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

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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)
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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 Ha was accepted while Ho 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
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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
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TABLE OF CONTENT

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE</td>
<td>i</td>
</tr>
<tr>
<td>THESIS STATEMENT</td>
<td>ii</td>
</tr>
<tr>
<td>RATIFICATION</td>
<td>iii</td>
</tr>
<tr>
<td>ADVISOR NOTE</td>
<td>iv</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>v</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENT</td>
<td>vi</td>
</tr>
<tr>
<td>TABLE OF CONTENT</td>
<td>viii</td>
</tr>
<tr>
<td>LIST OF APPENDICES</td>
<td>x</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Appendices</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>TRYOUT TEST</td>
<td>1</td>
</tr>
<tr>
<td>PRETEST</td>
<td>10</td>
</tr>
<tr>
<td>POSTTEST</td>
<td>16</td>
</tr>
<tr>
<td>LESSON PLAN (EXPERIMENTAL CLASS)</td>
<td>24</td>
</tr>
<tr>
<td>LESSON PLAN (CONTROL CLASS)</td>
<td>37</td>
</tr>
<tr>
<td>OBSERVATION CHECKLIST</td>
<td>52</td>
</tr>
<tr>
<td>RESEARCH SCHEDULE</td>
<td>56</td>
</tr>
<tr>
<td>STUDENTS LIST</td>
<td>57</td>
</tr>
<tr>
<td>ANALYSIS DATA</td>
<td>59</td>
</tr>
<tr>
<td>DOCUMENTATION</td>
<td>83</td>
</tr>
</tbody>
</table>
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

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

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

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⁶ Bouzar 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

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

\textsuperscript{8}http://multilingualbooks.com/aura-tellprem.html, accessed on Monday, 13 November 2017 at 03.17 p.m.
\textsuperscript{9}http://sfigroupofcompanies.com/?page_id=510, accessed on Monday, 13 November 2017 at 02.45 p.m.
\textsuperscript{10}http://ipfs.io/ipfs/QmXoypizjW3WknFiJnKLwHCnL72vedxjQkD1mXWo6uco/wiki/Auralog.html, accessed on Monday, 13 November 2017 at 03.22 p.m.
\textsuperscript{11}http://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

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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.

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.

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. Another definition of listening is the ability to identify and understand what other saying. 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.”

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.

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

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7 Zorana 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

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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

---

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.\(^\text{10}\)

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.\(^\text{11}\) 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.\(^\text{12}\)


\(^{12}\) Hidayah 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

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,


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

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

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

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, webquests, web publishing, blog, wiki, etc. The last is

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

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:  

Knowing Your Students, to make a good integration of technology into daily classroom learning, it starts by knowing the students’ skill levels.

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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.\(^\text{21}\)

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).

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.\(^2^2\)

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.\(^2^3\)

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

\(^2^2\)https://www.esl.net/tell_me_more_english.html, accessed on Monday, 27 February 2017 at 05.45 p.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

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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

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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.
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.\textsuperscript{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.\textsuperscript{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

\textsuperscript{28}John Bunting. 2004............................. Accessed on Tuesday, 8 November 2017 at 7.20p.m.
\textsuperscript{29}Auralog 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

_____________________

30 John Bunting. 2004......................... Accessed on Tuesday, 8 November 2017 at 7.20p.m.
31 Auralog 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.\textsuperscript{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.\textsuperscript{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

\textsuperscript{32} Denil Mardiyah, et al. The Second Grade of Students’ Ability Describtive Text at SMP N 1 Canduang. English Department, Faculty of Languages and Arts, State University of Padang. p. 281.

\textsuperscript{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:

\textbf{Table 2.1}\(^{35}\)

\textbf{MY BEST FRIEND}

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


| Description part | To describe the characteristic features of the person or thing | 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.

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. |

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:


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1: 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
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.\textsuperscript{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 26\textsuperscript{th} of October 2017 to 18\textsuperscript{th} 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.

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 were two 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

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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

\(^5\)Suharsimi 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. It was refered 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

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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.\footnote{Suharsimi Arikunto. 2010................................. p. 220-222}

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 \textit{r-product moment}. If the obtained coefficient of correlation was higher than the critical score for \textit{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.
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

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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:

\[
\begin{align*}
r_{xy} &= \frac{N\Sigma XY - \Sigma(X)\Sigma(Y)}{\sqrt{\{N\Sigma X^2 - (\Sigma X)^2\}\{N\Sigma Y^2 - (\Sigma Y)^2\}}} \\
\end{align*}
\]

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\(^{10}\)

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

\[
\begin{align*}
r_{11} &= \frac{2 \times r_{1/2}^{1/2}}{1 + r_{1/2}^{1/2}} \\
\end{align*}
\]

\(r_{11}\) : The reliability of the instrument.

\(r_{1/2}^{1/2}\) : Coefficient of correlation between the scores of the first and last part.\(^{11}\)

\(^{10}\)Suharsimi Arikunto. 2013......................................................... p. 87

37
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:\textsuperscript{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:\textsuperscript{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

\textsuperscript{11}Suharsimi Arikunto. 2013. ............................... p. 107  
\textsuperscript{12}Suharsimi Arikunto. 2013. ............................... p. 223  
\textsuperscript{13}Suharsimi Arikunto. 2013. ............................... p. 228
accurate the test item in showing up differences between higher subject and lower subject.\textsuperscript{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.\textsuperscript{15}

The criteria of discriminating power as follow:

\[ \leq 0.00 \quad : \text{Very Poor.} \]
\[ 0.01 - 0.20 \quad : \text{Poor.} \]
\[ 0.21 - 0.40 \quad : \text{Medium.} \]
\[ 0.41 - 0.70 \quad : \text{Good.} \]

\textsuperscript{15}Suharsimi Arikunto. 2013.......................... p. 223
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:

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

   Notice:

   \(\chi^2\) : Chi square
   
   \(O_i\) : Frequency from observation
   
   \(E_i\) : expected frequency

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

   b. Homogeneity Test

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\(^{16}\)Suharsimi Arikunto, 2013.......................................................... p. 232

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:

\[ F = \frac{Vb}{Vk} \]

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.

\[ ^{18}\text{Sudjana. 1996............................................................ p. 250} \]
If $\sigma^2_1 = \sigma^2_2$ (has same variant), the formula is:

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

$$S^2 = \frac{(n_1 - 1)S^2_1 + (n_2 - 1)S^2_2}{n_1n_2 - 2}$$

$\bar{X}_1$: Average of experimental group

$\bar{X}_2$: Average of control group

$N1$: number of experimental group

$N2$: number of control group

$S^2_1$: Standard deviation of experimental group

$S^2_2$: Standard deviation of both groups

If $\sigma^2_1 \neq \sigma^2_2$ (has no some variant), the formula is:

$$t^1 = \frac{\bar{X} - \bar{X}_2}{\sqrt{\frac{S^2_1}{n_1} + \frac{S^2_1}{n_2}}}$$

The hypotheses were:

$$Ho: \mu_1 = \mu_2$$

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19 Sudjana. 1996.......................................................... p. 239
\[ Ha : \mu_1 > \mu_2 \]

\( \mu_1 \): Average data of experimental group

\( \mu_2 \): Average data of control group

Ho was accepted if the calculation result of t was lower than t1 \(-\alpha\). Degree of freedom for data t was \((n_1 + n_2 - 2)\) with probability \(1 - \alpha\). If Ho was refused and Ha 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 follow 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 homogeneity.
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 31\textsuperscript{st} October 2017 and the second treatment conducted on 6\textsuperscript{th} 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 4\textsuperscript{th} November 2017 and 11\textsuperscript{th} 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 13\textsuperscript{rd} November 2017 in experimental students and 17\textsuperscript{th} 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.

\[
N = 20 \\
\Sigma XY = 165 \\
\Sigma X = 9 \\
\Sigma (X^2) = 9 \\
\Sigma Y = 286 \\
\Sigma (Y^2) = 4792 \\
N\Sigma XY - \Sigma (X)\Sigma (Y) = 81796 \\
\sqrt{[N\Sigma X^2 - (\Sigma X)^2][N\Sigma Y^2 - (\Sigma Y)^2]} \\
r_{xy} = \frac{N\Sigma XY - \Sigma (X)\Sigma (Y)}{\sqrt{[N\Sigma X^2 - (\Sigma X)^2][N\Sigma Y^2 - (\Sigma Y)^2]}}
\]
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:

\[
N = 20 \quad (\sum X)^2 = 19044
\]
\[
\sum XY = 1152 \quad \sum Y = 148
\]
\[
\sum X = 138 \quad \sum (Y^2) = 1302
\]
\[
\sum (X^2) = 1168 \quad (\sum Y)^2 = 21904
\]
\[ r_{xy} = \frac{N\sum XY - \Sigma (X) \Sigma (Y)}{\sqrt{N\sum X^2 - (\Sigma X)^2} \{N\sum Y^2 - (\Sigma Y)^2\}} \]

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

\[ r_{xy} = 0.745184427 \]

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:
\[ B_A = 7 \quad J_A = 10 \]
\[ B_B = 2 \quad J_B = 10 \]
\[ D = \frac{7}{10} - \frac{2}{10} \]
\[ D = 0.50 \]

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 \(\chi^2_{\text{count}} < \chi^2_{\text{table}}\) with \(\alpha = 5\%\) and \(dk = k-1\).

