

**THE USE OF TOP-DOWN LISTENING STRATEGY TO  
TEACH DESCRIPTIVE TEXTS  
(An Experimental Research at the Ninth Grade of SMP Negeri 31  
Semarang in the Academic Year of 2017/2018)**

**THESIS**

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



Arranged by:

Rizky Cikita Maulani

NIM: 133411074

**FACULTY OF EDUCATION AND TEACHER TRAINING  
WALISONGO STATE ISLAMIC UNIVERSITY  
SEMARANG  
2017**

## THESIS STATEMENT

I am, the student with the following identity:

Name : Rizky Cikita Maulani  
Students' Number : 133411074  
Department : English Language Education

certify that the thesis under the title:

THE USE OF TOP-DOWN LISTENING STRATEGY TO TEACH  
DESCRIPTIVE TEXTS (An Experimental Research at the Ninth  
Grade of SMP N 31 Semarang in the Academic Year of 2017/2018)

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

Semarang, January 08<sup>th</sup>, 2017

The Researcher

**Rizky Cikita Maulani**

NIM. 133411074



KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI WALISONGO  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN  
Jl. Prof. Dr. Haruka Kampus II Ngaliyan  
(024) 7601295 Fax. 7615387 Semarang 50185

RATIFICATION

Thesis with the following identity:

Title : **The Use of Top-Down Listening Strategy to Teach Descriptive Texts  
(An Experimental Research at the Ninth Grade of SMP Negeri 31  
Semarang in the Academic Year of 2017/2018)**  
Name of Students : Rizky Cikita Maulani  
Student's number : 133411074  
Department : English Education Department

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

Day : Friday  
Date : January 19<sup>th</sup> 2018

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NIP. 19781103 200701 2 016

Examiner I

**Siti Tarwiyah, SS. M.Hum**  
NIP. 19721108 199903 2 001



Examiner II

**Dra. Hj. Ma'rifatul Fadhilah, M.Pd**  
NIP. 19620803-198903 2 003

Advisor,

**Daviq Rizal, M. Pd**  
NIP. 19771025 2007 01 1015

**ADVISOR NOTE**

Semarang, 08<sup>th</sup> January 2018

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

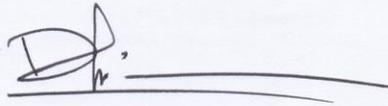
*Assalamu'alaikum Wr. Wb*

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

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Name of Student : Rizky Cikita Maulani  
Student Number : 133411074  
Department : English Language Education

I state that the thesis is ready to be submitted in joining last examination.

Advisor,



**Daviq Rizal M.Pd**

NIP. 19771025 2007 01 1015

## DEDICATION

*In the name of Allah the Beneficent and the most Merciful,  
The thesis is dedicated for the special one,  
My lovely parents, who are my source of strength (Mr. Subagja and  
Mrs. Heny Nugraeny)  
My brother (Thoriq Syafar Albani)  
Love and respect are always for them.  
Thanks a lot for love, pray, patience, support, motivation,  
contribution, and sacrifice given to me.*

## ABSTRACT

**Title** : **The Use of Top-Down Listening Strategy to Teach Descriptive Texts (An Experimental Research at the Ninth Grade of SMP Negeri 31 Semarang in the Academic Year of 2017/2018)**

**Writer** : **Rizky Cikita Maulani**

**NIM** : **133411074**

The background of the study in this research was based on the phenomena that students in SMP N 31 Semarang usually got bored to learn listening because in the learning process. The teacher still focused on the old learning model: the students just listen to the cassettes and answer the teacher's question. The objective of this study is to explain the effectiveness of using top-down strategy to improve listening skill of descriptive texts for the ninth grade of SMPN 31 Semarang in the academic year of 2017/2018. The method of this research was an experimental study. The subjects of this research were the ninth grade students of SMPN 31 Semarang. The research methodology was an experimental research that conducted in two classes; the experimental class (IX D) and the control class (IX A) as samples. The IX D was taught by using top-down and the IX A was taught without top-down (just conventional teaching). The instruments used to collect the data were documentation and test. The try-out test had been tried out to find out the validity, reliability, difficulty level, and discriminating power before it was used to gather the data. After tried out the try-out test, the pre-test and post-test were conducted. The formula used to analyze the data was t-test. It was used to determine the significant difference between students' scores in experimental class and students' scores in control class. After the data had been collected by using test, it was found that the pre-test average of the experimental group was 60.17 and the control group was 58.83. The post-test average of the experimental group was 78.00 and the post-test of the control group was 66.50. The post-test showed that the

