

### Appendix 1 : Time Table of Action Research

<b>NO</b>	<b>DAY / DATE</b>	<b>TIME</b>	<b>EXPLANATION</b>
1.	Monday, 21 <sup>st</sup> May 2012	12.30 – 13.50	Pre test, socialization for applying dictogloss technique.
2.	Wednesday, 23 <sup>rd</sup> May 2012	12.30 – 13.50	Meeting 1
3.	Saturday, 26 <sup>th</sup> May 2012	12.30 – 13.50	Meeting 2
4.	Wednesday, 30 <sup>th</sup> May 2012	12.30 – 13.50	Meeting 3
5.	Saturday, 2 <sup>nd</sup> June 2012	12.30 – 13.50	Meeting 4
6.	Wednesday, 6 <sup>th</sup> June 2012	12.30 – 13.50	Post test and distributing questionnaire.

## Appendix 2.1 : Lesson Plan meeting 1

### Lesson Plan

**Junior of high school** : SMP YPI Nasrul Umam  
**Subject** : English ( listening recount text using dictogloss )  
**Class / Semester** : VIII / 2

**Standard competence** : 8. Listening  
 Understanding the meaning in functional oral text and a simple short monologue in form of recount and narrative to interact with the environment .

**Basic competence** : 8.2 Responding to the meaning contained in a simple short monologue accurately, smoothly, and thankful to interact with the environment in the form of narrative and recount text.

**Time Alocated** : 2 X 40 minutes

**Indicator** : 1. Responding with listening recount text then writing .  
 2. Responding with reconstruct oral recount text.

**Learning Objective** : 1. Students are able to listen to oral recount text then rearrange the jumble sentences.  
 2. Students are able to reconstruct the oral recount text in a new version.

**Learning Method** : 1. Dictogloss  
 2. Listening test

**Material** : Our Experience ( oral recount text )

**Topic** : Studying Abroad in the UK

**Activities :**

**Pre – Teaching ( 10 minutes )**

- Teacher starts the lesson by
- discussing the subject matter in the material to be studied.
- Teacher asks the students to mention the features of recount text.
- Teacher shows some vocabularies related to oral text that will be played.

**Whilst Teaching ( 60 minutes )**

- Teacher divides the students into five groups that each group consists of five students.
- Teacher gives a jumble sentence of a paragraph to students.
- Students listen to the recount text that is read by the teacher.
- Teacher reads the text once and plays the audio three times.
- During reading the text, students can ask the teacher to stop, go back (rewind) and skip ahead (fast-forward).
- After the teacher played the audio, students have to rearrange the jumble sentences before they make a new version.
- Students in each group have to compare notes and discuss the text for its grammar, text cohesion and logical sense.
- The text can be photocopied and distributed to all groups or the student's read the text in front of the class.
- After all text analyzing, teacher shows the original text.

**Post Teaching ( 10 minutes )**

- Teacher concludes the lesson and gives motivation by asking students to like English song and listen to English conversation.
- Teacher gives some questions to students related to information in oral text from the audio.
- Teacher closes the class.

**Learning Source / Media :** -Oral recount text and Script listening from internet ( [www.haarr.wordpress.com](http://www.haarr.wordpress.com) )

- Scaffolding book, VIII grade ( recount text).

- Speakers and Laptop.

**Assessment**

: - technique : reconstructing from oral text.

- form : listening test.

- Ex. Instrument : Listen to oral recount text that is played by your teacher and reconstruct in new version.

Gresik, 16<sup>th</sup> May 2012

Teacher

Teacher Partner

Nur Rizqi Amaliyah

Hilmi Abdulloh, S.Pd.

Acknowledgement  
Headmaster of SMP YPI Nasrul Umam

Iva Rakhmawati, S.Pd., M.Pd.

## Students' Worksheet

**Listen to the audio then rearrange the following jumble sentences before reconstructing the text from the audio!**

1. In the Czech Republic I had never come across foreigners, so I was interested in living in a place with people from many different cultures.
2. I came to Leicester on the Erasmus scheme a year ago.
3. I had a choice of universities and I chose this one because it's in a multicultural area.
4. There aren't many other Czech people here so I've had to make friends with people from other countries.
5. I had to get a part-time job and borrow from my parents to afford to live here.
6. That's been very good for my English – some Erasmus students stay mostly with people from the same country and they don't get the same experience.
7. The social life here is great, and I will really miss the good friends I've made when I go back home next week.
8. The worst thing has been that everything is so expensive.

### Transcript oral recount text

#### Studying Abroad ( in the United Kingdom )

Tomas:

I came to Leicester on the Erasmus scheme a year ago. I had a choice of universities and I chose this one because it's in a multicultural area. In the Czech Republic I had never come across foreigners, so I was interested in living in a place with people from many different cultures.

The social life here is great, and I will really miss the good friends I've made when I go back home next week. There aren't many other Czech people here so I've had to make friends with people from other countries. That's been very good for my English – some Erasmus students stay mostly with people from the same country and they don't get the same experience. The worst thing has been that everything is so expensive. I had to get a part-time job and borrow from my parents to afford to live here. ([www.haarr.wordpress.com](http://www.haarr.wordpress.com) )

**Were these ideas included in the reconstruction ( assessment)**

1pt (fully)	0.5(part)	0(not at all)	Sentences
			He came to Leicester on the Erasmus scheme a year ago.
			He had a choice of universities.
			He chose this one because it's in a multicultural area.
			In the Czech Republic he had never come across foreigners.
			He was interested in living in a place with people from many different cultures.
			The social life there is great.
			He will really miss the good friends he has made when he goes back home next week.
			There aren't many other Czech people there so he has had to make friends with people from other countries.
			That's been very good for my English – some Erasmus students stay mostly with people from the same country and they don't get the same experience.
			The worst thing has been that everything is so expensive.
			He had to get a part-time job and borrow from his parents to afford to live here.