The result of normality test of experimental and control class pretest.
### Table 4.1

<table>
<thead>
<tr>
<th>No</th>
<th>Class</th>
<th>Test</th>
<th>$\chi^2_{\text{count}}$</th>
<th>$\chi^2_{\text{table}}$</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Experimental</td>
<td>Pretest</td>
<td>9.6554</td>
<td>11.07</td>
<td>Normal</td>
</tr>
<tr>
<td>2</td>
<td>Control</td>
<td>Pretest</td>
<td>3.8298</td>
<td>11.07</td>
<td>Normal</td>
</tr>
</tbody>
</table>

Based on the analysis above it can be seen that $\chi^2_{\text{count}}$ both of class is lower than $\chi^2_{\text{table}}$ ($\chi^2_{\text{count}} < \chi^2_{\text{table}}$), so Ho 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.

$$\text{Ho : homogeny variant: } \sigma_1^2 = \sigma_2^2$$

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

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

The result of homogeneity test of experimental and control class pre test.
Based on the formula:

\[ F = \frac{V_b}{V_k} \]

\[ F = \frac{88.51}{84.37} \]

\[ F = 1.05 \]

Based on the computation above it is obtained that \( F_{count} \) is lower than \( F_{table} \), so Ho 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**

<table>
<thead>
<tr>
<th>Variation source</th>
<th>Experimental</th>
<th>Control</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sum</td>
<td>1550</td>
<td>1490</td>
</tr>
<tr>
<td>N</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>$\bar{X}$</td>
<td>51.67</td>
<td>49.67</td>
</tr>
<tr>
<td>----------</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>Deviation Standard (s)</td>
<td>9.41</td>
<td>9.19</td>
</tr>
<tr>
<td>Varian ($s^2$)</td>
<td>88.51</td>
<td>84.37</td>
</tr>
</tbody>
</table>

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

$$t = \frac{X_1 - X_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

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

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

$$S^2 = 9,297$$

$$t = \frac{51.67 - 49.67}{9,297 \sqrt{\frac{1}{30} + \frac{1}{30}}}$$

$$t = 0.8332$$

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

Based on the computation above, by $\alpha = 5\%$ and df = 30+30- 2 = 58 is obtained $t_{\text{table}} = 1.67$ and $t_{\text{count}} = 0.8332$.

$\text{Ho is accepted if } -t_{\text{table}} < t_{\text{count}} < t_{\text{table}}.$ So, it can be concluded that there is not significant different of the
average pre-test between experimental and control class, because \( t_{\text{count}} \) at the reception area of Ho.

3. **Post Test**
   
   **a. Normality Test**
   
   Ho : the data of normal distribution  
   Ha : the data of un normal distribution  
   
   With criteria, Ho accepted if \( \chi^2_{\text{count}} < \chi^2_{\text{table}} \) with \( \alpha = 5\% \) and \( dk = k - 1 \).

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

   **Table 4.4**

<table>
<thead>
<tr>
<th>No</th>
<th>Class</th>
<th>Test</th>
<th>( \chi^2_{\text{count}} )</th>
<th>( \chi^2_{\text{table}} )</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Experimental</td>
<td>Post test</td>
<td>8,1680</td>
<td>11,07</td>
<td>Normal</td>
</tr>
<tr>
<td>2.</td>
<td>Control</td>
<td>Post test</td>
<td>5,9733</td>
<td>11,07</td>
<td>Normal</td>
</tr>
</tbody>
</table>

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

   **b. Homogeneity Test**

   Ho : homogeny variant: \( \sigma_1^2 = \sigma_2^2 \)

   Ha : non homogeny variant: \( \sigma_1^2 \neq \sigma_2^2 \)
With criteria, Ho accepted if $F_{\text{count}} < F_{\text{table}}$ with $\alpha=0.05$ and df = k-1.

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

**Table 4.5**

<table>
<thead>
<tr>
<th>No</th>
<th>Class</th>
<th>Variance</th>
<th>N</th>
<th>$F_{\text{count}}$</th>
<th>$F_{\text{table}}$</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Experimental</td>
<td>58,51</td>
<td>30</td>
<td>1,038</td>
<td>1,85</td>
<td>Homogeny</td>
</tr>
<tr>
<td>2</td>
<td>Control</td>
<td>56,35</td>
<td>30</td>
<td></td>
<td></td>
<td>Homogeny</td>
</tr>
</tbody>
</table>

Based on the formula:

$$F = \frac{V_b}{V_k}$$

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

$$F = 1,038$$

Based on the computation above it is obtained that $F_{\text{count}}$ is lower than $F_{\text{table}}$, so Ho 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.

56
Table 4.6

<table>
<thead>
<tr>
<th>Variation source</th>
<th>Experimental</th>
<th>Control</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sum</td>
<td>2290</td>
<td>1765</td>
</tr>
<tr>
<td>N</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>$\bar{X}$</td>
<td>76,333</td>
<td>58,833</td>
</tr>
<tr>
<td>Deviation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard (s)</td>
<td>58,506</td>
<td>56,351</td>
</tr>
<tr>
<td>Varians (s²)</td>
<td>7,649</td>
<td>7,507</td>
</tr>
</tbody>
</table>

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

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

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

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

$$S^2 = 7,578$$

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

$$t = 8,944$$

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

$$Ho: \mu_1 = \mu_2$$

$$Ha: \mu_1 > \mu_2$$

$Ho: \mu_1 = \mu_2$ : 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)

$Ha: \mu_1 \neq \mu_2$ : 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 \( t_{count} > t_{(1-\frac{1}{2}\alpha)(n_1+n_2-2)} \)

**Table 4.7**

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

**Table 4.8**

<table>
<thead>
<tr>
<th>Class</th>
<th>N</th>
<th>Average</th>
<th>Variance</th>
<th>Deviation Standard</th>
<th>( t_{count} )</th>
<th>( t_{table} )</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>30</td>
<td>76,33</td>
<td>58,806</td>
<td>7,649</td>
<td>8,944</td>
<td>2,00</td>
<td>Ha accepted</td>
</tr>
<tr>
<td>Control</td>
<td>30</td>
<td>58,83</td>
<td>56,351</td>
<td>7,501</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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 α = 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 Ho is rejected and Ha 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 $t_{count}>t_{table}$ (tcount higher than ttable). 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 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 $H_0$ 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


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http://www2.nkfust.edu.tw/~emchen/CALL/unit1.htm.
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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.


http://ipfs.io/ipfs/QmXoypizjW3WknFiJnKLwHCnL72vedxjQkD DP1mXWo6uco/wiki/Auralog.html, accessed on Monday, 13 November 2017 at 03.22 p.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.
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 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
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

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
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


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! Autie 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 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 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
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

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
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

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. Answer Key


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 6-7
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.
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.

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.

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 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 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


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 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.
Sarah: So John, you told 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
### 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.

