducted the next cycle to solve these problems and improve the result.

4.1.3. Description of Cycle 2

Cycle 2 was done on 19, 22, and 24 May 2012. It was done based on the reflection of cycle 1 that has not reached the indicator of success. The researcher did not only prepare Dictogloss technique but also revised plan to get better result. The description of this cycle can be seen as follow:

4.1.3.1. Revised Planning

Before the action was given, the researcher selected the new narrative texts (The Old Woman and The Sparrow) and pictures were related to the text (the sparrow' picture). The text that was chosen was still narrative because it was interesting for the students and still on the curriculum. The researcher prepared lesson

plan to teach listening. The narrative text, pictures, and lesson plan discussed to the English teacher before starting to be applied.

On this cycle, the researcher explained more about Dictogloss to the students because the students' confusion in the first cycle made the students' score could not reach the indicator of success which was 70. The next cause of the students' failure in the first cycle was the students' difficulties in understanding the point of narrative text. It caused by the researcher who read the text too fast. To solve this problem, the researcher read the text in a normal speed (not too fast and not too slow) so that the students could understand the narrative text that was read well.

4.1.3.2. Action

In this cycle, the researcher did the action based on the lesson plan. The researcher re-explained about Dictogloss to the students. It was done because one of the reason which caused the failure result in previous cycle was the students were still confused with it. The procedures of this step were as follow:

1. Warming-up

The researcher showed the pictures that related to the narrative text (Sparrow' picture in The Old Woman and The Sparrow narrative text) to the students. By asking some simple questions, the researcher guided the students to know the students background knowledge about the text, for example: "are you familiar with this picture?" or "do you know who is in this picture". The students still joined their groups who have been formed in cycle 1.

2. Dictation

In this step, the researcher read the text twice in a normal speed in the middle of class so that all the students could listen to the researcher' voice clearly. Before reading the text, the researcher wrote down the key word or unfamiliar vocabularies on the whiteboard.

3. Reconstruction

In reconstruction step, the researcher distributed the students' worksheet and asked them to write down the keywords on their paper in the first dictation. In the second dictation, they started to reconstruct the text by their own words. After finishing reconstruction, the students collected their worksheet. Then, the researcher asked them to join their own groups and reconstruct the text together in their groups.

4. Analysis and Correction

The researcher distributed the original narrative text (The Old Woman and The Sparrow) to the students. Then, the researcher asked them to compare their' reconstruction text with the original one. It let the students to correct their own group and their friends' work by themselves.

After these steps, the researcher gave listening comprehension test by using Dictogloss as in cycle 1.

4.1.3.3. Observation

Based on the observation, the researcher found that the result of observation was good. It can be concluded as follow:

1. The students had not difficulties in listening to the teacher' dictation. Moreover, the students were not confused anymore with the activity.

2. The students joined the activity seriously and actively. They worked cooperatively each other in a group. In detail can be seen on appendix 10 and 11.

The researcher also gave listening comprehension' test to the students in this cycle. The result of students' test in this cycle could be seen as follow:

Table 4.3. Result of Test in Cycle 2

No.	Score of Interval	Category	Frequency	Percentage
1.	75 - 100	Very Good	10	34.48
2.	65 – 74	Good	3	10.34
3.	55 – 64	Fair	8	27.58
4.	45 – 54	Low	4	13.79
5.	0 - 44	Failure	4	13.79
	Total		29	100

Table above showed that the students' percentage mastery in listening improved. It could be seen from the table above, about 34.48% of the students reached the "very good" category (achieved by 10 students), 10.34% of the students reached the "good" category (achieved by 3 students), 27.58% of the students reached the "fair" category (achieved by 8 students), 13.79% of the students reached the "low" and "failure" category (achieved by 4 students). Furthermore, these percentages and number of the students who reached very good, good, and fair category improved from the first cycle. For detail data can be seen on appendix 3.

The result of each test was illustrated in the following chart:

Chart 4.2. The Result of Test in Cycle 1 and Cycle 2
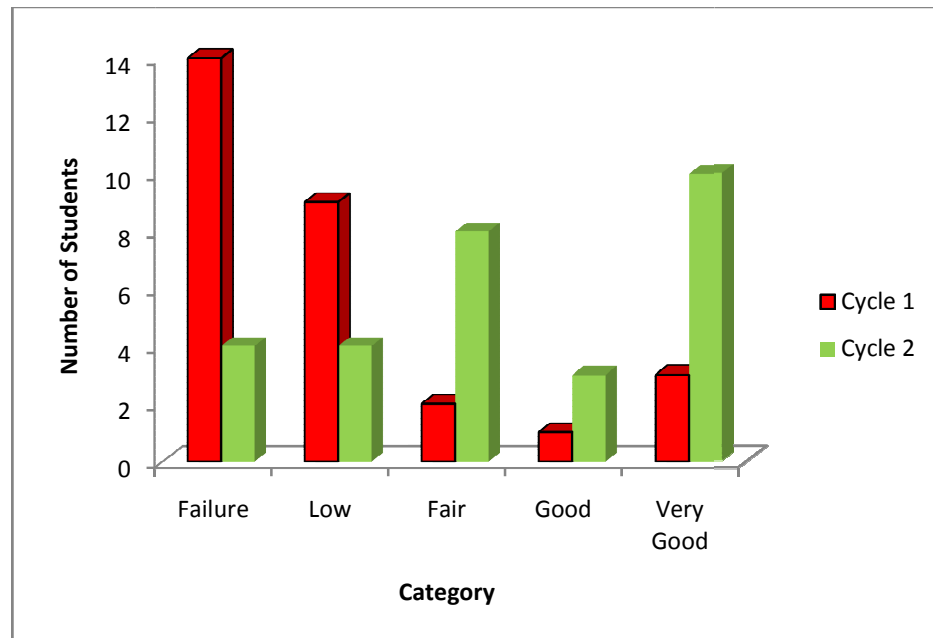
From the chart above, it can be seen that there is significance improvement between the result in cycle 1 and result in cycle 2. Based on the result in cycle 1, the numbers of students who got very good category was only 3 students but it increased into 10 students in cycle 2. Then, there was about 1 student who was good in the first cycle and increased into 3 students in the second cycle. However, in cycle 1, the numbers of students who gained moderate category was 2 students. In cycle 2, it increased into 8 students. There were about 9 students who were low in cycle 1 but decreased into only 4 students in cycle 2. Furthermore, the result of test in failure category was gotten by 14 students in cycle 1. On the other hand, it decreased into 4 students in cycle 2.

Based on the chart above, the students' listening comprehension from cycle 1 to cycle 2 improved but the improvement has not reached the indicator of success yet. Thus, the researcher planed the third cycle to reach the expected result.

4.1.3.4. Reflection

The students' listening comprehension mastery improved in this cycle. It was showed by the percentage of the students' mastery in listening comprehension that improved from the cycle 1.

The students almost have reached the indicator of success. The students were active and serious in listening class. They enjoyed the activity that was applied by the researcher, Dictogloss. The researcher and English teacher were satisfied with the improvement which was made by the students but it had not reached the indicator of success so the researcher decided to continue the third cycle to get more improvement.

