

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter focuses on presenting the research findings and discussion on the basis of the result of data analysis. In other words, it presents the answer of the research questions.

A. Research findings

1. The Implementation of Paired Dialog as Follow-Up Activity

This section provides description about results the implementation of CAR in improving students' activeness through paired dialogue strategy as follow-up activity in listening materials in level XI conducted through 3 cycles. The classroom action research is strategy of paired dialogue as follow up from listening materials. The purposes of classroom action research that focus on students' activeness mean that students is active in their conversation or dialog in each partner. Besides, students' attitude also observed by the researcher. Students' attitude means that students do the dialog as the theme or topic of listening that has been given by the teacher. The students' activeness was observed during learning activity, and teacher give questionnaire to students.

Detailed procedure of research implementation with 3 cycles consisting of action planning, implementation of action 1, observation 1, analysis and

reflection, action planning, implementation of action 2, observation 2, analysis and reflection, action planning, implementation of action 3, observation 3, analysis and reflection, and the last: conclusion. This procedure of research can be seen on picture 3.1 at page 36.

1) Action in the first cycle

This cycle is started with planning then continues with implementation of action, observation, analysis, and reflection.

a) Planning in the first cycle

Planning in CAR of first cycle is conducted before the action is done consisting of determining lesson materials, allocating time, planning of action and observation strategy, and preparing observation sheet. Material planning, based on KTSP of English for MA curriculum of 2012 which refers to BSE, is as below:

Topic: Trade and Industry

Material: recording text about Shopping

Time allocating: 1 x session (2x40 minutes = 80 minutes)

Action strategy: action is conducted with the steps as below:

First step (pre-listening activity): free question and answer between teacher and students about shopping such as:

- Do you like shopping?
- What are different between traditional market and supermarket?
- Can you mention some traditional markets and supermarkets?
- With whom do you usually go shopping? Etc

Step two (whilst-listening activity): teacher plays cassette with topic of material: "*Shopping list*" Students listen audio file in classroom. This activity is followed with question and answer about the text. Then, step three (post-listening): follow up activity. Students, firstly making a pair with their friend, are asked to make dialog and then do the dialog about shopping.

Observation was being conducted with two ways; (1) by listening conversation that they have conducted and filling the observation sheet (see appendix 4); (2) by asking opinion of students about paired dialog strategy with several questions (see appendix 7). Meanwhile observation after the process is conducted with demonstration of paired dialog.

b) Implementation of action 1

The first actions in this CAR consist of listening action using paired dialogue strategy as follow-up activity. The first cycle was conducted on Tuesday, July 17th, 2012. Theme which is determined in conversation is “*Trade and Industry*” while topic which is assumed as interesting in this theme is *shopping*; title for oral text material (MP3) is “*shopping list*” In implementing the first action researcher conducts predetermined learning action. Before entering learning stage, teacher said that learning English for today is listening. Hearing that they will learn listening, they look very enthusiastic because they imagine that the teacher will play English song cassette. Some of them scream “yeah...!”. Situation in the classroom is a bit crowded. After determining that place of learning is in classroom, teacher and students take equipments needed for listening such as: speaker, roll cable, and place holder for the speaker. Students take 5 minutes to prepare all equipments because some students should take them in the office rather far away from classroom XI. After everything is ready, students take position in their seat.

First, conducting pre listening activities. In this stage, after opening learning and greetings, teacher show up the picture of shopping list to generate scheme of students. Then it continues with

question and answer about things in relation with shopping. Teacher said that they will listen for MP3, answer the questions and perform paired dialogue activities.

Second, playing audio file about “Trade and Industry (Shopping list)”. After audio file has been played, some students said that the conversation was played too fast and asked to repeat once. Before replaying the oral text, firstly, teacher asked a question: Do you get the main idea?” no one answered the question. Finally the teacher replayed. Third, presenting some questions to direct and check student’s comprehension about the main idea of the oral text which is currently replayed that is about shopping list.

Fourth, conducting follow-up activity that is paired dialogue. Because this activity begins by forming pair, the teacher said that the pair is formed from students list in order. And students were asked to make dialogue by using own English language, that related with the topic of shopping independently. Fifth, recording students activity (and observation at once), and ask their opinion and impression about paired dialogue activity.

c) Observation 1

Observation was conducted within and after learning process. Observation conducted within learning activity in classroom was conducted by following dialogue between students alternately. During the observation, teacher make notes and fills observation sheet as well as write students impression about follow up activity. Observation after the process was conducted on next session that is on Tuesday, July 19th, 2012 each pairs was asked to show their ability to perform paired dialogue and their responses by questionnaire.

During the learning process data was obtained that from 20 students who are divided into 10 pairs. Reviewed from impact of first action that is activeness and attitude, there are 7 pairs actively involved and 3 pairs did not, and attitude of students toward paired dialogue strategy there are 5 pairs seem happy and enthusiasm, 2 pairs seem ordinary, and 3 pairs seem lack of interest. Meanwhile reviewed from activeness in speaking there are only 2 pairs active, 5 pairs active enough and 3 pairs less active.

