

**THE USE OF TELL ME MORE SOFTWARE
TO TEACH LISTENING SKILLS**

**(An Experimental Study with the Tenth Grade Students of SMK
Miftahul Huda Kendal in the Academic Year of 2017/2018)**

THESIS

Submitted in partial fulfillment of the requirement
for the degree of Bachelor of Education
in English Language Education



Arranged by:

ALFIANISA SOFIARANI

Student Number: 133411073

**FACULTY OF EDUCATION AND TEACHER TRAINING
WALISONGO STATE ISLAMIC UNIVERSITY
SEMARANG
2018**

THESIS STATEMENT

I, the student with the following identity:

Name : Alfianisa Sofiarani
Student Number : 133411073
Department : English Language Education

certify that this thesis entitled:

THE USE OF TELL ME MORE SOFTWARE TO TEACH LISTENING SKILLS (An Experimental Study with the Tenth Grade Students of SMK Miftahul Huda Kendal in the Academic Year of 2017/2018)

is definitely my own work. I am completely responsible for the content of this thesis. Other writer's opinions or findings included in the thesis are quoted or cited in accordance with ethical standards.

Semarang, January 9th, 2018

The Writer,



Alfianisa Sofiarani

NIM: 133411073



RATIFICATION

Thesis with the following identity:

Title : The Use of Tell Me More Software to Teach Listening Skills
(An Experimental Study with the Tenth Grade Students of
SMK Miftahul Huda Kendal in the Academic Year of
2017/2018)

Writer : Alfianisa Sofiarani

Student Number : 133411073

Department : English Language Education

had been ratified by the boards of examiner of Faculty of Education and Teacher
Training of Walisongo State Islamic University Semarang on:

Day : Friday
Date : January 19th, 2018


THE BOARD OF EXAMINERS

The Chief of Examiner,

Secretary,


Siti Tarwiyah, SS., M. Hum.

NIP. 19721108 199903 2 001


Dra. Hj. Ma'rifatul Fadhillah, M. Ed


NIP. 19620803 198903 2 003

Examiner I,

Examiner II,


Dra. Hj. Siti Mariam, M. Pd.

NIP. 19650727 199203 2 002


Nadiah Ma'mun, M. Pd.

NIP. 19781103 200701 2 016


Daviq Rizal, M. Pd.

NIP. 19771025 200701 1 015

ADVISOR NOTE

Semarang, January 8th, 2018.

To:

The Dean of Education and Teacher Training Faculty
Walisongo State Islamic University

Assalamu'alaikum Wr. Wb.

I inform that I have given guidance, briefing and correction to whatever extent necessary of the following thesis identification:

Title : **THE USE OF TELL ME MORE SOFTWARE TO TEACH LISTENING SKILLS (An Experimental Study with the Tenth Grade Students of SMK Miftahul Huda Kendal in the Academic Year of 2017/2018)**

Name of Student : Alfianisa Sofiarani

Student Number : 133411073

Field of Study : English Language Education

I state that the thesis is ready to be submitted to Education and Teacher Training Faculty of Walisongo State Islamic University to be examined at Munaqosah session.

Wassalamu'alaikum Wr. Wb.

Advisor,



Daviq Rizal, M. Pd.

NIP. 19771025 200701 1 015

ABSTRACT

Title : The Use of Tell Me More Software to Teach Listening Skills
(An Experimental Study for the with Tenth Grade Students of
SMK Miftahul Huda Kendal in the Academic Year of
2017/2018)

Writer : Alfianisa Sofiarani

NIM : 133411073

The objective of this study is to explain the students' responses towards the use of Tell Me More software and to investigate the use of Tell Me More in listening in SMK Miftahul Huda Kendal. The population of this research was the tenth grade students of SMK Miftahul Huda Kendal. The research method was an experimental research that is conducted in two classes; the experimental class (X PBS) and control class (X TKJ 1). The X PBS was taught by using Tell Me More software while the X TKJ 1 was taught without Tell Me More software. The instruments used to collect the data were documentation, observation, questionnaire and test. The formula that was used to analyze the data was t-test.

After the data had been collected, the result of pre test average of the experimental group was 51.67 and control group was 49.67. Then the post test average of the experimental group was 76.33 and control group was 58.83. The obtained t-test was 8.944 whereas the t-table was 2.00 for alpha (α) 5%. The t-test score was higher than t-table ($8.944 > 2.00$). It was meant that H_a was accepted while H_o was rejected. Since t-test score was higher than the t-table, Tell Me More software was effective in teaching listening skill of descriptive texts SMK Miftahul Huda Kendal in the academic year of 2017/2018. Finally Tell Me More software is suggested to the teachers that can be used as one of media in teaching listening of descriptive texts.

Keyword: *Listening skill, Tell Me More software, Experimental Study*

ACKNOWLEDGEMENT

Alhamdulillah, praise is given to Allah, the Most Merciful, and the lord of universe that the writer could finish a thesis entitled ‘The Use of Tell Me More Software to Teach Listening Skills (An Experimental Study for the Tenth Grade of SMK Miftahul Huda Kendal in the Academic Year 2017/2018). Sholawat and salam always be gave to the Prophet Muhammad who guides us from the darkness to the brightness.

The writer realizes that this thesis cannot be finished without supports, guidance, advice, help and encouragement from individual and institution. Therefore, the writer would like to express a lot of gratitude to:

1. Dr. H. Raharjo, M. Ed, ST, as the Dean of Education and Teacher Training Faculty.
2. Dr. H. Ikhrom, M. Ag., as the Head of English Language Department.
3. Daviq Rizal, M. Pd. as the advisor for the patience in giving guidance and helpful corrections during the consultation.
4. All lecturers at Education and Teacher Training Faculty who always give their knowledge and advice to the writer.
5. Abdul Ghofar, S. Pd. I. as the Head Master of SMK Miftahul Huda Kendal who has given permission to conduct the research there.
6. Ulfa Laili Maftuhah, S. Pd. I. as the English teacher who always guides me to finish my research.

7. My beloved father Mr. Suprayitno and my beloved mother Mrs. Sri Kiswinarni who always support and pray for me every day. Thanks for your motivation, support, and always be there for me. I Love You.
8. My beloved brother Rizqy Elfian and my beloved sister Denada Maghfirosita who support, help and pray for me.
9. My entire classmate PBI B 2013 'The Damps Squad' thanks for your motivation, support and togetherness. Salam PBI B.
10. My 'Sholihah' squad, mbak Vi, Ciki, kak Di, and new member Vevin and Ukhtyy, who always be there to hear all my confusedness, sadness, and everything. Thanks for all motivation, support and togetherness.
11. My roommate: Etika Noor Susianti and Neli Ema Agustin, my boarding house neighbor; Apri Eri S, thank you for all motivation, support and togetherness.

Finally, the writer realizes that this thesis still has a lot of deficiency. Therefore, the writer hopes the criticism and suggestion for perfection of this thesis. The writer hopes that this thesis would be beneficial for everyone. Amen.

Semarang, January 9th, 2018

The Writer,

Alfianisa Sofiarani

SN: 133411073

TABLE OF CONTENT

TITLE	.....	i
THESIS STATEMENT	.....	ii
RATIFICATION	.....	iii
ADVISOR NOTE	.....	iv
ABSTRACT	.....	v
ACKNOWLEDGEMENT	.....	vi
TABLE OF CONTENT	.....	viii
LIST OF APPENDICES	.....	x

CHAPTER I INTRODUCTION

A. Background of the Research	.....	1
B. Question of the Research	.....	5
C. Objectives of the Research	.....	5
D. Significances of the Research	.....	5
E. Limitation of the Research	.....	6

CHAPTER II REVIEW OF THE RELATED LITERATURE

A. Previous Research	.....	8
B. Listening	.....	11
1. Definition of Listening	.....	11
2. Types of Listening	.....	12
3. Listening Process	.....	13
4. Importance of Listening	.....	15
C. Computer-Assisted Language Learning (CALL)	.....	16
1. Definition of CALL	.....	16
2. Phase of CALL History	.....	17
3. Types of CALL Program	.....	18
4. Integrating Technology into Teaching Material	.....	19

D. Tell Me More Software	20
1. Definition of Tell Me More	20
2. Required Configuration	22
3. Lesson Mode	23
4. Program Description	24
E. Descriptive Texts	26
F. Hypothesis	29

CHAPTER III RESEARCH METHOD

A. Research Design	30
B. Setting and Time	31
C. Source of Data/Participant	31
D. Research Variable	32
E. Technique of Collecting Data	33
F. Technique of Analyzing Data	34

CHAPTER IV RESEARCH FINDING AND DISCUSSION

A. The Application of Tell Me More Software to Teach Listening Skills	44
B. The Effectiveness of Tell Me More Software to Teach Listening Skills	47
C. Discussion of Research Finding	60
D. Limitation during the Research	62

CHAPTER V CONCLUSION

A. Conclusions	64
B. Suggestion	65

BIBLIOGRAPHY

APPENDICES

CURRICULUM VITAE

LIST OF APPENDICES

TRYOUT TEST	1
PRETEST	10
POSTTEST	16
LESSON PLAN (EXPERIMENTAL CLASS)	24
LESSON PLAN (CONTROL CLASS)	37
OBSERVATION CHECKLIST	52
RESEARCH SCHEDULE	56
STUDENTS LIST	57
ANALYSIS DATA	59
DOCUMENTATION	83

CHAPTER I

INTRODUCTION

This chapter discusses background of the research, research question, objective of the research, significances of the research, and limitation of the research.

A. Background of the Research

English is known as an international language, which is commonly used as a communication language by someone with the other from different language or country. It becomes a subject that is mostly taught in every school in the world. According to Crystal, nowadays the language that is most widely taught as a foreign language – in over 100 countries, such as China, Russia, Germany, Spain, Egypt and Brazil, is English.¹

In Indonesia, English is also taught in every school as a foreign language because it is not mainly used as the language of daily communication. English language has been taught in primary schools and becomes a subject that is tested as a requirement for students' graduation.

English lesson covers four skills: listening, speaking, reading and writing, which should be mastered by students. For more than six decades, research and practice in English have

¹ David Crystal. 2003. *English as a Global Language Second Edition*. New York: Cambridge University Press. p. 110

identified the four skills - listening, speaking, reading and writing – as a paramount importance.²

Listening becomes one of the significant problems that are mostly faced by many students and most of English teachers do too. Those problems arise from some factors such as background knowledge, teaching methods, school facilities, the frequency of listening activities, etc. Listening is often flustering for an English learner because layers, accents and many students are bound to the written word.³

In learning materials, listening is as crucial as speaking, reading and writing but students are infrequently evaluated on their listening skills and it makes the problems of many weak listeners cannot be detected. It is because the teaching media or teaching methods, which is used do not support in delivering learning materials. Field state that the reason for the lack of listening learning because of the difficulty of teaching it.⁴ Furthermore, listening as an important skill of language acquisition should be enhanced by appropriate and innovative

²H. Douglas Brown. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy Second Edition*. San Francisco, CA: Longman. p. 232

³L Ghaderpanahi. 2012. *Using Authentic Aural Materials to Develop Listening Comprehension in the EFF Classroom*. English Language Teaching, Journal 5,(6). doi: 10.5539/elt.v5n6p146

⁴John Field. 2008. *Listening in the Language Classroom*. Cambridge: Cambridge University Press. p. 1

learning method in order to make students enhance and easy to catch it.⁵

Therefore, teachers should apply an effective way to teach listening skill properly. Many researchers have tried several learning methods in order to repair what their students' weakness is. One way to develop an active teaching approach is using technology to stimulate the students' interest in English language learning.⁶

In this globalization era, technology develops rapidly. One of technologies that can be used as a teaching medium is computer. Computer assisted language learning was firstly implemented in the 1960s and 1970s.⁷ There are many types of CALL program. One of them is software, which is developed in 1990s. Software will be a choice in creating fun and effective learning method. It can be used by some teachers to teach students.

Tell Me More is software that is produced by Auralog. Tell Me More is Europe's best-selling language software, used by

⁵ Erna Nurkholida. 2016. *Enhancing Listening Skill Based on Authentic Materials in Higher Education*. DEIKSIS : Program Studi Bahasa Inggris, Fakultas Tarbiyah, STAIN Kediri. Vol. 08 No. 03. p. 258

⁶Bouzar Mohammed Amine, et al. 2012. *Using Multimedia to Motivate Students in EFL Classroom: A Case Study of English Master's Students at Jijel University, Algeria*. Malaysian Journal of Distance Education 14(2). p. 64

⁷M Warschauer and D Healey. 1998. *Computers and Language Learning: An Overview*. Language Teaching. p. 31

major schools, universities and corporations.⁸ Moreover, Tell Me More has become solution of choice for over 7 million learners globally as well as thousands of corporate, government and education client.⁹

Tell Me More software is available in DVD form. Therefore, a computer or a PC should be supported by DVD-ROM, to apply it. Tell Me More software is available in several languages, such as Spanish, French, German, Italian, Japanese, Chinese, Arabic, Dutch and English as a foreign language.¹⁰

It has two modes of language choices: British English and American English. This software is completed by some exercises in the four language skills: listening, speaking, reading and writing.¹¹

Based on explanation and problem above, this research will investigate teaching listening method by using Tell Me More software to help students' weakness in listening skill. In this research is using American English language mode. In this mode is available from level 1 until level 10. Level one is Complete Beginner and level 10 is Expert. Hopefully, by using Tell Me

⁸<http://multilingualbooks.com/aura-tellprem.html>, accessed on Monday, 13 November 2017 at 03.17 p.m.

⁹http://sfigroupofcompanies.com/?page_id=510, accessed on Monday, 13 November 2017 at 02.45 p.m.

¹⁰<http://ipfs.io/ipfs/QmXoypizjW3WknFiJnKLwHCnL72vedxjQkDDP1mXWo6uco/wiki/Auralog.html>, accessed on Monday, 13 November 2017 at 03.22 p.m.

¹¹http://sfigroupofcompanies.com/?page_id=510, accessed on Monday, 13 November 2017 at 02.45 p.m.

More software as a medium in teaching listening can improve students listening skill.

This research entitled “The Use of Tell Me More Software to Teach Listening Skills (An Experimental Study with the Tenth Grade Students of SMK Miftahul Huda Kendal in the Academic Year of 2017/2018)”.

B. Questions of the Research

This thesis guided through the following major questions:
How is the effectiveness of Tell Me More software in teaching listening skills in SMK Miftahul Huda Kendal?

C. Objective of the Research

According to the research question, the objective of this research can be stated as follows:

To explain the use of Tell Me More in listening skills in SMK Miftahul Huda Kendal is effective.

D. Significances of the Research

The result of this study has expected to contribute significantly not only theoretically but also practically for these following parties:

1. For English study program

This research will give some ideas in teaching listening, and other suitable skills.

2. For the English teachers

Hopefully it can improve professionalism, confidence, knowledge and motivation in finding a new or good technique to teach listening and useful for teaching.

3. For the learners

This research will give the students new experience in doing listening and increase their listening proficiencies at the same time.

4. For the next researcher

This study can give the readers a reference in conducting research about media in teaching listening, develop their knowledge and get many experiences.

E. Limitation of the Research

This study is conducted in the tenth grade of SMK Miftahul Huda Kendal in the academic year of 2017/2018, because this medium is suitable for them and will not disturb teaching and learning process.

The focus of this research is to discover the listening skill on descriptive texts achievement score of the students taught using Tell Me More software and those taught without Tell Me more software. Tell Me More software is one of the media of

teaching listening that can motivate students. Therefore, they interested in learning English.

This research use American language as the language mode, level 2 as the proper level to the material and word searches also dictation as listening materials, which provided in the software, therefore students could practice their listening skills.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses previous research, listening, computer-assisted language learning, Tell Me More software, descriptive texts, and hypothesis.

A. Previous Research

This research has some relevant previous research to support this research. First is the thesis entitled “*Assessment Model in Speaking Exercises of Tell Me More Software*”, written by Afri Afifah Saputri (2016) English Education, Faculty of Islamic Education and Teacher Training, Walisongo State Islamic University.¹

The objectives of this research are to know what speaking exercises is employed in Tell Me More software, and to analyze how speaking exercises in Tell Me More software can facilitate student’s speaking skill.

There are similarities and differences between the previous study and my current study. The similarity between the previous study and this study is the media, which is used in the previous study. The previous research used Tell Me More software in delivering learning materials. The differences are

¹Afri Afifah Saputri. 2016. Final Project. *Assessment Model in Speaking Exercises of Tell Me More Software*. English Education, Faculty of Islamic Education and Teacher Training, Walisongo State Islamic University.

the research design, the location of the research, and the samples of the research. And this previous study focuses on speaking skill. The result of this previous study is the speaking exercises of Tell Me More software facilitate student's speaking.

The second is a journal from Indonesian Publication Index entitled "*The Use of Pronunciation Software to Improve Students' Pronunciation*", written by Faizul Muna (2012), IAIN Walisongo Semarang.²

The aim of this research is to find out the implementation of teaching pronunciation using pronunciation software and the improvement of students' pronunciation after being taught through using pronunciation software.

There are similarity and differences between this earlier study and my current study. The similarity between the previous study and this study is the one of teaching media used in this previous study Tell Me More Software.

The differences are the research method, this previous study was used classroom action research, and the skill that was taught in this previous study is pronunciation. The conclusion of this previous study is teaching pronunciation using pronunciation software is helpful and effective.

²Faizul Muna. 2012. Journal. *The Use of Pronunciation Software to Improve Students' Pronunciation*. Vol 3. No 2. p. 87-110 Available from: <http://id.portalgaruda.org/?ref=browse&mod=viewarticle&article=154149>. Accessed on Saturday, January 20th, 2018, at 9.45 a.m.

The last is a journal from Asia Pacific Journal of Multidisciplinary Research entitled “*Effectiveness of Tell Me More in Enhancing Communication Skills*”, written by Vivian A. Perez (2014), College of Education, Arts and Sciences, Lyceum of the Philippines University, Batangas City, Philippines.³

There are several research objects, which are discussed. They are to determine the effectiveness of Tell Me More in enhancing the communication skills, to determine the difference between two groups of responses, to present the conflicts/problems encountered in the use of the software, and to propose measures to improve the implementation of the software.

There are some similarities and differences between this previous study and my current study. The similarity between the previous study and this study is the media used by the previous study was Tell Me More software. And the differences are the location of the research, the samples of the research, and this previous study is focus on communication skills. The result of this previous study is Tell Me More software highly effective in enhancing speaking and listening skills.

³Vivian A. Perez. 2014. Journal. *Effectiveness of Tell Me More in Enhancing Communication Skills*. Asia Pacific Journal of Multidisciplinary Research, Vol. 2 No. 6. p. 164-172

B. Listening

1. Definition of Listening

Listening and hearing were related that listening involves an active process, which requires an analysis of sounds, contrast to hearing, which only perceives sounds in a passive way.⁴ Another definition of listening is the ability to identify and understand what other saying.⁵ The definition of listening that is approved by International Listening Association (ILA) is “the process of receiving, constructing meaning from, and responding to spoken and/or nonverbal message.”⁶

Listening is an important skill in language learning and communication. More than 45% of communication time is completed by in listening, which clearly shows how important this skill is in general language ability.⁷

Based on explanation above, there is a distinction between hearing and listening, which listening is not a

⁴Mili Saha and Md. Ali Rezwan Talukdar. 2008. *Teaching Listening as an English Language Skill*. Available from: http://www.streetdirectory.com/travel_guide/106689/languages/teaching_listening_as_an_english_language_skill.html. Accessed on Tuesday, 5 September 2017 at 3.17 p.m.

⁵Arif Saricoban. 1999. *The Teaching of Listening*. The Internet TESL Journal. Vol. V, No. 12. From: <http://iteslj.org/Articles/Saricoban-Listening.html>

⁶Kent Adelman. 2012. *The Art of Listening in an Educational Perspective: Listening reception in the mother tongue*. Education Inquiry. Vol. 3. No. 4. p. 515

⁷Zorana Vasiljevic. 2010. *Dictogloss as an Interactive Method of Teaching Listening Comprehension to L2 Learners*. Bunkyo University. p. 41

receptive and passive skill, where the role of the listener is to understand the message instead of just perceiving sounds as hearing does, making listening an active process.

2. Types of Listening

There are four types of listening. The first category is Intensive. This type of listening is to get the specific language components such as phonemes, words, intonation, discourse markers, etc. The second is responsive. Responsive listening refers to listening to a fairly short part of language such as a greeting, question, command, and comprehension check. This is aimed to give an equally short response. The third category is selective. In selective listening, the listener does not look for the global or general meanings, necessarily, but to be able to find important information in a field of potentially detracting information. The last category is extensive. This type is different from some types before, extensive listening requires the listeners to grasp the global message of the aural texts. In this type of listening, the listeners carry out top-down processes. The typical activities of extensive listening are listening for the gist, main idea, and making inferences.⁸

⁸H. Douglas Brown. 2004. *Language Assessment: Principles and Classroom Practices*. New York: Pearson Education Inc. p. 120

Based on explanation above, there are five types of listening: intensive listening refers to listening precise phonemes, words, intonation, discourse markers, etc. Responsive refers to type of listening practice (such as greeting), which the listener's response is the goal of the activity. In selective listening, the listeners focus only on specific information rather than understand all of oral text. And extensive listening refers to listening for an extended period of time, while focusing on meaning.

3. Listening Process

There are two models of listening process: the bottom-up model and the top-down model. First model is bottom-up. This model emphasizes decoding of phonemes (smallest sound segments that can carry meaning), continues on to syntactic level, followed by an analysis of semantic content to catch literal meaning, then interprets that literal meaning to understand what speaker means.⁹

Clark and Clark summarize this view of listening in the following way. First, listeners receive raw speech and grasp a phonological representation of it in working memory. Secondly, they instantly try to arrange the phonological representation into constituents and then to

⁹Gary Buck. 2001. *Assessing Listening*. United Kingdom : Cambridge University Press. p. 2

identify their content and function. And then, they identify each constituent and then generate underlying propositions, assembling continually onto a hierarchical representation of propositions. Once they have identified the propositions for a constituent, they retain them in working memory and at some part eliminate memory of the phonological representation.¹⁰

It can be concluded that bottom-up processing in listening refers to a form of language processing that listeners' focus on linguistic knowledge to understand the meaning. Listeners analyze the small parts of language such as phonemes, words, phrases, clauses, and sentences in order to generate the whole understanding of the texts.

Top-down processes involve listener's prior knowledge may be related to the context, the topic, the speaker or speakers and their relationship to the situation.¹¹ Moreover, listeners use "top down" process when they use background knowledge to understand the meaning of a message. The example of top down strategies include: listening for the main idea, predicting, drawing inferences, and summarizing.¹²

¹⁰ Jack C. Richardss. 2008. *Teaching Listening and Speaking*. New York : Cambridge University Press. p. 4

¹¹I.S.P. Nation and J Newton. 2009. *Teaching ESL/EFL Listening and Speaking*. New York: Routledge. p. 40

¹²Hidayah Nor and Nur Alfa Rahmah. 2015. *Developing a Workbook of Basic Listening Course for the Third Semester Students of*

In summary, top-down processing refers to the listening process, which the listeners make inferences on semantic expectations and predictable generalizations cued by the incoming language. In drawing an interpretation of the aural texts, listeners develop proper content and formal schemata or background knowledge and cultural experience to carry out the interpretation effectively.

4. Importance of Listening

There are three main reasons to support the importance of listening in foreign language learning. First, listening is a skill developed in the very beginning of a child's learning of language. Second, listening can improve speaking skill. Therefore, it is necessary to develop listening skill in the initial stage of learning in order to become a good speaker. Finally, listening exercises help to draw a learner's attention to new forms in the language i.e. vocabulary, grammar and interaction patterns.¹³

English Department at IAIN Antasari Banjarmasin. Journal Vision Vol. 4. No. 1. Available from <http://journal.walisongo.ac.id/index.php/vision/article/view/1632/1199>. Accessed on Monday, 28 August 2017 at 2.41 p.m.

¹³Kretsai Woottipong. *The Effect of Using Video Materials in the Teaching of Listening Skills for University Students*. International Journal of Linguistics. 2014 Vol 6 No. 4. p. 3. Available from <http://dx.doi.org/10.5296/ijl.v6i4.5870> Accessed on Tuesday, 14 February 2017 at 10.10 a.m.

It can be concluded that reasons to support the importance of listening are listening is first skill to learn new language, listening can improve speaking skill, and listening can help the learner to build vocabulary and grammar.

C. Computer-Assisted Language Learning (CALL)

1. Definition of CALL

During the 1980s CALL moved away from its initial leanings towards behaviorism and drill-and-practice, widening its scope to cover the communicative approach and several new technologies. CALL now includes highly interactive and communicative support for listening, speaking, reading and writing.¹⁴

CALL is the acronym for computer assisted language learning and it is related to the use of computers for language teaching and learning.¹⁵ Computer Assisted Language Learning (CALL) is often perceived, somewhat narrowly, as an approach to language teaching and learning, which the computer is used as an aid to the presentation,

¹⁴G. Davies, et al. 2004. *ICT4LT Module 1.4: Introduction to Computer Assisted Language Learning (CALL)*. Available from http://www.ict4lt.org/en/en_mod1-4.htm. Accessed on Wednesday, 15th February 2017 at 13.29 p.m.

¹⁵Abdallah Abu Naba'h, et al. 2009. *The Effect of computer Assisted Language Learning in Teaching English Grammar on the Achievement of Secondary Students in Jordan*. The International Arab Journal of Information Technology. Vol. 6. No. 4. p. 432

reinforcement and assessment of material to be learned, usually including a substantial interactive element.¹⁶

Moreover, Computer Assisted Language Learning (CALL) is "the search for and study of applications of the computer in language teaching and learning".¹⁷

In summary, Computer Assisted Language Learning is an approach to language teaching and learning in computer technology is used.

2. Phase of CALL History

There are three phases of CALL. First, Behaviouristic CALL: In this phase, which was conceived in the 1950s and implemented in the 1960s and 1970s, the computer played the role of tutor, serving mainly as a vehicle for delivering instructional materials to the learner. Drill-and-practice programs were a prominent feature of this phase.

Second, Communicative CALL: this phase became prominent in the 1970s and 1980s, the computer continued to be used as a vehicle for practicing language skills, but in a

¹⁶Graham Davies.(*CALL*) *Computer Assisted Language Learning*, Available from https://www.llas.ac.uk/resources/gpg/61#toc_0, Accessed on Wednesday, 15th February 2017 at 11.56 a.m.

¹⁷Bamrung Torut. 1999. *Computer-Assisted Language Learning: An Overview*. TASEAP (Thailand-Australia Science & Engineering Assistance Project) CALL. p. 1

non-drill format and with a greater degree of student choice, control and interaction.

And, Integrative CALL: tried to address criticisms of the communicative approach by integrating the teaching language skills into tasks or projects and coincided with the development of multimedia technology.¹⁸

From explanation above, there are three phases of CALL History, behaviouristic CALL (1960s-1970s), communicative CALL (1970s-1980s), and integrative CALL (1990s-today).

3. Type of CALL Program

There are some CALL programs/ materials: First, CALL-specific software: applications designed to develop and facilitate language learning, such as CD-ROMs, web-based interactive language learning exercises/quizzes. Second is Generic software: applications designed for general purposes, such as word-processors (*Word*), presentation software, and spreadsheet (*Excel*), that can be used to support language learning. Third, Web-based learning programs: online dictionaries, online encyclopedias, online concordances, news/magazine sites, e-texts, web-quests, web publishing, blog, wiki, etc. The last is

¹⁸ M Warschauer and D Healey. 1998. *Computers and Language Learning: An Overview*. Language Teaching, p. 31

Computer-mediated communication (CMC) programs: synchronous – online chat, asynchronous - email, discussion forum, message board.¹⁹

From the explanations above, programs/materials of CALL are software and internet-based. Software contains of specific and generic software, such as CD-ROM, and word processor (*Word*). Internet-based is CALL online program. It contains of web-based learning programs and computer-mediated communication (CMC) programs, such as web publishing, and synchronous – online chat.

4. Integrating Technology into Teaching Material

The teachers can employ the technology to be integrated with daily classroom activities. However it is important for language teachers to be able to know what to do to make the integrating of technology in curriculum development and teaching materials success:²⁰ Knowing Your Students, to make a good integration of technology into daily classroom learning, it starts by knowing the students' skill levels.

¹⁹Chi-Fen Emily Chen. *Computer Assisted Language Learning and Teaching : Unit 1. Introduction to Computer Assisted Language Learning*. Available from: <http://www2.nkfust.edu.tw/~emchen/CALL/unit1.htm>. Accessed on Monday, 27 November 2017 at 11.45 p.m.

²⁰Tony Erben and Iona Sarieva. 2008. *CALLing All Foreign Language Teachers: Computer-Assisted Language Learning in The Classroom*. New York: Eye on Education. p. 19-20

In choosing materials, teachers can create materials that support and advance students development of electronic literacy. For example, using the Internet to research as well as write a report provides multiple sources of information that motivating students to learn more about topic.