average of the experimental class was higher than the control class (78.0 > 66.5). The obtained t-test was 5.008 while the t-table was 1.67 for alpha ( $\alpha$ ) 5%. The t-test score was higher than t-table (5.008 > 1.67). It was meant that  $H_a$  was accepted while  $H_o$  was rejected. Since t-test score was higher than the t-table, top-down strategy was effective in improving student's listening skill of descriptive texts SMPN 31 Semarang in the academic year of 2017/ 2018. Finally the researcher suggests to the teachers that they should use top-down as one of strategy in teaching listening of descriptive texts.

Keywords: Top-Down Strategy, Teaching Listening, Descriptive Text

## ACKNOWLEDGEMENTS

*Bismillahirrahmanirrahiim*

First, in the name Allah the most gracious, most merciful and praise to Allah SWT, lord of the universe who has given health, spirit, inspirations, and protections to the researcher to complete this research paper as a partial fulfillment of the requirements for getting bachelor degree of education.

Second, Shalawat and Salam always dedicated to our beloved prophet Muhammad SAW, the last prophet, and the prophet who had brought us from the darkness to the brightness, from stupidity to cleverness.

The researcher realizes that this thesis cannot be completed without the help of others. Many people who have already helped me during the writing this thesis and it would be impossible to mention of all them. I wish, however, to give sincere gratitude and appreciation to all persons until this thesis can be completely finished. It is entitled **THE USE OF TOP DOWN LISTENING SKILL STRATEGY TO TEACH DESCRIPTIVE TEXTS (An Experimental Research at the Ninth Grade of SMP N 31 Semarang in the Academic Year of 2017/2018)** is a thesis for readers who want to know more about the effectiveness of using Top-Down Strategy to teach listening on descriptive text.

Therefore, I would like to extend my appreciation to all of them, especially to:

1. Dr. H. Rahardjo, M.Ed,St as the Dean of Tarbiyah and Teacher Training Faculty
2. Dr. H. Ikhrom, M.Ag as the Head of English Education Department
3. Daviq Rizal, M.Pd as the thesis advisor who had the responsibility for his patience in providing careful guidance, helpful correction, good advice as well as suggestion and

encouragement during the consultation. There is no word to describe how thankful I am to my nice lecturer.

4. All lecturers in English Department of Tarbiyah Faculty for valuable knowledge, and advices during the years of my study
5. Sumrih Rahayu, S.Pd, M.Pd as the headmaster of SMP Negeri 31 Semarang who had allowed the researcher to carry out the research
6. Kusriyanto, S.Pd as the English Teacher of SMP Negeri 31 Semarang who helped the researcher during the research
7. My deepest gratitude to my lovely parents (Mr. Subagja and Mrs. Heny Nugraeny) also my brother (Alba) who always support emotionally and materially with prayer, love and patience.
8. All of My best friends (Alfi, Vivi, Diah, Apri, Milla, Zaki, Neli) who always helped me during my ups and downs
9. Gigih, Bachtiar, Arif, Ijah who always encouraged me to finish this research
10. Last but not least, all friends in English Department B 2013 and those who cannot be mentioned one by one have supported, gave motivation, and pray to the researcher to finish this study

Finally the researcher realizes that this thesis is far from being perfect, therefore the researcher will happily accept constructive criticism in order to make it better. The researcher hopes that the thesis would be beneficial to everyone. Amin

Semarang, 08<sup>th</sup> January 2018

**Rizky Cikita Maulani**

NIM: 133411074

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# CHAPTER I

## INTRODUCTION

### A. Background of the Research

Underwood (1989) stated that listening is the activity of paying attention and trying to get meaning for something we hear. Listening is a complicated process that enables the brain to construct meaning from the sounds heard and to understand spoken language.<sup>1</sup> Van Duzer explained that listening is a critical element in the competent language performance of the foreign language learners either they are communicating at school, work, or in the community.<sup>2</sup> Listening is an exact activity to pay attention and to get the meaning from the sounds we heard.