Observation after the learning process shows that result of students' activeness in speaking demo shows those only 4 students who are active, 10 students who are active enough and 6 students who are less active.

d) Analysis and Reflection

From data of observation result, it can be analyzed and reflected that impact of action in cycle 1 has not shown the maximal result. Activeness and involvement of students was obtained from quickly monitoring. When they are monitored, they speak so they will be considered active. Rate shows sufficient involvement (7 from 10 pairs). This is assumed that the cause is the partner is still determined by teacher based on student list in order so still there are not yet active. Therefore, motivation needs to give by mean firstly teacher should participate in the dialogue by informing them that the dialogue practice is important to enrich their vocabulary in English.

Attitude is reviewed from their activity during dialogue. Students who involve actively will be considered happy and enthusiastic. Students who are not willing to involve in the dialogue will be considered lack of interest. Students who involve but look less enthusiastic will be considered ordinary. Results of observation show that 5 pairs look happy and enthusiastic, 2 pairs look ordinary, and 3 pairs look lack of interest. To improve activeness and attitude of students should be supplied and selected with an interesting material and also they should be repositioned because in action 1 pair is

determined based on student list in order so attraction to speak will be improved if they pair with one who they like most.

Activeness in speaking using English language in dialogue shows less score that is 2 pairs are active, 5 pairs are active enough, and 3 pairs are less active. Observation after the learning process shows that result of students' activeness in speaking demo shows that 4 of 20 students are active, 10 students are active enough, and 6 students are less active. Sometimes they used bahasa Indonesia to solve difficulty in vocabulary. To solve this problem, teacher needs to be involved in dialogue and ready to help students to find translation of unknown words. The results of listening and speaking ability demo test are not maximal. This is because they rarely obtain listening and speaking materials. In the past, students rarely obtain practicing English. For the next, lesson of listening and speaking should be improved in frequency of session beside teacher should motivate them to be active in practicing listening and speaking.

2) Action in the second cycle

As cycle 1, procedure in cycle 2 starts with action planning 2, continues with implementation of action 2, observation 2, analyzing 2 and reflection 2.

a) Planning in the second cycle

Planning in this CAR is conducted before the action is done consisting of determining lesson materials, allocating time, planning of action and observation strategy, and preparing observation form. Alteration of planning is related with setting place of action implementation, lesson materials and ways to make pair. The planning is as follows:

Theme: vacation

Material: at the beach

Time allocating: 1 x session (2x40 minutes = 80 minutes)

Action strategy: action is conducted with stages as follow:

Stage 1, (Pre-listening activity); students were shown with picture of people who are in vacation, place of vacation, and equipments of vacation. It continues with question and answer independently between teacher and students about vacation mainly in relation with place and equipment of *vacation* such as: “do you like vacation?”, “What are the different between vacation and holiday?”, “Can you mention some places for vacation around your house?”, and “With whom do you usually go on vacation?”

Stage 2, students were asked to listen cassette containing a dialogue about “*at the beach*” and followed with answering questions about content of the text. Stage 3, post listening or follow up activity. With their pair students were asked to make free dialog with the topic that was relevant with vacation.

Observation was being conducted with two ways; (1) by listening conversation that they have conducted and filling the observation sheet (see appendix 5); (2) by asking opinion of students about paired dialog strategy with several questions (see appendix 7). Meanwhile observation after the process is conducted with demonstration of paired dialog.

b) Implementation of action 2

Action 2 in this CAR consists of learning activity of listening by using paired dialogue strategy as the follow up activity.

This cycle 2 was conducted on Thursday, July 26th, 2012. Predetermined theme in planning is vacation while the topic which is considered interest in this theme is at the beach, and the title of audio file (recording cassette) which is used is at “*the beach*”.

In implementing action, researcher conducts learning activity in classroom with the learning planning or the learning scenario which

has been determined. Before entering the learning stage, teacher said that English lesson at the time is listening with paired dialogue as follow up activity.

Firstly; implementing pre-listening activities, in this stage, teacher, after opening the lesson and greeting, shows people who are in vacation, equipments of vacation, and place of vacation to generate scheme of students. After showing the pictures, teacher continues with question and answer session which is related with vacation. Teacher communicates that they will perform paired dialogue activity.

Secondly: playing cassette to listening oral text containing a simple conversation 'at the beach'. Teacher, after the audio file is played, asks some questions about content of the oral text that is: (1) where does conversation happen?, (2) What does Happy want to do ?, and (3) What are they doing at there?.

Thirdly, playing cassette or listening audio file containing simple conversation 'at the beach' for the second, and after the end, students are asked to discuss about content of the text to direct and check comprehension of students about main content of the text about vacation at the beach.

