

**THE USE OF CUED RETELL TEACHING STRATEGY TO
IMPROVE STUDENTS' LISTENING COMPREHENSION OF
SHORT MONOLOGUES**

**(Classroom Action Research At Eleventh Grade Students of MA Darussalam
Kota Bengkulu in Academic Year 2018/2019)**

THESIS

**Presented as Partial Requirement for Sarjana Degree (S.Pd)
in English Language Education**



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RATIFICATION

This is to certify that the thesis entitled: **“The Use Of Cued Retell Teaching Strategy To Improve Students’ Listening Comprehension Of Short Monologues (Classroom Action Research at Eleventh Grade Students’ of MA Darussalam Kota Bengkulu in Academic Year 2018/2019)”** by: **Heli Supriati (NIM. 1416232840)** has been approved by the Board of Thesis Examiners as the requirement for the degree of **Sarjana Pendidikan (S.Pd)** in English Education.

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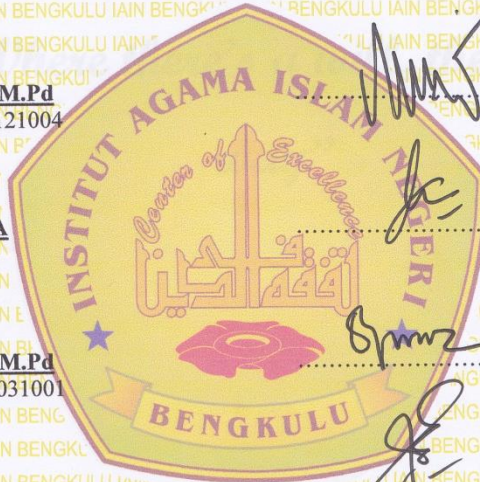
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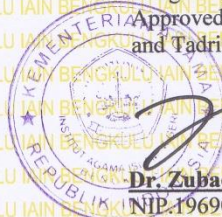
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MOTTO

*To get a success, your courage
must be greater than your fear*

Because...

*“Where there’s a will, there’s a
way”*

DEDICATION

With gratitude and all my love, this thesis is dedicated to:

1. My beloved father (Mansuhar) and my beloved mother (Hurni Wati) thanks for their endless prayers, supports, love, motivation, and affection. I will be the best one for you all.
2. My beloved brothers Radeson S.Pd and Yodi Tarmisi S.Pd thanks for their prayers, supports, and love so I can finished my thesis and achieved my dream.
3. All of my families who had supported and pray to me. Thank you so much.
4. My first advisor Dr. Syamsul Rizal M.Pd. and my second advisor Feny Martina M.Pd thanks for your time, critics, advices, suggestions, guidances, kindness and everything that made me spirit to conduct this thesis well.
5. All lectures who teachers in Tarbiyah and Tadris Faculty, especially in English Education Study Program. Thanks for everything you have taught me.
6. My best friends Putri, Adetia, Umi Junita, Dhea, Rosella, thank you for all of you had given to me helping, support and for all of your information during the finishing this thesis.
7. All of my friends from English study program, especially TBI D classroom in the academic years 2014 thank you for all of you had given to me helping, support and for all of your information during the finishing this thesis. I hope we will be succes in the future. Aaminnn.
8. My Almamater and belovedly campus IAIN Bengkulu.

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PRONOUNCEMENT

Name : Heli Supriati

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I hereby sincerely state that the thesis title “The Use Of Cued Retell Teaching Strategy To Improve Students’ Listening Comprehension Of Short Monologues (Classroom Action Research At Eleventh Grade Students Of MA Darussalam Kota Bengkulu In Academic Year 2018/2019)” is real my masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis had discrepancies, I am writing to take the academy sanction in the form of repealing my thesis and academic degree.

Bengkulu, February 15, 2019

Stand by,

Heli Supriati

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ABSTRACT

Heli Supriati. (2019). *The Use Of Cued Retell Teaching Strategy To Improve Students' Listening Comprehesion Of Short Monologues (Classroom Action Research at Eleventh Grade Students of MA Darussalam Kota Bengkulu in Academic Year 2018/2019)*. Advisor I: Dr. Syamsul Rizal M.Pd, Advisor II: Feny Martina, M.Pd.

The problems of the research were: (1) the teacher did not use specific strategy in teaching listening comprehension; (2) the quality of audio was not good for students to listen; (3) the frequency of listening comprehension was too few for the students; (4) students learning motivation was low; (5) the students' skill in english, especially in listening comprehension still needed improvement; (6) the students felt depression and worries during listening comprehension because the speakers spoke too fast for them; (7) the students had serious problems in english vocabulary mastery; and (8) the students could not finish their listening task in the classroom. The aim of the research was to investigate whether *Cued Retell Teaching Strategy* can improve listening to improve students' listening comprehension of short monologues at eleventh grade students of MA Darussalam Kota Bengkulu in academic year 2018/2019. This research used Classroom Action Research (CAR) method. The subjects of the research were the eleventh grade students of MA Darussalam Kota Bengkulu in academic year 2018/2019 that consisted of 11 students. The data were collected through listening comprehension test, observation sheet, interview, and documentation. The result showed that *Cued Retell Teaching Strategy* could improve students' listening comprehension of short monologues at eleventh Grade Students of MA Darussalam Kota Bengkulu in Academic Year 2018/2019. Quantitatively, it can be proved from the comparison of the students' average score in pre-assessment (61.22) and the students' average score in cycle III (75.43). Qualitatively, it can be proved from the students' better behaviour and dicipline during the lesson in cycle III: the students brought dictionaries during the lesson; the students came on time to the class; the students paid serious attention to the lesson and avoided indicipline activities during the lesson.

Key Words: *Cued Retell Teaching Strategy, Listening Short Monologues.*

ABSTRAK

Heli Supriati. (2019). *Meningkatkan Kemampuan Pemahaman Listening Monolog Singkat dengan Strategi Pengajaran Cued Retell (Penelitian Tindakan Kelas pada Siswa Kelas Sebelas MA Darussalam Kota Bengkulu Tahun Ajaran 2018/2019)*. Pembimbing I: Dr. Syamsul Rizal, M.Pd, Pembimbing II: Feny Martina, M.Pd.

Masalah dalam penelitian ini adalah: (1) guru tidak menggunakan strategi tertentu dalam mengajar mendengar; (2) kualitas audio yang digunakan tidak bagus untuk di dengar siswa; (3) frekuensi belajar listening terlalu sedikit; (4) motivasi belajar siswa yang rendah; (5) kemampuan bahasa inggris siswa rendah, terutama kemampuan mendengar butuh perbaikan; (6) siswa merasa depresi dan khawatir selama belajar mendengar pemahaman karena pembicara di anggap berbicara terlalu cepat; (7) siswa memiliki masalah pada penguasaan kosa kata; dan (8) siswa tidak dapat menyelesaikan tugas mendengarnya di kelas. Tujuan penelitian ini adalah untuk menyelidiki apakah strategi pengajaran *Cued Retell* dapat meningkatkan kemampuan mendengar pemahaman monolog pendek pada siswa kelas sebelas MA Darussalam Kota Bengkulu tahun ajaran 2018/2019. Penelitian ini menggunakan metode Penelitian Tindakan Kelas (PTK). Subjek analisis pada penelitian ini adalah siswa kelas sebelas MA Darussalam Kota Bengkulu tahun ajaran 2018/2019 yang terdiri dari 11 siswa. Pengumpulan data dilakukan dengan tes mendengar pemahaman, observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa strategi pengajaran *Cued Retell* dapat meningkatkan kemampuan mendengar pemahaman monolog pendek pada siswa kelas sebelas MA Darussalam Kota Bengkulu tahun ajaran 2018/2019. Secara kuantitative, peningkatan tersebut dapat dilihat dari perbandingan nilai rata-rata siswa pada penilaian awal (61.22) dan nilai rata-rata siswa pada tes siklus III (75.43). Secara kualitatif, peningkatan dapat dilihat pada sikap dan disiplin siswa yang semakin membaik selama proses belajar pada siklus III: siswa membawa kamus saat belajar; datang tepat waktu ke kelas, siswa memperhatikan pelajaran dengan serius dan menghindari tindakan tidak disiplin selama pelajaran berlangsung.

Key Words: *Strategi Pengajaran Cued Retell, Mendengar Monolog Pendek.*

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Shalawat and *salam* is also sent to Prophet Muhammad SAW, who had change everything from the darkness to the lightness. In the process of writing this thesis, there are many people provided motivation, advice and support the researcher. In this valuable chance, the researcher aims to express the deeply gratitude and appreciation to all of them. The researcher presents her sincere appreciation to:

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3. Feny Martina, M.Pd as the Head of English Department
4. Advisor, Dr. Syamsul Rizal, M.Pd and Co-Advisor, Feny Martina, M.Pd
5. All of English lecturers and administration staffs of IAIN Bengkulu.

It is hoped that this undergraduate-thesis will be useful for all readers. Then, the researcher also realizes that this thesis is still not perfect yet, therefore critics, correction, and advice from the readers are very expected to make it better. Finally, Allah SWT my always bless us in peace life.

Bengkulu, February, 2019

The Researcher

HELI SUPRIATI

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Listening is one of important skill in English communication. The first thing that people do in communication is listening their speaking partner. Therefore, in learning English at sechools, learning listening comprehension is also necessary for students. Listening comprehension in the context of education means that a process of building meaning through oral conversation in every day life. Therefore, in Indonesian curriculum, listening comprehension must be taught in English class.

Listening is a very important skill for students in learning English. However, mostly in Indonesia in schools, such as high schools, most of the students rarely learn listening in English even they did not learn listening comprehension intensively. It is widely known that listening is more than just perception of sounds, although perception is the foundation. Listening also includes comprehension of meaning bearing-words, phrases, clues, sentences, and connected discourse.

In general, there were some difficulties found by students in listening comprehension. The *first* is the *quality of the recorded materials*¹. In some classes, teachers use some recorded materials that do not have high quality. If

¹Abbas Pourhosein Gilakjani & Narjes Banou Sabouri. *Journal of English Language Teaching Canadian Center of Science and Education*, Learners' Listening Comprehension Difficulties in English Language Learning: A Literature Review, Vol. 9, No. 6; 2016, P. 127.

the materials are not good, the students will be difficult to catch the actual sounds. As the result, information can not be got and comprehended by the students. It means that the quality of sound system can impact the comprehending of learners' listening.

The second were *worries and stress*². In listening materials, the native speakers always speak fast. For the students who focus on word per word what they listen, they will get worried when they miss something in they listening, even they will get stressed when the missing word more and more. This situation makes the students worries and stress because they have missed important information in their lesson and they feel fail in their lesson. In this situation, most students are stress and loose control of their emotion. As the result, they get nothing from the listening activities that they have conducted.

The *third* were *unfamiliar vocabulary*³. According to Sabouri, when listening texts contain known words it would be very easy for students to them. If students know the meaning of words this can arouse their interest and motivation and can have a positive impact on the students' listening comprehension ability. A lot of words have more than one meaning and if they are not used appropriately in their appropriate contexts students will get confused. It means that vocabulary mastery can be one of important aspects in mastering listening comprehension.

²Peny Ur. *A Course in Language Teaching: Theory and Practice*, New York: Cambridge University Press, 2009, P.43

³Abbas Pourhosein Gilakjani & Narjes Banou Sabouri. *Loc Cit.* P. 127.

The fourth were *speed* and *duration*⁴. Ur stated that level of students can have a significant role when they listen to long parts and keep all information in their mind. It is very difficult for lower level students to listen more than three minutes long and complete the listening tasks. Short listening passages make easy listening comprehension for learners and reduce their tiredness. speed can make listening passage difficult. If the speakers speak too fast students may have serious problems to understand L2 words. In this situation, listeners are not able to control the speed of speakers and this can create critical problems with listening comprehension. In short, fast speed will be a big problem for the students to understand, and long duration of listening activities will make students tired and make the students difficult to concentrate.

Based on my observations at MA Darussalam Kota Bengkulu class XI school on February 6, 2018. I observed the teacher's teaching strategy. In teaching listening, especially in opening activity, the teacher did not motivate the students and explain the procedures of a good listening. In main teaching, the teacher only became an operator. He played the audio from his laptop without discussing about the students' error and giving more detail procedures of listening comprehension. The quality of speaker/audio was not really. It seemed that the students were difficult to listen. As the result, the students looked not understand about the materials. They only guessed the answer based on their feeling. At the closing, the teacher did not review the students mistakes and left the class without discussing the students' exercise. The students only

⁴Peny Ur. *Loc Cit.* P. 43.

collected their exercise on the table. Another problem is the media and tools of listening comprehension activities. The teacher used a small speaker to teach students. The sound was really low.

On the other hand, the students seemed not interested in learning listening. They did not focus on the lesson, even some students did other activities during the lesson, like access their handphone, chatting with friends, and some of them sleeping.

To make sure the students' problems in this classroom, the researcher interviewed the English teacher and some students. The teacher said that most of the students have problems with listening comprehension, especially in listening monologues. The students' skill in listening comprehension still needed improvement. As the teacher he said that he always tries to encourage students to learn English, especially listening comprehension. The students always asked the teacher to play the audio more than three times because they thought that the speakers speak too fast for them.

Then, the students said that English is difficult lesson, especially listening comprehension. The students can not catch the sound because the speakers speak very fast. The students have problem listening of monologue because they do not understand about what the speaker said perfectly. They have problems in English vocabulary mastery. They found many unfamiliar vocabulary said by the speakers. Therefore, they can not remember the information explained in monologue. As the result, they can not answer

questions after listening the monologue. In addition, the students also felt depression with English lesson, especially learning listening comprehension.