Students Working with Technology, Technology-enhanced classrooms have been found to promote discovery learning, learner autonomy, and learner-centeredness.

Language Use, research findings indicate that students tend to use the target language more if the teacher models and supports language use.

In incorporating CALL into the teaching of listening, the teachers can refer to CD-ROM or World Wide Web as the sources to generate a listening program.²¹

From the explanation above, there are several things to do to integrate technology with teaching material. Those things are: knowing the students level, choosing materials that suitable with students, students working with technology, and language use. As source of listening, teacher can refer to CD-ROM and World Wide Web (WWW).

²¹John Flowerdew and Lindsey Miller. 2005. *Second Language Listening Theory And Practice*. New York: Cambridge University Press. p. 178

D. Tell Me More Software

1. Tell Me More

Tell Me More is interactive language learning software produced by Auralog. Tell Me More is Europe's best selling language software, used by major schools, universities and corporations. Tell Me More is a complete learning solution, such as, multimedia video and sound, and state-of-the-art speech recognition.²²

Tell Me More is the method of reference for language teaching. Tell Me More software gives some contributions to English language teaching and learning. It provides new effective methods and techniques of teaching and learning.²³

Tell Me More has broken new ground in the educational sector with its Dynamic Mode. This new working mode adjusts the learning path of each user, according to his or her needs. The software constantly analyses the results obtained in each activity, then suggests activity to do next, following the learner's needs and objectives. This innovative working mode is intended to allow learners to work independently, by analyzing their

²²https://www.esl.net/tell_me_more_english.html, accessed on Monday, 27 February 2017 at 05.45 p.m.

²³John Bunting. 2004. *Tell Me More Software Program*. TESL-EJ, Vol. 8. No. 1. Available from <http://www.tesl-ej.org/wordpress/issues/volume8/ej29/ej29m3/>, accessed on Tuesday, 28 February 2017 at 10.25 a.m.

results as they work and by adapting their working program according to these results.²⁴

Based on explanations above, Tell Me More is a language learning software solution, and becomes a real alternative to traditional language lessons. Tell Me More is the method of reference for language teaching and learning and has earned numerous international recognitions from the educational and computer community.

2. Required Configuration

Tell Me More software may work well if it is installed in a computer with the following system requirements: Minimum configuration, PC or Compatible Celeron® 333 MHz or equivalent, Windows® 95*, 98, NT4*, Millennium, 2000 or XP, 64 MB RAM, 70 MB available on hard disk, 8X CD-ROM drive or better, 16-bit Windows™-compatible sound card, Video card (800 x 600 with 65536 colors or higher), and Microphone + speakers or headphones (included).

Recommended configuration, PC or Compatible Pentium® III 650 MHz or equivalent, Windows® 95*, 98, NT4*, Millennium, 2000 or XP, 128 MB RAM, 100 MB available on hard disk, 24X CD-ROM drive or better, 16-bit

²⁴https://www.esl.net/tell_me_more_english.html, accessed on Monday, 27 February 2017 at 05.45 p.m.

Windows™-compatible sound card, video card (1024 x 768 with 16 million-colors or higher), and microphone + speakers or headphones (included).²⁵

3. Lesson Mode

There are three lesson modes available in Tell Me More software. They are free-to-roam mode, guided mode, and dynamic mode.²⁶

Free-to-roam mode is organized by workshops according to the skills or topics to be worked on: Lesson Workshop, Cultural Workshop, Vocabulary Workshop, Grammar Workshop, Oral Workshop, and Written Workshop.

Free-to-roam mode gives more freedom in navigation and allows to change the options of different activities, such as the level of difficulty for speech recognition, by clicking on the “Tools and Info” menu in the upper right-hand corner of the screen, and then on “Functions/Options”.²⁷

In guided mode, a “Learning Path” is offered for each level chosen. The path offered is made up of several

²⁵ John Bunting. 2004..... Accessed on Tuesday, 28 February 2017 at 10.25 a.m.

²⁶ John Bunting. 2004..... Accessed on Tuesday, 28 February 2017 at 10.25 a.m.

²⁷ Auralog SA. 2007. *Tell Me More® Step by Step: Activity Guide*. p.

lessons, generally organized by theme. There are three types of lessons for each path. First is lessons based on a dialogue. Second, lessons based on a cultural text, called “Cultural Activities”. And lessons based on a role play activity, called “Film Set”, that aim at developing oral comprehension and expression, as well as sociolinguistic and cultural knowledge about the countries where the language is spoken.²⁸

Dynamic mode, the student can choose to work according to one of the objectives offered, after that point tell me more adapts the linguistic content to help students work on the skills that they need to improve the most, as calculated by their performance in each activity.²⁹

In summary, the three lesson modes in Tell Me More software are free-to-roam mode, guided mode, and dynamic Mode. Free-to-Roam lets the user choose activities to do. Tell Me More suggests a learning path in the guided mode. And dynamic mode modifies choices based on user results in earlier activities.

4. Program Description

The program is divided and presented in several different formats. The first way is by “content topic”. These topics are weather report, the canoe trip, vacation time, at the

²⁸John Bunting. 2004..... Accessed on Tuesday, 8 November 2017 at 7.20p.m.

²⁹Auralog SA. 2007..... p. 3

shore, arrival in New York, the east coast, the housing search, visiting a house, free time, at the lake, the gas station, and buying a car.

It is also divided by “workshops”: cultural workshops, vocabulary workshops, grammar workshops, oral workshops (for speaking), and written workshops.

These workshops are divided into additional numerous “activities” that focus on different skills areas. They also include a glossary and grammar explanations. Activity types included are: dialogue, sentence pronunciation, word pronunciation, phonetics exercise, picture/word association, word search, word association, the right word, fill-in-the-blank, words and topics, words and functions, grammar practice, mystery phrase, crossword puzzle, word order, sentence practice, dictation, text transformation, written expression, and video and questions.³⁰

Word Searches activity consists of finding words hidden in a grid. The words to find are either displayed on screen or given as a recording. They belong to the same lexical family. Dictation activity consists of listening to and transcribing sentences.³¹

³⁰John Bunting. 2004..... Accessed on Tuesday, 8 November 2017 at 7.20p.m.

³¹Auralog SA. 2007..... p. 3

The program is divided and presented in several different formats. They are content topic (weather report, arrival in New York, etc), workshops (cultural workshops, vocabulary workshops, etc.), and activities. The examples of activities are word searches and dictation.

E. Descriptive Texts

A descriptive text is a kind of text that has purpose to describe a particular person, place, or thing in details.³² The social function of descriptive text is to describe a particular person, place, or thing.

Descriptive is text containing two components, identification and description. Identification introduces and identifies anything or phenomenon that described.

Description is part of generic structure that consists of particular phenomenon or thing.³³

Besides paying attention the generic structure, we can identify descriptive from the grammatical pattern or language features. By understanding language features, we can identify or

³² Denil Mardiyah, et al. *The Second Grade of Students' Ability Descriptive Text at SMP N 1 Canduang*. English Department, Faculty of Languages and Arts, State University of Padang. p. 281.

³³ Siti Masiroh and Dasep Suprijadi. 2015. *Improving Students' Ability in Writing Descriptive Text Using Genre Based Approach (GBA) at the Eight Grade Students of SMP Islam Terpadu Fitrah Insani*. ELTIN Journal. Vol. 3/1. p. 40

arrange descriptive easily. It is part of characteristics to distinguish descriptive with other genres.

Grammatical patterns of descriptive are: using certain nouns, simple present tense, noun phrase to give information about subject, adjectives, relative verb to give information about subject, thinking and feeling verb to express the writer's perception about subject, action verb, adverbial to give additional information about subject, and using figurative language style.³⁴

The example of descriptive text is as follow:

Table 2.1³⁵

MY BEST FRIEND

Part of Text	Purpose	Details from the Text
Identification Part	To identify the person or thing being describe	I have a lot of friends in my school, but Dinda has been my best friend since junior high school. We don't study in the same class, but we meet at school every day during recess and after school. I first met her at junior high school orientation and we've been best friends ever since.

³⁴ *Modul Descriptive Text*. <http://mmursydpw.blogspot.com>. October 10th 2017. 09.58 a.m.

³⁵ E-book: Buku Guru Kementrian Pendidikan dan Kebudayaan RI. 2014. *Bahasa Inggris*. Balitbang, Kemendikbud: Pusat Kurikulum dan Perbukuan. p. 45.

<p style="text-align: center;">Description part</p>	<p>To describe the characteristic features of the person or thing</p>	<p>Dinda is good-looking. She's not too tall, with fair skin and wavy black hair that she often puts in a ponytail. At school, she wears uniform. Other than that, she likes to wear jeans, casual t-shirt and sneakers. Her favorite t-shirts are those in bright colors like pink, light green and orange. She is always cheerful. She is also very friendly and likes to make friends with anyone. Like many other girls, she is also talkative. She likes to share her thoughts and feelings to her friends. I think that's why many friends enjoy her company. However, she can be a bit childish sometimes. For example, when she doesn't get what she wants, she acts like a child and stamps her feet.</p> <p>Dinda loves drawing, especially the manga characters. She always has a sketchbook with her everywhere she goes. She would spend some time to draw the manga characters from her imagination. Her sketches are amazingly great. I'm really glad to have a best friend like Dinda.</p>
--	---	--

Descriptive text is a text to describe a person, place or thing. The generic structures are identification and description. Identification has function to bring reader to introduce what will be discussed. It is usually put in first paragraph. Identification

usually answers the questions: what is the topic of the text and what is the text above. The description has function to describe parts, qualities, and characteristic of the parts of the object. It is put after identification or next paragraph of identification until final paragraph.

F. Hypothesis

In conducting my study, I propose the working hypothesis of the study can be formulated as follow:

(H1) Using Tell Me More software is effective in the teaching listening to the tenth grade students of SMK Miftahul Huda Kendal in the academic year of 2017/2018.

(H0) Using Tell Me More software is not effective in the teaching listening to the tenth grade students of SMK Miftahul Huda Kendal in the academic year of 2017/2018.

The hypothesis used as the base of test was the positive one.

CHAPTER III

RESEARCH METHOD

This chapter discusses research design, setting and time, source of data/participant, research variable, technique of collecting data, and technique of analyzing data.

A. Research Design

This research was used pretest-posttest control group design. Two groups employ in this design: first group was received a treatment (X) while the second group was not. Both groups were given a pretest and a posttest.

The pretest-posttest control group design can be diagrammed as shown below:¹

E	O1	X	O2
C	O3	Y	O4

E : Experimental class

C : Control class

O1 : Pretest for experimental class

O2 : Posttest for experimental class

O3 : Pretest for control class

O4 : Posttest for control class

X : Treatment using Tell Me More Software

Y : Treatment without using Tell Me More Software

¹Suharsimi Arikunto. 2010. *Prosedur Penelitian Suatu Pendekatan Praktik*, -edisi revisi. Jakarta: Rineka Cipta. p. 86.

The subjects of this research were divided into two groups: experimental group, which was taught by using Tell Me More Software and control group, which was taught without using Tell Me More Software.

The approach that was used in this study was quantitative approach. It was quantitative because the data, which was gained, were numeric and it was analyzed by using statistical computation. Quantitative research is the analysis to the numerical data by statistical method.² It was explained the result of pretest and posttest.

B. Setting and Time

The research was conducted at the tenth grade of SMK Miftahul Huda Kedal in the first semester of the academic year of 2017/2018. The research was conducted from 26th of October 2017 to 18th of November 2017.

C. Source of Data/Participant

a. Population

The population of this study was taken from all of the tenth grade students of SMK Miftahul Huda Kendal in the academic year of 2017/2018, which has four classes, X PBS, X TKJ 1, X TKJ 2, and X TKR.

²Daniel Muijs. 2004. *Doing Quantitative Research in Education with SPSS*. London: Sage Publications. p. 1.

b. Sample

The research was employed two classes from the tenth grade students of SMK Miftahul Huda Kendal in the academic year of 2017/2018, X PBS as experimental class and X TKJ 1 as control class.

D. Research Variable

This research was conducted an experimental study. There weretwo variables, independent variable and dependent variable.

The Independent variable is a variable that influences or causes change or emergence of the dependent variable.³ Independent variable in this research was the use of Tell Me More software to teach listening skill.

The indicators are teacher makes plan and prepares Tell Me More software that will be used in teaching learning activity, students can use Tell Me More software, and students do word searches and dictation activity in Tell Me More Software.

The Dependent Variable is variable that is affected resulting, because of the existence of the independent variable.⁴ Dependent variable in this research was the achievement listening of the tenth grade students of SMK Miftahul Huda Kendal in the

³Sugiyono. 2011.*Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta. p. 39.

⁴Sugiyono. 2011..... p. 39.

academic year of 2017/2018 that was taught by using Tell Me More software.

The indicators are students are able to listen and write spoken descriptive text, students are able to describe people/person orally, students are able to identify generic structure, social function, and language feature of descriptive text, and students are able to arrange descriptive text.

E. Technique of Collecting Data

The instrument of the research is a tool or facility, which is used for collecting data in order to get better result. To get the accurate data, this research was use some instruments for collecting the data, they were:

1. Test

Test is a part of questions and exercises, which is used to measure students' skill, intelligence, achievement, capability or talent.⁵ This research was used one test type only. It was multiple-choice. It means, students have to choose the right answer among a, b, c, or d.

This research was given pretest and posttest to obtain how effective Tell Me More method in delivering learning materials. Pretest was given before the teacher taught material by using Tell Me More Software, the teacher asked students to do the test related in the materials that they was known by

⁵Suharsimi Arikunto. 2010..... p. 193

them before. Pretest was given to the experimental and control classes in same way. This test was given before the experiment run.

Posttest was given to the experimental class and control class. It was given in order to know students' achievement after they were taught by using Tell Me More Software (experimental class) and without Tell Me More Software (control class). In this case, students were asked to do the objective test about oral descriptive text.

2. Documentation

The documentation method is used to look for the data concerning matters or the variable that took the form of the note, transcript, book, newspaper, magazine, inscription, ledger, agenda, etc.⁶ It was referred to the archival data, which was relevant to this research. In this research, this method was used to get the data of students' name list that become respondents, syllabus, lesson plan, etc. The data was gained by the help of to help the English teacher.

F. Technique of Analyzing Data

1. Tryout

The result of the tryout test will be used to make sure that the measuring instrument has such characteristics

⁶Suharsimi Arikunto, 2010..... p. 201

as validity and reliability of instrument test. The instrument to be tried out was the composition test. There are 4 ways to assess test, which have been composed: the difficulty level, discrimination power, validity and reliability of each item.⁷

The tryout was given to X TKR of the students of SMK Miftahul Huda Kendal. After finishing the test, the answer sheets were collected in order to be scored. From 32 items test of tryout, 20 items were chosen as the instrument of the test. The choosing of the instrument had been conducted by considering: validity, reliability, the degree of test difficulty and discriminating power.

a. Validity

The result was consulted to critical score for *r-product moment*. If the obtained coefficient of correlation was higher than the critical score for *r-product moment*, it means that a paragraph was valid at 5% alpha level significance. The validity was an important quality of any test. It was a condition, in which a test can measure what was supposed to be measured.

⁷Suharsimi Arikunto. 2010..... p. 220-222

The validity of an item can be known by doing item analysis. It was counted using product moment formula:⁸

$$r_{xy} = \frac{N\Sigma XY - \Sigma(X)\Sigma(Y)}{\sqrt{\{N\Sigma X^2 - (\Sigma X)^2\}\{N\Sigma Y^2 - (\Sigma Y)^2\}}}$$

Notice:

r_{xy} : The correlation coefficient between X variable and Y variable

N : number of students

X : number of each item score

Y : number of total score

Calculation result of r_{xy} was compared with r table of product moment by 5% degree of significance. If r_{xy} was higher than r_{table} , the item of question was valid.

b. Reliability of Instrument

A reliable instrument is one that gives consistent result.⁹ Besides validity, a good test should have reliability as well. Reliability was necessary characteristic of any good test. The method that was used to find out

⁸Suharsimi Arikunto. 2013. *Dasar-Dasar Evaluasi Pendidikan Edisi 2*. Jakarta: PT Bumi Aksara. p. 87

⁹Jack R Fraenkel and Norman E Wallen. 2005. *How to Design and Evaluate Research in Education Six Edition*. New York: McGraw-Hill Companies, Inc. p. 113

reliability involved scoring of first and last part of the items separately by making table. To get the coefficient of correlation, this research was applied the *product-moment* formula and continued to the *spearman-brown* formula. The formula of product moment as follow:

$$r_{xy} = \frac{N\Sigma XY - \Sigma(X)\Sigma(Y)}{\sqrt{\{N\Sigma X^2 - (\Sigma X)^2\}\{N\Sigma Y^2 - (\Sigma Y)^2\}}}$$

Notice:

- r_{xy} : The correlation coefficient between X variable and Y variable
- N : number of students
- X : number of each item score
- Y : number of total score¹⁰

After finding r_{xy} the computation was continued to the *spearman-brown* formula as follow:

$$r_{11} = \frac{2 \times r_{1/2}^{1/2}}{1 + r_{1/2}^{1/2}}$$

- r_{11} : The reliability of the instrument.
- $r_{1/2}^{1/2}$: Coefficient of correlation between the scores of the first and last part.¹¹

¹⁰Suharsimi Arikunto. 2013..... p. 87

Calculation result of r_{11} was compared with r_{table} of product moment by 5% degree of significance. If r_{11} was higher than r_{table} , the item of question was reliable.

c. Degree of test difficulty

A good question is a question that not really difficult and not really easy. Formula for degree of test difficulty is:¹²

$$P = \frac{B}{JS}$$

Notice:

P : difficulty's index

B : number of students who has right answer

JS : number of students

The criteria are:¹³

P : 0.00 – 0.30 difficult question

P : 0.31 – 0.70 average question

P : 0.71 – 1.00 easy question

d. Discriminating Power

The discriminating power was measured the effectiveness of a whole test. It is used to know how

¹¹Suharsimi Arikunto. 2013..... p. 107

¹²Suharsimi Arikunto. 2013..... p. 223

¹³Suharsimi Arikunto. 2013..... p. 228

accurate the test item in showing up differences between higher subject and lower subject.¹⁴ The formula for discriminating power is:

$$D = \frac{B_A}{J_A} - \frac{B_B}{J_B} = P_A - P_B$$

In which:

- D : The discrimination index.
- J_A : The number of the students in upper group.
- J_B : The number of the students in lower group.
- B_A : The number of the students in the upper group who answered item correctly.
- B_B : The number of the students in the lower group who answered item correctly.
- P_A : Proportion of the students in the upper group who answered correctly.
- P_B : Proportion of the students in the lower group who answered correctly.¹⁵

The criteria of discriminating power as follow:

- ≤ 0.00 : Very Poor.
- 0.01 – 0.20 : Poor.
- 0.21 – 0.40 : Medium.
- 0.41 – 0.70 : Good.

¹⁴Louis Cohen. 2007. *Research Methods in Education Six Edition*. New York: Routledge. p. 422

¹⁵SuharsimiArikunto. 2013..... p. 223

0.71 – 1.00 : Excellent¹⁶

2. Pre Test

a. Normality Test

Normality test is used to know the normality of the data that is going to be analyzed whether both groups have normal distribution or not.

Chi square is used here:¹⁷

$$\chi^2 = \sum \frac{(O_i - E_i)^2}{E_i}$$

Notice:

χ^2 : Chi square

O_i : Frequency from observation

E_i : expected frequency

Calculation result of χ^2 was compared with χ^2 table by 5% degree of significance. If χ^2 was lower than χ^2 table so the distribution list was normal.

b. Homogeneity Test

¹⁶Suharsimi Arikunto, 2013..... p. 232

¹⁷Sudjana. 1996. *Metode Statistika*. Bandung: Tarsito. p. 273.

Homogeneity test is used to know whether experimental group and control group, which are taken from population have relatively same variant or not. The formula is:¹⁸

$$F = \frac{Vb}{Vk}$$

Notice:

Vb : bigger variant

Vk : smaller variant

The hypotheses in homogeneity test are:

Ho : homogeny variant: $\sigma_1^2 = \sigma_2^2$

Ha : non homogeny variant: $\sigma_1^2 \neq \sigma_2^2$

If calculation result of F was lower than F table by 5% degree of significance, so Ho was accepted, it was meant both groups have same variant.

c. Test of the average

This test was used to examine students' average scores whether experimental and control group.

¹⁸Sudjana. 1996..... p. 250

If $\sigma_1^2 = \sigma_2^2$ (has same variant), the formula is:¹⁹

$$t = \frac{\overline{X}_1 - \overline{X}_2}{\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

\overline{X}_1 : Average of experimental group

\overline{X}_2 : Average of control group

N1 : number of experimental group

N2 : number of control group

S_1^2 : Standard deviation of experimental group

S_2^2 : Standard deviation of both groups

If $\sigma_1^2 \neq \sigma_2^2$ (has no some variant), the formula is:

$$t^1 = \frac{\overline{X} - \overline{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_1^2}{n_2}}}$$

The hypotheses were:

$$H_0 : \mu_1 = \mu_2$$

¹⁹Sudjana. 1996..... p. 239

$$H_a : \mu_1 > \mu_2$$

μ_1 : Average data of experimental group

μ_2 : Average data of control group

H_0 was accepted if the calculation result of t was lower than $t_{1-\alpha}$. Degree of freedom for data t was $(n_1 + n_2 - 2)$ with probability $1 - \alpha$. If H_0 was refused and H_a was accepted, so the average of first group was better than the second one.

3. Post Test

Post test was used to know the students' achievement after all treatments. The steps were similar with the steps on data analysis technique, which was proved the hypothesis about the difference of students' achievement on the listening skill between the students who was taught by using Tell Me More software and traditional method.

The data analysis on this study was true by supporting using computer program called SPSS.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter discusses the application of tell me more software to teach listening skills, students' responses toward the use of tell me more software to teach listening skills, the use of tell me more software to teach listening skills, discussion of research finding, and limitation during the research.

A. The Application of Tell Me More Software to Teach Listening Skills

To find out the use of Tell Me More software in teaching listening skill in the tenth grade SMK Miftahul Huda Kendal, an analysis of quantitative data is conducted. After conducting the research, the data of research finding is obtained by using the test of experimental class and control class after conducting different treatment of learning process in both classes.

The implementation of this study was divided in two classes, namely the experimental class (X PBS) and the control class (X TKJ 1). Before the activities were conducted, the materials and lesson plan of learning was determined. Learning process in the experimental class was completed by using Tell Me More software while learning process in control class was proceed traditionally where the learning material is delivered without using Tell Me More software.

The test was given before and after the students follows the learning process. After the data were collected, the data is analyzed to prove the truth of the hypothesis that had been formulated.

Before items were given to the students, the tryout test was held for tryout class on 28th October 2017 to analyze validity, reliability, difficulty level and the discrimination power of each item. There are 30 items as the instrument of the test. Test was given to know the validity, reliability, degree of test difficulty and discriminating power of test items of tryout test in control class.

This research was used *r-product* formula to analyze validity. The *spearman-brown* formula combined with *product-moment* formula was applied to analyze the reliability of the instrument. The degree of test difficulty used difficulty level formula by considered five levels of difficulty. The last analysis of tryout test was discriminating power by divided into two groups: lower group and upper group.

A pretest was given on 30th October 2017 in experimental class and 3rd November 2017 in control class. The questions consisted of 20 items, which had been stated as valid questions according to tryout analysis. After gave pretest, the materials and lesson plans of learning activities is determined. The pretest conducted in both groups to know that two groups were normal and homogeny.

After knowing the control class and experimental class had similar variant. A certain treatment in experimental class was conducted twice for 90 minute each meeting. The first treatment conducted on 31st October 2017 and the second treatment conducted on 6th November 2017 by using Tell Me More software to teach listening skill of descriptive text.

The control class was not taught using Tell Me More software, just explaining the material orally without gave variation in learning process. Students only had been given an assignment. The teaching also conducted twice a week on 4th November 2017 and 11th November 2017 for 90 minutes for each meeting.

After gave treatments in experimental class and conventional teaching in control class, a posttest was given, which consisted of 20 test items. The posttest was given on 13rd November 2017 in experimental students and 17th November 2017 in control group.

To analyze the data of test result, the first data from experimental class and control class is taken from the pretest score. And after the control and experimental conducted the learning process, both of the classes are given a test to obtain the data.

B. The Effectiveness of Using Tell Me More Software to Teach Listening Skills

1. Tryout Test

This discussion covered validity, reliability, level of difficulty and discriminating power.

a. Validity of Instrument

As mentioned in chapter III, validity refers to the precise measurement of the test. In this study, the item validity was used to know the index validity of the test. To know the validity of instrument, Pearson product moment formula is used to analyze each item.

It was obtained that from 32 test items: there were 20 test items were valid and 10 test items were invalid. They were on number 6, 14, 18, 19, 20, 21, 22, 23, 25, 30, 31 and 32. They were invalid with the reason the computation result of their r_{xy} value (the correlation of score each item) was lower than their r_{table} value.

The following was the example of item validity computation for item number 1 and for the other items would use the same formula.

$$\begin{array}{ll} N & = 20 & (\sum X)^2 & = 81 \\ \sum XY & = 165 & \sum Y & = 286 \\ \sum X & = 9 & \sum (Y^2) & = 4792 \\ \sum (X^2) & = 9 & (\sum Y)^2 & = 81796 \end{array}$$

$$r_{xy} = \frac{N\sum XY - \sum(X)\sum(Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

$$r_{xy} = \frac{(20 \times 165) - (9 \times 286)}{\sqrt{\{(20 \times 9) - 81\} \{(20 \times 4792) - 81796\}}}$$

$$r_{xy} = 0,615706322$$

From the computation above, the result of computing validity of the item number 1 was 0.6157. After that, the result was consulted to the table of *r product moment* with the number of subject (N) =20 and significance level 5% it was 0.444. Since the result of the computation was higher than *r* in table, the index of validity of the item number 1 was considered to be valid.

b. Reliability

To get the coefficient of correlation, the *product moment* formula is applied and then continued to the *spearman-brown* formula. The formula of product moment as follow:

Before computing the reliability, *product moment* formula (r_{xy}) had to be computed with the formula below:

N	= 20	$(\sum X)^2$	= 19044
$\sum XY$	= 1152	$\sum Y$	= 148
$\sum X$	= 138	$\sum (Y^2)$	= 1302
$\sum (X^2)$	= 1168	$(\sum Y)^2$	= 21904

$$r_{xy} = \frac{N\Sigma XY - \Sigma(X)\Sigma(Y)}{\sqrt{\{N\Sigma X^2 - (\Sigma X)^2\}\{N\Sigma Y^2 - (\Sigma Y)^2\}}}$$

$$r_{xy} = \frac{(20 \times 1152) - (138 \times 148)}{\sqrt{\{(20 \times 1168) - 19044\}\{(20 \times 1302) - 21904\}}}$$

$$r_{xy} = 0,745184427$$

After finding *product moment* formula (r_{xy}) the computation was continued to the *spearman-brown* formula as follow:

$$r_{11} = \frac{2 \times r_{1/2}^{1/2}}{1 + r_{1/2}^{1/2}}$$

$$r_{11} = \frac{2 \times 0,593859722}{1 + 0,593859722}$$

$$r_{11} = 0,745184427$$

From the computation above, it was found out that 11 r (the total of reliability test) was 0.745 whereas the number of subjects was 20 and the critical value for r-table with significance level 5% was 0.444. Thus, the value resulted from the computation was higher than its critical value. It could be concluded that the instrument used in this research was reliable.

c. Degree of test difficulty

The following was the computation of the degree of test difficulty for item number 1, for the other items would use the same formula.

$$B = 9$$

$$JS = 20$$

$$P = \frac{B}{JS}$$

$$P = \frac{9}{20}$$

$$P = 0,45$$

It was proper to say that the index difficulty of the item number 1 above can be said as the average category, because the calculation result of the item number 1 was in the interval 0.31 – 0.70.

d. Discriminating Power

The following was the computation of the discriminating power for item number 1, for other items would use the same formula.

$$D = \frac{B_A}{J_A} - \frac{B_B}{J_B} = P_A - P_B$$

This was the analysis of discriminating power for item number 1:

$$B_A = 7 \qquad J_A = 10$$

$$B_B = 2 \qquad J_B = 10$$

$$D = \frac{7}{10} - \frac{2}{10}$$

$$D = 0.50$$

According to the criteria, the item number 1 above was good category, because the calculation result of the item number 1 was in the interval $0.40 \leq D \leq 0.70$.

Based on the analysis of validity, reliability, difficulty level and discriminating power, finally there are 20 items of test.

2. Pre Test

a. Normality Test

The normality test is used to know whether the data is normally distributed or not. To find out the distribution data is used normality test with Chi-square.

Ho : the data of normal distribution

Ha : the data of un normal distribution

With criteria, Ho accepted if $\chi^2_{count} < \chi^2_{table}$ with $\alpha = 5\%$ and $dk = k-1$.

The result of normality test of experimental and control class pretest.

