

**CONSULTANTS' APPROVAL**

**IMPROVING THE VIII-B STUDENTS' LISTENING COMPREHENSION ABILITY  
THROUGH NOTE TAKING AND PARTIAL DICTATION TECHNIQUES  
AT SMPN 3 JEMBER IN THE 2006/2007 ACADEMIC YEAR**

**THESIS**

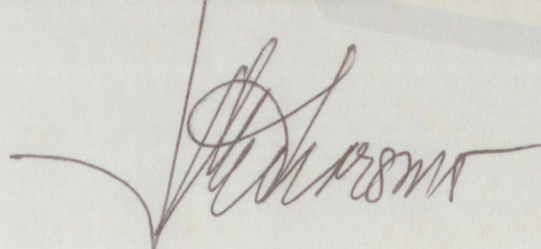
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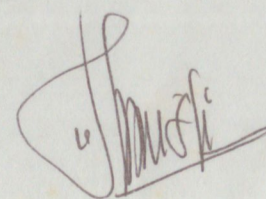
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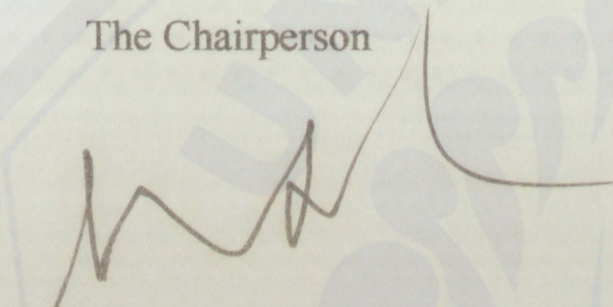
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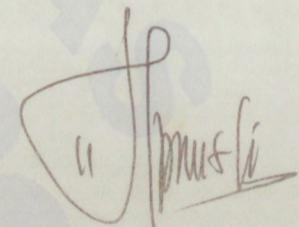
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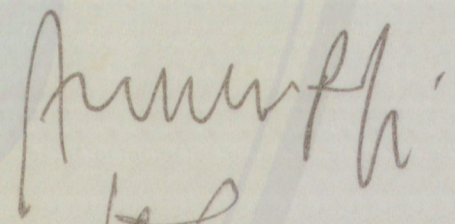
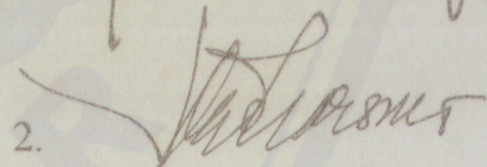


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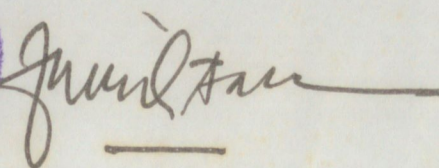
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## DEDICATION

This thesis is dedicated to:

- \* My beloved Mom, Elly Hadi W, thanks for your biggest support. I am deeply and eternally grateful for what you have done. You are the most amazing woman I have ever known. I love you much, Mom!
- \* My lovely Dad, Sulisty Putro, thanks for everything that you gave to me, for keeping me focus on my thesis, and I will never forget every words that you said. Thank you for the greatest support. I love you, Dad!
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- \* My Almamater



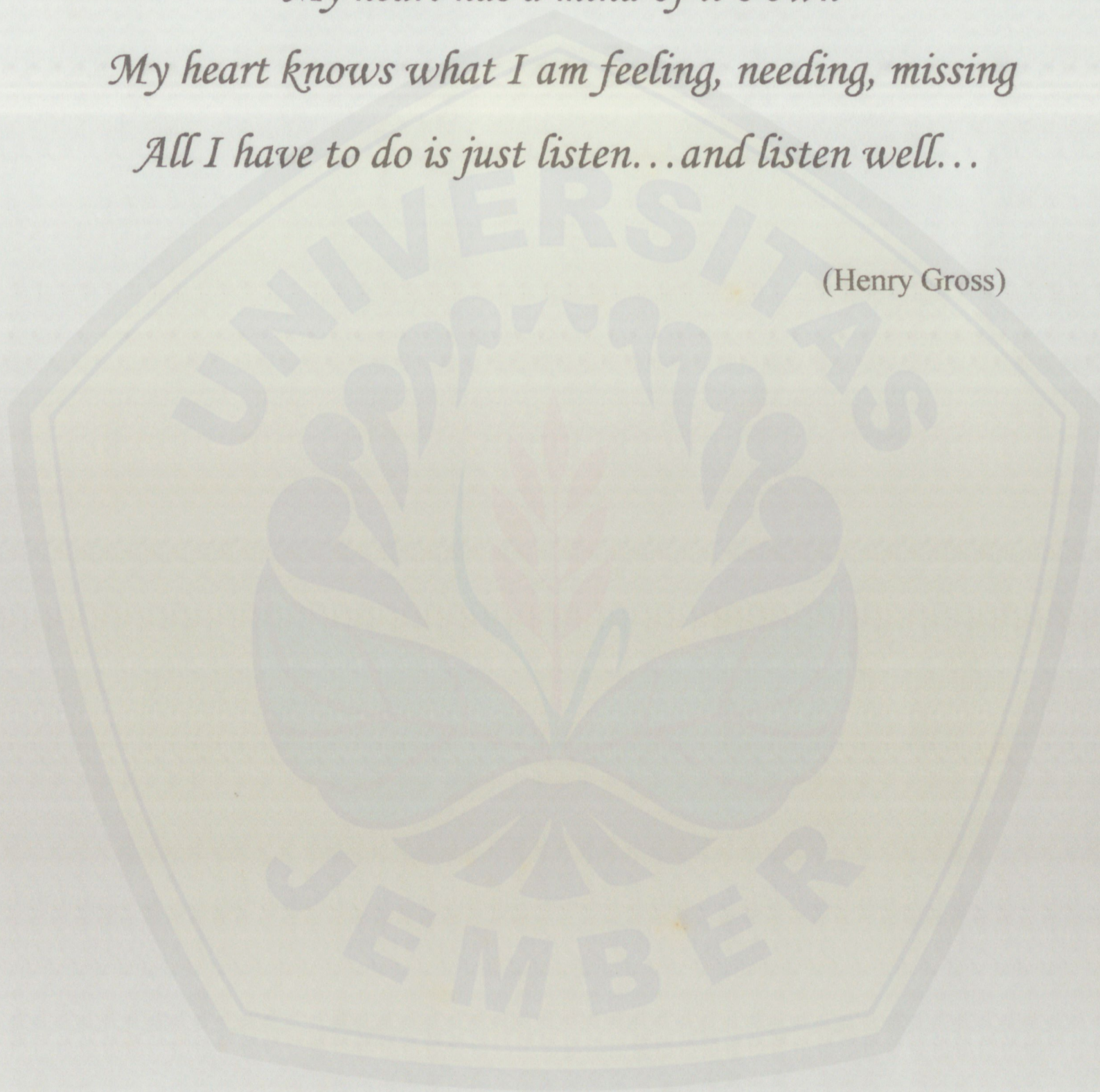
**MOTTO**

*My heart has a mind of it's own*

*My heart knows what I am feeling, needing, missing*

*All I have to do is just listen...and listen well...*

(Henry Gross)





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Finally, I hope this thesis provides advantages to the readers. Any criticism to improve this thesis would be appreciated.

Jember, March 2007

The Writer



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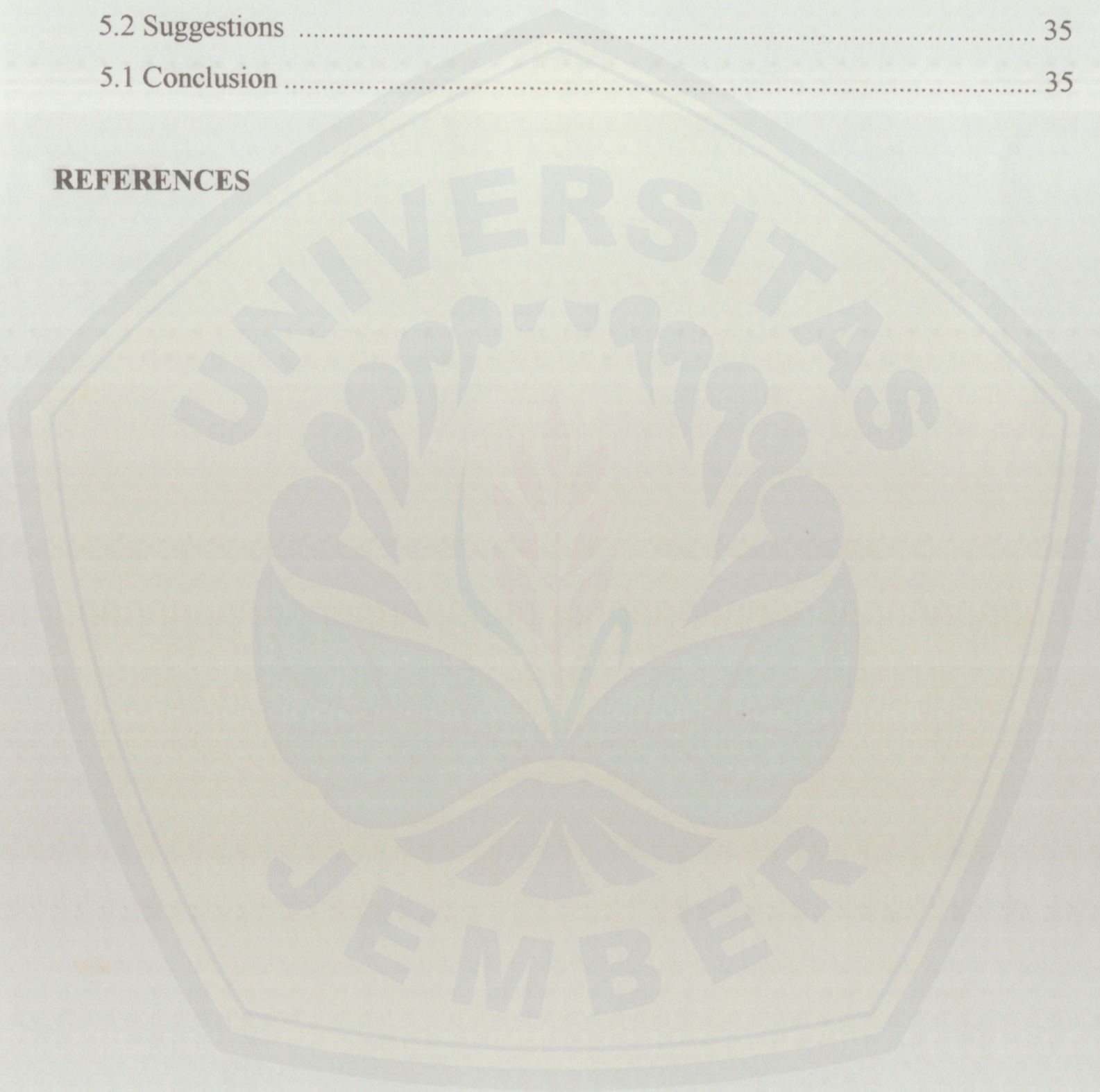


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## ABSTRACT

Risa Optista P. 2007. Improving the VIII-B Students' Listening Comprehension Ability through Note Taking and Partial Dictation Techniques at SMPN 3 Jember in the 2006/ 2007 Academic Year.

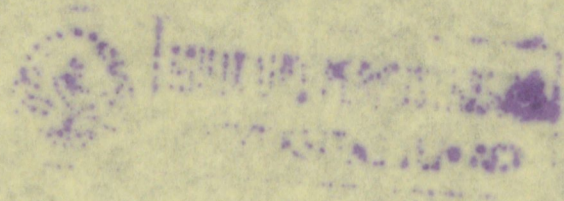
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Key Words : Listening Comprehension Ability  
Text Dictation Techniques

Text dictation technique is one of interesting ways to improve the students' listening comprehension ability. In this action research, the technique was divided into note taking and partial dictation. Those two techniques were used in each cycle to improve the students' listening comprehension ability. There were two cycles in this action research. In the first cycle the action was teaching listening through text dictation techniques; note taking and partial dictation. In the second cycle the action was teaching listening through text dictation techniques; note taking and partial dictation, by giving more vocal variety, heightening the volume, and giving more gestures. The action research was carried out to improve the VIII-B students' listening comprehension ability after being taught by using text dictation techniques at SMPN 3 Jember in the 2006/ 2007 academic year. The respondents were the VIII-B students of SMPN 3 Jember. The primary data were collected from the result of students' listening test. Meanwhile, observation, interview, documentation were done to get the supporting data. The primary data were analyzed quantitatively by using the mean score formula, and the supporting data were analyzed based on the real conditions. The result of listening test in cycle one was 73.4. It means that the action of teaching listening through text dictation techniques in cycle one could not improve the students' listening comprehension ability. On the other side, the result of listening test in cycle two was 81.7. This means that the action of teaching listening through text dictation techniques by giving more vocal variety, heightening the volume, and giving more gestures in cycle two could improve the students' listening comprehension ability. That is why, the English teachers are suggested to use note taking and partial dictation in teaching listening comprehension, as they are two of the techniques of dictation. It could be the variety in teaching listening comprehension.







## I. INTRODUCTION



This chapter presented the background of the study, the research problem, operational definition of the variables, objectives of the study, and significances of the study.

### 1.1 Background of The Study

As an international language, English is taught in Indonesian schools, from Junior High School until University or College, and even it is taught in Elementary School. However, the teaching-learning English still faces some problems since most of the students are afraid of using English. They think that English is very difficult to study. We have to help them to solve the problem, so that the purpose of getting success in teaching learning English can be achieved.

Achieving the success in teaching and learning English can be performed or accomplished through a simple condition. It is just how far the students can use English in teaching learning process. If all of the students can understand and master the language taught by the teacher, and the students can use it in a real communication, it means that the teaching learning process runs successfully. As we know that the emphasis of language teaching is no longer the form, but more the use of language itself, especially for listening, speaking, reading, and writing.

As a language skill, listening is certainly not less important than the three other skills. It plays an important role in second language acquisition, although its role is often underemphasized not only in acquiring the foreign language, but also in learning other languages. Listening makes sense of what one heard. It can be seen when he/ she wants to be able to use foreign language, he/ she may have the ability to grasp ideas as quickly as they heard by making fast association between the utterances and meaning they represented.



Tarigan (1990:2) says that listening is the primary skill, because children learn listening skill unconsciously and naturally before they learn the other skills. This means children learned to listen before they learned to talk. The development of skill in listening had its beginning before the child enters schools.

School children today are expected to listen in many various situations. The advent of sound films, radio, recordings, and television has called for extra hours of listening. When they listen for something, they should comprehend the sound so that they will understand what they listen to, and it was usually called listening comprehension. According to Vandergrift (1999:168), listening comprehension is an interactive, interpretive process where listeners use both prior knowledge and linguistics knowledge in understanding messages. This means that it was a complex, active process in which the listener might discriminate between sounds, understood vocabulary and grammatical structures, and interpreted stress and intonation.

Based on Thirumalai (2002:6) there are several kinds of listening comprehension exercises, one of them is called cloze dictation. This takes the form of asking the students to listen to a paragraph and write the missing word. Lighfoot also says in her articles (2005:1) that dictation refers to a person reading some text aloud so that the listener(s) can write down what is being said. Indeed, some research in the classroom showed it to be a valuable technique for language teaching, and for testing students' competence in the language they were trying to learn, especially to improve student listening and writing skills. Students get the opportunity to hear and pay attention to the rhythm of a sentence, to listen to ideas relates to other disciplines as well as to improve their handwriting and spelling.

Dictation seems to require students to make the most of knowledge available to them, and activates the predicting-and-testing process of listening comprehension. Nevertheless, it is useful exercise for the students in reinforcing the correlation between the spelling system and sound systems of a language. It means their activity



then leads to better understanding of input, which is essential to the improvement of foreign language ability.