Based on the observation and interview above, it can be concluded that the problems in this classroom is in the students themselves and the teacher's teaching strategy. The students have low skill in listening comprehension because the teaching strategy used by the teacher is not appropriate for the students. The students need teaching strategy that make them comfortable to learn with various innovative activities in order to motivate them to learn seriously. Then, the quality of audio is not really good. It makes the students difficult to listen the information stated from the audio. In addition, the students also have problems in listening speed and vocabulary mastery. That's why they have low skill of listening comprehension and feel depression in learning listening.

To solve this problem, the researcher offers an effective strategy for students, especially for learning listening comprehension of monologues. The strategy is called *Cued Retell Teaching Strategy*. The strategy was firstly introduced by Doyle in 2000. *Cued Retell Teaching Strategy* is a cooperative learning strategy that gives students an opportunity to recall content information that they are listening, either in oral or written format⁵. This strategy will help the students because they recall several times the oral text and transfer it into written format. They will be understand perfectly about the content of listening monologues that they are listening. The oral *cued retell*

⁵Margaret Bouchard. *Comprehension Strategies for English Language Learners*. Scholastic, New York. 2005. P. 112.

section and written cued section have their own procedures to help the students, especially in overcoming problems in unfamiliar vocabulary, listening speed, and offering enjoyable and challenging learning atmosphere.

Based on the problem analysis above, the researcher wants to do research in the area of listening comprehension. Therefore, the researcher is interested in doing research entitled *The Use of Cued Retell Teaching Strategy to Improve Students' Listening Comprehension of Short Monologues (Classroom Action Research at Eleventh Grade Students' of MA Darussalam Kota Bengkulu in Academic Year 2018/2019)*.

B. Identification of the Problem

The problems of this research can be identified that the eleventh Grade Students of MA Darussalam Kota Bengkulu, still have problems in understanding listening comprehension; they are: (1) the teacher did not use specific strategy in teaching listening comprehension; (2) the quality of audio is not good for students to listen; (3) the frequency of listening comprehension is too few for the students; (4) students' learning motivation is low; (5) the students' skill in English, especially in listening comprehension still need improvement; (6) the students felt depression and worries during listening comprehension because the speakers speak too fast for them; (7) the students have serious problems in English vocabulary mastery; (8) the students can not finish their listening task in the classroom.

C. Limitation of the Problem

There were many problems happened in the classroom, but the researcher could not overcome all problems. This research only limited to improve students' listening comprehension of short monologues at the eleventh grade students of MA Darussalam Kota Bengkulu in academic year 2018/2019. In other words, the research focused on how *Cued Retell Teaching Strategy* can improve the students' listening comprehension of Short Monolog conversation.

D. Research Question

From the problems above, the research question for this study is: How can *Cued Retell Teaching Strategy* improve students' listening comprehension of short monologues at eleventh grade students of MA Darussalam Kota Bengkulu in academic years 2018/2019?

E. Research Objectives

To investigate: whether *Cued Retell Teaching Strategy* can improve listening to improve students' listening comprehension of short monologues at eleventh grade students of MA Darussalam Kota Bengkulu in academic year 2018/2019.

F. Significance of the Research

The result of this research is expected to give information to students, teachers, and institution (school). The significances of this research are:

1. To inform the students that listening skill is one of important skill in learning English.
2. To encourage the students that in listening skill they should apply specific strategy.
3. To motivate students in learning listening skill more seriously because by listening they will get much knowledge.
4. As an information for the teachers about one kind of teaching strategy in English, especially in teaching listening in order to improve their students' potency in English listening skill.

G. Definition of Key Terms

1. *Listening Comprehension* is a process of building meaning through oral text or spoken language in various texts form and contain meaning.
2. *Short Monolog* is a short speech by one person in explaining a topic; the form of short monologues can be narrative, announcement, narrative, procedure, radio news, and instruction.
3. *Cued Retell Teaching Strategy* is one of teaching strategy especially for listening comprehension that used a concept of cooperative learning strategy to gives students an opportunity to recall content information that they are listening, either in oral or written format.

CHAPTER II

LITERATURE REVIEW

A. The Concept of Listening Comprehension

1. The Definition of Listening Comprehension

Listening is the natural precursor to speaking; the early stages of language development in a person's first language (and in naturalistic acquisition of other languages) are dependent on listening. It is an evidence that listening is an important skill in the process of foreign language learning. To give clear limitation of listening comprehension, it is necessary to define it based on experts in educational field. Listening is the basis for the development of all other skills and the main channel through which the student makes initial contact with the target language and its culture. It means that through active listening, students acquire vocabulary and syntax, as well as better pronunciation, accent and intonation. in this case, to have good listening skill of English, it needs long process.

Listening comprehension can be defined in some ways based on the experts. Setiyadi stated that listening can be defined as the activity of getting the message from spoken language involves varieties of listeners' skills of identifying the sounds and combining them into meaningful units,

constructing the meanings of spoken language use in a particular situation, and responding them appropriately⁶. It is clear that to understand the message from the sound, the students should combine their skill by constructing meaning of what they have listened, then, it is possible for them to give correct respond for the message. Based on definition above, listening is one activities students to getting the information from spoken wiht combine some their skill to getting clear information.

According Devito in Flojo explained five steps in the listening process which can help the students, the steps are⁷: (1) *Receiving the speaker's message*. Messages, both verbal and Non-verbal, consist of words as well as gestures, facial expressions, and variation in volume and tone. The listeners take note of both the verbal and non-verbal elements of the messages. In short, this process is as receiving message sent by the speaker; (2) *Determining what the speaker means*. Understanding takes into consideration the thoughts that are expressed as well as the emotional tone that accompanies these thoughts. It likewise includes establishing links between what the listeners know about the topic and the new information from the speakers. In short, this process is as understanding what the speaker said; (3) *Retaining messages for at least some period of time*. The listener actually doesn't remembers what was said, but what she or he thinks, as recalled, was said. A listener seldom quotes the exact words of the

⁶Bambang Setiyadi. *TEFL 2*, Jakarta, Universitas Terbuka, 2008, P. 4.15.

⁷Ofelia Oracion Flojo, *Curriculum and Instruction: The Teaching of English*, 2011, P. 11. Retrieved from online on March 14, 2018 from <http://www.Teaching English. Fourskills.au/WP-Content/curriculum and inastruction.pdf>.

speaker unless he or she finds a word, phrase, or something worth quoting. In short, this process is as remembering what the speaker means; (4) *Evaluating or weighing what was said*. The listener judges the worth of the ideas shared by the speaker. He or she assesses them in the light of what he or she knows about the topic taking into account the logic of the presentation. In short, this process is as evaluating what was said based on what the listeners know about the topic; (5) *Sending signals* to let the speaker know that he has understood and *responding* to him after he has stopped talking. This marks the start of a new cycle where the listener takes his turn as a speaker. In short, this process is as responding to the speaker the moment she/he stopped talking. From the explanation above, it can be concluded that the underlined point of listening comprehension is how the students can get the message and interpret it. It is also important to know that listening involve some different types to master it both linguistic and non linguistic skills. In the process of receiving message of listening comprehension, the appropriate steps are important to apply.

Then, listening comprehension can also define as learning to function successfully in real life listening situations to make sense all what real life listening, and what sorts of things the listener needs to be able to do in order to comprehend satisfactorily in a variety of situations.⁸ From the some definition above, it can be concluded that listening comprehension is a process of getting information from other people by using ears that involve

⁸Penny Ur. *A Course in Language Teaching*, Cambridge University Press, USA, 1996, P. 18.

mental process and then the information need identification and interpretation which concerned to real life situation.

From the explanation above, it can be concluded that listening comprehension is a process of constructing meaning of aural text that has function in real life situation through some procedures, namely: receiving, constructing meaning, retaining message, evaluating the information, and responding. In other words, listening is not only listening conversation, but it focuses on constructing meaning.

2. Skills in Listening Comprehension

In doing listening comprehension, the students should reach the main goals of listening activities; they should listen carefully the aural text in order to get the information. In other words, the students should use their listening comprehension skills during the lesson. As Sharpe's explanation that data or information that the students listen are called as detail where it describes about specific fact or information that must be identified by the students during listening activities⁹. When the students got the detail information well, they had done listening activities very well.

Actually, there are various kinds of listening skills that must be mastered by students. However, in this research, the researcher only focused on the students' basic skills in mastering listening comprehension of short monologues. The most important skills are guessing definition, skimming

⁹Pamela J Sharpe. *How to Prepare for the TOEFL*, USA, Ohio State University, 2005, P. 113.

and scanning¹⁰. The skills can be applied by the students to dig information from short monologues. The skills above can be used as the following listening activities¹¹:

1) Scanning and Skimming for True/False Information

True/False activity can be overcome through scanning and skimming activities. In these activities, the teacher offers aural texts and some statements that some of which are true and some false. The students should use their scanning and skimming skills to identify which statements are right or wrong; or make brief responses ('True!' or 'False!'). It means that scanning and skimming skills are important to determine right or wrong statement in listening short monologue.

2) Skimming and Scanning to Dig Main Topic and Detail Information

During the lesson, the teacher usually gives students short listening texts in form of recording to listen. Then, the teacher asked them to identify general topic of the texts. To do this activity, the students should activate their skimming skill by skimming information they listen, then draw general conclusion. In addition, the most questions in listening activities is find out the detail information of the texts, where the teacher asked students to answer 5W+1H questions. Therefore, in finding specific detail in monologue, it is important for the students to scan the monologue text that they are listening.

¹⁰Penny Ur. *A Course in Language Teaching*, USA, Cambridge University Press, 1996, P. 113.

¹¹Peny Ur. *Ibid.*

From the explanation above, it can be concluded that in listening monologue, the students will frequently find the question about understanding information, understanding the purpose texts, determine the topic, and determine which statement is true or false based on the monologue. Therefore, guesing definition, skimming and scanning are the basic listening skills that are very important to master.

3. The Students' Difficulties of Listening Comprehension

In listening comprehension skill, the students find complex problems. Most of them have different kinds of problems to solve in learning listening comprehension. Goh did his research about students' problem in mastering listening comprehension; he found that students' problem in listening comprehension is related to different phases, namely: *perception*, *parsing*, and *utilization*¹².

The students' problems in *perception* can the basic problem happen to the students. This kind of problem can be identified¹³: (1) the students do not recognise words. In this case, the students did not hear about words stated by speakers in the audio materials. It can happen because the students do not have good English vocabulary mastery; (2) the students neglect the next part when thinking about meaning. It means that the students are not able to think about meaning while they are listening. They take too long time to understand the meaning of material they are listening. As the result, they miss the next part of listening; (3) the students usually miss the

¹²Christine C.M. Goh, *A Cognitive Perspective on Language Learners' Listening Comprehension Problems*, (Pergamon, Singapore), 1999, P. 59.

¹³Christine C.M. Goh. *Ibid.*

beginning of texts. This problem happens because the students are not ready yet for listening the materials. Then, the beginning seemed to be unfamiliar sounds for them; and (4) the students looked concentrate too hard or unable to concentrate during listening comprehension.

Then, the students' problem in *parsing* can be¹⁴: (1) quickly forget what is heard. The students are difficult to remember the information that they have heard. It happen because they may not familiar with the topic they are listening; (2) the students are unable to form a mental representation from words heard. Listening the words, phrases, or sentences are quite easy for student; however, to create mental representation that produce meaning is not an easy matters. This problem will be related into the third point of problem; (3) the students do not understand subsequent parts of input because of earlier problems that have been explained before.

In addition, the students have problems in *utilization*. This kind of problem can be: understand words but not the intended message and confused about the key ideas in the message¹⁵. It means that the students only understand the text in literal context. In fact, most of the aural text states imply meaning. In this case, the students' listening comprehension is needed to apply in order to get the meaning of the text.

¹⁴Christine C.M. Goh. *Loc Cit*, P. 60.

¹⁵Christine C.M. Goh. *Op Cit.P. 61*.

Then, a prestigious educational expert, Penny Ur also explains some learners' difficulties in listening; the problems can be¹⁶: (1) trouble catching the actual sounds of the foreign language. It happens because most learners rely mostly on context for comprehension, they are often unaware themselves of inaccurate sound perception; (2) The students think that they have to understand every word. If they miss something, they feel that they are failing then get worried and stress. This is a very common problem, often unconsciously fostered by the teachers or listening comprehension materials which encourage the learner to believe that everything that is said equally important information. The effort to understand everything often results in ineffective comprehension, as well as feeling of fatigue and failure. In this situation, it may give the learners practice in selective ignoring of heard information; (3) they can understand people if they talk slowly and clearly; they can't understand fast, natural native-sounding speech. The learner often ask the teacher to slow down and speak clearly – by which they mean pronounce each word the way it would sound in isolation, and the temptation is to do as they ask; (4) they need to hear things more than once in order to understand. There may be very good pedagogical reasons for exposing learners to text more than once, but the fact remains that in real life they are often going to cope with 'one-off' listening; and teacher can certainly make a useful contribution to their learning if the teacher can their ability to do so; (5) they find it difficult to

¹⁶Penny Ur, *A Course in Language Teaching: Practice and Theory*, (Cambridge University Press, USA), 1999, P. 111.

'keep up' with all the information they are getting, and cannot think ahead or predict. In this situation, the best solution is not to slow down the discourse but rather to encourage the students to relax, stop trying to understand everything, learn to pick out what is essential and allow them to ignore the rest; (6) if the listening goes on a long time they get tired, and find it more and more difficult to concentrate. This is one reason for not making listening comprehension passages too long overall, and for breaking them up into short through pause, listener response or change of speaker.

