

**IMPROVING STUDENTS' LISTENING SKILLS THROUGH
DICTOGLOSS AT GRADE EIGHT OF SMP N 1 BANTUL IN THE
ACADEMIC YEAR OF 2013/2014**

A Thesis

**Submitted as Partial Fulfillment of the Requirements for Attainment of the
Degree of *Sarjana Pendidikan* in English Education**



**WRITTEN BY:
Rizky Novika Dzulfikar
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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
STATE UNIVERSITY OF YOGYAKARTA**

2015

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2015**

APPROVAL

This thesis, entitled *IMPROVING STUDENTS' LISTENING SKILLS THROUGH DICTOGLOSS AT GRADE EIGHT OF SMP N 1 BANTUL IN THE ACADEMIC YEAR OF 2013/2014*, has been approved by the consultants to be examined.



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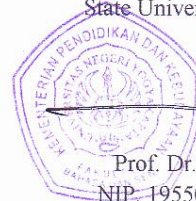
IMPROVING STUDENTS' LISTENING SKILLS THROUGH DICTOGLOSS AT GRADE EIGHT OF SMP N 1 BANTUL IN THE ACADEMIC YEAR OF 2013/2014

Accepted by the Board of Examiners of the Faculty of Languages and Arts of the State University of Yogyakarta on August 18, 2015 and declared to have fulfilled the requirements for the attainment of Degree of *Sarjana Pendidikan* in English Language Education.

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“Mottos”

**If you want to go fast, go alone.
If you want to go far, go together.**

---African proverb---

**Tomorrow belongs to those
who can hear it coming.**

---David Bowie---

Just enjoy the show!! Don't ask for your money..

---Me---

DECLARATION

Yang bertanda tangan di bawah ini, saya:

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N 1 BANTUL IN THE ACADEMIC YEAR OF 2013/2014**

Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang sepengetahuan saya, karya ilmiah ini tidak memuat materi yang ditulis orang lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan yang lazim.

Apabila terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 18 Agustus 2015

Penulis,



Rizky Novika Dzulfikar

ACKNOWLEDGEMENTS

Alhamdulillah, praise be to Allah SWT the Almighty and the most Merciful. Because of Allah SWT's blessings, I could finish my thesis. I would like to show my sincere gratitude to all people who have supported me in finishing my thesis.

First of all, I would like to show my highest gratitude to Mr Samsul Maarif, M.A. as the head of the English Education Department for giving me the research license to write this thesis. I also would like to express my gratitude to my first consultant, Dr. Margana, M.Hum., M.A who has given me guidance and suggestions for the improvement of my thesis. My deepest gratitude is also conveyed to Ms Siti Mahripah, S.Pd., M.App.Ling as my second consultant who gave me comments, guidance, and suggestions for the improvement of my thesis as well.

Then, I would like to express my appreciation to my family, my father (Satoto), my mother (Yulia Farichah), my brother (Farisy), my sister (Faza), and all my family for always supporting me to finish my study and for their affection ever after.

I also would like to say thanks to Popo, Baim, Je, Adit, Cumi, Anggi, Amy, Mutek, Icak, Nila for always being my greatest friends ever and for the joy we had together. I also would like to say thanks to all my friends in Relung Theatre, Rendezvous, Ndart Studio, Sangkala, Studio Theatre P4TK Yogyakarta and Padepokan Seni Bagong Kussudiardja.

Finally, I realize that this thesis is so far from being outstanding. Therefore, I invite you as readers to give critical comments and suggestions from those who are deeply concerned in such a topic. However, I expect that this thesis will give worthwhile contributions to all readers.

DEDICATIONS

This thesis is dedicated to:

*my beloved Father and Mother for
your unconditional love, understanding, patience, and
all prayers along my life.*

my beloved brother and sister who always support me,

and all my friends whose names could not be mentioned

one by one. Thanks for all we have shared.

TABLE OF CONTENTS

	Page
TITLE PAGE	i
APPROVAL SHEET	ii
RATIFICATION SHEET	iii
MOTTOS	iv
DECLARATION	v
ACKNOWLEDGEMENTS	vi
DEDICATIONS	vii
TABLE OF CONTENTS	viii
LIST OF FIGURES	xi
LIST OF TABLES	xii
LIST OF APPENDICES	xiii
ABSTRACT	xiv
 CHAPTER I INTRODUCTION	
A. Background of the Problem	1
B. Identification of the Problem	3
C. Limitation of the Problem	5
D. Formulation of the Problem	5
E. Objective of the Research	5
F. Significances of the Research	6

CHAPTER II LITERATURE REVIEW

Literature review	7
A. Theoretical Description	7
1. English Teaching and Learning	7
2. Teaching English as a Foreign Language	10
3. Teaching English as a Foreign Language at the Junior High School	11
4. The Lesson Plan of Junior High School	12
5. Theory and Method of Teaching Listening	15
6. Theory of Listening Skills	18
7. Theory of Dictogloss	19
B. Relevant Studies	21
C. Conceptual Framework	21

CHAPTER III RESEARCH METHOD

A. Research Type	22
B. Data Collecting Technique	23
C. Instruments of the Research	24
D. Setting of the Research	26
E. Subjects of the Research	26
F. Data Analysis Technique	27
G. Validity and Reliability of the Data	27
H. Procedure of the Research	29

CHAPTER IV RESEARCH FINDINGS DISCUSSION

A. Reconnaissance	33
1. Identification of the Field Problems	33
2. Determining the Actions to Solve the Problems	39
B. Implementation of Cycle 1	40
1. Planning	40

2. Action and Observation	41
3. Reflection	45
C. Implementation of Cycle 2	46
1. Planning	46
2. Action and Observation	47
3. Reflection	49
D. Students' Mean Score	49
E. Research Findings	50
F. Discussion	53
CHAPTER V CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS	
A. Conclusions	55
B. Implications	55
C. Suggestions	56
REFERENCES	58
APPENDICES	60

LIST OF FIGURES

Figure 1. Cyclical Model of action research according to Kemmis and McTaggart	30
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LIST OF TABLES

Table 1: Listening Rubric	25
Table 2 : Field Problem	39
Table 3 : Students' Mean Score	50
Table 4 : The Result after Implementing dictogloss technique in improving students' listening skills	52

LIST OF APPENDICES

Appendix 1 Field Notes
Appendix 2 Interview Transcripts
Appendix 3 Observation Checklists
Appendix 4 Test
Appendix 5 Students' Scores
Appendix 6 Course Grid and Lesson Plans
Appendix 7 Photographs

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**Rizky Novika Dzulfikar
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ABSTRACT

The objective of this research is to improve the eighth grade students' listening skills in SMPN 1 Bantul through the use of dictogloss technique in the academic year of 2013/2014.

The nature of the research was action research. The subject of the research was the students of VIII-B class. The English teacher, the researcher, and the students of VIII-B class were the team members of the research. The data were obtained through observations and interviews with the students and the collaborators. The data were in the forms of field notes and interview transcripts. To support qualitative data, quantitative data were obtained from the pre-test and the post-test scores. The actions implemented in this research were applying the dictogloss technique in listening activity to improve students' listening skills. There were some steps in applying the dictogloss technique, they are; the class engages in some discussion on the topic of the upcoming text; the teacher reads the text aloud once at normal speed as students listen but do not write; the teacher reads the text again at normal speed and students take notes; students work in groups of two-four to reconstruct the text in full sentences; Students, with the teacher's help identify similarities and differences in terms of meaning and form between their text reconstructions and the original. The text used in the teaching and learning process of reading was about narrative text. The research was conducted in two cycles. Every cycle consisted of some steps, those were reconnaissance, planning, acting and observing, and reflection.

The result shows that the implementation of the dictogloss technique in this study is successful to improve the students' listening skills. The indicators of the success of the implementation were that: 1) The students can minimize their listening problems, 2) by following the steps of dictogloss technique the students showed good motivation in listening activity, 3) the use of the dictogloss technique could improve the students' participation in the English teaching and learning process. Looking at the scores, it was found that the students' listening skills is improved by implementing the dictogloss technique. There was a significant improvement between the mean score of pre-test (4,9) and that of post-test (7,5).

CHAPTER I

INTRODUCTION

A. Background of the Problem

Listening skills are the important part of a communication. Listening skills are badly needed for the successful communication in an interaction. When someone has a good listening skill, they are able to exchange the information and ideas with others orally. Studies show that people spend 80% of their waking hours communicating, and 45% of that time is spent for listening (Lawson: 2007).

In teaching learning process especially in English Foreign Language (EFL) class, listening became very crucial. Without good listening skills, students have a risk to lose a lot of important information. Listening skills support the students to get the comprehensible input when they are learning. Students should have good ability to listen English words but most students cannot catch them well through listening. Most students cannot identify the grammatical of words so they cannot get the points of what speakers say when they are listening.

Good listening is categorized by good comprehension of some information listened but many students fail in comprehending the information. Good listening is characterized by understanding what the speakers imply, but many students cannot identify expressions and sets of utterances that act to create meaning in interpreting the messages from what they listen. Good listening is also characterized by understanding the messages speakers imply from the context. Students are expected to listen carefully to get the example of using the target

language in their speaking and writing with a good grammar but they usually refuse to listen.

Good listeners will be able to re-tell what they listen accurately, but many students cannot get the information from what they listen as the result, they cannot re-tell information they listen to others. Using background knowledge to predict and later to confirm meaning and recalling important words and ideas are also the aspects in language, but many students have less of background knowledge about English world.

SMP N 1 Bantul is one of the junior high school placed in Bantul district. Based on the preliminary observation, the data show that the eight grade students in SMP N 1 Bantul have low ability in listening. They tended to ask the teacher to repeat what the teacher said. Their ability in listening is far from the expectation.

Teaching listening needs some appropriate technique. Many popular techniques can be applied by the teacher in order to improve the students' ability in listening. Dictogloss is a technique in which the teacher reads a short text and the learners make brief notes and then try to reconstruct the text in groups. The aim is not to reproduce the text word for word, but to convey the meaning and style of the text as closely as possible. This technique is simple techniques which can be applied to improve the students' skills in listening.

Considering the facts above, a step forward to enhance the eighth grade students of SMP N 1 Bantul is needed. The writer believes that Dictogloss can be one solution of the problem related to teaching listening to eighth students of SMPN 1 Bantul. By conducting several steps, Dictogloss book can be an

appropriate technique in teaching listening to the eighth grade students of SMP Negeri 1 Bantul.

B. Identification of the Problem

There are some factors that influence students' listening skills. The first listening problems arise because of the teacher. During courses, the teachers tended to use Javanese and Indonesian rather than English. The method and technique used in English teaching learning process in the school does not apply the communicative principles. The method does not facilitate students' tasks and exercise which provide opportunities for them to negotiate the meaning, take part in the meaningful information exchange, and notice how language is used in the real conversation. The teaching learning process is more in the form of reading oriented and book minded than the communicative one.

This problem also related to the material and media that the teacher used. According to Hornby (2000: 822), material is things that are needed in order to do a particular activity. Nunan states that materials are an important element within the curriculum, and are often most tangible and visible aspect of it. According to the statement, material is very important aspect. The materials can be both the materials developed specially for teaching (textbook, for example) and anything that need creativity to use it. The authenticity of the materials is needed due to be a good input for listening activities. While media here can be mean as facilities. Facility is a special feature of a machine, service, etc. that makes it possible to do something extra (Hornby, 2000: 471). Media or facilities can be in terms of school facilities or tools the teachers use to deliver the materials. In other words, media

or facility is the teaching aids helping students to learn easier. Besides that, media can be used as facilitation to brainstorm students thought and help them grasp as well as generate ideas.

The next problem come from the motivation of the students in teaching learning process. Motivation can cause someone to do something. It is like such enthusiasm for doing something or making something reasonable to do. The reasons can be what are mentioned in the following definition: "Motivation is the extent to which you make choices about (a) goals to pursue and (b) the effort you will devote to that pursuit (Brown, 2004: 72)." The Brown's definition about motivation implies that motivation can make students clearly have effort directing them having behavior to pursue the goals. It also accords to James P. Byrnes, "Motivation is a construct used to explain the initiation, direction, and intensity of an individual's behavior; it has a lot to do with whether students engage or disengage in classroom activity (Byrnes, 2008: 99)." From the preliminary observation, the eighth grade students of SMP N 1 Bantul were lack of motivation. They seemed sleepy and did not focus on teacher while they were studying.

Many people agrees that listening is not easy for the EFL learner. Students have limited language exposure, input texts and other receptive verbal activities. Student should build a good English interaction with other, which is very important to improve communicative competence. What happens with most students who have difficulties in wri is because they lack of courage to question,

imagine, and understand the grammar. They are get difficulties in creating topics, developing the topics and write with the correct grammar.

C. Limitation of the Problem

The research is limited to the problem related to the students' listening skills. That research organize in eighth grade students of SMP Negeri 1 Bantul. The researcher decides to solve that problem because of the low competence of the students' listening skills and to help the teacher finding an appropriate technique in improving students' listening skills. Moreover, the reason of using dictogloss is because dictogloss has some steps which the researcher believes it can decrease the problem related to listening as well as problem related to students and teacher.

D. Formulation of the Problem

Based on the background of the problem, this research is formulated in this question ; how can dictogloss technique be implemented to improve listening skills in eight grade students of smp negeri 1 bantul in the academic year of 2013/2014?

E. Objective of the Research

The objective of the research is to find out how dictogloss can be implemented to improve students' listening skills at second grade students of SMP Negeri 1 Bantul. If it can improve their skills, it can be continued further with advanced development.

F. Significances of the Research

It is expected that the result of this research will give benefits. Firstly, for the researcher, the result of this study is expected to give his more knowledge and experience in conducting research for the English teaching, especially for the teaching of listening. Secondly, for the students, the result of this research is expected to help them in learning English, especially in the learning of listening, so they can improve their ability in listening. Thirdly, for the teachers, this research is expected to provide them an alternative technique to teach listening and also to inspire and motivate them to be more innovative in developing an interesting and effective technique to teach English. Lastly, for other researchers, this research is expected to be a reference for them in conducting another similar research, especially in the field of technique development.