4.1.4. Description of Cycle 3

Cycle 3 was conducted based on the result of cycle 2 which has not reached the indicator of success. This cycle was conducted on 26, 28, and 31 May 2012. It was held as the last cycle to know that Dictogloss could improve students' listening comprehension. The researcher prepared revised planning to get better result. The detail description of this cycle was as follow:

4.1.4.1. Revised Planning

Before the action was given, the researcher selected the new narrative texts and pictures were related to the text (Parrot' picture in The Smartest Parrot story). The researcher also prepared lesson plan to teach listening. The text, the pictures, and the lesson plan discussed to the English teacher before starting to be applied.

In this cycle, the researcher did not explain about Dictogloss anymore because the students have understood well. So, the researcher started to use Dictogloss directly. The researcher still read the text in a normal speed (not too fast and not too slow).

4.1.4.2. Action

In action, the researcher acted based on the lesson plan. The researcher did not re-explain about Dictogloss because the students have already understood Dictogloss. The procedures of this step were as follow:

1. Warming-up

The researcher showed the parrot pictures to the students. By asking some simple questions, the researcher guided the students to know the students background knowledge about the text which would be read, for example: "are you familiar with this picture?" or "do you have it".

2. Dictation

In dictation, the researcher read the text twice in a normal speed in the middle of class so that all the students could listen to the researcher' voice clearly. Before

reading the text, the researcher wrote down the key word or unfamiliar vocabularies on the whiteboard.

3. Reconstruction

In this step, the researcher distributed the worksheet to the student and asked them to write down the keywords on their paper in the first dictation. In the second dictation, they were asked to reconstruct the narrative text (The Smartest Parrot) by their own words. After finishing the reconstruction, the students collected their worksheet. Then, they joined their own groups and reconstructed the text together in their groups.

4. Analysis and Correction

The researcher distributed the original narrative text (The Smartest Parrot) to the students. Then, the researcher asked the students to correct their own group and their friends' work. They analyzed and corrected their group' reconstruction.

After these steps, the researcher gave listening comprehension test by using Dictogloss as in previous cycle.

4.1.4.3. Observation

Based on the observation, the researcher found that the students have understood more about Dictogloss and enjoyed the activity. Furthermore, they were more active and serious in it. The students worked cooperatively each other in a group and were easier to reconstruct the text individually or in a group (see appendix 10 and 11).

Beside observation checklist, the researcher gave listening comprehension test to the students to measure the students' improvement. The result of students' test in cycle 3 can be seen in following table:

Table 4.4. Result of Cycle 3

No.	Score Interval	Category	Frequency	Percentage
1.	75 - 100	Very good	20	68.96
2.	65 – 74	Good	2	6.89
3.	55 – 64	Fair	3	10.34
4.	45 – 54	Low	1	3.45
5.	0 – 44	Failure	3	10.34
	Total		29	100

From the table could be seen that students' listening comprehension improved. There were about 68.96% of the students reached the "very good" category (achieved by 20 students), 6.89% of the students reached the "good" category (achieved by 2 students), 10.34% of the students reached the "fair" category (achieved by 3 students), 3.45% of the students reached the "low" category (achieved only one student), and 10.34% of the students reached the "failure" category (achieved by 3 students).

The comparison of students' test result in cycle 1, cycle 2, and cycle 3 can be seen clearly in following chart:

Chart 4.3. The Result of Students' Test from Cycle 1 to Cycle 3.
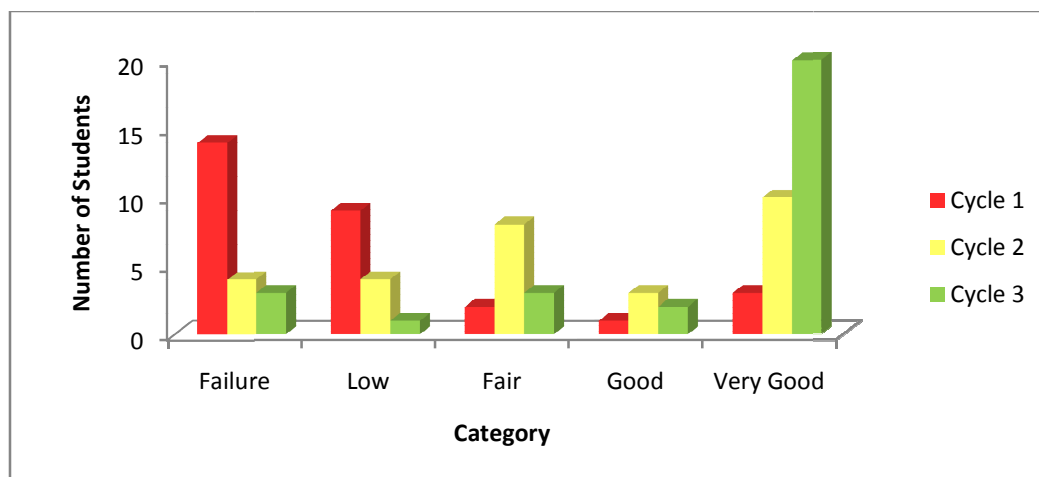
From the chart above, it can be seen that there is a significance improvement from cycle 1 to cycle 3. There were only 3 students in cycle 1 and 7 students in cycle 10 who got very good category. It increased into 20 students in cycle 3. The number of students who got good category increased into 2 students in cycle 3 from only 1 student in cycle 1 but decreased into 3 students in cycle 2. On the other side, there were about 2 students in cycle 1 and 3 students in cycle 3 who got fair while 8 students in cycle 2. It decreased from cycle 2. In low and failure category, the improvement can be seen clearly from cycle 1 to cycle 3. In cycle 1, there were 9 students got low and 14 students were failure while there were 4 students were low and 4 students were failure in cycle 2. In contrary, there were only 1 student who got low category and 3 students who got failure category in cycle 3. The result showed that there was the improvement of students' listening comprehension from first cycle to third cycle.

4.1.4.4. Reflection

At the end of this cycle, the researcher found that the students' listening comprehension mastery improved. It was showed by the percentage of the students' mastery in listening comprehension that improved from the cycle 2 and reached the indicator of success.

The problems in cycle 1 and cycle 2 have been solved in this cycle. The students understood Dictogloss and enjoyed this activity. They work cooperatively each other. They comprehended the text easily and were also easier to find the key words and their meaning.