From the explanation above, it can be concluded that the students face complicated problems in listening comprehension. The problems can be classified as problems in: *perception*, *parsing*, and *utilization*. In other words the problems covers: speed, unfamiliar words, comprehending, and keeping information.

4. Assessment in Listening Comprehension

In the teaching and learning process of listening comprehension, not only the materials and activities but also assessment for measuring students' listening comprehension is important. According to Heaton, an effective way of developing listening skill is through the provision of carefully selected practice material¹⁷. Therefore, in choosing materials of listening, the teachers should take the appropriate ones for the students. Then, the material should be interesting for the students and presented in various

¹⁷J.B. Heaton, *Writing English Language Test*, (Longman, London), 1997, P. 64.

activities in order to help the teacher to measure the students' ability in listening comprehension.

It is important to considerate that an awareness of the way in which the spoken language differs from the written language. In the testing of listening skill, spoken language is much more complex. It may happened because meaning might also be convey, emphasis, and repeated by means of gestures, eye movements, and another important aspect such as intonations. Based on this paradigm, Heaton (1988: 65) explained that for the purpose of these significance, listening test are divided into two broad category: (1) test of phoneme discrimination and sensitvity to stress and intonation. The ability to distinguish between phonemes is important to master in listening verbal message. It is as the basic skill for understanding total texts of verbal language; and (2) test of listening comprehension. This kind of measurement is always used in laboratory test. It can be statement or dialogue. The kind of items are designed to measure how well statement can understand short sample of speech and deal with a variety of signals on lexical and grammatical level of phonology. The responses required on the part of the listeners are not communicative responses. The listeners are not required to respond by interpreting what they have heard by adding further information.

This research adopted test listening comprehension as the measuring method because the intention of this research is to explore the students' ability in understanding monologues which consists of announcement,

narrating, describing, procedure, radio news, and advertisement. The students should explore the information of monologues in detail by choosing the best responses of the test based on the accurate information stated the verbal message they heard from the audio.

5. Aspect in listening comprehension

There were many aspect in listening comprehension. Vaughns and Linan Thompson stated that there are five essential components students must master to become proficient listeners are phonomic awarness, phonics, fluency, vocabulary, and comprehension¹⁸

a. Phonomic Awarness - Phonomic Awarness is the ability to focus on and manipulate phonemes in spoken words that impacts meaningful listening¹⁹. When a person hears and can understand the three sounds that the word 'cat' has, they've demonstrated their understanding. Some skills involved in phonomic awarness include: identifying specific sounds at the beginning, middle, and end of words.

b. Phonic – phonics are a set of rules that specify the relationship between letters and sounds²⁰. The english language has such rules that help predict the sounds in new word. However, it is not always consistent. Learning

¹⁸ Vaughns and Linan Thompson. *Five Components of Listening Comprehension*. 2016, p. 1 Retrieved from internet on April 04, 2017 from site <http://teacherlingo.com/resources/articles/fivecomponentsreadingcomprehension/2016.aspx>

¹⁹Selly Amstrong. *What are the components of listening?*. 2016, p. 1. Retrieved from internet on April 4, 2017 from <http://k12teachersstaffdevelopment.com/tlb/what-are-the-components-of-reading/>

²⁰Selly Amstrong. *Ibid*. P. 2

about phonics will help students listen and spell easily and accurately. It involves recognizing letters-sound relationships and then using those relationships to read connected text.

- c. *Fluency* – fluency is the accurate and rapid recognition of words in a text and using phrasing and emphasis in a way that makes what is read sound like spoken language. Fluency is important for listening comprehension, because it frees up working memory in the brain providing an opportunity for students to comprehend what they are listening.
- d. *Vocabulary* – vocabulary it needs to help readers in listening comprehension. Vocabulary refers to the words that we use in reading, writing, listening and speaking. A good vocabulary helps easy word recognition, and thus makes listening easier.
- e. *Comprehension* – Comprehension refers to the ability to understand the meaning of text written or oral, and is the end goal of all listening instruction²¹. Students with strong comprehension skills are use a variety of comprehension strategies as they read to help them make sense of what they are reading.

B. Short Monologues in Listening Comprehension

The most important aspects in teaching is appropriate materials and teaching and learning activities in the classroom. Listening comprehension as one of skills in English lesson also needs good materials and activities for the

²¹Vaughn and Linan Thompson. *Ibid.* P. 1

students in the classroom. It is the same as Heaton statements that an effective way of developing listening skill is through the provision of carefully selected practice material²². It means that the teachers must be selective in using teaching materials; the level of appropriateness is important in order that the students' can reach teaching and learning goals.

In education field, students can not treat in the same way. They have different grade and ability. In this situation, it is a best chance for teachers to select the best material in their classroom teaching process. Basically, listening comprehension is a lesson where the students should listen audio or audio visual and try to construct the meaning to get information. The situation that they listen should be a real life situation. The kinds of real life situation for listening comprehension activities can be varied; they can be interview, instructions, loudspeaker announcements, radio news, advertisement, committee meeting, shopping, theatre show, telephone chat, lesson/lecture, gossip, story-telling, narrating past activities, describing an object, telling procedures, and others²³. The listening activities of real life situation above can be classified into two categories, namely: monologue and dialogue. This research focuses on improving students' listening comprehension of monologue. In these above categories which included into short monologues are: announcement, narrating, describing, procedure, radio news, and

²²J.B. Heaton, *Writing English Language Test*, (Longman, London), 1997, P. 64.

²³Penny Ur. (1996). *A Course in Language Teaching*. (Cambridge University Press, USA), 1996, P. 105.

advertisement. The six kinds of monologue will be the focus of listening categories in this research.

a. Announcement

Announcement is a public and typically formal statement about a fact, occurrence, or intention. In other words, announcement is an activity that commonly occurs at the public services, such as: in the airport, railway station, in the class, or in a bus station. Getting the information from the spokesmen can be the students' main activity in this category of listening short monologue.

b. Narrating

Literally, narrating can be defined as telling a story. In this listening activity, the speaker tells about a story about the speaker himself. The story can be his experience in past activity or his planning for the next activity, story of film or television show. The question for this section can be the facts that the listener listens from the story.

c. Describing

Describing is an activity of giving an account in words of (someone or something), including all the relevant characteristics, qualities, or events. Commonly, the activity is the speaker tells about one thing which can be an animal, a product, or others. In this listening activity, the listener should catch specific features as information of the thing that speaker describes in detail.

d. Procedure

Procedure is a fixed, step-by-step sequence of activities or course of action (with definite start and end points) that must be followed in the same order to correctly perform a task. This kind of activity is very interesting where the speaker explains how to make or to do something based on a series of steps. In listening activities, the kind of this monologue offers the listener to remind the structure of the procedures, they are: the title, the materials, and steps. The information in this listening section exist in those parts. That's why the students should listen carefully about the details in each steps.

e. Radio News

Radio news is a new piece of information about a significant and recent event that effects the listeners and is of interest to them. This can be done through radio and the objective is again to extract information. If the students want to listen to the radio news will listen equally attentively to the whole information, while for those who just want to listen to a particular topic they will just skip the rest. For the students who want to get information in this listening activity, they can select the information based on the purposes.

f. Advertisement

Advertisement can be a form of written language, but in this research the advertisement is in form of oral one. The advertisement is a series of oral information that has the goals to give information, encourage, or persuade the public in order to use the product, giving job vacancy,

encourage someone to involve in a certain activity, and many more. Advertisement is one of main object in listening because listeners can find it in many occasions such as on TV, radio, and public places.

C. Teaching Listening by Using Cued Retell Teaching Strategy

1. The Definition of Cued Retell Teaching Strategy

Strategies are important aspect in teaching and learning process. Teaching strategies give many effects for students' success in teaching and learning process in the classroom. It is the reason why the teacher should be able to choose the best strategies in teaching students. This research will use *Cued Retell teaching strategies* to improve students' ability in comprehending short monologues of listening comprehension at eleventh grade students of MA Darussalam Kota Bengkulu in academic year 2018/2019.

Cued Retell Teaching Strategy can be defined as a cooperative learning strategy that gives students an opportunity to recall content information that was read, either in an orall or written format. Cued Retell is an excelent strategy for English Language Learners (ELL) because it enables students to monitor their comprehension of text while learning to

orally communicate the content to another person²⁴. This strategy also develops listening skills and provides social interaction. The literacy skill of reading, thinking, listening, speaking, and (if incorporated) writing are included in this learning tool. It is helpful to pair an ELL with a native speaker.

Cued Retell Teaching Strategy is appropriate to apply in listening class because it helps students to comprehend aural text. This strategy provides a model of explicit instruction for students on how to retell the key events from a text using their own words. The purpose of developing the skill of retelling is to teach students to monitor their understanding whilst reading and to develop the prerequisite skills required for the more difficult task of summarizing²⁵. Retelling is made more difficult by the length of the text and the number of events presented. A range of student needs within a class can be accommodated by the selection of different texts varying in length and complexity.

2. The Procedures of Cued Retell Teaching Strategy

Besides knowing about the strategies and their aims, it is important for teachers to teach the students by using correct procedures of *Cued Retell Strategies* effectively. The procedures of *Cued Retell Strategy* can be explained as follows²⁶:

²⁴Margaret Bauchard. *Comprehension Strategies for English Language Learners*, New York: Scholastic, 2005, P. 102.

²⁵NSW Government. *Comprehension Handbook: NSW for Effective Reading*, New York, NSW Government, 2016, P. 98.

²⁶Margaret Bouchard. *Comprehension Strategies for English Language Learners* (New York) 2005, P.102

- a. Assign a section of an aural text for students to listen

In this section, the teacher develops personal knowledge of: (1) the sequence of skills in retelling in your own words; (2) the level of skills of the students - Through observation, assessment and asking questions determine where your students are up to in this series of skills. This is important especially for your students with learning difficulties, who may need to work at an earlier level of strategy development to the rest of the class; and (3) the aural text to be listened from the audio.

- b. Comprehend a list of key words or phrases from the content information that was listened. Write them on the Cued Retell activity and make copies for students to use. Be sure that the words are listed in which they appear in the aural text. It is important to use no more than 20 items.

- c. Have students form pairs.

In applying *Cued Retell Teaching Strategy*, the students use form pair for words or phrases from the aural text that they listen. The form can be as follows:

List 1

Words or Phrases	Free Retell	Cued Retell

List 2

Words or Phrases	Free Retell	Cued Retell

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- d. Divide the list of word in half. On the activity sheet, list 1 is the top half of the page and list 2 is the bottom half. Each partner has a list.
- e. One partner begins to “Retell” the content information that was listened. The other students who has list 1 checks off the word or phrases as his or her partner says them. Use the “Free Retell” column for this.
- f. The firs student is done “Retelling’ when he or she reaches the place that contains the last word of that half. Any words or phrases that were not mentioned are then read to the student by his or he partner. The student then tells as much as he or she knows about the phrases and word that were omitted. Partners can discuss any items that maybe unknown by one of the partners and share information. After an item is discussed, it is checked of in the “Cued Retell” column.
- g. Students switch roles for list 2. This partner picks up retelling were the other partner left off, using the same procedure.

D. Related Previous Studies

There have been many researchers who conducted reasearch related to listening comprehension and teaching strategies. One of the is Chen (2017) conducted her research entitled “*Listening Strategy Use for Different Text Types*”. The result of this research showed that specific listening strategies used by the advanced learner were categorized as those assisting comprehension, monitoring comprehension, and enhancing comprehension.

Among the identified strategies, some were used for different text types. The patterns of strategies used by the advanced learner were also identified and are discussed²⁷.

Another researcher is McClendox who conducted his research entitled “*An Experimental Study of the Relationship Between the Note-Taking Practices and Listening Comprehension of College Freshmen during Expository Lectures*”. The result of the research showed that efficient listening comprehension, under both immediate and delayed recall conditions, was not significantly affected by any of the note-taking methods. Listening comprehension was as effective when subjects were restricted from taking any notes as when subjects employed any of the three methods of *note-taking* used in this investigation.

Based on the two kinds of previous studies above, it seems that this research has similarity and differences with them. The two researches above concern with listening comprehension and teaching strategy application as well as types of listening texts. Chen (2017) focused her research in types of listening texts, but she did not use specific teaching strategy in improving students’ ability in comprehending short monologues of listening comprehension. Then, Mc Clendox using *Note-Taking Strategy* to improve students’ ability in mastering listening comprehension in general, but in this research researcher focused in using double teaching strategies, namely: Selective Highlighting and Note-Taking Teaching Strategies. Then, this research also focused on short monologues of listening comprehension. Last

²⁷I-Ju Chen. Listening Strategy Use for Different Text Types, *World Journal of English Language*, Vol. 7 No. 2, 2017, P. 31.

but not least, difference population also causes differences in this research. In short, this research would get different findings from previous studies above.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research applied Classroom Action Research (CAR) method. CAR was the appropriate method for educational instructor or teachers to do research because it gives advantages not only for teachers but also students, especially to improve specific skill for students and teaching professionalism for teacher. CAR can be defined as a systematic process of solving educational problems and making improvement²⁸. It means that CAR is a method that does not require elaborate statistical analysis and lengthy narrative explanations, but it is more concerned with solving a problem in efficient and feasible manner.

²⁸Daniel R Tomal, *Action Research for Educators*, (The Scarecrow Press, Inc, Oxford), 2003, P. 5.

