THE USE OF TELL ME MORE (TMM) LANGUAGE LEARNING PROGRAM IN IMPROVING STUDENTS’ LISTENING DICTATION

(A Classroom Action Research of the Eleventh grade Students of SMK Pancasila, Blotongan, Salatiga in the Academic Year of 2013/2014)

A GRADUATING PAPER

Submitted to the Board of Examiners as Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan Islam (S.Pd.I)

In the English Education Department

By:

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ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
STATE INSTITUTE OF ISLAMIC STUDIES
(IAIN) SALATIGA
2016
DECLARATION

In the name of Allah, the most gracious and merciful.

Hereby the writer declares that this graduating paper is written by the writer herself. It does not contain any materials which have been published by other people and other people’s idea except the information from the references.

This declaration is written by the writer, and she hopes that this declaration can be understood.

Salatiga, 20 November 2015
The writer

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ATTENTIVE COUNSELOR’S NOTE
Case: Tuktil Hikmah’s Graduating Paper

Salatiga, December 3rd 2015

Dear:
The Dean of Teacher Training
Educational Faculty of State
Institute for Islamic Studies
Salatiga

Assalamu’alaikum Wr. Wb.

After reading and correcting Tuktil Hikmah’s graduating paper
called “The Use of Tell Me More (TMM) Language Learning Program in
Improving Students’ Listening Dictation (A Classroom Action Research of
the Eleventh Grade Students of SMK PancasilaBlotongan, Salatiga in the
Academic Year of 2013/2014).” I have decided and would like to propose that if
it could be accepted by English Education Department Teacher Training and
Education Faculty, I hope it would be examined as soon as possible.

Wassalamu’alaikum Wr. Wb.

Counselor

Noor Malihah, Ph.D

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GRADUATING PAPER

THE USE OF Tell Me More (TMM) Language Learning Program in Improving Students’ Listening Dictation

(A Classroom Action Research of the Eleventh Grade Students of SMK Pancasila, Blotongan, Salatiga in the Academic Year of 2013/2014)

CREATED BY:
TUKTIL HIKMAH

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Has been brought to the board of examiners of English Educational Department of Teacher Training and Educational Faculty State Institute for Islamic Studies Salatiga in January 27th, 2016, and hereby considered to completely fulfill the requirements of Degree of Sarjana Pendidikan Islam (S.Pd.I) in English Education Department.

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Salatiga, January 27th, 2016

The Dean of Teacher Training and Educational Faculty

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MOTTO

“Never give up being better”

By: Tuktil Hikmah
DEDICATION

I hereby dedicate this graduating paper for:

❖ My beloved mother Ibu Siti Naisah and father Bapak Suhadi.
  Thanks to be patient and the support. I love you so much.

❖ My lovely husband Imam Musyafak and my son Muhammad Faiq Hilmi

❖ My brother Nazbudin Zaki

❖ All of big family SMK Pancasila, Blotongan Salatiga.
ACKNOWLEDGMENT

Bismillahirrahmanirrahim,

Assalamu’alaikum Wr. Wb.

Alhamdulillahi rrahim ‘alamin, all praise be to Allah SWT, the Most Gracious and the Most Merciful who always bless and help the writer so the writer can finished the graduating paper. Bless and mercy is upon great Prophet Muhammad SAW for his guidance that leads the writer to the truth.

However, this paper will not be finished without support, advices, help and encouragement from several people and institution. Hence, the writer would like to express special thanks to:

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4. All staffs that have helped the writer in processing of graduating paper administration.

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Wassalamu’alaikum Wr.Wb.

Salatiga, 20 November 2014

The Writer

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The objectives of this study are to describe how the implementation of teaching listening dictation using Tell Me More (TMM) language learning program for the eleventh grade students of SMK Pancasila, Blotongan, Salatiga in the academic year 2013/2014 is; How the students’ behaviors changes during the teaching and learning process using TMM language learning program are; and how the tests in TMM language learning program support the results of the study. This study was an action research. The subject of the study was the eleventh grade students of SMK Pancasila, Blotongan, Salatiga in the academic year of 2013/2014. Two cycles were conducted using TMM language learning program. I used students’ journal and questionnaires to see the students’ behavioral changes; and the tests to know the improvement of students’ listening dictation. The results of the tests then were analyzed to find the average of the students’ scores. From the results, the learning using TMM language learning program showed an improvement of the achievement of the target. It improved from 73% of all students to 78% of all students.

Key word: TMM language learning program, listening dictation, eleventh grade students.
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CHAPTER 1
INTRODUCTION

A. Background of the study

There are four skills that important in language teaching. Listening, speaking, reading and writing must be mastered in language learning. Listening skills are vital for learners. Listening and speaking are often taught together. According to Brown (2004: 199), “listening has often played second fiddle to its counterpart, speaking.” People should be able to listen first before they are able to speak a language because listening and speaking have relation. Its mean, in learning English, learners should listen to English as much as possible.

Listening is the ability to identify and understand what others are saying. Rubin (1995, cited in Helgesen and Brown 2007: 3), states that “listening is conceived of as an active progress in which learners select and interpret information which comes from auditory and visual clues in order to define what is going on and what speakers are trying to express.” Listening is the first language skill a native speaker acquires. Lisbeth and Wendy (1990: 21), states that “listening in the classroom is quite clear that listening is the skill that children acquire first, especially if they have not yet learned to read. When the pupils start to learn foreign language, it is going in mainly through their ears and what the pupils hear is their main source of the language.” However, there are lots of difficulties which learners find in listening. They will find some
differences between English and their native language, such as patterns, sound, pronunciation and intonation which make them frustrated. They sometimes fail to listen because they lose concentration and get panic while listening. As a result, they could not catch what others are saying.

For several hundred years, dictation has been used in language learning. Alkire (2002) writes that “dictation can help student to diagnose and correct these kinds of errors as well as others”. Actually, dictation is an important learning tool and an attractive and effective way in language learning.

Teaching listening dictation is the most difficult subject for any ESL teacher. Hui-Fang (2008: 2) argues that the ESL teacher needs to explore how their students learn to listen English and understand more their problems about listening and the teacher can help them acquire better strategies. This is because teaching listening needs more practices than teaching other subject. Students’ perception to listening might become the primary cause why listening is difficult. During listening, students often thought that they cannot understand what they will hear. This perception may create problems for students and they lose confidence. In this case, a teacher can tell students why having a good listening skill is important and useful in many situations. For example, when students come across foreigner, they can communicate to them well.

In teaching listening, teachers can use many kinds of media such as, video, song, pictures, movies, storytelling, etc. Students will not get bored and will be interested in learning English.
Electronics media, like computer in a language laboratory can also be used in teaching listening. In a language laboratory, teachers can install some language learning softwares and students can practice more using those programs.

One of language learning softwares is Tell Me More (TMM). TMM is language learning software which contains some exercises. Everyone can learn listening, speaking, writing and reading. There are many exercises and materials we can find in TMM language learning software. Coniam (1980: 13) writes that use of computers provide good implementation for ESL listeners’ listening proficiency. The result of his research is the improvement in the implementation of the listening dictation test is of 43% increased to 50%. For this reason, I am interested in using TMM as a medium in teaching listening dictations.

TMM language learning program is effective to be applied in teaching listening dictations because teacher can develop listening activities with chose one item in TMM. The students will not feel boring with the teaching learning process because the teacher can select different topics.

B. **Reason for choosing the topic**

Based on the introduction above, I decided to investigate how to teach listening in my study. This study focuses on the use of TMM language learning program as a medium in teaching listening dictation for the eleventh grade
students of SMK Pancasila, Blotongan, Salatiga in the academic year of 2013/2014 because of the following reasons:

1. There are many exercises in TMM language learning program which can develop and train students’ comprehension.

2. The exercises in TMM language learning program can be suited with the topic or materials in the curriculum for the eleventh grade of senior high school.

3. In this study, I take SMK Pancasila, Blotongan, Salatiga as the school that I will investigate because it has a language laboratory for the English classes. Therefore, students can practice listening in the laboratory.

From the reasons above, I would like to find out how effective is the use TMM language learning program as a medium in teaching listening dictation for the eleventh grade students of SMK Pancasila in the academic year of 2013/2014.

C. Statement of the problem

This study is to answer the following problems.

1. How the implementation of teaching listening dictation using TMM language learning program for the eleventh grade students of SMK Pancasila, Blotongan, Salatiga in the academic year of 2013/2014 is.

2. How the students’ behaviors changes during the teaching and learning process using TMM language learning program are.
3. How the tests in TMM language learning program support the results of the study.

D. Objectives of the study

The objectives of this study are:

1. To describe how the implementation of teaching listening dictation using TMM language learning program for the eleventh grade students of SMK Pancasila, Blotongan, Salatiga in the academic year 2013/2014.

2. To describe how the students’ behaviors changes during the teaching and learning process using TMM language learning program.