From the informal interview that had been done by researcher, it was known that dictation had been applied to the students' listening comprehension at SMPN 3 Jember in 2006/2007 academic years. When the English teacher dictated the text, she dictated loudly and clearly. She said that the purpose of giving text dictation was to train the students to listen to English words in the form of text. Hopefully, by having such activity frequently, the students would be able to comprehend the text by listening to it carefully while the teacher dictated for them. However, the students' listening comprehension score was still low.

As the score was still low, it was necessary to conduct the research on the students' listening comprehension. Therefore, this research was done to improve the second year students' listening comprehension ability through dictation techniques at SMPN 3 Jember in 2006/2007 academic years.

## **1.2 The Research Problem**

Considering the statement above, the researcher formulated the research problem as follows "Can the use of note taking and partial dictation techniques improve the VIII-B students' listening comprehension ability of SMPN 3 Jember in the 2006/2007 academic year?"

## **1.3 Operational Definition of The Variables**

### **1.3.1 Listening comprehension Ability**

Listening comprehension ability in this research means when the students' ability to comprehend or understood the idea or the text dictated by the teacher and wrote it down.



### 1.3.2 Dictation

In this research, dictation means an activity in which the teacher dictates a text and asks the students to listen to and write it down.

### 1.4 Objectives of The Study

The objective of this action research was to improve the VIII-B students' listening comprehension ability through note taking and partial dictation techniques at SMPN 3 Jember in the 2006/2007 academic year.

### 1.5 The Significances of The Study

#### a. The English Teacher

This research result was hopefully could be used as information by the English teacher, especially in this school, in teaching listening by using text dictation to improve students' listening comprehension.

#### b. The Students

This action result was useful for the students to practice their listening through text dictation to improve their listening skill.

#### c. Other Researchers

This research result was hopefully useful for other researchers who want to conduct an action research by using text dictation on other language skill or language components, for example, the use of text dictation to improve students' writing skill.



UNIVERSITAS JEMBER  
Jember, 12 Mei 2019







## II. REVIEW OF RELATED LITERATURE

Before conducting a research, it was important to present theory concerning with the subject being discussed. Without any theory it was impossible for any researcher to explain and conduct a research. Theory was needed in research since it gave the researcher a guide and framework for explaining, describing, and clarifying the problem well. This chapter dealt with some theories applied in this research. They were the meaning of dictation, listening comprehension, the purpose of teaching listening comprehension, the use of text dictation to improve the students' listening comprehension, and action hypothesis.

### 2.1 Dictation

Dictation, as Alkire (2002:1) states has been used in language learning for several hundred years. In other words, it was one of the oldest techniques known for both teaching and testing of foreign languages. It has been long associated with the traditional or grammar-translation method. According to Stansfield (in Norris, 1993:2), dictation is viewed favourably by the present generation of researchers and teachers, and is widely used in both testing and teaching. Besides that, it gives practice in oral comprehension, any form of listening in conversation with someone else, or listening to a lecturer or to a speaker on the radio, demands that we should understand what is said to us (Byrne, 1980:178). In addition, Haycraft (1978:79) says that dictation is comprehension practice and should, therefore, be read at a normal speed, with normal expression. It is helping students to consolidate written structure, idiom, and vocabulary, which can already be pronounced correctly and is also a useful test of listening comprehension.



From those explanations above, dictation is known as a teaching devise, and it is an instrument for teacher to test their students' language skill. It can also prove to be an effective instructional devise for foreign language listening.

### 2.1.1 The Reasons of Teaching Listening By Using Dictation

The teaching of dictation can be applied in the classroom as this activity can give positive effect to the students. Davis and Rinvoluceri (1988:4-8) list ten reasons for using dictation in the foreign language classroom:

1. The students are active during the exercise.

Usually, in teaching learning process teacher is talking 90 per cent of the time and never used pair/group work. In this old-fashioned exercise, the students are allowed to become a subject, instead of being only the object of the teacher's language flood. The students become subjects in the sense that they are active in this exercise, in contrast, they become objects when they are passive in this exercise.

2. The students are active after the exercise.

Correcting a dictation is a straightforward task which students are quite capable of doing for themselves, extending their activity from the dictation into the correction phase and providing them with opportunities to over-learn the language as well as a collaborate with each other in the learning process.

3. Dictation can lead to oral communication activities.

In dictation, the students work in a small group comparing their answers; the 'inside-self' thinking that has taken place during the dictation phase leads naturally into comparing experiences with other members of the group.

4. Dictation fosters unconscious thinking.

Dictation is ideal for occupying the conscious mind while stimulating the unconscious into action.



5. Dictation copes with mixed-ability groups.

Mixed-ability groups mean when there are various levels in that class. Many dictation exercises help the teacher not only to cope with, but also to actually develop positively, the range of abilities in the group.

6. Dictation deals with large groups.

Dictation is one of the few approaches to teaching and learning in the large group context that has a reasonable chance of keeping the students in active language use. If the teacher does use dictation in large groups, she needs to be especially sure that her voice is capable of reaching all of the students clearly and expressively.

7. Dictation will often calm groups.

In dictation, apart from the implicit control of topic and activity and pace, there is often rhythmical, semi-hypnotic aspect to the exercise that puts everybody, including the teacher, into a slight trance.

8. Dictation is safe for the non-native speaker.

This activity is very well for the native speaker, but many teachers, through no fault of their own, have not achieved a level of English. Dictation, however, is something that teachers can prepare fully in advance. The language it generates is known; it is not an exercise that will take teachers by surprise in the class by exposing them to unexpected language.

9. For English, it is a technically useful exercise.

The complexity in English – the regularities of sound/spelling as well as the strangeness- in it self sufficiently justifies dictation as an exercise.

10. Dictation gives access to interesting text.

The teacher who has a range of dictation strategies at her disposal will be able to use these texts (newspaper article, magazines, bits of books, even bits of textbooks) as they arise, using techniques that will increase or decrease the difficulty of the text to match the needs and abilities of the group.



In addition, Davis and Rinvoluceri (1988:4) say that dictation has the capacity to activate the entire class: "Dictation is one of those exercises which, if it is well done, the teacher's planned activity prompts reactions, simultaneously and immediately subsequently, by all the students in the group." It means that dictation activities can increase students' ability to notice aspects of the language, which are sometimes overlooked, as well as mistakes that they commonly make (spelling errors, absence of articles or the third person's, and so on.), and also have the capacity to motivate students by providing practice several areas (e.g. accuracy, fluency, self-correction, negotiation of meaning, etc).

### **2.1.2 The Technique of Using Dictation in the Teaching of Listening**

It is known that dictation is a teaching device, and it is an instrument. It is easy to use because it can be prepared in advance and checked after the exercise directly. However, it will depend on the teacher herself to manage the class in using it. She will be able to get good result, if she prepares, presents, and scores it correctly. In relation to this, Harold (1983:112-114) recommends steps that should be followed by the teacher, namely: preparing the dictation test, administering the dictation test, and scoring the dictation test.

Before giving dictation to the students, the teacher chooses the material of dictation at the beginning. It may be selected from materials the students have already read and studied. Then, the teacher reads the dictation through once, at normal speaking speed. In another words, the teacher has to enhance her normal speech: use more volume, more vocal variety, and more emphasis. Therefore, vocal or voice quality was key element in presenting the message.

Beside that, using hand gestures for emphasis during dictating the text can be very effective. It can be used to replace verbal communication. For example, in part of punctuation with head nods and hand movements, which relate to the stress rhythm and tempo of sentences (Peachey, 2005:3). In addition, Webster (1997:567) agrees



that gesture is a movement or movement collectively of the body or part of body to express or emphasize ideas, emotion, etc. So, it means gesture can help the students in grasping the ideas of the text.

As Byrne (1980:79) says that classroom dictation is not a speed test. The teacher should proceed at the pace of the slowest. She should make sure that all the students have written one phase before he dictates the text. This is reason why plenty of time should be allowed for the exercises. DeFillipo and Sadow (2006) also state if the text is short (100-150 words) it will take 15 to 30 minutes, but if the text is longer (more than 150 words) it will take 30 to 60 minutes.

The teacher then reads the dictation through the second time, at a slightly slower speed. The students begin transcribing. The teacher stops after each phrase or meaningful unit, which the students may include in their transcriptions. The teacher then reads through the third time at normal speaking speed, without calling out the punctuation. During this reading, the students check their work and make any last changes. After finishing the dictation and allowing the students a minute or two for final corrections, the teacher instructs the students to stop.

### **2.1.3 Selecting of the Text Dictation**

The material of dictation can be taken from the reading material that is used in the class. Even it would be better a selection from a reader on slightly lower level. It can be a story or an article that might not be difficult for the students. The length of the material depended on whether it is used alone or with other type of test. Allen and Campbell (1972:225-226) state that a text dictation is a dictation of about 100-150 words taken from contemporary sources that offer reasonable models of the written or spoken varieties of the language being learned. Moreover, the materials for dictation may be selected according to the students' abilities and the levels of usage and style for which there would be the most need.



In this research, the researcher took the material in the form of a text. As DeFillipo and Sadow (2006) say that the text includes five forms of dictation: partial, pair, dictogloss, prediction, and note taking.

**a. *Partial (sometimes known as cloze)***

Most of the dictations in this text are partial dictation where words, phrases, or chunks of language have been deleted, and students are required to listen and write down the missing words. The words that will be omitted can be noun, verb, adjective, or adverb.

**b. *Pair (sometimes known as mutual)***

This dictation are required the students to work in pairs to combined two part texts into one continued piece. One student has a copy of dictation "Student A," and the other has dictation "Student B." Each student has half of the text. They should not look at each other's sheet. Student A dictates and Student B writes, then B dictates and A writes, and so on until the story is complete.

**c. *Dictogloss***

In this kind of dictation, the focus on getting the gist or main idea of a sentence or short paragraph. There are many variations of the dictogloss technique. In the directions for the sentence level dictogloss, students are told that they will hear a sentence only once, after which they are to jot down the words they can recall and try to reconstruct the sentence in writing as accurately as they can. The first time this is done, the teacher will probably have to allow the students a second reading until they discover that they need to pay attention the first time around. The students can work in pairs and then fours. Also included are very short paragraph to be dictated. In this kind of dictation, the students should focus more on the meaning of the paragraph that on the individual sentences; they are not expected to get everything word for word.



**d. Prediction**

Prediction lessons come in two parts. The first part focuses more on reading skills and grammar. The students are required to work in pairs, reading the passage and predicting (or guessing) what should be in each blank space. Any logical or grammatically correct word or phrase can be accepted. Part Two requires the students to listen to the same passage and see if their guesses were correct, or similar.

**e. Note Taking**

Note taking activities require students to write down information they think is important for the discussion that follows. The discussion can be in form of answering the comprehension questions given. This may only amount to a few words; however, when students work in pairs after the listening section is over, they should compare their notes to a partner's to be sure they caught the pertinent information. When this is accomplished, they are able to discuss the issues that follow.

The above five types of dictation could help students to improve their listening comprehension. However, at that time the researcher applied only two of them, they were partial dictation and note taking. Here are the examples:

**a) Partial Dictation**

Example:

Bats \_\_\_\_ (habitat) in trees and caves around the world. They are mammals. Their bodies are about 6.5 to 8 cm. They \_\_\_\_ (have) large wings and large eyes. They can \_\_\_\_ (live) for 5 years. They can \_\_\_\_ (see) and \_\_\_\_ (fly) well in the dark. They usually \_\_\_\_ (eat) insects and fruits.

**b) Note Taking**

Example:

Teacher reads: Komodo dragons are reptiles. It has cold blood and it lays eggs.

A komodo dragon can't run but it can climb a tree. It can live without eating for weeks or even months.

Students write or take a note the important information to answer the questions.



(Taken from English on Sky material for 2<sup>nd</sup> grade of SMP)

The researcher chose those kinds of dictation because, according to Hughes (1989:139) those activities can be practically repeated in testing situation and used diagnostically to test students' ability to cope with particular difficulties (such as weak forms in English). Moreover, those activities were suitable for the students.

## 2.2 Listening Comprehension

Listening, as one of the language skills, is very important. People need this skill in daily activity. They do listening much more than the other skills such as speaking, reading and writing. Many people assume that listening has the same meaning as hearing and this is one of the problems that students have. They do not understand the difference between listening and just hearing. Tarigan (1994:28) points out that listening is a process of hearing with comprehension and appreciation, while hearing is a process to perceive sounds, which is not followed by comprehension and appreciation. Rivers and Temperly (1978) in Mee (1990:1) also state that 45 percent of the time adults spend in communication activities is on listening, 30 percent on speaking, 16 percent on reading, and 9 percent on writing.

In addition, Brown (2000:248) agrees that listening especially for academic and professional context is a highly refined skill that requires a learner's attention to a battery of strategies for extracting meaning from texts. This means the students have to pay attention and understand the text given.

In other, Saricoban (1999:1-3) states that listening is the ability to identify and understand what others are saying, it is a receptive skill, and receptive skills give way to productive skills. If we have our students produce something the teaching should be more communicative. He also categorizes the goals of listening as listening for enjoyment, for information, for persuasion, for perception, and lastly for comprehension and to solve problems.



Learning to listen is just as learning other aspect of language that needed considerable time. Therefore, it may be begun early in the program. The major problem, like Saricoban (1999:3) says, is the actual way listening method is presented to the students. We should give a clear lead in what they are going to hear. According to Brown and Yule (1983:80) the material that is for a particular course will be selected on criteria, which are determined by the aims of the course. So, we can say that the important thing in listening is the material that should be given to the students. If the material is available for them, it will help them to avoid the major problem.

While, Brown (2001:249) argues that listening comprehension is the psychomotor process of receiving sound waves through the ear and transmitting nerve impulses to the brain. It means that listening comprehension is an interactive process and important for the listener to keep it in mind. Yet, Paulston (in Mee, 1990:1) agrees that comprehending the spoken form of the target language is one of the most difficult tasks for the language earner, but it is probably the most neglected skill in language teaching.

Ur (1984:51-129) divides listening for comprehension in to three stages:

1. Listening and making no response (following a written text, informal teacher talk).
2. Listening and making short responses (obeying instruction – physical movement, building models, picture dictation, etc), true-false exercise, noting specific information, etc.
3. Listening and making longer response (repetition and dictation, paraphrasing, answering questions, answering comprehension question on text, predictions, filling gaps, summarizing, etc).

In order to teach listening comprehension, Thirumalai (2002:3) says that the teacher should be clear about the goal in teaching lesson for listening comprehension. The goal must be made explicit and explained to the students so that learning process



becomes meaningful to them. Secondly, the teacher should plan a careful step by step progression material. It means the teacher should give direction to the students as to what they listen for. Thirdly, the teacher must insist on active evident/ overt students' participation. In this case, the students should provide some written/ physical response. In other words, it needs to be demonstrated by the students.

For a student of a foreign language, accurate and intelligent listening is a necessity, and the teacher is responsible to help his/ her learners to acquire this skill which provided the very foundation for learning and functioning in learning.

### **2.3 The Purpose of Teaching Listening Comprehension**

In listening activities, we listen for purpose. It means that the listener do not pay attention to everything; they listen selectively, according to the purpose of the task. Richards (1990:54-58) differentiates between an interactional and a transactional purpose for communication. Interactional use of language is socially oriented, existing largely to satisfy the social needs of the participant; for example small talk and casual conversation. In contrast with interactional listening, transactional listening requires accurate comprehension of a message with no opportunity for clarification with a speaker. Therefore, the purpose in this research concerned with transactional listening, as it is used primarily for communicating information, such as writing down a message or carrying out an instruction.