The students' improvement in listening comprehension was showed by the improvement of mean score from baseline data to cycle 3. The following table illustrated the comparison of mean score improvement from baseline data to cycle 3:

Table 4.5. Students Mean Score Improvement in Listening Comprehension

No.	Test	Students' Mean Scores	Category
1.	Baseline Data	58,96	Fair
2.	Cycle 1	44,14	Failure
3.	Cycle 2	64,14	Fair
4.	Cycle 3	76.89	Very Good

The table above was presented into the following chart:

Chart 4.4. Student' Mean Score Improvement in Listening Comprehension
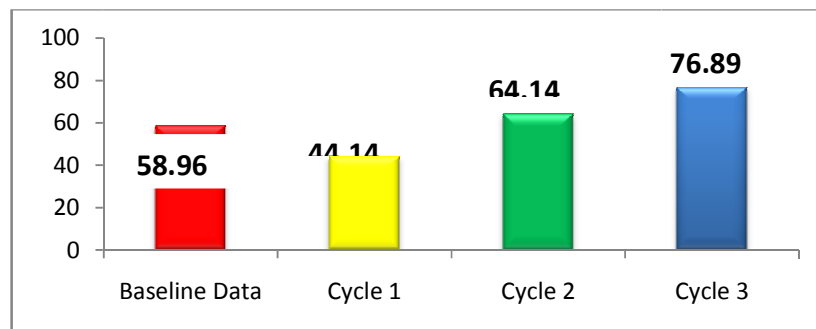
From the chart above, it showed that the students' mean score in baseline data was 58.96. It decreased into 44.14 in cycle 1. The decreasing was caused by the students' confused about the technique which applied, Dictogloss. In cycle 2, the students' mean score increased into 64.14. It was higher than the students' mean score in baseline data and cycle 1. Furthermore, the students' mean score in cycle 3 increased into 76.89.

The increasing of students' listening comprehension which showed by the students' mean score has been categorized as very good and reached the indicator of success. Moreover, the result of observation checklist improved and was satisfied so the research was ended in the third cycle.

4.2. Results

Based on the data analysis above, the researcher found that the results of this research have answered the research questions as follow:

1. *To what extent Dictogloss can improve students' listening comprehension*

The researcher used observation checklist and listening comprehension test as the instruments to find out the answers of this research. By analysing these instruments, the researcher could gain the improvement of students' listening comprehension. The researcher conducted the research into three cycles. It showed that Dictogloss could improve students' listening comprehension.
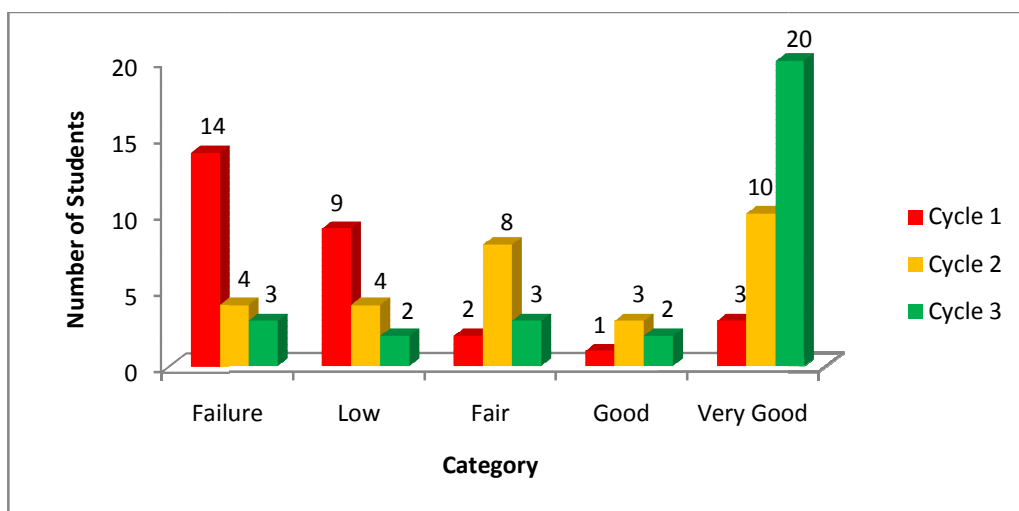
The students showed significance improvement in each cycles. Although the result of cycle 1 was not higher than baseline data, the researcher kept applying Dictogloss to improve students' listening comprehension. As the result,

the students' listening comprehension improved. The students' result in cycle 2 and cycle 3 was higher than baseline data and cycle 1. This improvement was seen from the students' mean scores in each cycle.

The increasing of students' listening comprehension which showed by the students' mean scores have been categorized as good and reached the indicator of success. Moreover, the result of observation checklist was good and satisfying so the research was ended in the third cycle.

In addition, the following chart illustrated the number of students' improvement in each category from cycle 1 to cycle 3:

Chart 4.6. The Result of Test From Cycle 1 to Cycle 3

From the chart above, it can be seen that there was a significance improvement from cycle 1 to cycle 3. There were only 3 students in cycle 1 and 10 students in cycle 2 who got very good category. It increased into 20 students in cycle 3. The number of students who got good category increased into 2 students in cycle 3 from only 1 student in cycle 1 but decreased into 3 students in cycle 2. On the other

side, there were about 2 students in cycle 1 and 3 students in cycle 3 who got fair while 8 students in cycle 2. It decreased from cycle 2. In low and failure category, the improvement can be seen clearly from cycle 1 to cycle 3. In cycle 1, there were 9 students got low and 14 students were failure while there were 4 students were low and 4 students were failure in cycle 2. In contrary, there were only 1 student who got low category and 3 students who got failure category in cycle 3. The result showed that there was the improvement of students' listening comprehension from first cycle to third cycle. This improvement was satisfied and fulfilled the indicator of success so the cycle was ended.

2. *What factor change students' listening comprehension*

Based on the data collected, the researcher found the results of this research. These results were divided into the improvement of the students' listening comprehension showed by the percentage of students' mastery in listening and the factors that caused the improvement.

Besides having the result of the improvement on students' listening comprehension through listening comprehension tests which were held at the end of each cycle, the researcher also found that the students' listening improvement was influenced by some factors. The factors that influenced students' improvement in listening comprehension were the technique used by the researcher and material selection.

The technique used by the researcher was able to help the students comprehended the text easily. The students enjoyed the activity. Based on this research, the researcher needed to make the students focused and involved in teaching

and learning process. The researcher showed the pictures that related to the text which would be read later. The researcher asked the students to tell about that picture. It was for warming up. This first activity could make the students interested in listening.

The second activity called dictation. When the dictation was done, the students listened to the text carefully. It made them focused on the text and tried to get the main idea about the text. The dictation activity helped them to comprehend the text easily. The students tried to find the key words that they used in the next activity. Although dictation was an old way but it was the effective way to practice the students in listening.

The next activity was called as reconstruction. It was the central activity in this technique. After the students listened to the text twice, the students must rewrite the text on their worksheet individually. The text that they rewrote was not a replication of the real text. It was rewritten by their own words. Reconstruction activity helped them to prove their comprehension about the text in a written form.

Reconstruction was not only done individually but also in a group. The group must not too large. The group was limited to allow for individual contribution in group (Wajnryb, 1990). Reconstruction in a group taught them to work cooperatively. It helped them to learn easily. The clever students would help the students who were not too clever in learning. The students enjoyed this activity. This activity made them more motivated and more dynamist.

The last activity of this technique was analyzing and correction. The students would analyze and correct their own works. The researcher just gave them the

original text and they compared it with their works. Self correction made the students learnt how to check their task and compared it with the other groups. It also helped the students to measure their ability. The reconstruction that must be corrected by themselves were only the group reconstruction. The individual reconstruction would be checked by the researcher. This activity practiced their carefulness and they liked it.

