

III. RESEARCH METHODS

This part clarifies setting, subject, research procedures, instrument, administering the listening test, and about data analysis as well.

3.1 Setting

This research was done at the first year of SMA N I Kota Gajah. Classroom Action Research was done based on the problem faced by the students when they learn listening skill. In line with the problems found by the teacher (as the researcher), problem causes and then finding problem solution was accordingly taken into account.

The problem solution was teaching listening through dictogloss. Then, all the students were asked to listen to the teacher utterances. The important events in teaching learning process were carefully noted by observer. And then, the writer (as the teacher) gave questionnaire to the students in order to know the learning process from students point of view.

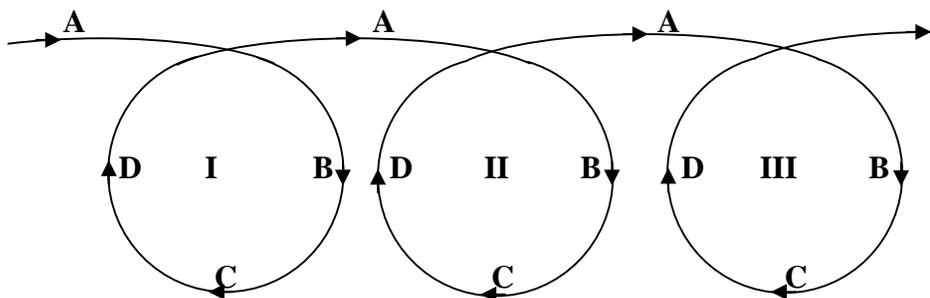
Observation result during teaching learning process (like the weaknesses and strenght which has been done by teacher and students during teaching learning process) and learning result (like listening test) were analyzed and discussed.

Learning process analysis was done based on the writer's observation and students' questionnare results. Based on this analysis and reflection, it will be decided the next cycle and the next cycle would be focused on the weaknesses in previous Cycle.

3.2 Research Procedures

This Classroom Action Research used two cycles that consisted of four meeting, two testing time and one preliminary test. It meant that the writer conducted the first cycle based on the problem based on the students in listening from result of try out, i.e. teaching listening through dictogloss on the lesson plan and after that the writer gave the listening test. Then, analyzed and discussed the result both of listening test and observation. Furthermore, if the result had require the indicator of the research, the writer stopped at the first cycle only but if the result did not require the indicator of the result, the writer conducted the next cycle. It focused on the weaknesses of the previous cycle and so on. If the results of the second cycle did not require the indicator of the research too, the writer would continue to the next cycle.

The following diagram shows the arrangement of the cycle:



**Figure 1. The cycle of the classroom action research
Adopted from Depdikbud (1999:7)**

Keterangan :

- A : Planning
- B : Implementation
- C : Observation
- D : Reflection

Basically, the cycles are classified as the following description, they are:

1) Planning

Planning is the stage where the problem causes are identified. By knowing the problem, the focus of the problem could be formulated in the importance of the implementation would be given. After deciding the problems, the appropriate technique was chosen. And based on the formulation of the problem, the materials and teaching aids and the type of test were planned. To get complete data, a rater was involved to observe teaching learning process.

2) Action

Action is the part of the cycle where the researcher as a teacher does the treatment; that was teaching listening through dictogloss. In this stage, lesson plan which had been made before was used. In the activities the teacher read the text and asked the students to listen.

After that teacher asked the students to reconstruct the text, by their own words, to make them meaningfully. The materials were adopted from 2004 English curriculum of senior High School.

3) Observation and Interpretation

During the teaching learning process, the students' activities were observed. Another observer was asked to observe and noted all the important things during teaching learning process. Observation and interpretation toward the action in the class would be done together with the action.

4) Analysis and Reflection

Analysis and reflection are stage where the researcher checks the result of the test after teaching learning process. It was done to see the weaknesses or the strength in each cycle and to decide the next step. The class observation was done by the rater.

3.3 Subject

The writer used one class of the first year at second semester 2007 in SMA N I Kota Gajah as the subject. Each class consisted of 40 students. The writer chose the class based on the average score from the examination test when students came to school

3.4 Indicators of the Research

In order to see whether dictogloss can develop students listening skill, the writer determined the indicator dealing with the learning process and the product.

3.4.1 Learning Process

For the learning process, observation and questionnaire was done to both the writer and students during the teaching learning process by observing the whole activities in the class, filling the observation format, and filling the questionnaire. The Indicator is if the writer and students get minimum 80% from the result of the observation and questionnaire form.

3.4.2 learning Product

The indicator applied is that if 70% of students are able to gain the score at least 70 (seventy) or higher in reconstruct the text in listening test. In giving the score, the writer used the scoring criteria is adopted from Andrich, D. (2002: 103-121).

Score 86-100

All primary information is given and is correct, and have accurate message.

Score 70-85

All primary information is given and it is correct, correctly show the relationships among the pieces of primary information.

Score 56-69

Most of the primary information is given and it is correct, but the message may be missing one or two pieces of primary information.

Score 40-55

One or more pieces of primary information are given and are correct, but the message may also include primary information that is incorrect .

Score 0-39

At least one piece of primary information is given that is correct .

Score 0

No information is given that is correct.

This indicator is 70% of students get score at least 70 (seventy) or higher in getting the gist of the text in listening test. In giving the score, the writer used the scoring criteria adopted from Andrich, D. (2002: 103-121).