Table 4.1

No	Class	Test	χ^2_{count}	χ^2_{table}	Criteria
1.	Experimental	Pretest	9,6554	11,07	Normal
2.	Control	Pretest	3,8298	11,07	Normal

Based on the analysis above it can be seen that χ^2_{count} both of class is lower than χ^2_{table} ($\chi^2_{count} < \chi^2_{table}$), so H_0 accepted. It can be concluded that the distribution data of experimental and control class are normal.

b. Homogeneity Test

The homogeneity test is used to know whether the group sample that was taken from population is homogeneous or not.

Ho : homogeny variant: $\sigma_1^2 = \sigma_2^2$

Ha : non homogeny variant: $\sigma_1^2 \neq \sigma_2^2$

With criteria, H_0 accepted if $F_{count} < F_{table}$ with $\alpha = 0.05$ and $df = k-1$.

The result of homogeneity test of experimental and control class pre test.

Table 4.2

No	Class	Variance	N	F_{count}	F_{table}	Criteria
1.	Experimental	88.51	30	1.05	1.85	Homogen
2.	Control	84.37	30			Homogen

Based on the formula:

$$F = \frac{Vb}{Vk}$$

$$F = \frac{88,51}{84,37}$$

$$F = 1,05$$

Based on the computation above it is obtained that F_{count} is lower than F_{table} , so H_0 accepted. It can be concluded that the data of pre test from experimental and control class have the same variance or homogeneous.

c. Test of the Average

This test is used to examine average whether experimental and control group that has been decided having significant different average before the treatment.

Table 4.3

Variation source	Experimental	Control
Sum	1550	1490
N	30	30

\bar{X}	51.67	49.67
Deviation Standard (s)	9.41	9.19
Varian (s ²)	88.51	84.37

Because $\sigma_1^2 = \sigma_2^2$ (has same variant/homogeny), the formula is:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

$$S^2 = \frac{(30 - 1) \times 88,506 + (30 - 1) \times 84,368}{30 + 30 - 2}$$

$$S^2 = 9,297$$

$$t = \frac{51,67 - 49,67}{9,297 \sqrt{\frac{1}{30} + \frac{1}{30}}}$$

$$t = 0,8332$$

Ho is accepted if $-t_{(1-\frac{1}{2}\alpha)(n_1+n_2-2)} < t < t_{(1-\frac{1}{2}\alpha)(n_1+n_2-2)}$.

Based on the computation above, by $\alpha = 5\%$ and $df = 30+30- 2 = 58$ is obtained $t_{table} = 1,67$ and $t_{count} = 0.8332$.

Ho is accepted if $-t_{table} < t_{count} < t_{table}$. So, it can be concluded that there is not significant different of the

average pre-test between experimental and control class, because t_{count} at the reception area of H_0 .

3. Post Test

a. Normality Test

H_0 : the data of normal distribution

H_a : the data of un normal distribution

With criteria, H_0 accepted if $\chi^2_{count} < \chi^2_{table}$ with $\alpha = 5\%$ and $dk = k-1$.

The result of normality test of experimental and control class post test.

Table 4.4

No	Class	Test	χ^2_{count}	χ^2_{table}	Criteria
1.	Experimental	Post test	8,1680	11,07	Normal
2.	Control	Post test	5,9733	11,07	Normal

Based on the analysis above it can be seen that χ^2_{count} both of class is lower than χ^2_{table} ($\chi^2_{count} < \chi^2_{table}$), so H_0 accepted. It can be concluded that the distribution data of experimental and control class are normal.

b. Homogeneity Test

H_0 : homogeny variant: $\sigma_1^2 = \sigma_2^2$

H_a : non homogeny variant: $\sigma_1^2 \neq \sigma_2^2$

With criteria, H_0 accepted if $F_{count} < F_{table}$ with $\alpha = 0.05$ and $df = k-1$.

The result of homogeneity test of experimental and control class pre test.

Table 4.5

No	Class	Variance	N	F_{count}	F_{table}	Criteria
1.	Experimental	58,51	30	1,038	1,85	Homogeny
2.	Control	56,35	30			Homogeny

Based on the formula:

$$F = \frac{Vb}{Vk}$$

$$F = \frac{58,51}{56,35}$$

$$F = 1,038$$

Based on the computation above it is obtained that F_{count} is lower than F_{table} , so H_0 accepted. It can be concluded that the data of pre test from experimental and control class have the same variance or homogeneous.

c. Test of the Average

This test is used to examine average whether experimental and control group that has been decided having significant different average before the treatment.

Table 4.6

Variation source	Experimental	Control
Sum	2290	1765
N	30	30
\bar{X}	76,333	58,833
Deviation Standard (s)	58,506	56,351
Varians (s^2)	7,649	7,507

Because $\sigma_1^2 = \sigma_2^2$ (has same variant/

homogeny), the formula is:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

$$S^2 = \frac{(30 - 1) \times 58,506 + (30 - 1) \times 56,351}{30 + 30 - 2}$$

$$S^2 = 7,578$$

$$t = \frac{76,333 - 58,833}{7,578 \sqrt{\frac{1}{30} + \frac{1}{30}}}$$

$$t = 8,944$$

H_0 is accepted if $-t_{(1-\frac{1}{2}\alpha)(n_1+n_2-2)} < t < t_{(1-\frac{1}{2}\alpha)(n_1+n_2-2)}$.

Based on the computation above, by $\alpha = 5\%$ and $df =$

$30+30- 2 = 58$ is obtained $t_{table}= 1,67$ and $t_{count}= 8.944$.
Ho is accepted if $-t_{table} < t_{count} < t_{table}$. So, it can be concluded that there is significant different of the average post test between experimental and control class, because t_{count} at the reception area of Ho.

4. Hypothesis Test

Hypothesis test is used to know whether there is a difference average on posttest of experimental class and control class. The score posttest both of class is used to test the hypothesis. To test the difference of average used t-test.

$$H_0: \mu_1 = \mu_2$$

$$H_a: \mu_1 > \mu_2$$

$H_0: \mu_1 = \mu_2$: it means there is no significant difference between the listening skill improvement of students who were taught by using Tell Me More software and who were taught by lecturing (without using Tell Me More software)

$H_a: \mu_1 \neq \mu_2$: it means there is significant difference between the listening skill

improvement of students who were taught by using Tell Me More software and who were taught by lecturing (without using Tell Me More software)

Ha is accepted if $t_{count} > t_{(1-\alpha/2)(n1+n2-2)}$

Table 4.7

No	Source of Variance	Experimental	Control
1.	N	30	30
2.	Average	76,33	58,83
3.	Variance	58,806	56,351
4.	Deviation Standard	7,649	7,501
5.	Maximal Score	90	75
6.	Minimal Score	55	50

Table 4.8

Class	N	Average	Variance	Deviation Standard	t_{count}	t_{table}	Criteria
Experimental	30	76,33	58,806	7,649	8,944	2,00	Ha accepted
Control	30	58,83	56,351	7,501			

Based on the computation above, it is obtained that the average of post test of the experimental class who are taught by using Tell Me More software is 76.33 and deviation standard (s) is 7.648. While the average of post test of the control class who are taught by lecturing or conventional learning is 58.83 and deviation standard (s) is 7.501 with $df = 30+30-2 = 58$ by $\alpha = 5\%$, so obtained $t_{table} = 2.00$ from the result of calculation t-test $t_{count} = 8.944$. It means that t_{count} is higher than t_{table} ($t_{count} > t_{table}$). So H_0 is rejected and H_a is accepted.

Because $t_{count} > t_{table}$, it can be concluded that there is a significant difference between experimental and control classes on post test, the score of the experimental class is higher than the control class.

C. Discussions of the Research Findings

1. The Score of Pre Test

The result of pretest was obtained the average score of experimental class was 51.67, and the result of control class 49.67. Normality of experimental class in pretest was 9.65, and control class was 3.83. The distribution of both data, in experimental and control class, is normal because $\chi^2_{count} < \chi^2_{table}$.

The result of homogeneity of pretest between experimental and control class was homogeneous, because F_{count} is lower than F_{table} .

The result of hypothesis test by using t-test computation, $\alpha = 5\%$ and $df = 30+30- 2 = 58$ was obtained $t_{table} = 1,67$ and $t_{count} = 0.8332$. So, it can be concluded that there is not significant different of the average pre-test between experimental and control class, because $-t_{table} < t_{count} < t_{table}$.

2. The Score of Post Test

The result of posttest was obtained the average score of experimental class was 76.33, which were higher than the result of control class 58.83.

The average score of experimental class was 76.33 and deviation standard(s) was 7.65. Teaching listening in experimental class by using Tell Me More as a media to teach descriptive texts can encourage the students to be more active and motivated. Tell Me More software as teaching media that can create situation in teaching listening more interesting and make the students easier to understand the material. It can be seen on average score of experimental class, which better result than control class.

The average score of control class was 58.83 and standard deviation (s) was 7.51. Teaching listening in control class by using conventional learning or lecturing to teach listening of descriptive texts make the students feel bored with

the material that is presented because the method too monotone.

Based on the result of calculation t-test is obtained $t_{count}=8.944$ and $t_{table}=2.00$ with $\alpha = 5 \%$ and $df= 58$. It shows that $t_{count} > t_{table}$ (t_{count} higher than t_{table}). So it means that there is a significant difference between listening skill improvement of students taught by using Tell Me More software and taught by lecturing or conventional learning in listening of descriptive texts.

D. Limitations of the Research

This research had not been done optimally. There were constraints and obstacles faced during the research process. Some limits of this research were:

1. Relative short time of research makes this research could not be done maximum.
2. The research was limited at SMK Miftahul Huda Kendal in the academic year of 2017/ 2018. So that when the same research will be gone in other schools, it was still possible to get different result.
3. The implementation of the research process was less smooth: this was more due to lack of experience and knowledge.

Considering all those limitations, there is a need to do more research about teaching listening skill on descriptive text

using the same or different media. In the hope there will be more optimal result.

CHAPTER V

CONCLUSION

This chapter discusses chapter discusses chapter discusses conclusions and suggestion.

A. Conclusions

The conclusion of this research is drawn in accordance with the result of the data analysis in the previous chapter. There are some significant differences between an experimental and a control class. The average score for the experimental class was 56.83 for the pretest and 68.00 for the post test. Whereas, the average scores for the control class was 56.67 for the pretest and 62.33 for the post test. It means that there was an improvement of the students' achievement in listening comprehension skill of descriptive texts. Each class had different achievement. The achievement of the experimental class was higher than the control class.

The result of posttest of experimental class was 68.00, which were higher than the control class 62.33. It means that teaching listening comprehension skill of descriptive texts by using Tell Me More software as a medium was better than the teaching listening comprehension skill of descriptive texts without Tell Me More software.

The result of the calculation using the t-test showed that t-count: 2.688 and t-table: 1.67 with $\alpha = 5\%$ and $df = 58$. It means that t-count was higher than t-table $\{2.688 > 1.67\}$. It was

meant that H_a was accepted while H_o was rejected. It can be concluded that there is a significant difference in the students' listening score of the tenth grade students of SMK Miftahul Huda Kendal in academic year of 2017/ 2018 between students who have been taught listening skill of descriptive texts by using Tell Me More software and those who have been taught by using a conventional learning or lecturing only.

From the explanation above can be concluded that the use of Tell Me More software is effective to improve listening comprehension skill of descriptive texts at the tenth grade of SMK Miftahul Huda Kendal.

B. Suggestion

Based on the result of the experimental research, the research is useful for English teachers to improve their students' descriptive text listening. After finishing the research, there are some useful suggestions for the teacher, the students and the next researcher about what software, which is appropriate to improve students' listening skills.

There are some suggestions for the teacher. This software may become alternative media in teaching English. By using Tell Me More software to teach listening is a good innovation. It can stimulate the students' interest in materials and students can learn English in fun way. The teacher should match the Tell Me More software with the suitable material for Senior High school

students, thus the goal of the study can be fulfilled. The teacher also can find the references from Tell Me More software, which appropriate to the material in order to get the students interest in listening activities. Before teaching and learning process, the teacher should have prepared the technique or media well. It means that before using Tell Me More software as a medium in teaching listening, it is better if the teacher check whether the activities are appropriate to their level or not.

The suggestions for the students are the students should pay attention to the teacher when he or she gives the English lesson and encourage themselves to learn English especially listening.

For the next researcher, they can make this study as their reference to conduct a research on the same field. They are also expected to be able to cover the limitation about this research. The next researchers also can prepare everything as good as possible in doing research.

Finally, this thesis is far from being perfect. Because of that, constructive critics and device are really accepted for the perfection of the thesis. Hopefully, this thesis is useful for all of us. Amen.

RESOURCES

- Adelmann, Kent. 2012. *The Art of Listening in an Educational Perspective: Listening reception in the mother tongue*. Education Inquiry. Vol.3.No. 4.
- Amine, Bouzar Mohammed, et al. 2012. *Using Multimedia to Motivate Students in EFL Classroom: A Case Study of English Master's Students at Jijel University, Algeria*. Malaysian Journal of Distance Education 14(2).
- Arikunto, Suharsimi. 2010. *Prosedur Penelitian Suatu Pendekatan Praktik*, -edisi revisi. Jakarta: Rineka Cipta.
- Arikunto, Suharsimi. 2013. *Dasar-Dasar Evaluasi Pendidikan Edisi 2*. Jakarta: PT Bumi Aksara.
- Auralog SA. 2007. *Tell Me More® Step by Step: Activity Guide*.
- Brown, H. Douglas. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy Second Edition*. San Francisco, CA: Longman.
- Brown, H. Douglas. 2004. *Language Assessment: Principles and Classroom Practices*. New York: Pearson Education Inc.
- Buck, Gary. 2001. *Assessing Listening*. United Kingdom: Cambridge University Press.
- Bunting, John. 2004. *Tell Me More Software Program*. TESL-EJ, Vol. 8.No. 1. Available from <http://www.tesl-ej.org/wordpress/issues/volume8/ej29/ej29m3/>. Accessed on Tuesday, 28 February 2017 at 10.25 a.m.
- Chen, Chi-Fen Emily. *Computer Assisted Language Learning and Teaching: Unit 1. Introduction to Computer Assisted Language Learning*. Available from:

<http://www2.nkfust.edu.tw/~emchen/CALL/unit1.htm>.
Accessed on Monday, 27 November 2017 at 11.45 p.m.

- Cohen, Louis. 2007. *Research Methods in Education Six Edition*. New York: Routledge.
- Crystal, David. 2003. *English as a Global Language Second Edition*. New York: Cambridge University Press.
- Davies, G., et al. 2004. *ICT4LT Module 1.4: Introduction to Computer Assisted Language Learning (CALL)*. Available from http://www.ict4lt.org/en/en_mod1-4.htm. Accessed on Wednesday, 15th February 2017 at 13.29 p.m.
- Davies, Graham. (*CALL*) *Computer Assisted Language Learning*, Available from https://www.llas.ac.uk/resources/gpg/61#toc_0, Accessed on Wednesday, 15th February 2017 at 11.56 a.m.
- Erben, Tony and Sarieva, Iona. 2008. *CALLing All Foreign Language Teachers: Computer-Assisted Language Learning in The Classroom*. New York: Eye on Education.
- Field, John. 2008. *Listening in the Language Classroom*. Cambridge: Cambridge University Press.
- Flowerdew, John and Miller, Lindsey. 2005. *Second Language Listening Theory And Practice*. New York: Cambridge University Press.
- Fraenkel, Jack R and Wallen, Norman E. 2005. *How to Design and Evaluate Research in Education Six Edition*. New York: McGraw-Hill Companies, Inc.
- Ghaderpanahi, Leila. 2012. *Using Authentic Aural Materials to Develop Listening Comprehension in the EFF Classroom*. English Language Teaching, Journal 5, (6). doi: 10.5539/elt.v5n6p146

- Mardiyah, Denil, et al. *The Second Grade of Students' Ability Descriptive Text at SMP N 1 Canduang*. English Department, Faculty of Languages and Arts, State University of Padang.
- Masiroh, Siti and Suprijadi, Dasep. 2015. *Improving Students' Ability in Writing Descriptive Text Using Genre Based Approach (GBA) at the Eight Grade Students of SMP Islam Terpadu Fitrah Insani*. ELTIN Journal. Vol. 3/1.
- Muijs, Daniel. 2004. *Doing Quantitative Research in Education with SPSS*. London: Sage Publications.
- Muna, Faizul. 2012. Journal. *The Use of Pronunciation Software to Improve Students' Pronunciation*. Vol 3. No 2. p. 87-110 Available from: <http://id.portalgaruda.org/?ref=browse&mod=viewarticle&article=154149>. Accessed on Saturday, January 20th, 2018, at 9.45 a.m.
- Naba'h, Abdallah Abu, et al. 2009. *The Effect of computer Assisted Language Learning in Teaching English Grammar on the Achievement of Secondary Students in Jordan*. The International Arab Journal of Information Technology. Vol. 6. No. 4.
- Nation, I.S.P. and Newton, J. 2009. *Teaching ESL/EFL Listening and Speaking*. New York: Routledge.
- Nor, Hidayah and Rahmah, Nur Alfa. 2015. *Developing a Workbook of Basic Listening Course for the Third Semester Students of English Department at IAIN Antasari Banjarmasin*. Journal Vision Vol. 4. No. 1. Available from <http://journal.walisongo.ac.id/index.php/vision/article/view/1632/1199>. Accessed on Monday, 28 August 2017 at 2.41 p.m.

- Nurkholida, Erna. 2016. *Enhancing Listening Skill Based on Authentic Materials in Higher Education*. DEIKSIS: Program Studi Bahasa Inggris, Fakultas Tarbiyah, STAIN Kediri. Vol. 08 No. 03.
- Perez, Vivian A. 2014. Journal. *Effectiveness of Tell Me More in Enhancing Communication Skills*. Asia Pacific Journal of Multidisciplinary Research, Vol. 2 No. 6.
- Richardss, Jack C. 2008. *Teaching Listening and Speaking*. New York: Cambridge University Press.
- Saha, Mili and Talukdar, Md. Ali Rezwana. 2008. *Teaching Listening as an English Language Skill*. Available from: http://www.streetdirectory.com/travel_guide/106689/languages/teaching_listening_as_an_english_language_skill.html. Accessed on Tuesday, 5 September 2017 at 3.17 p.m.
- Saputri, Afri Afifah. 2016. Final Project. *Assessment Model in Speaking Exercises of Tell Me More Software*. English Education, Faculty of Islamic Education and Teacher Training, Walisongo State Islamic University.
- Saricoban, Arif. 1999. *The Teaching of Listening*. The Internet TESL Journal. Vol. V, No. 12. From: <http://iteslj.org/Articles/Saricoban-Listening.html>
- Sudjana. 1996. *Metode Statistika*. Bandung: Tarsito.
- Sugiyono. 2011 *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta.
- Torut, Bamrung. 1999. *Computer-Assisted Language Learning: An Overview*. TASEAP (Thailand-Australia Science & Engineering Assistance Project) CALL.

Vasiljevic, Zorana. 2010. *Dictogloss as an Interactive Method of Teaching Listening Comprehension to L2 Learners*. Bunkyo University.

Warschauer, Mark and Healey, Deborah. 1998. *Computers and Language Learning: An Overview*. Language Teaching.

Woottipong, Kretsai. *The Effect of Using Video Materials in the Teaching of Listening Skills for University Students*. International Journal of Linguistics. 2014 Vol. 6 No. 4. Available from <http://dx.doi.org/10.5296/ijl.v6i4.5870>. Accessed on Tuesday, 14 February 2017 at 10.10 a.m.

E-book: Buku Guru Kementerian Pendidikan dan Kebudayaan RI. 2014. *Bahasa Inggris*. Balitbang, Kemendikbud: Pusat Kurikulum dan Perbukuan.

<http://ipfs.io/ipfs/QmXoypizjW3WknFiJnKLwHCnL72vedxjQkDDP1mXWo6uco/wiki/Auralog.html>, accessed on Monday, 13 November 2017 at 03.22 p.m.

Modul Descriptive Text. <http://mmursydpw.blogspot.com>. October 10th 2017. 09.58 a.m.

<http://multilingualbooks.com/aura-tellprem.html>, accessed on Monday, 13 November 2017 at 03.17 p.m.

http://sfigroupofcompanies.com/?page_id=510, accessed on Monday, 13 November 2017 at 02.45 p.m.

https://www.esl.net/tell_me_more_english.html, accessed on Monday, 27 February 2017 at 05.45 p.m.

https://www.esl.net/tell_me_more_english.html, accessed on Monday, 27 February 2017 at 05.45 p.m.

TRYOUT TEST

A. Multiple Choice

You'll hear some monologues repeated twice. Read the questions below before the audio played. Choose the right answer by crossing a, b, c, or d!

Audio for question from 1-2

1. What does the speaker say about Brian?
 - a. He is tall with dark hair
 - b. He is short with dark brown hair
 - c. He is pretty tall with dark brown hair
 - d. He is short with blue hair
2. How old is Brian?
 - a. 13 years old
 - b. 30 years old
 - c. 3 years old
 - d. 23 years old

Audio for question from 3-5

3. How is Tina's hair?
 - a. Dark brown
 - b. Straight blond
 - c. Long black
 - d. Very curly red
4. Why does Tina use interesting glasses?
 - a. She can't see clearly
 - b. She is at beach now
 - c. She is use it for fun
 - d. She need it
5. How old is Tina?
 - a. 8 years old
 - b. 18 years old
 - c. 28 years old
 - d. 80 years old

Audio for question from 6-8

6. What does Rosy wear?
 - a. Glasses
 - b. Contact lens
 - c. Black dress
 - d. Hat
7. How old is Rosy?
 - a. 8 years old
 - b. 10 years old
 - c. 12 years old
 - d. 14 years old
8. What does speaker say about Rosy's physical appearance?
 - a. Very short
 - b. Quite short
 - c. Pretty tall
 - d. Pretty and tall

Audio for question from 9-10

9. How is Tim appearance?
 - a. He is short and has short hair
 - b. He is tall and strong
 - c. He is strong and fat
 - d. He has long hair and 32 years old
10. How old is Tim?
 - a. 32 years old
 - b. 23 years old
 - c. 19 years old
 - d. 33 years old

Audio for question from 11-13

11. *She looks like fashion model.* Who is she?
 - a. Tina
 - b. Alexy
 - c. Alice
 - d. Timmy

12. Why does the speaker say that she look like fashion model?
- a. She is short.
 - b. She is slim.
 - c. She is fat.
 - d. She is happy.
13. How old is she?
- a. 25 years old
 - b. 24 years old
 - c. 20 years old
 - d. 35 years old

Audio for question from 14-17

14. This is the appearance of Helen. Except....
- a. Overweight
 - b. Young
 - c. Slim
 - d. Attractive
15. How is Helen's hair?
- a. Straight blond
 - b. Short Blue
 - c. Curly Red
 - d. Long Black
16. What color is Helen's eyes?
- a. Blue
 - b. Brown
 - c. Green
 - d. Yellow
17. What does Helen wear most of times?
- a. Jeans
 - b. Sweater
 - c. Blouse
 - d. Skirt

Audio for question from 18-21

18. How is Auntie Mable physical appearance?
 - a. Small
 - b. Tall
 - c. Thin
 - d. Short
19. This is the true statement of Auntie Mable's hair.
 - a. Straight, blond, short
 - b. Straight, black, long
 - c. Curly, brown, short
 - d. Wavy, red, long
20. What does the speaker think about Auntie Mable?
 - a. The speaker knows how old Auntie Mable is.
 - b. Auntie Mable is chatty.
 - c. The speaker thinks Auntie Mable is cruel.
 - d. Auntie Mable is tall.
21. What animal is Auntie Mable like?
 - a. Cat
 - b. Rabbit
 - c. Dog
 - d. Sheep

Audio for question from 22-23

22. How is Julia's and Jake's personality?
 - a. Cheerful and friendly
 - b. Cruel and friendly
 - c. Never smile and unfriendly
 - d. Smile and unfriendly
23. Why doesn't Julia like comb her hair?
 - a. She has no hair.
 - b. She has wild, brown hair.
 - c. She has straight, red hair.
 - d. She has very curly, black hair.

Audio for question from 24-27

24. How is George physical appearance?
- a. Very tall and has long arms.
 - b. Average tall and overweight.
 - c. Very tall and has a big head.
 - d. Short and has long arms.
25. What does George make comfortable to wear?
- a. Jeans
 - b. Sweater
 - c. Baggy clothes
 - d. Jumper
26. What does he do every day to lose his weight?
- a. Running with his dog,
 - b. Walking around with his cat.
 - c. Go to gym with his dog.
 - d. Jogging with his dog.
27. Why does the speaker like him?
- a. He is tall and has long arms
 - b. He has a dog
 - c. He is generous and warm-hearted
 - d. He is cute

Audio for question from 28-29

28. How is younger uncle John's appearance?
- a. Had a thin dark hair and handsome
 - b. Slim and had a thick dark hair
 - c. Handsome and well-built
 - d. Slim and bald
29. How is lastest uncle John's appearance?
- a. Has thin hair and has a muscle
 - b. Hasn't got any hair and grown a moustache
 - c. Stocky and has a thick hair
 - d. Bald and slim

Audio for question from 30-32

30. How is auntie Lola's hair when she was young?
 - a. Short and grey
 - b. Curly and blond
 - c. Straight, brown and bright
 - d. Long, black and shiny
31. How is auntie Lola's hair now?
 - a. Short and grey
 - b. Curly and blond
 - c. Straight, brown and bright
 - d. Long, black and shiny
32. How is auntie Lola's personality?
 - a. Always feel worry
 - b. Optimistic and energetic
 - c. Pesimistic
 - d. Nerver feel worry and humourless

B. Answer Key

- | | | | | |
|------|-------|-------|-------|-------|
| 1. C | 8. C | 15. C | 22. A | 29. B |
| 2. B | 9. B | 16. C | 23. B | 30. D |
| 3. D | 10. B | 17. B | 24. A | 31. A |
| 4. C | 11. C | 18. D | 25. C | 32. B |
| 5. B | 12. B | 19. A | 26. A | |
| 6. B | 13. A | 20. B | 27. C | |
| 7. B | 14. A | 21. C | 28. B | |

C. Transcript

Audio for question from 1-2

1. I think Brian is good looking. He is pretty tall with dark brown hair and the moustache. He's about 30.

Audio for question from 3-5

2. Tina's 18. She is got red hair, shoulder length and very curly. And she always wears interesting glasses. Just for fun.

Audio for question from 6-8

3. Rosy is pretty tall for her age. She has long blond hair and wears contact lenses. She just turn ten.

Audio for question from 9-10

4. Tim's about 23. He's very short and a bit heavy. His hair isn't very long.

Audio for question from 11-13

5. Alice is very tall and she has long black hair. She is around 25. And she's very slim. She looks like fashion model.

Audio for question from 14-32

6. I'd like to tell you about some members of my family.

Audio for question from 14-17

This is my sister, Helen. She is young, slim and attractive. She's got red, curly hair, a pretty snub nose and rosey cheeks.

Her eyes are green, which I think match her hair rather well. She likes to dress casually, and most of the time she just wears jeans and a jumper.

Audio for question from 18-21

This here is a picture of Auntie Mable. She is short and somewhat plump. She is always very elegant, though! Her straight, blonde hair is cut short and she always wears a bob. She's also fond of hats, which is not terribly trendy these days. But I suppose you don't always have to look fashionable to look good. I don't have idea how old she is, but I'm guessing she would say she is "middle-aged". Which normally means the person doesn't want to be called old, but they're not young any more either. Auntie Mable is awfully chatty! Sometimes I think never stops talking! Auntie Mable also loves her tiny dogs, who could easily fit in her fancy handbags!

Audio for question from 22-23

This is my niece, Julia, and her little brother, Jake. Julia is a toddler and Jake is only a tiny baby. They're both cheerful little kids-always smiley and friendly. Julia has wild, brown hair, which she doesn't like to comb. Jake has hardly any hair at all! Julia has a pretty button nose with some very sweet freckles around it. Jake is a round-faced little chap. They are both rather determined. They always know exactly what they want!

Audio for question from 24-27

This is my cousin George. He is taller-than-average, and so he is a bit clumsy. He often bumps his head in doorways and keeps knocking things over because of his long arms. He is also a bit overweight, so most of the time he wears comfortable, baggy clothes. He says he'd like to lose weight, so he goes running every day with his dog. Because he is

rather large, and he wears glasses too, he's normally very shy. He doesn't talk to people much and doesn't have many friends either. I still like him a lot because he is generous and warm-hearted.

Audio for question from 28-29

This is my uncle John. He is probably the most interesting character in my family. These days he's stocky and bald, but when he was younger he was slim and had thick dark hair. He was awfully handsome! Now that he hasn't got any hair, he always wears a hat, and he's also grown a moustache. He normally wears a suit and you'll never see him without his briefcase! Uncle John is very outgoing and can talk to anyone about anything. He has some of the most amusing stories I've ever heard!