<table>
<thead>
<tr>
<th>Generic Structure</th>
<th>MY BEST FRIEND</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Identification</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Description</strong></td>
<td>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</td>
</tr>
</tbody>
</table>
- **Use adjective:**
  Tall

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

**G. Activities:**

1. **First Meeting**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description of activity</th>
<th>Time Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-activity</td>
<td>– Teacher greets the students.</td>
<td>5 minutes</td>
</tr>
<tr>
<td></td>
<td>– Teacher invites students to recite <em>Basmallah</em> for starting the class.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>– Teacher checks student’s attendance.</td>
<td></td>
</tr>
<tr>
<td><strong>Observing</strong></td>
<td>– The teacher reads a descriptive text about people for students.</td>
<td></td>
</tr>
<tr>
<td><strong>Questioning</strong></td>
<td>– The teacher guides students to ask about generic structure, social function and language feature of descriptive text.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>– The students ask questions about generic structure, social function and language feature of descriptive text.</td>
<td></td>
</tr>
<tr>
<td><strong>Exploring</strong></td>
<td>– The teacher asks students to move to the next activity (<em>Guess Who Game</em>)</td>
<td>70 minutes</td>
</tr>
<tr>
<td><strong>Associating</strong></td>
<td>– Teacher introduces <em>Tell Me More</em> software to students</td>
<td></td>
</tr>
<tr>
<td></td>
<td>– The teacher asks students work in pairs to do activity in <em>Tell Me More</em> software (word searches)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>– The students work in pairs and do the task properly</td>
<td></td>
</tr>
<tr>
<td></td>
<td>– The teacher asks students to make sentence from the word they’ve found in <em>Tell Me More</em>.</td>
<td></td>
</tr>
</tbody>
</table>
Communicating
- The students present their sentences in front of the class
- The teacher reviews students’ sentences

Post-activity
- 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.

2. Second Meeting

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description of activity</th>
<th>Time Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-activity</td>
<td>- Teacher greets the students.</td>
<td>5 minutes</td>
</tr>
<tr>
<td></td>
<td>- Teacher invites students to recite <em>Basmallah</em> for starting the class.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Teacher checks student’s attendance.</td>
<td></td>
</tr>
<tr>
<td>Main-activity</td>
<td><strong>Observing</strong></td>
<td>70 minutes</td>
</tr>
<tr>
<td></td>
<td>- The teacher asks students to read a descriptive text about people.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Students pay attention to generic structure, social function and language feature of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>descriptive text.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Questioning</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- The students ask questions about descriptive text.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Exploring</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- The teacher asks students to do dictation task in Tell Me More software.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- The students do the task in Tell Me More software.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- The teacher reviews students’ task.</td>
<td></td>
</tr>
</tbody>
</table>
**Associating**  
- The students work in a group consist of 5 students.  
- The teacher distributes activity 1 (arrange and identify descriptive text)

**Communicating**  
- The teacher ask the presentative of the group to present their work in front of the class  
- The teacher review students’ work

**Creating**  
- The students make a paragraph about decribing their friend, refering to generic structure, social function and language feature they have learn.

<table>
<thead>
<tr>
<th><strong>Post-activity</strong></th>
<th></th>
</tr>
</thead>
</table>
|                   | 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**  

J. Assessment and Scoring
Form : Written test (Multiple Choice)
Aspect to be assessed : Correctness of the answer
Scoring guidance :
\[ Score = \frac{\text{the number of right answer}}{\text{total item}} \times 100\% \]

K. Instrument of Assessment

Attached

Kendal, 27 Oktober 2017

The Researcher,

Alfianisa Sofiarani

Approved by:
Headmaster,
English Teacher,
Abdul Ghofar, S. Pd. I
Ulfah Laili Maftuhah, S. Pd. I
APPENDICES

Activity 1

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

<table>
<thead>
<tr>
<th>My Best Friend, Ernesto</th>
</tr>
</thead>
<tbody>
<tr>
<td>My best friend is Ernesto and he is my classmate. We go to school together.</td>
</tr>
<tr>
<td>Ernesto comes from an educated family. His father is a school principal and his mother is also a teacher.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>
2. Please identify generic structure, social function, and language feature of descriptive text below!
   a. Generic Structure

<table>
<thead>
<tr>
<th>Part of Text</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social</td>
<td>Function</td>
</tr>
</tbody>
</table>

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

Clothes
## ANSWER KEY

### Dictation Activity

**A.**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I have a long, black skirt.</td>
</tr>
<tr>
<td>2</td>
<td>I'm wearing a yellow blouse.</td>
</tr>
<tr>
<td>3</td>
<td>My shoes look good.</td>
</tr>
<tr>
<td>4</td>
<td>I never wear boots.</td>
</tr>
<tr>
<td>5</td>
<td>I like pants too.</td>
</tr>
</tbody>
</table>

**B.**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>My cousin Lisa is four.</td>
</tr>
<tr>
<td>2</td>
<td>She can spell.</td>
</tr>
<tr>
<td>3</td>
<td>She can count up to a hundred.</td>
</tr>
<tr>
<td>4</td>
<td>She knows the alphabet.</td>
</tr>
<tr>
<td>5</td>
<td>It's hard for her to pronounce this word.</td>
</tr>
</tbody>
</table>

**C.**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Bob wears glasses.</td>
</tr>
<tr>
<td>2</td>
<td>He can't see if he isn't wearing them.</td>
</tr>
<tr>
<td>3</td>
<td>He is always looking for them.</td>
</tr>
<tr>
<td>4</td>
<td>He always leaves them in his bedroom.</td>
</tr>
<tr>
<td>5</td>
<td>But he never forgets to put on his watch.</td>
</tr>
</tbody>
</table>
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, students 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 konkrit (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 penggunanya.

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 :

   DESCIBING 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
### Example

<table>
<thead>
<tr>
<th>Generic Structure</th>
<th>MY BEST FRIEND</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Identification</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Description</strong></td>
<td>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</td>
</tr>
</tbody>
</table>

**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**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description of activity</th>
<th>Time Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-activity</td>
<td>– Teacher greets the students.</td>
<td>5 minutes</td>
</tr>
<tr>
<td></td>
<td>– Teacher invites students to recite <em>Basmallah</em> for starting the class.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>– Teacher checks student’s attendance.</td>
<td></td>
</tr>
<tr>
<td>Main-activity</td>
<td><strong>Observing</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>– The teacher reads a descriptive text about people for students.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Questioning</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>– The teacher guides students to ask about generic structure, social function and language feature of descriptive text.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>– The students ask questions about descriptive text.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Exploring</strong></td>
<td>70 minutes</td>
</tr>
<tr>
<td></td>
<td>– The teacher asks students to move to the next activity (Guess Who Game)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Associating</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>– The students work in pairs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>– The teacher distributes activity 2 (word searches and make sentences)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Communicating</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>– The students present their sentences in front of the class</td>
<td></td>
</tr>
<tr>
<td></td>
<td>– The teacher review students’ sentences</td>
<td></td>
</tr>
<tr>
<td>Post-activity</td>
<td>– The teacher reviews the materials that have been taught.</td>
<td>15 minutes</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description of activity</th>
<th>Time Allocation</th>
</tr>
</thead>
</table>
| Pre-activity | Teacher greets the students.  
Teacher invites students to recite Basmallah for starting the class.  
Teacher checks student’s attendance. | 5 minutes |
| Main-activity | Observing  
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.  
Questioning  
The students ask questions about descriptive text.  
Exploring  
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.  
Associating  
The students work in a group consist of 5 students.  
The teacher distributes activity 1 (arrange and identify descriptive text) | 70 minutes |
<table>
<thead>
<tr>
<th>Communicating</th>
<th>Creating</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher ask the presentative of the group to present their work in front of the class</td>
<td>The students make a paragraph about describing their friend, referring to generic structure, social function and language feature they have learn.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Post-activity</th>
<th>- The teacher reviews the materials that have been taught.</th>
<th>15 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- The teacher reminds the students to do self-study at home.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- The teacher motivates the students to study harder.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- The teacher gives closing statement and dismisses the class.</td>
<td></td>
</tr>
</tbody>
</table>

**H. Media**

a. Laptop/Computer

b. Activity paper

**I. Sources**:


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:

Headmaster,

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!