Knowing the purposes for listening, it greatly reduces the burden of comprehension since listeners know that they needed to listen for something very specific, instead of trying to understand every word. In addition, Saricoban (1999:3) states the purposes that should be in a listening activity are giving or providing:

1. General information (understanding of the main points)
2. Specific information (understanding of the particular items)
3. Cultural interest (generally informing about the target language culture)
4. Information about people's attitudes and opinions



5. The organization of ideas
6. Sequence of events
7. Lexical items (words expressing noise/ movement)
8. Structural items (their use and meaning)
9. Functional items (their form and use)

### **2.3.1 The Teaching of Listening Comprehension at SMP**

The main aim of the English teaching is to enable the students to use English as a means of communication. In addition, the English teaching is intended to enable the students to have other English skills, such as speaking, reading, and writing.

According to the 2004 curriculum for SMP in the teaching listening, the students have to be able to understand the transactional text and speech which pointed to the variety of interpersonal meaning and/ or monolog that is in form of narrative, descriptive, recount, and anecdote (Depdikbud, 2004:116).

It means that the students are expected to use English as a means of communication either in oral or in written form. In the teaching of English, the four skills, speaking, listening, reading, and writing are taught integratedly including the components of English, such as structure and vocabulary.

### **2.4 The Use of Dictation to Improve the Students' Listening Comprehension**

Dictation is a useful and legitimate literacy activity in the classroom at all levels. However, its usefulness is dependent upon the way it is carried out in class. According to Mee (2005:1) dictation is fundamentally a listening skill. This means that students are required to listen to an unseen text and to write down the text. She also says that it encourages intensive listening, short-term memory work and meaningful practice in grammar and writing. Students who do not understand the text



cannot possibly write down the words, so listening comprehension is another important component.

In other, Diez (2006:1) agrees that when we give the students text dictation, it will improve their spelling, their vocabulary range, their listening abilities, their comprehension, and will have a direct effect on their performance.

According to Takeuchi (2000), dictation was confirmed to be an effective teaching method in his experiment. He divided the object into three groups, and the subject in all three groups show statistically significant improvement in foreign language listening comprehension. He used clued dictation in his research. It means that he dictated the text and deleted some words. The result of this experiment depends on the time and the material that was given to the students. Hence, the experiment reported that dictation is effective in foreign language teaching. It also determined that clued dictation was effective especially for learners whose ability was relatively low. The reason might be that the clues in clued dictation facilitate the predicting and testing process of listening comprehension.

### **2.5 Action Hypothesis**

Hypothesis, according to McMillan (1992:15), is an informed guess or prediction about the result; it indicates before the study is carried out what the result will be. Based on the review of related literature above, the hypothesis of this action research was that the application of text dictation techniques will improve the VIII-B students' listening comprehension at SMPN 3 Jember in 2006/ 2007 academic years.



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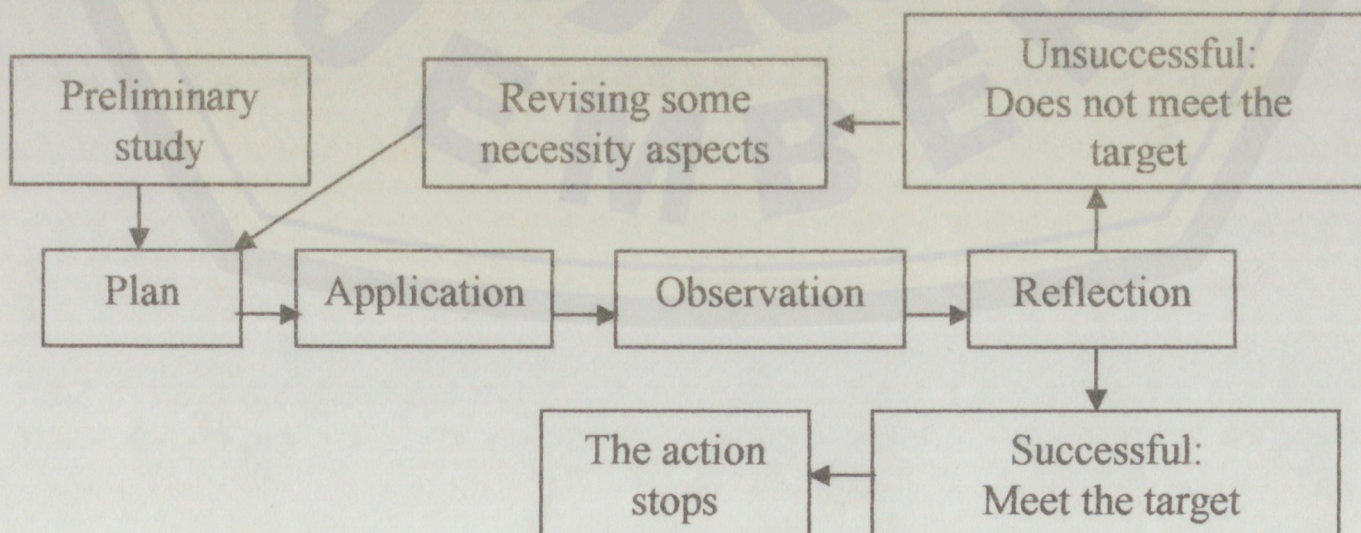


### III. RESEARCH METHOD

This chapter presented methods used in this research. They covered the research design, area determination method, respondent determination method, data collection methods, data analysis method, and criteria of success. The data collection methods used in this research covered listening test, observation, interview, and documentation. All these topics would be explained in the following section in order.

#### 3.1 Research Design

Research, according to Fraenkel and Wallen (2000:9) can mean any sort of careful, systematic, patient study and investigation in some field of knowledge, undertaken to discover or establish facts and principles. It means that research is a scientific activity undertaken to test the truth of knowledge in order to find new findings. Whereas, design is used in research to refer to the researcher's plan of how to proceed (Bogdan and Biklen, 1992:58). Based on those definitions, it could be said that the design of the research was classroom action research with cycle model. The action model was adopted from Kemmis and Tagart (in Hopkins, 1993:48). It begins with plan, application, observation, and ends with reflection. The design of this action research could be shown in the following diagram:



(based on Kemmis and McTagart (in Hopkins, 1993: 48))



The research design was organized through the following procedures:

1. Preliminary study

- The researcher found the fact about the condition of the students' listening comprehension ability.

- The researcher found the problem to be solved relating to the students' listening comprehension ability through text dictation.

2. Plan

The researcher and the English teacher designed the lesson plan, prepared the materials that were used in this research, and also designed the instruments of evaluation.

3. Action

The researcher in turned with the English teacher applied the teaching listening comprehension through text dictation. In this case, the researcher/ the English teacher dictated a text to the students three times and asked the students to write it down.

4. Observation

The researcher was helped or assisted by the English teacher in observing the students during teaching learning process of listening comprehension through text dictation and took some necessary aspect related to the teaching learning process. After that, the students' achievement was measured through listening test.

5. Reflection

In this phase, the researcher did some evaluation from the result of listening test to know whether the target could be achieved or not. If the target had been achieved, the action cycle would be stopped. But if it is not, it would be continued to the next cycle by revising some necessary aspects.

This research was conducted in collaboration with the English teacher. The collaboration focused on finding and defining the research problem, carrying out the



action of the research, doing observation and reflection. Before giving the action, the researcher and the English teacher gave the explanation about the procedure of teaching listening by using text dictation clearly, so that the action would be conducted appropriately based on the procedure. However, due to the limited time, the action cycle was limited up to two cycles.

### **3.2 Area Determination Method**

This research was conducted at SMPN 3 Jember. This area of research was determined by purposive method. The reason to conduct the research at this school was teaching listening comprehension through text dictation techniques had been applied by the English teacher in this school, and the result of the listening test was still low. It means that the students' listening score still cannot achieve the minimal score that is 75 based on SKM (Standard of minimum passing-grade or requirement). So, the classroom action research could be conducted at this school to get the data.

### **3.3 Respondent Determination Method**

Respondents are people who are able to respond or answer the researcher's question, either orally in written form (Arikunto, 1998:144). In this action research, the respondents were taken from SMPN 3 Jember in the 2006/ 2007 academic years. In this school there are five classes and has about 42 students each class. However, there was only one class which still had low listening score. It could be seen from the mean score of daily listening test, that was 69. So, the researcher took the VIII-B class which has 42 students and used purposive sampling. According to McMillan (1992:76), in purposive sampling the researcher selects particular elements from population that will be representative or informative about the topic.



### 3.4 Data Collection Methods

Data collection methods applied in this action research was listening comprehension test for primary data. Meanwhile, observation, interview, and documentation were used for collecting the supporting data.

#### 3.4.1 Listening Test

A test is an instrument that presents to each subject a standard set of questions that requires the completion of a cognitive task (McMillan, 1992:114). In addition, Hughes (1996:9) states that there were four types of tests, namely: proficiency test, achievement test, diagnostic test, and placement test. Beside those kinds of test, there is also progress test. Heaton (1991:171) claims that progress test is a test which is designed to measure the extent which the students have mastered the material taught in the classroom. Based on the purpose, the test that administered in this research was progress test. The test was intended to measure students' listening comprehension ability after being taught by text dictation techniques. Besides, McMillan (1992:100) explains that the credibility of research depends on quality measurement, and there are two important characteristic measurement, validity and reliability. Dealing with validity, content validity was applied, as the test items were constructed to represent the indicators to be measured. It means that the test items were constructed to measure the students' listening comprehension through text dictation.

In addition, Weir (1993:51) states that there are two kinds of testing listening comprehension, they are: testing extensive listening skill and testing of intensive listening. Testing extensive listening skill can be divided into multiple choice questions, testing short answer questions, and information transfer techniques. Meanwhile, the testing of intensive listening is divided into dictation and listening recall. So, this research concerned with the testing of intensive listening, that was dictation.



In this action research, teacher made test was applied. As Munday (2006) says that teacher made test is informal and formal test which is conducted by the teacher. This test sets standard for a passing score on a specific selection of content covered that will challenge the most able students, yet permit the least able to show their level of accomplishment as well. The kind of test was cloze test or partial dictation, which involves deleting a number of words in passage, leaving blanks, and requiring the person taking the test to attempt to replace the original words (Hughes, 1989:63). This kind of test was chosen because a cloze exercise follows the dictation. According to Norris (1995:3) cloze exercises are easily combined with task listening exercises.

Beside that, note taking test was given to the students. In this case, the students were asked to write down the important information from the text to answer the comprehension questions. Before the teacher read the text, she distributed the questions first to the students, and then the students did the instruction given.

This listening test was given to measure the students' listening comprehension through text dictation. It consists of a text, which was read by the researcher, and the material was familiar to students. Based on the curriculum, the topics of the material are "Health" and "Teenage Life". In each cycle, the researcher gave two kinds of dictation that was cloze/partial dictation and note taking. The test conducted after each cycle done. In every cycle, the test consisted of two kinds of test; cloze dictation and note taking test. The test took time 90 minutes and there were 20 items. Dealing with scoring, each correct answer of the text items was scored 5 points. So the total score of the test items was 100 points. The sample of test presented on Appendix 7 and Appendix 12.

### **3.4.2 Observation**

McMillan (1992:128) explains that observation allows the researcher to take into account important contextual factors that may influence the interpretation and use of the result. In this case, the researcher noted the students' listening



comprehension through text dictation. The observation was focused on the students' active and passive participation in the listening teaching process. Asking questions, answering questions, paying attention and being enthusiastic were indicators of the active students. Meanwhile, never asking question, never answering questions, never paying attention, and never being enthusiastic to the lesson were the indicators of the passive students. The students were considered as the active students when they fulfilled at least three indicators as the active students.

### **3.4.3 Interview**

According to McMillan (1992:132-133) interview is a form of data collection in which questions are asked orally and the subjects' responses are recorded. Moreover, structured interview was used as the interview guide, in which it gives the subject choices from which an answer is selected. The interview was conducted with the English teacher. It used to get the information about the techniques that were used in teaching listening, what media that is used, what problems that is found in teaching listening, and how to overcome the problems. The interview guide is enclosed on Appendix 2. In this action research, interview was applied for collecting the supporting data.

### **3.4.4 Documentation**

Arikunto (1998:149) says that documentary studies are held for the purpose to find the data in form of notes, transcripts, books, newspaper, magazines, etc. In this research the supporting data was taken from the school document dealing with the personnel of the school and the name of respondents, and the school profile. This will support the mean data.



### 3.5 Data Analysis Method

Suryabrata (1983:85) states that the important step in a research is analysing the data. The purpose of the data analysis was to analyze and interpret the data into meaningful information. Further, he says that there are two ways of data analysis method, statistical and non-statistical methods. The use of these methods depends on the kind of data. If the data are quantitative, statistical method will be used. On the contrary, if the data are qualitative, non-statistical method will be used.

The data analysis method applied in this research was quantitative. The quantitative formulation to analyze the students' listening comprehension test was as follows:

$$M = \frac{\sum x}{N}$$

Notes:

M : The mean score

$\sum x$ : The total score of the students' listening comprehension test

N : The number of the students

(Adapted from Hadi, 1989:37)

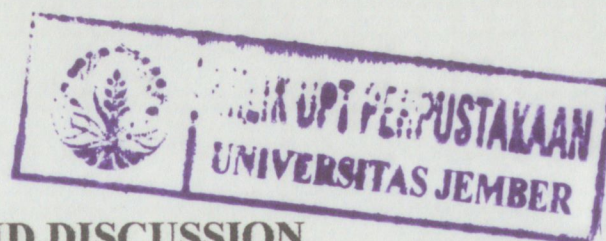
The result of the data computation would be analyzed based on the categorization of the score level. The following was the table of the score level.

**Table 1. Classification of the Score Level**

Score	Categorize
80-100	Excellent
70-79	Good
60-69	Fair
50-59	Poor
>50	Failed

(Adapted from Depdikbud, 1999:85)





#### IV. RESEARCH RESULTS AND DISCUSSION

This chapter presents the results of the action in each cycle, the result of interview, and documentation. Each of them is presented in the following sections respectively.

##### 4.1 The Action in Cycle One

The first cycle was conducted on November 22<sup>nd</sup> and 25<sup>th</sup> 2006. There were two kinds of data gathered in this action. The first data were collected by applying observation that focused on the students' participation actively and passively in the process of teaching listening. Meanwhile, the second data were focused on the students' listening comprehension achievement after having the action of teaching listening through text dictation techniques. The data were collected by using listening test in each cycle.

##### 4.1.1 The Result of Observation in Cycle One

Observation was done by both the researcher and the English teacher, using checklist paper. It was done along with the process of teaching listening through text dictation techniques; they were note taking and partial dictation. It focused on the students' activeness and students' passiveness. The indicators of the active students were asking question, answering question, paying attention, and being enthusiastic to the lesson. The students were considered to be active when they fulfilled at least three of the indicators. In this first cycle, the researcher observed the students at the back row of the students' seats in the classroom on November 22<sup>nd</sup> 2006, and the result was 45% or 19 students of 42 students were actively involved. It can be seen in Appendix 4. The teacher took turn in observing the students on November 25<sup>th</sup> 2006, and there were 21 students or 50% of 42 students were actively involved in the process of teaching listening. It can be seen in Appendix 6. It means that the



requirement of 75% of the students' activeness to get involved in the listening teaching learning process had not been fulfilled yet. In other words, teaching listening through text dictation techniques was not exciting to the students. It can be said that most of them were passive during the teaching learning process.

#### **4.1.2 The Result of Listening Test in Cycle One**

The first listening test was conducted after the first cycle was done. The items of the test can be seen in Appendix 5. While the listening test was administered, the researcher read two texts. The first text was for note taking technique. In this case, the students were asked to write down the important information to answer the comprehension questions. The second text was for partial dictation technique. In this time, the students were asked to fill in blanks or complete the text while the researcher read the text. The results of the students' listening test in cycle one is presented in the following Table 2.