Mandelsohn explained that listening comprehension as —the ability to understand the spoken language of native speakers. Listening is the ability to interpret the speaker’s intention in addition to other abilities such as processing the linguistic forms like speech speed and fillers, understanding the whole message

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<sup>1</sup> Carmen E.H Villegas, *The Inclusion of Bottom Up and Top Down Strategies in Listening Comprehension Tasks for Second Semester Students from an English Licenciatura Programa*. (Pereira: Universidad Tecnologica De Pereira, 2013). p. 13

<sup>2</sup> Al-Qaraghooly and Al-Bermani. *The Effect of Top-Down and Bottom-Up Processing on Developing EFL Students’ Listening Comprehension*. (Iraq: Al-Fatih Journal, 2010). p. 15

contained in the discourse, comprehending the message without understanding every word, and recognizing different genres.<sup>3</sup>

Some of the students in junior high school have not understood and reached the *functional* level well. They still have some difficulties in the listening lesson especially in understanding what speaker says. They are also lack of vocabulary mastery. Many teachers in Indonesia always do the same method to teach listening: playing some recorders or watching a video. The method is less effective. The teachers should have an interesting method or technique for teaching listening.

Depdiknas stated that one of the scopes of the study of English in junior high schools is to understand and to create various short functional texts and monologues as well as essays in the form of descriptive, recount, narrative, procedure, and report.<sup>4</sup> In terms of listening skills, the students are expected to develop their skills in expressing meaning through simple texts in daily life context to interact with each other. In other words when students have reached their *functional* level, they can understand some texts like procedure, descriptive, narrative etc.

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<sup>3</sup> Gilakjani and Ahmadi. *A Study of Factors Affecting EFL Learners' English Listening Comprehension and the Strategies for Improvement*. (Finland: Academy Publisher Manufactured in Finland, 2011) p. 978

<sup>4</sup> Eka Febriani. *Improving Students' Skills in Writing Procedure Texts by Using Picture Series for the Seventh Grade Students of SMP N 3 Mertoyudan in the Academic Year of 2013/2014*, thesis, (Yogyakarta: Yogyakarta State University, 2014), p. 2

Descriptive text is a kind of text that describes the features of someone, something, or a certain place.<sup>5</sup> The readers can depict the object, person, or place in their mind clearly. The generic structures of descriptive text consist of identification and description.

According to the problems above, there is a new strategy to improve students listening comprehension that acknowledged as *top down* listening skill. *Top down* means using prior knowledge and experiences; we know about certain topics and situations and use that knowledge to understand the topics.<sup>6</sup> *Top-down* processing, on the other hand, refers to the use of background knowledge in understanding the meaning of a message. Bottom-up processing goes from language to meaning; top-down processing goes from meaning to language.<sup>7</sup>

In SMP Negeri 31 Semarang, English is one of main subjects for seventh, eighth and ninth grades. Ninth grades students were chosen since they are considered as teenage students. They usually like something new and interesting. Also they are in the state of preparing for National Examination, which English is one of the subjects that will be tested. The teacher sometimes is neglecting the listening section and only focused on reading and writing skill.

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<sup>5</sup> E-book: Departemen Pendidikan Nasional, *English in Focus*, (Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional, 2008), p.16.

<sup>6</sup> Steven Brown. *Teaching Listening*. (New York: Cambridge University Press, 2006) p. 2

<sup>7</sup> Jack C. Richards. *Teaching Listening and Speaking: from Theory to Practice*. (New York: Cambridge University Press, 2008) p. 4,7

That is why listening was chosen to help the students to practice their listening skills and also preparing for National Examination.

From teaching listening at the ninth grade, there is a problem that has been found like vocabulary misunderstanding. It can happen because the students are not accustomed to speak English in daily conversation, they tend to speak their mother tongue that is Bahasa Indonesia. Lack of training and practice of listening is also one of the reasons why this research was conducted.

There are many ways to make a fun learning process. One of them is by using top down as the teaching process. Top down is using students' knowledge. It means students can easily comprehend with the topics or the situations given in the learning process because they experience it themselves. And they can understand the information well.

Based on the explanation above, the researcher wants to conduct a research entitled “The Use of Top-Down Listening Skill Strategy to Teach Descriptive Texts (An Experimental Research for the Ninth Grade Students of SMP Negeri 31 Semarang in the Academic Year of 2017/2018)”

## **B. Reasons for Choosing the Topic**

There are some reasons for choosing the topic:

1. Listening is one of the important skills that the students need to learn.
2. Descriptive is one of the text types that the students of Junior High School have to master.