Then, another expert said that Classroom Action Research (CAR) is a rather simple set of ideas and techniques that can introduce the power of systematic reflection of the practice²⁹. This definition means that CAR as a method focuses on the effectiveness of strategy implementation in order to solve the students' problems, especially in improving their English mastery. In addition, CAR also focuses on the reflection of strategy. In this case, the researcher showed the students' progress after giving them actions with specific teaching strategies.

From the definitions above, it can be concluded that Classroom Action Research (CAR) is a research method that focuses on process of solving educational problems, making improvement, and reflection practice in order to improve students' certain skill by using a certain teaching strategy. In this research, the researcher will use CAR as the research method to improve students' listening comprehension of short monologue at the eleventh grade students of MA Darussalam Kota Bengkulu in academic year 2018/2019 by using *Cued Retell Teaching Strategy*.

B. Subject of the Research

CAR is different from other kinds of research in taking population and sample. Classroom Action Research (CAR) does not know about population and sample because the effects of the action focus on the subject that is

²⁹Frances Rust and Christopher Clerk, *How to Do Action Research in Your Classroom*, (Teachers Network Leadership Institute, USA), 2012, P. 3.

investigated³⁰. The subject that is investigated in CAR is called respondent. This research were conducted at eleventh grade students MA Darussalam Kota Bengkulu in academic year 2018/2019. In other words, they were the respondents of this research. They consists of two classes that can be seen in the following table:

Table 1:
Subject of the Research

No.	Classroom	Number of the Students
1	XI IPA	11 Students

In this research, the researcher took XI IPA class as respondents of the research. There were 11 students as respondents. This class is chosen as respondents because based on the English teacher's information, XI IPA class still had problems with English, especially listening comprehension. The students' English ability still needed improvement. Then, the students characteristics were heterogenous in this classroom. Therefore, they were really appropriate as the respondents in this research.

C. Data Collecting Technique

1. Data Collecting Technique for Qualitative Data

The source of qualitative data is human³¹. It covered the researcher's ability in doing research, the students' behavior, and other focus at human.

³⁰Suharsimi Arikunto, Suharjo, and Supardi, *Penelitian Tindakan Kelas*, (PT Bumi Aksara, Jakarta), 2008, P. 39.

³¹Lexy J Moleong. *Metode Penelitian Kualitatif*. Bandung, Rosdakarya, 2003. P. 9.

In this research, the qualitative data were collected through: observation sheet both for students and teacher, documentation, and interview.

a. Observation

In doing observation, the researcher used observation sheet both about students and teacher. Observation sheets were used in every meeting of the cycles, especially in every cycle on meeting 1-3.

b. Documentation

The researcher made documentation all documents, such as: students' worksheet, interview script, observation sheet, photographs, and other important documents in appendices for authentic research.

c. Interview

Interview was used to collect the data in preliminary research to find the actual problem and to know about about population and sample by interviewing both the teacher and the students. Then, interview used during the research. The researcher asked the students some questions after giving them action by using *Cued Retell Teaching Strategy* in order to know about their progress and weakness.

2. Data Collecting Technique for Quantitative Data

In collecting the qualitative data, the researcher used listening comprehension test. In this research, the test were conducted several times, namely: pre-assessment test, and some cycle tests until the students can

reach the research target. Listening comprehension test were used t in pre-assessment test, cycle I test, cycle II test, and cycle III test in this research.

D. Research Instrument

For getting comprehensive result, this research used some instruments in collecting the data, namely: Listening comprehension test, observation, interview, and documentation.

1. Listening Comprehension Test

Listening Comprehension Test was as the main instrument in this research. There were 30 items in form of multiple choices. The items were taken from reference book which related to current curriculum. In this case, the researcher used book entitled “TOPS” written by Sudarwati published by Erlangga in 2015. The researcher discussed the materials with collaborator to know about the level of appropriateness for respondents.

2. Observation

In doing obseravation, the researcher used observation sheet. Obseravation was used to give two kinds of information both about students and teacher. Observation described students' attitude during teaching and learning process in the classroom as long as preliminary observation to find research problem and determined research respondents. Then, Observation also described the teacher's progress in teaching in the classroom.

3. Interview

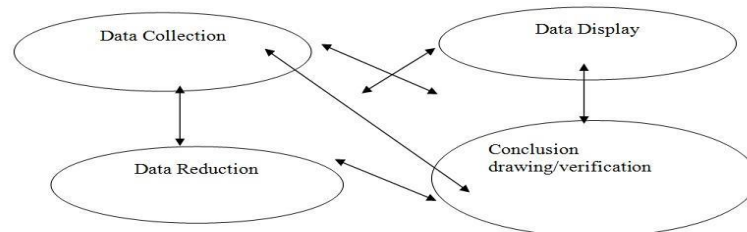
Interview was used to collect the data in preliminary research to find the actual problem of the research at school and to know about the information about population and sample by interviewing both the teacher and the students. In the interview, the researcher gave some questions related to the teachers' and students' problems in listening comprehension. Then, interview will also be used during the research. The researcher asked students some questions after giving them action by using *Cued Retell Teaching Strategy*.

E. Data Analysis

1. Technique for Analysis Qualitative Data

As explained before that the sources of qualitative data could be from derived from: observation sheet both for students and teacher, documentation, and interview. The researcher used interactive model by Miles and Huberman to analyze the data that can be illustrated as the following figur.³²

**Figure 1:
Interactive Model by Miles and Huberman**



The figure above can be explained that:

³²Matthew B. Miles and A. Michael Huberman. *Qualitative Data Analysis: A Sourcebook Third Edition*, USA, Sage Publishing, 1994, P. 174.

- a. *Data reduction*: Data reduction occurs continually through out the analysis. In earlt stages, it happens through editing, segmenting and sumarizing the data. In the middle stages, it happens through coding and memoing, and associated activities such as finding themes, clusters, and patterns. In the later stages, it happens through coceptualizing and explaining, since developing abstaract concepts is also a way of reducong the data.
- b. *Data Display*: Data display organize, compress and assemble information. In this reseach, the way of displaying data through – graphs, charts, and diagrams in order to make the data clearer.
- c. *Drawing and verifying conclusion*: reducing and displaying the data aim to help drawing conclusion. While drawing conclusions logically follows reduction and display of data. Then, possible conclusion can be noted and need to verify.

2. *Technique for Analysis Quantitative Data*

As explained earlier that the quantitative data in this research were got from listening comprehension test. It was scored based on percentage formulation below³³:

$$P = \frac{F}{N} \times 100\%$$

Notes:

P: The Students' Listening Comprehension Score

³³Rosma Hartini Sam's. *Metode Penelitian Tindakan Kelas: Teknik Bermain Konstruktif untuk Peningkatan Hasil Belajar Matematika*. Yogyakarta, Teras, 2010, P. 94.

F: Total Correct Answer of the Students

N: Total Number of the items

Then, the result of this research was interpreted by using the table of score interval based on scoring standard eleventh grade students of MA Darussalam Kota Bengkulu in academic year 2018/2019 as the table below³⁴:

Table 2:
The Students' Score Category

Score Interval	Category
80 – 100	Excellent
70 - 79	Good
60 - 69	Moderate
50 - 59	Poor
< 50	Very Poor

After that, to investigate the improvement made by the students, the resercher will calculate it by reducing the students's average score in last cycle with students' average score in pre-assessment test. The formula can be described as below:

$$Y: X2 - X1$$

Notes:

Y : The improvement made by the students

X2 : The score of the last cycle Test

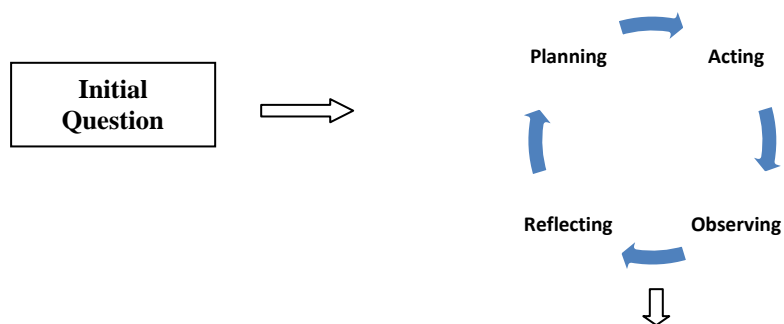
³⁴MA Darussalam Kota Bengkulu. *Assessment Standard of MA Darussalam Kota Bengkulu*: MA Darussalam Kota Bengkulu, 2018, P. 5.

X1 : The score of the Pre-assessment Test

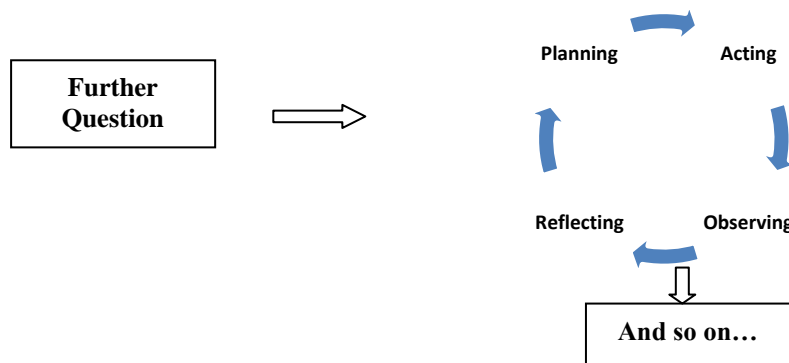
F. Research Procedures

CAR consists of planning, implication of action, observation, and reflection. For clearer image, see the following figure³⁵:

Figure 2: An Ideal Action Research Cycle



³⁵Walton Hall and Milton Keynes. *Action Research: A Guide for Associate Lecturer*. USA: COBE – Connecting Learning, Development and Work, 2005, P. 8.



The Figure 2 above can be explained as the following detail description:

1. Pre-Assessment Test

In pre-assessment test, the researcher gave a test to the students in form of listening comprehension test by using instrument which has been prepared by the researcher. The score was as basic score of students' ability in understanding monologues of listening comprehension before they get some cycles of actions from the researcher by using *Cued retell Teaching Strategies*.

2. Actions

Actions are a set of process of giving some treatments to the students in order to solve their problems and making some improvement in their skills. Based on figure 1, the steps can be developed as the following procedures:

Cycle 1

a. *Planning*

Planning is an initial step for the researcher. It is concerned with a good collaboration between researcher and collaborator. The activities should the researcher do in the planning are: (1) *identifying*

the issue to be changed. The researcher should have a good discussion with the teacher about the students' condition by showing him the students document especially their English study mark, and discussion with the students about their usual habit of learning activities; (2) *informing*: the researcher should inform the lesson plan to collaborator in order to assess for its reliable; (3) *organizing*: the researcher should organize some kinds of activities which are regarded very important for research development.

b. Implementing of action 1

The researcher implements the strategy to solve the students' problem and make improvement for them. In this research the researcher uses *Cued retell* improve students' ability in understanding monologues of listening comprehension. The researcher should do some activities, namely: (1) *trialing*: change following plan of the action; (2) *collecting*: collecting and compiling evidence; (3) *questioning*: questioning the process and making changes as required.

c. Observation

The researcher was helped by a collaborator as observer. The researcher should do some activities in this step: (1) *analyzing*: analyzing the evidence and collating the findings; (2) *reporting*: discussing the findings with co-researchers and or colleagues for the interpretation, and then write the report; (3) *sharing*: sharing the findings with the collaborator, peers or supervisors.

d. Reflection

Some activities that the researcher should do were: (1) *evaluating*: evaluating the first cycle of the process. The researcher evaluates the action that has been given to the students, included evaluation about quality, quantity and time from each action. In this process, the researcher did discussion with the collaborator about what the researcher has to do as an improvement in the next cycle based on the result and experience in the cycle one in order to give significant progress in the process of teaching and learning during the action; (2) *implementing*: implementing the findings or new strategy; (3) *revisiting*: revisiting the process.

Cycle 2

Cycle two was conducted as better as the cycle one, and it was done based on the result of cycle one.

Cycle 3

Next cycles was conducted as better as the cycle 2, and they were done based on the result of previous cycles.

G. Indicator of Success

In order that there was a target of the success, it was important to determine the passing standard in this research. The indicators of the Success in this research can be:

1. Quantitatively, the indicator of the students' success is when 75% students have high percentage in listening comprehension of Short Monologues.
2. Qualitatively, the indicator of the students' success is when 75% of the students get actively participated in classroom activities in the classroom.

CHAPTER IV

RESULT AND DISCUSSION

A. Result of the Research

The researcher describes in detail about the result of the research in this chapter. After doing the research in a long process, from collecting data and analyzing the data, the result of the research showed that the students' listening comprehension of short monologue was improved significantly at the eleventh grade students of MA Darussalam in academic year 2018/2019 by using *Cued Retell Teaching Strategy*. The process of the improvement can be illustrated as the following explanation:

1. Pre-Assessment

As the initial step for this research, the researcher tested the students' ability in listening comprehension of short monologues by doing pre-assessment test. This test was aimed to know about the students' basic ability in listening comprehension of short monologue before they got serious actions by using *Cued Retell Teaching Strategy* for some cycles. The researcher prepared instrument that related to listening comprehension of short monologues. There were 30 multiple choice items that must be answered by the students.