CHAPTER II

LITERATURE REVIEW

This chapter deals with some theories that become the bases for the discussion. The purpose of the chapter is to get the understanding of what the basic principles of the research are, so the problem that stated in the previous chapter can be answered. The discussion is related to two major sections, namely (1) theoretical description, (2) conceptual framework.

A. Theoretical Description

1. English Teaching and Learning

The theories of language teaching and learning take on great importance in the second language learning. The understanding towards the concept of teaching and learning may underlie the success of language teaching and learning process. Therefore, the following presents a discussion on the notion of teaching and learning.

Teaching is clearly defined by Brown (2000: 7). He explains that teaching is guiding and facilitating learning, encouraging the learners to learn, and setting the condition for learning. Supporting this definition, Kimble and Garmezy in Brown (2000: 7) define teaching as showing or helping someone to learn how to do something, giving instruction to someone, guiding someone in the study of something, providing someone with knowledge, and causing someone to know or understand it.

Those statements show that teaching is an active process which enables someone to know and understand a new thing or knowledge. Blum in Richard and Renandya (2002: 21) proposes that an effective teaching considers some crucial aspects including curriculum which is used to guide instruction, students, teaching instruction, learning progress, class time which is used for learning, efficient classroom activities, instructional groups which are formed in the classroom to fit the instructional needs, standards for classrooms behavior, personal interactions between teacher and students, and rewards which are used to promote students' achievement.

With regard to the above aspects, teaching is not only a matter of transferring knowledge. Many aspects are involved in the process of teaching which determine the effectiveness of teaching process. Those aspects of effective teaching can be some guidances to create an effective teaching in the English teaching and learning process.

Learning, on the other hand, refers to getting of knowledge as a skill through study, experience, or instruction. In a more specific definition, Kimble and Garnezy in Brown (2000: 7) state that learning tends to be a change of behavior. It is the result of reinforced practice. This definition suggests that the learning process can be conducted through many ways of practices which lead the learners to change their behaviors relatively.

Breaking down the components of the definitions of learning, Brown (2000: 7) proposes that learning is acquisition or "getting", keeping of information or skill which implies storage systems, memory, and cognitive system, involving

active, conscious focus and acting of someone toward events inside or outside her/him, relatively lasting but something which is easy to forget, involving some forms of practice, perhaps reinforced practice, and a change in behavior.

Those concepts of learning show that in the learning process, the learners get information or skills through some steps and forms of practices. In its process, there are many aspects involved such as the memory, behavior, and cognitive aspect. All of those aspects connect each other in determining the process of learning.

In relation to English teaching and learning, Brown (2000: 1) suggests that language learning is not a set of easy steps that can be designed in a quick individual activity. It needs total commitment, total involvement, total physical, intellectual, and emotional response in the process of sending and receiving messages in a second language. In other words, second language learning is affected by various factors such as first language, a new way of thinking, feeling and acting toward the new language.

In addition, Brown (2000: 95) states that stressing the role of the native language on the target language has been common in second language teaching. The native language is an obvious set of prior knowledge which underlie the further learning process. As a result, people who learn second language use their previous experiences to facilitate the second language learning process.

However, an understanding toward the theory of teaching and learning is important in the second language learning because it underlies everything that happens in the classroom. This understanding is considered as a set of knowledge

and principles enabling teachers, as “technician” in the classroom to diagnose the needs of students, to treat students with successful educational techniques, and to evaluate the outcome of those treatments (Richards and Renandya, 2002: 11).

In reference to the theories above, the process of language teaching and learning is not only the process of transferring knowledge from the teacher to students. In fact, it involves various factors which influence the effectiveness of language teaching and learning process. Some of those factors are the teacher, students, the background knowledge, and the teaching method and strategies. In other words, an understanding toward the concept of language teaching and learning will be essential to determine the success of language teaching and learning in the classroom.

2. Teaching English as a Foreign Language

The rapid growth of English as an international language of communication has stimulated interesting discussion about the status of English, including in Indonesia. Brown (2001: 118) states that English is increasingly used as a tool for interaction among non-native speakers. He adds that most of English language teachers across the globe are nonnative English speakers. It means that their language is not monolingualism, but bilingualism. Instead, English as a second or foreign language has become a tool for international communication in transportation, education, commerce, banking, tourism, technology, diplomacy, and scientific researches in the world including in Indonesia.

Moreover, Harmer (2001: 4) states that a foreign language does not have an immediate social and communication function within the community where it

is learned. It is used mostly to communication elsewhere. Furthermore, foreign languages are those in which the students do not have a readiness for communication beyond their classroom. They may be obtainable through language clubs, special media, or books.

Those statements strengthen the position of a foreign language in a non-native language community which has not used in the daily communication of its society including in Indonesia. In the daily life, English is learned in a very limited environment such as at school as one of the compulsory subjects of secondary schools and a local content subject of elementary schools.

3. Teaching English as a Foreign Language at the Junior High School

The rules of teaching language for different age level are not the same. Each level, especially teens, requires special considerations in order to guide into right choices of teaching strategies, lesson planning, and the like. Therefore, it is important to understand the characteristics of teens before deciding to apply certain teaching method or strategy in the English teaching and learning process in the junior high school.

Brown (2001: 92) states that the period of teens which is between the childhood and adulthood, is age of transition, confusion, self-awareness, growing and changing bodies and minds. This implies some characteristics of a teenager which need to be considered. Specifically, he explains that around the age of twelve, intellectual ability adds logical thought. This influences the ability to focus on something which improves as a result of intellectual development.

Moreover, self-importance, self image, and self-admiration are crucial for them. Besides, teens are ultrasensitive to the others' perception toward their physical and emotional changing. However, secondary school students are like adult in their ability to be involved in various communication contexts.

Those characteristics of a teenager (including junior high school student) give an understanding that one of the most important concerns of the secondary school teacher is understanding their needs. It can be implemented by designing an interesting teaching and learning process which can engage their skills and motivation, avoiding embarrassment of students, and encouraging the students participation in the teaching and learning process.

4. The Lesson Plan of Junior High School

Lesson plan is a detailed description of the individual lessons that a teacher plans to teach on a given day. A lesson plan is developed by a teacher to guide instruction throughout the day. It is a method of planning and preparation. A lesson plan traditionally includes the name of the lesson, the date of the lesson, the objective the lesson focuses on, the materials that will be used, and a summary of all the activities that will be used. Lesson plans are a terrific set of guidelines for substitute teachers. Linda Jensen in Marianne Celce-Murcia (2001), states that

All good teachers have some type of plan when they walk into their classrooms. Usually, lesson plans are written just for the teacher's own eyes and tend to be rather informal. But there may be times when the plan has to be written as a class assignment or given to an observer or supervisor, and detailed document. A lesson plan is an extremely useful tool that serves as a combination guide, resource, and historical document reflecting our teaching philosophy, student population, textbooks, and most

importantly, our goals for our students. It can be described with many metaphors such as road map, blueprint, or game plan, but regardless of the analogy, a lesson plan is essential for novice teachers and convenient for experienced teacher.

There are some basic principles of lesson planning according to Linda Jensen, she further says that basic principles of good teaching are coherence, variety, and flexibility.

- a. A good lesson has a sense of coherence and flow.

The lesson hangs together and it is not just a sequence of discrete activities.

- b. A good lesson exhibits variety.

Lesson plans should not follow the same pattern day after day. The percentages of teacher-fronted time and student-centered activities should vary from lesson to lesson. Each lesson should have some variety in terms of classroom organization such as whole class, small-group, pair, and individual activities.

- c. A good lesson is flexible.

Lesson plans are not meant to be tools that blind teachers to some preordained. Good teachers think on their feet and know when it is time to change an activity, regardless of what the lesson plan says. An interesting student question can take the class in an unanticipated direction that creates one of those wonderful “teaching moments,” not to be missed.

In deciding the kind of lesson plan or syllabus being used, the teacher should allow the curriculum that obtain in the country. Nowadays in Indonesia, the curriculum used is school-based curriculum, therefore in designing the

syllabus and lesson plan, the teacher can not be separated from school-based curriculum. The lesson refers to the mastery of many text types, then the model of syllabus used is text-based syllabus. In accordance to implement the lesson program that was arranged in the syllabus, teacher should make a lesson plan.

Text-based syllabus design is a practical guide for language teachers working in an outcomes-based curriculum or syllabus framework. It responds to the recent movement towards an approach based on 'whole texts' which has influenced major language teaching curriculum and syllabus.

In a text-based syllabus, as its name suggests, the content for such a syllabus is based on whole texts. Another key element of this type of syllabus is that this content is "selected in relation to learner needs and the social contexts which learners wish to access" (Feez, 2002: 3). This approach to syllabus design draws on the Australian tradition of genre, which emphasizes the social contexts in which genres are constructed, and how language is used in these contexts. In this approach, the pedagogy is very much influenced by the concept of empowering disadvantaged learners to make progress through mastery of key genres, i.e., those genres necessary for advancement in the work place. The text-based syllabus also has aspects in common with the task-based approach in that it sees language as a functional rather than formal artefact, to be used as a resource for meaning-making and for achieving purposeful goals. In fact, proponents of this type of syllabus are keen to point out that it can be considered as a type of mixed syllabus.

In her discussion of text-based syllabus design, Feez (2002) provides a useful model that can be used by teachers to determine the order of learning activities. The model involves five phases of classroom activity. There is an initial phase of some joint development and exploration of the context by the teacher and learners, followed by a process of highly scaffolded learning, and then, in the final phases, the learner is producing language independently without assistance from the teacher.

5. Theory and Method of Teaching Listening

In the teaching listening to the student, the teachers need to choose the appropriate technique which is interesting and interactive for them. The teaching technique of listening should stimulate the pupils to respond physically and orally. The appropriate teaching technique is going to help the teachers in delivering the materials and help the children in learning a language effectively.

Paul (2003: 75) states that one technique which is often used in the EFL classroom is *Total Physical Response* (TPR). An example of TPR is teachers give instructions in English combined with actions, and then give the same instructions again without the actions. He claims that a common modification of TPR in the Asian classroom is for the children to say whatever they are doing. Asian children need as many opportunities as possible to speak.

Total Physical Response (TPR) was developed by James Asher. It consists basically of obeying commands given by the teacher that involve an overt physical response. For example, the teacher says 'stand up' and the class stands up. The commands become more complex as the class progresses.

TPR is suitable to apply in listening class because in its activity, TPR takes big part in listening. Asher, Kusudo, and De La Torre (1974) describe that in TPR class would consist of 70% listening comprehension (obeying commands), 20% speaking, and 10% reading and writing.

According to Larsen-Freeman (200: 113), TPR was develop in order to reduce stress people feel when studying foreign languages and thereby encourage students to persist in their study beyond a beginning level of proficiency. Richard and Rodger (1986: 91) also add that the general objectives of TPR are to teach oral proficiency at a beginning level. TPR aims at producing learners who are capable of an uninhibited communication that is intelligible to a native speaker.

Before applying the TPR method for the teaching listening, the teacher should understand its principles well so she will be able to use it properly in the teaching and learning processes. Furthermore, Asher (1977) lists the tree principles of TPR system:

- 1) Delay speech from students until understanding of spoken language has been internalized.
- 2) Achieve understanding of spoken language through utterances by the instructor in imperative.
- 3) Expect that at some point in the understanding of spoken language, students will indicate a readiness to talk.

(Retrieved from: http://www.sdkrashen.com/Principles_and_Practice.140.html)

In applying TPR, there are also some principles based on the teachers' behavior. Moreover, Larsen and Freeman (2000: 111) describe several principles in teaching learning process by using TPR upon which is based on the teachers' behaviors. Those principles are as follow:

- 1) Meaning in the target language can often be conveyed through action. Memory is activated through learners' response. The target language should not be presented in chunks; not just word by word.
- 2) The students' understanding of the target language should be developed before speaking.
- 3) Students can initially learn one part of the language rapidly by moving their bodies.
- 4) The imperative is powerful linguistic device through which the teacher can direct student behavior.
- 5) Students can learn through observing actions as well as by performing the action themselves.
- 6) Feeling of success and low anxiety facilitate learning.
- 7) Students should not be made to memorize fixed routines.
- 8) Correction should be carried out in an unobtrusive manner.
- 9) Students must not develop flexibility in understanding a novel combination of target language chunks. They need to understand more than the exact sentences used in training.
- 10) Language learning is more effective when it is fun.
- 11) Spoken language should be emphasized over written language.
- 12) Students will begin to speak when they are ready.
- 13) Students are expected to make errors when they first begin speaking. Work on the fine details of the language should be postponed until students have become somewhat

Nunan (2005: 29-30) draws upon techniques which are designed for native

speakers and adapts them for the ESL and EFL classroom. He develops listening activities and task by using TPR songs, fingers plays, and storytelling. He adds that TPR has several positive aspects. First, it utilizes the auditory, visual, tactile learning channel. Second, it helps to teach children to follow directions and listen attentively. Third, in keeping with developmentally appropriate notions or thoughts, children are allowed to listen and they choose when they feel comfortable to start speaking.

According to Moran (2005) there several steps in teaching material of listening:

a. Pre-listening Stage

- Introducing the topic and assessing their background knowledge of the topic or content of the material through commenting on a picture or photograph.
- Activating their existing knowledge through discussion. Reading through comprehension questions in advance, working out own opinion on a topic, predicting content from the title etc.
- Clarifying any necessary contextual information and vocabulary to comprehend the text.
- Informing them of the type of text, their role, purposes of the listening etc.

b. While-Listening Stage

- If the students are asked to give written information after listening, they should have chance to listen the text more than once which makes it easier for them to keep concentration while listening with specific purposes.
- Writing activities should be to a minimum.
- Global activities like getting the main idea, topic, setting, summary that focus on the content and forms of the text should be given more so that listeners are guided through the text.
- More questions should be set up in order to focus student's attention on the crucial elements that might help to comprehend the text.
- Attaching predicting activities before listening so that students can monitor their comprehension as they listen.
- Giving immediate feedback to make the students examine their responses and how it was.