**Table 2. The Students' Listening Test Scores in Cycle One**

NO	NAME	SCORE
1	Alviover Ratna W.	89
2	Amalia Hayudiarti	88
3	Andy Jeffry Maulidi D.	56
4	Aggita Dewi N.	67
5	Anita Saptu Pratiwi	78
6	Aprillia Wulandari	60
7	Arief Budiman	79
8	Arindha Novia Dewi	82
9	Astu Budi Citra S.	66
10	Bagus Dimas Putra	97
11	Bany Virawan	69
12	Chandra Adi Yaksa	80
13	Dendy Yogaswara A.	66
14	Desiana Putri Handainy	61
15	Desminurva Festia	76
16	Didik Dwi Cahyono	84
17	Edwin Bagas Arifiyanto	75
18	Fachmi Resya	58
19	Fariz Zakka Andana	74
20	Fransiska Adiliya m.	58
21	Hanif Nugra Pujiyanto	-
22	Hidayatul Firiha	77
23	Indah Rahmawati	75
24	Intan Permata Devi	66
25	Ken Vauzia Baiq Imanar	86
26	Laily Mutmainnah	71
27	Malika Reza Faishal	69
28	Marta Dwi Magista	93
29	Mochamad Helmi R.	72
30	Muhammad Yusuf K.	65
31	Mutiara Ari Setyan	78
32	Novidha Satya N.	68
33	Novita Ismiranti N.	62
34	Rico Wicahya	66
35	Rizky Achmad Setiawan	58
36	Shelma Karany	90
37	Shinta Dewi Septalia	77
38	Silmi Fahmi Ibrahim	74
39	Syifa 'Urrahmah Arum	81
40	Teguh Hadi Wibowo	52
41	Yanuar Kusuma W.	83
42	Yosep Aditua Banjarn	84
	$\Sigma X$	3010
	M	73.4



$$M = \sum x / N$$

$$M = 3010 / 42$$

$$M = 73.4$$

The result showed that the teaching listening through text dictation techniques in cycle one could not improve the students' listening comprehension achievement. This was based on the data that the students' average score was 73.4. This score had not reached standard requirement of the average score, which was 75. It means that the first cycle was not successful yet.

#### 4.1.3 Reflection

Derived from the result of observation and the listening test in cycle one, it could be said that the students' listening comprehension ability had not improved yet. Based on the result of observation in cycle one, it was found that there were only 19 students or 45% of 42 students were actively involved in the first meeting. Moreover, there were 21 students or 50% of 42 students were actively involved in the process of teaching listening in the second meeting. This means that the students' involvement in the process of teaching listening in the cycle one had not fulfilled the requirement of this research was 75%. In other words, most of students were passive during the teaching learning process. The students still felt reluctant in answering and asking the questions.

Besides, from the result of the average score of listening test ( $M=73.4$ ), it could be said that this score had not reached the standard requirement of the average score, which was 75. This means that the first cycle was not successful yet.

Based on the result of observation and the listening test in cycle one, it was concluded that the action of teaching listening through text dictation techniques was not successful yet. The students were passive and the score did not meet the standard score yet. That is why, further action was needed to solve the problem appeared in cycle one. The next cycle will be focused on reading the text more clearly, giving more vocal variety, heightening the volume, and giving more gestures. Besides, the



teacher would use more gestures during dictating the text, and it is believed that it could make the action more effective. Those illustrations would be done in cycle two. It was expected that the students would be more active in the process of teaching listening, so that they would be more motivated to improve their listening comprehension ability. In addition, the result of the action in cycle two was expected to be better than it was in the previous cycle.

#### **4.2 The Action in Cycle Two**

The second cycle was done on December 13<sup>th</sup> and 16<sup>th</sup> 2006. The action was administered based on the result of the first cycle. In this action, there were two kinds of data collected. The first data were collected by applying observation that focused on the students' active and passive involvement in the process of teaching listening. The supporting data focused on the students' listening comprehension ability. They were accumulated by conducting listening comprehension ability test after having the action.

##### **4.2.1 The Result of Observation in Cycle Two**

Observation was done by both the English teacher and researcher along with the process of teaching listening. The observers used checklist paper which focused on the students' active and passive involvement in the listening teaching learning process. Based on the observation done in the first meeting, there were 32 students of 42 students or 76% were active. It is presented in Appendix 9. Besides, in the second meeting, there were 34 students of 42 students or 80% were active involved. It is presented on Appendix 11. This means that the students had reached the percentage requirement of the students' active involvement in the listening teaching learning process (75%). It can be said that the students more active in this action to involve in the listening teaching learning process than in the action in cycle one. Some of them were able to answer the questions given. They were more enthusiastic during the teaching learning process. The students showed better understanding about the text



after the teacher gave emphasis on some words and used more gestures. Moreover, the teacher also gave more vocal variety in reading the text, and it made them be able to hear the voice clearly. In short, teaching listening through text dictation by giving more vocal variety, more gestures, and more volume could improve the students' listening comprehension ability.

#### **4.2.2 The Result of Listening Test in Cycle Two**

The listening test was carried out at the end of the class activity in cycle two. The students answered the questions on the answer sheets individually after having the action of teaching listening through text dictation techniques; they were note taking and partial dictation. The result of the students' listening test is presented in the following Table 3.



**Table 3. The Students' Listening Test Scores in Cycle Two**

NO	NAME	SCORE
1	Alviover Ratna W.	86
2	Amalia Hayudiarti	87
3	Andy Jeffry Maulidi D.	54
4	Aggita Dewi N.	90
5	Anita Sapta Pratiwi	81
6	Aprillia Wulandari	81
7	Arief Budiman	85
8	Arindha Novia Dewi	68
9	Astu Budi Citra S.	78
10	Bagus Dimas Putra	96
11	Bany Virawan	69
12	Chandra Adi Yaksa	90
13	Dendy Yogaswara A.	81
14	Desiana Putri Handainy	88
15	Desminurva Festia	77
16	Didik Dwi Cahyono	84
17	Edwin Bagas Arifiyanto	91
18	Fachmi Resya	82
19	Fariz Zakka Andana	98
20	Fransiska Adiliya M.	59
21	Hanif Nugra Pujiyanto	99
22	Hidayatul Firiha	59
23	Indah Rahmawati	69
24	Intan Permata Devi	88
25	Ken Vauzia Baiq Imanar	99
26	Laily Mutmainnah	74
27	Malika Reza Faishal	87
28	Marta Dwi Magista	99
29	Mochamad Helmi R.	88
30	Muhammad Yusuf K.	73
31	Mutiara Ari Setyan	89
32	Novidha Satya N.	86
33	Novita Ismiranti N.	87
34	Rico Wicahya	79
35	Rizky Achmad Setiawan	74
36	Shelma Karany	74
37	Shinta Dewi Septalia	82
38	Silmi Fahmi Ibrahim	78
39	Syifa 'Urrahmah Arum	69
40	Teguh Hadi Wibowo	77
41	Yanuar Kusuma W.	83
42	Yosep Aditua Banjarn	94
	$\Sigma X$	3432
	M	81.7



$$M = \sum x / N$$

$$M = 3432 / 42$$

$$M = 81.7$$

From the data above, it could be seen that the result of listening test in cycle two was better than the result of listening test in the first cycle. The mean score of the students' listening test in the second cycle ( $M = 81.7$ ) was higher than that of the first cycle ( $M = 73.4$ ). It means that the action of teaching listening through text dictation techniques in cycle two could improve the students' listening comprehension achievement.

#### 4.2.3 Reflection

Having known about the result of observation and the listening test in the cycle two, it could be said that the students had better improvement in the process of teaching listening. Based on the result of observation in the cycle two, it was found that there were 32 students or 76% of 42 students were active in the first meeting. It can be seen in Appendix 9. Furthermore, there were 34 students or 80% of 42 students were more actively involved in the process of teaching listening in the second meeting. It is presented on Appendix 11. This means that the students' involvement in the process of teaching listening in the second cycle had fulfilled the requirement of this research that was 75%. In the results, the students had not felt reluctant anymore to raise questions and also answer the questions given.

Besides, from the results of the listening test in the cycle two, it was also found that the mean score of the students' listening comprehension ability was higher than that in the cycle one. It increased from 73.4 in the first cycle up to 81.7 in the second cycle. This means that the students' listening comprehension ability was classified in the good category in the second cycle.

Derived from the results of observation and the listening test in the second cycle, it was concluded that the techniques of teaching listening through text dictation in cycle two gave positive response. The students did not get difficulties in



comprehending the text, because the teacher read the text more clearly than in cycle one. That is why the students were active and enthusiastic to join the teaching learning process. In other words, the action cycle two had successfully improved the students' listening comprehension ability and the action was stopped.

### **4.3 The Result of Supporting Data**

#### **4.3.1 The Result of Interview**

The interviewees were the English teacher and the students as the research respondents. The English teacher was interviewed in the informal interview which was done before the research. She said that the teaching listening by using text dictation techniques had once been done in classroom activity. Yet the students still had low score. In teaching listening by using dictation, she only used partial dictation. However, the techniques that were used in this research were note taking and partial dictation. Knowing this, she gave positive response because those techniques were useful, and those also helped the students to comprehend the listening material.

#### **4.3.2 The Result of Documentation**

Documentation was used to get the supporting data about the list of the respondents at SMPN 3 Jember in the 2006/2007 academic year. It was enclosed on Appendix 10.

### **4.4 Discussion**

Based on the results of the implementation of the actions, generally the students' listening comprehension ability can be described as follows.

In the first cycle, the students' involvement in the process of teaching listening activity was not as good as what is expected. On the average, the percentage of the students' involvement in the process of teaching listening was only 45% in the first meeting and 50% in the second meeting. It could be pointed out that the students were passively involved in the process of teaching listening. Most of the students



were still reluctant to raise questions to the researcher and they worried to respond to the researcher's questions. On the other side, the students' listening comprehension ability after being given the action by teaching listening through text dictation techniques was unsatisfactory yet. It was found that the students listening test was only 73.4. Concerning the objective of this research, the students' listening comprehension ability in the first cycle still could not achieved the standard average score (M=75). Therefore, the action cycle was proceeded to the next cycle by revising some necessary aspects; that was using more vocal variety, heightened the volume, and more gesture, in order to help the student achieve the target of the research. It was done because, according to Hornby (1995:321) that dictation is an activity whereas listeners have to write down a word or passage that is read a loud, as a way of helping them learning a language.

After giving the action in the second cycle, it was found that the students' listening comprehension ability has significant improved. The score of listening test had achieved from 73.4 in the first cycle up to 81.7 in the second cycle. This means that the students' listening comprehension ability had achieved the standard average score that was 75. In relation to this case, moreover, the improvement of the students' listening comprehension ability in the second cycle was also followed by the improvement of their involvement in the process of teaching listening. The percentage of the students' involvement was 76% in the first meeting and 80% in the second meeting. In this case, the students did not feel reluctant or worried to respond the researcher's questions and asked questions to the researcher.

In conclusion, based on the results of this research, it could be said that the use of text dictation techniques could improve the VIII-B students' listening comprehension ability at SMPN 3 Jember in the 2006/2007 academic year.





## V. CONCLUSION AND SUGGESSTION

This chapter presents conclusion of the research and suggestions for the English teacher, the students and for the future researcher.

### 5.1 Conclusion

Based on the results of listening test after the actions were given in two cycles, it could be concluded that the use of dictation techniques could improve the VIII-B students' listening comprehension ability at SMPN 3 Jember in the 2006/2007 academic year. The improvement could be seen from the students' mean score of the test results in the second cycle that was better or achieved the standard mean score requirement, that was 81.7 compared with their mean score in the first cycle, that was 73.4.

### 5.2 Suggestions

By considering the results that showed the use of text dictation techniques could improve the students' listening comprehension ability, some suggestions are proposed to the following people:

1. The English teacher

The English teacher of SMPN 3 Jember are suggested to be more creative to find the technique in teaching listening to improve the students' listening comprehension achievement. She is suggested to use note taking and partial dictation in teaching listening comprehension, as they are two of the techniques of dictation. In addition, it could improve the students' listening comprehension achievement.

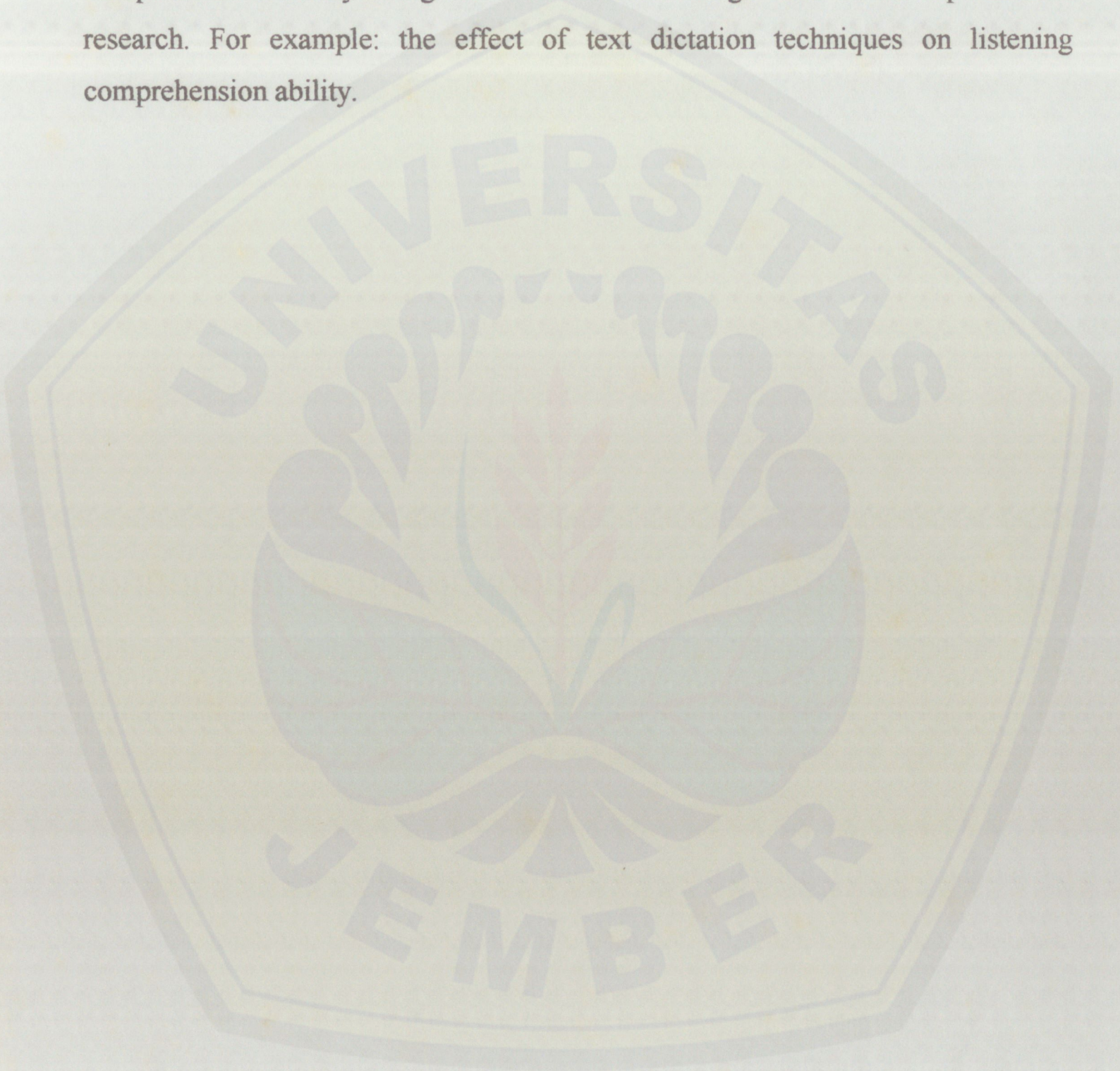
2. The Students

The students are suggested to be more active when the teacher tries to use or apply text dictation techniques in teaching listening, because those techniques can improve the listeners' comprehension.



### 3. The Future Researchers

This result of the research was expected to give information for future researchers to conduct further research which focus on text dictation techniques on listening comprehension ability using different research design such as an experimental research. For example: the effect of text dictation techniques on listening comprehension ability.