In pre-assessment test, there were 11 students who joined the test. It was conducted on August 6, 2018. The result of the pre-assessment test can be seen as the following illustration:

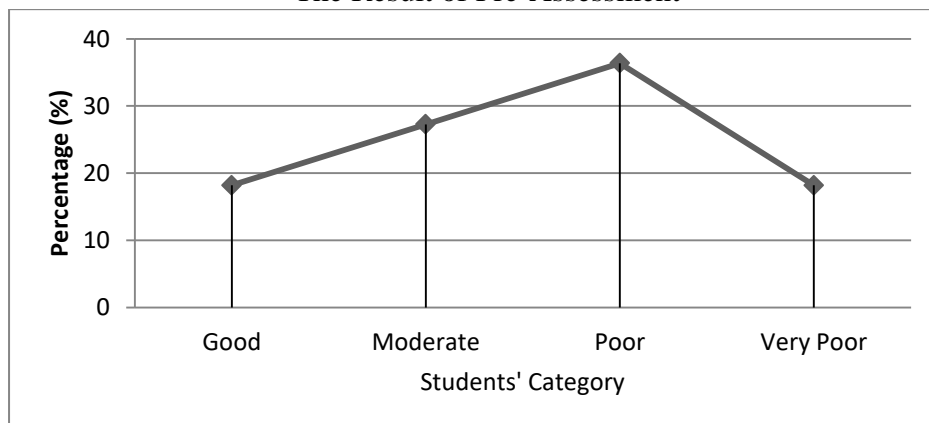
Table 3: The Result of Pre-Assessment

No.	Score Interval	Qualification	Frequency	Percentage (%)
1	80 – 100	Excellent	-	-
2	70 – 79	Good	2	18.18

3	60 – 69	Moderate	3	27.27
4	50 – 59	Poor	4	36.36
5	< 50	Very Poor	2	18.18

Table 3 above illustrates about the students' ability in pre-assessment test. It showed that there were 2 students constituted 18.18% who were included "Good" category; 3 students constituted 27.27% who were included into "Moderate" category; 3 students constituted 36.36% who were included into "Poor" category; and 2 students constituted 18.18% who were included into "Very Poor" category. There were no students who were included into "Excellent" category in this test. The students average score in pre-assessment test was 61.22 that was included into "Moderate" category. The calculation can be seen in appendix 12. For more description, the following chart can explain:

Chart 1:
The Result of Pre-Assessment



The chart 1 above showed the students' result in pre-assessment. In this stage, the students' average score was (61.22). The students got (46.7) for the lowest score; then they got (73.3) for the highest score. It showed

that 2 students who got “good” category or only (18.18%) of the students who passed the reasearch standard. It means that the students’ listening comprehension of short monolog was still low. This fact was as the basic information for the researcher to conduct cycle I in order to give actions for the students by using *Cued Retell Teaching Strategy*. This actions were hoped to give more improvement for the students and reach the research target.

2. The Result of Cycle I

To follow up the students’ problems in pre-assessment test, the researcher conducted cycle I test. In cycle I, the researcher gave the students three meeting actions by using *Cued Retell Teaching Strategy*. Then, to know about the students’ progress in this cycle, the researcher gave the students cycle I test. For applying *Cued Retell Teaching Strategy*, the teacher asked the students to learn in pair. In applying *Cued Rettell Teaching Strategy*, the students use form pair for words of phrases from the aural text that they listen. Then they discussed in pair. For clear explanation of giving action process in cycle I, see the following procedures:

a. The Planning of Cycle I

The thing that the researcher should prepare for implementing action in the classroom was a fixed teaching design that had been

approved by the collaborator. To get an appropriate teaching design based on the research, the researcher collaborated with the collaborator and did the following activities:

1) The researcher showed the collaborator lesson plan and teaching materials in form of some items in listening comprehension of short monologue both handout and audio. In this meeting, the teaching material in form of *Announcement*, *Narrating*, and *Describing*.

a) Announcement

- *Classroom announcement*
- *Tourism quartz dyke announcement*

b) Narrating

- *Going camping*
- *Educational standard in indonesia*

c) Describing

- *Spider*
- *Dolphin*

The teaching materials were taken be English textbook entitled “TOPS” written by Edudia Grace, Sudarwati, And Sri Muryati published by PT Gelora Aksara Pratama.

2) The collaborator, in this case the school English teacher, helped the researcher to choose the most appropriate listening items for the students. Hence, the appropriate items had been selected.

- 3) The researcher prepared complete classroom instructions and instrument to conduct action for the students. The researcher prepared *lesson plan, some listening comprehension of short monologue, observation checklist both for students and teacher, research instrument for testing students after getting actions, and forms pair for words of phrases from the aural text that they listen.*
- 4) Choosing the students in their pair. To find out the students' pair, the researcher was helped by the collaborator in order to make a fair pair. They consisted different skill students in order that they can help each other.

b. The Implementing of Cycle I

In this stage, the researcher had come to the classroom and implemented all instruments and lesson instruction in the classroom. During the actions, the researcher used *Cued Retell Teaching Strategy* in teaching listening comprehension of short monologue. The implementation of the research was conducted as the following schedule:

Table 4: Schedule of Cycle I

Cycle	Meeting	Focus Materials	Activities	Date
I	1	• Definition of short monologues	Teaching Listening by	August 8, 2018

		(Announcement) <ul style="list-style-type: none"> • Main idea of the text • Detail information of text 	Using <i>Cued Rettell Teaching Strategy</i>	
I	2	<ul style="list-style-type: none"> • Definition of short monologues (narrating) • Purpose of the text • Implicit idea of the text 	Teaching Listening by Using <i>Cued Rettell Teaching Strategy</i>	August 10, 2018
I	3	<ul style="list-style-type: none"> • Definition of short monologues (describing) • Main idea of the text • Purpose of the text 	Teaching Listening by Using <i>Cued Rettell Teaching Strategy</i>	August 15, 2018
I	4	Cycle I Evaluation	Cycle I Test	August 16, 2018

Based on the table 4 above, it was clear that cycle I was conducted for four meetings; three meetings for teaching listening of short monologue by using *Cued Rettell Teaching Strategy*. Then, I meeting for cycle I test. In one cycle, the researcher conducted teaching procedures as the following explanation:

Pre-Activities in Listening Class

At the beginning activity, the teacher prepared the students and checked their attendance. Therefore, in this stage, the researcher did the following activities:

- 1) Organized the students in order to sit with their pair.
- 2) Checked the students' attendance.
- 3) Gave information about the aims of the lesson. The students would learn listening comprehension of short monologue by using *Cued Retell Teaching Strategy*.

During-Learning Activities

It was the main activities in the classroom where the students learn listening comprehension of short monologue by using *Cued Retell Teaching Strategy*. The teacher and students should did some procedures in order to be success in these activities. The procedures were as follows:

- 1) The teacher distributed teaching instruments that consisted of *learning materials* and *form pair for words of phrases* from the aural text that they listen.
- 2) Assign a section of an aural text for students to listen. In this part, the teacher develops personal knowledge: (1) the sequence of skills in retelling in their own words; (2) the level of skills of the students - Through observation, assessment and asking questions; and (3) the aural text to be listened from the audio.

- 3) The students comprehend a list of key words or phrases from the content information that was listened.
- 4) The students write them on the *Cued Retell activity* and make copies for students to use. The teacher made sure that the words listed in which they appear in the aural text. It is important to use no more than 20 items.
- 5) Have students form pairs. The students use form pair for words of phrases from the aural text that they listen. The form can be as follows:

List 1

Words or Phrases	Free Retell	Cued Retell

List 2

Words or Phrases	Free Retell	Cued Retell

- 6) Divide the list of word in half. On the activity sheet, list 1 is the top half of the page and list 2 is the bottom half. Each partner has a list.
- 7) One partner begins to “Retell” the content information that was listened. The other students who has list 1 checks off the word or phrases as his or her partner says them. Use the “Free Retell” column for this.

- 8) The first student was done “Retelling” when he or she reaches the place that contains the last word of that half. Any words or phrases that were not mentioned are then read to the student by his or her partner. The student then tells as much as he or she knows about the phrases and word that were omitted. Partners can discuss any items that maybe unknown by one of the partners and share information. After an item is discussed, it is checked of in the “Cued Retell” column.
- 9) Students switch roles for list 2. This partner picks up retelling were the other partner left off, using the same procedure.

After-Learning Activities

In this stage, the teacher made sure that the students could follow the lesson by doing the following activities:

- 1) The students and teacher tried to conclude the lesson.
- 2) The teacher asked the students to commend about today’s lesson.
- 3) The teacher made sure that the students understand the material by giving them exercise related to listening comprehension of short monologue.
- 4) The teacher motivated students to learn about English, especially listening comprehension by using *Cued Rettell Teaching Strategy*.

To know about the students’ progress after learning listening comprehension by using *Cued Rettell Teaching Strategy*, the

researcher conducted cycle I test by using research instrument that had been prepared.

c. *The Observing of Cycle I*

Observation in this research was aimed to evaluate the implementation of *Cued Retell Teaching Strategy* in the classroom. During the lesson, the reseacher focused on evaluate some parts from students in order that they could be improved in the next cycles. *The first*, the researcher would described the students' attitude during the lesson obtained from students' observation checklist and interview. *The second*, the students' quantitative score that can be obtained from the result of cycle I test.

The first analysis was about students' attitude during the lesson in cycle I. based on the observation (see appendix 16), in cycle I meeting 1-3, the students made some indicipline activities. *In the preparation stage*, most of the students did not have dictionaries in their tables. This situation made them difficult to find the meaning of difficult words during the lesson. *Then*, some of the students came late to the class. It made them lost concentration during the lesson because they had missed important information at the beginning lesson. However, all students brought their stationaries for writing notes during the lesson.

In the implementation stage of Cued Retelling Teaching Strategy, the students also did some indicipline activities and bad

behaviour during the actions. First, most of the students did not pay serious attention to the teacher's explanation. Second, they still did other activities in the classroom, and some of them were too busy chatting with their friends outside the topic of the lesson. Third, when the teacher asked them, most of them did not give responses. The indiscipline activities above influence the students' fail in reaching the research targets. For more detail about these data, see appendix 16-18 about students' observation in cycle I meeting 1-3. Therefore, it is important for the researcher to redesign the teaching instructions for improvement.

In the closing activities, all of the students could not make a conclusion about the lesson that they have learned that day. For this problem, the researcher helped the students to conclude the lesson point. Then, they did not do the exercises accurately. It happened because they did not master the lesson very well. Most of them did not focus on the exercise. They did other things with their partners.

Furthermore, the researcher as the one who gave actions to the students for three meetings in cycle I, got some corrections from the English teacher (collaborator). Based on her observation, the notes were: (1) the researcher did not implement the *Cued Retell Teaching Strategy* in her lesson systematically. It needed more improvement, especially the detail and clear procedures. The teacher's explanation about the lesson was not easy to follow by

the students; (2) the teacher's voice in explanation could not be listened by the students. The teacher should be louder in explaining the lesson in order that all the students, especially in the back row could listen very well; (3) the teacher needed to give more concrete examples to support the explanation. The examples that were easy to understand by the students; (4) the teacher did not ask the students direct questions to control their progress in mastering the materials; and (5) at the last meeting, the teacher discussed the students' assignment, but it was not complete. For more detail information, see appendix 25 about the teacher's observation.

The second analysis in cycle I was the result of Cycle I Test. Cycle I test was conducted at the cycle I meeting 4. In this research, it was conducted on August 16, 2018. The result could be illustrated as the table below:

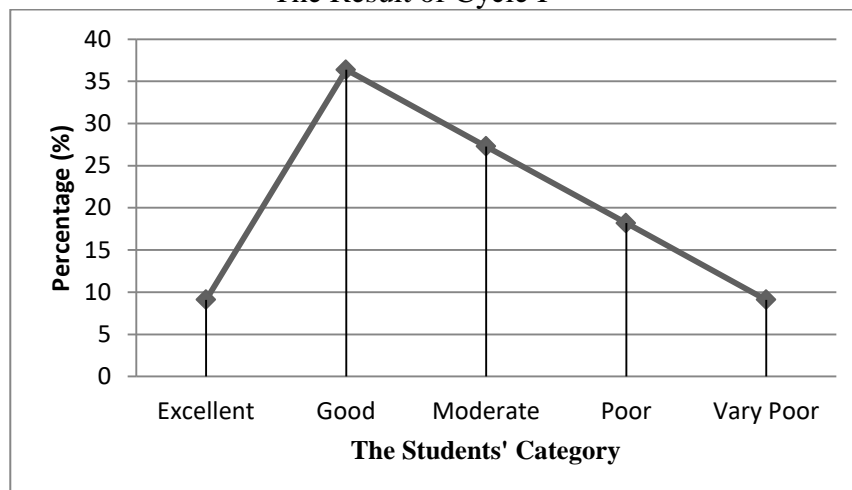
Table 5: The Result of Cycle I

No.	Score Interval	Qualification	Frequency	Percentage (%)
1	80 – 100	Excellent	1	9.09
2	70 – 79	Good	4	36.36
3	60 – 69	Moderate	3	27.27
4	50 – 59	Poor	2	18.18
5	< 50	Very Poor	1	9.09

Table 5 above illustrates about the students' ability in cycle I test. It showed that there was 1 student constituted 9.08% who was included "Excellent" category; 4 students constituted 36.36% who

were included “Good” category; 3 students constituted 27.27% who were included into “Moderate” category; 2 students constituted 18.18% who were included into “Poor” category; and 1 students constituted 9.09% who was included into “Very Poor” category. The students average score in cycleI test was 66.06 that was included into “Moderate” category. The calculation can be seen in appendix 13. For more description, the following chart can explain:

Chart 2:
The Result of Cycle I



The chart 2 above showed the students’ result in cycle I test. In this stage, the students’ average score was (66.06). The students got (46.7) for the lowest score; then they got (80) for the highest score. It showed that 3 students who got “good”and “Excellent” categories or only (27.27%) of the students who passed the reasearch standard. It means that the students’ listening comprehension of short monolog was still low although there was a little improvement. Therefore, it

was important for the researcher to redesign actions for cycle II to reach the research target.