6. Theory of Listening skills.

Listening is one of the receptive skills. It refers to the way in which people extract meaning from the discourse they hear (Harmer, 2001:199). Listening is not a one-way street because it is not the process of a unidirectional receiving of audible symbols though the first step of listening comprehension is a psychomotor process of receiving sound through the ear and transmitting nerve impulse to the brain Brown (2000:102).

Rost in Nunan and Carter (2001: 7) states that the term listening is used in language teaching to refer to a complex process that allows someone to understand spoken language. It means that in teaching learning process listening

not only used as materials but also used as communication media to give and receive that materials itself.

Based on the theories above, it can be concluded that listening is the ability to understand the speakers' sounds, vocabulary, grammatical structure, stress and intonation to get the conclusion of the speakers' intentions accurately. Additionally, listening is a process of interpretation actively by matching what the listeners hear with what they already know. Listening plays an important role in the English language learning. It is the key element in the teaching and learning processes.

7. Theory of Dictogloss

Dictogloss comes from the development of the traditional method that called dictation. Dictation in this traditional form has been criticized as a rote learning method in which students merely make a copy of the text the teacher reads without doing any process of thinking. An article in English Unlimited Teaching Unlimited from Cambridge University Press cited that dictogloss is a technique in which the teacher reads a short text and the learners make brief notes and then try to reconstruct the text in groups. The aim is not to reproduce the text word for word, but to convey the meaning and style of the text as closely as possible.

Based on British Council website, the definition of dictogloss is a classroom dictation activity where learners are required to reconstruct a short text by listening and noting down key words, which are then used as a base for reconstruction. Dictogloss represents a major shift from traditional dictation.

When implemented conscientiously, dictagloss embodies sound principles of language teaching which include: learner autonomy, cooperation among learners, curricular integration, focus on meaning, diversity, thinking skills, alternative assesment and teacher as co-learners (Jacobs & Farrell, 2001).

In conducting dictogloss technique, Wajnryb (1990) developing some steps.

1. The class engages in some discussion on the topic of the upcoming text. Tis topic is one on which students have some background knowledge. The class may also discuss the text type of text, e.g, narrative, procedure or explanation.
2. The teacher reads the text aloud once at normal speed as students listen but do not write. The text should at or below students' current overall proviciency level, although there may be some new vocabulary. It may even be a text that students have seen before. The length of the text depends on students' proviciency level.
3. The teacher reads the text again at normal speed and students take notes. Students are not trying to write down every word spoken.
4. Students work in groups of two-four to reconstruct the text in full sentences, not in point form. This reconstruction seeks to retain the meaning and form of the original text but is not a word-for-word copy of the text read by the teacher.
5. Students, with the teacher's help identify similarities and differences in terms of meaning and form between their text reconstructions and the original, which is displayed on an overhead projector or shown to students in another way.

From the explanation above, it can be concluded that dictogloss is a technique for language learning in which students work together to reconstruct a dictated text. They reconstruct the dictated text by using their own words or in other words they do not write exactly what the teacher read.

B. Relevant Studies

The previous studies conducted by some researchers showed that the use of dictogloss technique could improve the students' listening skills. The students were more motivated to listen the English text by implementing each steps. Taslidere & Eryilmaz (2010) explain that a technique variation can offer students more learning motivation, enhance students' motivation, and encourage greater interaction between teachers and students. In implementing dictogloss, students have opportunity to discuss how well their group did and perhaps how they could function more effectively in the next time. Swain (1999) believes that, students gain insights into their own linguistics shortcomings and develop strategies for solving them by working through them with a partner.

C. Conceptual Framework

The aim of this study is improving the students' listening skills. To achieve this goal, this study must solve a number of arising problems which come from the teaching method, the teacher or the students themselves. Based on expert judgments and related studies described on the literature review, it can be seen that dictogloss activities are effective to deal with the problems. Dictogloss covers all problem related the students' lack ability in listening. It provides some activities which are suitable to apply to the eighth grade students.

CHAPTER III

RESEARCH METHOD

This chapter presents the discussion of the research method. It contains eight sub-chapters that are research method, data collecting technique, instruments of the research, setting of the research, subject of the research, data analysis technique, validity and reliability of the data, and procedure of the research.

A. Research Type

This research was categorized into action research. Action research used in this study since the objective of this study is to improve students' listening performance by using dictogloss. "Action Research is a process in which participants examine their own educational practice systematically and carefully using the techniques of research" (Ferance; 2000). Burns (1999:30) also states that Action Research is the application of fact finding to practical problem solving in a social situation with a view to improve the quality of action in it, including collaboration and cooperation of the researchers, practitioners and laymen. It is hoped that the researcher will engage closely to their own practice and be better understanding of the students' proficiency level. Therefore, the researcher will precisely know what to do and how.

This study is an action research that is not just about hypothesis-testing or problem solving but process of changing to bring a better condition in classroom situations. It starts with a necessity of listening improvement for subjects of this research. It means that this action does not only start from a view of problems

having by the subject. It is hoped that this action make an improvement and the steps to make the improvement become clear.

B. Data Collecting Techniques

This research used qualitative and quantitative data collecting technique. Qualitative data were the description of the process during the action research. While quantitative data were presented in the score of the students. Class observation, interview, photograph and video taking, pretest and posttest were techniques that used in collecting data.

1. Class observation

Researcher observed the teaching and learning process in class and students' progress in listening to get information. This technique provided field notes about the whole activity and condition of the class included students' behaviour and the problems during teaching and learning process.

2. Interview

This technique was used to get the data related to the teacher and students' behaviour before, while and after the action was implemented. The researcher interviewed both teacher and students to get complete information about the teaching and learning process.

3. Pretest and posttest

Both of the test conducted to get the information about the students' scores in listening. The pretest was a test which was conducted before the action. It gave information about students' scores before the actions. Meanwhile the posttest was

to measure their scores after the actions. Both of the test measured how the actions affect students' listening skills.

C. Instruments of the Research

The researcher used some instruments in collecting the data. There were interview questions, field notes and students' test.

1. Interview guidelines

This questions related to the data that the researcher wants to get. The researcher conducted interview with both teacher and students. The answers of the questions covered any information related to teaching learning process. The answers stated in the interview transcripts and used as guidelines in creating conclusions whether the technique could improve the student's skill or not.

2. Observation sheets

Observation sheets were used to record the process of teaching and learning. The observation sheets was referred by putting a tick to statements of the teaching and learning process which were done.

3. Students' test

Students' test were used as instruments to get information about students' ability while and after the action. There were pretest and posttest. Both of them showed students' score before and after the technique implemented. From that scores, researcher can compared the students' scores.

4. The listening rubric

The tests given to the students were in the form of essay test. Thus, it needs a rubric for scoring their work. The listening rubric was used to determine the students' score on every test they did. The rubric was adapted from several resources. Here is the rubric for the listening scoring.

Table 1: Listening Rubric

Assessment Rubric for Interpretive (Listening) Competence		
Target	Acceptable	Unacceptable
*Demonstrates ability to interpret an oral message on a number of levels, analyze it from a number of perspectives, & provide a detailed personal interpretation of the text supported by a rich range of cultural knowledge.	* Demonstrates the ability to move beyond literal comprehension of an oral message, infer the meaning of unfamiliar words & phrases in new contexts, infer & interpret the author's intent, & offer a personal interpretation of the message	* Identifies main ideas & most important details of an oral message, begins to move beyond literal comprehension, & identifies either the author's or cultural perspective(s).
* Demonstrates a clear understanding of the target culture(s) as a system in which cultural perspectives are reflected through practices & products	* Demonstrates knowledge of the target culture(s) and its reflection in its products and practices with a few insignificant errors or with a few lacking elements	* Identifies some of the products and practices of the target culture but shows inadequate understanding of the target culture as a system of values.
* Demonstrates ability to interpret & synthesize	* Demonstrates ability to interpret & synthesize ideas.	* Shows a limited ability to interpret &

ideas & critical issues from multiple viewpoints. * Identifies an abundant number of details that are relevant for understanding main ideas/events	*Identifies many of the details that are relevant for understanding main ideas/events.	synthesize ideas. *Identifies some details but they are insufficient or irrelevant for understanding main ideas/events.
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D. Setting of the Research

The research was conducted in SMPN 1 Bantul. It is located on Jl. RA. Kartini 44, Bantul. The location is convenient because it is near the main road so that the students could get to the school easily. SMPN 1 Bantul has 24 classrooms which consist of 27-32 students for each classroom. The time allocation for the English teaching and learning processes in SMPN 1 Bantul is 2 x 40 minutes, twice a week.

The research was carried out during the English teaching-learning at SMPN 1 Bantul in the second semester in the academic year of 2013/2014. It was implemented on 7th of May, 2014 – 21st of May, 2014. In conducting the actions, the researcher was following the school schedule in which the English subject was taught twice a week. The duration was 80 minutes for every session.

E. Subjects of the Research

The subjects of the research were the students of VIII-B class of SMPN 1 Bantul, the researcher and the English teacher. The class consisted of 10 male and 19 female students. The researcher chose VIII-B class as the subjects of the

research because the English teacher said that VIII-B class students have the good score average among the VIII classes of SMPN 1 Bantul.

F. Data Analysis Technique

The data obtained from the observations and interviews will be analyzed qualitatively. This will include a number of steps. First step is transcribing the information which was collected using video camera or video recording. The data may include students' behaviors toward their learning process and their reflection about given listening activities and tasks. It also covers interview recordings between the English teacher and the researcher. Second step is called data reduction. In this step, the researcher summarizes important information which indicates students' progress during courses. This will describe students' listening ability at the beginning, in the middle and at the end of the action.

The last step is called as data display. In the data display, the data will be ordered and described in the form of dialog. Finally, the researcher will come to a conclusion whether dictogloss activity can enhance students' listening skill or not. Meanwhile the quantitative data were obtained from the tests. They were gathered by the researcher and the teacher based on the students' scores.

G. Validity and Reliability of the Data

According to Brown (1999:30), the validity is used to assure that the data is valid or testing what being tested. There are five aspects of validity based on Anderson in Burns (1999:161). They are democratic validity, outcome validity, process validity, catalytic validity and dialogic validity.

1. Democratic Validity

Democratic validity is related to the extent to which the research is truly collaborative and allows for the inclusion of multiple voices (Burns, 1999:161). All participants of the research can give their personal opinion, ideas, criticism, suggestion and comments related to the process and implication of the research.

2. Outcome Validity

Outcome validity is related to the actions that lead to the results that are successful within the research context. This validity uses some indicators as consideration to analyze the success and the failure of the research.

3. Process Validity

Burns (1999:162) state that process validity raises questions about the dependability and competency of the research. Process validity is related to the criterion to make the action research believable. It was fulfilled by reflecting on the data collection and modifying the strategies to answer the questions occurred during the process.

4. Catalytic Validity

This validity is related to the extent to which the research allows participants to deepen their understanding of the social realities of the context and how they can make change within in (Burns, 1999:162). The participants' responses about their changes are very important in this validity.

5. Dialogic Validity

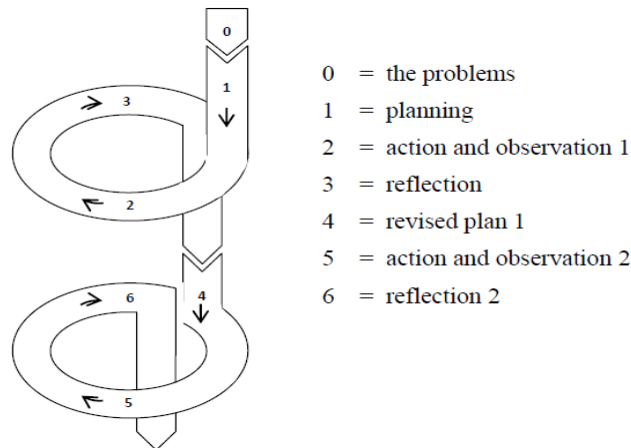
In this dialogic validity, the researcher conducted discussion and reflection with all the participants of the research. Dialogue is important in order to get criticism, suggestion to improve the next action.

Reliability is applied by using and giving genuine data, such as the field notes, interview transcript and other records. To test the trustworthiness of the data, the researcher used triangulation. Burns (2010:95) states that applying triangulation to data collection means that a combination of angles on the data will help give us more objectivity. There are four different ways of triangulation, time triangulation, space triangulation, researcher triangulation and theory triangulation.

In this research, the researcher used two ways of triangulation, time triangulation and theory triangulation. Time triangulation means that the data were collected at different points of time to identify the factors involved in the change processes. Second is theory triangulation, it was used in which the data were analyzed from more than one theoretical perspective.

H. Procedure of the Research

Kemmis and mc Taggart in Burns (1999:33) suggested some steps in conducting action research. These steps are reconnaissance, planning, action and observation, reflection.



(Kemmis and Mc Taggart model)

1. Reconnaissance

In this step, the researcher identified the problems seen from the observation, the interview and the listening scores of the students. After that the researcher described and classified the problem by discussed with the teacher.

2. Planning

Planning can be the most complicated phase. In this phase, all possible problems of acquiring listening ability are carefully identified. Since action research characterized by collaboration among the researcher, English teachers, and headmaster (Lins, 2009); they will have dialogs to find the problems. To make it more precise, a pre-test of listening will be administered which involves the use of interview and questionnaire. Having collected the problems, a selection will be made with considering the level of importance and practicality; the time and effort needed; and the benefits to the researcher, students and collaborators. To overcome the problems identified, it needs solutions. The solutions or the

strategies should be practical meaning that this can be applied within constraints of teaching situations. Finding the strategies are not the final task for this phase, the researcher should take it into account when making syllabus and lesson plans. After that, an appropriate timeline for what this action trying to accomplish is scheduled.