The second factor in improvement students listening comprehension was material selection. The selection of material was very important in listening. The material must be interesting for the students. It helped them enjoyed and involved in the activity (Vesilijevic, 2010). The recording of natural conversation was very difficult to be understood by the students. It was hard to understand the situation, identify the different voices and cope with frequent overlaps (Ur, 1998). The usage of text was the best choice of this technique.

The researcher used a narrative text in this technique. It was chosen because narrative text was interesting for the students and it was not very difficult to be comprehended by the students. Moreover the kind of this text was still in curriculum. By using the appropriate text could make the students were not bored and lazy to join the activity.

Based on those results, the researcher concluded that Dictogloss is the effective technique in improving students listening comprehension. It also encourages the students' involvement in teaching and learning listening process. The students are more active and more motivated in listening subject by using Dictogloss.

4.3. Discussion

The result of this research confirmed the previous researches done by some researchers which this technique was effective to improve students' listening comprehension. The first one was the research conducted by Herawati (2010) in SMPN 14 Kota Bengkulu. Based on her research, Dictogloss did not only improve students' listening comprehension but also students' motivation and cooperation in listening.

The same result was found by Rubiyantoro (2011) in SDN Blabak 1 Kota Kediri. He found out that the applying of Dictogloss could improve students' listening comprehension. Similar result was found by Judiasari (2010) in Universitas Pendidikan Indonesia. At the end of her research, she found that Dictogloss was effective technique to teach listening. This technique did not only improve students' listening comprehension but also made teaching and learning process became more communicative and dynamist. Further, the students was able give a feed back by produce something in proving that they have understood what the speaker said. It is similar to what mentioned by Saricoban (1999) that in listening, the students are asked to produce something because listening is a receptive skill and receptive skills give way to productive skills.

The previous researchers mentioned above improved the students' listening comprehension by using each activity of this technique. The researchers forced the students to be an active listener (Nunan, 1991). It means that the students have to focus on the activities. Therefore, it can be a way to help the students more active, responsible, and cooperative.

Those researchers agreed that listening is complex activity and the researchers could help the students to comprehend what they heard by activating their background knowledge (Brown, 2006). This view is similar to the first activity which called warming up. On this activity, the researcher activated the students' background knowledge about the narrative text that they will hear later. It is done by asking some simple questions that related to the text. For example, the researcher will show the queen' pictures and ask the students about their knowing of it. It help the students when they comprehend the text because they have backgound' knowledge about it.

Moreover, the activities of Dictogloss help the students to be more active and conscious. For the example, when the dictation was done, the students listened to the text carefully. It makes them focus to the text and try to get the main idea of the text. The dictation's activity helps them to comprehend the text easily. The students try to find the key words that they can use in the next activity. Although dictation is an old way but it is the effective way to practice the students in listening.

Even, in the activity called reconstruction, the students force to listen to the text seriously then the students must rewrite the text on their worksheet individually. The text that they rewrite is not a replication of the original text. It is rewritten by their own words. Reconstruction activity helps them to prove their comprehension about the text in a written form. It is challenging for them. Reconstruction is not only done individually but also in a group. The group must be heterogeneous (in sex, level of thinking, etc). This heterogeneous grouping has some benefits such as providing a variety of students' perspective and encourage peer tutoring. It means that the

students can study together as a group and the cleverer students can help their friends who have low ability in thinking (not too clever). It helps them to learn easily. In addition, the group has to be limited to allow for individual contribution in group (Wajnryb, 1990). By reconstruction' activity in a group, the students are taught to work cooperatively.

Furthermore, the last activities called analyzing and correction (Wajnryb, 1990) let the students analyze and correct their own works. The researcher just gives them the original text and they compare it with their works. Self correction makes the students learn how to check their work and compare it to the other groups. It also helps the students to measure their ability. The reconstruction that have to be corrected by themselves are only the group reconstruction. The individual reconstruction is checked by the researcher. This activity practice their carefulness and responsibilities.

Based on those results, the researcher concludes that Dictogloss is the effective technique in improving students listening comprehension. It also encourages the students' involvement in teaching and learning listening process.

4.4. Limitation of The Research

After conducting the research, the researcher finds that Dictogloss can improve the students' listening comprehension and students' motivation in listening activity at class XI A 3 of SMAN 8 Kota Bengkulu in 2011/2012 Academic Year. However, there are some limitations of this research, as follow:

1. This research used more quantitative data rather than qualitative data. In fact, classroom action research should be more qualitative rather than quantitative.

2. The observation checklists used were not accompanied by field notes and were taken only once in each cycle. In fact, it should be used in every meeting to find out the factors influencing the improvement of the students' score.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1. Conclusion

Based on the research result and discussion, the researcher can draw the following conclusion:

1. Dictogloss can improve students listening comprehension. It was proven by the improvement of the students' mean score in baseline data (58.96), cycle 1 (44.14), cycle 2 (64.14), and cycle 3 (76.89).

2. Dictogloss also improve students' motivation and cooperation in teaching and learning listening. It is influenced by two factors. They are the technique itself and material selection. Reconstruction step of Dictogloss help the students to work cooperatively and improve their comprehension in listening. The chosen of listening material also hold important role in the students' improvement. The interesting text motivates the students in listening.

5.2. Suggestion

Based on the conclusion above, the researcher proposed some suggestions as follow:

1. The English teachers have to make some variations in teaching listening by using some variations in technique. Dictogloss can be one of the effective technique in teaching and leaning listening. It is not only interesting but also motivating and attracting.

2. Both of the researcher and English teacher have to consider the chosen of text, the speed in reading the text before applying Dictogloss in teaching and learning listening comprehension in the classroom.

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APPENDIX

Appendix 1

Result of Baseline Data

No.	Name of Students	Score	Indicator
1.	AP	60	Moderate
2.	AD	60	Moderate
3.	BK	50	Low
4.	BS	50	Low
5.	DV	70	Good
6.	DT	80	Very Good
7.	EP	70	Good
8.	FA	50	Low
9.	FM	50	Low
10.	FY	70	Good
11.	HP	70	Good
12.	IN	50	Low
13.	KR	50	Low
14.	KP	50	Low
15.	MA	50	Low
16.	MD	70	Good
17.	NT	60	Moderate
18.	NW	50	Low

19.	OR	70	Good
20.	PT	50	Low
21.	RW	50	Low
22.	RH	70	Good
23.	RP	70	Good
24.	RS	60	Moderate
25.	SA	50	Low
26.	VH	50	Low
27.	WT	50	Low
28.	YS	70	Good
29.	ZA	60	Moderate
		1710	**Moderate**
		58,96%	

Appendix 2

Result of Cycle 1

No.	Name of Students	Score	Indicator
1.	AP	80	Very Good
2.	AD	0	Failure
3.	BK	60	Moderate
4.	BS	50	Low
5.	DV	50	Low
6.	DT	100	Very Good
7.	EP	50	Low
8.	FA	40	Failure
9.	FM	30	Failure
10.	FY	50	Low
11.	HP	70	Good
12.	IN	50	Low
13.	KR	0	Failure
14.	KP	40	Failure
15.	MA	40	Failure
16.	MD	90	Very Good
17.	NT	40	Failure
18.	NW	20	Failure