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Appendix 1

RESEARCH MATRIX

Title	Problem	Variables	Indicators	Data Resources	Research Method	Hypothesis
Improving the VIII-B Students' Listening Comprehension Ability through Note Taking and Partial Dictation Techniques at SMPN 3 Jember in the 2006/2007 Academic Year.	Can the use of note taking and partial dictation techniques improve VIII-B students' listening comprehension ability at SMPN 3 Jember in the 2006/2007 academic year?	1. Independent: The use of note taking and partial dictation to improve students' listening comprehension 2. Dependent: Students' listening comprehension ability	a) Note Taking b) Partial Dictation  The students' listening comprehension scores after being taught through text dictation, covering: a) Spelling b) Accuracy	1. Respondent: The VIII-B students of SMPN 3 Jember in the 2006/2007 academic year 2. Informants: The English teacher of SMPN 3 Jember 3. Documents: The name of respondents	1. Research Design: Classroom Action Research containing plan, action, observation, and reflection 2. Area Determination: Purposive Method 3. Respondent Determination Method: Purposive Method 4. Data Collection Method: -Primary Data: Listening comprehension test -Secondary Data: Observation Interview Documentation 5. Data Analysis Method: Quantitative $M = \frac{\sum x}{N}$ M : The mean score $\sum x$ : The total score N : The number of students	The application of note taking and partial dictation techniques will improve VIII-B student's listening comprehension of SMPN 3 Jember in the 2006/2007 academic year



**Appendix 2**

**SUPPORTING DATA INSTRUMENTS**

**I. Guide of Interview**

No	Questions	Data Resources
1.	What kinds of teaching technique do you use in teaching listening comprehension?	The English teacher
2.	How is the result of the technique you use in teaching listening comprehension?	
3.	What problem do you find in teaching listening comprehension?	
4.	How do you overcome the problems of teaching listening comprehension?	
5.	What kinds of media do you use in teaching listening comprehension?	

**II. Guide of Documentation**

No	Data	Data Resources
1.	The names of respondent	School Documents
2.	The personnel of SMPN 3 Jember in the 2006/ 2007 academic year	
3.	The facilities of SMPN 3 Jember	



**Appendix 3**

**LESSON PLAN**  
**Cycle I**  
**Meeting I**

Mata Pelajaran : Bahasa Inggris  
 Kelas/ Semester : VIII/ I  
 Waktu : 2 x 45 menit  
 Tema : Teenage Life  
 Sub Tema : Twins

**A. Standar Kompetensi**

Berkomunikasi secara lisan dan tertulis dengan menggunakan ragam bahasa yang sesuai dengan lancar dan akurat dalam wacana interaksional dan monolog pendek terutama wacana yang berbentuk deskriptif, naratif dan recount sederhana.

**B. Fokus : Siklus Lisan**

**C. Kompetensi Dasar**

Listening:

Memahami wacana transaksional dan interpersonal ringan serta monolog lisan pendek terutama yang berbentuk deskriptif.

**D. Indikator:**

1. Siswa mampu menulis/mencatat informasi penting teks yang terdapat dalam teks yang dibacakan oleh guru.
2. Siswa mampu memahami teks tertulis yang berhubungan dengan tema.
3. Siswa mampu menyampaikan ide/ informasi yang terdapat dalam teks tersebut.

**E. Langkah-langkah Pembelajaran**

1.	<b>BKOF (Building Knowledge of Field)</b> <ul style="list-style-type: none"> <li>• Teacher asks the students the following questions:                             <ol style="list-style-type: none"> <li>a. Do you have brother or sister?</li> <li>b. Are you twins?</li> <li>c. What do you think about twins?</li> </ol> </li> </ul>	5'
2.	<b>MOT (Modeling of Text)</b> <ul style="list-style-type: none"> <li>• Teacher reads the text to the students as an example and asks the students to listen to it.</li> </ul>	15'



<p>3.</p>	<p><b>IC (Independent Construction)</b></p> <ul style="list-style-type: none"> <li>• Teacher distributes the worksheet to the students.</li> <li>• Teacher asks the students to work individually.</li> <li>• Teacher delivers the comprehension question to the students.</li> <li>• Teacher asks the students to take a note of the information from the text to answer the comprehension questions while the teacher reads the text.</li> <li>• Teacher asks the students to answer the comprehension questions individually.</li> <li>• Teacher asks the students to check their work together.</li> <li>• Teacher asks the students to tell the information about the text in pairs.</li> </ul>	<p>70'</p>
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**F. Materi**

Text for MOT

Instruction: *Listen to this text carefully.*

**They are not Twins**

I would like to write about my pen friends. Their names are Yuda and Adit. Almost everyone who meets them thinks they are twins. Because they look similar and always together. In fact, they are not twins but only friends. When they go out into street, everyone in their profession knows and respects them. They work as a team. Adit is a journalist and Yuda is a photographer.

They both work for a famous picture magazine. Adit writes the articles and Yuda takes the pictures. They do not only cover the domestic events but foreign as well. So the magazine often sends them all over the world to cover important events. They have won many awards.

Because of their good achievement in their profession, many famous magazine and news paper offer them good positions, but they refuse. They want to devote themselves entirely to the magazine where they are working now. They are really a solid team.

(Taken from: Smart Steps)

II. Comprehension Questions

1. Are Adit and Yuda twins?
2. Do they work as team or individually?
3. What do Adit and Yuda do for their magazine?
4. What event do they cover?
5. Why does the magazine send them all over the world?

III. Instruction: *Tell the information that you have found from the text, and use your own language.*



**G. Sumber, bahan, dan media:**

1. Sumber:

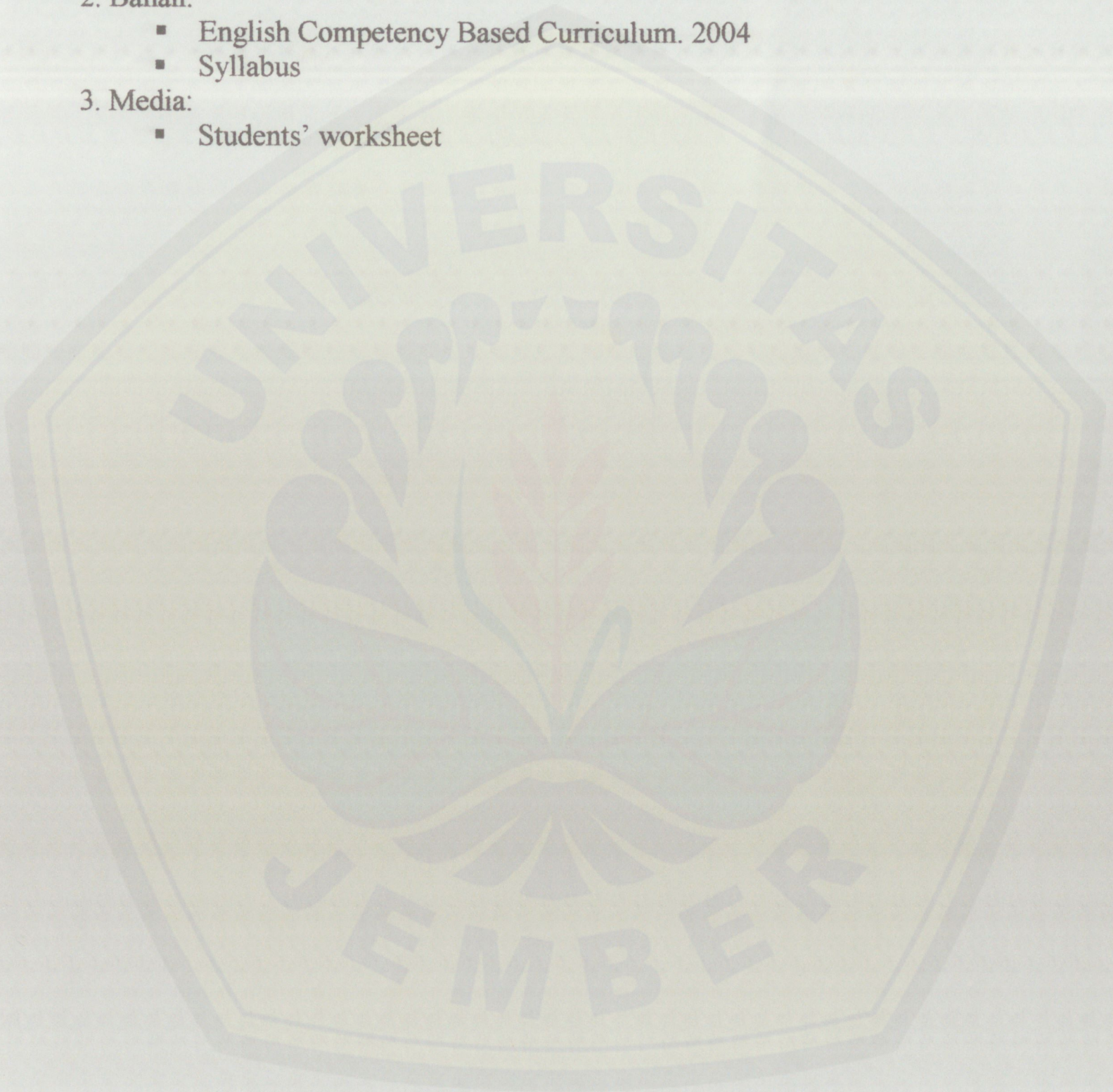
- Mukarto. 2004. *English on Sky 2*. Jakarta: Erlangga
- Ahmadi, Ali, *et all*. 2005. *Smart Steps*. Bandung: Ganeca Exact

2. Bahan:

- English Competency Based Curriculum. 2004
- Syllabus

3. Media:

- Students' worksheet

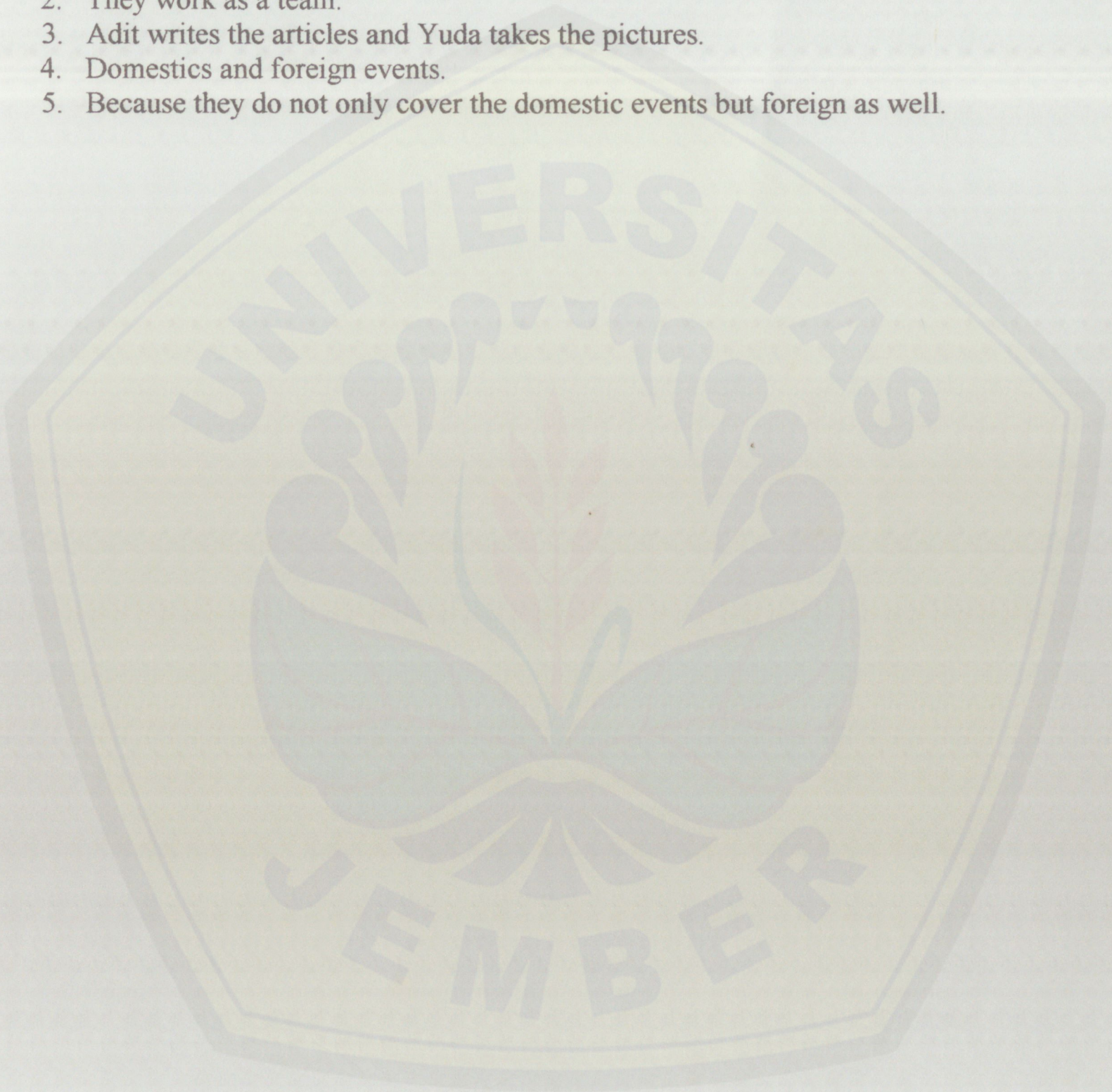




**ANSWER KEY**

Comprehension Question

1. No, they are not.
2. They work as a team.
3. Adit writes the articles and Yuda takes the pictures.
4. Domestic and foreign events.
5. Because they do not only cover the domestic events but foreign as well.





Appendix 4

**OBSERVATION CHECKLIST**

**Cycle I  
Meeting I**

NO	NAME	INDICATORS				ACTIVE	PASSIVE
		1	2	3	4		
1	Alviover Ratna w.			√			√
2	Amalia Hayudiarti		√	√	√	√	
3	Andy Jeffry Maulidi D.		√	√	√	√	
4	Aggita Dewi N.			√			√
5	Anita Sapta Pratiwi		√	√	√	√	
6	Aprillia Wulandari			√			√
7	Arief Budiman	√		√	√	√	
8	Arindha Novia Dewi			√			√
9	Astu Budi Citra S.			√			√
10	Bagus Dimas Putra		√	√	√		√
11	Bany Virawan			√			√
12	Chandra Adi Yaksa			√			√
13	Dendy Yogaswara A.			√			√
14	Desiana Putri Handainy		√	√	√	√	
15	Desminurva Festia			√			√
16	Didik Dwi Cahyono	√		√	√	√	
17	Edwin Bagas Arifiyanto		√	√	√	√	
18	Fachmi Resya			√			√
19	Fariz Zakka Andana	√		√	√	√	
20	Fransiska Adiliya m.			√			√
21	Hanif Nugra Pujiyanto	√	√	√	√	√	
22	Hidayatul Firiha			√			√
23	Indah Rahmawati			√			√
24	Intan Permata Devi			√			√
25	Ken Vauzia Baiq Imanar		√	√	√	√	
26	Laily Mutmainnah			√			√
27	Malika Reza Faishal	√	√	√	√	√	
28	Marta Dwi Magista	√	√	√	√	√	
29	Mochamad Helmi R.	√		√	√	√	
30	Muhammad Yusuf K.			√			√
31	Mutiara Ari Setyan	√		√	√	√	



32	Novidha Satya N.	√		√	√	√	
33	Novita Ismiranti N.			√			√
34	Rico Wicahya		√	√	√	√	
35	Rizky Achmad Setiawan		√	√	√	√	
36	Shelma Karany			√			√
37	Shinta Dewi Septalia			√	√		√
38	Silmi Fahmi Ibrahim			√			√
39	Syifa 'Urrahmah Arum			√			√
40	Teguh Hadi Wibowo	√		√		√	
41	Yanuar Kusuma W.			√			√
42	Yosep Aditua Banjarn		√	√	√	√	
Total of active students						19	
Total students						42	

Notes:

1. Asking Questions
2. Answering Questions
3. Paying attention
4. Being enthusiastic during the lesson

$$\begin{aligned}
 \text{The result of observation in cycle one} &= \frac{\text{Active students}}{\text{Total students}} \times 100\% \\
 &= \frac{19}{42} \times 100\% \\
 &= 45\%
 \end{aligned}$$



**Appendix 5**

**LESSON PLAN  
Cycle I  
Meeting II**

Mata Pelajaran : Bahasa Inggris  
Kelas/ Semester : VIII/ I  
Waktu : 2 x 45 menit  
Tema : Teenage Life  
Sub Tema : Friendship

**A. Standar Kompetensi**

Berkomunikasi secara lisan dan tertulis dengan menggunakan ragam bahasa yang sesuai dengan lancar dan akurat dalam wacana interaksional dan monolog pendek terutama wacana yang berbentuk deskriptif, naratif dan recount sederhana.