<table>
<thead>
<tr>
<th>My Best Friend, Ernesto</th>
</tr>
</thead>
<tbody>
<tr>
<td>My best friend is Ernesto and he is my classmate. We go to school together.</td>
</tr>
<tr>
<td>Ernesto comes from an educated family. His father is a school principal and his mother is also a teacher.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Part of Text</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Social Function</strong></td>
<td></td>
</tr>
</tbody>
</table>

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

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

TALL SIPIAH
MLQBLHHEPA
BFQUEILIRPN
IIPAPLTLED
ZHGMMPGAS
PRETTYLZRO
KSRIBROAM
FZWFOWONE
NAGUZDQBCD
SMALLYHAET
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.
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

<table>
<thead>
<tr>
<th>No</th>
<th>ASPEK YANG DIAMATI</th>
<th>Sangat Baik</th>
<th>Baik</th>
<th>Kurang</th>
<th>Buruk</th>
<th>Sangat Buruk</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>PRA PEMBELAJARAN</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Memeriksa kesiapan ruang, alat pembelajaran, dan media</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Memeriksa kesiapan siswa</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>II</td>
<td>MEMBUKA PEMBELAJARAN</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Melakukan kegiatan apersepsi</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Menyampaikan kompetensi yang akan dicapai dan rencana kegiatannya</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>III</td>
<td>KEGIATAN INTI PEMBELAJARAN</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>Penguasaan materi pelajaran</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Menunjukkan penguasaan materi pembelajaran</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Mengaitkan materi dengan pengetahuan lain yang relevan</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Menyampaikan materi sesuai dengan hierarki belajar</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Mengaitkan materi dengan realitas kehidupan</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Pendekatan/strategi pembelajaran</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Melaksanakan pembelajaran sesuai dengan kompetensi yang akan dicapai</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Melaksanakan pembelajaran sesuai dengan tingkat perkembangan dan kebutuhan siswa</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Melaksanakan pembelajaran secara runtut</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Melaksanakan pembelajaran yang terkoordinasi</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Melaksanakan pembelajaran yang bersifat kontekstual</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Mengakomodasi adanya keragaman budaya nusantara</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Melaksanakan pembelajaran yang memungkinkan tumbuhnya kebiasaan positif</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Melaksanakan pembelajaran sesuai dengan waktu yang telah dialokasikan</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C. Pemanfaatan media pembelajaran/sumber belajar</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Menunjukkan keterampilan dalam penggunaan media</td>
</tr>
<tr>
<td>2. Menghasilkan pesan yang menarik</td>
</tr>
<tr>
<td>3. Menggunakan media secara efektif dan efisien</td>
</tr>
<tr>
<td>4. Melibatkan siswa dalam pemanfaatan media</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>D. Pembelajaran yang memicu dan memelihara keterlibatan siswa</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Menumbuhkan partisipasi aktif siswa dalam pembelajaran</td>
</tr>
</tbody>
</table>
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 antusisme 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. *Pelaksanaan tindak lanjut*

1. Memberikan arahan, kegiatan, atau tugas sebagai bagian remedi
2. Memberikan arahan, kegiatan, atau tugas sebagai bagian pengayaan

Kendal, 31 Oktober 2017
Observer,

Ulfia Laili Maftuhah, S. Pd. I
## Research Schedule

**Teacher**: Ulfa Laili Maftuhah  
**Researcher**: Alfianisa Sofiarani

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<td>Hard</td>
<td>Average</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
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<th>5</th>
</tr>
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<td>0.2</td>
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<td>Poor</td>
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<td>Dipakai</td>
<td>Dipakai</td>
<td>Dipakai</td>
<td>Dibuang</td>
<td>Dibuang</td>
<td>Dibuang</td>
</tr>
</tbody>
</table>

63
VALIDITY

Formula:

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

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 \( r_{\text{count}} > r_{\text{table}} \), 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.

<table>
<thead>
<tr>
<th>No</th>
<th>Code</th>
<th>Item number 1 (X)</th>
<th>X^2</th>
<th>Total Score (Y)</th>
<th>Y^2</th>
<th>XY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>T-11</td>
<td>1</td>
<td>1</td>
<td>23</td>
<td>529</td>
<td>23</td>
</tr>
<tr>
<td>2</td>
<td>T-20</td>
<td>1</td>
<td>1</td>
<td>21</td>
<td>441</td>
<td>21</td>
</tr>
<tr>
<td>3</td>
<td>T-08</td>
<td>0</td>
<td>0</td>
<td>21</td>
<td>441</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>T-15</td>
<td>1</td>
<td>1</td>
<td>21</td>
<td>441</td>
<td>21</td>
</tr>
<tr>
<td>5</td>
<td>T-09</td>
<td>1</td>
<td>1</td>
<td>20</td>
<td>400</td>
<td>20</td>
</tr>
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<td>6</td>
<td>T-12</td>
<td>1</td>
<td>1</td>
<td>20</td>
<td>400</td>
<td>20</td>
</tr>
<tr>
<td>7</td>
<td>T-14</td>
<td>0</td>
<td>0</td>
<td>20</td>
<td>400</td>
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<td>1</td>
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<td>13</td>
</tr>
<tr>
<td>12</td>
<td>T-13</td>
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<td>0</td>
<td>12</td>
<td>144</td>
<td>0</td>
</tr>
<tr>
<td>13</td>
<td>T-19</td>
<td>1</td>
<td>1</td>
<td>11</td>
<td>121</td>
<td>11</td>
</tr>
<tr>
<td>14</td>
<td>T-18</td>
<td>0</td>
<td>0</td>
<td>9</td>
<td>81</td>
<td>0</td>
</tr>
<tr>
<td>15</td>
<td>T-03</td>
<td>0</td>
<td>0</td>
<td>9</td>
<td>81</td>
<td>0</td>
</tr>
<tr>
<td>16</td>
<td>T-17</td>
<td>0</td>
<td>0</td>
<td>8</td>
<td>64</td>
<td>0</td>
</tr>
<tr>
<td>17</td>
<td>T-16</td>
<td>0</td>
<td>0</td>
<td>8</td>
<td>64</td>
<td>0</td>
</tr>
<tr>
<td>18</td>
<td>T-06</td>
<td>0</td>
<td>0</td>
<td>7</td>
<td>49</td>
<td>0</td>
</tr>
<tr>
<td>19</td>
<td>T-05</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>36</td>
<td>0</td>
</tr>
<tr>
<td>20</td>
<td>T-02</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>25</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
<td>9</td>
<td>286</td>
<td>4792</td>
<td>165</td>
<td></td>
</tr>
</tbody>
</table>
From the table above, gained data:

\[
\begin{align*}
N &= 20 & \Sigma XY &= 165 \\
\Sigma X &= 9 & \Sigma Y &= 286 \\
\Sigma (X^2) &= 9 & \Sigma (Y^2) &= 4792 \\
(\Sigma X)^2 &= 81 & (\Sigma Y)^2 &= 81796
\end{align*}
\]

Put the data into formula:

\[
\begin{align*}
&\quad r_{xy} = \frac{3300 - 2574}{\sqrt{(180 - 81)(95840 - 81796)}} \\
&\quad r_{xy} = \frac{726}{\sqrt{1390356}} \\
&\quad r_{xy} = \frac{726}{1179.133580} \\
&\quad r_{xy} = 0.6157063222641832
\end{align*}
\]

At a significance level of 5%, with \(N = 20\), \(r_{\text{table}} = 0.444\)

Because of \(r_{\text{hitung}} > r_{\text{table}}\), it can be concluded that this item is \textbf{Valid}. 

65
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 \( r_{\text{count}}> r_{\text{table}} \), 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.