19.	OR	50	Low
20.	PT	20	Failure
21.	RW	0	Failure
22.	RH	50	Low
23.	RP	40	Failure
24.	RS	30	Failure
25.	SA	30	Failure
26.	VH	50	Low
27.	WT	60	Moderate
28.	YS	40	Failure
29.	ZA	50	Low
		1280	**Failure**
		44,14%	

Appendix 3

Result of Cycle 2

No.	Name of Students	Score	Indicator
1.	AP	80	Very Good
2.	AD	90	Very Good
3.	BK	70	Good
4.	BS	70	Good
5.	DV	100	Very Good
6.	DT	100	Very Good
7.	EP	80	Very Good
8.	FA	50	Low
9.	FM	0	Failure
10.	FY	60	Moderate
11.	HP	80	Very Good
12.	IN	60	Moderate
13.	KR	10	Failure
14.	KP	50	Low
15.	MA	60	Moderate
16.	MD	60	Moderate
17.	NT	70	Good
18.	NW	0	Failure

19.	OR	100	Very Good
20.	PT	60	Moderate
21.	RW	60	Moderate
22.	RH	60	Moderate
23.	RP	40	Failure
24.	RS	100	Very Good
25.	SA	60	Moderate
26.	VH	50	Low
27.	WT	50	Low
28.	YS	100	Very Good
29.	ZA	90	Very Good
		1860	**Moderate**
		64,14%	

Appendix 4

Result of Cycle 3

No.	Name of Students	Score	Indicator
1.	AP	100	Very Good
2.	AD	90	Very Good
3.	BK	60	Moderate
4.	BS	60	Moderate
5.	DV	80	Very Good
6.	DT	100	Very Good
7.	EP	100	Very Good
8.	FA	50	Low
9.	FM	0	Failure
10.	FY	100	Very Good
11.	HP	80	Very Good
12.	IN	100	Very Good
13.	KR	0	Failure
14.	KP	80	Very Good
15.	MA	10	Failure
16.	MD	100	Very Good
17.	NT	100	Very Good
18.	NW	70	Good

19.	OR	100	Very Good
20.	PT	100	Very Good
21.	RW	80	Very Good
22.	RH	100	Very Good
23.	RP	100	Very Good
24.	RS	60	Moderate
25.	SA	70	Good
26.	VH	80	Very Good
27.	WT	90	Very Good
28.	YS	80	Very Good
29.	ZA	90	Very Good
		2230	**Very Good**
		76,89%	

Appendix 5

Pictures

Appendix 6

Instrument of cycle 1

Queen of Arabia and Three Sheiks

Maura, who like to be thought of as the most beautiful and powerful queen of Arabia, had many suitors. One by one she discarded them, until her list was reduced to just three sheiks. The three sheiks were all equally young and handsome. They were also rich and strong. It was very hard to decide who would be the best of them.

One evening, Maura disguised herself and went to the camp of the three sheiks. As they were about to have dinner, Maura asked them for something to eat. The first gave her some left over food. The second Sheik gave her some unappetizing camel's tail. The third sheik, who was called Hakim, offered her some of the most tender and tasty meat. After dinner, the disguised queen left the sheik's camp.

The following day, the queen invited the three sheiks to dinner at her palace. She ordered her servant to give each one exactly what they had given her the evening before. Hakim, who received a plate of delicious meat, refused to eat it if the other two sheiks could not share it with him. This Sheik Hakim's act finally convinced Queen Maura that he was the man for her. "Without question, Hakim is the most generous of you" she announced her choice to the sheiks. "So it is Hakim I will marry".

Appendix 7

Instrument of Cycle 2

The Smartest Parrot

Once upon time, a man had a wonderful parrot. There was no other parrot like it. The parrot could say every word, except one word. The parrot would not say the name of the place where it was born. The name of the place was Catano. The man felt excited having the smartest parrot but he could not understand why the parrot would not say Catano. The man tried to teach the bird to say Catano however the bird kept not saying the word. At the first, the man was very nice to the bird but then he got very angry. "You stupid bird!" pointed the man to the parrot. "Why can't you say the word? Say Catano! Or I will kill you" the man said angrily. Although he tried hard to teach, the parrot would not say it. Then the man got so angry and shouted to the bird over and over; "Say Catano or I'll kill you". The bird kept not to say the word of Catano.

One day, after he had been trying so many times to make the bird say Catano, the man really got very angry. He could not bear it. He picked the parrot and threw it into the chicken house. There were four old chickens for next dinner "You are as stupid as the chickens. Just stay with them" Said the man angrily. Then he continued to humble; "You know, I will cut the chicken for my meal. Next it will be your turn, I will eat you too, stupid parrot". After that he left the chicken house.

The next day, the man came back to the chicken house. He opened the door and was very surprised. He could not believe what he saw at the chicken house. There were three death chickens on the floor. At the moment, the parrot was standing proudly and screaming at the last old chicken; "Say Catano or I'll kill you".

Appendix 8

Instrument of Cycle 3

The Old Woman and The Sparrow

Once upon a time, there lived a kind hearted man and his wife. One morning, his wife found a poor little sparrow. She took it gently and fed it. To show its gratitude, the sparrow stayed with them and sang every morning. But there was an ill-tempered old woman who didn't like the sparrow. She cut the sparrow's tongue. That's why the bird flew away to its previous nest.

Knowing that their sparrow flew away, the kind man and his wife looked for the sparrow. They walked a long way, crossed the bridges, climbed the mountains and passed the woods.

At last, they could find the sparrow's nest. The sparrow welcomed them and provided a feast for them. Before they went home, the sparrow brought two baskets; one was large and looked heavy, and the other one was small and light. The sparrow asked them to choose only one. They chose the small and that was the best choice. There were many rolls of silk and piles of gold in it.

Being jealous, the ill-tempered old woman did the same thing as the kind man and his wife did. She chose the big basket which actually contained wasps and venomous crawlers, such as scorpions, centipedes, and other horrible creatures. Finally, they stung and bit her to death.

Appendix 9

Lesson Plan for Cycle 1

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah : SMA NEGERI 8 BENGKULU

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI/Genap

Standar Kompetensi : LISTENING

- Memahami dan mengungkapkan makna teks lisan dan monolog pendek sederhana berbentuk narrative untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar : LISTENING

- Merespon dan mengungkapkan makna dan maksud dalam bentuk tulisan maupun bahasa lisan secara akurat dan lancar dalam teks berbentuk narrative.

Indikator : - Merespon informasi dalam teks monolog berbentuk narrative.

- Mengidentifikasi informasi dalam teks monolog berbentuk narrative.

- Merespon dengan menulis ulang teks yang disampaikan dengan menggunakan bahasa sendiri.