The third analysis was the result of the Students' Interview. At the last meeting of the cycle, the researcher interviewed the students for getting deep information about the students' problems or factors that made the students difficult to master listening comprehension of short monologue. The students said that they were very rarely learning listening comprehension. Therefore, they were not really familiar with listening activities. Then, the students missed most of information from the aural texts that were playing from the audio. They felt the speakers spoke too fast. As the result, they could not catch the meaning from the audio. It also happened because the students were lack of English vocabulary mastery and technique of listening comprehension. The last problems were the students did not pay serious attention to the lesson, did irrelevant activities during the lesson, and did not follow the lesson very well. In conclusion, the students had problems in *familiarity, strategy, and behaviour*.

d. *The Reflecting of Cycle I*

In this stage, the researcher reflected the result of cycle I implementation. After teaching students listening comprehension of short monologues by using *Cued Retell Teaching Strategy*, the students made progress in a certain area, but they also did bad things in the classroom. The bad things must be overcome by reorganizing

the activities in order to give significant improvement in the next cycle.

The progress that the students made after conducting cycle I were as follow:

- 1) Quantitatively, the students made significant improvement in their average score. In cycle I, the students' average score was (66.06). It was better than the average score in pre-assessment test (61.22).

However, to do improvement in the next cycle, the researcher should make a replanning and changing activities. From the aspects of preparation, the problems that must still need to be fixed was the students' indisciplines. The focus of improvement in the next cycle were:

- 1) Most of the students did not bring their dictionaries. It made them difficult to discuss in their pairs and wrote down list of vocabularies in their column. It happened because the students said that they did not have dictionaries. The researcher suggested the students to borrow dictionaries in every meeting. They would get punishment if they did not bring dictionary. The students should stand in front of the classroom and mention 15 new words loudly and followed by their friends in the classroom.
- 2) The students were not familiar with listening comprehension and the teaching strategy. The students difficult to apply the strategy in listening comprehension activities. This situation made them

fail to catch the meaning of aural text that they were listening. This problem happened because the students were rarely to learn listening. They spent most of their English class to learn reading comprehension. Then, they never learn English by using specific teaching strategy. Therefore, they needed time to be familiar in mastering the strategy and applying it in listening comprehension class. The best solution for this problem, the researcher gave them more detail explanation and more portion for exercise, especially how to apply *Cued Retell Teaching Strategy* in listening comprehension.

- 3) The students' learning motivation were low. It could be found from their interaction in the classroom. Only few students paid serious attention to the lesson explanation and responded the activities in the classroom. This problem happened because the students felt that English was difficult lesson for them. It made them did not like English. They avoided learning English. The solution for this problem, the researcher tried to give motivation by telling them about possitive understanding of the important of English. The researcher also tried to show the students that English was easy to learn.
- 4) The students could not worked in pairs. Tis problem happened because the students could not share their duties with partners. They used to learn English individually. The solution for this

problem was the researcher guided them seriously to work in pairs. Work with partners helped them to share different ideas for more information of individual learning.

3. The Result of Cycle II

To follow up the students' problems in cycle I, the researcher conducted cycle II test. In cycle II, the researcher gave the students three meeting actions by using *Cued Retell Teaching Strategy*. Then, to know about the students' progress in this cycle, the researcher gave the students cycle II test. For applying *Cued Retell Teaching Strategy*, the teacher asked the students to learn in pair. In applying *Cued Retell Teaching Strategy*, the students use form pair for words or phrases from the aural text that they listen. Then, they discussed in pair. For clear explanation of giving action process in cycle II, see the following procedures:

a. The Planning of Cycle II

In the planning activity, the thing that the researcher should prepare for implementing action in the classroom was a fixed teaching design that had been approved by the collaborator. To get an appropriate teaching re-design based on the research, the researcher collaborated with the collaborator and did seriously the following activities:

- 1) The researcher re-designed the teaching instruction and showed the collaborator about lesson plan and teaching materials in form of some items in listening comprehension of short monologue both

handout and audio. After getting approval from the collaborator, they were read to implement in the classroom. In this cycle, the researcher discussed the teaching materials about:

a) *Procedure*

- *How to Make Jelly*
- *How to Cooking Rise*

b) *Radio news*

- *Earthquake*
- *Flood in Cool Mining*

c) *Advertisement*

- *Job Vacancy*
- *Discount on Food Beverages*

The teaching materials were taken be English textbook entitled “TOPS” written by Edudia Grace, Sudarwati, And Sri Muryati published by PT Gelora Aksara Pratama.

- 2) The collaborator helped the researcher to choose the most appropriate listening items for the students by paying attention to the previous listening materials. Then, they selected appropriate items for actions.
- 3) The researcher prepared complete classroom instructions and instrument that had been re-designed to conduct action for the students. The researcher prepared *lesson plan, some listening comprehension of short monologue, observation checklist both for*

students and teacher, research instrument for testing students after getting actions, and forms pair for words of phrases from the aural text that they listen.

- 4) Re-choosing the students in their pair. To find out the students' pair, the researcher was helped by the collaborator in order to make a fair pair. They consisted different skill students in order that they can help each other.

b. The Implementing of Cycle II

In the implementation level, the researcher had come to the classroom and implemented all instruments and lesson instruction in the classroom. During the actions, the researcher used *Cued Rettell Teaching Strategy* in teaching listening comprehension of short monologue. The implementation of the research was conducted as the following schedule:

Table 6: Schedule of Cycle II

Cycle	Meeting	Focus Materials	Activities	Date
II	1	<ul style="list-style-type: none"> • Definition of short monologues (procedure) • Implicit idea • Main idea of the text 	Teaching Listening by Using <i>Cued Rettell Teaching Strategy</i>	August 22, 2018
II	2	<ul style="list-style-type: none"> • Definition of short monologues (radio news) • Detail information 	Teaching Listening by Using <i>Cued Rettell Teaching</i>	August 24, 2018

		of the text • Main idea of the text	<i>Strategy</i>	
II	3	• Definition of short monologues (advertisement) • Main idea of the text • Detail information of the text	Teaching Listening by Using <i>Cued Rettell Teaching Strategy</i>	August 29, 2018
II	4	Cycle II Evaluation	Cycle II Test	August 31, 2018

Based on the table 6 above, it was clear that cycle II was conducted for four meetings; three meetings for teaching listening of short monologue by using *Cued Rettell Teaching Strategy*. Then, one meeting for cycle II test. In one cycle, the researcher conducted teaching procedures as the following explanation:

Pre-Activities in Listening Class

At the beginning activity, the teacher prepared the students and checked their attendance. Therefore, in this stage, the researcher did the following activities:

- 1) Organized the students in order to sit with their pair.
- 2) Checked the students' attendance.
- 3) Gave information about the aims of the lesson. The students would learn listening comprehension of short monologue by using *Cued Rettell Teaching Strategy*.

During-Learning Activities

It was the main activities in the classroom where the students learn listening comprehension of short monologue by using *Cued Retell Teaching Strategy*. The teacher and students should did some procedures in order to be success in these activities. The procedures were as follows:

- 1) The teacher distributed teaching instruments that consisted of *learning materials* and *form pair for words of phrases* from the aural text that they listen.
- 2) Assign a section of an aural text for students to listen. In this part, the teacher develops personal knowledge: (1) the sequence of skills in retelling in their own words; (2) the level of skills of the students - Through observation, assessment and asking questions; and (3) the aural text to be listened from the audio.
- 3) The students comprehend a list of key words or phrases from the content information that was listened.
- 4) The students write them on the *Cued Retell activity* and make copies for students to use. The teacher made sure that the words listed in which they appear in the aural text. It is important to use no more than 20 items.
- 5) Have students form pairs. The students use form pair for words of phrases from the aural text that they listen. The form can be as follows:

List 1

Words or Phrases	Free Retell	Cued Retell

List 2

Words or Phrases	Free Retell	Cued Retell

- 6) Divide the list of word in half. On the activity sheet, list 1 is the top half of the page and list 2 is the bottom half. Each partner has a list.
- 7) One partner begins to “Retell” the content information that was listened. The other students who has list 1 checks off the word or phrases as his or her partner says them. Use the “Free Retell” column for this.
- 8) The first student was done “Retelling’ when he or she reaches the place that contains the last word of that half. Any words or phrases that were not mentioned are then read to the student by his or he partner. The student then tells as much as he or she knows about the phrases and word that were omitted. Partners can discuss any items that maybe unknown by one of the partners and share information. After an item is discussed, it is checked of in the “Cued Retell” column.

- 9) Students switch roles for list 2. This partner picks up retelling where the other partner left off, using the same procedure.

After-Learning Activities

In this stage, the teacher made sure that the students could follow the lesson by doing the following activities:

- 1) The students and teacher tried to conclude the lesson.
- 2) The teacher asked the students to comment about today's lesson.
- 3) The teacher made sure that the students understand the material by giving them exercise related to listening comprehension of short monologue.
- 4) The teacher motivated students to learn about English, especially listening comprehension by using *Cued Retell Teaching Strategy*.

To know about the students' progress after learning listening comprehension by using *Cued Retell Teaching Strategy*, the researcher conducted cycle II test by using research instrument that had been prepared.

c. *The Observing of Cycle II*

Observation in this research was aimed to evaluate the implementation of *Cued Retell Teaching Strategy* in the classroom. During the lesson, the researcher focused on evaluate some parts from students in order that they could be improved in the next cycles. *The first*, the researcher would described the students' attitude during the lesson obtained from students' observation checklist and interview.

The second, the students' quantitative score that can be obtained from the result of cycle II test.

The first analysis was about students' attitude during the lesson in cycle II. based on the observation (see appendix 19), in cycle II meeting 1-3, the students made some indiscipline activities. *In the preparation stage*, some of the students did not have dictionaries in their tables. This situation made them difficult to find the meaning of difficult words during the lesson. *Then*, some of the students came late to the class. It made them lost concentration during the lesson because they had missed important information at the beginning lesson. However, all students brought their stationaries for writing notes during the lesson.

In the implementation stage of Cued Retelling Teaching Strategy, the students also did some indiscipline activities and bad behaviour during the actions. First, some of the students did not pay serious attention to the teacher's explanation. Second, they still did other activities in the classroom, and some of them were to busy chating with their friends outside the topic of the lesson. Third, when the teacher asked them, some of them did not give reponses. The indiscipline activities above influence the students' fail in reaching the research targets. For more detail about these data, see appendix 19-21 about students' observation in cycle II meeting 1-3. Therefore, it is

important for the researcher to redesign the teaching instructions for improvement in the next cycle.

In the closing activities, most of the students could not make a conclusion about the lesson that they have learned that day. For this problem, the researcher helped the students to make conclusion the point of the lesson. Then, many students did not do the exercises accurately. It happened because they did not master the lesson very well. They did not focus on the exercise. They did other things with their partners.

Furthermore, the researcher as the one who gave actions to the students for three meetings in cycle II, got some corrections from the English teacher (collaborator). Based on her observation, the notes were: (1) the teacher needed to give more concrete examples to support the explanation. The examples that were very easy to understand by the students; (2) the teacher needed to ask the students more direct questions to control their progress in mastering the materials and encourage them to involve in the classroom activities; and (3) at the last meeting, the teacher should discuss the students' assignment, and gave them chances to explain about their answers. For more detail information, see appendix 28-30 about the teacher's observation.

The second analysis in cycle II was the result of Cycle II Test. Cycle II test was conducted at the cycle I meeting 4. In this research, it

was conducted on August 31, 2018. In this stage, the researcher evaluated the students by asking them to do items that had been prepared in research instrument. The result of cycle II test could be illustrated as the table below:

Table 7: The Result of Cycle II

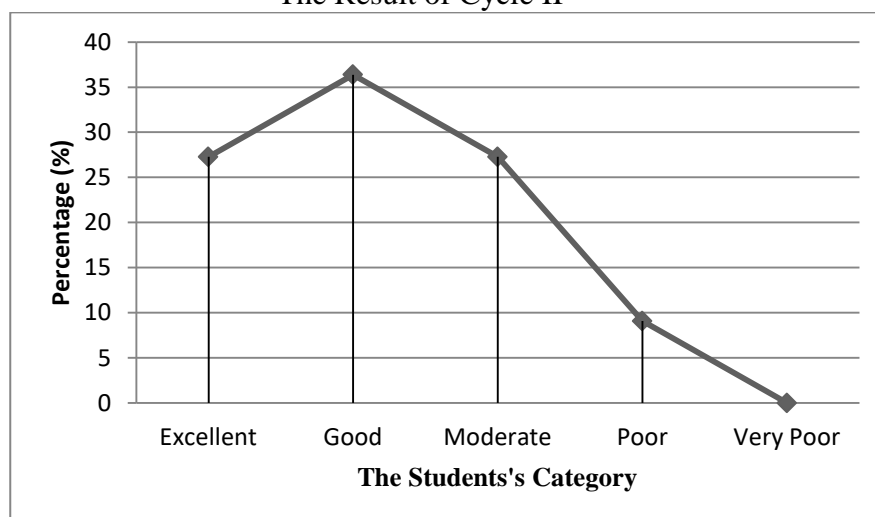
No.	Score Interval	Qualification	Frequency	Percentage (%)
1	80 – 100	Excellent	3	27.27
2	70 – 79	Good	4	36.37
3	60 – 69	Moderate	3	27.27
4	50 – 59	Poor	1	9.09
5	< 50	Very Poor	-	-

The table 7 above illustrates about the students' ability in cycle II test. It showed that there were 3 student constituted 27.27% who was included "Excellent" category; 3 students constituted 36.37% who were included "Good" category; 3 students constituted 27.27% who were included into "Moderate" category; 1 students constituted 9.09% who were included into "Poor" category; and there was no students who was included into "Very Poor" category. The students average score in cycleII test was **71.21** that was included into "Good" category. The calculation can be seen in appendix 14.