<table>
<thead>
<tr>
<th>No</th>
<th>Code</th>
<th>(X)</th>
<th>(Y)</th>
<th>X²</th>
<th>Y²</th>
<th>XY</th>
</tr>
</thead>
<tbody>
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<td></td>
<td></td>
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<td>Genap</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
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<td>130</td>
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<td>T-20</td>
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<td>12</td>
<td>81</td>
<td>144</td>
<td>108</td>
</tr>
<tr>
<td>3</td>
<td>T-08</td>
<td>9</td>
<td>12</td>
<td>81</td>
<td>144</td>
<td>108</td>
</tr>
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<td>10</td>
<td>11</td>
<td>100</td>
<td>121</td>
<td>110</td>
</tr>
<tr>
<td>5</td>
<td>T-09</td>
<td>11</td>
<td>9</td>
<td>121</td>
<td>81</td>
<td>99</td>
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<tr>
<td>6</td>
<td>T-12</td>
<td>12</td>
<td>8</td>
<td>144</td>
<td>64</td>
<td>96</td>
</tr>
<tr>
<td>7</td>
<td>T-14</td>
<td>12</td>
<td>8</td>
<td>144</td>
<td>64</td>
<td>96</td>
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<tr>
<td>8</td>
<td>T-01</td>
<td>9</td>
<td>10</td>
<td>81</td>
<td>100</td>
<td>90</td>
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<td>100</td>
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<td>70</td>
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<td>25</td>
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<td>42</td>
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<td>18</td>
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<td>15</td>
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<td>17</td>
<td>T-16</td>
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<td>4</td>
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<td>12</td>
</tr>
<tr>
<td>18</td>
<td>T-06</td>
<td>4</td>
<td>3</td>
<td>16</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>19</td>
<td>T-05</td>
<td>4</td>
<td>2</td>
<td>16</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>20</td>
<td>T-02</td>
<td>3</td>
<td>2</td>
<td>9</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>138</td>
<td>148</td>
<td>1168</td>
<td>1320</td>
<td>1152</td>
</tr>
</tbody>
</table>
From the table above, gained data:

\[
\begin{align*}
N &= 20 \\
\Sigma X &= 9 \\
\Sigma Y &= 286 \\
\Sigma (X^2) &= 9 \\
(\Sigma X)^2 &= 81 \\
\Sigma (Y^2) &= 4792 \\
(\Sigma Y)^2 &= 81796 \\
r_{xy} &= 0.593859722
\end{align*}
\]

Put the data into formula:

\[
\begin{align*}
r_{11} &= \frac{2 \times 0.593859722}{1 + 0.593859722} \\
r_{11} &= \frac{1.187719444}{1.593859722} \\
&= 0.745184427
\end{align*}
\]

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

Because of \(r_{hitung} > r_{table}\), it can be concluded that this item is **High Reliability**.
DEGREE OF DIFFICULTY

Formula:

\[ P = \frac{B}{JS} \]

Notice:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
<td>difficulty’s index</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>number of students who has right answer</td>
<td></td>
</tr>
<tr>
<td>JS</td>
<td>number of students</td>
<td></td>
</tr>
</tbody>
</table>

Criteria:

<table>
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<tr>
<th>P</th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0.00</td>
<td>0.30</td>
<td>difficult question</td>
</tr>
<tr>
<td>0.31</td>
<td>0.70</td>
<td>average question</td>
</tr>
<tr>
<td>0.71</td>
<td>1.00</td>
<td>easy question</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>KelompokAtas</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>Kode</td>
<td>Skor</td>
</tr>
<tr>
<td>-----</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>1</td>
<td>T-11</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>T-20</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>T-08</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>T-15</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>T-09</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>T-12</td>
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<td>T-04</td>
<td>1</td>
</tr>
<tr>
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<td>T-10</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>KelompokBawah</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>Kode</td>
<td>Skor</td>
</tr>
<tr>
<td>-----</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>11</td>
<td>T-07</td>
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</tr>
<tr>
<td>12</td>
<td>T-13</td>
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<td>T-19</td>
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<td>T-17</td>
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<tr>
<td>17</td>
<td>T-16</td>
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<tr>
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<td>0</td>
</tr>
<tr>
<td>20</td>
<td>T-02</td>
<td>0</td>
</tr>
</tbody>
</table>

From the table above, gained data:

\[ B = 7 + 2 \]

\[ JS = 20 \]
Put the data into formula:

\[
P = \frac{7}{20} + \frac{2}{20} = \frac{9}{20} = 0.45
\]

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:

- \( \leq 0.00 \): 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.

<table>
<thead>
<tr>
<th>No</th>
<th>KelompokAtas</th>
<th>Skor</th>
<th>No</th>
<th>KelompokBawah</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>T-11</td>
<td>1</td>
<td>11</td>
<td>T-07</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>T-20</td>
<td>1</td>
<td>12</td>
<td>T-13</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>T-08</td>
<td>0</td>
<td>13</td>
<td>T-19</td>
<td>1</td>
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<tr>
<td>4</td>
<td>T-15</td>
<td>1</td>
<td>14</td>
<td>T-18</td>
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<tr>
<td>5</td>
<td>T-09</td>
<td>1</td>
<td>15</td>
<td>T-03</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>T-12</td>
<td>1</td>
<td>16</td>
<td>T-17</td>
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</tr>
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<td>7</td>
<td>T-14</td>
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<td>17</td>
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</tr>
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<td>9</td>
<td>T-04</td>
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<td>19</td>
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<tr>
<td>10</td>
<td>T-10</td>
<td>0</td>
<td>20</td>
<td>T-02</td>
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</tr>
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<td>Total</td>
<td>7</td>
<td></td>
<td>Total</td>
<td>2</td>
</tr>
</tbody>
</table>
From the table above, gained data:

\[ \begin{align*}
B_A &= 7 \\
B_B &= 2 \\
J_A &= 10 \\
J_B &= 10
\end{align*} \]

Put the data into formula:

\[
DP = \frac{7}{10} - \frac{2}{10} = 0.50
\]

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

<table>
<thead>
<tr>
<th>No</th>
<th>Code</th>
<th>Experimental</th>
<th>Control</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Pre-Test</td>
<td>Post-Test</td>
</tr>
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<td>E-1</td>
<td>60</td>
<td>80</td>
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<tr>
<td>2</td>
<td>E-2</td>
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<td>E-3</td>
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<td>4</td>
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<td>75</td>
</tr>
<tr>
<td>30</td>
<td>E-30</td>
<td>50</td>
<td>80</td>
</tr>
</tbody>
</table>

Sum: 1550 2290 1490 1765
Average: 51,667 76,333 49,6667 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:
\[ \chi^2 = \sum \left( \frac{(O_i - E_i)^2}{E_i} \right) \]

Notice:
\( \chi^2 \): Chi square
\( O_i \): Frequency from observation
\( E_i \): expected frequency

Criteria:
\[ \chi^2_{\text{count}} < \chi^2_{\text{table}} \text{ so the distribution list is normal.} \]

Computation:
Maximum score \( = \) 70.00
Minimum score \( = \) 40.00
Range \( = \) 30.00
Length of the class \( (P) \) \( = \) 5.00
Average \( (\bar{x}) \) \( = \) 51.67
\( s \) \( = \) 9.41
Class interval \( (k) \) \( = \) 6

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

\[ x^2 = 9.6554 \]

\( \alpha = 5\% \)
\( dk = 6 - 1 = 5 \)
\[ x^2_{\text{table}} = 11.07 \]

\[ \chi^2_{\text{count}} < \chi^2_{\text{table}} \text{ so the distribution list is normal.} \]
The Result of Normality Test of Pre-test of Control Class

Hypothesis:

\( \text{Ha} : \text{The data distributes normally} \)

\( \text{Ho} : \text{The data does not distribute normally} \)

Formula:

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

Notice:

\( \chi^2 \) : Chi square

\( O_i \) : Frequency from observation

\( E_i \) : expected frequency

Criteria:

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

Computation:

<table>
<thead>
<tr>
<th>Class interval</th>
<th>BK</th>
<th>35.00 - 40.00</th>
<th>41.00 - 46.00</th>
<th>47.00 - 52.00</th>
<th>53.00 - 58.00</th>
<th>59.00 - 64.00</th>
<th>65.00 - 70.00</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Z untuk</td>
<td>Peluang</td>
<td>Luas Kls.</td>
<td>Ei</td>
<td>Oi</td>
<td>(Oi-Ei)^2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>batas kls.</td>
<td>untuk Z</td>
<td>Untuk Z</td>
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</tr>
</tbody>
</table>

\[ x^2 = 3.8298 \]

\( \alpha = 5\% \)

\( dk = 6 - 1 = 5 \)

\( x^2_{\text{table}} = 11.07 \)

\( \chi^2 \text{ count} < \chi^2 \text{ table} \text{ so the distribution list is normal} \)
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:

\( \chi^2 \) : Chi square
\( O_i \) : Frequency from observation
\( E_i \) : expected frequency

Criteria:

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

Computation:

Maximum score = 90.00  
Length of the class (P) = 5.83 = 6
Minimum score = 55.00  
Average\( \bar{x} \) = 76.33  
Range = 35.00  
s = 7.64890
Class interval (k) = 6  
n = 30

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

\[ x^2 = 8.1680 \]

\( \alpha = 5\% \)  
\( dk = 6 - 1 = 5 \)  
\( x^2_{\text{table}} = 11.07 \)

\[ \chi^2 \text{count} < \chi^2 \text{table} \text{ so the distribution list is normal} \]
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:

$$\chi^2$$ : Chi square
$$O_i$$ : Frequency from observation
$$E_i$$ : expected frequency

Criteria:

$$\chi^2$$ count < $$\chi^2$$ table so the distribution list is normal.