3. To describe how the results of the tests support the results of the study.

E. Significance of the study

By conducting this study, the results will be useful both theoretically and practically, as the following:

1. Theoretically

The results of this study can be one of the references for the English teachers of eleventh grade of senior high school in using interesting media in teaching listening dictation. The results of this study will also be useful for the readers
to improve their knowledge about how to teach listening dictation by using an interesting medium such as TMM language learning program.

2. Practically

The results of this study will be useful for eleventh grade students of SMK Pancasila, Blotongan, Salatiga to improve their listening dictation and change their behavior to be more active in the class.

F. Definition of terms

There are some terms that I define in this study:

1. Listening

   According to Thomas (1994: 189),”listening is the ability to identify and understand what others are saying.” In addition, Rubin (1995, quoted by Helgesen and Brown 2007: 3), has more detailed understanding about listening. He writes: “listening is conceived of as an active process in which listeners select and interpret information which comes from auditory and visual clues in order to define what is going on and what speakers are trying to express.”

2. Listening dictation

   Listening dictation is listening activity then the hearer writes what they heard.

3. Tell Me More (TMM)
TMM language learning program is a kind of software which is firstly created by Auralog, Inc (2004) which consists of lots of exercises. TMM can be installed in a computer.

4. SMK (Sekolah Menengah Kejuruan)

A Sekolah Menengah Kejuruan, known locally as SMK and in other terms, Sekolah Menengah Umum (SMU)/ Sekolah Menengah Atas (SMA).

5. Eleventh grade school

Eleventh grade students are students in the second year of a senior high school.

G. Research method

1. The setting of research

This classroom action research will be carried out at SMK Pancasila, Blotongan, Salatiga.

2. The subject of the study

The subjects of this study are the students of SMK Pancasila, Blotongan, Salatiga.

3. Population

Sugiyono (2010: 117) writes that population is a generalization consisting of an object or a subject having a particular characteristic
determined by the researcher to be studied and inferred. The population of this study is the eleventh grade students of SMK Pancasila, Blotongan, Salatiga in the academic year of 2013/2014.

4. Sampling and sample

According to Sugiyono (2010: 118), “sampling is technique that is used to take sample.”

The sample of this study is the eleventh grade students of SMK Pancasila, Blotongan, Salatiga.

5. Research procedure

This is a classroom action research. According to Suharsimi (2010: 130), “classroom action research is a scrutiny of the activities that are deliberately raised and occurs in a classroom.” Kemmis and McTaggart (1988, cited in Suharsimi 2010: 131) propose four concepts of a classroom action research. They are:

a. Planning

b. Acting

c. Observing

d. Reflecting

I will explain further each concept in chapter 3. The relationship between the four components is shown in cycle or repetitive activity as illustrated in figure 1.
6. Instrument for collecting data

a. Questionnaire

Sugiyono (2010: 199) states that questionnaire consists of some questions that should be answered by the respondent. There are two kinds of questionnaire, open and close questionnaire. In an open questionnaire, a respondent is asked to answer using his or her own word. In a close questionnaire, a respondent is asked to choose the answers which have been presented. In this study, I choose a closed questionnaire with yes and no answers.

b. Students’ journal
A students’ journal is an alternative form of gaining introspected written data to get students’ feedback responses. So, I will use feedback response sheet on a regular basis.

The example of students’ journal is illustrated in the table 1.

<table>
<thead>
<tr>
<th>No</th>
<th>Day/ Date</th>
<th>Name</th>
<th>Feedback/ Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 1. an example of students’ journal

c. Test

To get the data, I will do the test that consist of a pre-test and a post-test. Each meeting consists of several teaching activities and a post-test test. Pre-test is a test that is done the first time before the students get materials. The goal of this test is to measure the students’ listening ability. The last activity is post-test. A post-test is given to students in order to know the students’ listening comprehension after treatment is given to the students.

In this study, I choose fill in the blank test for the pre-test and post-test with dictations.

7. Data analysis

Sugiyono (2010: 207) writes that data analysis is an activity after the data from all respondents or other sources are collected.

8. Qualitative data
The most important data in the action research is the description of students’ behavior. The analysis of qualitative data is taken from the observation, questionnaire and students’ journal.

9. Quantitative data

The procedure of the data analysis is done by analyzing the results of the test. To obtain the percentage of students’ score, first, I evaluated the students’ answer and applying the scoring formula.

\[
\text{The students’ score} = \frac{\text{the correct answers}}{\text{number of question}} \times 100\%
\]

After I get the percentage of each student, then I find out of the average of the students’ results by applying this formula:

\[
\text{Mean} = \frac{\sum nx}{\sum n}
\]

In which:

\( n \): The number of students

\( x \): The students’ score
The students’ score from the test is very useful to figure out the students’ listening dictation improvement during the research. It can also be used as supporting data, whether the research is successful or not.

H. Outline of graduating paper

This graduating paper consists of five chapters.

Chapter I is the introduction. This chapter includes the background of the study, reasons for choosing the topic, statement of the problems, objectives of the study, significance of the study, research method and outline of the graduating paper.

Chapter II is the review of the related literature. This chapter discusses several previous studies related to this study, namely listening dictation, English at senior high school and Tell Me More (TMM) language learning program.

Chapter III discusses method of investigation. This chapter provides an explanation about the steps used in the classroom action research. Then, chapter IV demonstrates the results of the study which is followed by a discussion. Finally, in chapter V, conclusions and some suggestions related to the research findings are presented.
A. Review of the previous study

In chapter II, I discuss some theories that related with the analysis of this study. They are:

Firstly, Coniam (1995: 73) conducts a research in looking at the use of computer as a medium in learning. The results of his research show that the overall mean for the test is 43%. From his research result, Coniam prove that the use of multimedia can improve students’ listening ability.

Secondly, Sariyatul (2014: 87) conducts a research on the use of whisper game to improve the students’ listening skill.

Thirdly, Indisa (2014: 58) conducts research on the use of dictogloss strategy to improve students listening comprehension. She concludes that dictogloss encourages students to focus in meaning when listening to the text and helps the students to recognize the key words from the listening text.

In this study, I investigate the use of computer software to improve the students’ listening skill. This study is different from Coniam because I use a specific computer program, Tell Me More (TMM) to see the students listening improvement the use of TMM. In this study explain that this research is not following the researcher above. However, this study provide wide alternative of
the use of media in teaching learning process to discuss for this about listening and TMM, I will discuss each of them in turn in the next section.

B. General concept of listening

Rost (1994, cited in Nunan (1999: 200) states that “listening is vital in the language classroom because it provides input for the learner.” Listening has a very important role in English, especially when the learners are not able to read English yet. The learners just listen to the speaker of English. Richard (2008: 2) writes that acknowledging that listening skills are a core component second language proficiency. By mastering listening, learners are able to speak a language and communicate with others.

In Indonesia, English is taught from the lowest level, pre-school to the higher level, such as in a primary school, a secondary school and a university. In secondary school and higher level in Indonesia, English listening is tested for final National examination or UASBN (Ujian Akhir Sekolah Bertaraf Nasional). Here, we can see how important listening to the students in Indonesia.

In the real life, poor listening may lead to a problem and misunderstanding. It may cause miscommunication with others. Otherwise, good listening will lead into good things.

1. Definition of listening
Listening seems simple because we do it every day. But, listening to foreign language will be more difficult. There are some definitions of listening. First, Rubin (1995, cited in Helgesen and Brown 2007: 3) defines listening as:

“listening is conceived of as an active process in which listeners select and interpret information which comes from auditory and visual clues in order to define what is going on and what the speakers are trying to express.”

So it is clear that listening is more than just catching what we have heard. It means that after we get an input or information both from auditory and visual clues, we can relate it with what we have known so it will make sense of the information we have heard and figure out what speaker intend.

Similar to Rubin, Helgesen (2007: 3) states that “listening is an active, powerful processing of making sense what we hear.” It is receptive skill that requires a person to receive and understand incoming information.

From the definition of listening written by Rubin (1995) and Helgesen (2007), then I think listening is the process of listening to and understanding the information provided by the speaker, and I will use this concept of listening in my study.

2. Types of listening
According to Brown (2004: 120), there are four types of listening performance. They are:

a. Intensive

Intensive listening is listening for perception of the components of a larger stretch of language such as phonemes, words, discourse markers, etc.

b. Responsive

Responsive listening is listening to a relatively short stretch of language in order to make an equally short response such as a greeting, question, command, comprehension check, etc.

c. Selective

Selective listening is processing stretches of discourse such as short monologues for several minutes in order to ‘scan’ for certain information. The purpose of selective performance is not necessarily to look for global or general meanings, but to be able to comprehend designated information in a context of longer stretches of spoken language.

d. Extensive
Extensive listening is listening to develop top-down processing, a global understanding of spoken language. Extensive performance ranges from listening to lengthy lectures to listening to a conversation and deriving a comprehensive message of purpose.

From four types of listening above, I use responsive and selective types of my study. Because I think that it’s suitable with SMK students.