( Adapted from Zorana Vasiljevic, in English Language Teaching )

TOTAL :     \_\_\_ / \_\_\_ 11X 100

Note :

1pt (fully)     : if all ideas include in the reconstruction

0.5 (part)     : if a half idea include in the reconstruction

0 (not at all) : if there is no idea include in the reconstruction

## Appendix 2.2: Lesson Plan meeting 2

### Lesson Plan

<b>Junior of high school</b>	: SMP YPI Nasrul Umam
<b>Subject</b>	: English ( listening recount text using dictogloss )
<b>Class / Semester</b>	: VIII / 2
<b>Standard competence</b>	:8. Listening

Understanding the meaning in functional oral text and a simple short monologue in form of recount and narrative to interact with the environment .

**Basic competence** : 8.2 Responding to the meaning contained in a simple short monologue accurately, smoothly, and thankful to interact with the environment in the form of narrative and recount text.

**Time Alocated** : 2 X 40 minutes

**Indicator** : 1. Responding with listening recount text then writing .  
2.Responding with reconstruct oral recount text.

**Learning Objective** : 1. Students are able to listen to oral recount text then take a note and rearrange the jumble sentences.  
2. Students are able to reconstruct the oral recount text using their version but have same meaning with the original text.

**Learning Method** : 1. Dictogloss  
2. Listening test

**Material** : Our Experience ( oral recount text )

**Topic** : Studying Abroad in the UK

**Activities :****Pre – Teaching ( 10 minutes )**

- Teacher starts the lesson by discussing the subject matter in the material to be studied.
- Teacher asks the students to mention the features of recount text.
- Teacher shows the example of recount text and asks the students to show the parts of recount text.

**Whilst Teaching ( 60 minutes )**

- Teacher divides students into 5 groups that each group consists of five students.
- Teacher gives the jumble sentences of a paragraph to students.
- Students listen to the recount text that is read by the teacher.
- Teacher played the audio of oral recount text three times.
- During listening to the audio, students can rearrange the jumble sentences.
- Students reconstruct the oral text based on their new version.
- Students in each group have to compare notes and discuss the text for its grammar, text cohesion and logical sense.
- The text can be photocopied and distributed to all groups or read it in front of the class.
- After all text analyzing, teacher shows the original text.

**Post Teaching ( 10 minutes )**

- Teacher concludes the material and gives some question related to the oral text.
- Teacher closes the class and gives motivation by saying listening English material is easy and interesting.

**Learning Source / Media** : - Oral recount text and Script listening  
([www.haarr.wordpress.com](http://www.haarr.wordpress.com))



- Scaffolding Book VIII grade.

- Audio and laptop.

**Assessment** : - technique : reconstructing from oral text.  
- form : listening test.  
- Ex. Instrument : Listen to oral recount text that is played  
by your teacher and reconstruct with your own words.

Gresik, 19<sup>th</sup> May 2012

Teacher

Teacher Partner

Nur Rizqi Amaliyah

Hilmi Abdulloh, S.Pd.

Acknowledgement  
Headmaster of SMP YPI Nasrul Umam

Iva Rakhmawati, S.Pd., M.Pd.

## Students' Worksheet

**Listen to the audio then rearrange the following jumble sentences before reconstructing the text from the audio!**

1. Now I'm thinking of doing a PhD before I return to India.
2. I won a scholarship to do an MSc in Telecommunications at Manchester University.
3. The course was excellent and enabled me to get a good job when I finished.
4. It's a different approach to the way I'd studied before, and one that I would recommend.
5. We were encouraged to think for ourselves rather than read piles of textbooks.
6. I enjoyed the way the course was taught.
7. For me, the only problem was that the social life centres around alcohol, and I don't drink.
8. I would also recommend living in student accommodation – it's the cheapest option and although the rooms are small they have everything you need, and you get to know other people very easily.

## Transcript oral recount text

### Studying Abroad ( in the United Kingdom )

Syed

I won a scholarship to do an MSc in Telecommunications at Manchester University. The course was excellent and enabled me to get a good job when I finished. Now I'm thinking of doing a PhD before I return to India.

I enjoyed the way the course was taught. We were encouraged to think for ourselves rather than read piles of textbooks. It's a different approach to the way I'd studied before, and one that I would recommend. I would also recommend living in student accommodation – it's the cheapest option and although the rooms are small they have everything you need, and you get to know other people very easily. For me, the only problem was that the social life centres around alcohol, and I don't drink. [www.haarr.wordpress.com](http://www.haarr.wordpress.com)

**Were these ideas included in the reconstruction ( assessment)**

1pt (fully)	0.5(part)	0(not at all)	Sentences
			He won a scholarship to do an MSc in Telecommunications at Manchester University.
			The course was excellent and enabled him to get a good job when he finished.
			Now he is thinking of doing a PhD before he return to India.
			He enjoyed the way the course was taught.
			They were encouraged to think for their selves rather than read piles of textbooks.
			It's a different approach to the way he had studied before, and one that the would recommend.
			He would also recommend living in student accommodation.
			It's the cheapest option and although the rooms are small they have everything we need.
			We get to know other people very easily.
			For him, the only problem was that the social life centres around alcohol.
			He don't drink alcohol.

( Adapted from Zorana Vasiljevic, in English Language Teaching )

TOTAL :     \_\_\_ / \_\_\_ 11 X 100

Note :

1pt (fully)     : if all ideas include in the reconstruction

0.5 (part)     : if a half idea include in the reconstruction

0 (not at all)   : if there is no idea include in the reconstruction

**Appendix 2.3: Lesson Plan meeting 3****Lesson Plan**

<b>Junior of high school</b>	: SMP YPI Nasrul Umam
<b>Subject</b>	: English ( listening narrative text using dictogloss )
<b>Class / Semester</b>	: VIII / 2
<b>Standard competence</b>	: 8. Listening

Understanding the meaning in functional oral text and a simple short monologue in form of recount and narrative to interact with the environment .