**B. Fokus : Siklus Lisan**

**C. Kompetensi Dasar**

Listening:

Memahami wacana transaksional dan interpersonal ringan serta monolog lisan pendek terutama yang berbentuk deskriptif.

**D. Indikator:**

1. Siswa mampu melengkapi teks tertulis yang dibacakan oleh guru dengan lengkap.
2. Siswa mampu memahami teks tertulis yang berhubungan dengan tema.
3. Siswa mampu menyampaikan ide/ informasi yang terdapat dalam teks tersebut.

**E. Langkah-langkah Pembelajaran**

<b>1.</b>	<p><b>BKOF (Building Knowledge of Field)</b></p> <ul style="list-style-type: none"> <li>• Researcher asks the students the following questions:                             <ol style="list-style-type: none"> <li>a. Do you have best friends?</li> <li>b. Have you ever heard about pen pals?</li> <li>c. Do you have pen pals?</li> </ol> </li> </ul>	5'
<b>2.</b>	<p><b>MOT (Modeling of Text)</b></p> <ul style="list-style-type: none"> <li>• Researcher reads the text to the students as an example and asks the students to listen to it.</li> </ul>	15'
<b>3.</b>	<p><b>IC (Independent Construction)</b></p>	



<ul style="list-style-type: none"> <li>• Teacher distributes the worksheet to the students.</li> <li>• Teacher asks the students to work individually.</li> <li>• Teacher asks the students to fill in the blanks/ complete the text while the teacher reads the text.</li> <li>• Teacher asks the students to check their work together.</li> <li>• Teacher asks the students to answer the comprehension questions individually.</li> <li>• Teacher asks the students to tell the information about the text.</li> </ul>	70'
--	-----

**F. Materi**

Text for MOT

Instruction: *Listen to this text carefully.*

Joan Hayes likes making friends very much. She has sent and received a lot of letters. She has some favorite pen pals. One of them is Anisa. Anisa used to send letter to Joan. They stopped sending letter to each other about a year ago. But they still keep in touch. How do they do it? They send message through internet using email, which stands for electronic mail. There are many email providers such as yahoo.com, lycos.com, or hotmail.com. You must sign in first to be a member of the provider before you send email to your friends. Joan sent an email to Anisa this morning. Up to now, Joan has sent a lot of email to her friends. Sending message through email is easier and quicker. The message can be received a minute after sending. She has already made some new friends through chatting, too.

(Taken from: Smart Steps)

Text for IC

I. Instruction: *Listen to this text carefully.*

Joan Hayes likes making friends very much. She has sent and received (1)\_\_\_\_\_. She has some favorite (2)\_\_\_\_\_. One of them is Anisa. Anisa used to send letter to Joan. They (3)\_\_\_\_\_ sending letter to each other about a year ago. But they still (4)\_\_\_\_\_. How do they do it? They send message through internet using email, which stands for (5)\_\_\_\_\_. There are many email (6)\_\_\_\_\_ such as yahoo.com, lycos.com, or hotmail.com. You must (7)\_\_\_\_\_ first to be a member of the provider before you send email to your friends. Joan sent an email to Anisa this morning. Up to now, Joan has sent a lot of email to her friends. Sending message through email is (8)\_\_\_\_\_ and quicker. The message can be received (9)\_\_\_\_\_ after sending. She has already made some new friends through (10)\_\_\_\_\_, too.

II. Instruction: *Answer the following questions based on the text.*



Comprehension Question

1. What does Joan like to do?
2. When did Joan start to send Anisa email?
3. When did the last time Joan send email to Anisa?
4. Has she made some new friends?
5. In how many minutes can the message be received?

III. Instruction: *Tell the information that you have found from the text, and use your own language.*

**G. Sumber, bahan, dan media:**

1. Sumber:
  - Mukarto. 2004. *English on Sky 2*. Jakarta: Erlangga
  - Akhmadi, Ali, *et al.* *Smart Steps*. Jakarta: Ganeca Exact
2. Bahan:
  - English Competency Based Curriculum. 2004
  - Syllabus
3. Media:
  - Students' worksheet



**ANSWER KEY**

Text of IC

1. A lot of
2. Pen pals
3. Stopped
4. Keep in touch
5. Electronic mail
6. Providers
7. Sign in
8. Easier
9. A minute
10. Chatting

Comprehension Question

1. Joan likes making friends very much.
2. A year ago.
3. This morning.
4. Yes, she has.
5. In a minute.



Appendix 6

**OBSERVATION CHECKLIST**

**Cycle I  
Meeting II**

NO	NAME	INDICATORS				ACTIVE	PASSIVE
		1	2	3	4		
1	Alviover Ratna w.	√		√	√	√	
2	Amalia Hayudiarti		√	√	√	√	
3	Andy Jeffry Maulidi D.		√	√	√	√	
4	Aggita Dewi N.		√	√	√	√	
5	Anita Saptu Pratiwi		√	√	√	√	
6	Aprillia Wulandari			√			√
7	Arief Budiman	√		√	√	√	
8	Arindha Novia Dewi			√			√
9	Astu Budi Citra S.			√			√
10	Bagus Dimas Putra		√	√	√		√
11	Bany Virawan			√			√
12	Chandra Adi Yaksa			√			√
13	Dendy Yogaswara A.			√			√
14	Desiana Putri Handainy		√	√	√	√	
15	Desminurva Festia			√			√
16	Didik Dwi Cahyono	√		√	√	√	
17	Edwin Bagas Arifiyanto		√	√	√	√	
18	Fachmi Resya			√			√
19	Fariz Zakka Andana	√		√	√	√	
20	Fransiska Adiliya m.			√			√
21	Hanif Nugra Pujiyanto	√	√	√	√	√	
22	Hidayatul Firiiah			√			√
23	Indah Rahmawati			√			√
24	Intan Permata Devi			√			√
25	Ken Vauzia Baiq Imanar		√	√	√	√	
26	Laily Mutmainnah			√			√
27	Malika Reza Faishal	√	√	√	√	√	
28	Marta Dwi Magista	√	√	√	√	√	
29	Mochamad Helmi R.	√		√	√	√	
30	Muhammad Yusuf K.			√			√
31	Mutiara Ari Setyan	√		√	√	√	



32	Novidha Satya N.	√		√	√	√	
33	Novita Ismiranti N.			√			√
34	Rico Wicahya		√	√	√	√	
35	Rizky Achmad Setiawan		√	√	√	√	
36	Shelma Karany			√			√
37	Shinta Dewi Septalia			√	√		√
38	Silmi Fahmi Ibrahim			√			√
39	Syifa 'Urrahmah Arum			√			√
40	Teguh Hadi Wibowo	√		√		√	
41	Yanuar Kusuma W.			√			√
42	Yosep Aditua Banjarn		√	√	√	√	
Total of active students						21	
Total students						42	

Notes:

1. Asking Questions
2. Answering Questions
3. Paying attention
4. Being enthusiastic during the lesson

$$\begin{aligned}
 \text{The result of observation in cycle one} &= \frac{\text{Active students}}{\text{Total students}} \times 100\% \\
 &= \frac{21}{42} \times 100\% \\
 &= 50\%
 \end{aligned}$$



Appendix 7

LISTENING TEST  
CYCLE I

Mata Pelajaran : Bahasa Inggris  
Kelas/ Semester : VIII/ I  
Waktu : 2 x 45'  
Tema : Teenage Life

I. Instruction: *Listen carefully to this text.*

II. Instruction: *Answer these following questions based on your note.*

Comprehension Questions

1. Are Hendra and Hendrik friends?
2. How do they look like?
3. What do people think about them?
4. Why are they popular in their school?
5. What do their teachers say about them?

III. Instruction: *Complete the following text while you are listening to your teacher.*

Birthdays are great fun for children. They (1)\_\_\_\_\_ to breakfast and find a lot of (2)\_\_\_\_\_ on the table. They cut the (3)\_\_\_\_\_ as fast as they can. They want to know what are inside the (4)\_\_\_\_\_. It is so exiting that sometimes they almost forget to say "(5)\_\_\_\_\_". No one minds because birthdays only come (6)\_\_\_\_\_.



On their birthday children may get lovely (7)\_\_\_\_\_, pencils, books or an enormous box of (8)\_\_\_\_\_. They sometimes forget all about breakfast when they open their parcels.

However, not all children (9)\_\_\_\_\_their birthdays. (10)\_\_\_\_\_think birthdays are not so important. Even they forget when their children's birthdays are.

IV. Instruction: *Answer these following questions based on text.*

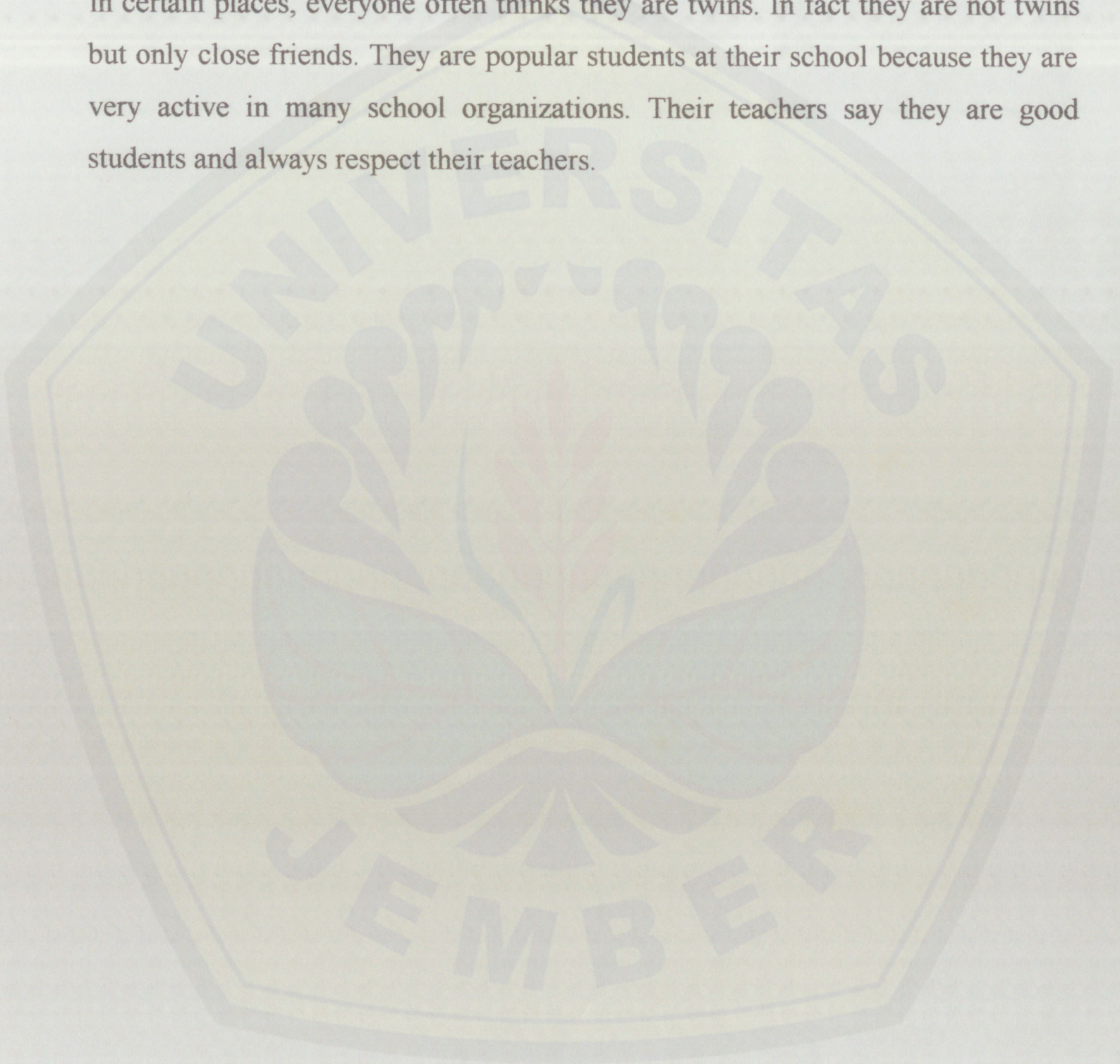
Comprehension Question

1. From the text, what will they find on the table when their birthdays come?
2. Do they almost forget to say "thank you"?
3. On their birthday, what will they get?
4. Do all children always celebrate their birthday?
5. What do poor families think about birthday?



Text for test

- I. Hendra and Hendrik are friends. They are tall and handsome. Their skin is not white but not dark either. They always go to school together. When they hang out in certain places, everyone often thinks they are twins. In fact they are not twins but only close friends. They are popular students at their school because they are very active in many school organizations. Their teachers say they are good students and always respect their teachers.





**ANSWER KEY**

II.1. Yes, they are.

2. They are tall and handsome.
3. People think they are twins.
4. Because they are very active in many school organizations.
5. Their teachers say they are good students and always respect their teachers.

III. 1. Come down.

2. Presents.
3. Strings.
4. Parcels.
5. Thank you.
6. Once a year.
7. Toys.
8. Chocolate.
9. Celebrate.
10. Poor families.

IV. 1. They find a lot of presents on the table.

2. Yes, they do.
3. They will get lovely toys, pencils, books or an enormous box of chocolates.
4. No, they don't.
5. Poor families think that birthdays are not so important.



Appendix 8

**LESSON PLAN**  
**Cycle II**  
**Meeting I**

Mata Pelajaran : Bahasa Inggris  
 Kelas/ Semester : VIII/ I  
 Waktu : 2 x 45 menit  
 Tema : Health  
 Sub Tema : At the Hospital

**A. Standar Kompetensi**

Berkomunikasi secara lisan dan tertulis dengan menggunakan ragam bahasa yang sesuai dengan lancar dan akurat dalam wacana interaksional dan monolog pendek terutama wacana yang berbentuk deskriptif, naratif dan recount sederhana.

**B. Fokus : Siklus Lisan**

**C. Kompetensi Dasar**

Listening:

Memahami wacana transaksional dan interpersonal ringan serta monolog lisan pendek terutama yang berbentuk deskriptif.

**D. Indikator:**

1. Siswa mampu menulis/ mencatat informasi yang penting yang terdapat dalam teks yang dibacakan guru.
2. Siswa mampu memahami teks tertulis yang berhubungan dengan tema.
3. Siswa mampu menyampaikan informasi yang terdapat dalam teks tersebut.

**E. Langkah-langkah Pembelajaran**

1.	<p><b>BKOF (Building Knowledge of Field)</b></p> <ul style="list-style-type: none"> <li>• Teacher asks the students the following questions:                             <ol style="list-style-type: none"> <li>a. Do you ever go to the hospital?</li> <li>b. What do people usually do at the hospital?</li> </ol> </li> </ul>	5'
2.	<p><b>MOT (Modeling of Text)</b></p> <ul style="list-style-type: none"> <li>• Teacher reads the text to the students as an example and asks the students to listen to it.</li> </ul>	15'



<p>3.</p>	<p><b>IC (Independent Construction)</b></p> <ul style="list-style-type: none"> <li>• Teacher distributes the worksheet to the students.</li> <li>• Teacher asks the students to work individually.</li> <li>• Teacher delivers the comprehension question to the students.</li> <li>• Teacher asks the students to take a note of the information from the text to answer the comprehension questions while the teacher reads the text.</li> <li>• Teacher reads the text by using more vocal variety, more emphasis on some words, more gestures, and heightening the volume.</li> <li>• Teacher asks the students to answer the comprehension questions individually.</li> <li>• Teacher asks the students to check their work together.</li> <li>• Teacher asks the students to tell the information about the text in pairs.</li> </ul>	<p>70'</p>
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**F. Materi**

Text for MOT and IC.