3. Action and observation

In this section, the plan is put into action. Students will be taught by using lesson plans made in the previous phase. It is the time when the researcher will teach students in the classroom, when an interaction between students-teacher and student-student are made. In other word, it is the period when the teaching of speaking will be different because the researcher will apply a new insight that enables students to be active learners. During this action, the data will be gathered. “The data refers to the actions and phenomena that are recorded, gathered, and stored in artifacts such as computer files, notes and video recordings” (Whitehead and Mckniff, 2006). The purpose of this data is to get the evidence whether the strategies make an improvement or not.

It has been stated earlier that during the action, an observation was also conducted. Observation was not easy to be conducted, therefore the collaboration between the researcher and the English teacher was very helpful. One of them should gather the data carefully when the other was teaching listening. In this case the data gatherer should gather the right data because it influences the validity of findings. The data should relate to students’ listening skill and how they make an improvement.

4. Reflection

In this phase, data gathered will be interpreted and then evidence will be generated in relation to living critical standards of judgement. This phase includes several activities such as: sorting and categorizing the data, analyzing the data for meaning, identifying standard and criteria for judgement, generating evidence, and making conclusion.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Reconnaissance

In this research, some procedures were conducted to solve the problem. Those were planning, action, observation, and reflection. In the planning phase, some steps were conducted to determine the problems. First, the English teacher was interviewed to find the problem in the teaching and learning process. It was done to get the most suitable class to conduct the research. Second, the observation was done in the VIII-B class of SMPN 1 Bantul. Third, the English teacher and the students were interviewed again to confirm the data gained from the observation. After that, the researcher planned the actions that might be implemented to overcome the problems.

In the action phase, dictogloss technique was applied in the teaching and learning process of listening. During the implementation, the researcher, the English teacher observed the condition of the teaching and learning process. It was done to know the students' responses and the impact of the actions. The actions were conducted in two cycles. In the last phase, reflections were done in each meeting and each cycle. They were conducted to evaluate the actions and to solve the other problems during the actions.

1. Identification of the field problems

Identification of the field problems was done after conducting the observation and interviewing both English teacher and some students of class

VIII-B of SMPN 1 Bantul for eighty minutes on Wednesday May 7th 2014. The situation and condition of the teaching and learning process is described in the following field note below.

Vignette I

Wednesday, May 7th 2014

VIII B Class

R: Researcher

ET: English Teacher

S: Student

1. R went to SMP N 1 Bantul to conduct the observation on Wednesday, May 7th 2014. He came to school at 8.30 to prepare the observation at 9.15.
2. After the bell of the 1st lesson hour rang, R met ET at the lobby to discuss the observation. ET would introduce R as the other teacher from other school who was doing a comparative teaching to do scoring at SMP N 1 Bantul. He said that it was very important to anticipate the recklessness from Ss. Then ET and R went to VIII B class.
3. ET opened the class by greeting Ss and asked one of the S to lead the prayer. ET introduced R in front of the class then asked R to have a seat behind the class. ET then checked the attendance list. Around 10 Ss kept on talking then ET asked them to keep silent. ET gave instructions in English to make up an English classroom condition. After giving instructions in English, ET translated them into Bahasa Indonesia unless Ss would not understand well the instruction.
4. ET then asked Ss to open their text book to read a birthday card. ET then asked one of Ss to read the text loudly. S read in very low voice then ET asked to read louder. S made errors in pronunciation while reading. ET then asked other S to read the text.
5. ET then re-read the text to give corrections to miss-read words. While re-reading, ET also translated the sentences. ET asked the meaning of some words to Ss but they mostly remained silent. Only some of the Ss brought dictionary. Other Ss who didn't bring dictionary kept on waiting for ET's translation. Some of Ss were chatting to their chair mate. In some words, some Ss could answer ET's questions.
6. ET then asked Ss to answer comprehension questions which followed the text. ET gave 10 minutes for answering all questions. The class situation turned to be little bit noisy and some Ss walked around the class to get

answers. Some Ss discussed with their friends to answer the questions.

7. Right after 15 minutes were already up, ET asked Ss to write their answer on the whiteboard. Ss said that they had not done yet. ET gave them 5 more minutes to do. After time was up, ET called some Ss to write their answer on the whiteboard. Having finished writing the answers, some Ss were asked by ET about what they had written. They answered her in Bahasa Indonesia. Some of them couldn't answer correctly. It seemed that they got the answer from their friends.
8. ET then explained about the characteristic of the birthday card and the grammar focus. About 5 Ss were talking each other while ET explained the material. After that, ET asked Ss to write their own birthday. Ss asked to ET what should they write. ET said that they could write an invitation about a birthday party they would hold. Some Ss had already prepared a piece of paper but most of them were asking each other what they should write. Some Ss already started to write first sentence. About 5 minutes later, the bell rang. ET asked Ss to keep the paper save it for the next meeting.
9. R and ET greeted Ss then left the class. R told ET that he would do the pre test on the chosen schedule.

From the vignette, some problems were found during the teaching and learning process in VIII-B. Although that was not focused on listening process, but it seemed that the students had low awareness in listening skills. It could be said that there was little interaction related to listening skills between the English teacher and the students. The class still was not quite lively. The students seemed to be quite when the teacher asked them some questions about the meaning of some difficult words. Besides, there was also little interaction among the students. There was not any discussion among the students. The students tended to do the activity individually. When they had a chat with their friends, they did not talk about the text being read but they talked about something else instead.

Moreover, the students had low awareness during the teaching and learning process. Their personal problems were rarely asked to the teacher. Every

time the students had been making mistakes, the teacher fixed the mistakes and that is it. The students did not make any notes or whatsoever.

After conducting the observation and concluded some problems above, the English teacher and the students were interviewed. The interviews were conducted after the teaching and learning process.

The research was done collaboratively with the English teacher and the students of VIII-B. To determine the problems of the teaching and learning of listening in the class of VIII-B, an observation was conducted during the teaching and learning process of listening and some interviews were held to the English teacher and some students of VIII-B.

From the interview with the English teacher, it was known that the materials used were chosen by considering the students' future examinations. Moreover, many students lacked of awareness in responding every task given by the teacher. It was also noted that their vocabulary mastery was also a problem. This can be seen from the extract of Interview transcripts below.

Vignette 2

R : *Bagaimana kondisi pembelajaran di kelas VIII-B bu'?(How was the condition of learning in VIII-B, Ma'am?)*

ET : *Kelas VIII-B ini sebenarnya kelas yang bagus di tingkat kelas VIII. Hanya saja untuk pelajaran Bahasa Inggris murid-muridnya kurang bias mengikut idengan baik. (This class is such a good class in VIII graders. Yet, for English class, the students cannot participate as well.)*

R : *Kendalanya seperti apa bu?(What is the problem like, ma'am?)*

ET : *Kalau untuk kendala tentunya banyakya, anak-anak itu sering kurang kesadaran. Mereka itu saya persiapkan untuk menghadapi ujian-ujian pada akhir semester. Sudah saya persiapkan dengan memberikan tugas-tugas, tapi yaitu, banyak dari anak-anak itu mengeluh tidak faham*

dengan tugasnya.(There are problems truthfully, the students often lacked of awareness. I prepared them for semester exams by giving tasks. Yet, they felt confused with the tasks.)

R : *Tugas-tugasnya biasanya diambil dari mana ya bu?*(Where did you usually take the tasks from ma'am?)

ET : *Kebanyakan saya ambil dari buku paket dan LKS mas.*(Most of them are taken from the text book and LKS.)

R : *bagaimana dengan materi audio untuk listening bu?*(How about the audio materials for listening?)

ET : *Itu saya ada beberapa rekaman, mas.*(I have some recording materials.)

R : *apa itu sering dipakai bu?*(How often that materials applied ma'am?)

ET : *Wah itu jarang saya pakai mas, lebih sering saya bacakan langsung dan mereka mendengarkan, mereka kesusahan untuk mendengarkan dari rekaman.*

(just a little, i often directly read the texts and they listen. The recording materials are still confusing them. Most of them are still lacked in vocabulary mastery.)

After interviewing the English teacher, an interview was conducted with one of students in VIII-B. From the result, it was found that the students expected something new instead of same tasks. This can be seen from the extract of Interview transcripts below.

Vignette 3

R : *Terimakasih waktunya ya F, bisa cerita nggak, bu N di kelas ngajarnya gimana?*(Thanks for the time F, can you tell me how Ms. N taught in the class?)

F : *Orangnya baik mas, tapi ya kita ga begitu mengerti kalau beliau ngomong Bahasa Inggris.* (She is good person, but we cannot really understand when she speaks in English.)

R	: <i>Tadi di waktu pelajaran Bahasa Inggris kayaknya semua anak di kelas kesulitan mengerjakan soal-soal yang diberikan guru?</i> (It seemed that everyone feels difficult with the tasks?)
F	: <i>Ya kita nggak faham arti Bahasa Indonesianya.</i> (We don't understand the meaning of the words in Bahasa Indonesia.)
R	: <i>Tadi kalian kan ada yang membawa kamus, Itu membantu nggak waktu kalian mengerjakan membaca teks atau mengerjakan soal-soal?</i> (Some of you handed dictionary, did it help you while reading texts or doing tasks?)
F	: <i>Sebenarnya memang membantu mas, tapi juga masih sering bingung memahami teks atau soalnya.</i> (It can help us. However, we're often still confused in understanding texts or tasks.)
R	: <i>Trus kalian dibantu Bu N menerjemahkan kalimat-kalimatnya?</i> (So, Ms N helped you translating the sentences?)
F	: <i>Iya.</i> (Yes.)
R	: <i>Kalo mendengarkan cerita bahasa Inggris itu, kalian merasa kesulitannya dimana?</i> (When you are listening the English story, what difficulties do you meet?
F	: <i>Ga tau kosa katanya mas. Susah. Dengerin orang ngomong pake bahasa Inggris itu bikin pusing mas</i> (I don't know the vocabulary. It is difficult. Listening to the people speak in English makes me dizzy)

From the interview, some points can be concluded. The students preferred listening directly from the teacher than from the recording. The use of recording materials seemed to make the students more difficult to understand English.

Based on the observation and the interview with the English teacher and the students, there were some problems in the teaching and learning process of listening. Those problems could be seen as follows:

Table 2: Field Problems

No	Problems	Code
1.	The students could not comprehend text fully.	S
2.	The students had difficulty in finding any detail information while listening.	S
3.	The students had low motivation in learning listening.	M
4.	The teacher only give small concern in listening skills	T

Code : S: Students

M: Materials

T: Teacher

Having formulated the problems above, a discussion with the English teacher, had been held. We discussed the problems in VIII-B that would be solved. Considering this research was focused on the students' performance and the materials, we decided to try to solve the first three of the problems formulated.

2. Determining the action to solve the problems

After having further discussion with the English teacher as a collaborator, we looked for the actions that were possible to do in solving the problems. We discussed the actions that could be applied in the teaching and learning process of listening aiming to improve the students' listening skills. Based on the agreement, the actions that would be implemented were as follows:

- 1.) Using dictogloss technique to improve the students' awareness and attention.
- 2.) Using some texts as the materials by read directly not using recording.

B. Implementation of Cycle 1

1. Planning

In this planning session, the researcher determined the form of the pre-test and the dictogloss technique which would be applied in Cycle I. Then, he designed the assessment instruments; the lesson plans and the materials. After that, the researcher and the collaborator discussed the lesson plans and the materials by reviewing whether they suited the syllabus. The pre-test designed was in the form of the students re-write the text that they heard from the researcher. The pre-test was aimed at gathering information on the students' current listening skills.

The actions enabled the students to improve the students' motivations to learn and to improve their listening skills. Dictogloss technique were chosen because they were interesting activities to improve the students' listening skills. Regarding the problems identified above, the researcher and the collaborator planned some actions as efforts to solve the problems. The efforts focused on implementing dictogloss technique in the teaching and learning process of listening skills.

In implementing the dictogloss technique into teaching and learning of listening process, some procedures were being executed. These were presented as follows:

- 1.) Selecting text materials which are fit for the curriculum to maintain the students' willingness in comprehending texts. The text for pretest was Cinderella and the text for first cycle was The Origin of the Surabaya City. It

provides amusing pictures which undoubtedly would motivate the students. As stated in the basic competence, it also contains some informal languages which is useful for the students to enrich their ability to communicate in the daily life. The text is also challenging and exploitable considering many new words appear in the text.

- 2.) Developing the narrative texts into materials by making tasks related to the dictogloss technique.
- 3.) Developing the course grid and scoring for the students.
- 4.) A lesson plan was made based on the course grid.

2. Action and observation

a. 1st meeting

The pre-test was carried out on Wednesday, May 14th, 2014. The implementation of the actions in Cycle I was conducted in one meeting. The meeting were conducted on Tuesday, may 20th, 2014. Based on the discussion with the English Teacher, we decided that one text could be reviewed in one meeting. The text for the pre-test was Cinderella.

In the first meeting, when the pre-test was held, the researcher acted as teacher and asked the students to re-write individually what they was heard. The researcher read the text three times. This step applied to gather the data about the students' listening skills.

In this meeting, the researcher started the class by saying a prayer. Then, he greeted the students and checked the students' attendance. As it was the first meeting, he introduced himself first. Then, he gave the general apperception about

the material that would be learnt by the students. It was done by the researcher as he wanted to build interaction between him and the students. There were only few students who responded to the questions and the others kept silent. Some of them even had a chat with their friends. However, some students answered the questions in Bahasa Indonesia.

Before started the pre-test, the researcher distributing the worksheets to the students, in this time the class becomes crowded for a while. The researcher need about five minutes to returned the class in good condition again. After distributing the worksheets, he started to read the text Cinderella. While he read the text, some students only listened to and some of them also wrote down what they heard. After finished reading for the first time, the researcher continue to read again the text twice. After reading the text three times, the researcher then asked the students to write down the story of Cinderella on their worksheet individually. The class was ended after the students collect their test, and the researcher give a little brief about what they will learn for the next meeting.

After the lesson, the researcher interviewed some students outside the class to collect information from them. The result was presented in the following vignette.