Audio for question from 30-32

And finally, this is my auntie Lola. As you can see she's rather extravagant! These days she's a bit large, but when she was young she was a real beauty! Although she was never tall, she was slender with long, black, shiny hair and blue eyes. Her hair is not long any more, and she's turning a bit grey. On the whole, she is now quite round, but I think her build suits her personality. She is optimistic and energetic, and never seems to worry. In this picture she is wearing her favourite hat and a rather classy dress. One has to look elegant even if only going to market, she told me!

PRE TEST

Nama :
No. Absen :
Kelas :

A. Multiple Choice

You'll hear some monologues repeated twice. Read the questions bellow before the audio played. Choose the right answer by crossing a, b, c, or d!

Audio for question from 1-2

1. What does the speaker say about Brian?
 - a. He is tall with dark hair
 - b. He is short with dark brown hair
 - c. He is pretty tall with dark brown hair
 - d. He is short with blue hair
2. How old is Brian?
 - a. 13 years old
 - b. 30 years old
 - c. 3 years old
 - d. 23 years old

Audio for question from 3-5

3. How is Tina's hair?
 - a. Dark brown
 - b. Straight blond
 - c. Long black
 - d. Very curly red
4. Why does Tina use interensting glasses?
 - a. She can't see clearly
 - b. She is at beach now
 - c. She is use it for fun
 - d. She need it

5. How old is Tina?
 - a. 8 years old
 - b. 18 years old
 - c. 28 years old
 - d. 80 years old

Audio for question from 6-7

6. How old is Rosy?
 - a. 8 years old
 - b. 10 years old
 - c. 12 years old
 - d. 14 years old
7. What does speaker say about Rosy's physical appearance?
 - a. Very short
 - b. Quite short
 - c. Pretty tall
 - d. Pretty and tall

Audio for question from 8-9

8. How is Tim appearance?
 - a. He is short and has short hair
 - b. He is tall and strong
 - c. He is strong and fat
 - d. He has long hair and 32 years old
9. How old is Tim?
 - a. 32 years old
 - b. 23 years old
 - c. 30 years old
 - d. 33 years old

Audio for question from 10-12

10. *She looks like fashion model.* Who is she?
- a. Tina
 - b. Alexy
 - c. Alice
 - d. Timmy
11. Why the speaker say that she look like fashion model?
- a. She is short.
 - b. She is slim.
 - c. She is fat.
 - d. She is happy.
12. How old is she?
- a. 25 years old
 - b. 24 years old
 - c. 20 years old
 - d. 35 years old

Audio for question from 13-15

13. How is Helen's hair?
- a. Straight blond
 - b. Short Blue
 - c. Curly Red
 - d. Long Black
14. What color is Helen's eyes?
- a. Blue
 - b. Brown
 - c. Green
 - d. Yellow
15. What does Helen wear most of times?
- a. Jeans
 - b. Sweater
 - c. Blouse
 - d. Skirt

Audio for question from 16-18

16. How is George physical appearance?
 - a. Very tall and has long arms.
 - b. Average tall and overweight.
 - c. Very tall and has a big head.
 - d. Short and has long arms.
17. What does he do every day to lose his weight?
 - a. Running with his dog,
 - b. Walking around with his cat.
 - c. Go to gym with his cat.
 - d. Playing with his dog.
18. Why does the speaker like him?
 - a. He is tall and has long arms
 - b. He has a dog
 - c. He is generous and warm-hearted
 - d. He is cute

Audio for question from 19-20

19. How is younger uncle John's appearance?
 - a. Had a thin dark hair and handsome
 - b. Slim and had a thick dark hair
 - c. Handsome and well-built
 - d. Slim and bald
20. How is latest uncle John's appearance?
 - a. Has thin hair and has a muscle
 - b. Hasn't got any hair and grown a moustache
 - c. Stocky and has a thick hair
 - d. Bald and slim

B. Answer Key

- | | | | |
|------|-------|-------|-------|
| 1. C | 6. B | 11. B | 16. A |
| 2. B | 7. C | 12. A | 17. A |
| 3. D | 8. B | 13. C | 18. C |
| 4. C | 9. B | 14. C | 19. B |
| 5. B | 10. C | 15. B | 20. B |

C. Transcript

Audio for question from 1-2

1. I think Brian is good looking. He is pretty tall with dark brown hair and the moustache. He's about 30.

Audio for question from 3-5

2. Tina's 18. She has got red hair, shoulder length and very curly. And she always wears interesting glasses. Just for fun.

Audio for question from 6-7

3. Rosy is pretty tall for her age. She has long blond hair and wears contact lenses. She just turn ten.

Audio for question from 8-9

4. Tim's about 23. He's very short and a bit heavy. His hair isn't very long.

Audio for question from 10-12

5. Alice is very tall and she has long black hair. She is around 25. And she's very slim. She looks like fashion model.

Audio for question from 13-20

6. I'd like to tell you about some members of my family.

Audio for question from 13-15

This is my sister, Helen. She is young, slim and attractive. She's got red, curly hair, a pretty snub nose and rosey cheeks. Her eyes are green, which I think match her hair rather well. She likes to dress casually, and most of the time she just wears jeans and a jumper.

Audio for question from 16-18

This is my cousin George. He is taller-than-average, and so he is a bit clumsy. He often bumps his head in doorways and keeps knocking things over because of his long arms. He is also a bit overweight, so most of the time he wears comfortable, baggy clothes. He says he'd like to lose weight, so he goes running every day with his dog. Because he is rather large, and he wears glasses too, he's normally very shy. He doesn't talk to people much and doesn't have many friends either. I still like him a lot because he is generous and warm-hearted.

Audio for question from 19-20

This is my uncle John. He is probably the most interesting character in my family. These days he's stocky and bald, but when he was younger he was slim and had thick dark hair. He was awfully handsome! Now that he hasn't got any hair, he always wears a hat, and he's also grown a moustache. He normally wears a suit and you'll never see him without his briefcase! Uncle John is very outgoing and can talk to anyone about anything. He has some of the most amusing stories I've ever heard!

POST TEST

Nama :
No. Absen :
Kelas :

A. Multiple Choice

You'll hear some monologues (repeated twice), then answer the questions bellow. Choosing the correct answer by crossing a, b, c, or d!

Audio for question from 1-6

1. What does the speaker say about his brother's appearance?
 - a. Very short and slim
 - b. Quite tall and big
 - c. Short and very big
 - d. Quite tall and well-built
2. Which statement is incorrect?
 - a. His brother has short brown hair.
 - b. He can't make a good joke.
 - c. He looks like younger version of Vin Diesel.
 - d. He is going bald.
3. This is antonym of funny, except

 - a. Dull
 - b. Humourless
 - c. Entertaining
 - d. Bore

4. Why do they talk a couple of times a month?
 - a. They don't like talk
 - b. They rarely meet
 - c. They often meet
 - d. They don't like meet each other

5. What did they do if they meet?
 - a. Go to library
 - b. Shopping
 - c. Watching film
 - d. Telling a story
6. The identification of the text is
 - a. My brother is quite tall and well-built.
 - b. He has short, brown hair.
 - c. My brother's really funny.
 - d. My brother looks a bit like a younger version of Vin Diesel.

Audio for question from 7-11

7. Who is the speaker friend?
 - a. Sarah
 - b. Deborah
 - c. Farah
 - d. Vera
8. Sarah's and to be around.
 - a. Funny and enjoy
 - b. Cheerful and nice
 - c. Fun and moody
 - d. Cheerful and fun
9. How long does the speaker know his friend?
 - a. 12 years.
 - b. 11 years.
 - c. 21 years.
 - d. 13 years.
10. Where does the speaker know Sarah?
 - a. Street
 - b. University
 - c. School
 - d. Union

11. The identification of the text is
- a. She's quite short and very slim, with light brown hair.
 - b. I'm going to tell you about a friend of mine, Sarah.
 - c. She's very pretty and she has a really nice smile.
 - d. I've known her for about twelve years now, since university.

Audio for question from 12-16

12. John is the same height as his _____.
- a. Mother
 - b. Father
 - c. Younger brother
 - d. Sister
13. How tall is John's younger brother?
- a. 180 cm
 - b. 170 cm
 - c. 160 cm
 - d. 150 cm
14. John's mother is as tall as his _____.
- a. Father
 - b. Older brother
 - c. Younger brother
 - d. John
15. What color is John's mother hair?
- a. Red
 - b. Brown
 - c. Black
 - d. Blond
16. John says that his father has _____.
- a. Glasses
 - b. Big muscles
 - c. A moustache
 - d. Big Scar

Audio for question from 17-20

17. How many people is John's family?
 - a. Four
 - b. Five
 - c. Seven
 - d. Eight
18. What is John's older brother hobbies?
 - a. Studying and reading.
 - b. Telling a jokes and philosophy.
 - c. Listening music and studying.
 - d. Workout and telling a story.
19. John's father know a lot about _____.
 - a. Animals
 - b. Music
 - c. History
 - d. Philosophy
20. This is John's mother interested in. Except
 - a. Books
 - b. Movies
 - c. TV shows
 - d. K-Drama

B. Answer Key

- | | | | | |
|------|------|-------|-------|-------|
| 1. D | 5. C | 9. A | 13. B | 17. B |
| 2. A | 6. A | 10. B | 14. C | 18. A |
| 3. C | 7. A | 11. A | 15. A | 19. A |
| 4. B | 8. D | 12. B | 16. B | 20. D |

C. Transcript

Audio for question from 1-9

1. My brother is quite tall and well-built. He has short, brown hair, but he's going bald fast. He looks a bit like a younger version of Vin Diesel. He's really funny. He likes making weird jokes, generally at the most inappropriate moment. However, he can be a little unreliable sometimes. He often 'forgets' to do things he promised he would. I don't see him often, though we talk a couple of times a month. When we meet up, we like watching films or playing cards.

Audio for question from 10-19

2. I'm going to tell you about a friend of mine, Sarah. She's quite short and very slim, with light brown hair. She's very pretty and she has a really nice smile. Sarah's cheerful and fun to be around, and she's also very straightforward: you know who she is right away and it's easy to feel comfortable around her. I've known her for about twelve years now, since university. We get on well because we have a similar attitude to life and we always have lots to talk about.

Audio for question from 20-25

3. **Sarah** : John, I've never met your family. Do you have a big family?

John : Yeah, kind of. There are five people in my family, so it's a medium family. I have two brothers, so there are three boys in my family. And there's my mother and my father.

Sarah : How about your father? Do you look like him?

John : Yes, I do. I do look like my father. When he was younger. He had blond hair like me and he has glasses. So do I. My mother has glasses, too. I'm the same height as my father. We are both 180 centimeters tall. My older brother is the same height as me and my father. But my younger brother is shorter than us.

Sarah : Ah.

John : He has blond hair and glasses too, though.

Sarah : Oh. How tall is your younger brother?

John : He's a bit shorter than us. I am not sure but I think he's around 170 centimeters tall.

Sarah : Oh. How about your mom?

John : My mom is short, too. She's the same height as my younger brother.

Sarah : Oh.

John : And my mom has red hair. Her hair is bright red, so my mother has different hair from the rest of my family. There are four people with blond hair and one person with red hair. But actually, all five of us wear glasses.

Sarah : Oh really?

John : Yeah.

Sarah : So John, you're thin. What about the rest of your family? Are they thin, too?

John : Well, my mother is skinny, too, like me. But my brothers are more like my dad in their body type. They are a little bit more muscular than me. They have big muscles and they're very strong. So they are heavier than me. That's my father. He weighs more than I do. And my brothers are also heavier than me.

Sarah : Oh, sounds like a good-looking family.

John : Thank you.

Audio for question from 26-30

Sarah : So John, you told me about me about your family's appearance. What about their personality?

John : Well, all five people in my family have different personalities.

Yeah. My younger brother is really fun. It's great to spend time with him. For example, we usually play video games together. He likes to play racing games or sports games, and also, we play card games or just watching TV. He's so funny.

No matter what we're doing, he tells jokes and I love listening to him tell jokes about whatever we're doing at the time. And he's so cheerful and bright. He's always open to new people and new ideas. So I really like spending time with him. He makes me feel cheerful, too when we talk together.

Sarah : That's great. How about your older brother?

John : Well, my older brother, he's a really good guy. He's not so entertaining like my younger brother but he's very smart. He's really serious. He likes to study and read. For example, he likes reading the Greek philosophers. He likes reading about Plato and Socrates. And he's always talking about philosophy. I like that stuff, too. I think it's interesting but he's not very funny.

Sarah : I see. How about your dad?

John : My dad. Let's see, what can I say about my dad's personality? He's a hard worker. He's very devoted to everything he tries. He was raised on a farm so he knows a lot about animals. And now, he has a farm as a hobby. My dad raises horses and chickens. He loves animals and he has so many animals but he doesn't think of them as farm animals, they're his pets and he loves them.

He spends everyday outside where no matter what the weather, because he has to take care of his family, which is all of his animals. And he's a really smart guy. Maybe a bit

serious at times. His sense of humor is maybe like you can imagine from an old man.

Sarah : I see. How about your mother? What's she like?

John : My mother loves to read horror novels.

Sarah : Really?

John : Yeah, horror books. So she knows a lot of stuff about crime or mysteries or police dramas and lawyers. She loves that stuff. So my mother is very interested in those kind of books and movies and TV shows, too. So she's kind of like a detective. My mother is very smart and enjoys solving puzzles.

Sarah : Wow. It sounds like an interesting family.

LESSON PLAN

(EXPERIMENTAL CLASS)

School	: SMK Miftahul Huda Kendal
Subject	: English
Skill	: Listening
Main Material	: Descriptive Text
Sub Material	: Describing People
Class/Semester	: X/1
Time Allocation	: 4 x 45 menit

A. Core Competencies:

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyajidalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang)sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Basic Competencies:

- 1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.

- 2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- 2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 2.3. Menunjukkan perilaku tanggung jawab, peduli, kerja sama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.7. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.
- 4.8 Menangkap makna dalam teks deskriptif, lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal.
- 4.10 Menyusun teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Indicators :

1. Students are able to listen and write spoken descriptive text.
2. Students are able to describe people/person orally.
3. Students are able to identify generic structure, social function, and language feature of descriptive text.
4. Students are able to arrange descriptive text.

D. Learning Aims :

By the end of the lesson, students will have been able to:

- a. Listen and write spoken descriptive text.
- b. Describe person orally.
- c. Identify generic structure, social function, and language feature of descriptive text.
- d. Arrange some paragraph to be a complete descriptive text.

E. Learning Method :

Approach : Direct Learning

Technique : Group discussion

F. Material :

DESCRIBING PEOPLE

1. Definition

Descriptive text is a text which uses to explain a place, person or particular thing.

2. Social function

To describe a particular phenomenon of people, thing, and landscape.

3. Generic structure:

- Identification : introduce who, where, or what is being describe.
- Description : describing who, where, or what in parts, qualities, or/and characteristics.

4. Language features :

- Focus on specific participants.
- Using simple present tense.
- Use adjective
- Use verb of being and having

5. Example

Generic Structure	MY BEST FRIEND
Identification	I have a lot of friends in my school, but Dinda has been my best friend since junior high school. We don't study in the same class, but we meet at school everyday during recess and after school. I first met her at junior high school orientation and we've been best friends ever since.
Description	Dinda is good-looking. She's not too tall, with fair skin and wavy black hair that she often puts in a ponytail. At school, she wears uniform. Other than that, she likes to wear jeans, casual t-shirt and sneakers. Her favourite t-shirts are those in bright colors like pink, light green and orange

Identification:

Social function : to describe and to know about Dinda.

Language features :

- **Focus on specific participants :**
Dinda
- **Using simple present tense :**
Dinda is good-looking.
She's not too tall.
She wears uniform.

- **Use adjective :**
Tall
- **Use verb of being and having :**
Dinda has been my best friend since junior high school.

G. Activities :

1. First Meeting

Activity	Description of activity	Time Allocation
Pre-activity	<ul style="list-style-type: none"> - Teacher greets the students. - Teacher invites students to recite <i>Basmallah</i> for starting the class. - Teacher checks student's attendance. 	5 minutes
Main-activity	<p>Observing</p> <ul style="list-style-type: none"> - The teacher reads a descriptive text about people for students. <p>Questioning</p> <ul style="list-style-type: none"> - The teacher guides students to ask about generic structure, social function and language feature of descriptive text. - The students ask questions about generic structure, social function and language feature of descriptive text. <p>Exploring</p> <ul style="list-style-type: none"> - The teacher asks students to move to the next activity (Guess Who Game) <p>Associating</p> <ul style="list-style-type: none"> - Teacher introduces Tell Me More software to students - The teacher asks students work in pairs to do activity in Tell Me More software (word searches) - The students work in pairs and do the task properly - The teacher asks students to make sentence from the word they've found in Tell Me More. 	70 minutes

	<p>Communicating</p> <ul style="list-style-type: none"> – The students present their sentences in front of the class – The teacher review students’ sentences 	
Post-activity	<ul style="list-style-type: none"> – The teacher reviews the materials that have been taught. – The teacher reminds the students to do self-study at home. – The teacher motivates the students to study harder. – The teacher gives closing statement and dismisses the class. 	15 minutes

2. Second Meeting

Activity	Description of activity	Time Allocation
Pre-activity	<ul style="list-style-type: none"> – Teacher greets the students. – Teacher invites students to recite <i>Basmallah</i> for starting the class. – Teacher checks student’s attendance. 	5 minutes
Main-activity	<p>Observing</p> <ul style="list-style-type: none"> – The teacher asks students to read a descriptive text about people. – Students pay attention to generic structure, social function and language feature of descriptive text. <p>Questioning</p> <ul style="list-style-type: none"> – The students ask questions about descriptive text. <p>Exploring</p> <ul style="list-style-type: none"> – The teacher asks students to do dictation task in Tell Me More software. – The students do the task in Tell Me More software. – The teacher reviews students’ task. 	70 minutes

	<p>Associating</p> <ul style="list-style-type: none"> - The students work in a group consist of 5 students. - The teacher distributes activity 1 (arrange and identify descriptive text) <p>Communicating</p> <ul style="list-style-type: none"> - The teacher ask the presentative of the group to present their work in front of the class - The teacher review students' work <p>Creating</p> <ul style="list-style-type: none"> - The students make a paragraph about decribing their friend, referring to generic structure, social function and language feature they have learn. 	
Post-activity	<ul style="list-style-type: none"> - The teacher reviews the materials that have been taught. - The teacher reminds the students to do self-study at home. - The teacher motivates the students to study harder. - The teacher gives closing statement and dismisses the class. 	15 minutes

H. Media

- a. Laptop/Computer
- b. Headset/Speaker
- c. Activity paper

I. Sources :

- a. E-book: Buku Guru Kementrian Pendidikan dan Kebudayaan RI. 2014. *Bahasa Inggris*. Balitbang, Kemendikbud: Pusat Kurikulum dan Perbukuan.

- b. Modul Descriptive (<https://mmursyidpw.wordpress.com/my-cyberclass/learning-multimedia-multimedia-pembelajaran/descriptive-text-listening-skill-exercise/>)
- c. <https://englishcoo.com/contoh-descriptive-text-about-someone/>
- d. <http://freeenglishcourse.info/5-contoh-descriptive-text-tentang-orang-dan-arti/>
- e. <http://kakakpintar.com/contoh-descriptive-text-person-artinya/>
- f. <http://learnenglishteens.britishcouncil.org/skills/writing-skills-practice/someone-i-admire>

J. Assessment and Scoring

Form : Written test (Multiple Choice)

Aspect to be assessed : Correctness of the answer

Scoring guidance :

$$\text{Score} = \frac{\text{the number of right answer}}{\text{total item}} \times 100\%$$

K. Instrument of Assessment

Attached

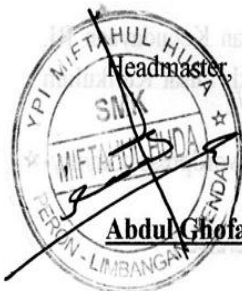
Kendal, 27 Oktober 2017

The Researcher,

Alfianisa Sofiarani

Approved by:

English Teacher,



Abdul Ghofar, S. Pd. I

Ulfa Laili Maftuhah, S. Pd. I

APPENDICES

Activity 1

1. Please arrange the sentences to be a correct paragraph!

My Best Friend, Ernesto

My best friend is Ernesto and he is my classmate. We go to school together.

Ernesto comes from an educated family. His father is a school principal and his mother is also a teacher.

He is punctual, well-educated, and has good manners. He is really hard working. He always does his homework. He is also well-dressed and well-behaved. All teachers have a high opinion of him.

Ernesto has a well-built body. He is gentle but fearless. He takes part in all sports, scout, trekking and mountaineering activities. He has a good heart. He is truthful, honest and obedient.

He also plays the guitar, and he makes his parents very proud of him. He secures good marks and is usually top of his class in examinations. He inspires me to work harder. He keeps me away from bad company. I am happy to have such a friend.

2. Please identify generic structure, social function, and language feature of descriptive text below!

a. Generic Structure

Part of Text	Text
Social Function	

b. Please answer these following questions!

- 1) Who is being described in the text?
- 2) Please find out and write the example of simple present tenses in the text! (min. 3 sentences)
- 3) Please write some adjectives used in the text! (min. 5 word)

ANSWER KEY

Word Searches Activity

■ Physical description

APPEARANCE
BEAUTIFUL
BIG
BLOND
BODY
HANDSOME
PRETTY
SLIM
SMALL
TALL

■ Clothes

COAT
COSTUME
JEANS
PANTIES
PULLOVER
SKIRT
SLACKS
SUIT
TIGHT
UNDERWEAR

ANSWER KEY

DictionActivity

A.

1	I have a long, black skirt.
2	I'm wearing a yellow blouse.
3	My shoes look good.
4	I never wear boots.
5	I like pants too.

B.

1	My cousin Lisa is four.
2	She can spell.
3	She can count up to a hundred.
4	She knows the alphabet.
5	It's hard for her to pronounce this word.

C.

1	Bob wears glasses.
2	He can't see if he isn't wearing them.
3	He is always looking for them.
4	He always leaves them in his bedroom.
5	But he never forgets to put on his watch.

GAME :

GUESS WHO

Rules of the game :

1. Teacher asks students to describe themselves in a paper (min. 5 sentences), they are not admitted to write their name, student number, or initials.
2. Teacher asks student to collect the paper.
3. Teacher distributes the paper to the students randomly.
4. Teacher asks students to read the description in the paper then students guess who is he/she.

LESSON PLAN

(CONTROL CLASS)

School	: SMK Miftahul Huda Kendal
Subject	: English
Skill	: Listening
Main Material	: Descriptive Text
Sub Material	: Describing People
Class/Semester	: X/1
Time Allocation	: 4 x 45 menit

A. Core Competencies:

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyajidalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang)sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Basic Competences:

- 1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.

- 2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- 2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 2.3. Menunjukkan perilaku tanggung jawab, peduli, kerja sama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.7. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.
- 4.8 Menangkap makna dalam teks deskriptif, lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal.
- 4.10 Menyusun teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Indicators :

1. Students are able to listen and write spoken descriptive text.
2. Students are able to describe people/person orally.
3. Students are able to identify generic structure, social function, and language feature of descriptive text.
4. Students are able to arrange descriptive text.

D. Learning Aims :

By the end of the lesson, students will have been able to:

- a. Listen and write to spoken descriptive text.
- b. Describe person orally.
- c. Identify generic structure, social function, and language feature of descriptive text.
- d. Arrange some paragraph to be a complete descriptive text.

E. Learning Method :

Approach : Direct Learning
Technique : Group discussion

F. Material :

DESCRIBING PEOPLE

1. Definition

Descriptive text is a text which uses to explain a place, person or particular thing.

2. Social function

To describe a particular phenomenon of people, thing, and landscape.

3. Generic structure:

- Identification : introduce who, where, or what is being describe.
- Description : describing who, where, or what in parts, qualities, or/and characteristics.

4. Language features :

- Focus on specific participants.
- Using simple present tense.
- Use adjective
- Use verb of being and having

5. Example

Generic Structure	MY BEST FRIEND
Identification	I have a lot of friends in my school, but Dinda has been my best friend since junior high school. We don't study in the same class, but we meet at school everyday during recess and after school. I first met her at junior high school orientation and we've been best friends ever since.
Description	Dinda is good-looking. She's not too tall, with fair skin and wavy black hair that she often puts in a ponytail. At school, she wears uniform. Other than that, she likes to wear jeans, casual t-shirt and sneakers. Her favourite t-shirts are those in bright colors like pink, light green and orange

Identification:

Social function : to describe and to know about Dinda.

Language features :

- **Focus on specific participants :**
Dinda
- **Using simple present tense :**
Dinda is good-looking.
She's not too tall.
She wears uniform.

- **Use adjective :**
Tall
- **Use verb of being and having :**
Dinda has been my best friend since junior high school.

G. Activities :

1. First Meeting

Activity	Description of activity	Time Allocation
Pre-activity	<ul style="list-style-type: none"> – Teacher greets the students. – Teacher invites students to recite <i>Basmallah</i> for starting the class. – Teacher checks student's attendance. 	5 minutes
Main-activity	<p>Observing</p> <ul style="list-style-type: none"> – The teacher reads a descriptive text about people for students. <p>Questioning</p> <ul style="list-style-type: none"> – The teacher guides students to ask about generic structure, social function and language feature of descriptive text. – The students ask questions about descriptive text. <p>Exploring</p> <ul style="list-style-type: none"> – The teacher asks students to move to the next activity (Guess Who Game) <p>Associating</p> <ul style="list-style-type: none"> – The students work in pairs – The teacher distributes activity 2 (word searches and make sentences) <p>Communicating</p> <ul style="list-style-type: none"> – The students present their sentences in front of the class – The teacher review students' sentences 	70 minutes
Post-activity	<ul style="list-style-type: none"> – The teacher reviews the materials that have been taught. 	15 minutes

	<ul style="list-style-type: none"> – The teacher reminds the students to do self-study at home. – The teacher motivates the students to study harder. – The teacher gives closing statement and dismisses the class. 	
--	---	--

2. Second Meeting

Activity	Description of activity	Time Allocation
Pre-activity	<ul style="list-style-type: none"> – Teacher greets the students. – Teacher invites students to recite <i>Basmallah</i> for starting the class. – Teacher checks student's attendance. 	5 minutes
Main-activity	<p>Observing</p> <ul style="list-style-type: none"> – The teacher asks students to read a descriptive text about people. – Students pay attention to generic structure, social function and language feature of descriptive text. <p>Questioning</p> <ul style="list-style-type: none"> – The students ask questions about descriptive text. <p>Exploring</p> <ul style="list-style-type: none"> – The teacher asks students to do dictation task. – The teacher reads some sentences repeated twice. – The students pay attention to the teacher and write the sentences properly. – The teacher reviews students' task. <p>Associating</p> <ul style="list-style-type: none"> – The students work in a group consist of 5 students. – The teacher distributes activity 1 (arrange and identify descriptive text) 	70 minutes

	<p>Communicating</p> <ul style="list-style-type: none"> – The teacher ask the presentative of the group to present their work in front of the class – The teacher review students' work <p>Creating</p> <ul style="list-style-type: none"> – The students make a paragraph about decribing their friend, refering to generic structure, social function and language feature they have learn. 	
Post-activity	<ul style="list-style-type: none"> – The teacher reviews the materials that have been taught. – The teacher reminds the students to do self-study at home. – The teacher motivates the students to study harder. – The teacher gives closing statement and dismisses the class. 	15 minutes

H. Media

- a. Laptop/Computer
- b. Activity paper

I. Sources :

- a. E-book: Buku GuruKementrianPendidikandanKebudayaan RI. 2014. *BahasaInggris*. Balitbang, Kemendikbud: PusatKurikulumdanPerbukuan.
- b. Modul Descriptive (<https://mmursyidpw.wordpress.com/my-cyberclass/learning-multimedia-multimedia-pembelajaran/descriptive-text-listening-skill-exercise/>)
- c. <https://englishcoo.com/contoh-descriptive-text-about-someone/>
- d. <http://freeenglishcourse.info/5-contoh-descriptive-text-tentang-orang-dan-arti/>
- e. <http://kakakpintar.com/contoh-descriptive-text-person-artinya/>

- f. <http://learnenglishteens.britishcouncil.org/skills/writing-skills-practice/someone-i-admire>

J. Assessment and Scoring

Form : Written test (Multiple Choice)

Aspect to be assessed : Correctness of the answer

Scoring guidance :

$$\text{Score} = \frac{\text{thenumberofrightanswer}}{\text{totalitem}} \times 100\%$$

K. Instrument of Assessment

Attached

Kendal, 27 Oktober 2017

The Researcher,

Alfianisa Sofiarani

Approved by:

English Teacher,



Abdul Ghofar, S. Pd. I

Ulfa Laili Maftuhah, S. Pd. I

Activity 1

1. Please arrange the sentences to be a correct paragraph!

My Best Friend, Ernesto

My best friend is Ernesto and he is my classmate. We go to school together.

Ernesto comes from an educated family. His father is a school principal and his mother is also a teacher.