The result in table 7 above showed that the students got significant improvement in listening comprehension of short monologue after getting actions in cycle II by using *Cued Rettell*

Teaching Strategy. For more description about the students' progress in this cycle, see the following chart to explain the real progress:

Chart 3:
The Result of Cycle II



The chart 3 above showed the students' result in cycle II test. In this stage, the students' average score was (71.21). The students got (56.7) for the lowest score; then they got (83.3) for the highest score. It showed that 7 students who got "good" and "Excellent" categories or (63.63%) of the students who passed the reasearch standard. It means that the students' listening comprehension of short monolog got better improvement although it had not reached the research target. Therefore, it was important for the researcher to redesign actions for cycle III to reach the research target.

The third analysis was the result of the students' Interview. At the last meeting of the cycle, the researcher interviewed the students for getting deep information about the students' problems or factors that made the students difficult to master listening comprehension of

short monologue. The students said that they were interested in learning English, especially listening comprehension by using *Cued Retell Teaching Strategy* although they still had problems in listening comprehension. The classroom to be active and fun because they felt that they got real listening activities in the classroom. However, they still felt that the speakers in the listening audio spoke too fast to follow. Therefore, they still had problems in catching a complete idea by the audio.

d. The Reflecting of Cycle II

In this stage, the researcher reflected the result of cycle II implementation. After teaching students listening comprehension of short monologues by using *Cued Retell Teaching Strategy*, the students made progress in a certain area, but they also did bad things in the classroom. The bad things must be overcome by reorganizing the activities in order to contribute for students' significant improvement in the next cycle actions. The progress that the students made after conducting cycle I were as follow:

1) Quantitatively, the students made significant improvement in their average score. In cycle II, the students' average score was (71.21).

It was better than the average score in pre-assessment test (66.06).

2) The number of "active" students were increased. Some of the students had been interested in the procedures of the teaching

strategy. They enjoyed the lesson, got focused, and followed the classroom activities.

- 3) Some of the students had implemented the teaching strategy correctly in listening comprehension activities, especially in listening monologue. They felt that they had a specific guide to help them to learn listening comprehension.

However, to do improvement in the next cycle, the researcher should make a new planning and changing activities. The focus of improvement in the next cycle were:

- 1) Some of the students did not bring dictionaries. It made them difficult to discuss in their pairs and wrote down list of vocabulary in their column. For this problem, the researcher gave the same solution like cycle I. The researcher suggested and reminded the students to borrow dictionaries in every meeting. They would get punishment if they did not bring dictionary. The students should stand in front of the classroom and mention 15 new words loudly and followed by their friends in the classroom. This way was effective to reduce the number of students who did not bring dictionaries.
- 2) Some of the students were not familiar with listening comprehension and the teaching strategy. The students difficult to apply the strategy in listening comprehension activities. This situation made them fail catch the meaning of aural text that they

were listening. This problem happened because the students were rarely to learn listening. They spent most of their English class to learn reading comprehension. Then, they never learn English by using specific teaching strategy. Therefore, they needed time to be familiar in mastering the strategy and applying it in listening comprehension class. The best solution for this problem, the researcher gave them more detail explanation and more portion for doing exercise, especially how to apply *Cued Retell Teaching Strategy* in listening comprehension. In cycle I, this alternative was effective enough to make them to be more familiar with English sounds.

3) Some of the students' learning motivation were still low. It could be found from their interaction in the classroom. Some of students did not pay serious attention to the lesson explanation and activities in the classroom. This problem happened because they still felt that English was difficult lesson for them. Therefore, they avoided learning English. The solution for this problem, the researcher tried to give motivation by telling them about the important of mastering English. The researcher also tried to show the students that English was easy to learn and enjoyable.

4. The Result of Cycle III

To follow up the students' problems in cycle II, the researcher conducted cycle III test. In cycle III, the researcher gave the students three

meeting actions by using *Cued Retell Teaching Strategy*. Then, to know about the students' progress in this cycle, the researcher gave the students cycle III test. For applying *Cued Retell Teaching Strategy*, the teacher asked the students to learn in pairs. In applying *Cued Retell Teaching Strategy*, the students use form pair for words of phrases from the aural text that they listen. Then, they discussed in pair. For clear explanation of giving action process in cycle III, see the following procedures:

a. *The Planning of Cycle III*

The first step that the researcher prepared in the planning activity was a fixed teaching design that had been approved by the collaborator. To get an appropriate teaching re-design based on the research, the researcher collaborated with the collaborator and did seriously the following activities:

1) The researcher re-designed the teaching instruction and showed the collaborator about lesson plan and teaching materials in form of some items in listening comprehension of short monologue both handout and audio. After getting approval from the collaborator, they were readt to implement in the classroom. In this cycle, the researcher review all materials, namely:

- a) *Announcement: Special Door Prizes and Announcement in a Plane*
- b) *Narrating: Going Swimming*
- c) *Describing: Razor*

d) Procedure: How to Cook Spagetti

e) Radio News: Disaster in India

f) Advertisement: Announcement in Senja Utama Train

The teaching materials were taken be English taxbook entitled “TOPS” written by Edudia Grace, Sudarwati, And Sri Muryati published by PT Gelora Aksara Pratama

- 2) The collaborator helped the researcher to choose the most appropriate listening items for the students by paying attention to the previous listening materials. Then, they selected appropriate items for actions.
- 3) The researcher prepared complete classroom instructions and instrument that had been re-designed to conduct action for the students. The researcher prepared *lesson plan, some listening comprehension of short monologue, observation checklist both for students and teacher, research instrument for testing students after getting actions, and forms pair for words of phrases from the aural text that they listen.*
- 4) Re-choosing the students in their pair. To find out the students' pair, the researcher was helped by the collaborator in order to make a fair pair. They consisted different skill students in order that they can help each other.

b. The Implementing of Cycle III

In the implementation of cycle III level, the researcher came again to the classroom and implemented all instruments and lesson instruction in order to give improvement for the students' listening comprehension of short monologue. During the actions, the researcher used *Cued Rettell Teaching Strategy* in teaching listening comprehension of short monologue. The implementation of the research was conducted as the following schedule:

Table 8: Schedule of Cycle III

Cycle	Meeting	Focus materials	Activities	Date
III	1	Announcement and Narrating	All aspects	September 5, 2018
III	2	Describing and Procedure	All aspects	September 7, 2018
III	3	Radio News and Advertisement	All aspects	September 12, 2018
III	4	Cycle III Evaluation	Cycle III TEST	September 14, 2018

Based on the table 8 above, it was clear that cycle III was conducted for four meetings; three meetings for teaching listening of short monologue by using *Cued Rettell Teaching Strategy*. Then, one meeting for cycle III test. In one cycle, the researcher conducted teaching procedures as the following steps:

Pre-Activities in Listening Class

At the beginning activity, the teacher prepared the students and checked their attendance. Therefore, in this stage, the researcher did the following activities:

- 1) Organized the students in order to sit with their new pair.
- 2) Checked the students' attendance.
- 3) Gave more information about the aims of the today's lesson. The students would learn listening comprehension of short monologue by using *Cued Rettell Teaching Strategy* and focused in some important areas that the students still had problems.

During-Learning Activities

It was the main activities in the classroom where the students learn listening comprehension of short monologue by using *Cued Rettell Teaching Strategy*. The teacher and students should did some procedures in order to be success in these activities. The procedures were as follows:

- 1) The teacher distributed teaching instruments that consisted of *learning materials* and *form pair for words of phrases* from the aural text that they listen.
- 2) Assigned a section of an aural text for students to listen. In this part, the teacher develops personal knowledge: (1) the sequence of skills in retelling in their own words; (2) the level of skills of

the students - Through observation, assessment and asking questions; and (3) the aural text to be listened from the audio.

- 3) The students comprehend a list of key words or phrases from the content information that was listened.
- 4) The students write them on the *Cued Retell activity* and make copies for students to use. The teacher made sure that the words listed in which they appear in the aural text. It is important to use no more than 20 items.
- 5) Have students form pairs. The use form pair for words of phrases from the aural text that they listen. The form can be as follows:

List 1

Words or Phrases	Free Retell	Cued Retell

List 2

Words or Phrases	Free Retell	Cued Retell

- 6) Divide the list of word in half. On the activity sheet, list 1 is the top half of the page and list 2 is the bottom half. Each partner has a list.
- 7) One partner begins to “Retell” the content information that was listened. The other students who has list 1 checks off the word or

phrases as his or her partner says them. Use the “Free Retell” column for this.

- 8) The first student was done “Retelling” when he or she reaches the place that contains the last word of that half. Any words or phrases that were not mentioned are then read to the student by his or her partner. The student then tells as much as he or she knows about the phrases and word that were omitted. Partners can discuss any items that maybe unknown by one of the partners and share information. After an item is discussed, it is checked of in the “Cued Retell” column.
- 9) Students switch roles for list 2. This partner picks up retelling where the other partner left off, using the same procedure.

After-Learning Activities

The teacher made sure that the students could follow the lesson and could understand. The researcher did the following activities to control the students:

- 1) The students and teacher tried to conclude the lesson.
- 2) The teacher asked the students to commend about today’s lesson.
- 3) The teacher made sure that the students understand the material by giving them exercise related to listening comprehension of short monologue.
- 4) The teacher motivated students to learn about English, especially listening comprehension by using *Cued Retell Teaching Strategy*.

To know about the students' progress after learning listening comprehension by using *Cued Retell Teaching Strategy*, the researcher conducted cycle III test by using research instrument that had been prepared.

c. *The Observing of Cycle III*

Observation in this research was aimed to evaluate the implementation of *Cued Retell Teaching Strategy* in the classroom. During the lesson, the researcher focused on evaluate some parts from students in order that they could be improved in the next cycles. *The first*, the researcher would described the students' attitude during the lesson obtained from students' observation checklist and interview. *The second*, the students' quantitative score that can be obtained from the result of cycle III test.

The first analysis was about students' attitude during the lesson in cycle III. based on the observation (see appendix 22), in cycle III meeting 1-3, the students made dicipline activities. *In the preparation stage*, all of the students brought dictionaries, came on time to the class, and prepared their stationaries on the table. These dicipline situations support them in learning well.

In the implementation stage of Cued Retelling Teaching Strategy, the students also did some minor indicipline activities and bad behaviour during the actions. First, few of the students did not pay serious attention to the teacher's explanation. As the result, when the

teacher asked them, some of them did not give responses. For more detail about these data, see appendix 22-24 about students' observation in cycle III meeting 1-3.

In the closing activities, many students could make a conclusion about the lesson that they have learned that day. However, few students were still unable to make conclusion. For this problem, the researcher helped them to make conclusion by guiding them personally. Then, most of the students did the exercises accurately. However, few of them still did not do it seriously. It happened because they did not fully focus on doing the exercise.

Furthermore, the researcher as the one who gave actions to the students for three meetings in cycle III, did not get any corrections from the English teacher (collaborator). Based on her observation, all the things had run very well in the classroom. For the detail data, see appendix 31-33 about teacher's observation checklist.

The second analysis in cycle III was the result of Cycle III Test. Cycle III test was conducted at the cycle III meeting 4. In this research, it was conducted on September 14, 2018. The result could be illustrated as the table below:

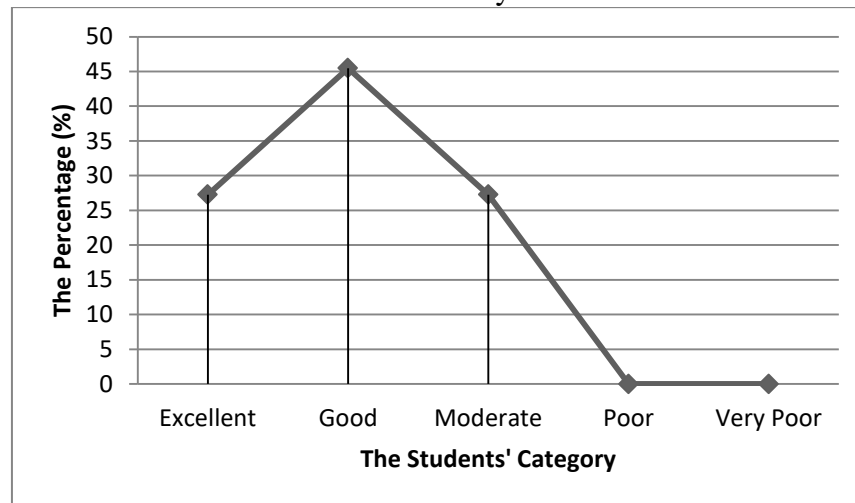
Table 9: The Result of Cycle III

No.	Score Interval	Qualification	Frequency	Percentage (%)
1	80 – 100	Excellent	3	27.27
2	70 – 79	Good	5	45.46
3	60 – 69	Moderate	3	27.27
4	50 – 59	Poor	-	-
5	< 50	Very Poor	-	-

The table 9 above illustrates about the students' ability in cycle III test. It showed that there were 3 student constituted 27.27% who was included "Excellent" category; 5 students constituted 45.46% who were included "Good" category; 3 students constituted 27.27% who were included into "Moderate" category; there were no students who included into "Poor" and "Very Poor" categories. The students average score in cycle III test was **75.43** that was included into "Good" category. The calculation can be seen in appendix 15.