3. Macro- and Microskills of listening

Richard (1983, cited in Brown 2004: 121), states that:

“list of microskills has proven useful in the domain of specifying objectives for learning and may be even more useful in forcing test makers to carefully identify specific assessment objectives.” Microskills of listening mean attending to the smaller elements of language, in more of a bottom-up process. Macroskills of listening are focusing on the larger elements involved in a top-down approach to a listening task.

There are micro- and macroskills of listening according to Brown (2004: 121-122):

a. Microskills of listening

1) Discriminate among the distinctive sounds of English.

2) Retain chunks of language of different lengths in short-term memory.
3) Recognize English stress patterns, words in stressed and unstressed positions, rhythmic structure, intonation contours and their role in signaling information.

4) Recognize reduced forms of words.

5) Distinguish word boundaries, recognize a core of words and interpret word order patterns and their significance.

6) Process speech at different rates of delivery.

7) Process speech containing pauses, errors, corrections and other performance variables.

8) Recognize grammatical word classes, systems, patterns, rules and elliptical forms.

9) Detect sentence constituents and distinguish between major and minor constituents.

10) Recognize that a particular meaning may be expressed in different grammatical forms.

11) Recognize cohesive devices in spoken discourse.

b. Macroskills of listening

1) Recognize the communicative functions of utterances according to situations, participants, goals.

2) Infer situations, participants, goals using real-world knowledge.

3) From events, ideas and so on, described, predict outcomes, infer link and connection between events, deduce causes and effects,
and detect such relation as main idea, supporting idea, new information, given information, generalization and exemplification.

4) Distinguish between literal and implied meaning.

5) Use fact, kinesic, body language and other nonverbal clues to decipher meanings.

6) Develop and use a battery of listening strategies, such as detecting key words, guessing the meaning of words from context, appealing for help and signaling comprehension or lack thereof.

4. Bottom-up and top-down processing

Input is anything what we hear. We can hear everything but sometimes we do not pay attention in what we hear. So, when we pay attention, we begin to process the input. People usually use bottom-up and top-down processing to process the input.

Helgesen and Brown (2007: 6) write that “bottom-up processing is trying to make sense of what we hear by focusing on the different parts: the vocabulary, the grammar or the functional phrases, sound, etc.” Bottom-up processing refers to using the incoming input as the basis for understanding the message. Bottom-up processing means using the information we have about sounds, words meaning and discourse markers like first, then and after that to assemble our understanding of what we read or hear one step at a time.
On the other hand “top-down processing, begin with background knowledge of the speaker or hearer to understanding the meaning of a message.” Top-down processing starts with background knowledge called schema. Top-down means using our prior knowledge and experiences. We know certain things about the topics, situations and use the information to understand. In real-world listening, bottom-up and top-down processing generally occur together. The extent to which one or the other dominates depends on the listeners’ familiarity with the topic and content of a text, the density of information in a text, the text type and the listeners’ purpose in listening.

Learners obviously need both bottom-up and top-down processing in listening skills as well. Listeners must hear some sounds (bottom-up processing), hold them in the working memory long enough to connect them to each other then interpret what they have just heard before something new comes along. At the same times, listeners are using their background knowledge (top-down processing) to determine meaning with respect to prior knowledge and schema.

I chose top-down processing in my research. Because students listen to what I will give then they would write back. But they should at least understand the meaning of what we had heard, so it would be easier.

C. Listening Dictation

In oxford (2008: 123) writes that dictation is test in which students write down what is being read aloud to them. The use of effective listening skill
can help students capitalize on the language input their receiving and help teachers facilitate the teaching process. A great researcher has been done about listening dictation in order to make the listening effective. Smith (2010) writes that dictation is not only extremely effective not only to improve students’ listening skill, but also to increase their enthusiasm for language study in general.

D. Teaching listening in senior high school

Listening is one of the most difficult tasks for teacher especially for foreign language learning, such as English in Indonesia. In senior high school, English is taught as one of the important subject. The more classes can help students listen to English more often. In SMK Pancasila, Blotongan, Salatiga english taught twice a week. Listening also becomes a part of English national examination.in UASBN.

E. Media

The use of media plays important role in teaching and listening process. Recently, teacher can find lots of media which are appropriate with the curriculum and the material.

1. Song

 Teachers can play English song in listening lesson. For listening task, students can complete the blank in the song.

2. Video
Teacher can play a video and ask students to listen carefully on what happen in video.

3. Internet

Computer and internet are familiar to the people. It will be good if schools have laboratory which provide internet connection. Students can access and practice listening from it.

4. Software/computer program

Tell Me More language learning program is a kind of language learning software which consists of lots of exercises and it can be installed on computer. TMM can use to teach reading, writing, speaking and listening class. The material and exercises in Tell Me More can be customized to suite a class need and skills level.

a. TMM levels

There are three levels in TMM. They are primary education, secondary education and higher level. Primary education is TMM for primary education is called TMM for kids. This program is for the lowest level. Secondary education is TMM secondary education is used for intermediate level. Higher education is TMM for higher education is used for colleges and universities students. This program is for highest level.
b. The benefits of TMM

The benefits of TMM language learning program are:

1) Many language options

There are many kinds of language options such as English, Spanish, French, German, Italian, Japanese, Chinese, Arabic and Dutch.

2) Cultural workshop

Students can interact with exercises covering subject like history, literature, and cuisine. There also maps and associated geography exercises which students can find.

3) Flexible content

TMM focuses on the four language learning skills. Learners can improve their language skills by doing exercises such as completing simulated conversation, vocabulary and grammar exercises sentence dictation and much more.

c. The weaknesses of TMM

1) The website supporting this software is painfully.

2) The option for instruction in the user’s first language is limited to certain European languages.

3) Some exercises have little context. For example, Bill Clinton and Ronald Reagan are use in one cultural workshop activity.

d. TMM workshop
Before this, I was explaining about the TMM levels. In this study, the TMM I choose was secondary education that used for intermediate level. There are 6 workshops in TMM intermediate level:

1) Lesson workshop

In lesson workshop, there are 21 activities. They are dialog, sentence pronunciation, word pronunciation, phonetic exercise, picture/ word association, word searches, word association, the right word, fill-in-the-blank, word and topics, word and functions, grammar practice, mystery phrase, crossword puzzle, word order, sentence practice, dictation, text transformation, written expression and video and questions. Lesson workshop covers all skills of language. Students can practice listening, speaking, writing and reading.

2) Cultural workshop

We can increase our skill with cultural workshop. Cultural workshop discuss about culture. In cultural workshop, there are 5 activities. They are cultural text, maps and riddles, patch works and map mania.

3) Vocabulary workshop
Vocabulary workshop is a part of lesson that focuses on vocabulary. In vocabulary workshop, there are 9 activities. They are picture/word association, word searches, word association, the right word, fill-in-the-blank, words and topics, mystery phrase and crossword puzzle. Students can also find the meaning of words in the menu glossary.

4) Grammar workshop

Grammar workshop is studying about grammar. Before doing activities, students can get the explanation in the menu grammar explanation. There are 5 activities in grammar workshop. They are the right word, fill-in-the-blank, words and topics, mystery phrase and crossword puzzle.

5) Oral workshop

Oral workshop can improve our speaking skill. In oral workshop, there are 10 activities. They are dialog, video and questions, sentence pronunciation, word pronunciation, picture/word association, word searches, crossword puzzle, word order and dictation.

6) Written workshop

Written workshop is a part of lesson to improve our writing skill. In written workshop, there are 7 activities. They are dialog,
grammar practice, dictation, text transformation and written expression.
A. The Setting of the Research

The setting of this research is SMK Pancasila, Blotongan, Salatiga. The location of this school is at Jl. Fatmawati No.11 Salatiga. This location is very strategic. This school built in 2004. A boarding school is provider this school by such a facility helps the students to go to school easily.

B. The Subject of the Research

The subject of this research is the eleventh grade students of SMK Pancasila, Blotongan, Salatiga in the academic year of 2013/2014. It consists of 12 students. The teacher, Mrs. Diah Daniati as a collaborator.

C. Type of the Research

In this research, the researcher used Classroom Action Research method. CAR (Classroom Action Research) was a method of finding out what best in a class in order to improve student learning. According to Arikunto (2010:130), classroom action research is formed from three words
they are: (1) Research: an action to get details from an object using certain way or methodology to get useful data or information in increasing the quality of something that attract the researcher interest and important for him/her. (2) Action: activity that intentionally done in certain aim, that has a form of cycle sequence activity to students. (3) Class: a group of students in the same time and have the same lesson from their teacher. He adds that this action was expected to increase the students’ learning result, so it should concern with the teacher’s effort in learning process.

Arikunto (2010: 135) writes that action research can be seen as a follow-up of descriptive or experimental research. Called descriptive because the action takes place during the study, researcher observed the action then described in the form of information. Furthermore, called to be a continuation of experimental research for the purpose of the study was to determine the effects of a treatment, that tried something and ten be observed as a result of such behavior.

1. Qualitative data

The most important data in the action research was the description of students’ behavior. The analysis of qualitative data was taken from the observation, questionnaire and students’ journal. Students’ responses were observed during the process of learning.