He is punctual, well-educated, and has good manners. He is really hard working. He always does his homework. He is also well-dressed and well-behaved. All teachers have a high opinion of him.

Ernesto has a well-built body. He is gentle but fearless. He takes part in all sports, scout, trekking and mountaineering activities. He has a good heart. He is truthful, honest and obedient.

He also plays the guitar, and he makes his parents very proud of him. He secures good marks and is usually top of his class in examinations. He inspires me to work harder. He keeps me away from bad company. I am happy to have such a friend.

2. Please identify generic structure, social function, and language feature of descriptive text below!

a. Generic Structure

Part of Text	Text
Social Function	

b. Please answer these following questions!

- 1) Who is being described in the text?
- 2) Please find out and write the example of simple present tenses in the text! (min. 3 sentences)
- 3) Please write some adjectives used in the text! (min. 5 word)

Word Searches Activity

Find words related to physical description. You will find the words going horizontally, vertically, as well as diagonally.



Answer :

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

ANSWER KEY

Word Searches Activity

■ Physical description

T	A	L	L	S	I	P	I	A	H
M	L	Q	B	L	L	H	E	P	A
B	F	Q	E	I	L	I	R	P	N
I	I	P	A	P	L	T	M	E	D
Z	H	G	U	M	B	P	G	A	S
P	R	E	T	T	Y	L	Z	R	O
K	S	R	I	I	B	R	O	A	M
F	Z	W	F	O	O	W	O	N	E
N	A	G	U	Z	D	Q	B	C	D
S	M	A	L	L	Y	H	A	E	T

- APPEARANCE
- BEAUTIFUL
- BIG
- BLOND
- BODY
- HANDSOME
- PRETTY
- SLIM
- SMALL
- TALL

Dication Activity

You will hear some sentences. Write down the answer below!

A.

1. _____

2. _____

3. _____

4. _____

5. _____

B.

1. _____

2. _____

3. _____

4. _____

5. _____

C.

1. _____

2. _____

3. _____

4. _____

5. _____

ANSWER KEY

Dication Activity

A.

1	I have a long, black skirt.
2	I'm wearing a yellow blouse.
3	My shoes look good.
4	I never wear boots.
5	I like pants too.

B.

1	My cousin Lisa is four.
2	She can spell.
3	She can count up to a hundred.
4	She knows the alphabet.
5	It's hard for her to pronounce this word.

C.

1	Bob wears glasses.
2	He can't see if he isn't wearing them.
3	He is always looking for them.
4	He always leaves them in his bedroom.
5	But he never forgets to put on his watch.

GAME :

GUESS WHO

Rules of the game :

1. Teacher asks students to describe themselves in a paper (min. 5 sentences), they are not admitted to write their name, student number, or initials.
2. Teacher asks student to collect the paper.
3. Teacher distributes the paper to the students randomly.
4. Teacher asks students to read the description in the paper then students guess who is he/she.

OBSERVATION CHECKLIST

Nama Peneliti : Alfianisa Sofiarani
 Tempat Penelitian : SMK Miftahul Huda

PETUNJUK:

1. Amati aktivitas praktikan di kelas dalam melaksanakan interaksi belajar-mengajar!
2. Tuliskan **tanda centang** (√) pada skor yang sesuai dengan keadaan yang diamati

No	ASPEK YANG DIAMATI	Sangat Baik	Baik	Kurang	Buruk	Sangat Buruk
I	PRA PEMBELAJARAN					
	1. Memeriksa kesiapan ruang, alat pembelajaran, dan media					
	2. Memeriksa kesiapan siswa					
II	MEMBUKA PEMBELAJARAN					
	1. Melakukan kegiatan apersepsi					
	2. Menyampaikan kompetensi yang akan dicapai dan rencana kegiatannya					
III	KEGIATAN INTI PEMBELAJARAN					
	A. Penguasaan materi pelajaran					
	1. Menunjukkan penguasaan materi pembelajaran					
	2. Mengaitkan materi dengan pengetahuan lain yang relevan					
	3. Menyampaikan materi sesuai dengan hierarki belajar					
	4. Mengaitkan materi dengan realitas kehidupan					

	B. Pendekatan/strategi pembelajaran					
	1. Melaksanakan pembelajaran sesuai dengan kompetensi yang akan dicapai					
	2. Melaksanakan pembelajaran sesuai dengan tingkat perkembangan dan kebutuhan siswa					
	3. Melaksanakan pembelajaran secara runtut					
	4. Melaksanakan pembelajaran yang terkoordinasi					
	5. Melaksanakan pembelajaran yang bersifat kontekstual					
	6. Mengakomodasi adanya keragaman budaya nusantara					
	7. Melaksanakan pembelajaran yang memungkinkan tumbuhnya kebiasaan positif					
	8. Melaksanakan pembelajaran sesuai dengan waktu yang telah dialokasikan					
	C. Pemanfaatan media pembelajaran/sumber belajar					
	1. Menunjukkan keterampilan dalam penggunaan media					
	2. Menghasilkan pesan yang menarik					
	3. Menggunakan media secara efektif dan efisien					
	4. Melibatkan siswa dalam pemanfaatan media					
	D. Pembelajaran yang memicu dan memelihara keterlibatan siswa					
	1. Menumbuhkan partisipasi aktif siswa dalam pembelajaran					

	2. Merespon positif partisipasi siswa					
	3. Memfasilitasi terjadinya interaksi guru-siswa dan siswa-siswa					
	4. Menunjukkan sikap terbuka terhadap respon siswa					
	5. Menunjukkan hubungan antar pribadi yang kondusif					
	6. Menumbuhkan keceriaan dan antusiasme siswa dalam belajar					
	E. Penilaian proses dan hasil belajar					
	1. Melakukan penilaian awal					
	2. Memantau kemajuan belajar					
	3. Memberikan tugas sesuai dengan kompetensi					
	4. Melakukan penilaian akhir sesuai dengan kompetensi					
	F. Penggunaan bahasa					
	1. Menggunakan bahasa lisan secara jelas dan lancar					
	2. Menggunakan bahasa tulis yang baik dan benar					
	3. Menyampaikan pesan dengan gaya yang sesuai					
IV	PENUTUP					
	A. Refleksi dan rangkuman pembelajaran					
	1. Melakukan refleksi pembelajaran dengan melibatkan siswa					
	2. Menyusun rangkuman dengan melibatkan siswa					
	B. Pelaksanaantindaklanjuti					
	1. Memberikan arahan, kegiatan, atau tugas sebagai bagian remedi					

	2. Memberikan arahan, kegiatan, atau tugas sebagai bagian pengayaan					
--	---	--	--	--	--	--

Kendal, 31 Oktober 2017
Observer,

Ulfa Laili Maftuhah, S. Pd. I

RESEARCH SCHEDULE

Teacher : Ulfa Laili Maftuhah

Researcher : Alfianisa Sofiarani

No	Activities	Date
1	Preliminary visit	October 20 th 2017
2	Meeting the Headmaster to ask the permission to conduct the research in the school	October 26 th 2017
3	Meeting the English Teacher to discuss the research	October 26 th 2017
4	Doing pre test on first class	October 30 th 2017
5	Doing pre test on second class	November 3 rd 2017
6	Doing research in experimental class (first meeting)	October 31 st 2017
7	Doing research in control class (first meeting)	November 4 th 2017
8	Doing research in experimental class (second meeting)	November 6 th 2017
9	Doing research in control class (second meeting)	November 11 th 2017
10	Doing post test on experimental class	November 13 th 2017
11	Doing post test on control class	November 17 th 2017

**STUDENT'S NAME X PBS (EXP)
SMK MIFTAHUL HUDA KENDAL
IN THE ACADEMIC YEAR 2017/2018**

No	Name	Code
1	Aghniatu Nabila	E-1
2	Ani Farichah	E-2
3	Anisa Fitriyani	E-3
4	Asyifa Rizkiana	E-4
5	Aula Saadati I S	E-5
6	Dian Handayani	E-6
7	Erina Resti H	E-7
8	Fatma Aprilia H	E-8
9	Fidhdhoh Fashiihah	E-9
10	Latifah Chotijatul	E-10
11	Latifah Dwi Yani	E-11
12	Lilik Aslikah	E-12
13	Lisa Agustiyani	E-13
14	Maharani Wahyu S	E-14
15	Maulidina C N	E-15
16	Misha Astika	E-16
17	Nila Fadhilatul H	E-17
18	Novi Laelatul F	E-18
19	Nur Istikhomah	E-19
20	Nur Rohmah	E-20
21	Prieya Widy Astuti	E-21
22	Rikhana Salwa J	E-22
23	Shoffita Laela N	E-23
24	Shoimatul W	E-24
25	Siti Lathifatun N	E-25
26	Siti Malikhatun	E-26
27	Ulfa Safitri	E-27
28	Vina Novita Sari	E-28
29	Zainatul Firdaus	E-29
30	Zuzinatus Solikhati	E-30

STUDENT'S NAME X TKJ 1 (CTRL)
SMK MIFTAHUL HUDA KENDAL
IN THE ACADEMIC YEAR 2017/2018

No	Name	Code
1	Akhsanatun N	C-1
2	Alfan Nur Hidayat	C-2
3	Ambar Yunita	C-3
4	Aqidiar Roberi Z	C-4
5	Arif Mauludin	C-5
6	Assbabun Nuzul	C-6
7	Ayu Agil	C-7
8	Dede Isdha Shaera	C-8
9	Eka Putri Nurani	C-9
10	Fajar Nur P	C-10
11	Haliman Hofuron	C-11
12	Khamidatus S	C-12
13	Kharisma Perdana	C-13
14	M. Feri Hidayat	C-14
15	M. Khabaib	C-15
16	M. Alwi S. H.	C-16
17	Mawar Asih	C-17
18	Muhamad Sholeh	C-18
19	M. Raihan	C-19
20	Noni Larasati	C-20
21	Nuzulul Sofa	C-21
22	Oktavia Anggraini	C-22
23	Putri Laliya Salma	C-23
24	Qomaruddin	C-24
25	Ria Ristiana	C-25
26	Ridwan Alfianto	C-26
27	Theodora Indah J	C-27
28	Wahib Abdul R	C-28
29	Yulfia Adila	C-29
30	Zahrotun Nisak	C-30

ANALYSIS VALIDITY, RELIABILITY, DEGREE OF DIFFICULTY, AND AND DISCRIMINATING POWER

No	Kode	Number of Item				
		1	2	3	4	5
1	T-11	1	1	1	0	1
2	T-20	1	1	1	1	1
3	T-08	0	0	1	1	1
4	T-15	1	1	1	0	1
5	T-09	1	1	1	1	1
6	T-12	1	0	1	0	1
7	T-14	0	1	0	1	0
8	T-01	1	1	1	1	1
9	T-04	1	0	0	1	1
10	T-10	0	1	1	0	1
11	T-07	1	0	0	0	0
12	T-13	0	0	1	0	1
13	T-19	1	0	0	0	0
14	T-18	0	0	1	0	0
15	T-03	0	0	0	1	1
16	T-17	0	0	1	0	1
17	T-16	0	0	0	0	0
18	T-06	0	0	0	0	0
19	T-05	0	1	0	0	0
20	T-02	0	0	0	0	0

Validity	ΣX	9	8	11	7	12
	ΣX^2	9	8	11	7	12
	ΣXY	121	102	125	102	133
	r_{xy}	0,6157	0,5443	0,5546	0,4759	0,6098
	r_{table}	0,444	0,444	0,444	0,444	0,444
	Ket.	Valid	Valid	Valid	Valid	Valid

Reliability	X (ganjil)	10	9	9	10	11
	Y (genap)	13	12	12	11	9
	X^2	100	81	81	100	121
	Y^2	169	144	144	121	81
	XY	130	108	108	110	99
	r_{xy}	0,59386				
	r_{11}	0,74518				
	r_{table}	0,444				
Ket.	Reliabilitas tinggi					
Degree of Difficulty	B	9	8	11	9	9
	JS	20	20	20	20	20
	P	0,45	0,4	0,55	0,45	0,45
	Ket.	Average	Average	Average	Average	Average

Discriminating Power	BA	7	7	8	6	9
	BB	2	1	3	1	3
	JA	10	10	10	10	10
	JB	10	10	10	10	10
	D	0,5	0,6	0,5	0,5	0,6
	Ket	Good	Good	Good	Good	Good
	Keterangan	Dipakai	Dipakai	Dipakai	Dipakai	Dipakai

Number of Item						
6	7	8	9	10	11	12
0	1	0	1	1	0	1
0	0	0	1	1	1	0
0	0	1	1	1	1	1
0	0	1	1	1	1	1
1	1	1	0	1	0	1
1	1	1	1	1	1	1
1	1	1	1	0	1	0
1	0	1	1	1	0	1
1	0	0	0	0	1	1
0	0	1	1	0	0	1
1	0	0	1	1	0	1
0	1	0	0	0	1	1
1	0	1	1	1	0	1
0	0	0	0	0	0	0
0	0	0	0	0	0	0
0	0	0	0	0	0	0
1	0	0	0	1	0	1
0	0	0	0	0	0	0
0	0	0	0	0	0	0
1	0	0	1	0	0	0

9	5	8	11	10	7	12
9	5	8	11	10	7	12
142	103	127	125	112	90	157
0,0729	0,4580	0,5787	0,5546	0,5738	0,5644	0,5064
0,444	0,444	0,444	0,444	0,444	0,444	0,444
Invalid	Valid	Valid	Valid	Valid	Valid	Valid

12	12	9	10	5	7	4
8	8	10	7	11	6	8
144	144	81	100	25	49	16
64	64	100	49	121	36	64
96	96	90	70	55	42	32

12	7	8	11	10	7	12
20	20	20	20	20	20	20
0,6	0,35	0,4	0,55	0,5	0,35	0,6
Average	Average	Average	Average	Average	Average	Average

5	4	7	8	7	6	8
4	1	1	3	3	1	4
10	10	10	10	10	10	10
10	10	10	10	10	10	10
0,1	0,3	0,6	0,5	0,4	0,5	0,4
Poor	Medium	Good	Good	Medium	Good	Medium
Dibuang	Dipakai	Dipakai	Dipakai	Dipakai	Dipakai	Dipakai

Number of Item						
13	14	15	16	17	18	19
1	1	1	1	1	0	1
0	0	0	1	0	1	1
1	0	1	1	0	1	1
1	0	0	1	1	0	1
1	1	1	0	1	1	0
1	0	1	1	1	0	1
1	1	1	1	0	0	1
1	1	1	0	1	0	0
1	0	0	1	1	0	1
0	0	0	0	1	1	0
0	0	0	0	1	0	1
0	1	1	0	0	1	0
0	0	0	0	0	0	1
1	0	0	0	0	0	0
0	1	0	1	0	1	0
0	1	1	0	0	0	0
0	1	0	0	0	0	0
1	0	0	0	0	0	0
0	1	0	0	0	0	0
0	0	0	0	0	0	0

10	9	8	8	8	6	9
10	9	8	8	8	6	9
133	102	99	99	126	57	85
0,5738	-0,0628	0,4926	0,6476	0,5960	0,2431	0,6496
0,444	0,444	0,444	0,444	0,444	0,444	0,444
Valid	Invalid	Valid	Valid	Valid	Invalid	Valid

5	6	2	4	2	4	4
6	3	7	4	6	3	2
25	36	4	16	4	16	16
36	9	49	16	36	9	4
30	18	14	16	12	12	8

10	9	8	8	8	6	7
20	20	20	20	20	20	20
0,5	0,45	0,4	0,4	0,4	0,3	0,35
Average	Average	Average	Average	Average	Hard	Average

8	4	6	7	7	4	7
2	5	2	1	1	2	2
10	10	10	10	10	10	10
10	10	10	10	10	10	10
0,6	-0,1	0,4	0,6	0,6	0,2	0,5
Good	Poor	Medium	Good	Good	Poor	Good
Dipakai	Dibuang	Dipakai	Dipakai	Dipakai	Dibuang	Dipakai

Number of Item						
20	21	22	23	24	25	26
0	1	1	0	1	0	1
0	0	1	1	1	1	1
0	1	1	0	1	1	1
0	0	1	0	1	1	1
0	0	0	1	1	0	0
0	1	0	0	1	0	1
0	1	0	0	1	1	1
1	0	1	0	0	0	0
0	1	1	0	0	1	1
0	0	1	0	1	0	1
0	1	1	0	1	1	0
1	0	1	0	1	0	1
0	1	0	0	0	0	0
1	1	1	1	0	1	0
0	0	1	1	1	0	0
0	1	0	0	0	1	0
0	1	1	0	0	0	1
0	1	1	0	1	0	0
0	1	0	0	0	1	0
0	1	1	0	0	0	0

3	13	14	4	12	9	10
3	13	14	4	12	9	10
40	124	136	38	138	94	114
-0,0685	-0,3167	0,0147	0,0380	0,5409	0,1238	0,6076
0,444	0,444	0,444	0,444	0,444	0,444	0,444
Invalid	Invalid	Invalid	Invalid	Valid	Invalid	Valid

3
2
9
4
6

3	13	14	4	12	9	10
20	20	20	20	20	20	20
0,15	0,65	0,7	0,2	0,6	0,45	0,5
Hard	Average	Average	Hard	Average	Average	Average

1	5	7	2	8	5	8
2	8	7	2	4	4	2
10	10	10	10	10	10	10
10	10	10	10	10	10	10
-0,1	-0,3	0	0	0,4	0,1	0,6
Poor	Poor	Poor	Poor	Medium	Poor	Good
Dibuang	Dibuang	Dibuang	Dibuang	Dipakai	Dibuang	Dipakai

Number of Item						Y	Y^2
27	28	29	30	31	32		
1	1	1	1	0	1	23	529
1	1	1	1	0	1	21	441
1	1	0	1	0	0	21	441
1	1	1	0	1	0	21	441
0	1	1	0	1	0	20	400
0	0	1	0	1	0	20	400
1	0	1	0	1	1	20	400
0	1	1	0	0	1	19	361
1	1	1	0	0	0	17	289
1	1	1	1	0	1	16	256
0	1	1	0	0	0	13	169
0	0	0	0	0	0	12	144
1	1	0	1	0	0	11	121
0	0	0	1	1	0	9	81
0	0	0	0	0	1	9	81
0	1	0	1	0	0	8	64
0	0	0	1	0	0	8	64
0	0	1	0	1	1	7	49
0	0	1	0	1	0	6	36
0	0	0	0	0	1	5	25
						221	3381
8	11	12	8	7	8		
8	11	12	8	7	8		
85	125	159	52	72	76		
0,6132	0,5546	0,5409	0,0448	0,0513	0,0965		
0,444	0,444	0,444	0,444	0,444	0,444		
Valid	Valid	Valid	Invalid	Invalid	Invalid		

8	11	12	8	5	8
20	20	20	20	20	20
0,4	0,55	0,6	0,4	0,25	0,4
Average	Average	Average	Average	Hard	Average

7	8	9	4	4	5
1	3	3	4	3	3
10	10	10	10	10	10
10	10	10	10	10	10
0,6	0,5	0,6	0	0,1	0,2
Good	Good	Good	Poor	Poor	Poor
Dipakai	Dipakai	Dipakai	Dibuang	Dibuang	Dibuang

VALIDITY

Formula:

$$r_{xy} = \frac{N\Sigma XY - \Sigma(X)\Sigma(Y)}{\sqrt{\{N\Sigma X^2 - (\Sigma X)^2\}\{N\Sigma Y^2 - (\Sigma Y)^2\}}}$$

Notice:

r_{xy} : The correlation coefficient between X variable and Y variable

N : number of students

X : number of each item score

Y : number of total score

Criteria:

If $r_{count} > r_{tabel}$, so the items of question was valid.

Computation:

This is sample of computation from item number 1. Furthermore, the next item will me count by the same computation, and the result is in table of question item analysis.

No	Code	Item number 1 (X)	X ²	Total Score (Y)	Y ²	XY
1	T-11	1	1	23	529	23
2	T-20	1	1	21	441	21
3	T-08	0	0	21	441	0
4	T-15	1	1	21	441	21
5	T-09	1	1	20	400	20
6	T-12	1	1	20	400	20
7	T-14	0	0	20	400	0
8	T-01	1	1	19	361	19
9	T-04	1	1	17	289	17
10	T-10	0	0	16	256	0
11	T-07	1	1	13	169	13
12	T-13	0	0	12	144	0
13	T-19	1	1	11	121	11
14	T-18	0	0	9	81	0
15	T-03	0	0	9	81	0
16	T-17	0	0	8	64	0
17	T-16	0	0	8	64	0
18	T-06	0	0	7	49	0
19	T-05	0	0	6	36	0
20	T-02	0	0	5	25	0
Total		9	9	286	4792	165

From the table above, gained data:

$$\begin{array}{rclcl} N & = & 20 & \Sigma XY & = & 165 \\ \Sigma X & = & 9 & \Sigma Y & = & 286 \\ \Sigma(X^2) & = & 9 & \Sigma(Y^2) & = & 4792 \\ (\Sigma X)^2 & = & 81 & (\Sigma Y)^2 & = & 81796 \end{array}$$

Put the data into formula:

$$r_{xy} = \frac{3300 - 2574}{\sqrt{\{180 - 81\} \{95840 - 81796\}}}$$

$$r_{xy} = \frac{726}{\sqrt{1390356}}$$

$$r_{xy} = \frac{726}{1179.133580}$$

$$r_{xy} = 0.6157063222641832$$

At a significance level of 5%, with $N = 20$, $r_{table} = 0.444$
Because of $r_{hitung} > r_{tabel}$, it can be concluded that this item
is **Valid**.

RELIABILITY

Formula:

$$r_{11} = \frac{2 \times r_{1/2}^{1/2}}{1 + r_{1/2}^{1/2}}$$

Notice:

r_{11} : The reliability of the instrument.

$r_{1/2}^{1/2}$: Coefficient of correlation between the scores of the first and last part.

Criteria:

If $r_{\text{count}} > r_{\text{tabel}}$, so the items of question was valid.

Computation:

This is sample of computation from item number 1. Furthermore, the next item will me count by the same computation, and the result is in table of question item analysis.

No	Code	(X)	(Y)	X ²	Y ²	XY
		Ganjil	Genap			
1	T-11	10	13	100	169	130
2	T-20	9	12	81	144	108
3	T-08	9	12	81	144	108
4	T-15	10	11	100	121	110
5	T-09	11	9	121	81	99
6	T-12	12	8	144	64	96
7	T-14	12	8	144	64	96
8	T-01	9	10	81	100	90
9	T-04	10	7	100	49	70
10	T-10	5	11	25	121	55
11	T-07	7	6	49	36	42
12	T-13	4	8	16	64	32
13	T-19	5	6	25	36	30
14	T-18	6	3	36	9	18
15	T-03	2	7	4	49	14
16	T-17	4	4	16	16	16
17	T-16	2	6	4	36	12
18	T-06	4	3	16	9	12
19	T-05	4	2	16	4	8
20	T-02	3	2	9	4	6
Total		138	148	1168	1320	1152

From the table above, gained data:

$$\begin{aligned} N &= 20 & \Sigma XY &= 165 \\ \Sigma X &= 9 & \Sigma Y &= 286 \\ \Sigma(X^2) &= 9 & \Sigma(Y^2) &= 4792 \\ (\Sigma X)^2 &= 81 & (\Sigma Y)^2 &= 81796 \\ r_{xy} &= 0.593859722 \end{aligned}$$

Put the data into formula:

$$\begin{aligned} r_{11} &= \frac{2 \times 0,593859722}{1 + 0,593859722} \\ r_{11} &= \frac{1.187719444}{1.593859722} \\ &= 0.745184427 \end{aligned}$$

At a significance level of 5%, with $N = 20$, $r_{table} = 0.444$

Because of $r_{hitung} > r_{tabel}$, it can be concluded that this item is

High Reliability.

DEGREE OF DIFFICULTY

Formula:

$$P = \frac{B}{JS}$$

Notice:

- P : difficulty's index
 B : number of students who has right answer
 JS : number of students

Criteria:

- P : 0.00 – 0.30 difficult question
 P : 0.31 – 0.70 average question
 P : 0.71 – 1.00 easy question

Computation:

This is sample of computation from item number 1. Furthermore, the next item will me count by the same computation, and the result is in table of question item analysis.

KelompokAtas			KelompokBawah		
No	Kode	Skor	No	Kode	Skor
1	T-11	1	11	T-07	1
2	T-20	1	12	T-13	0
3	T-08	0	13	T-19	1
4	T-15	1	14	T-18	0
5	T-09	1	15	T-03	0
6	T-12	1	16	T-17	0
7	T-14	0	17	T-16	0
8	T-01	1	18	T-06	0
9	T-04	1	19	T-05	0
10	T-10	0	20	T-02	0
Total		7	Total		2

From the table above, gained data:

$$B = 7 + 2$$

$$JS = 20$$

Put the data into formula:

$$\begin{aligned} P &= \frac{7 + 2}{20} \\ &= 0.45 \end{aligned}$$

Based on the criteria, level of difficulty no 1 has **Average Question.**

DISCRIMINATING POWER

Formula:

$$D = \frac{B_A}{J_A} - \frac{B_B}{J_B} = P_A - P_B$$

Notice:

- D : The discrimination index.
- J_A : The number of the students in upper group.
- J_B : The number of the students in lower group.
- B_A : The number of the students in the upper group who answered item correctly.
- B_B : The number of the students in the lower group who answered item correctly.
- P_A : Proportion of the students in the upper group who answered correctly.
- P_B : Proportion of the students in the lower group who answered correctly.

Criteria:

- ≤ 0.00 : Very Poor.
- 0.01 – 0.20 : Poor.
- 0.21 – 0.40 : Medium.
- 0.41 – 0.70 : Good.
- 0.71 – 1.00 : Excellent

Computation:

This is sample of computation from item number 1. Furthermore, the next item will me count by the same computation, and the result is in table of question item analysis.

Kelompok Atas			Kelompok Bawah		
No	Kode	Skor	No	Kode	Skor
1	T-11	1	11	T-07	1
2	T-20	1	12	T-13	0
3	T-08	0	13	T-19	1
4	T-15	1	14	T-18	0
5	T-09	1	15	T-03	0
6	T-12	1	16	T-17	0
7	T-14	0	17	T-16	0
8	T-01	1	18	T-06	0
9	T-04	1	19	T-05	0
10	T-10	0	20	T-02	0
Total		7	Total		2

From the table above, gained data:

$$B_A = 7$$

$$B_B = 2$$

$$J_A = 10$$

$$J_B = 10$$

Put the data into formula:

$$\begin{aligned} DP &= \frac{7}{10} - \frac{2}{10} \\ &= 0.50 \end{aligned}$$

Based on the criterion, discriminating power in item number 1 is **Good**.

**THE PRE TEST AND POST TEST SCORE OF
EXPERIMENTAL CLASS AND CONTROL CLASS**

No	Code	Experimental		No	Code	Control	
		Pre-Test	Post-Test			Pre-Test	Post-Test
1	E-1	60	80	1	C-1	55	60
2	E-2	40	80	2	C-2	55	75
3	E-3	60	60	3	C-3	55	70
4	E-4	55	75	4	C-4	50	55
5	E-5	60	85	5	C-5	55	70
6	E-6	55	80	6	C-6	45	60
7	E-7	55	75	7	C-7	60	50
8	E-8	40	70	8	C-8	45	60
9	E-9	65	85	9	C-9	50	55
10	E-10	40	70	10	C-10	45	50
11	E-11	50	65	11	C-11	50	60
12	E-12	45	75	12	C-12	50	55
13	E-13	40	80	13	C-13	60	65
14	E-14	45	80	14	C-14	40	50
15	E-15	50	85	15	C-15	35	65
16	E-16	40	70	16	C-16	60	50
17	E-17	50	75	17	C-17	35	65
18	E-18	45	75	18	C-18	45	55
19	E-19	70	90	19	C-19	70	60
20	E-20	65	80	20	C-20	50	75
21	E-21	45	75	21	C-21	55	55
22	E-22	40	55	22	C-22	45	50
23	E-23	70	85	23	C-23	65	55
24	E-24	55	85	24	C-24	35	55
25	E-25	60	80	25	C-25	55	65
26	E-26	50	75	26	C-26	60	55
27	E-27	40	75	27	C-27	35	60
28	E-28	50	70	28	C-28	40	65
29	E-29	60	75	29	C-29	45	50
30	E-30	50	80	30	C-30	45	50
Sum		1550	2290			1490	1765
Average		51,667	76,333			49,66667	58,83333
S ²		88,506	58,506			84,36782	56,35057
S		9,4077	7,6489			9,185195	7,506702
Min		40	55			35	50
Max		70	90			70	75

The Result of Normality Test of Pre-test of Experimental Class

Hypothesis:

Ha : The data distributes normally

Ho : The data does not distribute normally

Formula:

$$\chi^2 = \sum \frac{(O_i - E_i)^2}{E_i}$$

Notice:

χ^2 : Chi square

O_i : Frequency from observation

E_i : expected frequency

Criteria:

$\chi^2_{\text{count}} < \chi^2_{\text{table}}$ so the distribution list is normal.