I. Instruction: *Listen carefully to this text and write down/ take a note the important point.*

It was a hot noon when the students went home from school. Andi felt hot and hungry. The traffic was very busy. When he was walking along the road, suddenly he heard a car behind him. He jumped quickly to the pavement but it was too late. He fell down. He tried to get up but his leg was hurt. Soon people gathered around him. Then an ambulance came and took him to the hospital. The doctor said that Andi's leg was broken. When his parents heard the accident, they came to the hospital immediately. The hospital bell rang. Andi's parents had to leave the hospital. His mother kissed him on his forehead and said, "I'll come back tomorrow."

(Taken from: Communicative English in Context)

II. Comprehension Questions

Instruction: *Answer the following questions.*

1. What happened to Andi when he was on the way home from school?
2. Where did the ambulance take him?
3. What did the doctor say?
4. How soon did his parents come to the hospital?
5. What did his mother do before leaving him?



III. Instruction: *Tell the information that you have found from the text, and use your own language.*

**G. Sumber, bahan, dan media:**

1. Sumber:

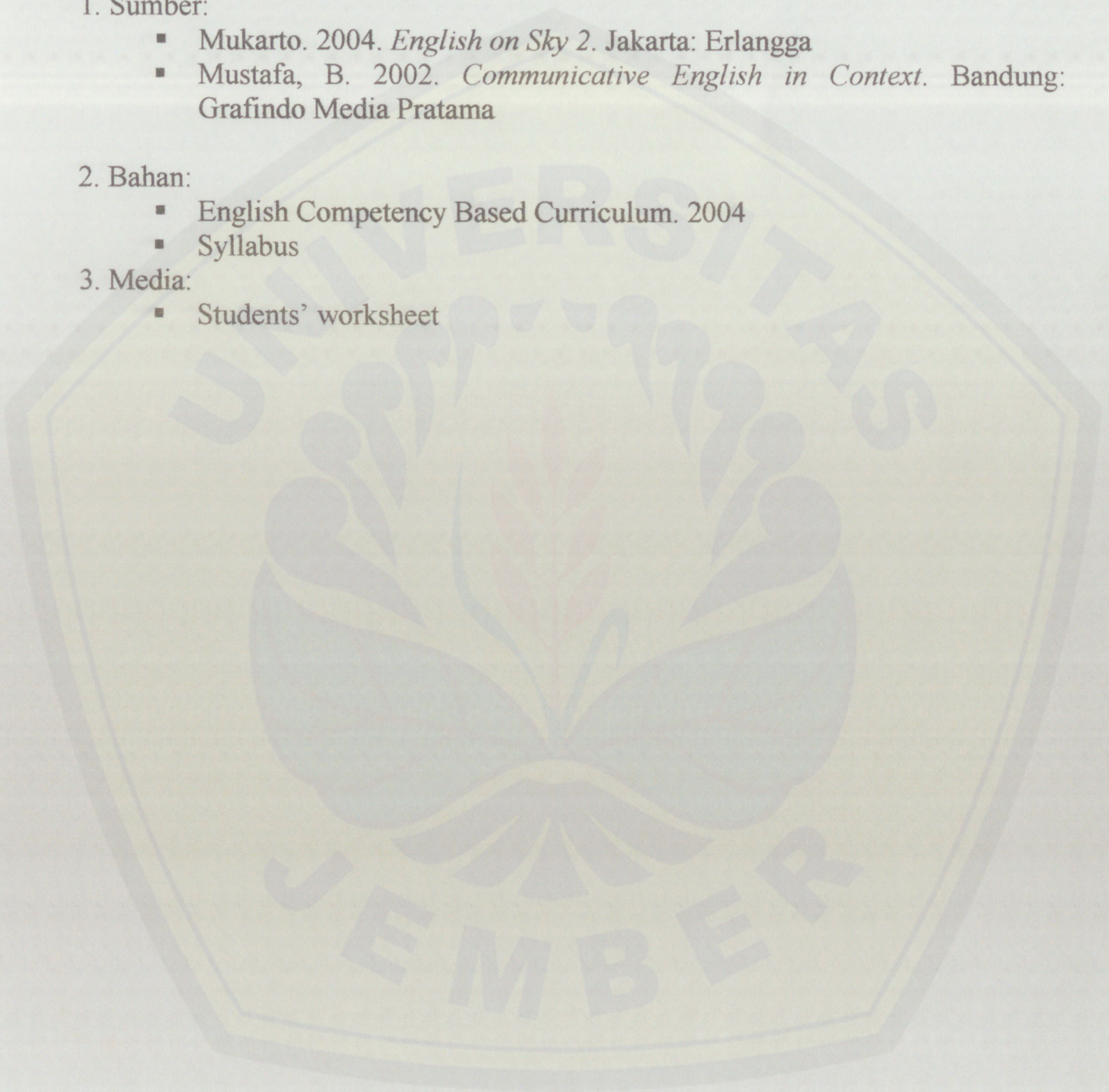
- Mukarto. 2004. *English on Sky 2*. Jakarta: Erlangga
- Mustafa, B. 2002. *Communicative English in Context*. Bandung: Grafindo Media Pratama

2. Bahan:

- English Competency Based Curriculum. 2004
- Syllabus

3. Media:

- Students' worksheet

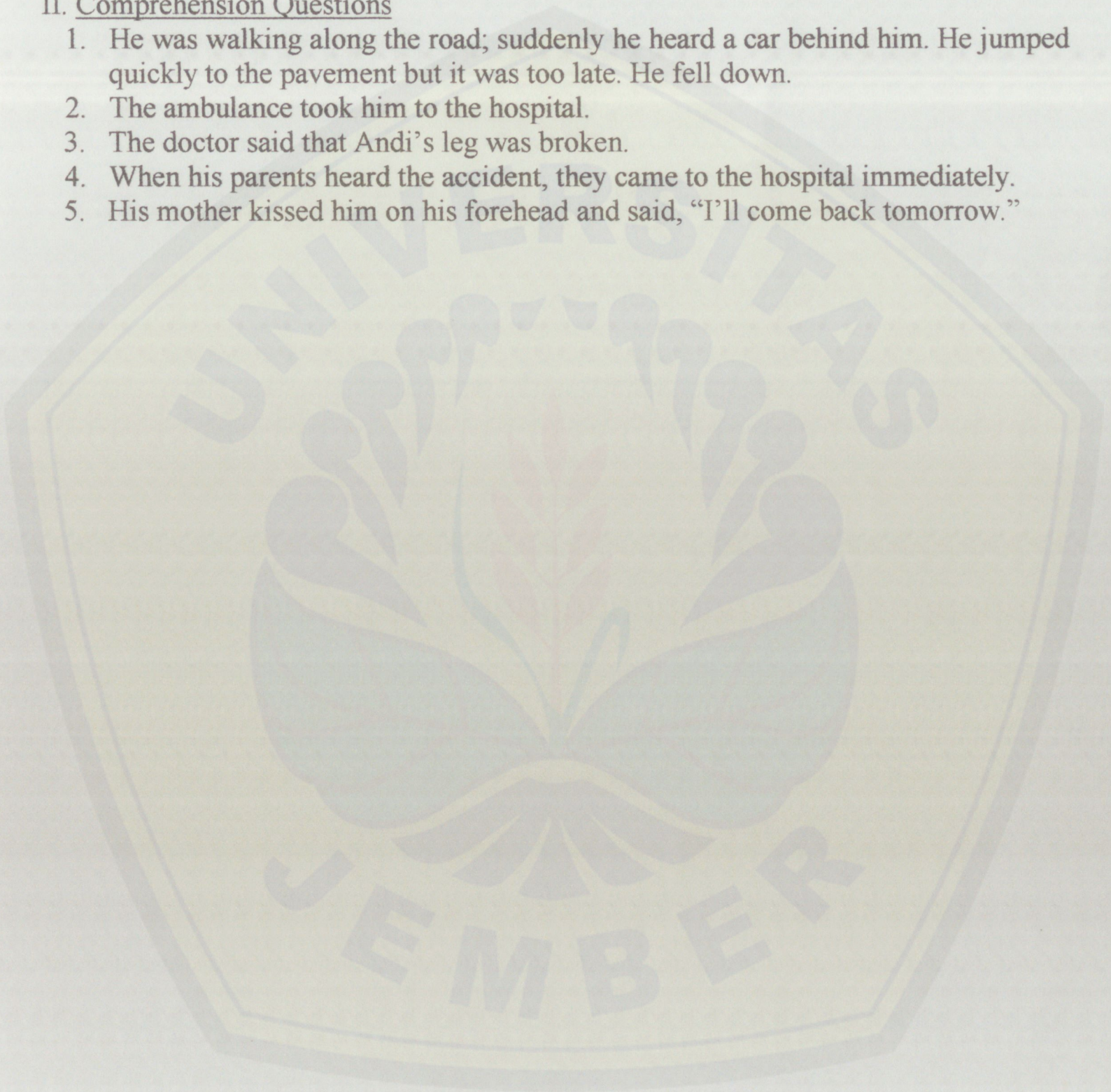




**ANSWER KEY**

II. Comprehension Questions

1. He was walking along the road; suddenly he heard a car behind him. He jumped quickly to the pavement but it was too late. He fell down.
2. The ambulance took him to the hospital.
3. The doctor said that Andi's leg was broken.
4. When his parents heard the accident, they came to the hospital immediately.
5. His mother kissed him on his forehead and said, "I'll come back tomorrow."





## Appendix 9

## OBSERVATION CHECKLIST

Cycle II

Meeting I

NO	NAME	INDICATORS				ACTIVE	PASSIVE
		1	2	3	4		
1	Alviover Ratna w.	√	√	√	√	√	
2	Amalia Hayudiarti		√	√	√	√	
3	Andy Jeffry Maulidi D.			√			√
4	Aggita Dewi N.		√	√	√	√	
5	Anita Sapta Pratiwi		√	√	√	√	
6	Aprillia Wulandari			√			√
7	Arief Budiman	√		√	√	√	
8	Arindha Novia Dewi			√			√
9	Astu Budi Citra S.		√	√	√	√	
10	Bagus Dimas Putra	√	√	√	√	√	
11	Bany Virawan		√	√	√	√	
12	Chandra Adi Yaksa			√			√
13	Dendy Yogaswara A.	√	√	√	√	√	
14	Desiana Putri Handainy		√	√	√	√	
15	Desminurva Festia			√			√
16	Didik Dwi Cahyono	√		√	√	√	
17	Edwin Bagas Arifiyanto		√	√	√	√	
18	Fachmi Resya		√	√	√	√	
19	Fariz Zakka Andana	√		√	√	√	
20	Fransiska Adiliya m.	√		√	√	√	
21	Hanif Nugra Pujiyanto	√	√	√	√	√	
22	Hidayatul Firiah			√			√
23	Indah Rahmawati		√	√	√	√	
24	Intan Permata Devi			√			√
25	Ken Vauzia Baiq Imanar		√	√	√	√	
26	Laily Mutmainnah	√	√	√		√	
27	Malika Reza Faishal	√	√	√	√	√	
28	Marta Dwi Magista			√			√
29	Mochamad Helmi R.	√		√	√	√	
30	Muhammad Yusuf K.	√		√	√	√	
31	Mutiara Ari Setyan	√		√	√	√	



32	Novidha Satya N.	√		√	√	√	
33	Novita Ismiranti N.			√			√
34	Rico Wicahya		√	√	√	√	
35	Rizky Achmad Setiawan		√	√	√	√	
36	Shelma Karany	√		√	√	√	
37	Shinta Dewi Septalia	√	√	√	√	√	
38	Silmi Fahmi Ibrahim		√	√	√	√	
39	Syifa 'Urrahmah Arum			√			√
40	Teguh Hadi Wibowo	√		√		√	
41	Yanuar Kusuma W.	√	√	√	√	√	
42	Yosep Aditua Banjarn		√	√	√	√	
Total of active students						32	
Total students						42	

Notes:

1. Asking Questions
2. Answering Questions
3. Paying attention
4. Being enthusiastic during the lesson

$$\begin{aligned}
 \text{The result of observation in cycle two} &= \frac{\text{Active students}}{\text{Total students}} \times 100\% \\
 &= \frac{32}{42} \times 100\% \\
 &= 75\%
 \end{aligned}$$



Appendix 10

**LESSON PLAN**  
**Cycle II**  
**Meeting II**

Mata Pelajaran : Bahasa Inggris  
 Kelas/ Semester : VIII/ I  
 Waktu : 2 x 45 menit  
 Tema : Health  
 Sub Tema : Doctors, Paramedics, and Diseases

**A. Standar Kompetensi**

Berkomunikasi secara lisan dan tertulis dengan menggunakan ragam bahasa yang sesuai dengan lancar dan akurat dalam wacana interaksional dan monolog pendek terutama wacana yang berbentuk deskriptif, naratif dan recount sederhana.

**B. Fokus : Siklus Lisan**

**C. Kompetensi Dasar**

Listening:

Memahami wacana transaksional dan interpersonal ringan serta monolog lisan pendek terutama yang berbentuk deskriptif.

**D. Indikator:**

1. Siswa mampu melengkapi teks tertulis yang dibacakan guru secara lengkap.
2. Siswa mampu memahami teks tertulis yang berhubungan dengan tema.
3. Siswa mampu menyampaikan informasi yang terdapat dalam teks tersebut.

**E. Langkah-langkah Pembelajaran**

1.	<p><b>BKOF (Building Knowledge of Field)</b></p> <ul style="list-style-type: none"> <li>• Teacher asks the students the following questions:                             <ol style="list-style-type: none"> <li>a. Have you ever had flu?</li> <li>b. Where do you usually check your health?</li> <li>c. Who checks your health?</li> <li>d. Who helps the doctor?</li> </ol> </li> </ul>	5'
2.	<p><b>MOT (Modeling of Text)</b></p> <ul style="list-style-type: none"> <li>• Teacher reads the text to the students as an example.</li> </ul>	15'



<p>3.</p>	<p><b>IC (Independent Construction)</b></p> <ul style="list-style-type: none"> <li>• Teacher distributes the worksheet to the students.</li> <li>• Teacher asks the students to work individually.</li> <li>• Teacher asks the students to fill in the blanks/ complete the text while the teacher reads the text.</li> <li>• Teacher reads the text by using more vocal variety, more emphasis on some words, more gestures, and heightening the volume.</li> <li>• Teacher asks the students to check their work together.</li> <li>• Teacher asks the students to answer the comprehension questions individually.</li> <li>• Teacher asks the students to tell the information about the text.</li> </ul>	<p>70'</p>
-----------	---	------------

**F. Materi**

Text for MOT

Instruction: *Listen carefully to this text.*

**Santi Had Flu**

Santi didn't go to school yesterday. She was sick. She got a fever. All morning she stayed in bed. In the afternoon she went to see a doctor with her mother. The doctor examined her. He said, "You got flu, Santi. You should take a rest for five days. Don't go to school. Take this medicine three times a day. I hope you are getting well soon." Santi's mother thanked the doctor. Santi and her mother left the room.