2. Quantitative data
The procedure of the data analysis is done by analyzing the results of the test. To obtain the percentage of students’ score, first, I evaluated the students’ answer and applying the scoring formula.

The students’ score = \( \frac{\text{the correct answers} \times 100\%}{\text{number of question}} \)

After I get the percentage of each student, then I find out of the average of the students’ results by applying this formula:

\[
\text{Mean} = \frac{\sum nx}{\sum n}
\]

In which:

- \( n \): The number of students
- \( x \): The students’ score

The students’ score from the test is very useful to figure out the students’ listening dictation improvement during the research. It can also be used as supporting data, whether the research is successful or not.

**D. Research procedure**

Kemmis and McTaggart (1988, cited in Suharsimi 2010: 131) propose four components of a classroom action research. They are:

1. Planning
The first step of the classroom action research is planning. Here, the researcher should develop a plan of critically informed action to improve what is already happening. The researcher also prepares the material, make lesson plan and design the step in doing the acting.

2. Acting

   The next step is doing an action to implement the plan.

3. Observing

   The third step is observing the effects of the critically informed action in the context in which occurs.

4. Reflecting

   The researcher does reflection on the effects from the observation as the basis for further planning, subsequent critically informed action and so on, through a succession of stages.

   The relationship between the four components is shown in cycle or repetitive activity as illustrated in figure 1.
E. Instrument for Collecting Data

Instrument is very important to collect data in a research. Arikunto (2006: 149) states that "a research instrument is a device used by the researcher while collecting data to make his work easier and to get better complete and systematic results in order to make the data easy to process".

The instruments of this study were:

1. Questionnaire

Questionnaire consists of some questions that should be answered by the respondents were the students. Questionnaire gives to the students to get information about their feelings after being taught using TMM language learning program. In this study, I gave five questions that
should be answered by students. They were whether students like English subject or not, whether they thought listening to English was difficult or not, whether they were interested in learning listening dictation using TMM language learning program or not, whether they were motivated in listening dictation using TMM language learning program or not, and the last was whether their listening dictation improved after being taught using TMM language learning program or not. In this study, I chose questionnaire with yes and no answers.

2. Students’ journal

Students’ journal is an alternative form of gaining introspected written data to get students feedback. Particularly in the learning listening dictation using TMM language learning program. I used feedback response sheets on a regular basis, like a type of daily journal.

Here is example of the table for students’ journal:

<table>
<thead>
<tr>
<th>No</th>
<th>Day/Date</th>
<th>Name</th>
<th>Feedback/Comment</th>
</tr>
</thead>
</table>

Figure 2. An example of students’ journal

3. Test
To get the data, I would do the test that consist of a pre-test and a post-test. Each meeting consists of several teaching activities and a post-test test. Pre-test is a test that is done the first time before the students get materials. The goal of this test is to measure the students’ listening ability. The last activity is post-test. A post-test is given to students in order to know the students’ listening dictation after treatment is given to the students. In this study, I choose fill in the blank test for the pre-test and post-test with dictations.

4. Field Notes

Field notes in this research are used to know the students’ behavioral changes during teaching and learning process.

F. Procedure of The Classroom Action Research

1. The first thing I did before conducting this study is to create a general plan of all activities I would do. In making the general plan, I define the topics to be researched in advance which one I chose listening dictation. Then, I would find out the objectives I wanted to reach, the improvement of students’ listening dictation after being taught using a medium, TMM language learning program. After that, I decided the subject of the research, eleventh grade students of SMK PANCASILA, Blotongan, Salatiga. Then after getting the permission
from the school, I would conduct the research which consists of pre-test, formative test and post-test.

2. Preliminary Research

Before I conducted the research, I had asked for permission to do a research and do an observation in the school first. In preliminary research I found the information about the students and the teaching and learning activities by interviewing the English teacher.

3. Giving Pre-test

Pre-test was given to students in order to get information about their listening dictation before they were being taught using treatment, TMM language learning program.

The pre-test I chose was from TMM language learning program, which menu is oral workshop and the title is “weekend past time”.

4. Cycle 1 (Second meeting)

The first students were given pre-test and know students listening dictation as the basic for doing the research, I would do the cycle 1. The steps were planning, acting, observing and reflecting.

a. Planning

The first step was planning. Here, I had made a lesson plan before I did the cycle 1.

b. Acting
After consulting the lesson plan with the teacher, the next step was acting. The acting step was where I applied the lesson plan I have made. The media I used in the lesson activity was menu oral workshop in TMM language learning program. The activity I chose was dialog in oral workshop. The title of the dialog was the menu.

After the students listened to the dialog in TMM language learning program and discuss formative test, I asked students to do the post-test. The post-test I chose from grammar workshop in TMM language learning program. The title was dictation. The formative test used to measure the students’ achievement after first treatment.

c. Observing

The next step was observing. The observation was done by observing students’ behavioral changing in the process of learning during the treatment and seeing the evaluation from the treatment 1 to see whether students’ formative test score was improving or not. In doing observation, I used students’ journal to see the students’ responses.

d. Reflecting
From the observation, I could see the negatives and positives of the treatment 1 and I gave motivation the students to study, so I could decide the next plan.

5. Cycle 2 (third meeting)
   a. Re-planning

   After seeing the negatives and the positives from treatment 1, I would make the next lesson plan.

   b. Acting

   Like in cycle 1, after consulting the lesson plan with the teacher, I would apply it in the classroom with the same media. I used in the menu written workshop in TMM language learning program. The activity I chose was dialog in written workshop. The title was Arriving at The Villa. After the students listened to the dialog in TMM language learning program and discuss exercises, I asked students to do formative test which consists of 20 sentences.

   c. Observing

   The next step was observing. I observed students’ behavioral changing during the treatment and see their comment and
feedback from the students’ journal. Then I also observed the students’ score after they were given the second treatment.

d. Reflecting

After getting the observation and seeing the positives and negatives of second treatment.

To determine students’ graduation or success, determined by KKM (kriteria ketuntasan minimal). The result of my interview with my class teacher observations, KKM is 65. To determine the success of the method applied, the target students’ who achieve KKM is 75% of the total number of students. Application of the method is successful when the TMM will reach KKM students who have met the target of 75%.
CHAPTER IV
RESULTS AND DISCUSSIONS

In this chapter, I focus on analyzing the collected data and give the details of the findings. It shows the finding of collected data from in the beginning until the end of the research. This research is implemented on three cycles. The findings consist of the results of the pre-test, cycle I and cycle II. These cycles show the improvement of the students’ ability in listening dictation.

A. The Results of the research

1. Result of Pre-test

   The first activity was pre-test. The pre-test was conducted on Wednesday, May 7th 2014. From twelve students, just eleven students were present. There was one student who was absent. There were eight males and three females. The test was held in 30 minutes. The students were given a piece of paper that contains blank text. The students must listen carefully and complete the blank of the text. The pre-test was from TMM language learning program, the menu is oral workshop entitled weekend past time. There were 20 items which should be answered.

   There was no problem during the pre-test, everything ran well. But some students said they got difficulties in understanding the dialog in TMM. Some
students seem confused during the pre-test. It was hard for them to understand what the people in TMM were saying.

From pre-test, I got the students score. There were two students got 85, one student got 75, two students got 70, two students got 60, three students got 65 and one student got 40. The average of students’ score was calculated using this formula:

\[
\text{Mean} = \frac{\sum nx}{\sum n}
\]

\[
= \frac{740}{11}
\]

\[
= 67.2
\]

The average score of pre-test was 67.2

From the results above, I know that the students had difficulties in understanding the vocabularies, maybe because the recording is too fast or they heard the new vocabularies for them. It can be said that the students had poor listening. Therefore, the treatment was needed to improve the students’ listening dictation.

2. Results of Cycle 1
   a. Planning
The first step of the classroom action research is planning. Here, I should develop a plan of critically informed action to improve what is already happening. I also prepared the material, made lesson plan and designed the step in doing the acting.

b. Acting

The next step is doing an action to implement the plan. The cycle 1 was conducted on Wednesday, May 7th 2014. In this step, I had to explain about the TMM language learning program. After that, I asked the students to listen to the dialog in TMM language learning program. I chose dialog in oral workshop entitle the menu and did the exercises. After listening and discussing the exercises, I asked students to do the formative test. The test I chose from menu grammar workshop in TMM language learning program entitled dictation. After that, the students and I discussed the answers of the test and reviewed the lesson students had learned. The teacher as a collaborator and the situation in the class as follows:

Teacher :”Assalamualaikum Wr. Wb.”
Students :”Waalaikumsalam Wr. Wb.”
Teacher :”Good morning students.”
Students :”Good morning Miss.”
Teacher :”How are you today?”
Students :”I’m fine and you?”
Teacher: "I’m fine too, thank you. Today, I will explain to you about what is TMM language learning program before. Do you know what it is?".

Students: "No,".

Teacher: "Your teacher ever used this media to teach before?".

Students: "No, Miss. This is new for me".