Fourthly, conducting follow up activities in the form of paired dialogue. This activity starts by forming pair. Teacher comments that student independently choose his/her partner. This activity takes 6 minutes. Before making dialogue starts, students perform paired dialogue independently.

Fifthly, teacher observes and motivates students by walking around to each pairs. Sometimes students ask questions about term in English for certain expression that they have not mastered. In the end of lesson, teacher asks to students their opinion and impression about paired dialogue.

c) Observation 2

As in cycle 1, observation is conducted within and after learning process, observation which is conducted within learning activity in classroom is done by following dialogue whether students involved in dialogue in accordance with the topic and in English. While observation is conducted after learning process by asking opinion/impression of students about paired dialog strategy with some questions (see appendix 7). During observation, teacher makes notes of observation and fills observation sheet and also writes impressions of students about follow up activity. Observation after learning process is conducted on next session that is on Thursday, August 2nd, 2012

every pair was asked to demo his/her ability to perform paired dialogue.

Reviewed from impact of action 2 that is activeness and attitude of students during learning process, data is obtained that there are 8 from 10 pairs involved active and 2 pairs involved not/less active, and attitude of students toward paired dialogue strategy there are 6 pairs look happy and enthusiastic, 2 pairs look ordinary and 2 pair looks lack of interest. While reviewed from activeness in speaking 3 pairs are active, 5 pairs are active enough, and 2 pairs are less active.

Observation after learning process shows a slight improvement from cycle 1 that result of students' activeness in speaking demo shows that 6 students are active, 10 students are active enough, and 4 students are less active.

d) Analysis and Reflection

Cycle 2 was conducted by taking a setting that same with cycle 1 that is taking setting in language classroom. The aim of second cycle is to know whether paired dialogue technique makes students active in classroom. Activeness of students shows improvement that is 8 pairs involved active and 2 pairs involved less active. Presumable, this is caused by attraction to speak with friend which choosen base on

student independently choose his/her partner because it is not limited with formal questions based on texts that they have listened through recording cassette or MP3.

Result of observation of attitude is viewed from activity of students during dialogue. Students who look active involved in English dialogue are considered having an interest, students who look less enthusiastic is considered ordinary. Result of observation shows 6 pairs are happy and enthusiastic, 2 pairs are ordinary, 2 pair is lack of interest. To improve activeness, attitude of interest on this technique should be supported with a more interesting material and partner on each pairs should be repositioned because on this second action, the pairs are chosen by independently choose his/her partner not with his/her closest friend so there are pairs who get not an ideal partner. Attraction to speak will be increased if they paired with their most like that is close friend which their own choose.

Activeness in speaking using English language in dialogue shows slight improvement from first cycle that is 7 of 10 pairs look active enough and on the second cycle there are 8 pairs looks active enough. Presumable, this is because the conducive of atmosphere has started and well embedded. However because their mastery to vocabulary associated with the theme is not yet quite adequate (2 pairs

are less active) sometimes they use bahasa Indonesia to solve problem of vocabulary. To solve this problem, teacher should involve in their dialogue by telling words that they have not known. The students' activeness in speaking shows a slight improvement. Students should be supplied with a balanced portion between skill and other language components.

From the students answer, they will be more active, have an interest, and active in performing paired dialog if the topics and the dialogue materials are interesting for their life.

3) Actions in the third cycle

As in the first and second cycles, this cycle begins with planning, and then proceeds with actions, observations, analysis and reflections.

a) Planning in the third cycle

As in the cycles before this, planning in this cycle is conducted before the actions that consist of determining materials of lesson, allocating time, setting action strategies, observing, and preparing form of observation. Planning in this cycle is rather different with planning in the previous cycles. This is based on inputs of the students that they want to learn about their real experience in life. For the next, therefore, the agreed theme is 'education' and the agreed topic is

'school'. Time to perform is fully discussed within and the action planning is as follows:

Theme: Education

Topic: School

Time allocating: 1 x session (2 x 40 minutes = 80 minutes)

Action strategy: actions will be conducted with stages as follows:

Stage 1 (pre listening activity): The teacher showed pictures of some schools to the students. It he proceeded with question and answer session freely between the teacher and the students about education such as: what is your planning after graduating from MA Bustanul Ulum?, what do you want to be?, do you want to go to university?, what program or department do you want to choose in university?, And what subject do you like in this school?

Stage 2: The teacher would play cassette/MP3 containing a simple conversation with educational theme of "talking about school (Nicole's day at school)". He would proceed with question-answer session about content of the text.

Stage 3 (post listening /follow-up activity): Teacher would ask students to form pairs and make free conversation with the topic that relevant with their daily activity in the school.