Computation:

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

$$\chi^2 = 5.9733$$

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

$$\chi^2$$ count < $$\chi^2$$ 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:

\[ F = \frac{\text{Varians terbesar}}{\text{Varians terkecil}} \]

Ho accepted if \( F_{\text{hitung}} < F_{\text{tabel}} \)

<table>
<thead>
<tr>
<th>Variation source</th>
<th>Experimental</th>
<th>control</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sum</td>
<td>1550</td>
<td>1490</td>
</tr>
<tr>
<td>n</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>( \bar{x} )</td>
<td>51.67</td>
<td>49.67</td>
</tr>
<tr>
<td>Standard Deviation (s)</td>
<td>9.41</td>
<td>9.19</td>
</tr>
<tr>
<td>Varians (s²)</td>
<td>88.51</td>
<td>84.37</td>
</tr>
</tbody>
</table>

Berdasarkan rumus di atas diperoleh:

\[ F = \frac{88.51}{84.37} = 1.05 \]

Taraf signifikansi 5% dengan:

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

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

\[ F_{\text{tabel}} = 1.85 \]

Because \( F_{\text{count}} < F_{\text{table}} \), Ho is accepted dan it can be conclude that both of class is homogeneous.
The Result of Homogeneity Post Test Between Experimental and Control Class

**Hypothesis**

Ho : \( s_1^2 = s_2^2 \)

Ha : \( s_1^2 \neq s_2^2 \)

**Hypothesis test**

\[
F = \frac{\text{Varians terbesar}}{\text{Varians terkecil}}
\]

Ho accepted if \( F_{\text{hitung}} \leq F_{\text{table}} \)

<table>
<thead>
<tr>
<th>Variation source</th>
<th>Experimental</th>
<th>Control</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sum</td>
<td>2290</td>
<td>1765</td>
</tr>
<tr>
<td>n</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>( \bar{x} )</td>
<td>76.33</td>
<td>58.83</td>
</tr>
<tr>
<td>Varians ( (s^2) )</td>
<td>58.51</td>
<td>56.35</td>
</tr>
<tr>
<td>Standard deviasi ( (s) )</td>
<td>7.65</td>
<td>7.51</td>
</tr>
</tbody>
</table>

\[
F = \frac{58.51}{56.35} = 1.038
\]

Pada \( \alpha = 5\% \) dengan:

dk pembilang = nb - 1 = 30 - 1 = 29

dk penyebut = nk - 1 = 30 - 1 = 29

\[
F_{(0.025)(31:31)} = 1.84
\]

Because \( F \text{ count} < F \text{ table} \), Ho is accepted dan it can be conclude that both of class is homogeneous.
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 \( t < t_{(1-a)(n_1+n_2-2)} \)

Dari data diperoleh:

<table>
<thead>
<tr>
<th>Variation source</th>
<th>Experimental</th>
<th>Control</th>
</tr>
</thead>
<tbody>
<tr>
<td>sum</td>
<td>1550</td>
<td>1490</td>
</tr>
<tr>
<td>n</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>( \bar{x} )</td>
<td>51.67</td>
<td>49.67</td>
</tr>
<tr>
<td>Varians ((S^2))</td>
<td>88.506</td>
<td>84.368</td>
</tr>
<tr>
<td>Standart deviasi ((S))</td>
<td>9.408</td>
<td>9.185</td>
</tr>
</tbody>
</table>

Berdasarkan rumus di atas diperoleh:

\[
s = \sqrt{\frac{29}{30} \cdot 88.506 + \frac{29}{30} \cdot 84.37 - 2} = 9.297
\]

\[
t = \frac{51.67 - 49.67}{9.297} = 0.8332
\]

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

Because \( t \) count < \( t \) table, i means there is no significant diferent of the average pre test between experiment and control class. Ho is accepted.
**Hypothesis Test**

Posttest Score of Experimental and Control Class

**Hypothesis**

Ho : $m_1 = m_2$
Ha : $m_1 \neq m_2$

**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 $t < t_{1-a/(n_1+n_2-2)}$

Dari data diperoleh:

<table>
<thead>
<tr>
<th>Variation source</th>
<th>Experimental</th>
<th>Control</th>
</tr>
</thead>
<tbody>
<tr>
<td>sum</td>
<td>2290</td>
<td>1765</td>
</tr>
<tr>
<td>n</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>$\bar{x}$</td>
<td>76.333</td>
<td>58.833</td>
</tr>
<tr>
<td>Varians ($S^2$)</td>
<td>58.506</td>
<td>56.351</td>
</tr>
<tr>
<td>Standard deviasi (S)</td>
<td>7.649</td>
<td>7.507</td>
</tr>
</tbody>
</table>

Berdasarkan rumus di atas diperoleh:

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

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

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

<table>
<thead>
<tr>
<th>No</th>
<th>Kode</th>
<th>Number of Item</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>E-1</td>
<td></td>
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| A   | 3   | 9  | 12 | 16 | 17  | 3  | 13 | 18 |
| D   | 2   | 3  | 7  | 3  | 8   | 3  | 12 | 10 |
| SD  | 1   | 0  | 3  | 2  | 3   | 2  | 1  | 0  |

| %   | 60% | 27% | 30% | 7%  | 73% | 13% | 7%  |
| SA  | 3   | 30%| 40%| 53% | 57% | 10% | 43% |
| A   | 2   | 10%| 23%| 10% | 27% | 10% | 40% |
| D   | 1   | 0% | 10%| 7%  | 10% | 7%  | 3%  |
| SD  | 1   | 100%| 100%| 100%| 100%| 100%| 100%| 100%|

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DOCUMENTATION

EXPERIMENTAL CLASS

USING TELL ME MORE
USING TELL ME MORE

CONTROL CLASS
SAMPLE OF STUDENTS ACTIVITIES IN TELL ME MORE

A. Word Searches
B. Dictation

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
### Dictation

Click on the loudspeaker, listen, then write.

<table>
<thead>
<tr>
<th>Number</th>
<th>Sentence 1</th>
<th>Sentence 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>My cousin Lisa is four</td>
<td>My cousin Lisa is four.</td>
</tr>
<tr>
<td>2</td>
<td>She can spell</td>
<td>She can spell.</td>
</tr>
<tr>
<td>3</td>
<td>She can count up to a hundred</td>
<td>She can count up to a hundred</td>
</tr>
<tr>
<td>4</td>
<td>She knows the alphabet</td>
<td>She knows the alphabet.</td>
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<tr>
<td>5</td>
<td>It's hard for her to pronounce this word</td>
<td>It's hard for her to pronounce this word.</td>
</tr>
</tbody>
</table>

### Dictation

Click on the loudspeaker, listen, then write.

<table>
<thead>
<tr>
<th>Number</th>
<th>Sentence 1</th>
<th>Sentence 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Bob wears glasses</td>
<td>Bob wears glasses.</td>
</tr>
<tr>
<td>2</td>
<td>He can't see if he isn't wearing them</td>
<td>He can't see if he isn't wearing them.</td>
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<tr>
<td>3</td>
<td>He is always looking for them</td>
<td>He is always looking for them.</td>
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<tr>
<td>4</td>
<td>He always leaves them in his bedroom.</td>
<td>He always leaves them in his bedroom.</td>
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<tr>
<td>5</td>
<td>But he never forgets to put on his watch</td>
<td>But he never forgets to put on his watch.</td>
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STUDENTS PRE TEST AND POST TEST

PRE TEST

Nama : Siti Laksadjur N
No. Absen : 28
Kelas : X PAS

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
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
PRE TEST

Nama: Lalithah C. A  
No. Absen: 10  
Kelas: X FBS  

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  
   X  He is pretty tall with dark brown hair
   d. He is short with blue hair
   
   How old is Tim?
   a. 32 years old
   b. 23 years old
   X  30 years old
   d. 33 years old

Audio for question from 3-5

3. How is Tina's hair?
   a. Dark brown
   b. Straight blond
   c. Long black  
   X  Very curly red
   
   Why does Tina use interesting glasses?
   a. She can't see clearly
   b. She is at beach now  
   X  She is use it for fun
   d. She need it
   
   How old is Tina?
   a. 8 years old
   X  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
   X  10 years old
   c. 12 years old
   d. 14 years old
  
   What speaker say about Rosy's physical appearance?
   a. Very short
   b. Quite short  
   X  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  
   X  He is strong and fat
   d. He has long hair and 32 years old

Audio for question from 10-12

10. She looks like a fashion model. Who is she?
   a. Tina
   b. Alexy
   c. Alice  
   X  Timmy
   
   Why the speaker say that she look like a fashion model?
   a. She is short.
   X  She is slim.
   c. She is fat.
   d. She is happy.
   