Computation:

Maximum score	=	70.00	Length of the class (P)	=	5.00
Minimum score	=	40.00	Avaregex ⁻	=	51.67
Range	=	30.00	s	=	9.41
Class interval (k)	=	6	n	=	30

Class interval	BK	Z untuk batas kls.	Peluang untuk Z	Luas Kls. Untuk Z	Ei	Oi	(Oi-Ei) ²		
							Ei		
40.00 - 45.00	39.50	-1.29	0.4020	0.1581	4.7435	11	8.252		
46.00 - 50.00	45.50	-0.66	0.2439	0.1946	5.8373	6	0.005		
51.00 - 55.00	50.50	-0.12	0.0493	0.2075	6.2254	4	0.796		
56.00 - 60.00	55.50	0.41	0.1582	0.1680	5.0386	5	0.000		
61.00 - 65.00	60.50	0.94	0.3261	0.1032	3.0947	2	0.387		
66.00 - 70.00	65.50	1.47	0.4293	0.0481	1.4423	2	0.216		
	70.50	2.00	0.4774						
						χ^2	=	9.6554	

$\alpha = 5\%$ dk = 6 - 1 = 5 $\chi^2_{\text{table}} = 11.07$

$\chi^2_{\text{count}} < \chi^2_{\text{table}}$ so the distribution list is normal

The Result of Normality Test of Pre-test of Control Class

Hypothesis:

Ha : The data distributes normally

Ho : The data does not distribute normally

Formula:

$$\chi^2 = \sum \frac{(O_i - E_i)^2}{E_i}$$

Notice:

χ^2 : Chi square

O_i : Frequency from observation

E_i : expected frequency

Criteria:

$\chi^2_{\text{count}} < \chi^2_{\text{table}}$ so the distribution list is normal.

Computation:

Maximum score	= 70.00	Length of the class (P)	= 5.83	= 6
Minimum score	= 35.00	Avaregex ⁻	= 49.67	
Range	= 35.00	s	= 9.19	
Class interval (k)	= 6	n	= 30	

Class interval	BK	Z untuk batas kls.	Peluang untuk Z	Luas Kls. Untuk Z	Ei	Oi	(Oi-Ei) ²		
							Ei		
35.00 - 40.00	34.50	-1.65	0.4507	0.1098	3.2939	6	2.223		
41.00 - 46.00	40.50	-1.00	0.3409	0.2060	6.1798	7	0.109		
47.00 - 52.00	46.50	-0.34	0.1349	0.2560	7.6800	5	0.935		
53.00 - 58.00	52.50	0.31	0.1211	0.2108	6.3228	6	0.016		
59.00 - 64.00	58.50	0.96	0.3319	0.1149	3.4481	4	0.088		
65.00 - 70.00	64.50	1.61	0.4468	0.0415	1.2451	2	0.458		
		70.50	2.27	0.4883					
							χ^2	=	3.8298

$\alpha = 5\%$ $dk = 6 - 1 = 5$ $\chi^2_{\text{table}} = 11.07$

$\chi^2_{\text{count}} < \chi^2_{\text{table}}$ so the distribution list is normal

The Result of Normality Test of Post-test of Experimental Class

Hypothesis:

Ha : The data distributes normally

Ho : The data does not distribute normally

Formula:

$$\chi^2 = \sum \frac{(O_i - E_i)^2}{E_i}$$

Notice:

χ^2 : Chi square

O_i : Frequency from observation

E_i : expected frequency

Criteria:

$\chi^2_{\text{count}} < \chi^2_{\text{table}}$ so the distribution list is normal.

Computation:

Maximum score	= 90.00	Length of the class (P)	= 5.83	= 6
Minimum score	= 55.00	Avaregex ⁻	= 76.33	
Range	= 35.00	s	= 7.64890	
Class interval (k)	= 6	n	= 30	

Class interval	BK	Z untuk batas kls.	Peluang untuk Z	Luas Kls. Untuk Z	Ei	Oi	(Oi-Ei) ²	
							Ei	
55.00 - 60.00	54.50	-2.8544	0.4978	0.0171	0.5121	2	4.323	
61.00 - 66.00	60.50	-2.0700	0.4808	0.0801	2.4020	1	0.818	
67.00 - 72.00	66.50	-1.2856	0.4007	0.2088	6.2651	4	0.819	
73.00 - 78.00	72.50	-0.5012	0.1919	0.3034	9.1015	9	0.001	
79.00 - 84.00	78.50	0.2833	0.1115	0.2457	7.3697	8	0.054	
85.00 - 90.00	84.50	1.0677	0.3572	0.1108	3.3248	6	2.153	
		90.50	1.8521	0.4680				
							$\chi^2 =$	8.1680

$\alpha = 5\%$ dk = 6 - 1 = 5 $\chi^2_{\text{table}} = 11.07$

$\chi^2_{\text{count}} < \chi^2_{\text{table}}$ so the distribution list is normal

The Result of Normality Test of Post-test of Control Class

Hypothesis:

Ha : The data distributes normally

Ho : The data does not distribute normally

Formula:

$$\chi^2 = \sum \frac{(O_i - E_i)^2}{E_i}$$

Notice:

χ^2 : Chi square

O_i : Frequency from observation

E_i : expected frequency

Criteria:

$\chi^2_{\text{count}} < \chi^2_{\text{table}}$ so the distribution list is normal.

Computation:

Maximum score	= 75.00	Length of the class (P)	= 4.17	= 5
Minimum score	= 50.00	Avaregex ⁻	= 58.83	
Range	= 25.00	s	= 7.51	
Class interval (k)	= 6	n	= 30	

Class interval	BK	Z untuk batas kls.	Peluang untuk Z	Luas Kls. Untuk Z	Ei	Oi	(Oi-Ei) ²	
							Ei	
50.00 - 54.00	49.50	-1.24	0.3931	0.1750	5.2503	7	0.583	
55.00 - 59.00	54.50	-0.58	0.2181	0.2535	7.6051	8	0.021	
60.00 - 64.00	59.50	0.09	0.0354	0.2395	7.1837	6	0.195	
65.00 - 69.00	64.50	0.75	0.2748	0.1475	4.4248	5	0.075	
70.00 - 74.00	69.50	1.42	0.4223	0.0592	1.7767	2	0.028	
75.00 - 79.00	74.50	2.09	0.4816	0.0155	0.4647	2	5.072	
		79.50	2.75	0.4970				
							χ^2	= 5.9733

$\alpha = 5\%$ $dk = 6 - 1 = 5$ $\chi^2_{\text{table}} = 11.07$

$\chi^2_{\text{count}} < \chi^2_{\text{table}}$ so the distribution list is normal

The Result of Homogeneity Pre Test Between Experimental and Control Class

Hypothesis

$$H_0 : \sigma_1^2 = \sigma_2^2$$

$$H_a : \sigma_1^2 \neq \sigma_2^2$$

Hypothesis test

Untuk menguji hipotesis digunakan rumus:

$$F = \frac{\text{Varians terbesar}}{\text{Varians terkecil}}$$

H_0 accepted if $F_{\text{hitung}} \leq F_{\text{tabel}}$

Variation source	Experimental	control
Sum	1550	1490
n	30	30
\bar{x}	51.67	49.67
Standard Deviation (s)	9.41	9.19
Varians (s^2)	88.51	84.37

Berdasarkan rumus di atas diperoleh:

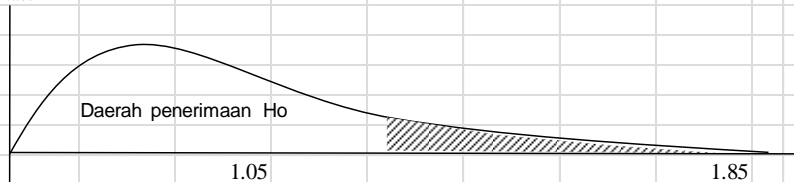
$$F = \frac{88.51}{84.37} = 1.05$$

Taraf signifikansi 5% dengan:

$$dk \text{ pembilang} = nb - 1 = (30-1) = 29$$

$$dk \text{ penyebut} = nk - 1 = (30-1) = 29$$

$$F_{\text{tabel}} = 1.85$$



Because $F_{\text{count}} < F_{\text{table}}$, H_0 is accepted and it can be concluded that both of the classes are homogeneous.

The Result of Homogeneity Post Test Between Experimental and Control Class

<u>Hypothesis</u>																					
Ho :	s_1^2	=	s_2^2																		
Ha :	s_1^2	\neq	s_2^2																		
<u>Hypothesis test</u>																					
<div style="border: 1px solid black; padding: 5px; display: inline-block;"> $F = \frac{\text{Varians terbesar}}{\text{Varians terkecil}}$ </div>																					
Ho accepted if $F_{\text{hitung}} \leq F_{\text{tabel}}$																					
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;">Variation source</th> <th style="width: 35%;">Experimental</th> <th style="width: 35%;">Control</th> </tr> </thead> <tbody> <tr> <td>Sum</td> <td style="text-align: center;">2290</td> <td style="text-align: center;">1765</td> </tr> <tr> <td>n</td> <td style="text-align: center;">30</td> <td style="text-align: center;">30</td> </tr> <tr> <td>\bar{x}</td> <td style="text-align: center;">76.33</td> <td style="text-align: center;">58.83</td> </tr> <tr> <td>Varians (s^2)</td> <td style="text-align: center;">58.51</td> <td style="text-align: center;">56.35</td> </tr> <tr> <td>Standart deviasi (s)</td> <td style="text-align: center;">7.65</td> <td style="text-align: center;">7.51</td> </tr> </tbody> </table>				Variation source	Experimental	Control	Sum	2290	1765	n	30	30	\bar{x}	76.33	58.83	Varians (s^2)	58.51	56.35	Standart deviasi (s)	7.65	7.51
Variation source	Experimental	Control																			
Sum	2290	1765																			
n	30	30																			
\bar{x}	76.33	58.83																			
Varians (s^2)	58.51	56.35																			
Standart deviasi (s)	7.65	7.51																			
F	=	$\frac{58.51}{56.35}$	= 1.038																		
<p>Pada $\alpha = 5\%$ dengan:</p> <p>dk pembilang = nb - 1 = 30 - 1 = 29</p> <p>dk penyebut = nk - 1 = 30 - 1 = 29</p> <p>$F_{(0.025)(31;31)}$ = 1.84</p>																					
<p>Because F count < F table, Ho is accepted dan it can be conclude that both of class is homogeneous.</p>																					

Hypothesis Test

Pretest Score of Experimental and Control Class

Hypothesis

Ho : $\mu_1 = \mu_2$
 Ha : $\mu_1 \neq \mu_2$

Hypothesis test :

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Where,

$$s = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

Ho accepted if $t < t_{(1-\alpha)(n_1+n_2-2)}$

Dari data diperoleh:

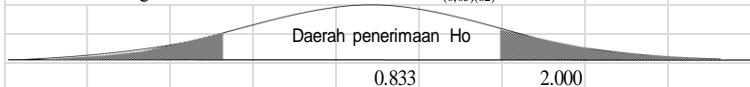
Variation source	Experimental	Control
sum	1550	1490
n	30	30
\bar{x}	51.67	49.67
Varians (S^2)	88.506	84.368
Standart deviasi (S)	9.408	9.185

Berdasarkan rumus di atas diperoleh:

$$s = \sqrt{\frac{\left(\frac{29}{30}\right) 88.506 + \left(\frac{29}{30}\right) 84.37}{2}} = 9.297$$

$$t = \frac{51.67 - 49.67}{9.297 \sqrt{\frac{1}{30} + \frac{1}{30}}} = 0.8332$$

with $\alpha = 5\%$ dengan $dk = 30 + 30 - 2 = 58$ it is obtained $t_{(0.05)(62)} = 2.000$



Because $t \text{ count} < t \text{ table}$, it means there is no significant difference of the average pre test between experimental and control class. Ho is accepted.

Hypothesis Test

Posttest Score of Experimental and Control Class

Hypothesis

Ho : $\mu_1 = \mu_2$

Ha : $\mu_1 \neq \mu_2$

Hypothesis test :

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Where,

$$s = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

Ho accepted if $t < t_{(1-\alpha)(n_1+n_2-2)}$

Dari data diperoleh:

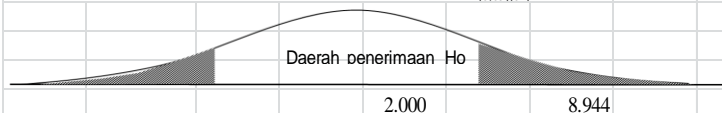
Variation source	Experimental	Control
sum	2290	1765
n	30	30
\bar{x}	76.333	58.833
Varians (S^2)	58.506	56.351
Standart deviasi (S)	7.649	7.507

Berdasarkan rumus di atas diperoleh:

$$s = \sqrt{\frac{\left(\frac{29}{30}\right) 58.506 + \left(\frac{29}{30}\right) 56.351}{2}} = 7.578$$

$$t = \frac{76.333 - 58.833}{7.578 \sqrt{\frac{1}{30} + \frac{1}{30}}} = 8.944$$

with $\alpha = 5\%$ dengan dk = $30 + 30 - 2 = 58$ it is obtained $t_{(0,05)(62)} = 2.000$



because of t count > t table, it is mean that there is significant difference between experiment post test score and control post test score, Ha is accepted.

Computation of Questionnaire

No	Kode	Number of Item							
		1	2	3	4	5	6	7	8
1	E-1	4	4	3	3	4	3	4	3
2	E-2	4	4	3	3	4	3	3	3
3	E-3	3	3	4	3	4	2	3	3
4	E-4	4	3	3	3	4	2	2	3
5	E-5	4	4	3	3	4	3	3	4
6	E-6	4	4	3	2	3	3	3	3
7	E-7	2	2	4	2	3	2	3	3
8	E-8	4	4	3	3	4	4	3	3
9	E-9	2	1	3	1	1	1	2	2
10	E-10	4	3	3	3	4	2	4	3
11	E-11	3	3	4	3	4	3	3	2
12	E-12	3	2	3	3	4	3	2	3
13	E-13	4	3	4	4	4	2	3	4
14	E-14	2	2	1	1	2	2	3	2
15	E-15	3	4	4	2	4	3	2	2
16	E-16	4	2	3	2	1	2	3	3
17	E-17	4	4	3	2	4	4	3	3
18	E-18	3	2	2	2	4	3	2	3
19	E-19	4	3	3	3	4	4	3	4
20	E-20	4	3	4	3	3	2	3	4
21	E-21	3	4	4	3	4	2	2	2
22	E-22	4	1	2	1	4	2	3	3
23	E-23	4	3	3	3	4	3	3	3
24	E-24	3	3	3	4	4	4	3	3
25	E-25	4	2	3	3	4	3	3	4
26	E-26	3	3	4	2	4	3	3	3
27	E-27	4	3	4	3	2	3	2	4
28	E-28	4	3	3	3	4	2	2	2
29	E-29	4	1	2	3	2	2	2	2
30	E-30	3	2	1	2	4	3	2	1
SUM	105	85	92	78	105	80	82	87	
SA	4	18	8	9	2	22	4	2	6
A	3	9	12	16	17	3	13	18	16
D	2	3	7	3	8	3	12	10	7
SD	1	0	3	2	3	2	1	0	1
		30	30	30	30	30	30	30	30
%									
SA	4	60%	27%	30%	7%	73%	13%	7%	20%
A	3	30%	40%	53%	57%	10%	43%	60%	53%
D	2	10%	23%	10%	27%	10%	40%	33%	23%
SD	1	0%	10%	7%	10%	7%	3%	0%	3%
		100%	100%	100%	100%	100%	100%	100%	100%

Number of Item							Y	Y^2
9	10	11	12	13	14	15		
3	4	3	4	2	4	2	50	2500
3	3	3	4	4	4	3	51	2601
4	3	2	3	3	3	3	46	2116
3	3	2	4	2	3	2	43	1849
3	3	3	4	3	4	3	51	2601
3	3	3	4	4	3	1	46	2116
3	3	2	4	4	2	1	40	1600
3	4	4	4	3	4	3	53	2809
2	3	1	4	2	4	2	31	961
2	3	2	4	4	4	4	49	2401
3	3	3	4	4	3	3	48	2304
3	3	3	3	4	3	2	44	1936
4	3	2	4	3	3	3	50	2500
2	3	2	3	1	3	1	30	900
3	3	3	4	2	4	2	45	2025
3	3	2	4	4	4	1	41	1681
3	3	4	3	3	3	3	49	2401
4	3	3	4	2	4	2	43	1849
3	4	3	4	3	4	3	52	2704
3	3	2	4	3	4	3	48	2304
3	3	2	3	2	3	2	42	1764
2	3	2	4	4	3	1	39	1521
3	4	3	4	3	4	3	50	2500
3	3	4	4	4	4	2	51	2601
2	3	3	3	1	3	1	42	1764
3	3	3	4	3	3	3	47	2209
3	3	3	3	4	3	2	46	2116
2	3	2	3	1	2	1	37	1369
2	3	2	3	2	2	2	34	1156
3	3	3	3	1	1	1	33	1089
86	94	79	110	85	98	65	1184	53030
3	4	3	20	10	13	1	129	28%
20	26	14	10	9	13	11	210	46%
7	0	12	0	7	3	10	94	20%
0	0	1	0	4	1	8	27	6%
30	30	30	30	30	30	30		
							460	
10%	13%	10%	67%	33%	43%	3%		
67%	87%	47%	33%	30%	43%	37%		
23%	0%	40%	0%	23%	10%	33%		
0%	0%	3%	0%	13%	3%	27%		
100%	100%	100%	100%	100%	100%	100%		

DOCUMENTATION



EXPERIMENTAL CLASS



USING TELL ME MORE



USING TELL ME MORE



CONTROL CLASS

SAMPLE OF STUDENTS ACTIVITIES IN TELL ME MORE

A. Word Searches

Word Searches
Find the hidden words.

Physical description

Q	F	A	W	L	S	Y	W	K	T	R	V
A	A	P	Y	F	S	Y	H	Z	Z	B	L
S	T	B	E	A	U	T	I	F	U	L	P
E	T	C	E	K	H	F	N	Y	W	R	E
R	D	A	C	H	A	A	L	D	N	E	
A	L	T	G	B	C	A	V	M	T	T	
V	X	M	T	R	U	O	R	D	A	L	V
Y	G	I	O	Q	V	G	D	L	V		
G	S	L	I	M	N	E	E	Z	L	O	J
S	M	A	L	L	R	P	K	Q	N	Z	
S	K	I	M	P	S	H	A	P	E	O	I
G	Z	Y	E	C	O	M	H	Q	D	L	M

- BEAUTIFUL-
- BIG-
- BLOND
- FAIR-
- FAT-
- LARGE-
- LITTLE-
- PLUMP
- PRETTY-
- SHAPE-
- SLIM-
- SMALL-
- TALL-
- UGLY-

1

Word Searches
Find the hidden words.

Clothes

U	N	D	E	R	S	H	I	R	T	B	S
P	E	T	P	A	N	T	I	E	S	R	H
K	S	S	H	I	R	T	X	T	J	A	O
G	W	I	S	W	F	T	N	E	F	I	R
B	E	H	O	U	R	A	S	T	S	I	N
L	A	X	O	P	O	I	N	T	A	C	S
O	T	J	W	H	U	N	H	J	O	G	
U	E	S	A	Y	S	A	T	F	R	A	J
S	R	E	T	P	P	T	Q	I	R	T	E
E	W	S	L	A	C	K	E	S	V	A	
S	A	S	Y	T	U	X	E	D	O	K	N
P	Y	B	O	J	A	C	K	E	T	X	S

- BLOUSE-
- JACKET-
- JEANS-
- PANTIES-
- PANTS-
- PANTYHOSE-
- RAINCOAT-
- SHIRT-
- SHORTS-
- SKIRT-
- SLACKS-
- SOCK-
- SUIT-
- SWEATER-
- SWEATPANTS-
- TIE-
- TUXEDO-
- UNDERSHIRT-

2

Home
Click on a Workshop to see your performance evaluation.

Performance Evaluation

The dashboard shows a tree structure of workshops. The 'Lesson Workshop' is expanded to show 'Descriptions'. A progress indicator shows 'Correct' and 'Completed' with a circular gauge. The tree includes activities like Dialogue, The Right Word, Word Order, Sentence Pronunciation, Fill-in-the-Blanks, Sentence Practice, Word Pronunciation, Words and Topics, Dictation, Phonetics Exercise, Words and Functions, Written Expression, Picture/Word Association, Grammar Practice, Video and Questions, Word Searches, Mystery Phrase, and Word Association. A tooltip for 'Word Association' shows 'Completed=50%/Correct=50%'.

Lesson Workshop

- ▶ 1 Descriptions
- ◊ Cultural Workshop
- ◊ Vocabulary Workshop
- ◊ Grammar Workshop
- ◊ Oral Workshop
- ◊ Written Workshop

Correct Completed

- Dialogue
- The Right Word
- Word Order
- Sentence Pronunciation
- Fill-in-the-Blanks
- Sentence Practice
- Word Pronunciation
- Words and Topics
- Dictation
- Phonetics Exercise
- Words and Functions
- Written Expression
- Picture/Word Association
- Grammar Practice
- Video and Questions
- Word Searches
- Mystery Phrase
- Word Association (Completed=50%/Correct=50%)
- Crossword Puzzles

B. Dictation

Dictation
Click on the loudspeaker, listen, then write.

The interface shows a list of five dictation items. Each item has a green text prompt and a corresponding audio icon. A progress indicator shows '1/9'.

1 i have a long black skirt I have a long, black skirt.

2 i'm wearing a yellow blouse I'm wearing a yellow blouse.

3 my shoes look good My shoes look good.

4 i never wear boots I never wear boots.

5 i like pants too I like pants too.

Written Workshop: Choose an activity

Dictation
Click on the loudspeaker, listen, then write.

4/9

5 ▶

1	my cousin lisa is four	My cousin Lisa is four.
2	she can bels	She can spell.
3	she can count up to hundred	She can count up to a hundred.
4	she knows the alphabet	She knows the alphabet.
5	it's hard for her to pronounce this word	It's hard for her to pronounce this word.

Written Workshop · Choose an activity

Dictation
Click on the loudspeaker, listen, then write.

5/9

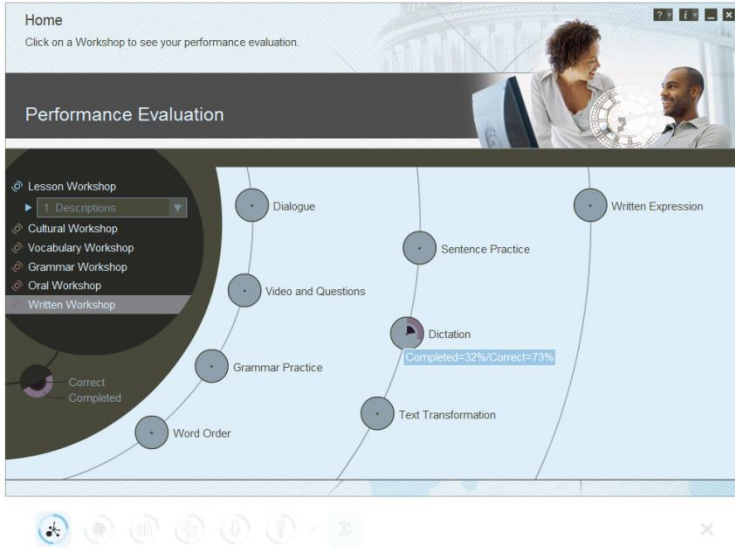
5 ▶

1	bob wears glasses	Bob wears glasses.
2	he can see ivi easing to wearing them	He can't see if he isn't wearing them.
3	he is always looking for them	He is always looking for them.
4	he always leaves them in his bedroom	He always leaves them in his bedroom.
5		But he never forgets to put on his watch.

Written Workshop · Choose an activity

Home
Click on a Workshop to see your performance evaluation.

Performance Evaluation



The dashboard features a navigation menu on the left with the following items: Lesson Workshop, 1. Descriptions (selected), Cultural Workshop, Vocabulary Workshop, Grammar Workshop, Oral Workshop, and Written Workshop. A circular progress indicator shows 'Correct Completed'.

The main area displays a path of activities: Dialogue, Video and Questions, Grammar Practice, Word Order, Dictation, Sentence Practice, Text Transformation, and Written Expression. The Dictation activity is highlighted with a blue box showing 'Completed=32%/Correct=73%'.

At the bottom, there is a row of social media icons (YouTube, Facebook, Twitter, LinkedIn, Instagram, etc.) and a close button (X).

STUDENTS PRE TEST AND POST TEST

PRE TEST

Nama : *Siti Lutfah N*
No. Absen : *23*
Kelas : *X P03*

A. Multiple Choice

You'll hear some monologues repeated twice. Read the questions below before the audio played. Choose the right answer by crossing a, b, c, or d!

Audio for question from 1-2

1. What the speaker say about Brian?
 - a. He is tall with dark hair
 - b. He is short with dark brown hair
 - c. He is pretty tall with dark brown hair
 - d. He is short with blue hair
2. How old is Brian?
 - a. 13 years old
 - b. 30 years old
 - c. 3 years old
 - d. 23 years old

Audio for question from 3-5

3. How is Tina's hair?
 - a. Dark brown
 - b. Straight blond
 - c. Long black
 - d. Very curly red
4. Why does Tina use interesting glasses?
 - a. She can't see clearly
 - b. She is at beach now
 - c. She is use it for fun
 - d. She need it
5. How old is Tina?
 - a. 8 years old
 - b. 18 years old
 - c. 28 years old
 - d. 80 years old

Audio for question from 6-7

6. How old is Rosy?
 - a. 8 years old
 - b. 10 years old
 - c. 12 years old
 - d. 14 years old
7. What speaker say about Rosy's physical appearance?
 - a. Very short
 - b. Quite short
 - c. Pretty tall
 - d. Pretty and tall

Audio for question from 8-9

8. How is Tim appearance?
 - a. He is short and has short hair
 - b. He is tall and strong
 - c. He is strong and fat
 - d. He has long hair and 32 years old

9. How old is Tim?
 - a. 32 years old
 - b. 23 years old
 - c. 30 years old
 - d. 33 years old

Audio for question from 10-12

10. She looks like fashion model. Who is she?
 - a. Tina
 - b. Alexy
 - c. Alice
 - d. Timmy
11. Why the speaker say that she look like fashion model?
 - a. She is short.
 - b. She is slim.
 - c. She is fat.
 - d. She is happy.
12. How old is she?
 - a. 25 years old
 - b. 24 years old
 - c. 20 years old
 - d. 35 years old

Audio for question from 13-15

13. How is Helen's hair?
 - a. Straight blond
 - b. Short Blue
 - c. Curly Red
 - d. Long Black
14. What color is Helen's eyes?
 - a. Blue
 - b. Brown
 - c. Green
 - d. Yellow
15. What does Helen wears most of times?
 - a. Jeans
 - b. Sweater
 - c. Blouse
 - d. Skirt

Audio for question from 16-18

16. How is George physical appearance?
 - a. Very tall and has long arms.
 - b. Average tall and overweight.
 - c. Very tall and has a big head.
 - d. Short and has long arms.

17. What does he do every day to lose his weight?

- a. Running with his dog,
- b. Walking around with his cat.
- c. Go to gym with his cat.
- d. Playing with his dog.

18. Why the speaker like him?

- a. He is tall and has long arms
- b. He has a dog
- c. He is generous and warm-hearted
- d. He is cute

Audio for question from 19-20

19. How is younger uncle John's appearance?

- a. Had a thin dark hair and handsome
- b. Slim and had a thick dark hair
- c. Handsome and well-built
- d. Slim and bald

20. How is latest uncle John's appearance?

- a. Has thin hair and has a muscle
- b. Hasn't got any hair and grown a moustache
- c. Stocky and has a thick hair
- d. Bald and slim

B = 8

S = 12

PRE TEST

Nama : *Latifah C. A*
 No. Absen : 10
 Kelas : *X P&S*

A. Multiple Choice

You'll hear some monologues repeated twice. Read the questions below before the audio played. Choose the right answer by crossing a, b, c, or d!