Observation was being conducted with two ways; (1) by listening conversation that they have conducted and filling the observation sheet (see appendix 6); (2) by asking opinion of students about paired dialog strategy with several questions (see appendix 7). Meanwhile observation after the process is conducted with demonstration of paired dialog.

b) Implementation of action in cycle 3

Actions in cycle 3 take a same setting with actions in cycle 2 that is in classroom XI with little different in forming pairs and determining theme and topic of lesson. Students have been asked to form pairs with their closest friend and then follow the listening session with paired dialog strategy as follow-up activity.

This cycle was conducted on Tuesday, August 7th, 2012. In implementing actions, researcher conducted activities in classroom with determined learning design that are:

1. Conduct pre listening activities

2. Play cassette / MP3 to listen oral text in the form of conversation about “school”
3. Ask some questions to direct and check their comprehension
4. Replay the cassette / MP3 because many students disable to answer the questions and content of the text is discussed again
5. Conduct follow-up activities in the form of paired dialog
6. Observe dialogue of students
7. Ask comment of students about paired dialogue strategy

c) Observation in cycle 3

As in previous cycles, observation was conducted within and after learning process. Observation conducted within learning process was conducted by observing dialogue of the students and listening whether the students are involved in accordance with topic and used English. Then teacher asked students’ responses about paired dialog strategy with some questions (see appendix 4). During observation, teacher made notes of observation and filled observation sheet as well as wrote comments of students about follow-up activity. Meanwhile, observation after learning process was conducted on Tuesday, August 14th, 2012 each pair was asked to demonstrate their ability in paired dialogue.

From impact of action in the first cycle, activeness and attitude in learning process, data shows that most pairs (99%) actively involved in learning process. No one passively involved in learning process. Attitude of students toward paired dialogue strategy there are shows that 7 pairs looked happy and enthusiastic, 3 pairs looked ordinary, and no pair looked lack of interest. Meanwhile data of activeness in speaking shows that 7 pairs spoke actively, 3 pairs spoke quite actively and no pair was less active.

After learning observation shows better improvement than both the first cycle and the second cycle. Result of activeness in speaking test shows that 14 students were active, 5 students were quite active, and 1 student was less active.

d) Analysis and Reflection

The third cycle was conducted with same setting as the second cycle. From result of observation it can be analyzed that impact of action in the third cycle improved a quite significant. Score of activeness shows improvement that most pairs (99%) have actively involved. Presumably, it is because attractions that freely speaking between closest friends is very interesting because it is not limited with formal questions.

Attitude of students is reviewed from activities of the students during dialogue. Students who actively involved are considered happy and enthusiastic. Students who are not willing to involve is considered lack of interest. Students who involved but less enthusiastic are considered ordinary. Result of observation shows that 7 pairs are happy and enthusiastic, 3 pairs are ordinary, and no pair is lack of interest. This can be assumed that because the way to form paired dialogue is natural pairs that have been formed day to day so that they felt free to speak about school, subjects, and planning after graduating from MA Bustanul Ulum.

Activeness of speaking English in dialogue shows improvement from two cycles before, that is, 7 pairs were active, 3 pairs were quite active, and no pair was less active. Presumably, this is because conducive atmosphere has built. However, still one student who is less active. Occasionally, he used bahasa Indonesia to solve problem of vocabulary. Result of students' activeness in listening and speaking ability demo also shows a significant improvement. Meanwhile result of students' activeness shows improvement too that is from 20 students, 14 students were active, 5 students were quite active, and 1 student was less active.

When they were asked about their comments to paired dialogue activity, whether they like it: ‘do you like this activity?’ they answered “yes”. And 2 students asked “why is this activity not conducted since level X, Sir?”

There are 20 students who commented that they like this activity and assumed that this activity is very interesting and can improve their activeness in learn listening.

2. The Result of Questionnaire

To know about the students’ responses, the researcher gives questionnaire to the students and analyzed it. In the questionnaire, the research uses 10 questions. Below is the result of the questionnaire which was given to the students. The questionnaire was not given in the last meeting, but in the next English lesson in every cycle.

To make result clear, the researcher analyzed result of every number of the question one by one. To measure about the students’ responses, the researcher used the pattern below:

$$\textit{The score} = \frac{\textit{the total earned}}{\textit{total of the students}} \times 100\%$$

The questions in questionnaire can be seen in appendix 7.

a. The results of questionnaire in the first cycles

For question number 1, I am feel good when paired dialog strategy as a follow-up in learning listening? The results are:

Table 4.1 Result of Question Number 1

No.	Criteria	Result
1.	Very good	30%
2.	Good	35%
3.	Good enough	30%
4.	Not Good	5%

For question number 2, did you agree during pairs dialogue must use English language? The results are:

Table 4.2 Result of Question Number 2

No.	Criteria	Result
1.	Strongly agreed	0%
2.	Agreed	15%
3.	Less agreed	35%
4.	Disagrees	50%

For question number 3, does the strategy pairs dialog improve your motivation in listening? The results are:

Table 4.3 Result of Question Number 3

No.	Criteria	Result
1.	More motivated	0%
2.	Motivated	45%
3.	Less motivated	50%
4.	Not motivated	5%