(Taken from: Communicative English in Context)

Text for IC

I. Instruction: *Complete the following text while you are listening to your teacher*

**Santi Had Flu**

Santi didn't (1)\_\_\_\_\_ to school yesterday. She was (2)\_\_\_\_\_. She got a fever. All morning she (3)\_\_\_\_\_ in bed. In the afternoon she went to see (4)\_\_\_\_\_ with her mother. The doctor (5)\_\_\_\_\_ her. He said, "You got flu, Santi. You should (6)\_\_\_\_\_ for five days. (7)\_\_\_\_\_ go to school. Take this (8)\_\_\_\_\_ three times a day. I hope you are (9)\_\_\_\_\_ well soon." Santi's mother thanked the doctor. Santi and her mother left (10)\_\_\_\_\_.

II. Comprehension questions

Instruction: *Answer the following questions.*

1. Why was Santi absent from school?
2. Where did she and her mother go in the afternoon?



3. What kind of disease did Santi have?
4. How long should she take a rest?
5. How often should she take the medicine?

III. Instruction: *Tell the information that you have found from the text, and use your own language.*

**G. Sumber, bahan, dan media:**

1. Sumber:

- Mukarto. 2004. *English on Sky 2*. Jakarta: Erlangga
- Mustafa, B. 2002. *Communicative English in Context*. Bandung: Grafindo Media Pratama

2. Bahan:

- English Competency Based Curriculum. 2004
- Syllabus

3. Media:

- Students' worksheet



**ANSWER KEY**

- I. 1. Go  
2. Sick  
3. Stayed  
4. A doctor  
5. Examined  
6. Take a rest  
7. Don't  
8. Medicine  
9. Getting  
10. The room

II. Comprehension Questions

1. She was sick.
2. She and her mother went to see a doctor.
3. She got flu.
4. She should take a rest for five days.
5. Three times a day.



## Appendix 11

## OBSERVATION CHECKLIST

Cycle II  
Meeting II

NO	NAME	INDICATORS				ACTIVE	PASSIVE
		1	2	3	4		
1	Alviover Ratna w.	√	√	√	√	√	
2	Amalia Hayudiarti		√	√	√	√	
3	Andy Jeffry Maulidi D.		√	√	√	√	
4	Aggita Dewi N.		√	√	√	√	
5	Anita Sapta Pratiwi		√	√	√	√	
6	Aprillia Wulandari	√		√	√	√	
7	Arief Budiman	√		√	√	√	
8	Arindha Novia Dewi			√			√
9	Astu Budi Citra S.		√	√	√	√	
10	Bagus Dimas Putra	√	√	√	√	√	
11	Bany Virawan		√	√	√	√	
12	Chandra Adi Yaksa			√			√
13	Dendy Yogaswara A.	√	√	√	√	√	
14	Desiana Putri Handainy		√	√	√	√	
15	Desminurva Festia			√			√
16	Didik Dwi Cahyono	√		√	√	√	
17	Edwin Bagas Arifiyanto		√	√	√	√	
18	Fachmi Resya			√			√
19	Fariz Zakka Andana	√		√	√	√	
20	Fransiska Adiliya m.	√		√	√	√	
21	Hanif Nugra Pujiyanto	√	√	√	√	√	
22	Hidayatul Firiha			√			√
23	Indah Rahmawati		√	√	√	√	
24	Intan Permata Devi			√			√
25	Ken Vauzia Baiq Imanar		√	√	√	√	
26	Laily Mutmainnah	√	√	√		√	
27	Malika Reza Faishal	√	√	√	√	√	
28	Marta Dwi Magista	√	√	√	√	√	
29	Mochamad Helmi R.	√		√	√	√	
30	Muhammad Yusuf K.	√		√	√	√	
31	Mutiara Ari Setyan	√		√	√	√	
32	Novidha Satya N.	√		√	√	√	
33	Novita Ismiranti N.			√			√
34	Rico Wicahya		√	√	√	√	
35	Rizky Achmad Setiawan		√	√	√	√	



Appendix 12

LISTENING TEST  
CYCLE II

Mata Pelajaran : Bahasa Inggris  
Kelas/ Semester : VIII/ I  
Waktu : 2 x 45'  
Tema : Health

I. Instruction: *Listen to this text carefully, and take a note the important point from the text.*

II. Instruction: *Answer the following questions based on your note.*

1. What kind of instrument does a doctor usually use to examine your body?
2. Is it like a microphone?
3. What is it for?
4. Can doctor hear the heartbeat clearly?
5. What will he tell after listen the sounds?

III. Instruction: *Your teacher is going to read a text. Listen carefully, while listening, complete this conversation below.*

Arief has toothache. His mother and he are at hospital. They are in dr. Fitri's room now.

Dr. Fitri : What's wrong with you?

Arief : I have (1)\_\_\_\_\_

Dr. Fitri : You never (2)\_\_\_\_\_ your teeth, do you?

Arief : I always (2)\_\_\_\_\_ my teeth everyday.



Dr. Fitri : Do you brush your teeth before (3)\_\_\_\_\_ or after (3)\_\_\_\_\_?

Arief : Before (3)\_\_\_\_\_

Dr. Fitri : You should brush your teeth after (3)\_\_\_\_\_ and before you (4)\_\_\_\_\_.

Now open your (5)\_\_\_\_\_

Arief : Oh, oh.

Dr. Fitri : Oh, there is a hole in one of the (6)\_\_\_\_\_ molars.

Arief : Don't (7)\_\_\_\_\_ my tooth, please.

Dr. Fitri : Don't worry. I'll (8)\_\_\_\_\_ the hole. Take some (9)\_\_\_\_\_ and (10)\_\_\_\_\_ your mouth first.

Arief : All right.

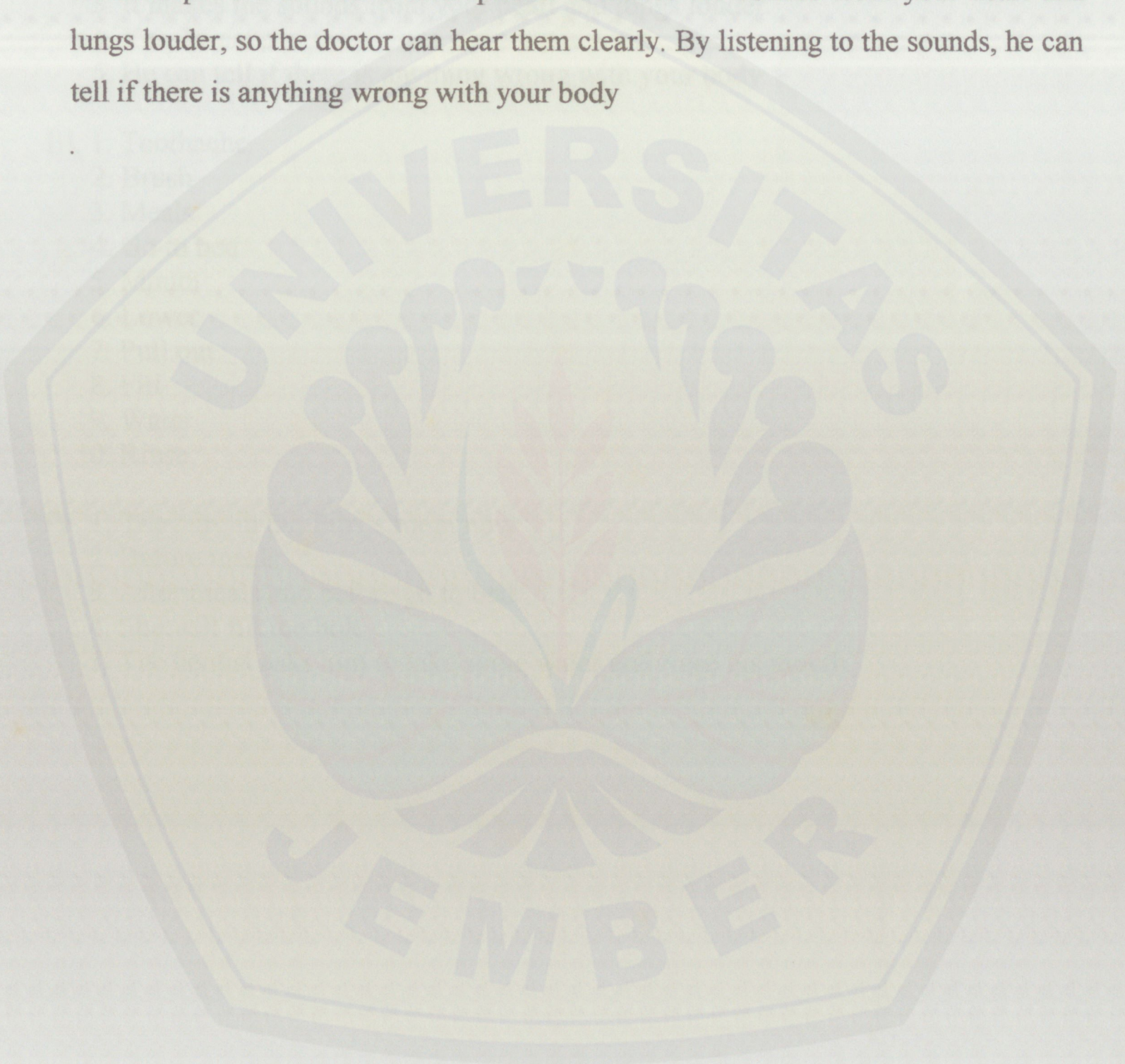
IV. Instruction: *Answer the following questions based on the text above.*

1. Where are Arief and his mother now?
2. When does Arief brush his teeth?
3. When should he brush his teeth?
4. What will the dentist do to the bad tooth?
5. What does the dentist ask Arief to do?



Text for test

I. While examining your body, a doctor usually uses an instrument to listen to the heartbeats or the sound of lungs. The instrument is called a stethoscope. The stethoscope is a bit like a microphone. It makes the sounds from your heart and lungs louder, so the doctor can hear them clearly. By listening to the sounds, he can tell if there is anything wrong with your body



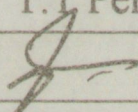
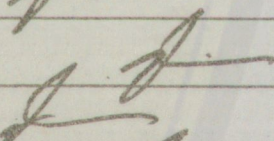
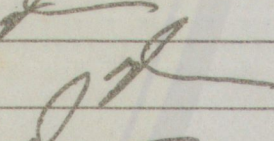
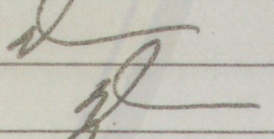
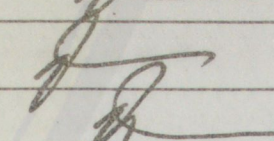
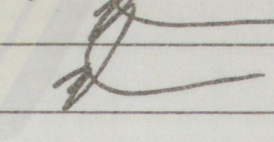
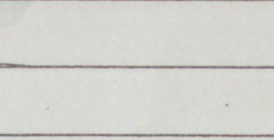
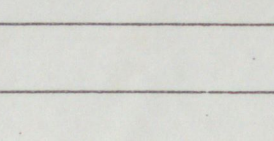
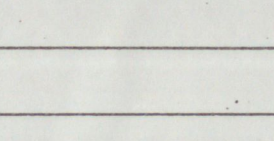


DEPARTEMEN PENDIDIKAN NASIONAL  
UNIVERSITAS JEMBER  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

## LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

Nama : RISA OPTISTA P.  
 NIM/Angkatan : 020210401113 / 2002  
 Jurusan/Prog. Studi : PBS / BAHASA INGGRIS  
 Judul Skripsi : IMPROVING THE VIII-B STUDENTS' LISTENING  
 COMPREHENSION ABILITY THROUGH TEXT  
 DICTATION TECHNIQUES AT SMPN 3 JEMBER  
 IN THE 2006/2007 ACADEMIC YEAR  
 Pembimbing I : DRS. SUDARONO, M.Pd  
 Pembimbing II : DRA. MUSLI ARIANI, M.App Ling

### KEGIATAN KONSULTASI

No	Hari/Tanggal	Materi Konsultasi	T.T Pembimbing
1	Senin / 13 Feb 2006	Matrix	
2	Kamis / 16 Mar 2006	Bab I, II dan III	
3	Jumat / 7 April 2006	Bab I, II dan III	
4	Rabu / 26 April 2006	Bab I, II dan III	
5	Senin / 15 Mei 2006	Bab I, II dan III	
6	Sabtu / 10 Juni 2006	Bab I, II dan III	
7	Jumat / 30 Juni 2006	Bab I, II dan III	
8	Selasa / 2 Jan. 2007	Bab IV dan V	
9	Senin / 8 Jan. 2007	Bab IV dan V	
10			
11			
12			
13			
14			
15			

#### Catatan:

1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi
2. Lembar ini harus dibawa sewaktu Seminar Proposal Skripsi dan Ujian Skripsi

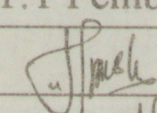
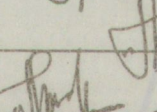
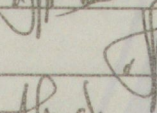
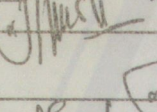
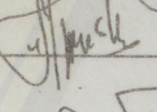
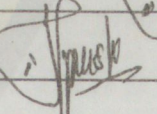
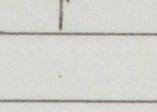
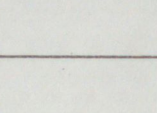
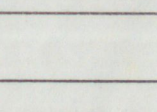


DEPARTEMEN PENDIDIKAN NASIONAL  
UNIVERSITAS JEMBER  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

## LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

Nama : RISA OPTISTA P.  
 NIM/Angkatan : 020210401113 / 2002  
 Jurusan/Prog. Studi : PBS / BAHASA INGGRIS  
 Judul Skripsi : IMPROVING THE VIII-B STUDENTS' LISTENING COMPREHENSION ABILITY THROUGH TEXT DICTATION TECHNIQUES AT SMPN 3 JEMBER IN THE 2006/2007 ACADEMIC YEAR  
 Pembimbing I : DR. SUPARSONO, M.Pd  
 Pembimbing II : DRA. MUSU ARIANI, M.App Ling

### KEGIATAN KONSULTASI

No	Hari/Tanggal	Materi Konsultasi	T.T Pembimbing
1	Selasa / 28 Feb 2006	Matrix	
2	Rabu / 20 Juli 2006	Bab I, II dan III	
3	Senin / 7 Agust 2006	Bab I, II dan III	
4	Kamis / 31 Agust 2006	Bab I, II dan III	
5	Rabu / 20 Sept. 2006	Bab I, II dan III	
6	Sabtu / 7 Okt. 2006	Bab I, II dan III	
7	Senin / 30 Okt. 2006	Bab I, II dan III	
8	Rabu / 17 Jan 2007	Bab IV dan V	
9	Selasa / 23 Jan 2007	Bab IV dan V	
10			
11			
12			
13			
14			
15			

#### Catatan:

1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi
2. Lembar ini harus dibawa sewaktu Seminar Proposal Skripsi dan Ujian Skripsi





PEMERINTAH KABUPATEN JEMBER  
DINAS PENDIDIKAN  
SEKOLAH MENENGAH TINGKAT PERTAMA

**SMP 3 JEMBER**

Alamat : Jalan Jawa No.8 ☎.335334 Jember 68121



## SURAT KETERANGAN

Nomor : 421.3/034/436.316.27/SMPN.3//2006

Yang bertanda tangan di bawah ini Kepala SMPN 3 Jember dengan ini memberikan ijin kepada :

Nama : RISA OPTISTA P  
NIM : 020210401113  
Jurusan/Program : Bahasa Inggris  
Fakultas : FKIP / Universitas Negeri Jember

Yang bersangkutan telah melaksanakan penelitian pada SMPN 3 Jember dari tanggal 22 Nopember s/d 16 Desember 2006 dengan judul penelitian sebagai berikut :

“IMPROVING THE VIII-B STUDENTS’ LISTENING COMPREHENSION  
ACHIEVEMENT THROUGH TEXT DICTATION TECHNIQUES  
AT SMPN 3 JEMBER IN THE 2006/2007 ACADEMIC YEAR”

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Jember, 26 Desember 2006  
Kepala Sekolah

*[Signature]*  
Drs. Poniman, MM  
NIP. 130 808 842