**Basic competence** : 8.2 Responding to the meaning contained in a simple short monologue accurately, smoothly, and thankful to interact with the environment in the form of narrative and recount text.

**Time Alocated** : 2 X 40 minutes

**Indicator** : 1. Responding with listening narrative text then writing .  
2.Responding with reconstruct oral narrative text.

**Learning Objective** : 1. Students are able to listen to oral narrative text then rearrange the jumble sentences.  
2.Students are able to reconstruct the oral narrative text based on their version.

**Learning Method** : 1. Dictogloss  
2. Listening tes

**Material** : Fable ( Oral narrative text )

**Topic** : The Lion, The Bear, and The Fox

## **Activities :**

### **Pre – Teaching ( 10 minutes )**

- Teacher starts the lesson by
- discussing the subject matter in the material to be studied.
- Teacher asks the students to mention the features of narrative text.
- Teacher shows some vocabularies.

### **Whilst Teaching ( 60 minutes )**

- Teacher divides the students into five groups that each group consists of five students.
- Teacher gives a jumble sentence of a paragraph to students.
- Students listen to the recount text that is read by the teacher.
- Teacher reads the text once and plays the audio three times.
- During reading the text, students can ask the teacher to stop, go back (rewind) and skip ahead (fast-forward).
- After the teacher played the audio, students have to rearrange the jumble sentences before they make a new version.
- Students in each group have to compare notes and discuss the text for its grammar, text cohesion and logical sense.
- The text can be photocopied and distributed to all groups or the student's read the text in front of the class.
- After all text analyzing, teacher shows the original text.

### **Post Teaching ( 10 minutes )**

- Teacher concludes the lesson and gives motivation by asking students to like English song and listen to English conversation.
- Teacher gives some questions to students related to information in oral text from the audio.
- Teacher closes the class.

**Learning Source / Media** : -Oral narrative text and Script listening from internet

- Scaffolding book, VIII grade ( narrative text).

- Speakers and Laptop.

**Assessment** :- technique : reconstructing from oral text.

- form : listening test.

- Ex. Instrument : Listen to oral narrative text that is played by the teacher and reconstruct in new version.

Gresik, 22<sup>nd</sup> May 2012

Teacher

Teacher Partner

Nur Rizqi Amaliyah

Hilmi Abdulloh, S.Pd.

Acknowledgement  
Headmaster of SMP YPI Nasrul Umam

Iva Rakhmawati, S.Pd., M.Pd.

## Students' Worksheet

**Listen to the audio then rearrange the following jumble sentences before reconstructing the text from the audio!**

1. They looked exhausted with the tick
2. only the serve the turn of the fox
3. He running between them and seizing the kid skimping coves fastest he could.
4. When they had fifty lathery each other and weal fight for the long combat.
5. A lion and a bear seize the kid at the same moment and for fear sly fret position
6. It sometimes happens that one man has all the toil and another all the profit.
7. A fox with gone around them in a distance several times saw them both stretch on the ground with the kid lying untouched in the middle
8. The lion and the bear saw him but not being able to get up, said “will be do us that we should on fortune balladeer self

## Transcript oral narrative text

### The Lion, The Bear, and The Fox

A lion and a bear seize the kid at the same moment and for fear sly fret position. When they had fifty lathery each other and weal fight for the long combat. They looked exhausted with the tick. A fox with gone around them in a distance several times saw them both stretch on the ground with the kid lying untouched in the middle. He running between them and seizing the kid skimping coves fastest he could. The lion and the bear saw him but not being able to get up, said “will be do us that we should on fortune balladeer self, only the serve the turn of the fox.” It sometimes happens that one man has all the toil and another all the profit. (<http://www.learnoutloud.com/Free-Audio-Video/Literature/World-Classics/Aesops-Fables-Podcast/23064> )

**Were these ideas included in the reconstruction ( assessment)**

1pt (fully)	0.5(part)	0(not at all)	Sentences
			A lion and a bear seize the kid at the same moment and for fear sly fret position
			When they had fifty lathery each other and weal fight for the long combat
			They looked exhausted with the tick
			A fox with gone around them in a distance several times saw them both stretch on the ground with the kid lying untouched in the middle
			He running between them and seizing the kid skimping coves fastest he could.
			The lion and the bear saw him but not being able to get up, said “will be do us that we should on fortune balladeer self
			only the serve the turn of the fox.
			It sometimes happens that one man has all the toil and another all the profit.

( Adapted from Zorana Vasiljevic, in English Language Teaching )

TOTAL : \_\_\_\_\_ / 8 X 100

Note :

1pt (fully) : if all ideas include in the reconstruction

0.5 (part) : if a half idea include in the reconstruction

0 (not at all) : if there is no idea include in the reconstruction



**Appendix 2.4: Lesson Plan meeting 4****Lesson Plan**

<b>Junior of high school</b>	: SMP YPI Nasrul Umam
<b>Subject</b>	: English ( listening narrative text using dictogloss )
<b>Class / Semester</b>	: VIII / 2
<b>Standard competence</b>	: 8. Listening

Understanding the meaning in functional oral text and a simple short monologue in form of recount and narrative to interact with the environment .

**Basic competence** : 8.2 Responding to the meaning contained in a simple short monologue accurately, smoothly, and thankful to interact with the environment in the form of narrative and recount text.

**Time Alocated** : 2 X 40 minutes

**Indicator** : 1. Responding with listening narrative text then writing .  
2. Responding with reconstruct oral narrative text.