Vignette 4

- R : *bagaimana menurut kalian tes nya tadi?* (how do you feel about the test?)
 S1 S2 : *susah mas* (difficult sir)
 R : *mengapa susah?* (why difficult?)
 S1 : *kan harus mendengarkan sambil mencatat.* (because i should taking note while listening)
 R : *memangnya apa yang kalian catat tadi?* (what do you write on your note)
 S1 : *kalau saya ya nyatat semua yang dibacakan.* (i write everything that you read)
 S2 : *saya tadi juga gitu, tapi banyak yang kelewatan.* (me too, but i missed some

part)
 S1 : *saya juga nggak lengkap tadi nyatatnya.* (my note are incomplete)
 R : *lalu kalian melengkapinya bagaimana?* (so what do you do to complete your note?)
 S2 : *ya sambil tanya ke teman.* (i asked my friend)
 S1 : *kan ceritanya Cinderella, jadi tadi tau ceritanya bagaimana, Cuma bingung mau nulis bahasa inggrisnya.* (i understand the story of Cinderella, but i feel confused how to write the english)
 S2 : *iya mas* (me too)
 R : *ooh jadi gitu, okedeh, besok kita belajar lagi caranya ya, terimakasih bantuannya.*(okay, tomorrow we will learn how to study listening, thank you for your help)
 S1 S2 : *ya mas* (yes sir)

The researcher also interviewed and discussed the process with the English teacher. This can be seen from the extract of Interview transcripts below.

Vignette 5

R : *bagaimana Bu?* (how about today mam?)
 ET : *sebagian besar murid masih bingung dan tidak percaya diri, yang pada akhirnya mereka susah untuk mengerjakannya secara individu.* (most students still confused and not confident, that in the end they are difficult to do individually)
 R : *iya Bu, tadi memang terlihat seperti itu, tapi untuk besok memang tahapannya memakai cara diskusi.* (yes mam, it does look like that, but for tomorrow the stage using discussion way)
 ET : *ya dicoba dulu saja besok.* (just try it tomorrow)
 R : *ya Bu. Mengenai teksnya bagaimana Bu?* (yes mam, and how about the text?)
 ET : *tadi teksnya membantu siswa, karena cerita itu populer.* (the text helps the students, because the story is popular)
 R : *untuk dipakai besok?* (for tomorrow mam?)
 ET : *lha dari mas rizky ada teks apa?* (what do you have?)
 R : *saya ada teks asal mula kota surabaya, bagaimana bu?* (i have a text the origin of surabaya)
 ET : *ya itu boleh dipakai.* (you can use it)
 R : *terimakasih bu.* (thank you mam)

In practice, most of the students could not write re-interpretating the text. They still did “re-write” the whole text not write the text using their own words. They are affraid to re-interpretating the text.
 (Field Note Wednesday, May 14th, 2014)

b. 2nd meeting

The second meeting was on Tuesday, May 20th 2014. This meeting aimed to start the implementation of dictogloss technique. The class was opened by greeting the students and checking the attendance as usual. No one was absent. After the opening, the researcher that acted as a teacher, told the students that they would have a new activity called dictogloss. Then he distributed the answer sheets to the students.

For the first step of dictogloss, they should listen to the text read for them. In this step they only listened to the text. The researcher read the text with the title The Origin of the City Surabaya. He read the text with the normal speed. After finish with the first listening, the researcher continue to the read for the second time. In this step, the students should make notes about the important words they heard.

After finished for the second, the researcher observed the class, most of the students seemed to be confused and needed to listen to the text again. the researcher read again. He read it at a normal speed. He read the text five times.

The researcher then continue to the next step, that called reconstruction stage. In this step, he monitored all of the students' activity during reconstruct the text with their own group. He grouped the students with four students in each group. This step not run well because the class become noise. Then he asked them to be faster.

After the students grouped, he told what they should do in the next step. They should reconstruct the text they heard. Some students seemed not giving their contribution to their group. After all of the students finished their work, he asked some students to write on the white board. They compared their work together.

3. Reflection

The implementation of the dictogloss technique in the first cycle was done in Tuesday, May 20th 2014. After the implementation, a reflection was conducted. Dictogloss technique had successfully prevented the students from getting bored. The students enjoyed the materials so the process went adequately well. However, the students still lacked of awareness. They seemed aware in asking about their difficulties.

The researcher did not get any difficulties to transfer the materials about dictogloss. However the students seemed to be crowded when they were grouped and spending much time.

The interaction between the students and the researcher as a teacher was getting adequate. He involved in every group discussion and the students were willing to ask him after his prompting. Moreover, the interaction between students themselves was also getting better. However, in reconstruction stage there were only some students who contributed to reconstruct the text. The English teacher also had a same note. She argued that both the researcher and the students were in need of improvement. This can be seen from the extract of interview transcript below.

Vignette 6

- R : *Selamat siang, bu.*(Good afternoon, ma'am.)
- ET : *Siang, silakan masuk. Sebentar ya.*(Afternoon. Please, come in. Wait a minute)
- ET : *Ini sudah saya buat beberapa catatan selama cycle pertama. Lebih baik masnya tetap di KD yang kemarin untuk cycle ke-2 dengan melakukan perbaikan-perbaikan tentunya.*(Here this is, I had made some notes during the first cycle. You better stay on the same basic competence for the next cycle with improvements indeed.)
- R : *Iya bu, siswa masih terkesan kurang kesadarannya. Apa salahnya di saya atau gimana bu?*(Yes, ma'am. The students still lacked of awareness. Was it something wrong with my teaching?)
- ET : *Sebenarnya hanya masnya yang kurang percaya diri saja. Untuk dampak penggunaan teknik dictoglossnya sudah cukup terlihat, hanya saja pada saat merekonstruksi teks dan membuat grup masih memakan banyak waktu* (Truthfully, you only need to be more confident. The dictogloss technique sure have impact, yet, in fact, the students wasted much time to reconstruct the texts and grouping.)
- R : *teknik dictogloss cukup efektif, masih pada KD yang sama, dan harus meningkatkan manajemen waktu dan kesadaran siswa untuk lebih efektif dalam mengerjakan soalnya bu?*(dictogloss technique were quite effective, should be still in the same basic competence, and should improve both the time management and the students' awareness, is that all ma'am?)
- ET : *Seperti itu kurang lebih untuk bayangan di cycle 2 nanti.*(Yes, that's all, more or less.)
- R : *Iya bu, terimakasih.*(Yes, ma'am, thanks)

In conclusion, the dictogloss technique sure had an impact in the students' listening process. The materials successfully amused them so they did not easily get bored and stayed focused. Nevertheless, there were still some problems in the students' awareness. The researcher and the collaborator agreed to continue the cycle to solve the remaining problems.

C. Implementation of Cycle 2

1. Planning

Based on the reflection in cycle 1, the researcher found that dictogloss technique could improve the students' listening skill. However, the researcher found that some students still could implement the reconstruction stage well. They

could not reconstruct the text using their own words. They were also not confident enough to share their idea with their group. Therefore, the researcher and the English teacher discussed to choose other actions to improve the students' comprehension.

Then, they agreed and planned to implement the actions in cycle 2. They also decided to add new actions to improve the students' motivation by using pictures before implementing the technique. The plans for cycle 2 could be summarized as follows:

- a. Dictogloss technique to improve students' listening skill
- b. Giving picture to stimulate the students about the text.

2. Action and observation

It was stated that the actions in cycle 1 were running well although there were some students still could implement the reconstruction stage well. There was one meeting in cycle 2 to improve students' listening skill and also to overcome the previous problem that was found in cycle 1. The meeting was held on Wednesday, May 21st 2014. The actions focused on maximizing the use of dictogloss technique in improving students' listening skill and the use of pictures in improving the students' stimulation of the text. The complete description of the implementation in the second cycle is presented as in the following.

The researcher started the class by saying a prayer and checked the attendance. After that, the researcher told them that there would be the last meeting and the researcher asked the students to do the activity more serious. Then he started to explain the detail stages in the dictogloss activity. Before

starting to conduct dictogloss activity, he re-grouped the students to maximize each students' contribution for the group.

The story in this meeting was The Origin of Toba Lake. Before reading the text, the researcher shown some pictures related to Toba Lake to stimulate the students. The researcher started the dictogloss activity by reading the text first. As in the previous meeting, the studens only listened to the text and tried to understand what the text told about. Then, in the second reading, the students started to take notes of important words that might help them in reconstructing the text. The researcher read the text again till three times. It was because the students needed to listen to the text more than twice. Besides, it was done to make them more understand about the content of the text.

He asked the students to reconstruct the text in groups. There were many differences of students' activities in this meeting.compared to students' activities in the previous meeting. In this meeting, the students seemed to be more focused on the teaching learning process than the previous meeting. They seemed to be more understand about the procedure of the dictogloss. They also seemed to be more active in giving their contribution to the group discussion. Students who were inactive in the previous meeting seemed to be activein this meeting. It was because he told them that their participation is marked.

After 20 minuites, the researcher collected students' task and informed them that they would have the analysis and correction stages. Then he asked their difficulties in reconstructing the text. After that he distributed the students' task to

the different group and then analyze the text together. He read again the text once, the students checking the task from the other group.

3. Reflection

In this cycle the researcher did not found any significant problems. In terms of the participation, the students' participation was increased. Their contribution to the success of their group work was good. They seemed to be more cooperative with others. Based on the observation in cycle two, students' listening ability improved.

In the meeting of cycle two, the resercher re-grouping the students. It is done in order to make the process of dictogloss could run well. Besides, he also explained more about the stages of the dictogloss because some students still confused about it in the previous meeting. The used of pictures before the task also give a good contribution for the activity.

In conclusion, the students' listening skilill can be improved by using the dictogloss technique. This statement also supported by the interview transcript below.

Vignette 7

R : *Gimana pembelajaran listening tadi?* (How was the listening lesson?)

Ss : *Lumayan mas.* (it's quite enough)

R : *Maksudnya lumayan gimana ya?* (What do you mean by "enough"?)

Ss : *Sekarang udah lebih paham kalau dengerin cerita bahasa Inggris mas. Udah mulai tau cara mendengarkan biar gampang tu gimana.* (I have been more understood in listening en English story. I've got the key how to listen easily)

D. Students' Mean Score

In this part, the researcher shows the result of the students' score as in the pretest and the post test. Those scores were displayed in Table 3.

Table 3: Students' Mean Score

Pre-Test	Post-Test
4,9	7,5

The result of the pretest and post test above showed the difference between the result of pretest and post test. The mean of the pretest was 4,9 Meanwhile, the mean of the posttest was 7,5. It means that the mean of the pretest improved from 4,9 to 7,5 in the post-test. The mean was calculated from the scores of 29 students. From the result above, it could be concluded that dictogloss technique could improve the students' listening skills in VIII-B class of SMPN 1 Bantul.

E. Research findings

The implementation of the action in this research was over. Based on the actions, observation, and the reflections, the findings are found as the following. First, dictogloss technique is found to be effective to improve the students' listening skill. Formerly, the students had difficulties in finding the main ideas and detail information of the listening texts. It was because they rarely practiced and were only taught on how to find the main ideas. By using this technique in listening, the students were able to find any detail information by following the steps in dictogloss technique.

Second, dictogloss technique is found to be effective to improve the students' motivation in listening. Basically, this technique increased the students' curiosity in listening. They were motivated to know the content of the text.

However, the teacher needed to add accompanying action in improving the students' motivation by giving pictures before started read the texts.

Third, there were some factors that should be considered by the teacher to minimize the problem during the implementation. First, the teacher had to consider the time. The teacher should be able to manage the time well so that the activities could be done. Second, the teacher should give clear explanation for the students in doing this technique. It was because there might be some students who had wrong perception about what should be done in each step. The last, the teacher should be able to manage and handle the class well so that the students did not make noise.

Fourth, the topic of the text influenced and supported the implementation of dictogloss technique. When the topic was not interesting for the students, they became lazy and seemed difficult to listen the text. However, when the topic was interesting for the students, they would listen the text carefully and tried to understand the text well.

The last, implementation of dictogloss technique gives positive effect to the students' listening skills. After the students implemented dictogloss technique, they were able to understand text better than before. The five steps in dictogloss technique helped them to understand listening texts.

Those findings were summarized in the table 4 below.

Table 4: The Result after Implementing dictogloss technique in improving students' listening skill.

No	Pre-Condition	Cycle I	Cycle II
1.	The students could not comprehend text fully.	The students could comprehend the text by implementing Dictogloss technique although at first they had to adapt with the technique.	The students could comprehend the text better than before. There was no obstacle. They used Dictogloss technique and did the steps naturally.
2.	The students had difficulty in finding any detail information while listening.	The students had ability in finding any detail information. However, some of them still found difficult in finding the information while they were listening.	The students had better ability in finding any detail information than before.
3.	The students had low motivation in listening.	Some students had higher motivation in the teaching and learning process of listening but there were many students who had not motivated yet.	Most of the students had higher motivation in the teaching and learning process of listening.

F. Discussion

The research focused on improving students' listening skills using dictogloss technique. This technique was implemented in both the first cycle and the second cycle. The findings of the research showed that dictogloss technique was successful in improving the students' listening skill. From the findings, the discussion was written as the following.

The researcher conducted the dictogloss technique by asking the students to work in group. It means that dictogloss technique allow the students to have group discussion and work collaboratively during the teaching and learning process of listening.

Implementing dictogloss technique allowed the students to understand the entire text. During the process of listening, they listen to the text and connected it with their background knowledge. Likewise, they also retrieved what they had in their background knowledge and related it with the information in the text.

Moreover, dictogloss technique could make the students active during the teaching and learning process of listening. The students listen to the text by themselves and tried to understand and reconstruct the text with their group. When they found difficulties, they can discussed and sharing with their group.

CHAPTER V

Conclusions, Implications and Suggestions

A. Conclusions

This research used the dictogloss technique to improve students' listening skill. It was done in two cycles which consisted of one meeting on each cycle. In both cycles, the researcherr implemented the dictogloss technique. The research began in 7th of May and ended in 21th of May, 2014.