Skill : LISTENING

Alokasi Waktu : 2 x 40' (1x pertemuan)

A. Tujuan Pembelajaran

3. Setelah selesai kegiatan pembelajaran diharapkan:

1. Siswa mampu merespon informasi dalam teks monolog berbentuk narrative.

2. Siswa mampu mengidentifikasi informasi dalam teks monolog yang berbentuk narrative.

3. Siswa mampu menulis ulang teks yang dibacakan dengan menggunakan bahasa sendiri.

B. Materi Pembelajaran

Queen of Arabia and Three Sheiks

Maura, who like to be thought of as the most beautiful and powerful queen of Arabia, had many suitors. One by one she discarded them, until her list was reduced to just three sheiks. The three sheiks were all equally young and handsome. They were also rich and strong. It was very hard to decide who would be the best of them.

One evening, Maura disguised herself and went to the camp of the three sheiks. As they were about to have dinner, Maura asked them for something to eat. The first gave her some left over food. The second Sheik gave her some unappetizing camel's tail. The third sheik, who was called Hakim, offered her some of the most tender and tasty meat. After dinner, the disguised queen left the sheik's camp.

The following day, the queen invited the three sheiks to dinner at her palace. She ordered her servant to give each one exactly what they had given her the evening before. Hakim, who received a plate of delicious meat, refused to eat it if the other two sheiks could not share it with him. This Sheik Hakim's act finally convinced Queen Maura that he was the man for her. "Without question, Hakim is the most generous of you" she announced her choice to the sheiks. "So it is Hakim I will marry".

C. Metode Pembelajaran

- Ceramah
- Group work

D. Langkah-langkah Kegiatan Pembelajaran

No	5. Kegiatan Pembelajaran	6. Waktu	7. Keterangan
	• *Pre-Activities*		.
	Salam		
.	Guru menyapa siswa dan bertanya kabar siswa.	.	
.	Berdoa	26. 15'	
.	Guru meminta salah satu siswa untuk memimpin do'a sebelum pelajaran dimulai.	27. 28. 29.	
.	Bertanya kepada siswa untuk menginformasikan kepada siswa tentang materi yang akan diajarkan dengan menampilkan beberapa gambar dan bertanya pada siswa tentang gambar-gambar yang ditunjukkan oleh guru.	30. 31. 32. 33. 50' 34. 35. 36.	
	• *While-Activities*	37.	
.	Guru menjelaskan terlebih dahulu tentang tehnik yang akan digunakan, dictogloss agar siswa mengerti cara kerjanya.	38. 39. 40. 15' .	
.	Siswa bertanya bila ada yang tidak dipahami	42.	
	16. Guru membgi siswa ke dalam kelompok kecil yang terdiri dari 5 orang		

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	Guru memutarkan rekaman teks yang dibacakan untuk yang pertama dan siswa hanya mendengarkan dengan seksama.		
	Guru memutar rekaman untuk yang kedua kalinya dan meminta siswa untuk menuliskan kata kunci atau ide pokok dari teks yang didengarkan		
	Guru meminta siswa untuk merekonstruksi teks yang telah didengarkan dengan menggunakan bahasa mereka sendiri secara indifidu		
	Siswa mengumpulkan hasil rekonstruksi individu		
	Guru meminta siswa bergabung bersama kelompok mereka masing-masing dan merekonstruksi teks yang di putar sebelumnya di dalam kelompok yang telah di bentuk oleh guru.		
	• *Post-Activities*		
	Siswa mengumpulkan teks rekonstruksi kelompok mereka.		
	Guru menampilkan teks asli di papan tulis dan mengkoreksi hasil rekonstruksi siswa secara bersama-sama.		
	Guru menginformasikan kepada siswa bahwa pelajaran hari ini telah berakhir dan menutup pelajaran		

E. Alat dan Sumber Bahan

- Alat Pembelajaran
  - Laptop
  - Speaker
- Sumber Bahan
  - Buku Bahasa inggris kelas XI
  - Internet

F.   Penilaian

1. Teknik Penilaian
   - Teknik : Tes tertulis
   - Bentuk : Teks
2. Bentuk Instrumen
   - Teks narrative

G. Rubrik Penilaian

Skor maksimal : 10

Nilai maksimal : 100

H.   Nilai siswa $= \dfrac{\text{skor perolehan}}{\text{skor maksimal}} \times 100\,\%$

Bengkulu,   2012

Peneliti   Guru mata pelajaran

Dede Asmawati   Gustinawati, S.Pd

NPM A1B008015   NIP.

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah : SMA NEGERI 8 BENGKULU

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI/Genap

Standar Kompetensi : LISTENING

- Memahami dan mengungkapkan makna teks lisan dan monolog pendek sederhana berbentuk narrative untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar : LISTENING

- Merespon dan mengungkapkan makna dan maksud dalam bentuk tulisan maupun bahasa lisan secara akurat dan lancar dalam teks berbentuk narrative.

Indikator : - Merespon informasi dalam teks monolog berbentuk narrative.

- Mengidentifikasi informasi dalam teks monolog berbentuk narrative.

- Merespon dengan menulis ulang teks yang disampaikan dengan menggunakan bahasa sendiri.

Skill : LISTENING

Alokasi Waktu : 2 x 40' (1x pertemuan)

A. Tujuan Pembelajaran

Setelah selesai kegiatan pembelajaran diharapkan:

1. Siswa mampu merespon informasi dalam teks monolog berbentuk narrative.

2. Siswa mampu megidentifikasi informasi dalam teks monolog yang berbentuk narrative.

3. Siswa mampu menulis ulang teks yang dibacakan dengan menggunakan bahasa sendiri.

B. Materi Pembelajaran

The Smartest Parrot

Once upon time, a man had a wonderful parrot. There was no other parrot like it. The parrot could say every word, except one word. The parrot would not say the name of the place where it was born. The name of the place was Catano. The man felt excited having the smartest parrot but he could not understand why the parrot would not say Catano. The man tried to teach the bird to say Catano however the bird kept not saying the word. At the first, the man was very nice to the bird but then he got very angry. "You stupid bird!" pointed the man to the parrot. "Why can't you say the word? Say Catano! Or I will kill you" the man said angrily. Although he tried hard to teach, the parrot would not say it. Then the man got so angry and shouted to the bird over and over; "Say Catano or I'll kill you". The bird kept not to say the word of Catano.

One day, after he had been trying so many times to make the bird say Catano, the man really got very angry. He could not bear it. He picked the parrot and threw it into the chicken house. There were four old chickens for next dinner "You are as stupid as the chickens. Just stay with them" Said the man angrily. Then he continued to humble; "You know, I will cut the chicken for my meal. Next it will be your turn, I will eat you too, stupid parrot". After that he left the chicken house.

The next day, the man came back to the chicken house. He opened the door and was very surprised. He could not believe what he saw at the chicken house. There were three death chickens on the floor. At the moment, the parrot was standing proudly and screaming at the last old chicken; "Say Catano or I'll kill you".