Audio for question from 1-2

1. What the speaker say about Brian?
 a. He is tall with dark hair
 b. He is short with dark brown hair
~~✓~~ c. He is pretty tall with dark brown hair
 d. He is short with blue hair
2. How old is Brian?
~~✓~~ a. 13 years old
 b. 30 years old
~~✓~~ c. 3 years old
 d. 23 years old

Audio for question from 3-5

3. How is Tina's hair?
 a. Dark brown
 b. Straight blond
 c. Long black
~~✓~~ d. Very curly red
4. Why does Tina use interesting glasses?
 a. She can't see clearly
 b. She is at beach now
~~✓~~ c. She is use it for fun
 d. She need it
5. How old is Tina?
 a. 8 years old
~~✓~~ b. 18 years old
 c. 28 years old
 d. 80 years old

Audio for question from 6-7

6. How old is Rosy?
~~✓~~ a. 8 years old
 b. 10 years old
 c. 12 years old
 d. 14 years old
7. What speaker say about Rosy's physical appearance?
~~✓~~ a. Very short
 b. Quite short
 c. Pretty tall
 d. Pretty and tall

Audio for question from 8-9

8. How is Tim appearance?
~~✓~~ a. He is short and has short hair
 b. He is tall and strong
~~✓~~ c. He is strong and fat
 d. He has long hair and 32 years old

9. How old is Tim?
 a. 32 years old
 b. 23 years old
~~✓~~ c. 30 years old
 d. 33 years old

Audio for question from 10-12

10. She looks like fashion model. Who is she?
 a. Tina
 b. Alexy
 c. Alice
~~✓~~ d. Timmy
11. Why the speaker say that she look like fashion model?
 a. She is short.
~~✓~~ b. She is slim.
 c. She is fat.
 d. She is happy.
12. How old is she?
~~✓~~ a. 25 years old
 b. 24 years old
 c. 20 years old
 d. 35 years old

Audio for question from 13-15

13. How is Helen's hair?
 a. Straight blond
 b. Short Blue
~~✓~~ c. Curly Red
 d. Long Black
14. What color is Helen's eyes?
 a. Blue
~~✓~~ b. Brown
 c. Green
 d. Yellow
15. What does Helen wears most of times?
~~✓~~ a. Jeans
 b. Sweater
 c. Blouse
 d. Skirt

Audio for question from 16-18

16. How is George physical appearance?
 a. Very tall and has long arms.
 b. Average tall and overweight.
 c. Very tall and has a big head.
~~✓~~ d. Short and has long arms.

17. What does he do every day to lose his weight?

- a. Running with his dog.
- b. Walking around with his cat.
- c. Go to gym with his cat.
- d. Playing with his dog.

18. Why the speaker like him?

- a. He is tall and has long arms
- b. He has a dog
- c. He is generous and warm-hearted
- d. He is cute

Audio for question from 19-20

19. How is younger uncle John's appearance?

- a. Had a thin dark hair and handsome
- b. Slim and had a thick dark hair
- c. Handsome and well-built
- d. Slim and bald

20. How is lastest uncle John's appearance?

- a. Has thin hair and has a muscle
- b. Hasn't got any hair and grown a moustache
- c. Stocky and has a thick hair
- d. Bald and slim

B = 10
S = 10

PRE TEST

Nama : Nila Fadhilatul H
 No. Absen : 15
 Kelas : X PBS

A. Multiple Choice

You'll hear some monologues repeated twice. Read the questions below before the audio played. Choose the right answer by crossing a, b, c, or d!

Audio for question from 1-2

1. What the speaker say about Brian?
 - a. He is tall with dark hair
 - b. He is short with dark brown hair
 - c. He is pretty tall with dark brown hair
 - d. He is short with blue hair
2. How old is Brian?
 - a. 13 years old
 - b. 30 years old
 - c. 3 years old
 - d. 23 years old

Audio for question from 3-5

3. How is Tina's hair?
 - a. Dark brown
 - b. Straight blond
 - c. Long black
 - d. Very curly red
4. Why does Tina use interesting glasses?
 - a. She can't see clearly
 - b. She is at beach now
 - c. She is use it for fun
 - d. She need it
5. How old is Tina?
 - a. 8 years old
 - b. 18 years old
 - c. 28 years old
 - d. 80 years old

Audio for question from 6-7

6. How old is Rosy?
 - a. 8 years old
 - b. 10 years old
 - c. 12 years old
 - d. 14 years old
7. What speaker say about Rosy's physical appearance?
 - a. Very short
 - b. Quite short
 - c. Pretty tall
 - d. Pretty and tall

Audio for question from 8-9

8. How is Tim appearance?
 - a. He is short and has short hair
 - b. He is tall and strong
 - c. He is strong and fat
 - d. He has long hair and 32 years old

9. How old is Tim?
 - a. 32 years old
 - b. 23 years old
 - c. 30 years old
 - d. 33 years old

Audio for question from 10-12

10. She looks like fashion model. Who is she?
 - a. Tina
 - b. Alexy
 - c. Alice
 - d. Timmy
11. Why the speaker say that she look like fashion model?
 - a. She is short.
 - b. She is slim.
 - c. She is fat.
 - d. She is happy.
12. How old is she?
 - a. 25 years old
 - b. 24 years old
 - c. 20 years old
 - d. 35 years old

Audio for question from 13-15

13. How is Helen's hair?
 - a. Straight blond
 - b. Short Blue
 - c. Curly Red
 - d. Long Black
14. What color is Helen's eyes?
 - a. Blue
 - b. Brown
 - c. Green
 - d. Yellow
15. What does Helen wears most of times?
 - a. Jeans
 - b. Sweater
 - c. Blouse
 - d. Skirt

Audio for question from 16-18

16. How is George physical appearance?
 - a. Very tall and has long arms.
 - b. Average tall and overweight.
 - c. Very tall and has a big head.
 - d. Short and has long arms.

17. What does he do every day to lose his weight?

- a. Running with his dog,
 - b. Walking around with his cat.
 - c. Go to gym with his cat.
 - d. Playing with his dog.
18. Why the speaker like him?
- a. He is tall and has long arms
 - b. He has a dog
 - c. He is generous and warm-hearted
 - d. He is cute

Audio for question from 19-20

19. How is younger uncle John's appearance?

- a. Had a thin dark hair and handsome
- b. Slim and had a thick dark hair
- c. Handsome and well-built
- d. Slim and bald

20. How is latest uncle John's appearance?

- a. Has thin hair and has a muscle
- b. Hasn't got any hair and grown a moustache
- c. Stocky and has a thick hair
- d. Bald and slim

B = 14
S = 6

POST TEST

Nama : Nur Estikhomah
 No. Absen : 17
 Kelas : X PPS

A. Multiple Choice

You'll hear some monologues (repeated twice), then answer the questions below. Choosing the correct answer by crossing a, b, c, or d!

Audio for question from 1-6

1. What the speaker say about his brother's appearance?
 - a. Very short and slim
 - b. Quite tall and big
 - c. Short and very big
 - d. Quite tall and well-built
2. Which statement is incorrect?
 - a. His brother has short brown hair.
 - b. He can't make a good joke.
 - c. He looks like younger version of Vin Diesel.
 - d. He is is going bald.
3. This is antonym of funny, accept
 - a. Dull
 - b. Humourless
 - c. Entertaining
 - d. Bore
4. Why do they talk a couple of times a month?
 - a. They don't like talk
 - b. They rarely meet
 - c. They often meet
 - d. They don't like meet each other
5. What they do if they meet?
 - a. Go to library
 - b. Shopping
 - c. Watching film
 - d. Telling a story
6. The identification of the text is
 - a. My brother is quite tall and well-built.
 - b. He has short, brown hair.
 - c. My brother's really funny.
 - d. My brother looks a bit like a younger version of Vin Diesel.

Audio for question from 7-11

7. Who is the speaker friend?
 - a. Sarah
 - b. Deborah
 - c. Farah
 - d. Vera
8. Sarah's and to be around.
 - a. Funny and enjoy
 - b. Cheerful and nice
 - c. Fun and moody
 - d. Cheerful and fun
9. How long the speaker know his friend?
 - a. 12 years.
 - b. 11 years.
 - c. 21 years.
 - d. 13 years.

10. Where the speaker know Sarah?
 - a. Street
 - b. University
 - c. School
 - d. Union

11. The identification of the text is

- a. She's quite short and very slim, with light brown hair.
- b. I'm going to tell you about a friend of mine, Sarah.
- c. She's very pretty and she has a really nice smile.
- d. I've known her for about twelve years now, since university.

Audio for question from 12-16

12. John is the same height as his
 - a. Mother
 - b. Father
 - c. Younger brother
 - d. Sister
13. How tall is John's younger brother?
 - a. 180 cm
 - b. 170 cm
 - c. 160 cm
 - d. 150 cm
14. John's mother is as tall as his
 - a. Father
 - b. Older brother
 - c. Younger brother
 - d. John
15. What color is John's mother?
 - a. Red
 - b. Brown
 - c. Black
 - d. Blond

16. John says that his father has
 - a. Glasses
 - b. Big muscles
 - c. A moustache
 - d. Big Scar

Audio for question from 17-20

17. How many people is John's family?
 - a. Four
 - b. Five
 - c. Seven
 - d. Eight

18. What is John's older brother hobbies?
- a. Studying and reading.
 - b. Telling a jokes and philosophy.
 - c. Listening music and studying.
 - d. Workout and telling a story.
19. John's father know a lot about ...
- a. Animals
 - b. Music
 - c. History
 - d. Philosophy
20. This is John's mother interested in. Except
- a. Books
 - b. Movies
 - c. TV shows
 - d. K-Drama

B=18
S=2

POST TEST

Nama : Priëya Widy Astuti
 No. Absen : 19
 Kelas : X PEs

A. Multiple Choice

You'll hear some monologues (repeated twice), then answer the questions below. Choosing the correct answer by crossing a, b, c, or d!

Audio for question from 1-6

1. What the speaker say about his brother's appearance?
 - a. Very short and slim
 - b. Quite tall and big
 - c. Short and very big
 - d. Quite tall and well-built
2. Which statement is incorrect?
 - a. His brother has short brown hair.
 - b. He can't make a good joke.
 - c. He looks like younger version of Vin Diesel.
 - d. He is is going bald.
3. This is antonym of funny, accept
 - a. Dull
 - b. Humourless
 - c. Entertaining
 - d. Bore
4. Why do they talk a couple of times a month?
 - a. They don't like talk
 - b. They rarely meet
 - c. They often meet
 - d. They don't like meet each other
5. What they do if they meet?
 - a. Go to library
 - b. Shopping
 - c. Watching film
 - d. Telling a story
6. The identification of the text is ...
 - a. My brother is quite tall and well-built.
 - b. He has short, brown hair.
 - c. My brother's really funny.
 - d. My brother looks a bit like a younger version of Vin Diesel.

Audio for question from 7-11

7. Who is the speaker friend?
 - a. Sarah
 - b. Deborah
 - c. Farah
 - d. Vera
8. Sarah's and to be around.
 - a. Funny and enjoy
 - b. Cheerful and nice
 - c. Fun and moody
 - d. Cheerful and fun
9. How long the speaker know his friend?
 - a. 12 years.
 - b. 11 years.
 - c. 21 years.

10. Where the speaker know Sarah?
 - a. Street
 - b. University
 - c. School
 - d. Union
11. The identification of the text is
 - a. She's quite short and very slim, with light brown hair.
 - b. I'm going to tell you about a friend of mine, Sarah.
 - c. She's very pretty and she has a really nice smile.
 - d. I've known her for about twelve years now, since university.

Audio for question from 12-16

12. John is the same height as his _____.
 - a. Mother
 - b. Father
 - c. Younger brother
 - d. Sister
13. How tall is John's younger brother?
 - a. 180 cm
 - b. 170 cm
 - c. 160 cm
 - d. 150 cm
14. John's mother is as tall as his _____.
 - a. Father
 - b. Older brother
 - c. Younger brother
 - d. John
15. What color is John's mother?
 - a. Red
 - b. Brown
 - c. Black
 - d. Blond
16. John says that his father has _____.
 - a. Glasses
 - b. Big muscles
 - c. A moustache
 - d. Big Scar

Audio for question from 17-20

17. How many people is John's family?
 - a. Four
 - b. Five
 - c. Seven
 - d. Eight

18. What is John's older brother hobbies?

- a. Studying and reading.
- b. Telling a jokes and philosophy.
- c. Listening music and studying.
- d. Workout and telling a story.

19. John's father know a lot about __.

- a. Animals
- b. Music
- c. History
- d. Philosophy

20. This is John's mother interested in. Except ...

- a. Books
- b. Movies
- c. TV shows
- d. K-Drama

TEST ROOM

POST TEST

Nama : Arisa Fitriyani
 No. Absen : 3
 Kelas : X PBS

A. Multiple Choice

You'll hear some monologues (repeated twice), then answer the questions below. Choosing the correct answer by crossing a, b, c, or d!

Audio for question from 1-6

1. What the speaker say about his brother's appearance?
 - a. Very short and slim
 - b. Quite tall and big
 - c. Short and very big
 - d. Quite tall and well-built
2. Which statement is incorrect?
 - a. His brother has short brown hair.
 - b. He can't make a good joke.
 - c. He looks like younger version of Vin Diesel.
 - d. He is is going bald.
3. This is antonym of funny, accept
 - a. Dull
 - b. Humourless
 - c. Entertaining
 - d. Bore
4. Why do they talk a couple of times a month?
 - a. They don't like talk
 - b. They rarely meet
 - c. They often meet
 - d. They don't like meet each other
5. What they do if they meet?
 - a. Go to library
 - b. Shopping
 - c. Watching film
 - d. Telling a story
6. The identification of the text is
 - a. My brother is quite tall and well-built.
 - b. He has short, brown hair.
 - c. My brother's really funny.
 - d. My brother looks a bit like a younger version of Vin Diesel.

Audio for question from 7-11

7. Who is the speaker friend?
 - a. Sarah
 - b. Deborah
 - c. Farah
 - d. Vera
8. Sarah's and to be around.
 - a. Funny and enjoy
 - b. Cheerful and nice
 - c. Fun and moody
 - d. Cheerful and fun
9. How long the speaker know his friend?
 - a. 12 years.
 - b. 11 years.

10. Where the speaker know Sarah?

- a. Street
 - b. University
 - c. School
 - d. Union
11. The identification of the text is
- a. She's quite short and very slim, with light brown hair.
 - b. I'm going to tell you about a friend of mine, Sarah.
 - c. She's very pretty and she has a really nice smile.
 - d. I've known her for about twelve years now, since university.

Audio for question from 12-16

12. John is the same height as his
 - a. Mother
 - b. Father
 - c. Younger brother
 - d. Sister
 13. How tall is John's younger brother?
 - a. 180 cm
 - b. 170 cm
 - c. 160 cm
 - d. 150 cm
 14. John's mother is as tall as his
 - a. Father
 - b. Older brother
 - c. Younger brother
 - d. John
 15. What color is John's mother?
 - a. Red
 - b. Brown
 - c. Black
 - d. Blond
 16. John says that his father has
 - a. Glasses
 - b. Big muscles
 - c. A moustache
 - d. Big Scar
- Audio for question from 17-20
17. How many people is John's family?
 - a. Four
 - b. Five
 - c. Seven
 - d. Eight

17. What does he do every day to lose his weight?

- a. Running with his dog.
- b. Walking around with his cat.
- c. Go to gym with his cat.
- d. Playing with his dog.

18. Why the speaker like him?

- a. He is tall and has long arms
- b. He has a dog
- c. He is generous and warm-hearted
- d. He is cute

Audio for question from 19-20

19. How is younger uncle John's appearance?

- a. Had a thin dark hair and handsome
- b. Slim and had a thick dark hair
- c. Handsome and well-built
- d. Slim and bald

20. How is latest uncle John's appearance?

- a. Has thin hair and has a muscle
- b. Hasn't got any hair and grown a moustache
- c. Stocky and has a thick hair
- d. Bald and slim

$$B = 14$$

$$S = 6$$

PRE TEST

Nama : M. Sholeh
 No. Absen :
 Kelas : X TKJ 1

A. Multiple Choice

You'll hear some monologues repeated twice. Read the questions below before the audio played. Choose the right answer by crossing a, b, c, or d!

Audio for question from 1-2

- What the speaker say about Brian?
 - He is tall with dark hair
 - He is short with dark brown hair
 - He is pretty tall with dark brown hair
 - He is short with blue hair
- How old is Brian?
 - 13 years old
 - 30 years old
 - 3 years old
 - 23 years old

Audio for question from 3-5

- How is Tina's hair?
 - Dark brown
 - Straight blond
 - Long black
 - Very curly red
- Why does Tina use interesting glasses?
 - She can't see clearly
 - She is at beach now
 - She is use it for fun
 - She need it
- How old is Tina?
 - 8 years old
 - 18 years old
 - 28 years old
 - 80 years old

Audio for question from 6-7

- How old is Rosy?
 - 8 years old
 - 10 years old
 - 12 years old
 - 14 years old
- What speaker say about Rosy's physical appearance?
 - Very short
 - Quite short
 - Pretty tall
 - Pretty and tall

Audio for question from 8-9

- How is Tim appearance?
 - He is short and has short hair
 - He is tall and strong
 - He is strong and fat
 - He has long hair and 32 years old

- How old is Tim?
 - 32 years old
 - 23 years old
 - 30 years old
 - 33 years old

Audio for question from 10-12

- She looks like fashion model. Who is she?
 - Tina
 - Alexy
 - Alice
 - Timmy
- Why the speaker say that she look like fashion model?
 - She is short.
 - She is slim.
 - She is fat.
 - She is happy.
- How old is she?
 - 25 years old
 - 24 years old
 - 20 years old
 - 35 years old

Audio for question from 13-15

- How is Helen's hair?
 - Straight blond
 - Short Blue
 - Curly Red
 - Long Black
- What color is Helen's eyes?
 - Blue
 - Brown
 - Green
 - Yellow
- What does Helen wears most of times?
 - Jeans
 - Sweater
 - Blouse
 - Skirt

Audio for question from 16-18

- How is George physical appearance?
 - Very tall and has long arms.
 - Average tall and overweight.
 - Very tall and has a big head.
 - Short and has long arms.

17. What does he do every day to lose his weight?

- a. Running with his dog.
- b. Walking around with his cat.
- c. Go to gym with his cat.
- d. Playing with his dog.

18. Why the speaker like him?

- a. He is tall and has long arms
- b. He has a dog
- c. He is generous and warm-hearted
- d. He is cute

Audio for question from 19-20

19. How is younger uncle John's appearance?

- a. Had a thin dark hair and handsome
- b. Slim and had a thick dark hair
- c. Handsome and well-built
- d. Slim and bald

20. How is latest uncle John's appearance?

- a. Has thin hair and has a muscle
- b. Hasn't got any hair and grown a moustache
- c. Stocky and has a thick hair
- d. Bald and slim

PRE TEST

Nama : Ridwan Alpirinto
 No. Absen : 27
 Kelas : X TKJ 1

A. Multiple Choice

You'll hear some monologues repeated twice. Read the questions below before the audio played. Choose the right answer by crossing a, b, c, or d!

Audio for question from 1-2

1. What the speaker say about Brian?
 - a. He is tall with dark hair
 - b. He is short with dark brown hair
 - c. He is pretty tall with dark brown hair
 - d. He is short with blue hair

2. How old is Brian?

- a. 13 years old
- b. 30 years old
- c. 3 years old
- d. 23 years old

Audio for question from 3-5

3. How is Tina's hair?

- a. Dark brown
- b. Straight blond
- c. Long black
- d. Very curly red

4. Why does Tina use interesting glasses?

- a. She can't see clearly
- b. She is at beach now
- c. She is use it for fun
- d. She need it

5. How old is Tina?

- a. 8 years old
- b. 18 years old
- c. 28 years old
- d. 80 years old

Audio for question from 6-7

6. How old is Rosy?

- a. 8 years old
- b. 10 years old
- c. 12 years old
- d. 14 years old

7. What speaker say about Rosy's physical appearance?

- a. Very short
- b. Quite short
- c. Pretty tall
- d. Pretty and tall

Audio for question from 8-9

8. How is Tim appearance?

- a. He is short and has short hair
- b. He is tall and strong
- c. He is strong and fat
- d. He has long hair and 32 years old

9. How old is Tim?

- a. 32 years old
- b. 23 years old
- c. 30 years old
- d. 33 years old

Audio for question from 10-12

10. She looks like fashion model. Who is she?

- a. Tina
- b. Alexy
- c. Alice
- d. Timmy

11. Why the speaker say that she look like fashion model?

- a. She is short.
- b. She is slim.
- c. She is fat.
- d. She is happy.

12. How old is she?

- a. 25 years old
- b. 24 years old
- c. 20 years old
- d. 35 years old

Audio for question from 13-15

13. How is Helen's hair?

- a. Straight blond
- b. Short Blue
- c. Curly Red
- d. Long Black

14. What color is Helen's eyes?

- a. Blue
- b. Brown
- c. Green
- d. Yellow

15. What does Helen wears most of times?

- a. Jeans
- b. Sweater
- c. Blouse
- d. Skirt

Audio for question from 16-18

16. How is George physical appearance?

- a. Very tall and has long arms.
- b. Average tall and overweight.
- c. Very tall and has a big head.
- d. Short and has long arms.

17. What does he do every day to lose his weight?

- a. Running with his dog.
- b. Walking around with his cat.
- c. Go to gym with his cat.
- d. Playing with his dog.

18. Why the speaker like him?

- a. He is tall and has long arms
- b. He has a dog
- c. He is generous and warm-hearted
- d. He is cute

Audio for question from 19-20

19. How is younger uncle John's appearance?

- a. Had a thin dark hair and handsome
- b. Slim and had a thick dark hair
- c. Handsome and well-built
- d. Slim and bald

20. How is latest uncle John's appearance?

- a. Has thin hair and has a muscle
- b. Hasn't got any hair and grown a moustache
- c. Stocky and has a thick hair
- d. Bald and slim

B = 11

S = 9

PRE TEST

Nama : Assabun Nuzul
 No. Absen : 06
 Kelas : X TKJ I

A. Multiple Choice

You'll hear some monologues repeated twice. Read the questions below before the audio played. Choose the right answer by crossing a, b, c, or d!

Audio for question from 1-2

1. What the speaker say about Brian?
 - a. He is tall with dark hair
 - b. He is short with dark brown hair
 - c. He is pretty tall with dark brown hair
 - d. He is short with blue hair
2. How old is Brian?
 - a. 13 years old
 - b. 30 years old
 - c. 3 years old
 - d. 23 years old

Audio for question from 3-5

3. How is Tina's hair?
 - a. Dark brown
 - b. Straight blond
 - c. Long black
 - d. Very curly red
4. Why does Tina use interesting glasses?
 - a. She can't see clearly
 - b. She is at beach now
 - c. She is use it for fun
 - d. She need it
5. How old is Tina?
 - a. 8 years old
 - b. 18 years old
 - c. 28 years old
 - d. 80 years old

Audio for question from 6-7

6. How old is Rosy?
 - a. 8 years old
 - b. 10 years old
 - c. 12 years old
 - d. 14 years old
7. What speaker say about Rosy's physical appearance?
 - a. Very short
 - b. Quite short
 - c. Pretty tall
 - d. Pretty and tall

Audio for question from 8-9

8. How is Tim appearance?
 - a. He is short and has short hair
 - b. He is tall and strong
 - c. He is strong and fat
 - d. He has long hair and 32 years old

9. How old is Tim?
 - a. 32 years old
 - b. 23 years old
 - c. 30 years old
 - d. 33 years old

Audio for question from 10-12

10. She looks like fashion model. Who is she?
 - a. Tina
 - b. Alexy
 - c. Alice
 - d. Timmy
11. Why the speaker say that she look like fashion model?
 - a. She is short.
 - b. She is slim.
 - c. She is fat.
 - d. She is happy.
12. How old is she?
 - a. 25 years old
 - b. 24 years old
 - c. 20 years old
 - d. 35 years old

Audio for question from 13-15

13. How is Helen's hair?
 - a. Straight blond
 - b. Short Blue
 - c. Curly Red
 - d. Long Black
14. What color is Helen's eyes?
 - a. Blue
 - b. Brown
 - c. Green
 - d. Yellow
15. What does Helen wears most of times?
 - a. Jeans
 - b. Sweater
 - c. Blouse
 - d. Skirt

Audio for question from 16-18

16. How is George physical appearance?
 - a. Very tall and has long arms.
 - b. Average tall and overweight.
 - c. Very tall and has a big head.
 - d. Short and has long arms.

18. What is John's older brother hobbies?

- a. Studying and reading.
- b. Telling a jokes and philosophy.
- c. Listening music and studying.
- d. Workout and telling a story.

19. John's father know a lot about ..

- a. Animals
- b. Music
- c. History
- d. Philosophy

20. This is John's mother interested in. Except

- a. Books
- b. Movies
- c. TV shows
- d. K-Drama

$$B = 13$$

$$S = 7$$

Nama : Alfian Nur Hidayat
No. Absen : 2
Kelas : X TKJ 1

POST TEST

A. Multiple Choice

You'll hear some monologues (repeated twice), then answer the questions below. Choosing the correct answer by crossing a, b, c, or d!

Audio for question from 1-6

1. What the speaker say about his brother's appearance?
a. Very short and slim
b. Quite tall and big
c. Short and very big
 d. Quite tall and well-built
2. Which statement is incorrect?
a. His brother has short brown hair.
 b. He can't make a good joke.
c. He looks like younger version of Vin Diesel.
d. He is going bald.
3. This is antonym of funny, except
a. Dull
 b. Humourless
c. Entertaining
d. Bore
4. Why do they talk a couple of times a month?
a. They don't like talk
b. They rarely meet
 c. They often meet
d. They don't like meet each other
5. What they do if they meet?
a. Go to library
b. Shopping
 c. Watching film
d. Telling a story
6. The identification of the text is
 a. My brother is quite tall and well-built.
b. He has short, brown hair.
c. My brother's really funny.
d. My brother looks a bit like a younger version of Vin Diesel.

Audio for question from 7-11

7. Who is the speaker friend?
 a. Sarah
b. Deborah
c. Farah
d. Vera
8. Sarah's and to be around.
a. Funny and enjoy
b. Cheerful and nice
c. Fun and moody
 d. Cheerful and fun
9. How long the speaker know his friend?
 a. 12 years.
b. 11 years.
c. 21 years.
d. 13 years.

10. Where the speaker know Sarah?
a. Street
 b. University
c. School
d. Union

11. The identification of the text is

- a. She's quite short and very slim, with light brown hair.
 b. I'm going to tell you about a friend of mine, Sarah.
c. She's very pretty and she has a really nice smile.
d. I've known her for about twelve years now, since university.

Audio for question from 12-16

12. John is the same height as his
a. Mother
 b. Father
c. Younger brother
d. Sister
13. How tall is John's younger brother?
a. 180 cm
 b. 170 cm
c. 160 cm
d. 150 cm
14. John's mother is as tall as his
a. Father
b. Older brother
 c. Younger brother
d. John
15. What color is John's mother?
 a. Red
b. Brown
c. Black
d. Blond

16. John says that his father has
a. Glasses
b. Big muscles
 c. A moustache
d. Big Scar

Audio for question from 17-20

17. How many people is John's family?
a. Four
 b. Five
c. Seven
d. Eight

18. What is John's older brother hobbies?
- a. Studying and reading.
 - b. Telling a jokes and philosophy.
 - c. Listening music and studying.
 - d. Workout and telling a story.
19. John's father know a lot about _.
- a. Animals
 - b. Music
 - c. History
 - d. Philosophy
20. This is John's mother interested in. Except
- a. Books
 - b. Movies
 - c. TV shows
 - d. K-Drama

$$S = 5$$
$$B = 15$$

POST TEST

Nama : M Akur Shadyo i Huda
 No. Absen : 14
 Kelas : X TKJ 1

A. Multiple Choice

You'll hear some monologues (repeated twice), then answer the questions below. Choosing the correct answer by crossing a, b, c, or d!

Audio for question from 1-6

1. What the speaker say about his brother's appearance?
 - a. Very short and slim
 - b. Quite tall and big
 - c. Short and very big
 - d. Quite tall and well-built
2. Which statement is incorrect?
 - a. His brother has short brown hair.
 - b. He can't make a good joke.
 - c. He looks like younger version of Vin Diesel.
 - d. He is going bald.
3. This is antonym of funny, except
 - a. Dull
 - b. Humourless
 - c. Entertaining
 - d. Bore
4. Why do they talk a couple of times a month?
 - a. They don't like talk
 - b. They rarely meet
 - c. They often meet
 - d. They don't like meet each other
5. What they do if they meet?
 - a. Go to library
 - b. Shopping
 - c. Watching film
 - d. Telling a story
6. The identification of the text is
 - a. My brother is quite tall and well-built.
 - b. He has short, brown hair.
 - c. My brother's really funny.
 - d. My brother looks a bit like a younger version of Vin Diesel.

Audio for question from 7-11

7. Who is the speaker friend?
 - a. Sarah
 - b. Deborah
 - c. Farah
 - d. Vera
8. Sarah's and to be around.
 - a. Funny and enjoy
 - b. Cheerful and nice
 - c. Fun and moody
 - d. Cheerful and fun
9. How long the speaker know his friend?
 - a. 12 years.
 - b. 11 years.
 - c. 21 years.
 - d. 13 years.

10. Where the speaker know Sarah?

- a. Street
- b. University
- c. School
- d. Union

11. The identification of the text is

- a. She's quite short and very slim, with light brown hair.
- b. I'm going to tell you about a friend of mine, Sarah.
- c. She's very pretty and she has a really nice smile.
- d. I've known her for about twelve years now, since university.