In reference to the data analysis in this research, the use of the dictogloss technique is believed to be effective to improve students' listening skill. To support this result, there were two kinds of data presented in this research. The first data are qualitative data, while another data are quantitative data.

In terms of qualitative data, the researcher obtained some results as follows.

1. The students can minimize their listening problems.
2. The reconstruction stage of the dictogloss technique give an opportunity to the students to be abble to share thier idea with their partners.

In terms of qualitative data, the improvement of students' listening skill is supported by students' scores as performed in the task given.

B. Implication

The research findings show that the use of dictogloss technique can improve the students' listening skill. The students were happy and could enjoy listening by using that technique. They could have better understanding on

listening than before. However, the technique had to be combined with other actions such as using pictures to stimulate the students' motivation in the teaching and learning process of listening. The results of the research give more implications to the research members. The implications of the actions were as follows.

1. The use of the dictogloss technique could improve the students' listening skill. It is because students' listening skill is involved in this research. It implies that the teacher needs to use the dictogloss technique.
2. The use of dictogloss technique was effective to improve the students' listening skill. It allowed the students to have practices in finding any detail information by following the steps in dictogloss technique.
3. The use of dictogloss technique was effective. It could allow the students to have more comprehension of what they listen. They were enthusiastic to do those strategies.
4. The use of the dictogloss technique could improve the students' participation in the English teaching and learning process. It implies that the teacher needs to use this technique because it also can improve students' participation in the English teaching and learning process.

C. Suggestions

Based on the conclusion and the implication above, some suggestions will be directed toward the students, the English teacher, and other researchers.

1. To the students

The students should practice listening English texts more. If they find difficulties in understanding the texts, they can implement the dictogloss technique with their partners. Before using the technique, they have to understand what they should do in every step.

2. To the English teacher

For the English teachers, it is important for them to be more creative in choosing the techniques that will be conducted in the teaching and learning process, especially listening. When they use dictogloss technique, they have to consider the situation of the class by creating a good atmosphere in the class during the teaching and learning process of listening so that the students feel comfortable and enjoyable during discussion. They also have to consider the time. The English teachers have to be creative in choosing the topics of the texts and provide various texts for the students.

3. To other researchers

In this study, the researcher conducted the research in two weeks because of the limited time. Other researchers may follow up this study in a longer time in order to find more actions to improve students' listening skill. They can conduct this study in other schools which have different characteristics from SMPN 1 Bantul so that the research findings can be more general.

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APPENDICES

1

FIELD NOTES

FIELD NOTES

1. While Conducting The Observation

Field Note 1

Wednesday, May 7th 2014

VIII B Class

R: Researcher

ET: English Teacher

S: Student

10. R went to SMP N 1 Bantul to conduct the observation on Wednesday, May 7th 2014. He came to school at 8.30 to prepare the observation at 9.15.
11. After the bell of the 1st lesson hour rang, R met ET at the lobby to discuss the observation. ET would introduce R as the other teacher from other school who was doing a comparative teaching to do scoring at SMP N 1 Bantul. He said that it was very important to anticipate the recklessness from Ss. Then ET and R went to VIII B class.
12. ET opened the class by greeting Ss and asked one of the S to lead the prayer. ET introduced R in front of the class then asked R to have a seat behind the class. ET then checked the attendance list. Around 10 Ss kept on talking then ET asked them to keep silent. ET gave instructions in English to make up an English classroom condition. After giving instructions in English, ET translated them into Bahasa Indonesia unless Ss would not understand well the instruction.
13. ET then asked Ss to open their text book to read a birthday card. ET then asked one of Ss to read the text loudly. S read in very low voice then ET asked to read louder. S made errors in pronunciation while reading. ET then asked other S to read the text.
14. ET then re-read the text to give corrections to miss-read words. While re-reading, ET also translated the sentences. ET asked the meaning of some words to Ss but they mostly remained silent. Only some of the Ss brought dictionary. Other Ss who didn't bring dictionary kept on waiting for ET's translation. Some of Ss were chatting to their chair mate. In some words, some Ss could answer ET's questions.
15. ET then asked Ss to answer comprehension questions which followed the text. ET gave 10 minutes for answering all questions. The class situation turned to

be little bit noisy and some Ss walked around the class to get answers. Some Ss discussed with their friends to answer the questions.

16. Right after 15 minutes were already up, ET asked Ss to write their answer on the whiteboard. Ss said that they had not done yet. ET gave them 5 more minutes to do. After time was up, ET called some Ss to write their answer on the whiteboard. Having finished writing the answers, some Ss were asked by ET about what they had written. They answered her in Bahasa Indonesia. Some of them couldn't answer correctly. It seemed that they got the answer from their friends.
17. ET then explained about the characteristic of the birthday card and the grammar focus. About 5 Ss were talking each other while ET explained the material. After that, ET asked Ss to write their own birthday. Ss asked to ET what should they write. ET said that they could write an invitation about a birthday party they would hold. Some Ss had already prepared a piece of paper but most of them were asking each other what they should write. Some Ss already started to write first sentence. About 5 minutes later, the bell rang. ET asked Ss to keep the paper save it for the next meeting.
18. R and ET greeted Ss then left the class. R told ET that he would do the pre test on the chosen schedule.

2. While conducting The Pre Test

Field Note 2

Wednesday, May 14th, 2014 VIII B Class

R: Researcher

ET: English Teacher

S: Student

1. R came to the school at 10.00. The class would be at the 6th lesson hour (11.15). R waited for ET at the lobby then after a moment ET came and R said that today he would like to conduct a pretest in listening test. ET said that it would be better to start as soon as possible to avoid Ss went out from the class.
2. R and ET went to the class then R introduced himself. The class situation turned noisy. R spoke louder to control the class condition. Some of Ss asked some personal questions to R about his campus and what he wanted to do there. R then directly started the class by checking students' attendance by

calling their names to know them better. While calling one by one, the class situation became noisy again.

3. Having finished with the attendance list, R asked Ss about listening of narrative text. There were only few Ss who responded to the question and the others kept silent. Some of them even had chat with their friends. Some others answered in Bahasa Indonesia.
4. R then distributing the worksheets to Ss. The class noisy again. R then explain that today they will listen a text with title Cinderella. R asked Ss to listen and then re write the text with their own language individually.
5. R read the text three times. Ss doing the test until ten minutes before the class ended.
6. 15 minutes before the time limit, R reminded Ss to finish their work in 5 minutes. Most of Ss got panicked because some of them haven't answered all questions yet. For those who had already finished, they submitted their works to the front desk. When the time was already up, R asked all Ss to submit their works. The pretest products considered very poor.
7. In practice, most of the students could not write re-interpretating the text. They still did "re-write" the whole text not write the text using their own words. They are affraid to re-interpretating the text
8. R closed the class by asking Ss to read their book by themselves to prepare for the upcoming class.

3. While Working on The First Cycle

Field Note 3

Tuesday, May 20th 2014

VIII B Class

R : Researcher

ET : English Teacher

S : Student

1. R came to the school at 8.30 to prepare for first meeting of cycle 1. R directly met ET to discuss the lesson plan for that day. R gave the copy of lesson plan to ET to discuss the learning objective for that day.

2. When the bell rang ET and R went to the class. ET set his position behind the class. Unlike the previous meeting R opened the class by asking the class captain to lead the prayer. Then R checked the attendance list. No one was absent in that day.
3. R continued the lesson by explaining to the Ss that they will doing listening again but with different steps that the previous meeting. R explaining the steps of dictogloss. Almost Ss look confuse, then R asked them to calm down.
4. R gave them the worksheet. R then read the text with title The Origin of the City Surabaya. R asked the Ss only listening. R read in normal speed.
5. R read for the second time, in this time R asked Ss to take notes. Most of the Ss still confuse in this step.
6. R then read again the text until five times.
7. Having finished reading the text, R asked Ss to make a group of 4 Ss. Then they should reconstruct the text with their own language. Some Ss seemed not giving good contribution to the group.
8. After finished, they compared together their text with the original text.
9. After giving explanation, R closed the class by greeting Ss and reminded them that they will meet again for the last test.

4. While Working on The Second Cycle

Field Note 4

Tuesday, April 29th 2014

VIII B Class

R: Researcher

ET: English Teacher

S: Student

1. R came to the school at 8.30 to prepare for first meeting of cycle 2. R directly met ET to discuss the lesson plan for that day. R gave the copy of lesson plan to ET to discuss the learning objective for that day.
2. R reported to ET about the result of cycle 1. R and ET continued to discuss the actions which were going to be taken to solve the problems found during the first cycle and giving follow up to student's improvements.

3. After having discussion with ET, R entered VIII-B class. Then R continued by greeting students, leading the prayer and checking the attendance list. No one was absent that day.
4. R continued by asked them to do the activity more serious. R explain again the steps of dictogloss. R then re-grouped the Ss.
5. R distribute worksheets to Ss. R teold the Ss that the text are The origin of Toba Lake. R shown some pictures about Toba Lake to stimulate Ss.
6. R continued by read the text with normal speed. As in the previous meeting, they only listened to the text.
7. In second reading, R asked them to take the importants information of the text. R read again untill three times. In this times, Ss seemed more understand with the text. They also more serious.
8. R asked them to reconstruct together with their group. Ss seemed more active with their groups.
9. Having completed with the group discussion, R asked them to analize together with the class. They compared their result with the other group result. Them R asked them to collect the worksheets.
10. R then reviewed the lesson since the first meeting. The Ss seemed to remember the lesson given. R say thank you for the Ss cooperative during the lesson. R then closed the class, lead the prayer and greet the Ss. R and ET left the class.
11. R and ET discussed the last meeting in the lobby.

2

INTERVIEW TRANSCRIPTS

Interview 1

Wednesday, May 7th 2014

R : *Bagaimana kondisi pembelajaran di kelas VIII-B bu'?*(How was the condition of learning in VIII-B, Ma'am?)

ET : *Kelas VIII-B ini sebenarnya kelas yang bagus di tingkat kelas VIII. Hanya saja untuk pelajaran Bahasa Inggris murid-muridnya kurang bias mengikut idengan baik.* (This class is such a good class in VIII graders. Yet, for English class, the students cannot participate as well.)

R : *Kendalanya seperti apa bu?*(What is the problem like, ma'am?)

ET : *Kalau untuk kendala tentunya banyakya, anak-anak itu sering kurang kesadaran. Mereka itu saya persiapkan untuk menghadapi ujian-ujian pada akhir semester. Sudah saya persiapkan dengan memberikan tugas-tugas, tapi yaitu, banyak dari anak-anak itu mengeluh tidak faham dengan tugasnya.*(There are problems truthfully, the students often lacked of awareness. I prepared them for semester exams by giving tasks. Yet, they felt confused with the tasks.)

R : *Tugas-tugasnya biasanya diambil dari mana ya bu?*(Where did you usually take the tasks from ma'am?)

ET : *Kebanyakan saya ambil dari buku paket dan LKS mas.*(Most of them are taken from the text bookand LKS.)

R : *bagaimana dengan materi audio untuk listening bu?*(How about the audio materials for listening?)

ET : *Itu saya ada beberapa rekaman, mas.*(I have sore recording materials.)

R : *apa itu sering dipakai bu?*(How often that materials applied ma'am?)

ET : *Wah itu jarang saya pakai mas, lebih sering saya bacakan langsung dan mereka mendengarkan, mereka kesusahan untuk mendengarkan dari rekaman.* (just a little, i often directly read the texts and they listen. The recording materials are still confusing them. Most of them are still lacked in vocabulary mastery.)

Interview 2

Wednesday, May 7th 2014

R : *Terimakasih waktunya ya F, bisa cerita nggak, bu N di kelas ngajarnya gimana?*(Thanks for the time F, can you tell me how Ms. N taught in the class?)

F : *Orangnya baik mas, tapi ya kita ga begitu mengerti kalau beliau ngomong Bahasa Inggris.* (She is good person, but we cannot really understand when she speaks in English.)

R : *Tadi di waktu pelajaran Bahasa Inggris kayaknya semua anak di kelas kesulitan mengerjakan soal-soal yang diberikan guru?*(It seemed that everyone feels difficult with the tasks?)

F : *Ya kita nggak faham arti Bahasa Indonesianya.* (We don't understand the meaning of the words in Bahasa Indonesia.)

R : *Tadi kalian kan ada yang membawa kamus, Itu membantu nggak waktu kalian mengerjakan membaca teks atau mengerjakan soal-soal?*(Some of you handed dictionary, did it help you while reading texts or doing tasks?)

F : *Sebenarnya memang membantu mas, tapi juga masih sering bingung memahami teks atau soalnya.*(It can help us. However, we're often still confused in understanding texts or tasks.)

R : *Trus kalian dibantu Bu N menerjemahkan kalimat-kalimatnya?*(So, Ms N helped you translating the sentences?)

F : *Iya.*(Yes.)

R : *Kalo mendengarkan cerita bahasa Inggris itu, kalian merasa kesulitannya dimana?* (When you are listening the English story, what difficulties do you meet?)

F : *Ga tau kosa katanya mas. Susah. Dengerin orang ngomong pake bahasa Inggris itu bikin pusing mas* (I don't know the vocabulary. It is difficult. Listening to the people speak in English makes me dizzy)

Interview 3

Wednesday, May 14th, 2014

R : *bagaimana menurut kalian tes nya tadi?* (how do you feel about the test?)

S1 S2 : *susah mas* (difficult sir)

R : *mengapa susah?* (why difficult?)

S1 : *kan harus mendengarkan sambil mencatat.* (because i should taking note while listening)

R : *memangnya apa yang kalian catat tadi?* (what do you write on your note)

S1 : *kalau saya ya nyatat semua yang dibacakan.*(i write everything that you read)

S2 : *saya tadi juga gitu, tapi banyak yang kelewatan.* (me too, but i missed some part)

S1 : *saya juga nggak lengkap tadi nyatatnya.* (my note are incomplete)

R : *lalu kalian melengkapinya bagaimana?* (so what do you do to complete your note?)