The result in table 11 above showed that the students got significant improvement in listening comprehension of short monologue after getting actions in cycle III by using *Cued Rettell Teaching Strategy*. For more description about the students' progress in this cycle, see the following chart to explaine the real progress:

Chart 4:
The Result of Cycle III



The chart 4 above showed the students' result in cycle III test. In this stage, the students' average score was (75.43). The students got (63.3) for the lowest score; then they got (86.7) for the highest score. It showed that 8 students who got "good" and "Excellent" categories or (76%) of the students who passed the reasearch standard. It means that the students' listening comprehension of short monolog got better improvement and reached the research target. Therefore, the researcher would stop of giving action to the students.

The third analysis was the result of the Students' Interview. At the last meeting of the cycle, the researcher interviewed the students for getting deep information about their problems or factors that made them difficult to master listening comprehension of short monologue and applying *Cued Rettell Teaching Strategy* in learning listening.. The students said that they were interested in

learning English, especially listening comprehension by using *Cued Retell Teaching Strategy* although they still had problems in listening comprehension. The classroom to be active and fun because they felt that they got real listening activities in the classroom. However, they still felt that the speakers in the listening audio spoke rather fast to follow and get a complete idea from the audio they listened.

d. *The Reflecting of Cycle III*

In this stage, the researcher reflected the result of cycle III implementation. After teaching students listening comprehension of short monologues by using *Cued Retell Teaching Strategy*, the students made progress in a certain area, but they also did minor bad things in the classroom. The progress that the students made after conducting cycle III were as follow:

- 1) Quantitatively, the students made significant improvement in their average score. In cycle III, the students' average score was (75.43). It was better than the average score in pre-assessment test (71.21).
- 2) Qualitatively, the students had been discipline in preparation stage. They came on time to the classroom, brought their dictionaries and stationaries. Then, the students' learning motivation better because they understood the importance of mastering English. Last butnot least, the students were better in working in pairs. They got better

understanding that learning English in pairs was better for sharing and practicing together English.

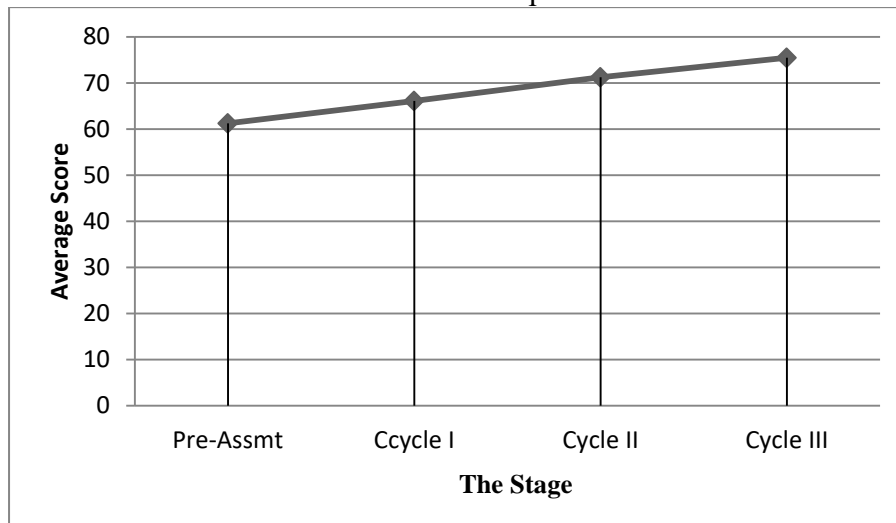
However, there were few students still not really familiar with listening comprehension and the teaching strategy. The students difficult to apply the strategy in listening comprehension activities. They needed time to be familiar in mastering the strategy and applying it in listening comprehension class.

Based on the explanation above, it shows that actions in cycle III gave much contribution for the students' improvement in listening comprehension of monologues. In this cycle, the students could reach the research target. Therefore, it was not important to the researcher to conduct the next cycle. The cycle was stopped until cycle III because the research target has reached.

5. The Students' Improvement during the Actions

After conducting the research for three cycles, the students could reach the research target. It means that *Cued Retell Teaching Strategy* could improve students' listening comprehension of short monologues at eleventh Grade Students of MA Darussalam Kota Bengkulu in Academic Year 2018/2019. The students' step by step progress can be illustrated by the following chart:

Chart 5:
The Students' Improvement



The chart 5 above illustrated the students' progress or improvement from pre-assessment stage, Cycle I, Cycle II, and Cycle III. It showed that the students had good progress. From pre-assessment, the students got average score (61.22) that included into "Moderate" category. In cycle I, the students got average score (66.06) that included into "Moderate" category. Then, in cycle II, the students got average score (71.21) that included "Good" category. In cycle III, the students could reach the research target. They got average score (75.43) that included good category.

From the explanation above, it can be concluded that *Cued Retell Teaching Strategy* could improve students' listening comprehension of short monologues at eleventh Grade Students of MA Darussalam Kota Bengkulu in Academic Year 2018/2019.

Research target. They got average score (75.43) that included good category:

From the explanation above, it can be conclude that cued retell teaching strategy could improve students' listening comprehensiaon of short monologues at eleventh grade students of MA Darussalam Kota Bengkulu in academic year 2018/2019.

B. Discussion

The background of the research came from some problems at the eighth grade students of MA Darussalam Kota Bengkulu in academic year 2018/2019 in learning English. The problems of this research can be: (1) the teacher did not use specific strategy in teaching listening comprehension; (2) the quality of audio is not good for students to listen; (3) the frequency of listening comprehension is too few for the students; (4) students' learning motivation is low; (5) the students' skill in English, especially in listening comprehension still need improvement; (6) the students felt depression and worries during listening comprehension because the speakers speak too fast for them; (7) the students have serious problems in English vocabulary mastery; (8) the students can not finish their listening task in the classroom.

Based on the problem above, the researcher was sure to solve the students' problem by using *Cued Retell Teaching Strategy* that firstly introduced by Doyle in 2000. *Cued Retell Teaching Strategy* is a cooperative learning strategy that gives students an opportunity to recall content information that they are listening, either in oral or written format. This

strategy will help the students because they recall several times the oral text and transfer it into written format. They will be understand perfectly about the content of listening monologues that they are listening. The oral *cued rettel section* and written cued section have their own procedures to help the students, especially in overcoming problems in unfamiliar vocabulary, listening speed, and offering enjoyable and challenging learning atmosphere.

In the process of implementing the research, the researcher designed a research with collaborator. It consisted of pre-assessment, cycle I, cycle II, and cycle III. At the cycle III, the students reach the research target. The process is as follows:

At the beginning step, the researcher conducted pre-assessment. The researcher asked the students to answer questions in research instrument that consisted of 30 items. The result from students' pre-assessment test was the basic skill for the students or the students' pure skill of listening comprehension of short monologues before they got some actions by using *Cued Retell Teaching Strategy*. In pre-assessment test, there were 11 students who joined the test. The result showed that the students' average score in pre-assessment test was (61.22) that was included into "Moderate" category. There were 2 students (18.18%) who were included "Good" category; 3 students (27.27%) who were included into "Moderate" category; 3 students (36.36%) who were included into "Poor" category; and 2 students (18.18%) who were included into "Very Poor" category. There were no students who were included into "Excellent" category in this test. It means that the

students' listening comprehension of short monologue was still moderate. It was under the standard of the research target. Therefore, the researcher gave actions to the students to reach the research target.

Then, as the follow up of the pre-assessment stage, the researcher conducted cycle I to give students action by using *Cued Retell Teaching Strategy* to improve students' listening comprehension of short monologue. The cycle consisted of four meeting. Three meetings for giving students action by using *Cued Retell Teaching Strategy*; and one meeting for giving them cycle I test. The result showed that the students' average score in cycle I test was (66.06) that included into "Moderate" category. There was 1 student (9.08%) who was included "Excellent" category; 4 students (36.36%) who were included "Good" category; 3 students (27.27%) who were included into "Moderate" category; 2 students (18.18%) who were included into "Poor" category; and 1 students 99.09%0 who was included into "Very Poor" category. In this stage, the students' ability of listening comprehension of short monologue was significantly improved; but it had not reached the research target. Therefore, the researcher continued to give actions for the next cycle (cycle II).

The students' failure in this stage were caused by some reasons, especially indicipline activities, namely: *In the preparation stage*, most of the students did not have dictionaries. *Then*, some of the students came late to the class. *In the implementation stage of Cued Retelling Teaching Strategy*, first, most of the students did not pay serious attention to the teacher's explanation.

Second, they still did other activities in the classroom, and some of them were to busy chatting with their friends outside the topic of the lesson. Third, when the teacher asked them, most of them did not give responses. *In the closing activities*, all of the students could not make a conclusion about the lesson that they have learned that day. Then, they did not do the exercises accurately. It happened because they did not master the lesson very well. Most of them did not focus on the exercise. They did other things with their partners.

To follow up the students' weakness in cycle I, the researcher conducted cycle II. It has the same portion with cycle I. It conducted in four meetings: three meetings for teaching, and one meeting for test. In this stage, the researcher re-design the lesson plan, especially to improve students' discipline, behaviour, and the implementation of *Cued Retell Teaching Strategy* in listening comprehension of short monologues. The result showed that the students' average score in cycleII test was (71.21) that included into "Good" category. There were 3 students (27.27%) who was included "Excellent" category; 3 students (36.37%) who were included "Good" category; 3 students (27.27%) who were included into "Moderate" category; 1 students (9.09%) who were included into "Poor" category; and there was no students who was included into "Very Poor" category. In this stage, the students' ability of listening comprehension of short monologue was significantly improved; but it had not reached the research target. Therefore, the researcher continued to give actions for the next cycle (cycle III).

The students' failure in this stage was still dominated by the students' indiscipline activities in the classroom, namely: *In the preparation stage*, some of the students did not have dictionaries in their tables. *Then*, some of the students came late to the class. It made them lose concentration during the lesson because they had missed important information at the beginning of the lesson. *In the implementation stage of Cued Retelling Teaching Strategy*, first, some students did not pay serious attention to the teacher's explanation. Second, they still did other activities in the classroom, and some of them were busy chatting with their friends outside the topic of the lesson. Third, when the teacher asked them, some of them did not give responses. *In the closing activities*, most of the students could not make a conclusion about the lesson that they have learned that day. Then, many students did not do the exercises accurately. It happened because they did not master the lesson very well. They did not focus on the exercise. They did other things with their partners. Therefore, they could not reach the research target.

To follow up the students' weakness in cycle II, the researcher conducted cycle III. It consisted of four meetings; three meetings for giving actions, and one meeting for cycle III test. The researcher re-designed some parts in the lesson plan, especially to improve students' discipline, behaviour, and the implementation of *Cued Retell Teaching Strategy* in listening comprehension of short monologues. The result showed that the students' average score in cycle III test was (75.43) that was included into "Good" category. There were 3 students (27.27%) who were included into

“Excellent” category; 5 students (45.46%) who were included into “Good” category; 3 students (27.27%) who were included into “Moderate” category; there were no students who included into “Poor” and “Very Poor” categories. The result indicated that the students’ ability in listening comprehension of short monologues was significantly improve. In this stage, the students could reach the reasearch target. Therefore, the researcher did not continue the actions because the students had improved.

Based on the explanation above, it can be concluded that *Cued Retell Teaching Strategy* could improve students’ listening comprehension of short monologues at eleventh Grade Students of MA Darussalam Kota Bengkulu in Academic Year 2018/2019.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After conducting the research by giving them three cycles of actions, it can be concluded that *Cued Retell Teaching Strategy* could improve students' listening comprehension of short monologues at eleventh Grade Students of MA Darussalam Kota Bengkulu in Academic Year 2018/2019. Quantitatively, it can be proved from the comparison of the students' average score in pre-assessment (61.22) and the students' average score in cycle III (75.43). Qualitatively, it can be proved from the students' better behaviour and dicipline during the lesson in cycle III: the students brought dictionaries during the lesson; the students came on time to the class; the students paid serious attention to the lesson and ovoided indicipline activities during the lesson.

B. Suggestion

After conducting this research, the researcher wanted to give suggestion for the institution, students who had the same problems with the subjects of the research, English teachers, and the next researchers as the follows:

1. *Institution*

- a. The headmasters should encourage the English teacher to use various kinds of teaching strategy, especially for teaching English skills in the classroom.

- b. The headmasters should support the researcher who conducted action research in their school in order that they can develop many kinds of teaching strategies or method. The result can be useful to apply in the process of teaching and learning in English class.

2. *Students*

- a. The students needed to use specific strategy to apply in learning language skill, especially for learning listening comprehension of short monologues.
- b. The students should explore their listening comprehension skill because it is an important skill to master in English.
- c. The students should always

3. *English Teachers*

- a. It is important for the English teachers to apply specific strategy to teach English skills in order that the students had a clear guide to master them.
- b. For the teachers who have the same problems with the subjects of this research; they can apply this strategy to solve it.
- c. The teachers should explore various kinds of teaching strategies and methods to make the learning process easy for students.

4. *The Next Researchers*

- a. It is important for the next researchers to do research with different focus or broader scope in order to improve students' learning problems.

- b. It is important for the next researchers to develop more creative topic and method in doing CAR for academic research.

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