For question number 4, does the listening material affect improve your motivation in the strategy of pairs dialog? The results are:

Table 4.4 Result of Question Number 4

No.	Criteria	Result
1.	More influential	10%
2.	Influential	55%
3.	Less influential	25%
4.	Not influential	10%

For question number 5, does the strategy of pair dialog improve your activeness in listening skills? The results are:

Table 4.5 Result of Question Number 5

No.	Criteria	Result
1.	Strongly agreed	0%
2.	Agreed	30%
3.	Less agreed	55%
4.	Disagrees	15%

For question number 6, does the strategy of paired dialog add your mastery in vocabulary? The results are:

Table 4.6 Result of Question Number 6

No.	Criteria	Result
1.	Strongly agreed	25%
2.	Agreed	35%
3.	Less agreed	35%
4.	Disagrees	5%

For question number 7, is paired dialog more enjoyable than asking and answering question in teaching listening? The results are:

Table 4.7 Result of Question Number 7

No.	Criteria	Result
1.	Strongly agreed	35%
2.	Agreed	45%
3.	Less agreed	10%
4.	Disagrees	10%

For question number 8, how paired dialog strategy as a follow-up activity is implemented for listening in the future? The results are:

Table 4.8 Result of Question Number 8

No.	Criteria	Result
1.	Strongly agreed	5%
2.	Agreed	55%
3.	Less agreed	20%
4.	Disagrees	20%

For question number 9, how paired dialog strategy is implemented in other foreign languages subject? The results are:

Table 4.9 Result of Question Number 9

No.	Criteria	Result
1.	Strongly agreed	5%
2.	Agreed	20%
3.	Less agreed	35%
4.	Disagrees	40%

For question number 10, how if you are listening material related to your daily act? The results are:

Table 4.10 Result of Question Number 10

No.	Criteria	Result
1.	Strongly agreed	40%
2.	Agreed	50%
3.	Less agreed	0%
4.	Disagrees	10%

b. The results of questionnaire in the second cycle

For question number 1, I am feel good when paired dialog strategy as a follow-up in learning listening? The results are:

Table 4.11 Result of Question Number 1

No.	Criteria	Result
1.	Strongly agreed	35%
2.	Agreed	60%
3.	Less agreed	5%
4.	Disagrees	0%

For question number 2, did you agree during pairs dialogue must use English language? The results are:

Table 4.12 Result of Question Number 2

No.	Criteria	Result
1.	Strongly agreed	5%
2.	Agreed	45%
3.	Less agreed	50%
4.	Disagrees	0%

For question number 3, does the strategy pairs dialog improve your motivation in listening? The results are:

Table 4.13 Result of Question Number 3

No.	Criteria	Result
1.	More motivated	15%
2.	Motivated	80%
3.	Less motivated	5%
4.	Not motivated	0%

For question number 4, does the listening material affect improve your motivation in the strategy of pairs dialog? The results are:

Table 4.14 Result of Question Number 4

No.	Criteria	Result
1.	More influential	40%
2.	Influential	50%
3.	Less influential	10%
4.	Not influential	0%

For question number 5, does the strategy of pair dialog improve your activeness in listening skill? The results are:

Table 4.15 Result of Question Number 5

No.	Criteria	Result
1.	Strongly agreed	15%
2.	Agreed	75%
3.	Less agreed	10%
4.	Disagrees	0%

For question number 6, does the strategy of paired dialog add your mastery in vocabulary? The results are:

Table 4.16 Result of Question Number 6

No.	Criteria	Result
1.	Strongly agreed	40%
2.	Agreed	60%
3.	Less agreed	0%
4.	Disagrees	0%

For question number 7, is paired dialog more enjoyable than asking and answering question in teaching listening? The results are:

Table 4.17 Result of Question Number 7

No.	Criteria	Result
1.	Strongly agreed	45%
2.	Agreed	50%
3.	Less agreed	5%
4.	Disagrees	0%

For question number 8, how paired dialog strategy as a follow-up activity is implemented for listening in the future? The results are:

Table 4.18 Result of Question Number 8

No.	Criteria	Result
1.	Strongly agreed	25%
2.	Agreed	65%
3.	Less agreed	10%
4.	Disagrees	0%

For question number 9, how paired dialog strategy is implemented in other foreign languages subject? The results are:

Table 4.19 Result of Question Number 9

No.	Criteria	Result
1.	Strongly agreed	20%
2.	Agreed	60%
3.	Less agreed	20%
4.	Disagrees	0%

For question number 10, how if you are listening material related to your daily act? The results are:

Table 4.20 Result of Question Number 10

No.	Criteria	Result
1.	Strongly agreed	70%
2.	Agreed	20%
3.	Less agreed	10%
4.	Disagrees	0%

c. The results of questionnaire in the third cycle

For question number 1, I am feel good when paired dialog strategy as a follow-up in learning listening? The results are:

Table 4.21 Result of Question Number 1

No.	Criteria	Result
1.	Strongly agreed	90%
2.	Agreed	10%
3.	Less agreed	0%
4.	Disagrees	0%

For question number 2, did you agree during pairs dialogue must use English language? The results are:

Table 4.22 Result of Question Number 2

No.	Criteria	Result
1.	Strongly agreed	50%
2.	Agreed	50%
3.	Less agreed	0%

4.	Disagrees	0%
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For question number 3, does the strategy pairs dialog improve your motivation in listening? The results are:

Table 4.23 Result of Question Number 3

No.	Criteria	Result
1.	More motivated	95%
2.	Motivated	5%
3.	Less motivated	0%
4.	Not motivated	0%

For question number 4, does the listening material affect improve your motivation in the strategy of pairs dialog? The results are:

Table 4.24 Result of Question Number 4

No.	Criteria	Result
1.	More influential	80%
2.	Influential	20%
3.	Less influential	0%

4.	Not influential	0%
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For question number 5, does the strategy of pair dialog improve your activeness in listening skill? The results are:

Table 4.25 Result of Question Number 5

No.	Criteria	Result
1.	Strongly agreed	70%
2.	Agreed	30%
3.	Less agreed	0%
4.	Disagrees	0%

For question number 6, does the strategy of paired dialog add your mastery in vocabulary? The results are:

Table 4.26 Result of Question Number 6

No.	Criteria	Result
1.	Strongly agreed	75%
2.	Agreed	25%
3.	Less agreed	0%

4.	Disagrees	0%
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For question number 7, is paired dialog more enjoyable than asking and answering question in teaching listening? The results are:

Table 4.27 Result of Question Number 7

No.	Criteria	Result
1.	Strongly agreed	80%
2.	Agreed	20%
3.	Less agreed	0%
4.	Disagrees	0%

For question number 8, how paired dialog strategy as a follow-up activity is implemented for listening in the future? The results are:

Table 4.28 Result of Question Number 8

No.	Criteria	Result
1.	Strongly agreed	65%
2.	Agreed	35%
3.	Less agreed	0%

4.	Disagrees	0%
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For question number 9, how paired dialog strategy is implemented in other foreign languages subject? The results are:

Table 4.29 Result of Question Number 9

No.	Criteria	Result
1.	Strongly agreed	70%
2.	Agreed	30%
3.	Less agreed	0%
4.	Disagrees	0%

For question number 10, how if you are listening material is related to your daily act? The results are:

Table 4.30 Result of Question Number 10

No.	Criteria	Result
1.	Strongly agreed	95%
2.	Agreed	5%
3.	Less agreed	0%

4.	Disagrees	0%
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B. Discussion

Here result of research that has been described above whether in the form of factual, theoretical and even practical implication from paired dialog strategy as follow-up of listening skill in MA Bustanul Ulum will be discussed.

1. The implementation of Paired Dialog as Follow-Up Activity

In fact, the implementation of paired dialog strategy can be conducted as follow up of listening skill in MA Bustanul Ulum. This can be shown by data from result of observation in classroom while the lesson had been taught or from comments of the students. In other words, classroom action research in the form of paired dialogue can be said to be successful. But the success should through three cycles.

In every action research always starts with planning and in every planning of cycle scenario of learning always are planning containing steps that will be applied in actions. Several steps in relation with a successful action are: pre listening activity, materials of listening, and pairs forming.

Steps conducted in pre listening activity had an aim to generate scheme of students by mean of showing pictures and interrelating experience and knowledge own by students with theme and topic of listening lesson. Through a number of questions, students can interrelate experience to theme and

appreciate the mastery of vocabulary they have owned. Also with pictures that match to the topic, students become more ready to focus and participative actively in learning process.

Materials should be in accordance with the interests of students that close to the daily life of students so that support the successful action. At the time of first cycle the theme was “trade and industry”, not many students involved actively and enthusiastic. At the time of second cycle the theme was “vacation”, some students involved actively and enthusiastic. Finally, at the time of third cycle when the theme had relation with the real life of students is “school” all students looked actively and enthusiastic. Students look active in performing dialogue to improve their activeness in listening skill, and creative to find new vocabularies that they have not known before. Learning by paired dialog strategy is very effective because at the same time all students increase their mastery of vocabulary. Learning activity becomes very enjoyable because students feel not afraid in listening lesson; they did not answer the questions between teacher and students randomly. They feel not afraid to make mistake in relation with grammar because they made dialogue with their closest friends.

Pairs forming also determine the successful action. In the first cycle, pairs were formed by the teacher based on student list in order students looks lack of active and interest. But when they freely choose their friend to form their

pairs students who match their partner were able to perform dialogue while students who were less suitable with their partner were able to perform dialogue. When pairs are formed in accordance with desire of students so activeness of action can produce maximal results that all students (99%) involved in paired dialog activity.