Teacher: "Okay, I will explain this media for you first. TMM language learning program is the one of computer media to learning English. It’s funny media and we will not get bored when learn with this media". (The teacher showed the media and operate to the students. after that, the teacher explain the material that will be learn).

Teacher: "Okay, the next we will discuss about Narrative Text, what is the narrative text?

Students: "cerita dongeng miss ".

Teacher: "yes, Narrative text adalah jenis teks yang menceritakan suatu kejadian cerita (story) sehingga mampu menghibur pembaca".

Teacher: (Teacher explained the material)
Teacher: “Please, give me some example of narrative text”.

Students: “Roro Jonggrang and malin kundang miss”.

Teacher: “Yes, right.

After that, I asked the students to listen to dialog in TMM language learning program and do the exercises. In the last, students did the post-test. The test I chose from menu grammar workshop in TMM language learning program entitled dictation.

c. Observing

The third step is observing the effects of the critically informed action in the context in which occurs. In this cycle, the students were unfamiliar with the medium I used because they had never been taught using TMM language learning program before. The students seemed confuse with this medium. There were some students showed that they had difficulties in listening dictation. I also observed students’ behavioral changing during the treatment and see their comment and feedback from the students’ journal and observed the students’ score after they were given the first treatment.

d. Reflecting

Based on the observation of the cycle I, I reflected the weakness that happened in the learning process to maximize the students’ listening dictation. I gave more explanation about TMM language learning
program because some of them still confuse. I motivated the students to attention this learning. The result of the formative test or post-test is presented in table 4.1

Table 4.1. The Result of Post-Test in Cycle 1

<table>
<thead>
<tr>
<th>Score</th>
<th>Number of Students</th>
<th>Percentage</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>90</td>
<td>2</td>
<td>18.18%</td>
<td>73%</td>
</tr>
<tr>
<td>85</td>
<td>1</td>
<td>9.09%</td>
<td>(achieved the KKM)</td>
</tr>
<tr>
<td>80</td>
<td>1</td>
<td>9.09%</td>
<td></td>
</tr>
<tr>
<td>75</td>
<td>3</td>
<td>27.27%</td>
<td></td>
</tr>
<tr>
<td>65</td>
<td>1</td>
<td>9.09%</td>
<td></td>
</tr>
<tr>
<td>60</td>
<td>2</td>
<td>18.18%</td>
<td>27%</td>
</tr>
<tr>
<td>55</td>
<td>1</td>
<td>9.09%</td>
<td>(do not achieved the KKM)</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

From the table 4.1 students who achieve the target only 73% or <75%. It means I have to do cycle 2.

From the test, I got the students’ scores from the formative test. There were two students got 90, one student got 85, one student got
80, three students got 75, one student got 65, two students got 60 and one student got 55. The average of students’ score was calculated using this formula:

\[
\text{Mean} = \frac{\sum nx}{\sum n} \\
= \frac{810}{11} \\
= 73.6
\]

The average the score of the test was 73.6. In the cycle I, the result of pre-test and post-test can be seen that the average score of students increased from 67.2 to 73.6. Based on this result, it means that applying the Tell Me More language learning program was successful in improving the students’ listening dictation.

3. The results of Cycle 2
   a. Planning
      After seeing the negatives and the positives from cycle 1, I would make the next lesson plan and prepared the materials.
   b. Acting
Cycle 2 was conducted on Monday, May 12th 2014. There were nine students present. The activities were similar with cycle 1. I introduced the topic to the students. Most of them were familiar with the topic. I asked some questions to get the students’ basic understanding about the topic. After that, I asked the students to listened the dialog from Tell Me More language learning program. The activity I chose was dialog in written workshop. The title was Arriving at The Villa. After the students listened to the dialog in TMM language learning program and discuss formative test, I asked students to do the post-test which consists of 20 sentences. The last, the students and I discussed the answers of the test and gave the students opportunities to ask the material which was not clear. Overall students’ participation were good enough and their speed in doing the test was medium.

In this cycle, the teacher as a collaborator and the situation in the class as follows:

Teacher : “Assalamualaikum Wr. Wb.”
Students : “Waalaikumsalam Wr. Wb.”
Teacher : “Good morning students.”
Students : “Good morning Miss.”
Teacher : “How are you today?”
Students : “I’m fine and you?”
Teacher: "I’m fine too, thank you". “oke, hari ini kita akan membahas tentang agreement?(okay, today we will discuss about expressions of agreement)".

Teacher: "What is the expressions of agreement?"

Students: "ungkapan setuju Miss".

Teacher: "Yes, it’s true. (I gave the explanation to the students and asked each of the students make one example).

After that, I asked students to listen to the dialog in TMM language learning program. Students did the exercises and discussed. At the last, the students do the post-test.

c. Observing

In cycle 2, observation was also carried out during the implementation of action. The students seemed more confident and more comfortable to do the learning process. I also observed students’ behavioral changing during the treatment and see their comment and feedback from the students’ journal. The students seem interested and motivated with the medium. Then I also observed the students’ score after they were given the cycle 2.

d. Reflecting
In this step, I had to explain every new vocabulary that the students found during the learning process to help them understand the lesson and gave support/ motivation to the students in learning process especially listening. The result of the formative test or post-test cycle 2 is presented in table 4.2.

Table 4.2. The Results of Post-Test Cycle 2

<table>
<thead>
<tr>
<th>Score</th>
<th>Number of students</th>
<th>Percentage</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>95</td>
<td>1</td>
<td>11.11%</td>
<td>78%</td>
</tr>
<tr>
<td>75</td>
<td>2</td>
<td>22.22%</td>
<td>(achieved the KKM)</td>
</tr>
<tr>
<td>70</td>
<td>4</td>
<td>44.44%</td>
<td></td>
</tr>
<tr>
<td>60</td>
<td>1</td>
<td>11.11%</td>
<td>22%</td>
</tr>
<tr>
<td>25</td>
<td>1</td>
<td>11.11%</td>
<td>(do not achieved he KKM)</td>
</tr>
<tr>
<td>9</td>
<td>1</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

From the table 4.2 students who achieve the target were 78%. It means that applied TMM language learning program was successful.

In cycle 2, from the test I got the students’ scores of the formative test. There were two students got 75, one student got 25, one student
got 95, four students got 70 and a student got 60. The average of the students’ score was calculated using this formula:

\[
\text{Mean} = \frac{\sum nx}{\sum n}
\]

\[
= \frac{610}{9}
\]

\[
= 67.7
\]

The average score of cycle 2 was 67.7.

From table 4.2, can be said that applied this method to teaching listening dictation was successful, because students who achieve the target were 78%.

**B. Students’ behavioral changes**

1. Results of students journals

   In cycle 1, it seem that all of the students were not got use to the medium I applied during teaching and learning process. From eleventh students, eight students of them wrote that learning English used TMM was enjoyable but embarrassing, thus they were difficult to do the exercises. One student commented that like learning using TMM. Then, two students stated that there were many difficult words they found during the learning process. It means that during cycle 1 most of the
students unfamiliar with this medium. And it was difficult for them to follow the lesson.

In cycle 2, there were some differences from the students’ comment and feedback. One student wrote that got the new experience in learning English, seven students stated that learning English dictation using TMM are enjoyable and amazing, one student wrote that it’s clear enough.

From the results of students’ journal, I concluded that the students’ achievement was getting better and the students’ interest in learning listening dictation using TMM language learning program.

2. The results of questionnaires

There were five questions that should be answered by the students. Questionnaires were given to the students in order to get additional data about their feelings after taught using TMM language learning program.

Table 4.3 The Results of Questionnaires

<table>
<thead>
<tr>
<th>Questionnaire</th>
<th>Yes</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item 1</td>
<td>9 = 90%</td>
<td>1 = 10%</td>
<td>10 = 100%</td>
</tr>
<tr>
<td>Item 2</td>
<td>6 = 60%</td>
<td>4 = 40%</td>
<td>10 = 100%</td>
</tr>
<tr>
<td>Item 3</td>
<td>8 = 80%</td>
<td>2 = 20%</td>
<td>10 = 100%</td>
</tr>
<tr>
<td>Item 4</td>
<td>9 = 90%</td>
<td>1 = 10%</td>
<td>10 = 100%</td>
</tr>
</tbody>
</table>
Table 4.3 above shows the students’ responses after teaching and learning process using TMM language learning program. The five items that should be answered by the students were whether students like English subject or not, whether they thought listening to English was difficult or not, whether they were interested in learning listening dictation using TMM language learning program or not, whether they were motivated in listening dictation using TMM language learning program or not, and the last was whether their listening dictation improved after being taught using TMM language learning program or not.

The first item was whether the students like English subject or not. From ten students, nine students answered yes and one student answer no.

The second item was whether they think listening to English was difficult or not. Six students answered yes and four students answered no. It meant, six students think that listening English was difficult and four students think not.

The third item was whether the students like learning listening dictation using TMM language learning program or not. From ten students, eight students answered yes and two students answered no. it
meant, 80% students like learning listening dictation using TMM language learning program and 20% did not like learning listening dictation using TMM language learning program.