C. Metode Pembelajaran
- Ceramah
- Group work

D. Langkah-langkah Kegiatan Pembelajaran

No	Kegiatan Pembelajaran	Waktu	Keterangan
	• *Pre-Activities*		
	Salam	15'	
	Guru menyapa siswa dan bertanya kabar siswa.		
	Berdoa		
	Guru meminta salah satu siswa untuk memimpin do'a sebelum pelajaran dimulai.		
	Bertanya kepada siswa untuk menginformasikan kepada siswa tentang materi yang akan diajarkan dengan menampilkan beberapa gambar dan bertanya pada siswa tentang gambar-gambar yang ditunjukkan oleh guru.		
	• *While-Activities*		
	Guru menjelaskan terlebih dahulu tentang tehnik yang akan digunakan, dictogloss agar siswa mengerti cara kerjanya.	50'	
	Siswa bertanya bila ada yang tidak dipahami		
	Guru membgi siswa ke dalam kelompok kecil yang terdiri dari 5 orang		
	Guru memutarkan rekaman teks yang dibacakan untuk yang pertama dan siswa hanya mendengarkan dengan seksama.		
	Guru memutar rekaman untuk yang		

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	kedua kalinya dan meminta siswa untuk menuliskan kata kunci atau ide pokok dari teks yang didengarkan		
.	Guru meminta siswa untuk merekonstruksi teks yang telah didengarkan dengan menggunakan bahasa mereka sendiri secara indifidu		
.	Siswa mengumpulkan hasil rekonstruksi individu		
.	Guru meminta siswa bergabung bersama kelompok mereka masing-masing dan merekonstruksi teks yang di putar sebelumnya di dalam kelompok yang telah di bentuk oleh guru.		
	• *Post-Activities*		
.	Siswa mengumpulkan teks rekonstruksi kelompok mereka.		
.	Guru menampilkan teks asli di papan tulis dan mengkoreksi hasil rekonstruksi siswa secara bersama-sama.	15'	.
.	Guru menginformasikan kepada siswa bahwa pelajaran hari ini telah berakhir dan menutup pelajaran		

E. Alat dan Sumber Bahan

- Alat Pembelajaran
    - Laptop
    - Speaker
- Sumber Bahan

- Buku Bahasa inggris kelas XI
- Internet

F. Penilaian

   1. Teknik Penilaian

     - Tehnik : Tes tertulis

     - Bentuk : Teks

   2. Bentuk Instrumen

     - Teks narrative

G. Rubrik Penilaian

Skor maksimal : 10

Nilai maksimal : 100

H. Nilai siswa $= \dfrac{\text{skor perolehan}}{\text{skor maksimal}} \times 100\ \%$

Bengkulu,   2012

Peneliti   Guru mata pelajaran

Dede Asmawati   Gustinawati, S.Pd

NPM A1B008015   NIP.

Lesson Plan for Cycle 3

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah : SMA NEGERI 8 BENGKULU

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI/Genap

Standar Kompetensi : LISTENING

- Memahami dan mengungkapkan makna teks lisan dan monolog pendek sederhana berbentuk narrative untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar : LISTENING

- Merespon dan mengungkapkan makna dan maksud dalam bentuk tulisan maupun bahasa lisan secara akurat dan lancar dalam teks berbentuk narrative.

Indikator : - Merespon informasi dalam teks monolog berbentuk narrative.

- Mengidentifikasi informasi dalam teks monolog berbentuk narrative.

- Merespon dengan menulis ulang teks yang disampaikan dengan menggunakan bahasa sendiri.

Skill : LISTENING

Alokasi Waktu : 2 x 40' (1x pertemuan)

A. Tujuan Pembelajaran

Setelah selesai kegiatan pembelajaran diharapkan:

1. Siswa mampu merespon informasi dalam teks monolog berbentuk narrative.

2. Siswa mampu mengidentifikasi informasi dalam teks monolog yang berbentuk narrative.

3. Siswa mampu menulis ulang teks yang dibacakan dengan menggunakan bahasa sendiri.

B. Materi Pembelajaran

The Old Woman and The Sparrow

Once upon a time, there lived a kind hearted man and his wife. One morning, his wife found a poor little sparrow. She took it gently and fed it. To show its gratitude, the sparrow stayed with them and sang every morning. But there was an ill-tempered old woman who didn't like the sparrow. She cut the sparrow's tongue. That's why the bird flew away to its previous nest.

Knowing that their sparrow flew away, the kind man and his wife looked for the sparrow. They walked a long way, crossed the bridges, climbed the mountains and passed the woods.

At last, they could find the sparrow's nest. The sparrow welcomed them and provided a feast for them. Before they went home, the sparrow brought two baskets; one was large and looked heavy, and the other one was small and light. The sparrow asked them to choose only one. They chose the small and that was the best choice. There were many rolls of silk and piles of gold in it.

Being jealous, the ill-tempered old woman did the same thing as the kind man and his wife did. She chose the big basket which actually contained wasps and venomous crawlers, such as scorpions, centipedes, and other horrible creatures. Finally, they stung and bit her to death.

C. Metode Pembelajaran

- Ceramah
- Group work

D. Langkah-langkah Kegiatan Pembelajaran

No	Kegiatan Pembelajaran	Waktu	Keterangan
	• *Pre-Activities* Salam Guru menyapa siswa dan bertanya kabar siswa. Berdoa Guru meminta salah satu siswa untuk memimpin do'a sebelum pelajaran dimulai. Bertanya kepada siswa untuk menginformasikan kepada siswa tentang materi yang akan diajarkan dengan menampilkan beberapa gambar dan bertanya pada siswa tentang gambar-gambar yang ditunjukkan oleh guru.	15'	
	• *While-Activities* Guru menjelaskan terlebih dahulu tentang tehnik yang akan digunakan, dictogloss agar siswa mengerti cara kerjanya. Siswa bertanya bila ada yang tidak dipahami Guru membgi siswa ke dalam kelompok kecil yang terdiri dari 5 orang Guru memutarkan rekaman teks yang	50'	

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dibacakan untuk yang pertama dan siswa hanya mendengarkan dengan seksama.		
Guru memutar rekaman untuk yang kedua kalinya dan meminta siswa untuk menuliskan kata kunci atau ide pokok dari teks yang didengarkan		
Guru meminta siswa untuk merekonstruksi teks yang telah didengarkan dengan menggunakan bahasa mereka sendiri secara indifidu		
Siswa mengumpulkan hasil rekonstruksi individu		
Guru meminta siswa bergabung bersama kelompok mereka masing-masing dan merekonstruksi teks yang di putar sebelumnya di dalam kelompok yang telah di bentuk oleh guru.		
• *Post-Activities* Siswa mengumpulkan teks rekonstruksi kelompok mereka.	15'	
Guru menampilkan teks asli di papan tulis dan mengkoreksi hasil rekonstruksi siswa secara bersama-sama.		
Guru menginformasikan kepada siswa bahwa pelajaran hari ini telah berakhir dan menutup pelajaran		

E. Alat dan Sumber Bahan

- Alat Pembelajaran
  - Laptop
  - Speaker
- Sumber Bahan
  - Buku Bahasa inggris kelas XI
  - Internet

F. Penilaian

1. Teknik Penilaian
   - Teknik : Tes tertulis
   - Bentuk : Teks
2. Bentuk Instrumen
   - Teks narrative

G. Rubrik Penilaian

Skor maksimal : 10

Nilai maksimal : 100

H. Nilai siswa $= \dfrac{\text{skor perolehan}}{\text{skor maksimal}} \times 100\ \%$

Bengkulu,   2012

Peneliti   Guru mata pelajaran

Dede Asmawati   Gustinawati, S.Pd

NPM A1B008015   NIP.