Theoretically, the strategy of 'paired dialogue' is a very appropriate strategy for follow-up in teaching listening, because the 'paired-dialog' can be implemented in learning listening with speaking, reading, and writing. Thus, the strategy of paired-dialog is very helpful to improve the students' activeness in listening skill; it can be implemented to any learning foreign language, not only English and Arabic.

According to Johnson learning in the classroom should be linked to real of students' life⁷². Paired Dialogue is a learning activity which is authentic in its nature; it means that, the realities in everyday life. By performing paired dialog, students must develop initiative to ask and answer questions which is not only based on the content of listening subject but also based on their knowledge of the topic of listening material.

By performing paired-dialogue strategy, students can listen and speak at once, so that skills are developed in productive and receptive at once, no one

⁷² E Johnson, *Contextual teaching and Learning...*

can possibly learn to speak without listening first⁷³. Through the strategy of ‘paired dialogue’ a person not only learns to listen but also speak.

In the implementation of the teaching learning which has to improve a comfortable atmosphere, conducive, not tense and scared, the teacher always gives motivation and examples of correct pronunciation in speaking, and always gives the inspiration for practiced English on daily activities, either through conversation or by turning the cassette containing the recorder of listening materials which are suitable with student ability in listening comprehension.

2. The student responses from questionnaire

Based on the result of the questionnaire, the explanations are presented here. In students preference of paired dialog strategy as a follow up activity in listening, from 20 students, in the *first* cycle; 6 students (30%) strongly like it, 7 students (35%) like it, 6 students (30%) less like it, and 1 student (5%) did not like it. This is assumed that because the partner is still determined by teacher and also the material not interested for students. In the *second* cycle; 7 students (35%) strongly like it, 12 students (60%) like it, 1 student (5%) less like it, and no one of them (0%) did not like it. This is assumed that because the partner with independently choose partner and also the material were less

⁷³ <http://www.crickcrackclub.com/CRICACK/EDUCSPLF/HTML>.(Accessed on Saturday, 7 Augustus 2012 at 08.05 p.m.)

interested for students. In the *third* cycle; 18 students (90%) strongly like it, 2 students (10%) like it, no one of them less like and did not like it (0%). This is assumed that because the partner is closest friend and also the material of listening are related with the students' real life⁷⁴.

Furthermore, the student responses of the paired dialog strategy were improved their activeness in listening skills. For question number two, in the *first* cycle; no one students (0%) strongly agree, 3 students (15%) agree, 7 students (35%) less agrees, and 10 students (50%) disagrees. Presumable, this is because the students face difficulties of vocabulary in listening material. In the *second* cycle; 1 student (5%) strongly agreed, 9 students (45%) agreed, 10 students (50%) less agreed, and no one student (0%) disagreed. Presumable, this because the conducive of atmosphere has started well embedded and the students face less difficulties of vocabulary. In the *third* cycle; 10 students (50%) strongly agreed, 10 students (50%) agreed, and no one was less agreed or disagreed (0%). Presumable, it is because the difficulty of vocabularies was not faced by students so attractions that speaking between friends is not limited with formal question based on text which has been listened.

For question number three, in the *first* cycle; no one (0%) felt more motivated, 9 students (45%) felt motivated, and 10 students (50%) less motivated and 1 student (5%) were not motivated. Presumable, it is because of

⁷⁴ E Johnson, *Contextual teaching and Learning*, (California: Corwin Press, 2001), hal.42

their partner of pair is still determined by teacher. In the *second* cycle; 3 students (15%) felt more motivated, 16 students (80%) felt motivated, 1 student (5%) felt less motivated, and no one student (0%) were not motivated. Presumable, it is because of their partner of speaking is not ideal partner. In the *third* cycle; 19 students (95%) felt more motivated, 1 student (5%) felt motivated, and no one student were less or not motivated (0%). Presumable, it is because of their partner of speaking is ideal partner.

For question number four, in the *first* cycle; 2 students (10%) felt topic of listening is more influential to their motivated, 11 students (55%) felt influential, 5 students (25%) felt less influential, and 2 students (10%) were not influential. Presumable, it is because of listening material is difficult to comprehensible by students' mastering in vocabulary. In the *second* cycle 8 students (40%) felt more influential, 10 students (50%) felt influential, 2 students (10%) felt less influential, and no one felt (0%) was not influential. Presumable, it is because of students' comprehend with listening material has started well embedded in students' mastering of vocabulary. In the *third* cycle; 16 students (80%) felt more influential, 4 students (20%) felt influential, and no one was less or not influential (0%). Presumable, it is because of listening material is comprehensible by students mastering in vocabulary.