   How old is she?
   a. 25 years old
   X  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
   X  Curly Red
   d. Long Black
   
   What color is Helen's eyes?
   a. Blue
   X  Brown
   c. Green
   d. Yellow
   
   What does Helen wears most of times?
   a. Jeans
   b. Sweater
   c. Blouse  
   X  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.
   X  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.
   a. 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

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 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 : Nila Fachirah
No. Absen : 46
Kelas : X PIBS

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
   x. 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. 12 years old
   x. 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
   x. Straight blond
   c. Long black
   d. Very curly red

4. Why does Tina use interesting glasses?
   a. She can’t see clearly
   x. 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
   x. 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
   x. 10 years old
   c. 12 years old
   d. 14 years old

7. What speaker say about Rosy’s physical appearance?
   a. Very short
   x. 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
   x. 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
   x. 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
    x. Alexy
    c. Alice
    d. Timmy

11. Why the speaker say that she looks like fashion model?
    a. She is short.
    x. She is slim.
    c. She is fat.
    d. She is happy.

12. How old is she?
    a. 25 years old
    x. 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
    x. Short Blue
    c. Curly Red
    d. Long Black

14. What color is Helen’s eyes?
    a. Blue
    x. Brown
    c. Green
    d. Yellow

15. What does Helen wears most of times?
    a. Jeans
    x. Sweater
    c. Blouse
    d. Skirt

Audio for question from 16-18

16. How is George physical appearance?
    a. Very tall and has long arms.
    x. 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.
   x a. He is tall and has long arms
   x b. He has a dog
   c. He is generous and warm-hearted
   d. He is cute

19. How is younger uncle John’s appearance?
   a. Had a thin dark hair and handsome
   x 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
   x 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
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 thin  
   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, 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
16. 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
15. 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

8 = 16
5 = 2
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
16. What is John's older brother's hobbies?
   a. Studying and reading.
   b. Telling jokes and philosophy.
   c. Listening music and studying.
   d. Working out and telling a story.
19. John's father knows 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
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!

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
   X. Quite tall and well-built

2. Which statement is incorrect?
   a. His brother has short brown hair.
   X. 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
   X. Bore

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

5. What they do if they meet?
   a. Go to library
   X. 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.
   X. My brother looks a bit like a younger version of Vin Diesel.

7. Who is the speaker friend?
   a. Sarah
   X. Deborah
   c. Farah
   d. Vera

8. Sarah’s … and … to be around.
   a. Funny and enjoy
   b. Cheerful and nice
   c. Fun and moody
   X. Cheerful and fun

9. How long the speaker know his friend?
   a. 12 years.
   X. 11 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
    X. Sister

13. How tall is John’s younger brother?
    a. 180 cm
    b. 170 cm
    c. 160 cm
    X. 150 cm

14. John’s mother is as tall as his ______
    a. Father
    b. Older brother
    c. Younger brother
    X. 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
    X. Big Scar

Audio for question from 17-20
17. How many people is John’s family?
    a. Four
    X. Five
    c. Seven
    d. Eight
17. What does he do every day to lose his weight?
   a. Running with his dog.
   X 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
   X 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
   X b. Slim and had a thick dark hair
   c. Handsome and well-built
   d. Slim and bold

20. How is lastest uncle John’s appearance?
   a. Has thin hair and has a muscle
   X b. Hasn’t got any hair and grown a moustache
   c. Stocky and has a thick hair
   d. Bald and slim

\[ b = 14 \]
\[ g = 6 \]
PRE TEST

Nama: M. Sholeh
No. Absen: X TK-1
Kelas: 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
   x. He is short with 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
   x. 23 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
   x. Long black
   x. Very curly red

4. Why does Tina use interesting glasses?
   a. She can't see clearly
   x. She is at beach now
   x. She is use it for fun
   d. She need it

5. How old is Tina?
   a. 8 years old
   x. 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
   x. 10 years old
   x. 12 years old
   d. 14 years old

7. What speaker say about Rosy's physical appearance?
   a. Very short
   x. Quite short
   x. 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
   x. 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. 23 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
    x. Alexy
    x. Alice
    d. Timmy

11. Why the speaker say that she look like fashion model?
    a. She is short.
    x. She is slim.
    x. She is fat.
    d. She is happy.

12. How old is she?
    a. 25 years old
    b. 24 years old
    x. 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
    x. Curly Red
    d. Long Black

14. What color is Helen's eyes?
    a. Blue
    b. Brown
    x. Green
    d. Yellow

15. What does Helen wears most of times?
    a. Jeans
    x. Sweater
    c. Blouse
    d. Skirt

Audio for question from 16-18
16. How is George physical appearance?
    x. 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.
19. How is younger uncle John's appearance?
   a. Had a thin dark hair and handsome
   b. Slim and had a thick dark hair
   x. Handsome and well-built
   d. Slim and bald

20. How is lastest uncle John's appearance?
   a. Has thin hair and has a muscle
   x. Hasn't got any hair and grown a moustache
   c. Stocky and has a thick hair
   d. Bald and slim

11. What does he do every day to lose his weight?
   a. Running with his dog.
   x. Walking around with his cat.
   c. Go to gym with his cat.
   d. Playing with his dog.

12. Why the speaker like him?
   a. He is tall and has long arms
   x. He has a dog
   c. He is generous and warm-hearted
   d. He is cute
PRE TEST

Nama : Rhawan Alphanto
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 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

Audio for question from 10-12
9. How old is Tim?
   a. 32 years old
   b. 23 years old
   c. 30 years old
   d. 33 years old
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 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

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

\[ B = 11 \]
\[ S = 9 \]
PRE 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 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

   X. How old is Brian?
   a. 13 years old
   b. 30 years old
   c. 3 years old
   X. 23 years old

Audio for question from 3-5

3. How is Tina’s hair?
   a. Dark brown
   b. Straight blond
   c. Long black
   X. Very curly red

4. Why does Tina use interesting glasses?
   a. She can’t see clearly
   b. She is at beach now
   X. She is use it for fun
   d. She need it

5. How old is Tina?
   a. 8 years old
   X. 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
   X. 12 years old
   d. 14 years old

7. What speaker say about Rosy’s physical appearance?
   X. 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
   X. 23 years old
   c. 30 years old
   d. 33 years old

Audio for question from 10-12

10. She looks like a fashion model. Who is she?
    a. Tina
    X. Alexy
    c. Alice
    d. Timmy

11. Why the speaker say that she look like fashion model?
    a. She is short.
    X. She is slim.
    c. She is fat.
    d. She is happy.

12. How old is she?
    a. 25 years old
    X. 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
    X. Curly Red
    d. Long Black

14. What color is Helen’s eyes?
    a. Blue
    b. Brown
    c. Green
    X. Yellow

15. What does Helen wears most of times?
    a. Jeans
    X. 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.
    X. Very tall and has a big head.
    d. Short and has long arms.
15. What is John’s older brother’s hobbies?
   a. Studying and reading.
   b. Telling jokes and philosophy.
   c. Listening to music and studying.
   d. Workout and telling a story.