**Learning Objective** :1. Students are able to listen to oral narrative text then rearrange the jumble sentences.  
2. Students are able to reconstruct the oral narrative text based on their version.

**Learning Method** : 1. Dictogloss  
2. Listening tes

**Material** : Fable ( Oral narrative text )

**Topic** : The Wolf and The Fox

**Pre – Teaching ( 10 minutes )**

- Teacher starts the lesson by
- discussing the subject matter in the material to be studied.
- Teacher asks the students to mention the features of narrative text.
- Teacher shows some vocabularies.

**Whilst Teaching ( 60 minutes )**

- Teacher divides the students into five groups that each group consists of five students.
- Teacher gives a jumble sentence of a paragraph to students.
- Students listen to the recount text that is read by the teacher.
- Teacher reads the text once and plays the audio three times.
- During reading the text, students can ask the teacher to stop, go back (rewind) and skip ahead (fast-forward).
- After the teacher played the audio, students have to rearrange the jumble sentences before they make a new version.
- Students in each group have to compare notes and discuss the text for its grammar, text cohesion and logical sense.
- The text can be photocopied and distributed to all groups or the student's read the text in front of the class.
- After all text analyzing, teacher shows the original text.

**Post Teaching ( 10 minutes )**

- Teacher concludes the lesson and gives motivation by asking students to like English song and listen to English conversation.
- Teacher gives some questions to students related to information in oral text from the audio.
- Teacher closes the class.

**Learning Source / Media** : - Oral narrative text and Script listening from

Internet.

- Scaffolding book, VIII grade ( narrative text).

- Speakers and Laptop.

**Assessment**

: - technique : reconstructing from oral text.

- form : listening test.

- Ex. Instrument : Listen to oral narrative text that is played by the teacher and reconstruct in new version.

Gresik, 25<sup>th</sup> May 2012

Teacher

Teacher Partner

Nur Rizqi Amaliyah

Hilmi Abdulloh, S.Pd.

Acknowledgement  
Headmaster of SMP YPI Nasrul Umam

Iva Rakhmawati, S.Pd., M.Pd.

## Students' Worksheet

**Listen to the audio then rearrange the following jumble sentences before reconstructing the text from the audio!**

1. for even though you have the size of a lion among wolves. In heart of lions you are definitely a wolf’.
2. The wolf with the lack of sense proportion to his normal size total they gave him this name in earnest
3. he said “may I never make my self so ridiculous as you do in your pride and self concede
4. At one time, a very large and strong wolf was born among the wolves
5. leaving his own rash consoled exclusively with the lions and old’s life fox seeing this
6. who excided all his valuables in strength, size and swiftness
7. So that they unanimously decided to call him lion

## Transcript oral narrative text

### The Wolf and The Fox

At one time, a very large and strong wolf was born among the wolves, who excided all his valuables in strength, size and swiftness, So that they unanimously decided to call him lion. The wolf with the lack of sense proportion to his normal size total they gave him this name in earnest and leaving his own rash consoled exclusively with the lions and olds life fox seeing this, he said “may I never make myself so ridiculous as you do in your pride and self concede, for even though you have the size of a lion among wolves. In heart of lions you are definitely a wolf’.

<http://www.learnoutloud.com/Free-Audio-Video/Literature/World-Classics/Aesops-Fables-Podcast/23064>

**Were these ideas included in the reconstruction ( assessment)**

1pt (fully)	0.5(part)	0(not at all)	Sentences
			At one time, a very large and strong wolf was born among the wolves
			who excided all his valuables in strength, size and swiftness
			So that they unanimously decided to call him lion
			The wolf with the lack of sense proportion to his normal size total they gave him this name in earnest
			leaving his own rash consoled exclusively with the lions and olds life fox seeing this
			he said “may I never make myself so ridiculous as you do in your pride and self concede
			for even though you have the size of a lion among wolves
			In heart of lions you are definitely a wolf”.

( Adapted from Zorana Vasiljevic, in English Language Teaching )

TOTAL : \_\_\_\_\_ / 8 X 100

Note :

1pt (fully) : if all ideas include in the reconstruction

0.5 (part) : if a half idea include in the reconstruction

0 (not at all) : if there is no idea include in the reconstruction

### Appendix 3 : The Result of Observation on Students' performance

Subject: The eight grade of SMP YPI Nasrul Umam

Meeting : I, II, III, IV

Date : May 23<sup>rd</sup>, 26<sup>th</sup>, 30<sup>th</sup>, 2012 and June 2<sup>nd</sup>, 2012

Time : 12. 30 – 13. 50

Lesson Plan	Descriptive	Meeting				
		I	II	III	IV	
Pre Activity	1. Paying attention on the teacher's coming.	2	3	3	3	
	2. Paying attention on the teacher's explanation.	2	3	4	4	
	3. Answering to the teacher's question orally in brain storming stage.	3	3	3	3	
Whilst Activity	4. Listening to the teacher's explanation about the materials.	3	3	3	3	
	5. Clarifying to the teachers' explanation about the materials.	2	2	3	3	
	6. Listening to the oral text carefully.	2	2	3	3	
	7. Doing the exercise enthusiastically.	3	3	4	4	
	8. Paying attention to the teacher's instruction about how to do exercise.	2	3	4	4	
	9. Discussing about the exercise in a group.	3	3	3	4	
	10. Students can reconstruct the text in their version based on the audio after rearrange the jumble sentences.	3	3	3	4	
	11. Students can read their text in front of the class.	3	3	3	3	
	12. The classroom situation is conducive to learn.	2	2	3	3	
	Post Activity	13. Answering to the teacher's question based on the information from the audio.	2	2	3	3
		14. Asking question about the problem students get during teaching and learning process.	2	2	3	3
	Total Point		34/	37/	43/	47/
		56	56	56	56	

The percentage of the students' performance in the class:

Meeting I : 60, 7 %

Meeting II : 66, 1 %

Meeting III : 76, 8 %

Meeting IV : 83, 9 %

## Note :

- 0 : No students does
- 1 : A few students do
- 2 : A half of the students do
- 3 : Most of the students do
- 4 : All of the students do

Adapted from Kustianingsih, Eny

## Categories:

- 0 % - 40% : very poor
- 41% - 55% : poor
- 56% - 70% : fair
- 71% - 85% : good
- 86% - 100% : very good

#### Appendix 4 : The Questionnaire of the Students

##### QUESTIONNAIRE SMP YPI NASRUL UMAM

Name :

Class :

Berikanlah tanggapan kamu dengan memberi tanda silang ( x ) pada option jawaban yang sesuai dengan pilihan kamu!