Audio for question from 12-16

12. John is the same height as his

- a. Mother
- b. Father
- c. Younger brother
- d. Sister

13. How tall is John's younger brother?

- a. 180 cm
- b. 170 cm
- c. 160 cm
- d. 150 cm

14. John's mother is as tall as his

- a. Father
- b. Older brother
- c. Younger brother
- d. John

15. What color is John's mother's hair?

- a. Red
- b. Brown
- c. Black
- d. Blond

16. John says that his father has

- a. Glasses
- b. Big muscles
- c. A moustache
- d. Big Scar

Audio for question from 17-20

17. How many people is John's family?

- a. Four
- b. Five
- c. Seven
- d. Eight

- 18. What is John's older brother hobbies?
 - a. Studying and reading.
 - b. Telling a jokes and philosophy.
 - c. Listening music and studying.
 - d. Workout and telling a story.
- 19. John's father know a lot about __.
 - a. Animals
 - b. Music
 - c. History
 - d. Philosophy
- 20. This is John's mother interested in. Except
 - a. Books
 - b. Movies
 - c. TV shows
 - d. K-Drama

B = 10
S = 10

POST TEST

Nama : Nani Larasati
 No. Absen : 21
 Kelas : X TKJ One

A. Multiple Choice

You'll hear some monologues (repeated twice), then answer the questions below. Choosing the correct answer by crossing a, b, c, or d!

Audio for question from 1-6

1. What the speaker say about his brother's appearance?

- a. Very short and slim
- b. Quite tall and big
- c. Short and very big
- d. Quite tall and well-built

2. Which statement is incorrect?

- a. His brother has short brown hair.
- b. He can't make a good joke.
- c. He looks like younger version of Vin Diesel.
- d. He is going bald.

3. This is antonym of funny, except

- a. Dull
- b. Humourless
- c. Entertaining
- d. Bore

4. Why do they talk a couple of times a month?

- a. They don't like talk
- b. They rarely meet
- c. They often meet
- d. They don't like meet each other

5. What they do if they meet?

- a. Go to library
- b. Shopping
- c. Watching film
- d. Telling a story

6. The identification of the text is

- a. My brother is quite tall and well-built.
- b. He has short, brown hair.
- c. My brother's really funny.
- d. My brother looks a bit like a younger version of Vin Diesel.

Audio for question from 7-11

7. Who is the speaker friend?

- a. Sarah
- b. Deborah
- c. Farah
- d. Vera

8. Sarah's and to be around.

- a. Funny and enjoy
- b. Cheerful and nice
- c. Fun and moody
- d. Cheerful and fun

9. How long the speaker know his friend?

- a. 12 years.
- b. 11 years.
- c. 21 years.
- d. 13 years.

10. Where the speaker know Sarah?

- a. Street
- b. University
- c. School
- d. Union

11. The identification of the text is

- a. She's quite short and very slim, with light brown hair.
- b. I'm going to tell you about a friend of mine, Sarah.
- c. She's very pretty and she has a really nice smile.
- d. I've known her for about twelve years now, since university.

Audio for question from 12-16

12. John is the same height as his

- a. Mother
- b. Father
- c. Younger brother
- d. Sister

13. How tall is John's younger brother?

- a. 180 cm
- b. 170 cm
- c. 160 cm
- d. 150 cm

14. John's mother is as tall as his

- a. Father
- b. Older brother
- c. Younger brother
- d. John

15. What color is John's mother? hair

- a. Red
- b. Brown
- c. Black
- d. Blond

16. John says that his father has

- a. Glasses
- b. Big muscles
- c. A moustache
- d. Big Scar

Audio for question from 17-20

17. How many people is John's family?

- a. Four
- b. Five
- c. Seven
- d. Eight

18. What is John's older brother hobbies?
- a. Studying and reading.
 - b. Telling a jokes and philosophy.
 - c. Listening music and studying.
 - d. Workout and telling a story.
19. John's father know a lot about __.
- a. Animals
 - b. Music
 - c. History
 - d. Philosophy
20. This is John's mother interested in. Except
- a. Books
 - b. Movies
 - c. TV shows
 - d. K-Drama

B = 11
S = 9

OBSERVATION CHECKLIST

Nama Peneliti : Alfianisa Sofiarani
 Tempat Penelitian : SMK Miftahul Huda
 Kelas Penelitian : Eksperimental

PETUNJUK:

1. Amati aktivitas praktikan di kelas dalam melaksanakan interaksi belajar-mengajar!
2. Tuliskan **tanda centang (√)** pada skor yang sesuai dengan keadaan yang diamati

No	ASPEK YANG DIAMATI	Sangat Baik	Baik	Kurang	Buruk	Sangat Buruk
I	PRA PEMBELAJARAN					
	1. Memeriksa kesiapan ruang, alat pembelajaran, dan media			✓		
	2. Memeriksa kesiapan siswa			✓		
II	MEMBUKA PEMBELAJARAN					
	1. Melakukan kegiatan apersepsi		✓			
	2. Menyampaikan kompetensi yang akan dicapai dan rencana kegiatannya			✓		
III	KEGIATAN INTI PEMBELAJARAN					
	A. Penguasaan materi pelajaran					
	1. Menunjukkan penguasaan materi pembelajaran		✓			
	2. Mengaitkan materi dengan pengetahuan lain yang relevan			✓		
	3. Menyampaikan materi sesuai dengan hierarki belajar			✓		
	4. Mengaitkan materi dengan realitas kehidupan			✓		
	B. Pendekatan/strategi pembelajaran					
	1. Melaksanakan pembelajaran sesuai dengan kompetensi yang akan dicapai					
	2. Melaksanakan pembelajaran sesuai dengan tingkat perkembangan dan kebutuhan siswa		✓			
	3. Melaksanakan pembelajaran secara runtut		✓			
	4. Melaksanakan pembelajaran yang terkoordinasi			✓		
	5. Melaksanakan pembelajaran yang bersifat kontekstual			✓		
	6. Melaksanakan pembelajaran yang memungkinkan tumbuhnya kebiasaan positif		✓			
	7. Melaksanakan pembelajaran sesuai dengan waktu yang telah dialokasikan			✓		
	C. Pemanfaatan media pembelajaran/ sumber belajar					
	1. Menunjukkan keterampilan dalam penggunaan media		✓			
	2. Menghasilkan pesan yang menarik			✓		
	3. Menggunakan media secara efektif dan efisien		✓			
	4. Melibatkan siswa dalam pemanfaatan media		✓			

D. Pembelajaran yang memicu dan memelihara keterlibatan siswa				
1. Menumbuhkan partisipasi aktif siswa dalam pembelajaran		✓		
2. Merespons positif partisipasi siswa		✓		
3. Memfasilitasi terjadinya interaksi guru-siswa dan siswa-siswa		✓		
4. Menunjukkan sikap terbuka terhadap respons siswa		✓		
5. Menunjukkan hubungan antarpribadi yang kondusif		✓		
6. Menumbuhkan keceriaan dan antusiasme siswa dalam belajar		✓		
E. Penilaian proses dan hasil belajar				
1. Melakukan penilaian awal			✓	
2. Memantau kemajuan belajar		✓		
3. Memberikan tugas sesuai dengan kompetensi		✓		
4. Melakukan penilaian akhir sesuai dengan kompetensi		✓		
F. Penggunaan bahasa				
1. Menggunakan bahasa lisan secara jelas dan lencer		✓		
2. Menggunakan bahasa tulis yang baik dan benar		✓		
3. Menyampaikan pesan dengan gaya yang sesuai		✓		
IV PENUTUP				
A. Refleksi dan rangkuman pembelajaran				
1. Melakukan refleksi pembelajaran dengan melibatkan siswa			✓	
2. Menyusun rangkuman dengan melibatkan siswa			✓	
B. Pelaksanaan tindak lanjut				
1. Memberikan arahan, kegiatan, atau tugas sebagai bagian remedy		✓		
2. Memberikan arahan, kegiatan, atau tugas sebagai bagian pengayaan		✓		

Kendal, 31 Oktober 2017

Observer,



Ulfa Laili Maftubah, S. Pd. I

OBSERVATION CHECKLIST

Nama Peneliti : Alfianisa Sofiarani
 Tempat Penelitian : SMK Miftahul Huda
 Kelas Penelitian : Eksperimental

PETUNJUK:

1. Amati aktivitas praktikan di kelas dalam melaksanakan interaksi belajar-mengajar!
2. Tuliskan **tanda centang** (✓) pada skor yang sesuai dengan keadaan yang diamati

No	ASPEK YANG DIAMATI	Sangat Baik	Baik	Kurang	Buruk	Sangat Buruk
I	PRA PEMBELAJARAN					
	1. Memeriksa kesiapan ruang, alat pembelajaran, dan media		✓			
	2. Memeriksa kesiapan siswa		✓			
II	MEMBUKA PEMBELAJARAN					
	1. Melakukan kegiatan apersepsi		✓			
	2. Menyampaikan kompetensi yang akan dicapai dan rencana kegiatannya		✓			
III	KEGIATAN INTI PEMBELAJARAN					
	A. Penguasaan materi pelajaran					
	1. Menunjukkan penguasaan materi pembelajaran	✓				
	2. Mengaitkan materi dengan pengetahuan lain yang relevan		✓			
	3. Menyampaikan materi sesuai dengan hierarki belajar		✓			
	4. Mengaitkan materi dengan realitas kehidupan		✓			
	B. Pendekatan/strategi pembelajaran					
	1. Melaksanakan pembelajaran sesuai dengan kompetensi yang akan dicapai	✓				
	2. Melaksanakan pembelajaran sesuai dengan tingkat perkembangan dan kebutuhan siswa	✓				
	3. Melaksanakan pembelajaran secara runtut	✓				
	4. Melaksanakan pembelajaran yang terkoordinasi	✓				
	5. Melaksanakan pembelajaran yang bersifat kontekstual		✓			
	6. Melaksanakan pembelajaran yang memungkinkan tumbuhnya kebiasaan positif	✓				
	7. Melaksanakan pembelajaran sesuai dengan waktu yang telah dialokasikan	✓				
	C. Pemanfaatan media pembelajaran/ sumber belajar					
	1. Menunjukkan keterampilan dalam penggunaan media	✓				
	2. Menghasilkan pesan yang menarik	✓				
	3. Menggunakan media secara efektif dan efisien	✓				
	4. Melibatkan siswa dalam pemanfaatan media	✓				

	D. Pembelajaran yang memicu dan memelihara keterlibatan siswa				
	1. Menumbuhkan partisipasi aktif siswa dalam pembelajaran	✓			
	2. Merespons positif partisipasi siswa	✓			
	3. Memfasilitasi terjadinya interaksi guru-siswa dan siswa-siswa	✓			
	4. Menunjukkan sikap terbuka terhadap respons siswa	✓			
	5. Menunjukkan hubungan antarpribadi yang kondusif	✓			
	6. Menumbuhkan keceriaan dan antusiasme siswa dalam belajar	✓			
	E. Penilaian proses dan hasil belajar				
	1. Melakukan penilaian awal		✓		
	2. Memantau kemajuan belajar		✓		
	3. Memberikan tugas sesuai dengan kompetensi		✓		
	4. Melakukan penilaian akhir sesuai dengan kompetensi		✓		
	F. Penggunaan bahasa				
	1. Menggunakan bahasa lisan secara jelas dan lencer		✓		
	2. Menggunakan bahasa tulis yang baik dan benar		✓		
	3. Menyampaikan pesan dengan gaya yang sesuai		✓		
IV	PENUTUP				
	A. Refleksi dan rangkuman pembelajaran				
	1. Melakukan refleksi pembelajaran dengan melibatkan siswa		✓		
	2. Menyusun rangkuman dengan melibatkan siswa		✓		
	B. Pelaksanaan tindak lanjut				
	1. Memberikan arahan, kegiatan, atau tugas sebagai bagian remedy		✓		
	2. Memberikan arahan, kegiatan, atau tugas sebagai bagian pengayaan		✓		

Kendal, 6 November 2017

Observer,



Ulfa Laili Maftuhah, S. Pd. I

OBSERVATION CHECKLIST

Nama Peneliti : Alfianisa Sofiarani
 Tempat Penelitian : SMK Miftahul Huda
 Kelas Penelitian : Control

PETUNJUK:

3. Amati aktivitas praktikan di kelas dalam melaksanakan interaksi belajar-mengajar!
4. Tuliskan **tanda centang (✓)** pada skor yang sesuai dengan keadaan yang diamati

No	ASPEK YANG DIAMATI	Sangat Baik	Baik	Kurang	Buruk	Sangat Buruk
I PRA PEMBELAJARAN						
	1. Memeriksa kesiapan ruang, alat pembelajaran, dan media		✓			
	2. Memeriksa kesiapan siswa			✓		
II MEMBUKA PEMBELAJARAN						
	1. Melakukan kegiatan apersepsi		✓			
	2. Menyampaikan kompetensi yang akan dicapai dan rencana kegiatannya		✓			
III KEGIATAN INTI PEMBELAJARAN						
A. Penguasaan materi pelajaran						
	1. Menunjukkan penguasaan materi pembelajaran		✓			
	2. Mengaitkan materi dengan pengetahuan lain yang relevan			✓		
	3. Menyampaikan materi sesuai dengan hierarki belajar			✓		
	4. Mengaitkan materi dengan realitas kehidupan			✓		
B. Pendekatan/strategi pembelajaran						
	1. Melaksanakan pembelajaran sesuai dengan kompetensi yang akan dicapai		✓			
	2. Melaksanakan pembelajaran sesuai dengan tingkat perkembangan dan kebutuhan siswa		✓			
	3. Melaksanakan pembelajaran secara runtut			✓		
	4. Melaksanakan pembelajaran yang terkoordinasi			✓		
	5. Melaksanakan pembelajaran yang bersifat kontekstual			✓		
	6. Melaksanakan pembelajaran yang memungkinkan tumbuhnya kebiasaan positif			✓		
	7. Melaksanakan pembelajaran sesuai dengan waktu yang telah dialokasikan	✓		#		
C. Pemanfaatan media pembelajaran/ sumber belajar						
	1. Menunjukkan keterampilan dalam penggunaan media		✓			
	2. Menghasilkan pesan yang menarik		✓			
	3. Menggunakan media secara efektif dan efisien		✓			
	4. Melibatkan siswa dalam pemanfaatan media		✓			

D. Pembelajaran yang memicu dan memelihara keterlibatan siswa					
1. Menumbuhkan partisipasi aktif siswa dalam pembelajaran	✓				
2. Merespons positif partisipasi siswa	✓				
3. Memfasilitasi terjadinya interaksi guru-siswa dan siswa-siswa	✓				
4. Menunjukkan sikap terbuka terhadap respons siswa	✓				
5. Menunjukkan hubungan antarpribadi yang kondusif	✓				
6. Menumbuhkan keceriaan dan antusiasme siswa dalam belajar	✓				
E. Penilaian proses dan hasil belajar					
1. Melakukan penilaian awal		✓			
2. Memantau kemajuan belajar	✓				
3. Memberikan tugas sesuai dengan kompetensi	✓				
4. Melakukan penilaian akhir sesuai dengan kompetensi	✓				
F. Penggunaan bahasa					
1. Menggunakan bahasa lisan secara jelas dan lencer		✓			
2. Menggunakan bahasa tulis yang baik dan benar	✓				
3. Menyampaikan pesan dengan gaya yang sesuai		✓			
IV PENUTUP					
A. Refleksi dan rangkuman pembelajaran					
3. Melakukan refleksi pembelajaran dengan melibatkan siswa		✓			
4. Menyusun rangkuman dengan melibatkan siswa		✓			
B. Pelaksanaan tindak lanjut					
3. Memberikan arahan, kegiatan, atau tugas sebagai bagian remedy		✓			
4. Memberikan arahan, kegiatan, atau tugas sebagai bagian pengayaan		✓			

Kendal, 4 November 2017
Observer,



Ulfa Laili Maftuhah, S. Pd. I

OBSERVATION CHECKLIST

Nama Peneliti : Alfianisa Sofiarani
 Tempat Penelitian : SMK Miftahul Huda
 Kelas Penelitian : Control

PETUNJUK:

3. Amati aktivitas praktikan di kelas dalam melaksanakan interaksi belajar-mengajar!
4. Tuliskan **tanda centang (✓)** pada skor yang sesuai dengan keadaan yang diamati

No	ASPEK YANG DIAMATI	Sangat Baik	Baik	Kurang	Buruk	Sangat Buruk
I	PRA PEMBELAJARAN					
	1. Memeriksa kesiapan ruang, alat pembelajaran, dan media	✓				
	2. Memeriksa kesiapan siswa	✓				
II	MEMBUKA PEMBELAJARAN					
	1. Melakukan kegiatan apersepsi	✓				
	2. Menyampaikan kompetensi yang akan dicapai dan rencana kegiatannya	✓				
III	KEGIATAN INTI PEMBELAJARAN					
	A. Penguasaan materi pelajaran					
	1. Menunjukkan penguasaan materi pembelajaran	✓				
	2. Mengaitkan materi dengan pengetahuan lain yang relevan		✓			
	3. Menyampaikan materi sesuai dengan hierarki belajar		✓			
	4. Mengaitkan materi dengan realitas kehidupan		✓			
	B. Pendekatan/strategi pembelajaran					
	1. Melaksanakan pembelajaran sesuai dengan kompetensi yang akan dicapai	✓				
	2. Melaksanakan pembelajaran sesuai dengan tingkat perkembangan dan kebutuhan siswa	✓				
	3. Melaksanakan pembelajaran secara runtut	✓				
	4. Melaksanakan pembelajaran yang terkoordinasi	✓				
	5. Melaksanakan pembelajaran yang bersifat kontekstual		✓			
	6. Melaksanakan pembelajaran yang memungkinkan tumbuhnya kebiasaan positif	✓				
	7. Melaksanakan pembelajaran sesuai dengan waktu yang telah dialokasikan	✓				
	C. Pemanfaatan media pembelajaran/ sumber belajar					
	1. Menunjukkan keterampilan dalam penggunaan media	✓				
	2. Menghasilkan pesan yang menarik	✓				
	3. Menggunakan media secara efektif dan efisien	✓				
	4. Melibatkan siswa dalam pemanfaatan media	✓				

	A. Pembelajaran yang memicu dan memelihara keterlibatan siswa					
	1. Menumbuhkan partisipasi aktif siswa dalam pembelajaran	✓				
	2. Merespons positif partisipasi siswa	✓				
	3. Memfasilitasi terjadinya interaksi guru-siswa dan siswa-siswa	✓				
	4. Menunjukkan sikap terbuka terhadap respons siswa	✓				
	5. Menunjukkan hubungan antarpribadi yang kondusif	✓				
	6. Menumbuhkan keceriaan dan antusiasme siswa dalam belajar	✓				
	B. Penilaian proses dan hasil belajar					
	1. Melakukan penilaian awal		✓			
	2. Memantau kemajuan belajar		✓			
	3. Memberikan tugas sesuai dengan kompetensi		✓			
	4. Melakukan penilaian akhir sesuai dengan kompetensi		✓			
	C. Penggunaan bahasa					
	1. Menggunakan bahasa lisan secara jelas dan lincer		✓			
	2. Menggunakan bahasa tulis yang baik dan benar		✓			
	3. Menyampaikan pesan dengan gaya yang sesuai		✓			
IV	PENUTUP					
	A. Refleksi dan rangkuman pembelajaran					
	1. Melakukan refleksi pembelajaran dengan melibatkan siswa		✓			
	2. Menyusun rangkuman dengan melibatkan siswa		✓			
	B. Pelaksanaan tindak lanjut					
	1. Memberikan arahan, kegiatan, atau tugas sebagai bagian remedy		✓			
	2. Memberikan arahan, kegiatan, atau tugas sebagai bagian pengayaan		✓			

Kendal, 11 November 2017
Observer,


Ulfa Laili Maftuhah, S. Pd. I



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN**

Jl. Prof. Dr. Hamka Kampus II Ngaliyan Telp.(024) 7601295 Fax. 7615387 Semarang 50185
Website : www.walisongo.ac.id

Nomor : B. 4079/Un.10.3/D.1/TL.00./10/2017 Semarang, 25 Oktober 2017
Lamp : -
Hal : Mohon Izin Riset
A.n. : Alfianisa Sofiarani
NIM : 133411073

Kepada Yth. :
Kepala SMK Miftahul Huda
Di Kendal

Assalamu'alaikum Wr. Wb.,
Diberitahukan dengan hormat dalam rangka penulisan skripsi, bersama ini kami hadapkan mahasiswa:

Nama : Alfianisa Sofiarani
NIM : 133411073
Alamat : Ds. Tambahsari RT 03 RW 02, Kec. Limbangan, Kab. Kendal
JudulSkripsi : "The Use of Tell Me More Software to Teach Listening Skills (An Experimental Study for the Tenth Grade of SMK Miftahul Huda Limbangan in the Academic Year 2017/2018)"
Pembimbing : Daviq Rizal, M.Pd

Mahasiswa tersebut membutuh kan data-data dengan tema/judul skripsi yang sedang disusun, oleh karena itu kami mohon Mahasiswa tersebut di ijinakan melaksanakan riset selama 23 hari, mulai tanggal 26 Oktober 2017 sampai dengan tanggal 18 November 2017.

Demikian atas perhatian dan kerjasama Bapak/Ibu/Sdr. disampaikan terimakasih.
Wassalamu'alaikum Wr. Wb.

Dekan,
Dekan Bidang Akademik

AH SYUKUR

Tembusan :
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)



YAYASAN PENDIDIKAN ISLAM MIFTAHUL HUDA
SMK MIFTAHUL HUDA

AKTA NO. AHU-0010594.AH.01.04.Tahun 2015

Desa Peron Kcc. Limbangan Kab. Kendal 51383 Telp. 08122767225/081325581541

PAKET KEAHLIAN : 1. TEKNIK KOMPUTER JARINGAN 2. TEKNIK KENDARAAN RINGAN 3. PERBANKKAN SYARIAH

Nomor : 302/SMK.Mifda/XI/2017
Lampiran :-
Hal : Surat Keterangan Penelitian

Yang bertanda tangan di bawah ini Kepala SMK Miftahul Huda menerangkan bahwa:

Nama : ALFIANISA SOFIARANI
NIM : 133411073
Fakultas/Jurusan : Fakultas Ilmu Tarbiyah dan Keguruan/Pendidikan Bahasa Inggris
Perguruan Tinggi : Universitas Islam Negeri Walisongo

Telah melaksanakan riset dari tanggal 26 Oktober sampai dengan 18 November 2017 di SMK Miftahul Huda dengan judul skripsi:

"THE USE OF TELL ME MORE SOFTWARE TO TEACH LISTENING SKILL (An Experimental Study for the Tenth Grade of SMK Miftahul Huda in the Academic Year 2017/2018)"

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

Kendal, 25 November 2017

Kepala SMK Miftahul Huda



Abdul Ghoftar, S. Pd. I



AKADEMI STATISTIKA (AIS) MUHAMMADIYAH SEMARANG

STATUS : TERAKREDITASI

Keputusan BAN-PT Nomor : 087/SK/BAN-PT/Akred/Dpl-III/III/2015

Jl. Prof DR Hamka (Ngalian km.1) Tambakaji Semarang - Jawa Tengah 50185

Telp. (024) 7608786 Fax (024) 7619177 - website : aismuh.ac.id

PENELITI : Alfianisa Sofharani

NIM : 133411073

JURUSAN : Pendidikan Bahasa Inggris

JUDUL : THE USE OF TELL ME MORE SOFTWARE TO TEACH
LISTENING SKILLS

(An Experimental Study for the Tenth Grade of SMK Miftahul
Huda in the Academic Year 2017/2018)

HIPOTESIS :

a. Hipotesis Varians :

H_0 : Varians rata-rata hasil belajar siswa kelas eksperimen dan kontrol adalah tidak identik.

H_1 : Varians rata-rata hasil belajar siswa kelas eksperimen dan kontrol adalah identik.

b. Hipotesis Rata-rata :

H_0 : Rata-rata hasil belajar siswa kelas eksperimen \leq kontrol.

H_1 : Rata-rata hasil belajar siswa kelas eksperimen $>$ kontrol.

DASAR PENGAMBILAN KEPUTUSAN :

H_0 DITERIMA, jika nilai $t_{\text{tabel}} \leq t_{\text{hitung}} \leq t_{\text{tabel}}$

H_0 DITOLAK, jika nilai $t_{\text{hitung}} < t_{\text{tabel}}$ atau $t_{\text{hitung}} > t_{\text{tabel}}$

HASIL DAN ANALISIS DATA :

Group Statistics

kelas		N	Mean	Std. Deviation	Std. Error Mean
Nilai_awal	eksperimen	30	51.6667	9.40775	1.71761
	kontrol	30	49.6667	9.18520	1.67698
Nilai_akhir	eksperimen	30	76.5000	7.20991	1.31634
	kontrol	30	58.8333	7.50670	1.37053

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
nilai_awal	Equal variances assumed	.150	.700	.833	58	.408	2.00000	2.40051	-2.80514	6.80514
	Equal variances not assumed			.833	57.967	.408	2.00000	2.40051	-2.80520	6.80520
nilai_akhir	Equal variances assumed	.264	.610	9.297	58	.000	17.66667	1.90029	13.86282	21.47052
	Equal variances not assumed			9.297	57.906	.000	17.66667	1.90029	13.86269	21.47065

1. Pada kolom *Levenes Test for Equality of Variances*, diperoleh nilai sig. = 0,700. Karena sig. = 0,700 > 0,005, maka H_1 DITERIMA, artinya kedua varians rata-rata hasil belajar siswa kelas eksperimen dan kontrol adalah identik.
2. Karena identiknya varians rata-rata prestasi belajar kelas eksperimen dan kontrol, maka untuk membandingkan rata-rata prestasi belajar kelas eksperimen dan kontrol dengan menggunakan t-test adalah menggunakan dasar nilai t hitung pada baris pertama (*Equal variances assumed*), yaitu t hitung = 9,297.
3. Nilai $t_{tabel}(58;0,05) = 1,67$ (*two tails*). Berarti nilai $t_{hitung} = 9,297 > t_{tabel} = 1,67$ hal ini berarti H_0 DITOLAK, artinya, rata-rata hasil belajar siswa kelas eksperimen lebih baik dari rata-rata prestasi belajar kelas kontrol.

Semarang, 03 Januari 2018
Ketua Prodi Statistika



Atika Nurani A, S.Si, M.Si



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
LEMBAGA PENELITIAN DAN PENGABDIAN
KEPADA MASYARAKAT (LP2M)

Jalan Walisongo Nomor 3-5 Semarang 50185
telp/fax: (024) 7615923, website: lppm.walisongo.ac.id, email: lp2m@walisongo.ac.id

PIAGAM

Nomor : B-289/Un.10.0/L.1/PP.03.06/05/2017

Lembaga Penelitian dan Pengabdian kepada Masyarakat (LP2M) Universitas Islam Negeri (UIN) Walisongo Semarang, menerangkan bahwa :

Nama : **ALFIANISA SOFIARANI**

NIM : **133411073**

Fakultas : **ILMU TARBIYAH DAN KEGURUAN**

Telah melaksanakan kegiatan Kuliah Kerja Nyata (KKN) Reguler Angkatan ke-68 Semester Genap Tahun Akademik 2016/2017 dari tanggal 29 Maret 2017 sampai tanggal 12 Mei 2017 di Kabupaten Semarang, dengan nilai :

86 (..... **4,0 / A**)

Semarang, 19 Mei 2017

Ketua

Dr. H. Sholihan, M.Ag.
NIP. 19600604 199403 1004



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
PUSAT PENGEMBANGAN BAHASA
Jl. Prof. Dr. Hamka KM. 02 Kampus III Ngaliyan Telp./Fax. (024) 7614453 Semarang 50185
email : ppb@walisongo.ac.id

Certificate

Nomor : Un.10.0#3/PP.00.9/0611/2016

Certificate Number : 12016306

This is to certify that

ALFIANISA SOFIARANI

Student Register Number: 20160142306

the TOEFL Preparation Test

conducted by

the Language Development Center of State Islamic University (UIN) "Walisongo"
Semarang

On November 7th, 2015

and achieved the following result:

Listening Comprehension	Structure and Written Expression	Vocabulary and Reading	Score
47	42	47	453

Give in Semarang,
March 4th, 2016



Director,

D. J. Muhammad Saifullah, M.Ag.

100321 199603 1 003

® TOEFL is registered trademark by Educational Testing Service.
This program or test is not approved or endorsed by ETS.

CURRICULUM VITAE

Name : Alfianisa Sofiarani
Student Number : 133411073
Place and Date of Birth : Kendal, December 21st 1995
Address : Tambahsari RT 03 RW 02 Kec.
Limbangan Kab. Kendal
Phone : 085641164302
E-mail : alfia0026@gmail.com
Education :
- SD Negeri Tambahsari
- MTs NU 11 Kisabariman
- SMA Negeri 1 Boja
- English Department, Education and
Teacher Training Faculty of Walisongo
Islamic State University

Semarang, January 9th, 2018
The Writer,

Alfianisa Sofiarani

NIM: 133411073