Score 5

All information is present and correct.

Score 4

Response correct in that all important information is given and is correct; may be missing subtle details; may have incorrect details that do not interfere with central meaning.

Score 3

Response substantially correct; all information that is present is correct; may be missing a few pieces of information.

Score 2

Some pertinent information; some information may be incorrect, but sketch of the situation is correct.

Score 1

Minimal pertinent information; provides either the gist of the situation or a clue regarding a source of further information.

Score 0

No meaningful information or totally inaccurate information.

3.4 Instrument

Instrument of this research, are as follows:

1. Observation

The writer observed the students' activity when the teacher dictated some sentences in a text. Then the writer took a note when the teacher was directing the students to reconstruct the text. The writer would like to use a second observer to observe the class and complete the data sources. Here, the second observer was a teacher who helped the writer in observing the process, both students and writer's performance.

The observation was done to find out the students' interest to follow the class and respond to the topic, students' attention to the teacher explanation, their focus on

listening, and their ability in able to get the key word, make a sentences based on the text by their own language. All of the important things those happened during teaching learning process is noted by the rater.

Here the aspects of outline in students' observation sheet.

Table 2 Students Observation Sheet

No	Students' Activity	Sum	Percentage
1	Pre-activity 1. interested following the class 2. respond to the topic enthusiastically		
2	While activity 3. pay attention to the teacher explanation 4. focus to listen the text 5. able to make a sentences based on the text by their own language		
3	Post Activity 6. able to reconstruct the text		

Table 3 Teacher Observation Format

Teaching Listening trough dictogloss	MOTIVATING STRATEGY				PRESENTATION				SKILL PRACTICES				REVIEW				ASSESSMENT				
	VS	S	Su	U	VS	S	Su	U	VS	S	Su	U	VS	S	Su	U	VS	S	Su	U	

VS : Very satisfactory; the teacher achieves 95% result if the teacher explains and gives four examples.

S : Satisfactory; the teacher achieves 80% result if the teacher explains and gives three examples.

Su : Sufficient; the teacher achieves 70% result if the teacher explains and gives two examples.

U : Unsatisfactory; the teacher achieves 50% result if the teacher explains and gives one example.

Dictogloss Test.

You would listen to a text that would read twice at normal speed. Your task reproduced the original text. The first time you should not write down anything, the second time your partner and you are allowed to write down some key words

that you feel helped you to reproduce the original text. Together you have to reproduce the original text by your own words.

Dengue fever is one of the most dangerous diseases in the world. Dengue fever is endemic in most tropical countries of the South Pacific, Asia, the Caribbean, and Africa. This diseases rapidly spreads in most tropical urban areas of the world. It means people in this areas have a risk of infection of this diseases.

Dengue fever is caused by a virus. The virus is transmitted to the human body by the bite of infected mosquitoes, usually *Aedes Aegypti*. In other words, the diseases can not spreads directly from person to person. The diseases is characterized by the high fever, severe headache, backache, and muscle pains. Sometimes many patient get nausea, vomiting, and rash on arms, face and leg.

2. Test

In order to make data accurate, dictation is applied. Then the students are asked to reconstruct the text in a form of writing. This test is aimed at knowing students' Improvement in listening ability.

3. Questionnaire

To support the data gathered from the test, the writer used questionnaire.

Questionnaire was a list of question that a number of people are asked so that information is collected about something (dictionary from [www. Google.com](http://www.Google.com)).

Questionnaire is given to the students in order to know their participations during teaching learning process.

Table 4 Students Attitude toward Questionnaire

I still confused with the material Why?	SS	S	TS	STS
I think this activity was easy. Why?	SS	S	TS	STS
I think I did well in this activity. Why?	SS	S	TS	STS
I want to do more activities like this Why?	SS	S	TS	STS

Write one thing you liked about the activity.

Write one thing you did not like about the activity.

Have you learnt anything from this activity? If yes, what?

3.5 Administering the Listening Test

The writer tested the students based on 2004 Curriculum for the first grade of SMA in the second semester. The test is administered one time in each cycle.

3.6 Data analysis

Data analysis needed careful thinking since data analysis is aimed at organizing the data. It was done to make the readers able to understand the result of the research.

Data analysis was the process of organizing the data in order to gain the regularity of the pattern and form of the research. The term interpretation could be defined as a procedure of giving meaning on the result of the analytic process. Data analysis was done to create understanding of the data after following certain procedure final of result of the students could be presented by the researcher to the readers (Setiyadi, 2001).

In this research, the writer validated the data by using test, questionnaire, and observation. After got the data from the test, questionnaire and observation, writer analyzed the data based on the limitation of the problems and objectives of the research.

In analyzing and interpreting the data, the first step that the writer did was making abstraction of all selected data. Then the writer selected the data that related with the research question. The next step, arranged all collected data by classifying the data. In this case the writer classified the data into two categories. They were the data in the learning process and the data in the learning product. The data in the learning process were questionnaire and observation. Meanwhile in the learning process, the data was the students' listening test result. The last step was making the report. When the writer got the data, she tried interpreting all the collected data and described them into conclusion. The last step was making the report. When the teacher got the data, she tried interpreting all the collected data and described them into conclusion. And based on the analysis and reflection, the writer would decide whether there would be next cycle.