1. Apakah kamu pernah mendapat dictation dari gurumu untuk melatih listening skill kamu ?  
a. Ya b. Tidak
2. Apakah secara teratur kamu mendapat dictation dari gurumu untuk melatih listening skill kamu?  
a. Ya b. Tidak
3. Apakah kamu pernah mendengar percakapan / teks dalam bahasa inggris melalui audio yang diputarkan gurumu di sekolah?  
a. Ya b. Tidak
4. Apakah menurutmu sulit mendengarkan teks dalam bahasa inggris ?  
a. Ya b. Tidak
5. Apakah dengan mendapat dictation dari gurumu dapat melatih listening skill kamu?  
a. Ya b. Tidak
6. Apakah dengan mendengarkan teks bahasa inggris melalui audio dapat meningkatkan listening skill kamu?  
a. Ya b. Tidak
7. Apakah kamu merasa mudah memahami teks verbal melalui dictation dari gurumu?  
a. Ya b. Tidak
8. Apakah menurutmu mudah dalam memahami teks verbal melalui audio yang diputarkan gurumu?  
a. Ya b. Tidak
9. Apakah melalui dictation kamu dapat mendengar kata – kata dengan jelas?  
a. Ya b. Tidak
10. Apakah kamu senang melatih listening skill kamu dengan mendapat dictation dari gurumu dan mendengarkan teks bahasa inggris melalui audio?  
a. Ya b. Tidak





### Appendix 6 : Analysis of the Result of Pre Test

The Score of the Teacher and teacher partner

Subject : The eighth grade of SMP YPI Nasrul Umam

Cycle : 1 ( one )

Day / Date : Monday, 21<sup>st</sup> May 2012

No.	Name	Idea Score	Total score	Note
1	ARI	2,5	20	Failed
2	ARO	2	18	Failed
3	AHA	2,5	20	Failed
4	AQO	3	25	Failed
5	AMM	1	10	Failed
6	AND	2	18	Failed
7	EAS	2,5	20	Failed
8	IJU	2,5	20	Failed
9	IMA	2,5	20	Failed
10	LUS	3	25	Failed
11	MKN	2	18	Failed
12	MDT	1	10	Failed
13	MLP	2	18	Failed
14	MMA	1	10	Failed
15	MSY	2	18	Failed
16	NAFS	2,5	20	Failed
17	MTM	2,5	20	Failed
18	NBT	2,5	20	Failed
19	NBR	3	25	Failed
20	RSF	2,5	20	Failed
21	YEP	2,5	20	Failed
22	YWN	2	18	Failed
23	YIW	2,5	20	Failed
24	MYS	1	10	Failed
25	ABN	2,5	20	Failed
	AVERAGE		18,52	

Gresik, 21<sup>st</sup> May 2012

Teacher

Teacher Partner

Nur Rizqi Amaliyah

Hilmi Abdulloh, S.Pd.

### Appendix 7 : Analysis of the Result of Post Test

The Score of the Teacher and teacher partner

Subject : The eighth grade of SMP YPI Nasrul Umam

Cycle : 1 ( one )

Day / Date : Wednesday, 6<sup>th</sup> June 2012

No.	Name	Idea Score	Total score	Note
1	ARI	8,5	70	Successful
2	ARO	10	83	Successful
3	AHA	9	75	Successful
4	AQO	9	75	Successful
5	AMM	9	75	Successful
6	AND	8,5	70	Successful
7	EAS	10,5	87	Successful
8	IJU	9	75	Successful
9	IMA	10	83	Successful
10	LUS	10	83	Successful
11	MKN	10,5	87	Successful
12	MDT	10	83	Successful
13	MLP	8,5	70	Successful
14	MMA	10	83	Successful
15	MSY	10	83	Successful
16	NAFS	10,5	87	Successful
17	MTM	9	75	Successful
18	NBT	10	83	Successful
19	NBR	10	83	Successful
20	RSF	10,5	87	Successful
21	YEP	10	83	Successful
22	YWN	10,5	87	Successful
23	YIW	10	83	Successful
24	MYS	8,5	70	Successful
25	ABN	8,5	70	Successful
AVERAGE			79,6	

Gresik, 6<sup>th</sup> June 2012

Teacher

Teacher Partner

Nur Rizqi Amaliyah

Hilmi Abdulloh, S.Pd.

## **Appendix 8 : Diary Journal of the teacher**

### **Cycle 1**

The diary journal was made to record all the activities in the classroom to investigate the real problems faced by students and teacher during the process of teaching learning. This recording was started on 21<sup>st</sup> May 2012 to 6<sup>th</sup> June 2012.

At 21<sup>st</sup> May 2012, I gave pre test to the students. The result of the recording was presented as follows:

Before conducting the research, I gave pre test to the students of the eight grade of SMP YPI Nasrul Umam in the form of listening test. I came in the class with the teacher partner. I opened the class by greeting the students and checked the attendance list. I told to the students that I needed their scores to evaluate the process of teaching English listening and to know their listening ability achievement. The time allotment to do the test was 60 minutes. During that time, they had to listen to the audio about oral recount text and wrote down on the paper. After that, they submitted the sheet to the teacher. I played the audio in ten times because the students had never listened oral text from audio. Then, I said to them that I was going to hold some meetings teaching for the better process of teaching English. I told them that day would learn listening English using dictogloss technique in the following meeting and the students said alright. I finally closed the class and motivated them to always study English especially in listening. It was the activity to the pre test meeting.