The fourth item was whether the students were motivated in learning listening dictation using TMM language learning program or not. From ten students, nine students answered yes and one student answered no. It meant, 90% students were motivated in learning dictation using TMM language learning program and 10% were not motivated in learning listening dictation using TMM language learning program.

The fifth item was whether the students’ listening dictation after being taught using TMM language learning program improved or not. From ten students, nine students answered yes and one student answered no. It meant, 90% students could improve their listening dictation after being taught using TMM language learning program and 10% could not improve their listening dictation after being taught using TMM language learning program.

From the results of questionnaires, I concluded that although the students said that they liked English subject and listening to English was not difficult, most of them agreed that they like and motivated in learning listening dictation using TMM language learning program and their listening dictation was improving after they being taught using TMM language learning program. It meant that teaching listening dictation
using TMM language learning program had a good effects to the students.

3. The Results of Observation

a. The Results of Observation of Cycle 1

In cycle 1, the students were unfamiliar with the media because they had never been taught using Tell Me More language learning program before. So first, I had to explain how to use this media to the students.

During the pre-listening, I gave some warm up questions about the topic which was narrative text. The students were able to answer my questions in bahasa Indonesia and some of the students gave me example and the other students just smile and quiet.

In listening task, after I asked the students to listen to the dialog in TMM language learning program and discussed the exercises together, there were three students who asked about the difficult words they found during listening to the dialog.

In post listening, only some students who participated in discussing the answers of the test.

Some of the students seemed interest and motivated to the media I used in teaching listening dictation. But most of the students looked confused about what to do during the learning process. The students also
not too active in the class. The teaching and learning process in cycle 1 ran well.

b. The Results of Observation of Cycle 2

In cycle 2, the students’ basic understanding about the topic was good because they had learned it in the junior high school. The topic was agreement. It made the students easier to understand the material.

During pre-listening, the students were able to tell me what agreement is and tell me some familiar expressions such as “I agree with you” and “So do I”. The students more active in answering questions.

During listening task, the students more active. They asked to me about the vocabularies and the expressions of agreement that they found during listen to the dialog in TMM language learning program. Most of the students were not confused with this media.

During post-listening, the students participated in discussing the answers of the test and reviewing the lesson they had learned. The students also enjoy with this media and got motivation to learning listening.
C. Discussions

The implementation of teaching listening dictation using TMM language learning program was used to improve students’ listening dictation. Because this study was an action research, I focused on the process of teaching and learning first, then the results of the test. The average of pre-test was 67.2 increased in cycle 1 was 73.6. But, the results of students who achieve KKM not until 75% that only 73% of all students. So I do cycle 2 so that the students can reach the target value 75%. From the result of cycle 2, the average was 67.7 and the target has reached 78%. So, I concluded that teaching listening dictation using TMM language learning program was successful.

In the next section, I discuss some benefits and weakness of the implementation of teaching listening dictation using TMM language learning program.

1. The benefits during the research
   a. Students’ motivation
      The students were motivated to pay attention to listen dialog or video in TMM language learning program in order to understand about what the native speakers says.
   b. Students’ got knowledge
The students got the new experience and new knowledge because they learn other country culture. For example what the people do in weekend in other country also got knowledge about how to share many expressions in the exercises in TMM language learning program.

c. Students got new vocabularies

The students found the new vocabularies during they listen and do the exercises from TMM language learning program.

2. The weakness during the research

a. The preparation needed more time.

If we wanted to deliver the lesson as it was scheduled, we should prepare it before the lessons.

b. The implementation of teaching listening dictation need a language laboratory and electricity, so when there was blackout, as usually happen recently, we could not this medium.

From the explanation above, the implementation of teaching listening dictation using TMM language learning program not only had benefits but also some weakness. After seeing the result of this study, I have to consider the benefits which are stronger rather than the weakness in applied this medium.
CHAPTER V

CLOSURE

This chapter discusses the conclusions of the research and suggestions related of the research.

A. Conclusions

Based on the statements of the problem in chapter one and the description of the results in chapter four, there are some conclusions I would provide. The implementation of TMM language learning program in teaching listening dictation for the eleventh grade students of SMK Pancasila, Blotongan, Salatiga in the academic year of 2013/2014 was successful. It could be seen from the results of the test and improvement of students’ activities. From the students’ journal, I concluded that the students get motivation, achievement, improved and enjoyable learning using TMM. From the questionnaires, I concluded that students found listening to English was not difficult and their listening dictation was improved.

Teaching listening dictation using TMM language learning program not only can improved the students listening skill especially in dictation but also the students got the new way to learn English listening. In this research, students’ behavioral changes were supported with the improvement of the achievement of the target. The achievement of the target of cycle 2 was higher than the achievement of cycle 1. It improved from 73% of all students to 78% of all
students. Therefore, TMM language learning program could be used as a medium in improving students’ listening dictation.

B. Suggestions

Based on the research finding and conclusion above, I give suggestions as follows:

1. For teacher

   The teacher can implement TMM language learning program to teach listening as an alternative media to improve students’ listening skill. This medium can make the students enjoy in learning listening.

2. For students

   The students should be more active in teaching-learning process. They need to have a big spirit and study harder. The students should pay attention to teacher explanation. If teachers give command they can do perfectly, and they can do exercise well.

3. For another researcher

   It has been known from the research findings that the implementation of TMM language learning program can improve the students’ listening dictation. So, the result of this research can be a reference for another researcher who wants to conduct a research about listening dictation, especially in using TMM language learning program.
REFERENCES


APPENDICES
# LIST OF THE STUDENTS

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Sample pages of TMM Language Learning Program

TMM workshop

Topics in video and question activity in oral workshop
Video Weekend Past Time

Here’s one thing you don’t have to worry about at the weekend time. No need to rush. Breakfast is a real pleasure. You’ve got two days to do whatever pleases you. Forty-eight hours devoted to your hobbies.
<table>
<thead>
<tr>
<th>Question</th>
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<tr>
<td>Perhaps you play a musical instrument? Like the saxophone... Or the piano... Or even the flute... Or the violin. Ooh, that sounds like you're torturing a cat! Whatever the instrument you play, you'll have to learn to read sheet music or you'll never improve.</td>
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Dialog oral workshop: the menu
Topic Grammar Workshop

Dictation In Grammar Workshop
Dictation: Grammar workshop
### Dialog: Arriving At The Villa

<p>| | |</p>
<table>
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<tr>
<td>1</td>
<td>What wine would you like with your meal?</td>
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<td>What do you suggest?</td>
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<td>3</td>
<td>You should try a Bordeaux.</td>
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<tr>
<td>4</td>
<td>We’ll have two bottles of that, and champagne with the dessert.</td>
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<td>5</td>
<td>Are you celebrating a birthday?</td>
</tr>
<tr>
<td>6</td>
<td>No, we just like to eat well.</td>
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</table>
Dialogue
Listen first, then click on the right answer.

- Two months later... you arrive in front of the villa.
- Put down sponges, and tea towels.
- Is this it?
- And don't play with the pedal on either!

The living room is nice and big.
- And there's a portable television!
- Just one week.
- Yes, that's much handier!
Dialog: A Canoeing Trip

Despite the bad news, you decide to go canoeing on the planned weekend. You are row back and you talk about it with a friend who asks you: How was it?

Well, not that good.

Yes, but it's a bit far!

And the drizzle melts the snow.

What was the weather like?

The weather was fine.

Yes, I know.

Yes, but it's a bit far!
LEsson Plan

Treatment 1

School : SMK Pancasila

Subject : English

Class/ Semester : XI/ II

Time Allotment : 2 x 40 minutes

Topic : Narrative Text

Standard Competence:

8. Listening

Understanding the meaning of short functional text and monologue form of a narrative, spoof and hortatory exposition in the context of life.

Basic Competence:

8.2 Responding to the meaning in the text monologue using a variety of oral language accurately, fluently an acceptable in everyday life form of a narrative, spoof and hortatory exposition.

Indicators

-Identify the generic structure

-Identify the language feature
Objectives

Students are able to:

- Identify the generic structure
- Identify the language feature

Materials:

Narrative text adalah jenis teks yang menceritakan suatu kejadian cerita (story) sehingga mampu menghibur pembaca. Kata kerja yang dipakai adalah past tense.

Generic Structure:

1. Orientation (setting)
2. Complication → situasi, aktivitas atau kejadian yang mengarah ke klimaks.
3. Resolution → ending of the story

Wee Ping and Wee San

Long ago on the top of Mount Kinabalu in Borneo, there lived a dragon. He owned a large and beautiful pearl. People believed that he controlled the weather with it.

The emperor china heard this and wanted the pearl. He sent his two sons, Wee Ping and Wee San to Borneo to steal it. The princes, together with one hundred soldiers, set sail for Borneo in twelve sailing junks.

When they arrived in Borneo, they set out immediately to find the famous mountain. Their journey up the rugged slopes of Mount Kinabalu proved very difficult. Then dragon guarded its cave very fiercely and killed many of their soldiers.