S2 : *ya sambil tanya ke teman.* (i asked my friend)

S1 : *kan ceritanya Cinderella, jadi tadi tau ceritanya bagaimana, Cuma bingung mau nulis bahasa inggrisnya.* (i understand the story of Cinderella, but i feel confused how to write the english)

S2 : *iya mas* (me too)

R : *ooh jadi gitu, okedeh, besok kita belajar lagi caranya ya, terimakasih bantuannya.*(okay, tomorrow we will learn how to study listening, thank you for your help)

S1 S2 : *ya mas* (yes sir)

Interview 4

Wednesday, May 14th, 2014

R : *bagaimana Bu?* (how about today mam?)

ET : *sebagian besar murid masih bingung dan tidak percaya diri, yang pada akhirnya mereka susah untuk mengerjakannya secara individu.* (most students still confused and not confident, that in the end they are difficult to do individually)

R : *iya Bu, tadi memang terlihat seperti itu, tapi untuk besok memang tahapannya memakai cara diskusi.* (yes mam, it does look like that, but for tomorrow the stage using discussion way)

ET : *ya dicoba dulu saja besok.* (just try it tomorrow)

R : *ya Bu. Mengenai teksnya bagaimana Bu?* (yes mam, and how about the text?)

ET : *tadi teksnya membantu siswa, karena cerita itu populer.* (the text helps the students, because the story is popular)

R : *untuk dipakai besok?* (for tomorrow mam?)

ET : *lha dari mas rizky ada teks apa?* (what do you have?)

R : *saya ada teks asal mula kota surabaya, bagaimana bu?* (i have a text the origin of surabaya)

ET : *ya itu boleh dipakai.* (you can use it)

R : *terimakasih bu.* (thank you mam)

Interview 5

Tuesday, May 20th 2014

R : *Selamat siang, bu.*(Good afternoon, ma'am.)

ET : *Siang, silakan masuk. Sebentar ya.*(Afternoon. Please, come in. Wait a minute)

ET : *Ini sudah saya buat beberapa catatan selama cycle pertama. Lebih baik masnya tetap di KD yang kemarin untuk cycle ke-2 dengan melakukan perbaikan-perbaikan tentunya.*(Here this is, I had made some notes during the first cycle. You better stay on the same basic competence for the next cycle with improvements indeed.)

R : *Iya bu, siswa masih terkesan kurang kesadarannya. Apa salahnya di saya atau gimana bu?*(Yes, ma'am. The students still lacked of awareness. Was it something wrong with my teaching?)

ET : *Sebenarnya hanya masnya yang kurang percaya diri saja. Untuk dampak penggunaan teknik dictoglossnya sudah cukup terlihat, hanya saja pada saat merekonstruksi teks dan membuat grup masih memakan banyak waktu* (Truthfully, you only need to be more confident. The dictogloss technique sure have impact, yet, in fact, the students wasted much time to reconstruct the texts and grouping.)

R : *teknik dictogloss cukup efektif, masih pada KD yang sama, dan harus meningkatkan manajemen waktu dan kesadaran siswa untuk lebih efektif dalam mengerjakan soalnya bu?*(dictogloss technique were quite effective, should be still in the same basic competence, and should improve both the time management and the students' awareness, is that all ma'am?)

ET : *Seperti itu kurang lebih untuk bayangan di cycle 2 nanti.*(Yes, that's all, more or less.)

R : *Iya bu, terimakasih.*(Yes, ma'am, thanks)

Interview 6

Wednesday, May 21th 2014

R : *Gimana pembelajaran listening tadi?* (How was the listening lesson?)

Ss : *Lumayan mas.* (it's quite enough)

R : *Maksudnya lumayan gimana ya?* (What do you mean by "enough"?)

Ss : *Sekarang udah lebih paham kalau dengerin cerita bahasa Inggris mas. Udah mulai tau cara mendengarkan biar gampang tu gimana.* (I have been more understood in listening en English story. I've got the key how to listen easily)

3

OBSERVATION CHECKLIST

Observation Checklist of the Teaching and Learning Process of Listening

Instruction :

The observer checks (v) to Yes/ No column based on the real condition. “Yes” if the researcher or the students does it while “No” if the researcher or the students does not it

Day, date : Wednesday, May 7th 2014

No	Observation Items	Yes	No	Description
A	Pre-teaching			
1.	The teacher greets the students.	v		
2.	The students respond to the greeting.	v		
3.	The teacher asks the students' condition.	v		
4.	The students tell their condition to the teacher.	v		
5.	The students tell who is absent.		V	There were no students absent.
6.	The teacher outlines the materials.	v		
7.	The teacher explains the goal of the teaching and learning.		V	
B	Whilst-teaching			
1.	The students are ready to learn the materials.	v		.
2.	The teacher explains the materials.	v		
3.	The teacher uses media		V	
4.	The students respond toward the teacher's explanation.	v		
5.	The teacher uses authentic materials		V	
6.	The teacher gives chances to the students to ask the questions.	v		The questions are related to vocabulary.
7.	The students ask the questions.		V	
8.	The students ask their personal problems.		V	
9.	The teacher acts out the instruction.	v		
10.	The students listen and follow the teacher action.	v		
11.	The students cooperate well in the listening activities.		V	They are lack of awareness in asking their problems

12.	The teacher checks the students understanding by giving some questions.	v		
C	Post-teaching			
1.	The teacher and the students summarize the lesson.	v		
2.	The teacher gives a reward and motivates the students to participate more in the next meeting.		V	
3.	The teacher gives the topic for the next meeting.		V	
4.	The teacher says good-bye.	v		

4 TEST

Pre-test

CINDERELLA

Once upon a time there was a girl named Cinderella. She lived with her bad step mother and two step sister. She had to do all the household chores. One day, the King invited all the ladies in the Kingdom to go to a ball in the palace. He wanted to find the Crown Prince a wife. The step sister went to the ball that night with their step mother. Cinderella was left alone. She cried because she actually wanted to go to the ball, too.

Just then a fairy godmother came. With her magic wand, she gave Cinderella a coach, two horses, and footmen. She also gave Cinderella a lovely dress to wear to the ball and a pair of glass slippers. She told Cinderella to come home before midnight. At the ball, Cinderella danced all night with the Prince. The Prince fell in love with her. At midnight, Cinderella ran home. Unfortunately, one of her glass slippers slipped off at the door. She did not have time to put it back on. The Prince was sad as he could not find Cinderella again that night.

The next day, the Prince and his men brought along the glass slipper. They went all over the Kingdom to search for the owner. After searching for a long time, finally, they came to Cinderella's house. The slipper fit her. The Prince was very happy to find Cinderella again. They got married and lived happily ever after.

Cycle 1

The Origin of the city Surabaya

Once upon a time , there were two animals , Sura and Baya name . Sura is the name of the Beast is the Beast shark and Baya the crocodile . They live in the deep sea . After Sura and Baya were looking for some food . Suddenly, Baya see a nice goat . " Yummy is good , this is the most delicious lunch , " said Baya . ' No way ! This is my lunch . You greedy " Sura said . Later they fought for goats . After several hours of fighting, they were very tired . Feels tired of fighting , they live in different places . Sura Baya live in the water and stay in the country.

Border is the beach , so they do not will fight again . Someday , Sura went to the ground and look for some food in the river . he was very hungry and there was not much food in the sea . Baya was very angry when he knew that Sura broke a promise . they fight again . They both punching and kicking . tail Sura Baya fight . Baya did the same thing to Sura . He bit very hard until Sura finally gave up and returned to the sea . Baya happy . named his final city of Surabaya .

Cycle 2/ Post-test

The Legend of Toba Lake

Once upon time, there was a handsome man. His name was Batara Guru Sahala. He liked fishing. One day, he caught a fish. He was surprised to find out that the fish could talk. The fish begged him to set it free. Batara Guru could not bear it. He made the fish free. As soon as it was free, the fish changed into a very beautiful woman. She attracted Batara Guru so much. He felt in love with that fish-woman. The woman wanted to marry with him and said that Batara Guru had to keep the secret which she had been a fish. Batara Guru agreed and promised that he would never tell anybody about it.

They were married happily. They had two daughters. One day Batara Guru got very angry with his daughter. He could not control his mad. He shouted angrily and got the word of fish to his daughters. The daughters were crying. They found their mother and talked her about it.

The mother was very annoyed. Batara Guru broke his promise. The mother was shouting angrily. Then the earth began to shake. Volcanoes started to erupt. The earth formed a very big hole. People believed that the big hole became a lake. Then this lake is known as Toba lake.

5

STUDENTS' SCORES

Students' scores

no	Name	Pre-test	Cycle 1	Cycle 2/Post-test
1	S1	4,2	5,8	7,5
2	S2	4,2	5,8	7,5
3	S3	5,8	5,8	7,5
4	S4	4,2	6,7	7,5
5	S5	5,8	7,5	7,5
6	S6	6,7	6,7	8,3
7	S7	5	6,7	7,5
8	S8	5	7,5	8,3
9	S9	5	7,5	7,5
10	S10	4,2	6,7	7,5
11	S11	5,8	5,8	7,5
12	S12	5	6,7	7,5
13	S13	4,2	6,7	6,7
14	S14	4,2	6,7	7,5
15	S15	5	7,5	8,3
16	S16	5	6,7	7,5
17	S17	4,2	5,8	6,7
18	S18	4,2	7,5	7,5
19	S19	4,2	6,7	6,7
20	S20	5,8	6,7	7,5
21	S21	7,5	7,5	8,3
22	S22	4,2	6,7	8,3
23	S23	4,2	6,7	7,5
24	S24	5	7,5	7,5
25	S25	4,2	5,8	7,5
26	S26	4,2	6,7	8,3
27	S27	5	5,8	6,7
28	S28	4,2	7,5	7,5
29	S29	6,7	7,5	7,5
	Mean score	4,9	6,7	7,5

6

COURSE GRID AND LESSON PLANS

Rencana Pelaksanaan Pembelajaran

Satuan Pendidikan	: SMP N 1 Bantul
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: VIII/ 2
Materi Pembelajaran	: Mendengarkan
Alokasi Waktu	: 2X40 menit

I. Standar kompetensi

8. Memahami makna dalam percakapan transaksional dan interpersonal pendek sederhana untuk berinteraksi dengan lingkungan sekitar

II. Kompetensi Dasar

8.2 Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *narrative* dan *recount*

III. Indikator

a. Kognitif

1. Menyebutkan topik teks *narrative*
2. Mengidentifikasi tujuan komunikatif teks *narrative*.
3. Menjawab pertanyaan tentang informasi rinci tersurat dalam teks lisan fungsional dan monolog sederhana berbentuk *narrative*.
4. Menentukan makna kata-kata sulit sesuai konteks.
5. Melengkapi teks *narrative*

b. Psikomotor

1. Mendengarkan dengan baik dan benar.
2. Menangkap pesan yang di dengar dengan baik dan benar.
3. Menulis jawaban pertanyaan bacaan dengan ejaan yang benar.
4. Melengkapi teks *narrative* menggunakan ejaan yang benar.

c. Afektif

1. Mengembangkan perilaku berkarakter, meliputi: Kemandirian, tolong menolong, tanggung jawab.
2. Mengembangkan ketrampilan sosial, meliputi: Bertanya; Menyumbangkan ide atau pendapat; Menjadi pendengar yang baik; Berkomunikasi dengan santun.

IV. Tujuan Pembelajaran

a. Kognitif

1. setelah mendengarkan teks lisan *narrative* berjudul *The Cap Seller and The Monkeys*, siswa dapat menyebutkan gambaran umum teks;
2. setelah mendengarkan teks lisan *narrative* berjudul *The Cap Seller and The Monkeys*, siswa dapat menjawab pertanyaan tentang informasi rinci tersurat secara individu;
3. setelah mendengarkan teks lisan *narrative* berjudul *The Cap Seller and The Monkeys*, siswa dapat menentukan makna kata-kata sulit dalam teks sesuai konteks secara individu;
4. setelah mendengarkan teks lisan *narrative* berjudul *The Cap Seller and The Monkeys*, siswa dapat mengisi teks rumpang dari kedua teks tersebut.

b. Afektif

1. Terlibat dalam proses belajar mengajar berpusat pada siswa, dan siswa dinilai membuat kemajuan dalam menunjukkan perilaku berkarakter meliputi: *kemandirian, tolong menolong, dan tanggung jawab.*
2. Terlibat dalam proses belajar mengajar berpusat pada siswa dan dinilai telah membuat kemajuan dengan menunjukkan ketrampilan sosial: *bertanya, menyumbang ide, atau berpendapat, menjadi pendengar yang baik, dan berkomunikasi dengan santun.*

V. Model dan Metode Pembelajaran

PPP (Presentation – Practice – Production)

Dictogloss

VI. Sumber belajar

1. Script narrative sederhana.

VII Kegiatan belajar Mengajar

Pre-Teaching

1. Berdoa bersama

T : okay class, before we start our lesson today, let's say a prayer!

T : thank you.

2. Greeting

T ; good morning everybody!

S : good morning sir.

3. Menanyakan keadaan siswa

T : how are you today?

S : fine, and you?

T : i'm fine too. Thank you.

4. Memeriksa kehadiran siswa

T : who is absent today?

S : no one sir.

T : good.

5. Menunjukkan gambar terkait teks

T : okay class, please have a look at the picture! Do you know what is it?

S :

T : good.

6. Diskusi tentang beberapa vocabulary terkait

- 7.

Whilst Teaching

1. Guru menjelaskan tentang apa yang akan dibahas

2. Guru membagikan handout kepada siswa

T : take one and pass the rest to the other.

3. Guru membacakan teks satu kali dan meminta siswa mendengarkan dengan seksama dan tanpa mereka melakukan aktivitas mencatat.

T : now i will read the text once, and then you answer the questions!