The data below was the result of the teacher's observation noticed in the teacher's diary journal. The observation was taken from 23<sup>rd</sup> may 2012 to 2<sup>nd</sup> June 2012. The implementation was described as follows:

**Meeting 1 ( 23<sup>rd</sup> May 2012 )**

On the first meeting, I came to the classroom with the teacher partner. The classroom was crowded. Some of students did not pay attention to the teacher's coming. I little bit doubt and pessimistic seeing that condition, whether the teaching media could not provided. I finally opened the class and greeted the students loudly. Then I checked the attendance list. There was no student who absent on that day. I reminded them that day they would listen to oral recount text from the audio using dictogloss technique. Most of them say " Sulit bu, nggak pernah dengar text dari kaset", and I told them that if we practiced seriously, we would do that. Finally, the students said "Ok" and I asked them to listen carefully what I explained. Before starting listening to the audio, I stimulated the students by giving some questions related to the topic; as like "what is a recount text?", "what are the future of recount text?", "is someone's experience is recount text?", etc. Few students answer the teacher questions and others only kept silent.

In the whilst activity, I divided the students in small group. It consists of five students. Because female students did not want to join with male students, one female group consists of four students. I gave the jumble sentences related to the oral recount text is that studying abroad in the UK and I gave some words synonym of the text. I asked them to only listen without wrote anything. Then I read once the text first. Some students asked me to repeat some words. After that, I played the audio once and the students still did not allow rearrange the jumble sentences. Second played, I allow the students rearranged the jumble sentences while they were listening to the audio. Third played is same with the second played, students rearranged the jumble sentences when listened to the audio. But,

all groups asked to me to play again until four times more. After the students finished rearrange the jumble sentences, they had to reconstruct the text in their version but they might use the same words from the original text. They reconstruct the text grammatically, used words synonym, and the structure of the sentences. It took so long and I asked to each group to read their text in front of the class when they finished. Group one was the first group which perform in front of the class. I asked to other groups to give applause to their friend who read the text in front of the class. After all groups performed, I showed the original text and we discussed which sentence was wrong and right. Finally, group five got the highest score was that 86.

As the post activity, I asked some questions related to the oral text to the students what had they heard that day such as;”who is study in Leicester?”, “what is his problem in Leicester?”, “is everything in Leicester so expensive?”, etc. only few of students could answer that questions. Finally, I concluded the lesson and encouraged them to keep spirit joining the class and I asked them to listen to everything about English, it could be English song or movie.

### **Meeting 2 ( 26<sup>th</sup> May 2012 )**

On the second meeting, I came with the teacher partner again. The class was still crowded but it less than before. As usual, I opened the class and greeted the students. No one was absent that day. They looked ready than the first meeting. I gave them some questions related to the previous meeting. Most of them tried to answer teacher’s questions about recount text. Then the teacher

socialized the material that was same with the first meeting but that day the oral recount text about Syed studied in Manchester.

In whilst activity, I asked the students to make five groups that consists different students from previous meeting. But, they did not want to separate with their previous group. They seat neatly and I asked them to paid attention carefully to the audio. They did the activity same with the first meeting. As usual, I gave jumble sentences and told the unfamiliar vocabularies for them. I read the original text and everyone had to listen carefully without wrote anything. Then, I played the audio three times. The students asked me to play the audio again as in the previous meeting but, in this meeting I played two times more. After finishing the jumble sentences, the students reconstructed the oral text into their version. After all groups finished, they had to present in front of the class. Group one was the first presenter and got the best score.

In the post activity, I asked the students about the information that they had heard from the audio. Some students told the information that they got. Finally, I concluded the lesson, gave them motivation and closed the class.

### **Meeting 3 ( 30<sup>th</sup> May 2012 )**

On the third meeting, as usual I greeted the students and no student was absent that day. I asked some questions related to the topic on that day was that oral narrative text and the topic was fable. I asked about the future of narrative text and some of students could answer that. Then, I asked students to make group that consists of different students from the previous meeting. They did it and I gave them the jumble sentences as usual but the topic on that day was “The Lion,

The Bear and The Fox”. First, I read the original the text to the students and I played the audio three times while the students were rearranging the jumble sentences. The students still not enough to listen to the audio three times, they asked me to play once again. I played the audio only once more and they did not asked again to play the audio. It was better than previous meeting. After that, they reconstructed the text in their version and submitted to me but, they had to read the text in front of the class before we analyze together. Then group four was the first group which presented in front of the class and got a good score.

In the post activity, I gave motivation to the students by asking them to listen to the fable movie on TV. I asked them the information they heard from the audio. I saw the students day by day they adjust their ears to listen to the oral text. Finally, I closed the class and the students was little happy because their listen ability was increase.

#### **Meeting 4 (2<sup>nd</sup> June 2012 )**

It was be the last meeting of this cycle. I came to the class with the teacher partner. As usual, I opened the class and asked the condition of students. I was happy because they looked enthusiastic to join the class. They seemed had ready to listen to the oral text than previous meeting. I socialized the material and the target of teaching and learning to the students. On that day, the material was same with the previous meeting that was oral narrative text but, still about fable and the title was .”The Wolf and The Fox”.