Appendix 10

Students' Observation Checklist Cycle 1

No	Things to be Observed	Very Good	Good	Fair	Poor	Conclusion
1	Students' preparation				✔	Students still talked to each other. They had not been ready to start teaching and learning process.
2	Students listen carefully to the teacher instruction.				✔	Most of students did not pay their attention to the teacher's explanation and instruction.
3	Students listen carefully and seriously to the text			✔		Some of the students focused on the text that was read by the teacher. But the rest of them were still busier talking to each other and doing the activities which were not related to the teaching and learning process.
4	Students work cooperatively each other				✔	Students' cooperation was not enough good. They were still confused with the activity.
5	Students are discipline in while teaching learning process.				✔	Students ignored the teacher, and their discipline in teaching and learning process was still low.
6	Students are active to participate in the activity				✔	Students did not participate in the activity actively. Their activeness

					✔		was still low.
7	Students enjoy and show high enthusiasm to the activity				✔		Students were still confused with Dictogloss so they did not seem to enjoy the activity.
8	Students show positive respond to the activity				✔		Most of the students did not respond to the activity as the teacher's expected.

Students' Observation Checklist Cycle 2

No	Things to be Observed	Very Good	Good	Fair	Poor	Conclusion
1	Students' preparation		✔			Students had been ready and focused on the teaching and learning process
2	Students listen carefully to the teacher instruction.		✔			Students listened to the teacher's instruction carefully and understood it well.
3	Students listen carefully and seriously to the text		✔			Students listened to the text that was read by the teacher carefully and seriously, they comprehended the text well.
4	Students work cooperatively each other	✔				Students' cooperation was very good. They started to understand about the mechanism of Dictogloss (Cooperative learning)
5	Students are discipline in while teaching learning process.		✔			Students focused on the teacher's explanation and the activity. They followed the teaching and learning process well.
6	Students are active to participate in the activity		✔			Students participated the activity actively.

7	Students enjoy and show high enthusiasm to the activity		✔			Students enjoyed and followed the activity enthusiastically.
8	Students show positive respond to the activity		✔			Students showed their positive respond to the activity. They responded by following all the activities in Dictogloss actively.

Students' Observation Checklist Cycle 3

No	Things to be Observed	Very Good	Good	Fair	Poor	Conclusion
1	Students' preparation		✔			Students' preparation had been good. They had been ready to join the activity.
2	Students listen carefully to the teacher instruction.		✔			Students listened to the teacher's instruction seriously and carefully.
3	Students listen carefully and seriously to the text		✔			Students listened to the text that was read by the teacher seriously and carefully. They focused on it.
4	Students work cooperatively each other	✔				The students' cooperation was very good. They helped each other.
5	Students are discipline in while teaching learning process.		✔			Students followed the teaching and learning process seriously.
6	Students are active to participate in the activity	✔				Students involved the activity actively
7	Students enjoy and show high enthusiasm to the activity		✔			Students enjoyed the activity.
8	Students show positive respond to the activity		✔			Students showed their respond in the activity well.

Appendix 11

Teacher' Observation Checklist Cycle 1

Things to be observed	Very Good	Good	Fair	Poor	Conclusion
1. Teacher preparation • Lesson plan match to the objectives • Using technology tools (laptop, lcd, etc) • Materials is appropriate with curriculum and students needs		✔ ✔ ✔			Teacher had prepared the lesson plan and material that matched to the objective and curriculum. The teacher also used the appropriate technology tool.
2. Method of teaching • Introduce Dictogloss to the students • Explain the students about the process of Dictogloss • Give a model first before start with dictogloss • Start listening with dictogloss		 ✔ ✔	✔ ✔		Teacher introduced and explained Dictogloss to the students. Teacher started to apply Dictogloss directly.
3. Classroom management • Control the class while teaching and learning process • Give clear instruction to the students • Control the students in a group • Look all the students from all sides • Use an appropriate language (verbal or non verbal)			✔ ✔ ✔ ✔ ✔		Teacher did not control the class and students' activity during teaching and learning process fully. Teacher did not use an appropriate language in giving clear instruction to the students.

Teacher' Observation Checklist Cycle 2

Things to be observed	Very Good	Good	Fair	Poor	Conclusion
1. Teacher preparation • Lesson plan match to the objectives • Using technology tools (laptop, lcd, etc) • Materials is appropriate with curriculum and students needs		✔ ✔ ✔			Teacher had prepared lesson plan and material that will be used in teaching and learning process well.
2. Method of teaching • Introduce dictogloss to the students • Explain the students about the process of dictogloss • Give a model first before start with dictogloss • Start listening with dictogloss	✔	✔ ✔ ✔			Teacher explained more about Dictogloss and applied Dictogloss in the classroom.
3. Classroom management • Control the class while teaching and learning process • Give clear instruction to the students • Control the students in a group • Look all the students from all sides • Use an appropriate language (verbal or non verbal)	✔ ✔	✔ ✔ ✔			Teacher's control to the students while teaching and learning process was better than in cycle 1. Teacher read the text louder so that the students could listen to the teacher's voice clearly.

Teacher' Observation Checklist Cycle 3

Things to be observed	Very Good	Good	Fair	Poor	Conclusion
1. Teacher preparation • Lesson plan match to the objectives • Using technology tools (laptop, lcd, etc) • Materials is appropriate with curriculum and students needs	✔ ✔	✔			Teacher prepared the lesson plan and material that were appropriate to the students' need and curriculum.
2. Method of teaching • Introduce dictogloss to the students • Explain the students about the process of dictogloss • Give a model first before start with dictogloss • Start listening with dictogloss	✔	✔ ✔ ✔			Teacher explained the technique (Dictogloss) to the students well.
3. Classroom management • Control the class while teaching and learning process • Give clear instruction to the students • Control the students in a group • Look all the students from all sides • Use an appropriate language (verbal or non verbal)	✔ ✔	✔ ✔ ✔			Teacher controlled the students well. Teacher read the text in normal speed and louder voice so that all the students could listen to the teacher's voice clearly.

Appendix 12

Result of Observation

No	Cycle	Result of Observation	
		Students' Observation Checklist	*Teacher' Observation Checklist*
1.	Cycle 1	- The students were still confused with the activity. - The students' cooperation was still low because they did not understand well how the activity worked.	- Teacher did not explain about the activity clearly so the students were still confused with the activity. - Classroom management was still low. The students could not listen to the teacher's voice clearly.
2.	Cycle 2	- The students had understood the activity well. - The students worked cooperatively each other.	- The teacher's preparations were well (lesson plan, picture, listening material) - The teacher explained Dictogloss clearly so that the students understand about the technique. - The teacher controlled the classroom. The students could listen to the teacher's voice clearly.
3.	Cycle 3	- The students understood well about Dictogloss. - The students enjoyed the activity. - The students were more active and serious - The students worked cooperatively each other.	- The teacher's preparations were very good. - The teacher's instructions about Dictogloss were good. - The teacher's classroom management was good too.

Appendix 13

Documentation of Research