Then Wee San had a clever idea. He climbed a tall tree, so he could see the dragon’s cave. He noted what time the dragon left his cave to hunt for food and what time he returned to it.
Next, he ordered his men to make a fake pearl and a large kite. He waited until the dragon left his cave. Then he placed the fake pearl in a bag, slung it across his shoulder and flew up to the mountain top on the kite.

He exchanged the fake pearl for the real one and then his brother pulled his kite back to the ground. The brothers quickly returned to their ships and set sail for China. They sailed safely home.

- Transcript of a dialog in TMM language learning program

1. You have invited some friends to go to a restaurant to celebrate your birthday. You arrive at the restaurant.
   a. We had a very good meal, thank you.
   b. Yes, that’s a good idea.
   c. I phoned a few days ago book a table.

2. What’s the name, please?
   a. Did we give your name, Sally?
   b. Yes, it was very good.
   c. The food was good. But the service was a bit slow.

3. For how many people?
   a. Six, if possible.
   b. And what is the place served with?
   c. That’s not what I ordered!
4. You are lucky, some people have just called to cancel their reservation, otherwise, the restaurant was full.
   a. All the other restaurants are full too!
   b. I can’t finish this. It’s too spicy for me.
   c. Raspberry…that’s good!

5. Yes, please come this way. Will you be all right here by the windows?
   a. Did we give your name, sally?
   b. That’s fine with the nice view.
   c. That’s exactly what I had yesterday.

6. Lets me take your coats.
   a. Yes, and Brussels sprouts.
   b. Can I also give you my scarf?
   c. Some well.

7. Ah, here are your friends! Now, here are the menus and wine lists. Would you like an aperitif to start with?
   a. Could I have some salt?
   b. Make it three verbena and two mint teas.
   c. Yes, five shandies. Would you like one, Hellen?

8. Can I take your order?
   a. No, I’ll have rib steak, with chips.
   b. We haven’t chosen yet. What’s today special?
   c. Six, if possible.

9. It’s cream of asparagus soup.
   a. Yes, we’re all having coffee.
   b. You wouldn’t have lobster, would you?
   c. No, I haven’t.

10. It’s sirloin, with a home-made mushroom sauce.
    a. We can also choose “a la carte”, can’t we?
    b. Yes, I think so!
c. If I have one, I’ll fall asleep.

**Method of study:**

1. Listening.
2. Questions and answers.
3. Exercise.

**Steps of learning activity:**

**Opening**

1. Greeting.
2. Teacher checks students’ attendance.
3. Students listen to the teachers’ introduction about the purposes of the teaching learning.

**Main activities:**

**Pre-listening**

1. Students answer the teachers’ question about narrative text.
2. Students listen to the teachers’ explanation about the social function and generic structure of narrative text.

**Listening-task**

3. Students pay attention to the example of text in TMM language learning program.
4. Students do the exercise.
5. Teacher helps students who have difficulties.

**Post-listening**

6. Teacher with students discuss the answers of the exercise.
Closing:
1. Students listen to the teachers’ summary about the lesson
2. Students pay attention to the expectation and advise from the teacher to the next material
3. Parting

Source and media:
1. Tell Me More language learning program
2. Worksheet
3. Book which relevant

Assignment and evaluation:
1. Type: Listening
2. Instrument: Dictation related the dialog

1. Shall we have an aperitif to start with?
2. Yes, we’ll have two gin and tonics.
3. I’d like a vodka and orange juice.
4. What would you like, Sally?
5. Nothings, thanks. I don’t drink alcohol.
6. Can I take your order?
7. We haven’t chosen yet.
8. What’s today special?
9. It’s sirloin, with a home-made asparagus sauce
10. Do you have any boiled potatoes or just chips?
11. You can have either, if you want.
12. What wine would you like with your meal?
13. What do you suggest?
14. You should try a Bordeaux.
15. We’ll have two bottles of that, and champagne with the desert.
16. Are you celebrating birthday.
17. No, we just like to eat well.

3. Scoring
Maximum score for each student are 17 points. The teacher adding 3 points to treat easily in the calculation score (100).

The formula:

\[
    n = \frac{\text{total score}}{\text{maximum score}} \times 100
\]

Salatiga, .................... 2014

Teacher
Researcher

Diah Daniati, S.Pdi

Tuktil Hikmah

NIM: 11310012
LESSON PLAN

Treatment 2

School : SMK Pancasila
Subject : English
Class/ Semester : XI/ II
Time Allotment : 2 x 40 minutes
Topic : Expressions of Agreement

Standard Competence:

7. Listening

Understanding the meaning of transactional conversation and interpersonal formal and continuing in the context of everyday life.

Basic Competence:

7.1 Response in conversation of transactional (to get things done) and interpersonal (social) official and continued (sustained) that use a variety of language spoken accurately, fluently and acceptable in the context of everyday life and involves speech acts.

Indicators

- Understanding about agreement.
- Understanding dialogue using agreement
- Understanding expression used in dialog

Objectives
Students are able to:

- Mention the expression of agreement

- Answer questions related to the dialog of agreement

- Mention the expression of agreement that used in dialog

Materials:

- Expressions of agreement:
  - So do I.
  - Me, too.
  - I’ll say
  - You can say that again.
  - That’s a good idea.
  - I don’t either.

- Transcript of a dialog in TMM language learning program

Arriving at the Villa

1. Two months later, you arrive in front of the villa.
   a. Could you give me some information on your villas?
   b. I’ll fix.
   c. It doesn’t look like the villa in the brochure!

2. Well yes. The view isn’t exhilarating! With this enormous building right in front of!
   a. Let’s see what is like inside.
   b. Yes, but I can’t find the plates and the glasses.
   c. Even a microwave oven?
3. The living room is nice and big.
   a. And there’s a portable television!
   b. Yes, that’s much hander!
   c. Is there also a washing machine!
4. Look mum and Dad! Here’s the bathroom!
   a. Yes, get down. It’s not a car.
   b. With two washbasins.
   c. Three weeks if possible.
5. The curtain rail’s fallen off.
   a. We’re not going to do much with just two pans!
   b. What have you done!
   c. Put done sponges, and tea towels.
6. Where are the sheets? I want to make the beds.
   a. The last two weeks in June.
   b. No, it’s an electric one.
   c. I saw them on the dresser.
7. Tommy, don’t play with the dining room trolley! It’s not a toy!
   a. So you don’t have to walk miles to clear the table?
   b. Three weeks if possible.
   c. And don’t play with the pedal bin either!
8. Is this a gas cooker?
   a. These cooking rings aren’t very clean!
   b. That sounds big enough.
   c. What have you done?
9. Look. Let’s do this later. We can eat first.
   a. Hellow. I’m calling about your villas.
   b. Something big enough for a family of seven.
   c. Yes, but I can’t find the plates and the glasses.
10. Let’s go and get sandwiches, and eat on the beach.
    a. What have you done?
b. That sound big enough.
c. Yes, Tommy’s got a very good idea.

Method of study:

4. Listening.
5. Questions and answers.

Steps of learning activity:

Opening

5. Teacher checks students’ attendance.
6. Students listen to the teachers’ introduction about the purposes of the teaching learning.

Main activities:

Pre-listening

7. Students listen the teachers’ explanation about expressions of agreement
8. Students listen and repeat the expression of agreement

Listening-task

9. Students pay attention to the example of text in TMM language learning program.
10. Students do the exercise.
11. Teacher helps students who have difficulties.
**Post-listening**

12. Teacher with students discuss the answers of the exercise.

**Closing:**

4. Students listen to the teachers’ summary about the lesson
5. Students pay attention to the expectation and advise from the teacher to the next material
6. Parting

**Source and media:**

4. Tell Me More language learning program
5. Worksheet
6. Book which relevant

**Assignment and evaluation:**

4. Type : Listening
5. Instrument : Dictation related the topic
   1. I absolutely agree with you.
   2. I agree with you entirely.
   3. I totally agree with you.
   4. I simply must agree with that.
   5. I am of the same opinion.
   6. Yes, I think so.
   7. That’s exactly what I think.
   8. I agree with you.
   9. I’m sorry, but I disagree.
10. I'm afraid, I can't agree with you.
11. That is not necessarily so.
12. It is not as simple as it seems.
13. Well, you could be right.
14. Yes, that’s a good idea.
15. Ok. I amount with you
16. You can say that again.
17. I don’t either.
18. I think so. You must close the door.
19. I like newspaper and magazine too.
20. Go to Bali is a good idea.

6. Scoring
   Maximum score for each student are 20 point.
   The formula:

   \[ n = \frac{\text{total score}}{\text{maximum score}} \times 100 \]

Salatiga, 12 Mei 2014

Teacher                                 Researcher
Pre-test

NAME/NO:

Here’s one thing you don’t have to (1) ................. at the weekend time. No need to rush. Breakfast is a (2) ................. You’ve got two days to do whatever pleases you. Forty eight hours devoted for your hobbies.