I started whilst activity by reading the original the oral text and the students did not allow take a note. Then, I played the audio once and I gave them



the jumble sentences. After that, I played the audio two times more and I asked them to rearrange the jumble sentences before they reconstructed it. I asked to them to play the audio again or not. The students said that they felt enough to listen to the audio three times. I was satisfied because they could practice listening well. Then, they reconstructed in their groups based on their version. On that day, most of groups finished their reconstructing fast and they wanted to become the first to perform in front of the class to read their text. I chose one of groups and I compare with the other's group and the original text. Finally, most of groups got a good score. I was surprised when a naughty male student presented their text in front of the class.

As the last activity, I asked to students about all information in the oral text that they had heard. Some of them tried to answer the question. I concluded the lesson and gave motivation to all students by asking them to listen to everything about English from TV, internet, etc. Finally I closed the class. But before that, they asked me to play an English Song and I played a song from Justin Bieber. I saw the students happy in that meeting and that was the end of this strategy implementation.

## **Appendix 9 : Teacher's Partner Field Notes**

### **Cycle 1**

In this field note, the teacher partner wrote down all the activities which weren't mentioned in the observation list. The teacher partner also gave comments and suggestion. I wrote this field note when the teacher delivered the material to the students. Every time the teacher came to the classroom, the teacher partner joined the class and recorded all the incidents that happened in the class. The recording started on 21<sup>st</sup> May 2012 to 6<sup>th</sup> June 2012.

Before conducting the research, the teacher conducted pre test to the eight grade of SMP YPI Nasrul Umam. It was conducted on Monday, 21<sup>st</sup> May 2012. The description of the pre test was described as follow.

I came to the class with the teacher. The students had already known about the teacher because the teacher is a tutor in this school. I saw the teacher greeted the students and asked their condition. At that time, the students were crowded but the teacher could handle that. The teacher explained that she needed their score to know their listening ability. The teacher prepared the audio and asked them to take a paper on the table. The teacher asked the students to write down what they heard from the audio. The duration was 60 minutes. The test was about oral recount text that was Lin studied in the UK. The students asked the teacher to play the audio until ten times because they never got the material like that. After they finished the test, they submitted it to the teacher. She told that she would give some meetings by using dictogloss as a technique to teach English listening.

Finally, the teacher closed the class and motivated the students to study hard to always practice their listening ability. It was the pre test meeting that was conducted on 21<sup>st</sup> May 2012.

The field note below was the result of the teacher partner's observation during the implementation of dictogloss technique in the class. The observation was taken from 23<sup>rd</sup> May 2012 to 2<sup>nd</sup> June 2012. The result of the teacher partner's observation was presented as below.

### **Meeting 1( 23<sup>rd</sup> May 2012 )**

The teacher opened the class by greeting the students and checking the attendance list. There was no student absent that day. After that the teacher stimulated by giving question related to the recount text such as what the future of recount text were, someone's experience was recount text or not, etc. Few students answered the questions but less correct and the teacher reminded about the recount text. The teacher brought a laptop and two speakers. The students were wonder about it. Then the teacher told that the material on that day was oral recount text and the students had to listen to the audio. Some of students were lazy and said that "Sulit bu, nggak pernah diajar pakai audio". The teacher said that "kalau kita sering latihan listening pasti nggak sulit". In fact, I taught listening to the students with my own speak not by audio or cassette because there is not English laboratory in this school.

In whilst activity, there were four activities. In the first activity, the teacher told the unfamiliar words based on the oral text. Before that, the teacher divided the students in small groups. Each group consists of five students. The teacher

chose the students randomly but some students interrupted with the teacher option because they were not being one group with their close friend. Then the teacher distributed the jumble sentences of the oral text to all groups and the topic was experience about Thomas studied in Leicester. The teacher explained that they had to pay attention and listening carefully to the audio that they would hear. In group, they had to take a note and rearrange the jumble sentences before they reconstructed the text. The teacher read the text first then she played the audio three times. While the students were listening to the audio, they tried to rearrange the jumble sentences. But the students asked the teacher to play again the audio until they understand and the teacher played that four times more. The students said “ulangi bu” more and more. Every student listened carefully to the audio. After reconstructing the text in their version, the students had to read in front of the class and the teacher discussed which sentence was wrong or right.

In post activity, the teacher asked the information from the audio and only two students could answer the questions. The teacher motivated by asking the students to like listening to English song or conversation in a movie. Then, the teacher closed the class by greeting.

### **Meeting 2 ( 26<sup>th</sup> May 2012 )**

The second meeting was conducted on Saturday, 26<sup>th</sup> May 2012. In this pre activity, the teacher opened the class by greeting the students. After that, the teacher asked the students related the information in oral text that they heard from previous meeting. The students were enthusiastic to answer the questions.

In whilst activity, teacher began it by gave the jumble sentences in every group like on previous meeting. The teacher asked the students to pay attention and listened carefully the sentences in oral text from the audio. Before that, the teacher read the original text and asked the students to listen carefully without took a note. The students were listening to the audio three times while they arranged the jumble sentences. Most of groups asked the teacher to play again the audio because they still missed some sentences when they heard. The teacher played two times more. They did not ask again to play the audio. After that, they reconstructed in their version. Some students asked the teacher to help their group but, the teacher ignored that. The teacher said that they had to do the task only with their group. After that, they presented their text in front of the class and others group gave applause. Then the teacher compared with the original text and the students submitted their text to the teacher.

In post activity, the teacher closed the meeting by asking the students what they had heard and learnt on that day. The teacher asked the students about the problems they found then teacher gave the motivation to the students to learn at home as well. The teacher said that learning English was not difficult especially listening to everything about English as they thought and many students agreed to the teacher's opinion after they learnt using dictogloss technique.

### **Meeting 3 ( 30<sup>th</sup> May 2012 )**

In this meeting the teacher was little happy because the students already standby in the room orderly. It was different from previous meeting. As usual, the first thing that the teacher did was greeting the students and checking the

attendance list. The teacher stimulated the students by giving some questions related to the topic was that about oral narrative text ( fable ). Some of students were enthusiastic to answer the teacher's questions. Then teacher prepared the audio aids.