For question number five, in the *first* cycle; no one student (0%) was more improved activeness by paired dialog strategy, 6 students (30%) improved, 11 students (55%) less improved, 3 students (15%) were not improved. Presumable, it is because of their partner of pair is still determined by teacher. In the *second* cycle; 3 students (15%) more improved, 15 students (75%) improved, 2 students (10%) less improved, and no one (0%) was not improved. Presumable, it is because of their partner of dialogue is not ideal partner. In the *third* cycle 14 students (70%) more improved, 6 students (30%) improved, and no one was less or not improved (0%). Presumable, it is because of their partner of dialogue is ideal partner.

For question number six, in the *first* cycle; 5 students (25%) strongly agreed which paired dialog in listening add their mastering of vocabulary, 7 students (35%) agreed, 7 students (35%) less agreed, and 1 student (5%) was not agree. Presumable, it is because listening material is difficult to comprehensible by students. In the *second* cycle; 8 students (40%) strongly agreed, 12 students (60%) agreed, and no one student (0%) was not less or disagrees. Presumable, it is because students' comprehension with listening material has started well embedded. In the *third* cycle; 15 students (75%) strongly agreed, 5 students (25%) agreed, and no one student (0%) was less or disagrees. Presumable, it is because listening material is comprehensible by students.

For question number seven, in the *first* cycle; 7 students (35%) strongly agreed that paired dialog was more enjoyable than asking and answering question randomly in listening lesson, 9 students (45%) agreed, 2 students (10%) less agreed, and 2 students (10%) disagreed. Presumable, it is because students is enjoyed with the material of listening. In the *second* cycle; 9 students (45%) strongly agreed, 10 students (50%) agreed, 1 student (5%) less agreed, and no one (0%) student disagreed. Presumable, it is because students is more enjoyed with the material of listening than before. In the *third* cycle; 16 students (80%) strongly agreed, 4 students (20%) agreed, and no one student (0%) was less or disagrees. Presumable, it because students is strongly enjoyed with the material of listening.

For question number eight, in the *first* cycle; 1 student (5%) strongly agreed which the implemented of paired dialog strategy as a follow-up activity for listening in the future, 11 students (55%) agreed, 4 students (20%) less agreed, and 4 students (20%) were disagree. Presumable, it because students less enjoyed with paired dialog strategy. In the *second* cycle; 5 students (25%) strongly agreed, 13 students (65%) agreed, 2 students (10%) less agreed, and no one students (0%) was disagree. Presumable, it because students is more enjoyed with paired dialog strategy than before. In the *third* cycle; 13 students (65%) strongly agree, 7 students (35%) agree, and no one

student (0%) was less or disagrees. Presumably, it because students is strongly enjoyed with paired dialog strategy.

For question number nine, in the *first* cycle; 1 student (5%) strongly agreed that the implemented paired dialog strategy is implemented in other foreign languages subject, 4 students (20%) agreed, 7 students (35%) less agreed, and 8 students (40%) were disagree. Presumably, it is because students felt motivated if learning foreign languages by paired dialog strategy. In the *second* cycle; 4 students (20%) strongly agreed, 12 students (60%) agreed, 4 students (20%) less agreed, and no one student (0%) was disagreed. Presumably, it is because students felt more motivated if learning foreign languages by paired dialog strategy. In the *third* cycle; 14 students (70%) strongly agreed, 6 students (30%) agreed, and no one student (0%) was less or disagrees. Presumably, it is because students felt strongly motivated if learning foreign languages by paired dialog strategy.

For question number ten, in the *first* cycle; 8 students (40%) strongly agreed if their listening material is related with their daily act, 10 (50%) students agreed, no one student (0%) less agree, and 2 students (10%) were disagreed. Presumably, it is because the listening material was less related with students' daily act. In the *second* cycle; 14 students strongly (70%) agreed, 4 students (20%) agreed, 2 students (10%) less agree, and no one student (0%) was disagree. Presumably, it is because the listening material is

closely related with students' daily act. In the *third* cycle; 19 students (95%) strongly agreed, 1 student (5%) agreed, and no one student (0%) was less or disagrees. Presumable, it is because the listening material is related with students' daily act.

Based on the students' responses of the strategy, responses of the topic also explain. For the attractive topic, it is showed by question number four in the *third* cycle; 80% students felt the topic was interesting if the theme had relation with the real life of students, 20% felt less interesting, and no one student was not agree. Also for the activeness according to the topic, 80% students felt the topic help them more active, 20% felt unhelpful by the topic and no one students disagree.

Based on the findings, analysis, and reflection of classroom action research, the researcher concludes that paired dialogue strategy is one of strategies to improve students' activeness, make teachers and students are not bored in learning listening, and also made up the design of teaching-learning process that makes learning listening an active.

Therefore, based on result of observation and reflection of action in cycle 1, 2, and 3 the researcher concludes that paired dialog strategy as follow-up in listening skill at MA Bustanul Ulum has achieved a successful level. It can be proved that more than 99% students get active in listening when this strategy implemented.

Also most of them want that the paired-dialog strategy to use as follow-up activity in listening for 12th grade.