16. John’s father knows 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
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
   X d. Quite tall and well-built

2. Which statement is incorrect?
   a. His brother has short brown hair.
   X 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
   X 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
   X 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
   X c. Watching film
d. Telling a story

6. The identification of the text is ....
   X 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?
   X a. Sarah
   b. Deborah
   c. Farah
   d. Vera

8. Sarah’s .... and .... to be around.
   a. Funny and enjoy
   b. Cheerful and nice
   X c. Fun and moody
   b. Cheerful and fun

9. How long the speaker know his friend?
   a. 12 years.
   b. 11 years.
   c. 21 years.
   X d. 13 years.

10. Where the speaker know Sarah?
   a. Street
   X 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.
   X 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
   X b. Father
   c. Younger brother
   d. Sister

13. How tall is John’s younger brother?
   a. 180 cm
   X b. 170 cm
c. 160 cm
d. 150 cm

14. John’s mother is as tall as his ....
   a. Father
   b. Older brother
   X c. Younger brother
   d. John

15. What color is John’s mother?
   X a. Red
   b. Brown
   c. Black
   d. Blond

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

Audio for question from 17-20

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

S = 5
B = 15
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 the speaker say about his brother's appearance?
   a. Very short and slim
   b. Quite tall and big
   c. Short and very big
   X. Quite tall and well-built
2. Which statement is incorrect?
   X. 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.
X. This is antonym of funny, accept.....
   a. Dull
   b. Humourless
   c. Entertaining
   d. Bore
X. Why do they talk a couple of times a month?
   a. They don't like talk
   b. They rarely meet
   X. They often meet
   d. They don't like meet each other
5. What they do if they meet?
   a. Go to library
   b. Shopping
   X. Watching film
   d. Telling a story
X. 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.
   X. My brother looks a bit like a younger version of Vin Diesel.

Audio for question from 7-11

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

10. Where the speaker know Sarah?
    a. Street
    X. University
    b. School
    d. Union
11. The identification of the text is....
    a. She's quite short and very slim, with light brown hair.
    X. 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
    X. Father
    c. Younger brother
    d. Sister
13. How tall is John's younger brother?
    a. 180 cm
    X. 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? X
    a. Red
    b. Brown
    X. Black
    d. Blond
16. John says that his father has ______
    a. Glasses
    X. Big muscles
    c. A moustache
    d. Big Scar

Audio for question from 17-20

17. How many people is John's family?
    a. Four
    X. Five
    c. Seven
    d. Eight
18. What is John’s older brother hobbies?
   a. Studying and reading
   x 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
   x. Music
   c. History
   d. Philosophy
20. This is John’s mother interested in. Except ___
   a. Books
   x. Movies
   c. TV shows
   x. K-Drama
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
   x. 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.
   x. He is is going bald.
   x. 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
   x. They rarely meet
   c. They often meet
   d. They don’t like meet each other

5. What they do if they meet?
   x. 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.
   x. He has short, brown hair.
   c. My brother’s really funny.
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Audio for question from 7-11

7. Who is the speaker friend?
   x. Sarah
   b. Deborah
   c. Farah
   d. Vera

x. Sarah’s ..... and ..... to be around.
   a. Funny and enjoy
   x. Cheerful and nice
   c. Fun and moody
   d. Cheerful and fun

x. How long the speaker know his friend?
   a. 12 years.
   x. 13 years.
   b. 11 years.
   c. 21 years.
   d. 16 years.

10. Where the speaker know Sarah?
    a. Street
   x. University
   x. School
   d. Union

11. The identification of the text is ....
    a. She’s quite short and very slim, with light brown hair.
   x. I’m going to tell you about a friend of mine, Sarah.
   c. She’s very pretty and she has a really nice smile.
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14. John’s mother is as tall as his______
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   d. John

15. What color is John’s mother’s hair?
    a. Red
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   d. Blond

Audio for question from 17-20

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\[ B = 11 \]
\[ S = 9 \]
# OBSERVATION CHECKLIST

Nama Peneliti: Alfi Anisa 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.

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**D. Pembelajaran yang memicu dan memelihara keterlibatan siswa**

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<td>5. Menunjukkan hubungan antarribadi yang kondusif</td>
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**E. Penilaian proses dan hasil belajar**

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**F. Penggunaan bahasa**

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**IV. PENUTUP**

**A. Refleksi dan rangkuman pembelajaran**

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**B. Pelaksanaan tindak lanjut**

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Kendal, 31 Oktober 2017
Observer,

Ulfa Laili Maftuhah, S. Pd. I
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<td>3. Menyampaikan pesan dengan gaya yang sesuai</td>
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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 : Alfianda Sofarani  
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

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Kendal, 4 November 2017
Observer,

Ulfa Laili Maftuhah, S. Pd. I
**OBSERVATION CHECKLIST**

Nama Peneliti: Alfiansa Sofiarni  
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.

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IV. PENUTUP

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Kendal, 11 November 2017
Observer,

Ulf 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
Lamp : -
Hal : Mohon Izin Riset
A.n. : Alfianisa Sofiarani
NIM : 133411073

Semarang, 25 Oktober 2017
Kepada Yth. :
Kepala SMK Miiaahul 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
Judul Skripsi : “The Use of Tell Me More Software to Teach Listening Skills (An Experimental Study for the Tenth Grade of SMK Miiaahul Huda Limbangan in the Academic Year 2017/2018)”
Pembimbing : Daviq Rizal, M.Pd


Demikian atas perhatian dan kerjasama Bapak/Ibu/Sdr. disampaikan terimakasih.
Wassalamu’alaikum Wr. Wb.

Dekan,

[Signature]

Dekan Bidang Akademik

[Stamp]

SYUKUR

Tembusan :
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)
Nomor : 302/SMK.Mifia/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/Akronim : 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, 26 November 2017
Kepala SMK Miftahul Huda

Abdul Ghoes, S. Pd.I
HIPOTESIS:

a. Hipotesis Varian:

H_0 : Varian rata-rata hasil belajar siswa kelas eksperimen dan kontrol adalah tidak identik.
H_1 : Varian rata-rata hasil belajar siswa kelas eksperimen dan kontrol adalah identik.

b. Hipotesis Rata-rata:

H_0 : Rata-rata hasil belajar siswa kelas eksperimen ≤ kontrol.
H_1 : Rata-rata hasil belajar siswa kelas eksperimen > kontrol.

DASAR PENGAMBILAN KEPUTUSAN:

H_0 DITERIMA, jika nilai t_hitung ≤ t tabel
H_0 DITOLAK, jika nilai t_hitung < t tabel atau t_hitung > t tabel

HASIL DAN ANALISIS DATA:

<table>
<thead>
<tr>
<th>Group Statistics</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nila'i_admin</td>
<td>30</td>
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<td>kontrol</td>
<td>30</td>
<td>88.8333</td>
<td>7.52670</td>
<td>1.27033</td>
</tr>
</tbody>
</table>
1. Pada kolom Levene's Test for Equality of Variances, diperoleh nilai sig. = 0.700. Karena sig. = 0.700 > 0.005, maka H₁ DITERIMA, artinya kedua varian rata-rata hasil belajar siswa kelas eksperimen dan kontrol adalah identik.


3. Nilai t tabel (58,0.05) = 1.67 (two tails). Berarti nilai t hitung = 9.297 > t tabel = 1.67 hal ini berarti H₀ DITOLAK, artinya, rata-rata hasil belajar siswa kelas eksperimen lebih baik dari rata-rata pretest belajar kelas kontrol.

Semarang, 07 Januari 2018
Ketua Prodi Statistika

Atika Nurani A, S.Si, M.Si
PIAGAM
Nomor : B-289/Un.10.0/L.1/PP.03.06/05/2017

Lembaga Penelitian dan Pengabdian ke Pada Masyarakat (LP2M) Universitas Islam Negeri (UIN) Walisongo Semarang, menerangkan bahwa:

Nama : ALFIANISA SOFIARANI
NIM : 133411073
Fakultas : ILMU TARBIYAH DAN KEGURUAN


Dr. H. Sholihan, M.Ag.
NIP. 19600604 199403 1003

Ketua
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 (UN) "Walisongo"
Semarang

On November 7th, 2015

and achieved the following result:

<table>
<thead>
<tr>
<th>Listening Comprehension</th>
<th>Structure and Written Expression</th>
<th>Vocabulary and Reading</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>47</td>
<td>42</td>
<td>47</td>
<td>453</td>
</tr>
</tbody>
</table>

Give in Semarang,
March 4th, 2016

Director,

Dr. H. Muhammad Sufullah, M.Ag.

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CURRICULUM VITAE

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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