In whilst activity, there were activities as before meeting. The teacher started to give the jumble sentences in every group but, each group had different students from previous meeting because the teacher chose randomly. The teacher read the original text. Then she asked to listen to the audio about oral narrative text. The teacher played the audio three times. The students rearranged the jumble sentences while they were listening to the audio. There were some groups asked the teacher to play the audio more and she only played once more. The students reconstructed the text after rearranging the jumble sentences. After all finished, every group read their text in front of the class and teacher showed the original text to compare the students' version. Finally the teacher asked the students to submit their text.

As the post activity, the teacher asked the students about information from the audio that they heard. Some of students tried to answer the questions. In the end of the meeting, teacher asked them to always listen to everything about English. After that, the teacher closed the meeting by greeting the students.

#### **Meeting 4 (2<sup>nd</sup> June 2012 )**

In this pre activity, the teacher opened the meeting by greeting the students, asking about their condition, and checking the attendance list. After doing that, the teacher asked the students about information that they heard from

previous meeting. The teacher surprised when the most naughty students in the class being the first who answered the question. He remembered the oral text from previous meeting and he answer correctly then other students gave applause to him. He became motivated to join the class. The teacher told the students about the oral text on that day that was fable with the topic was The Wolf and The Fox.

As usual, teacher read the text and gave the students the jumble sentences. Students paid attention to the teacher. She asked them to listen to her without wrote anything. After that, the teacher asked the students to listen carefully the oral text from the audio. In this meeting the teacher played the audio only three times. The students were enough to listen to the audio three times and they did not ask the teacher to play again. The teacher was happy because the students got improvement in their listening ability. Day by day they listen to the audio and they could rearrange then reconstruct the text after listening to the audio three times. Comparing with previous meeting, this meeting was the best meeting than before. They tried to present their text in front of the class as soon as possible. After all performance, the teacher gave applause to all groups and submitted their text before the teacher gave analyze.

In the post activity, the teacher closed the class by greeting the students and asked some questions related to the oral text. Then some of students asked the teacher to play a song from Justin Bieber. The students were looked happy and motivated during the end of the class. That was the end of the last meeting in cycle 1. Everything ran well and the class ran effectively.

**Appendix 10 : Script oral recount text ( pre test )****Listen to the audio then write down the information !****Studying Abroad ( in the United Kingdom )**

Lin:

I'm from China and I've been studying in Bristol for 4 years. I've just finished my MA degree. When I first arrived in the UK I found it very difficult as I didn't know anybody here, but I soon met other Chinese people studying at the university, and as my English improved I made friends with more people on my course.

Studying in the UK has been a very positive experience for me. I've met a lot of interesting people and traveled around Europe in the holidays. For me the most difficult aspect was having the confidence to take part in tutorials, and when I was told I would have to give a presentation to the rest of the class, I was very nervous. My tutor helped me a lot, however, and said that for someone using their second language I did very well.

( [www.haarr.wordpress.com](http://www.haarr.wordpress.com) )



### Appendix 11 : students' worksheet ( post test )

**Listen to the audio then rearrange the following jumble sentences before reconstructing the text from the audio!**

1. When I first arrived in the UK I found it very difficult as I didn't know anybody here, but I soon met other Chinese people studying at the university, and as my English improved I made friends with more people on my course.
2. I've just finished my MA degree.
3. I'm from China and I've been studying in Bristol for 4 years.
4. I've met a lot of interesting people and traveled around Europe in the holidays.
5. Studying in the UK has been a very positive experience for me.
6. My tutor helped me a lot, however, and said that for someone using their second language I did very well.
7. For me the most difficult aspect was having the confidence to take part in tutorials, and when I was told I would have to give a presentation to the rest of the class, I was very nervous.

Transcript oral recount text ( post test )

#### Studying Abroad ( in the United Kingdom )

Lin:

I'm from China and I've been studying in Bristol for 4 years. I've just finished my MA degree. When I first arrived in the UK I found it very difficult as I didn't know anybody here, but I soon met other Chinese people studying at the university, and as my English improved I made friends with more people on my course.

Studying in the UK has been a very positive experience for me. I've met a lot of interesting people and traveled around Europe in the holidays. For me the most difficult aspect was having the confidence to take part in tutorials, and when I was told I would have to give a presentation to the rest of the class, I was very nervous. My tutor helped me a lot, however, and said that for someone using their second language I did very well. ( [www.haarr.wordpress.com](http://www.haarr.wordpress.com) )

Were these ideas included in the reconstruction ( assessment)

1pt (fully)	0.5(part)	0(not at all)	Sentences
			Lin from China and she has been studying in Bristol for 4 years.
			She has just finished her MA degree.
			When she first arrived in the UK she found it very difficult as she didn't know anybody here.
			she soon met other Chinese people studying at the university.
			as her English improved she made friends with more people on my course.
			Studying in the UK has been a very positive experience for her.
			She has met a lot of interesting people and traveled around Europe in the holidays.
			For her the most difficult aspect was having the confidence to take part in tutorials.
			When she was told she would has to give a presentation to the rest of the class.
			She was very nervous.
			Her tutor helped her a lot.
			and said that for someone using their second language she did very well.

( Adapted from Zorana Vasiljevic, in English Language Teaching )

TOTAL \_\_\_\_\_ / 12 X 100

Note :

1pt (fully) : if all ideas include in the reconstruction

0.5 (part) : if a half idea include in the reconstruction

0 (not at all) : if there is no idea include in the reconstruction

## Appendix 12 : The Sample of the Students' Pre Test

### Appendix 13 : The Sample of the Students' Post Test

## Appendix 14: The Sample of the Students' Questionnaire