Perhaps you play a (3) .................? Like the saxophone... the piano... maybe event the flute... or the violin. Oh, that sounds like you’re torturing a cat! Whatever the instrument you play, you’ll have to learn to read (4) ................. or you’ll never improve!

Lovers of the outdoor relax by taking the dog for a walk, or they go to (5) ............... It’s not surprising they’re lost, their maps upside down! Some people like to discover (6) ................., visit museums.
Of course there are those who prefer to stay (7) and read a magazine or a comic, even draw their own (8)! Other paint for pleasure. Whatever your age, art (9) the imagination.

Either way, there’s always something to do in the home: DIY in the garage, sewing, (10). Those roses are so beautiful! And what a vegetable plot! You must really have green fingers.

Why don’t you have a (11)? You’ll be in a good shape for the evening. How about going to (12)? No, that looks too dangerous. A night at the opera or the theater? Or a (13) with friends?

Perhaps you want to invite some friends over, to play cards, chess? Mahjong or backgammon? There are so many (14). It’s hard to decide. If you are alone, you can play (15).

If you’ve got the (16) and you like danger, you can also spend the night at (17), rolling the dice. But don’t (18) everything all at once. People only win like that in films!

Whatever you decide to do, even if it is (19) on your hands or taking to the air... don’t forget to come back down to earth on (20) morning.
Answers Key of pre-test

Here’s one thing you don’t have to worry about at the weekend time. No need to rush.

Breakfast is a real pleasure. You’ve got two days to do whatever pleases you. Forty eight hours devoted for your hobbies.

Perhaps you play a musical instrument? Like the saxophone... the piano... maybe event the flute... or the violin. Oh, that sounds like you’re torturing a cat! Whatever the instrument you play, you’ll have to learn to read sheet music or you’ll never improve!
Lovers of the outdoor relax by taking the dog for a walk, or they go to hiking. It’s not surprising they’re lost, their maps upside down! Some people like to discover historic monuments, visit museums.

Of course there are those who prefer to stay at home and read a magazine or a comic, even draw their own comic strips! Other paint for pleasure. Whatever your age, art develops the imagination.

Either way, there’s always something to do in the home: DIY in the garage, sewing, gardening. Those roses are so beautiful! And what a vegetable plot! You must really have green fingers.

Why don’t you have a little nap? You’ll be in a good shape for the evening. How about going to the circus? No, that looks too dangerous. A night at the opera or the theater? Or a drink with friends?

Perhaps you want to invite some friends over, to play cards, chess? Mahjong or backgammon? There are so many board games. It’s hard to decide. If you are alone, you can play patience.

If you’ve got the money and you like danger, you can also spend the night at the casino, rolling the dice. But don’t bet everything all at once. People only win like that in films!

Whatever you decide to do, even if it is walking on your hands or taking to the air... don’t forget to come back down to earth on Monday morning.
Exercise Cycle 1

11. You have invited some friends to go to a restaurant to celebrate your birthday. You arrive at the restaurant.
   d. We had a very good meal, thank you.
   e. Yes, that’s a good idea.
   f. I phoned a few days ago book a table.

12. What’s the name, please?
   d. Did we give your name, sally?
e. Yes, it was very good.
f. The food was good. But the service was a bit slow.

13. For how many people?
   d. Six, if possible.
   e. And what is the place served with?
   f. That’s not what I ordered!

14. You are lucky, some people have just called to cancel their reservation, otherwise, the restaurant was full.
   d. All the other restaurants are full too!
   e. I can’t finish this. It’s too spicy for me.
   f. Raspberry…that’s good!

15. Yes, please come this way. Will you be all right here by the windows?
   d. Did we give your name, sally?
   e. That’s fine with the nice view.
   f. That’s exactly what I had yesterday.

16. Let me take your coats.
   d. Yes, and Brussels sprouts.
   e. Can I also give you my scarf?
   f. Some well.

17. Ah, here are your friends! Now, here are the menus and wine lists. Would you like an aperitif to start with?
   d. Could I have some salt?
   e. Make it three verbena and two mint teas.
   f. Yes, five shandies. Would you like one, Hellen?

18. Can I take your order?
   d. No, I’ll have rib steak, with chips.
   e. We haven’t chosen yet. What’s today special?
   f. Six, if possible.

19. It’s cream of asparagus soup.
   d. Yes, we’re all having coffee.
   e. You wouldn’t have lobster, would you?
   f. No, I haven’t.
20. It’s sirloin, with a home-made mushroom sauce.
   
   d. We can also choose “à la carte”, can’t we?
   e. Yes, I think so!
   f. If I have one, I’ll fall asleep.

**Answers Key Exercise Cycle 1**

2. A   7. C
3. A   8. B

**Exercise Cycle 2**

11. Two months later, you arrive in front of the villa.
   
   d. Could you give me some information on your villas?
   e. I’ll fix.
   f. It doesn’t look like the villa in the brochure!

12. Well yes. The view isn’t exhilarating! With this enormous building right in front of!
   
   d. Let’s see what is like inside.
   e. Yes, but I can’t find the plates and the glasses.
13. Even a microwave oven?
   d. And there’s a portable television!
   e. Yes, that’s much hander!
   f. Is there also a washing machine!

14. Look mum and Dad! Here’s the bathroom!
   d. Yes, get down. It’s not a car.
   e. With two washbasins.
   f. Three weeks if possible.

15. The curtain rail’s fallen off.
   d. We’re not going to do much with just two pans!
   e. What have you done!
   f. Put done sponges, and tea towels.

16. Where are the sheets? I want to make the beds.
   d. The last two weeks in June.
   e. No, it’s an electric one.

17. Tommy, don’t play with the dining room trolley! It’s not a toy!
   d. So you don’t have to walk miles to clear the table?
   e. Three weeks if possible.
   f. And don’t play with the pedal bin either!

18. Is this a gas cooker?
   d. These cooking rings aren’t very clean!
   e. That sounds big enough.
   f. What have you done?

19. Look. Let’s do this later. We can eat first.
   d. Hellow. I’m calling about your villas.
   e. Something big enough for a family of seven.
   f. Yes, but I can’t find the plates and the glasses.

20. Let’s go and get sandwiches, and eat on the beach.
   d. What have you done?
   e. That sound big enough.
   f. Yes, Tommy’s got a very good idea.
Answers Key Exercise Cycle 2

1. C 6. C
2. A 7. C
3. A 8. A
5. B 10. C

Formative Test Cycle 1

Name :
No :
18. Shall we have an aperitif to start with?
19. Yes, we’ll have two gin and tonics.
20. I’d like a vodka and orange juice.
21. What would you like, Sally?
22. Nothings, thanks. I don’t drink alcohol.
23. Can I take your order?
24. We haven’t chosen yet.
25. What’s today special?
26. It’s sirloin, with a home-made asparagus sauce
27. Do you have any boiled potatoes or just chips?
28. You can have either, if you want.
29. What wine would you like with your meal?
30. What do you suggest?
31. You should try a Bordeaux.
32. We’ll have two bottles of that, and champagne with the desert.
33. Are you celebrating birthday.
34. No, we just like to eat well.
1. I absolutely agree with you.
2. I agree with you entirely.
3. I totally agree with you.
4. I simply must agree with that.
5. I am of the same opinion.
6. Yes, I think so.
7. That’s exactly what I think.
8. I agree with you.
9. I’m sorry, but I disagree.
10. Yes, please come this way.
11. That is not necessarily so.
12. It is not as simple as it seems.
13. Well, you could be right.
14. Yes, that’s a good idea.
15. Ok. I amount with you.
16. You can say that again.
17. I don’t either.
18. I think so. You must close the door.
19. I like newspaper and magazine too.
20. Go to Bali is a good idea.

Questionnaires
1. Apakah kalian suka pelajaran bahasa inggris? (ya/ tidak)
2. Apakah mendengarkan bahasa inggris itu sulit? (ya/ tidak)
3. Apakah kalian senang dengan system pembelajaran listening dictation bahasa inggris menggunakan media “Tell Me More”? (ya/ tidak)
4. Apakah penggunaan media Tell Me More dalam pembelajaran listening bahasa inggris dapat menambah semangat belajar kalian? (ya/ tidak)
5. Apakah media Tell Me More mampu membantu kalian dalam memper mudah memahami listening bahasa inggris? (ya/ tidak)

Questionaires

1. Apakah kalian suka pelajaran bahasa inggris? (ya/ tidak)
2. Apakah mendengarkan bahasa inggris itu sulit? (ya/ tidak)
3. Apakah kalian senang dengan system pembelajaran listening dictation bahasa inggris menggunakan media “Tell Me More”? (ya/ tidak)
4. Apakah penggunaan media Tell Me More dalam pembelajaran listening bahasa inggris dapat menambah semangat belajar kalian? (ya/ tidak)
5. Apakah media Tell Me More mampu membantu kalian dalam memper mudah memahami listening bahasa inggris? (ya/ tidak)
## STUDENTS JOURNAL

Day/ Date : 

School/ Class : 

Academic Year: 

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