4. Guru membacakan teks kembali

T : i will give you the other activity, you listen again the text again carefully

- a. Membacakan kembali teks. Selama teks dibacakan murid mendengarkan dan diperbolehkan untuk mencatat, setelah selesai dibacakan murid diminta menuliskan apa yang mereka dapat dari mendengarkan di handout yang telah disediakan secara individual.
- b. Meminta siswa untuk bekerja secara berpasangan, kemudian mengkombinasikan hasil pekerjaan mereka sebelumnya menjadi teks yang lebih mendekati ke versi asli.
- c. Membacakan lagi teks untuk yang terakhir kalinya, kemudian setelah selesai mereka diminta membenarkan kembali pekerjaannya bersama pasangannya.
- d. Setelah selesai, siswa diminta menukarkan pekerjaannya ke kelompok lain untuk saling mengoreksi, disini diberikan versi asli dari teks, sehingga siswa dapat mengetahui di bagian mana terdapat kesalahan.
- e. Setelah selesai siswa diminta mengumpulkan hasil pekerjaannya.

Post teaching

1. Memberikan feedback

T : what can we learn today?

2. Menutup pelajaran.

T : i think that's all for today, let's say a prayer.

T : good, thank you for your cooperation, see you next week.

VIII. Script listening.

CINDERELLA

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The next day, the Prince and his men brought along the glass slipper. They went all over the Kingdom to search for the owner. After searching for a long time, finally, they came to Cinderella's house. The slipper fit her. The Prince was very happy to find Cinderella again. They got married and lived happily ever after.

IX. Lembar kerja siswa

silahkan ceritakan kembali cerita yang telah dibacakan oleh guru

Cinderella

Once upon time,

Mengetahui
Guru Mata Pelajaran

Yogyakarta, 14 Mei 2014
Mahasiswa

Nisma Nurullaila.S.Pd
NIP. 197011171994122002

Rizky Novika Dzulfikar
NIM. 08202241003

Rencana Pelaksanaan Pembelajaran

Satuan Pendidikan	: SMP N 1 Bantul
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: VIII/ 2
Materi Pembelajaran	: Mendengarkan
Alokasi Waktu	: 2X40 menit

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8. Memahami makna dalam percakapan transaksional dan interpersonal pendek sederhana untuk berinteraksi dengan lingkungan sekitar

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8.2 Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *narrative* dan *recount*

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3. Menjawab pertanyaan tentang informasi rinci tersurat dalam teks lisan fungsional dan monolog sederhana berbentuk *narrative*.
4. Menentukan makna kata-kata sulit sesuai konteks.
5. Melengkapi teks *narrative*

b. Psikomotor

1. Mendengarkan dengan baik dan benar.
2. Menangkap pesan yang di dengar dengan baik dan benar.
3. Menulis jawaban pertanyaan bacaan dengan ejaan yang benar.
4. Melengkapi teks *narrative* menggunakan ejaan yang benar.

c. Afektif

1. Mengembangkan perilaku berkarakter, meliputi: Kemandirian, tolong menolong, tanggung jawab.
2. Mengembangkan ketrampilan sosial, meliputi: Bertanya; Menyumbangkan ide atau pendapat; Menjadi pendengar yang baik; Berkomunikasi dengan santun.

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a. Kognitif

1. setelah mendengarkan teks lisan *narrative* berjudul *The Cap Seller and The Monkeys*, siswa dapat menyebutkan gambaran umum teks;
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3. setelah mendengarkan teks lisan *narrative* berjudul *The Cap Seller and The Monkeys*, siswa dapat menentukan makna kata-kata sulit dalam teks sesuai konteks secara individu;
4. setelah mendengarkan teks lisan *narrative* berjudul *The Cap Seller and The Monkeys*, siswa dapat mengisi teks rumpang dari kedua teks tersebut.

b. Afektif

1. Terlibat dalam proses belajar mengajar berpusat pada siswa, dan siswa dinilai membuat kemajuan dalam menunjukkan perilaku berkarakter meliputi: *kemandirian, tolong menolong, dan tanggung jawab.*
2. Terlibat dalam proses belajar mengajar berpusat pada siswa dan dinilai telah membuat kemajuan dengan menunjukkan ketrampilan sosial: *bertanya, menyumbang ide, atau berpendapat, menjadi pendengar yang baik, dan berkomunikasi dengan santun.*

V. Model dan Metode Pembelajaran

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3. Menanyakan keadaan siswa

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S : fine, and you?

T : i'm fine too. Thank you.

4. Memeriksa kehadiran siswa

T : who is absent today?

S : no one sir.

T : good.

5. Menunjukkan gambar terkait teks

T : okay class, please have a look at the picture! Do you know what is it?

S :

T : good.

6. Diskusi tentang beberapa vocabulary terkait

Whilst Teaching

1. Guru menjelaskan tentang apa yang akan dibahas

2. Guru membagikan handout kepada siswa

T : take one and pass the rest to the other.

3. Guru membacakan teks satu kali dan meminta siswa mendengarkan dengan seksama dan tanpa mereka melakukan aktivitas mencatat.

T : now i will read the text once, and then you answer the questions!

4. Guru membacakan teks kembali

T : i will give you the other activity, you listen again the text again carefully

- a. Membacakan kembali teks. Selama teks dibacakan murid mendengarkan dan diperbolehkan untuk mencatat, setelah selesai dibacakan murid diminta menuliskan apa yang mereka dapat dari mendengarkan di handout yang telah disediakan secara individual.
- b. Meminta siswa untuk bekerja secara berpasangan, kemudian mengkombinasikan hasil pekerjaan mereka sebelumnya menjadi teks yang lebih mendekati ke versi asli.
- c. Membacakan lagi teks untuk yang terakhir kalinya, kemudian setelah selesai mereka diminta membenarkan kembali pekerjaannya bersama pasangannya.
- d. Setelah selesai, siswa diminta menukarkan pekerjaannya ke kelompok lain untuk saling mengoreksi, disini diberikan versi asli dari teks, sehingga siswa dapat mengetahui di bagian mana terdapat kesalahan.
- e. Setelah selesai siswa diminta mengumpulkan hasil pekerjaannya.

Post teaching

- a. Memberikan feedback

T : what can we learn today?

- b. Menutup pelajaran.

T : i think that's all for today, let's say a prayer.

T : good, thank you for your cooperation, see you next week.

VIII. Script listening.

The Origin of the city Surabaya

Once upon a time , there were two animals , Sura and Baya name . Sura is the name of the Beast is the Beast shark and Baya the crocodile . They live in the deep sea . After Sura and Baya were looking for some food . Suddenly, Baya see a nice goat . " Yummy is good , this is the most delicious lunch , " said Baya . ' No way ! This is my lunch . You greedy " Sura said . Later they fought for goats . After several hours of fighting, they were very tired . Feels tired of fighting , they live in different places . Sura Baya live in the water and stay in the country. Border is the beach , so they do not will fight again . Someday , Sura went to the ground and look for some food in the river . he was very hungry and there was not much food in the sea . Baya was very angry when he knew that Sura broke a promise . they fight again . They both punching and kicking . tail Sura Baya fight . Baya did the same thing to Sura . He bit very hard until Sura finally gave up and returned to the sea . Baya happy . named his final city of Surabaya .

IX. Lembar kerja siswa

silahkan ceritakan kembali cerita yang telah dibacakan oleh guru

The Origin of the city Surabaya

Once upon time,

Mengetahui
Guru Mata Pelajaran

Yogyakarta, 20 Mei 2014
Peneliti

Nisma Nurullaila.S.Pd
NIP. 197011171994122002

Rizky Novika Dzulfikar
NIM. 08202241003

Rencana Pelaksanaan Pembelajaran

Satuan Pendidikan	: SMP N 1 Bantul
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: VIII/ 2
Materi Pembelajaran	: Mendengarkan
Alokasi Waktu	: 2X40 menit

I. Standar kompetensi

8. Memahami makna dalam percakapan transaksional dan interpersonal pendek sederhana untuk berinteraksi dengan lingkungan sekitar

II. Kompetensi Dasar

8.2 Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *narrative* dan *recount*

III. Indikator

a. Kognitif

1. Menyebutkan topik teks *narrative*
2. Mengidentifikasi tujuan komunikatif teks *narrative*.
3. Menjawab pertanyaan tentang informasi rinci tersurat dalam teks lisan fungsional dan monolog sederhana berbentuk *narrative*.
4. Menentukan makna kata-kata sulit sesuai konteks.
5. Melengkapi teks *narrative*

b. Psikomotor

1. Mendengarkan dengan baik dan benar.
2. Menangkap pesan yang di dengar dengan baik dan benar.
3. Menulis jawaban pertanyaan bacaan dengan ejaan yang benar.
4. Melengkapi teks *narrative* menggunakan ejaan yang benar.

c. Afektif

1. Mengembangkan perilaku berkarakter, meliputi: Kemandirian, tolong menolong, tanggung jawab.
2. Mengembangkan ketrampilan sosial, meliputi: Bertanya; Menyumbangkan ide atau pendapat; Menjadi pendengar yang baik; Berkomunikasi dengan santun.

IV. Tujuan Pembelajaran

a. Kognitif

1. setelah mendengarkan teks lisan *narrative* berjudul *The Cap Seller and The Monkeys*, siswa dapat menyebutkan gambaran umum teks;
2. setelah mendengarkan teks lisan *narrative* berjudul *The Cap Seller and The Monkeys*, siswa dapat menjawab pertanyaan tentang informasi rinci tersurat secara individu;
3. setelah mendengarkan teks lisan *narrative* berjudul *The Cap Seller and The Monkeys*, siswa dapat menentukan makna kata-kata sulit dalam teks sesuai konteks secara individu;
4. setelah mendengarkan teks lisan *narrative* berjudul *The Cap Seller and The Monkeys*, siswa dapat mengisi teks rumpang dari kedua teks tersebut.

b. Afektif

1. Terlibat dalam proses belajar mengajar berpusat pada siswa, dan siswa dinilai membuat kemajuan dalam menunjukkan perilaku berkarakter meliputi: *kemandirian, tolong menolong, dan tanggung jawab.*
2. Terlibat dalam proses belajar mengajar berpusat pada siswa dan dinilai telah membuat kemajuan dengan menunjukkan ketrampilan sosial: *bertanya, menyumbang ide, atau berpendapat, menjadi pendengar yang baik, dan berkomunikasi dengan santun.*

V. Model dan Metode Pembelajaran

PPP (Presentation – Practice – Production)

Dictogloss

VI. Sumber belajar

1. Script narrative sederhana.
2. Gambar terkait

VII Kegiatan belajar Mengajar

Pre-Teaching

- a. Berdoa bersama

T : okay class, before we start our lesson today, let's say a prayer!

T : thank you.

- b. Greeting

T ; good morning everybody!

S : good morning sir.

- c. Menanyakan keadaan siswa

T : how are you today?

S : fine, and you?

T : i'm fine too. Thank you.

- d. Memeriksa kehadiran siswa

- T : who is absent today?
 S : no one sir.
 T : good.
 e. Menunjukkan gambar terkait teks
 T : okay class, please have a look at the picture! Do you know what is it?
 S :
 T : good.
 f. Diskusi tentang beberapa vocabulary terkait

Whilst Teaching

- a. Guru menjelaskan tentang apa yang akan dibahas
 b. Guru membagikan handout kepada siswa
 T : take one and pass the rest to the other.
 c. Guru membacakan teks satu kali dan meminta siswa mendengarkan dengan seksama dan tanpa mereka melakukan aktivitas mencatat.
 T : now i will read the text once, and then you answer the questions!
 d. Guru membacakan teks kembali
 T : i will give you the other activity, you listen again the text again carefully
 e. Membacakan kembali teks. Selama teks dibacakan murid mendengarkan dan diperbolehkan untuk mencatat, setelah selesai dibacakan murid diminta menuliskan apa yang mereka dapat dari mendengarkan di handout yang telah disediakan secara individual.
 f. Meminta siswa untuk bekerja secara berpasangan, kemudian mengkombinasikan hasil pekerjaan mereka sebelumnya menjadi teks yang lebih mendekati ke versi asli.
 g. Membacakan lagi teks untuk yang terakhir kalinya, kemudian setelah selesai mereka diminta membenarkan kembali pekerjaannya bersama pasangannya.
 h. Setelah selesai, siswa diminta menukarkan pekerjaannya ke kelompok lain untuk saling mengoreksi, disini diberikan versi asli dari teks, sehingga siswa dapat mengetahui di bagian mana terdapat kesalahan.
 i. Setelah selesai siswa diminta mengumpulkan hasil pekerjaannya.

Post teaching

- a. Memberikan feedback
 T : what can we learn today?
 b. Menutup pelajaran.
 T : i think that's all for today, let's say a prayer.

T : good, thank you for your cooperation, see you next week.

VIII. Script listening.

The Legend of Toba Lake

Once upon time, there was a handsome man. His name was Batara Guru Sahala. He liked fishing. One day, he caught a fish. He was surprised to find out that the fish could talk. The fish begged him to set it free. Batara Guru could not bear it. He made the fish free. As soon as it was free, the fish changed into a very beautiful woman. She attracted Batara Guru so much. He felt in love with that fish-woman. The woman wanted to marry with him and said that Batara Guru had to keep the secret which she had been a fish. Batara Guru agreed and promised that he would never tell anybody about it. They were married happily. They had two daughters. One day Batara Guru got very angry with his daughter. He could not control his mad. He shouted angrily and got the word of fish to his daughters. The daughters were crying. They found their mother and talked her about it. The mother was very annoyed. Batara Guru broke his promise. The mother was shouting angrily. Then the earth began to shake. Volcanoes started to erupt. The earth formed a very big hole. People believed that the big hole became a lake. Then this lake is known as Toba lake.

IX. Lembar kerja siswa

silahkan ceritakan kembali cerita yang telah dibacakan oleh guru

The Legend of Toba Lake

Once upon time,

Mengetahui
Guru Mata Pelajaran

Yogyakarta, 21 Mei 2014
Mahasiswa

Nisma Nurullaila.S.Pd
NIP. 197011171994122002

Rizky Novika Dzulfikar
NIM. 08202241003

7

PHOTOGRAPHS