3. Most of students think listening is difficult to learn, teacher need to create an interesting and enjoyable situation in learning process
4. The students can be more active in learning English by using top-down strategy.
5. The top-down strategy is an interesting method to teach listening. It can be an easy way to improve students' listening ability on descriptive text.

### **C. Research Question**

This thesis is guided through the following major question:

1. How effective is the use of Top-down Listening Strategy to teach Descriptive Texts to the Ninth Grade of SMP Negeri 31 Semarang in the Academic Year of 2017/2018?

### **D. Objective of the Research**

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

1. To explain the effectiveness of using Top-down Listening Strategy to improve students' ability in listening especially to understand Descriptive Texts in the Ninth Grade Students of SMP Negeri 31 Semarang in the Academic Year of 2017/2018

## **E. Significances of the Research**

This research was expected to give advantages as follows:

### 1. Theoretically

The research will enrich the technique of English teaching and learning especially in listening skill.

### 2. Practically: the results of the research were expected to be as follows:

#### a. The Teachers

This research was expected to be kind of evaluation and reference for English teacher in developing interesting methods to support the EFL teaching and learning process in the classroom especially for teaching descriptive text.

#### b. The Students

This research was conducted to improve the listening skills of the students and to give high motivation on learning English, so the teaching learning process will run successfully.

#### c. The Readers

This research could give knowledge about *top-down* listening skill and the result of the study is expected to be a reference for the next researcher.

#### d. The Next Researchers

For the next researchers will get some knowledge and experiences in teaching, especially in listening descriptive text.

## **F. Limitation of the Research**

Research should be limited in its scope, so that the problem being examined is not too wide and the research is effective. The limitations of the research are as follow:

1. The research subject of this research was the students of class IX of SMP Negeri 31 Semarang in academic year of 2017/2018
2. The instruments of the research were test and documentation
3. Because of many kinds of teaching technique and method, Top-Down Strategy used to teach listening and the text focused on descriptive text.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Research

Considering the topic discussed in this thesis, there are some research have been done related to this topic are:

1. The thesis has entitled “*The Use of Top-Down Strategy to Improve Students’ Listening Comprehension of Hortatory Exposition Text (A Classroom Action Research in Class XI IPA SMA Wira Usaha Bandungan in the Academic Year 2013/2014)*”, by Nur Wachid (11310063)<sup>1</sup>. This research was a classroom action research that aimed at knowing whether there was any significant improvement in the students’ listening comprehension through implementing top-down strategy. The objective of the research is to describe the implementation of top-down strategy to improve students’ listening comprehension of hortatory exposition text in the class XI IPA SMA Wira Usaha Bandungan in the academic year of 2013/2014. According to the data analysis, the researcher concluded that there was an improvement of students listening comprehension by using top-down strategy. It could be seen from the mean

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<sup>1</sup> Nur Wachid (11310063), *The Use of Top-Down Strategy to Improve Students’ Listening Comprehension of Hortatory Exposition Text (A Classroom Action Research in Class XI IPA SMA Wira Usaha Bandungan in the Academic Year 2013/2014)*, thesis, (Salatiga: English Department of Education Faculty State Institute for Islamic Studies, 2014)

score of pre-test and post-test. This research found that the students involved actively in teaching and learning processes, they were more encouraged and confident to cite their idea about the topic of the listening materials.

The similarity with this thesis is both used top-down strategy to teach listening. The differences can be explained as the thesis focused on Hortatory Exposition and scope of the research is Senior High School Students. While this research focused on Descriptive Text and scope of the study is Junior High School Students.

2. The Journal entitled "*The Inclusion of Bottom Up and Top Down Strategies in Listening Comprehension Tasks for Second Semester Students from an English Licenciatura Programa*", by Carmen Elena Henao Villegas (2013)<sup>2</sup>. This research aims at reporting the impact of the incorporation of learning strategies on the design and implementation of listening comprehension tasks as well as at describing participants' perceptions when being exposed to these tasks. The objective of the research is a state university located in the growing-region of Colombia with six participants from the degree

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<sup>2</sup> Carmen E.H Villegas, *The Inclusion of Bottom Up and Top Down Strategies in Listening Comprehension Tasks for Second Semester Students from an English Licenciatura Programa*. (Pereira: Universidad Tecnologica De Pereira, 2013)

program. The results obtained that the implementation of listening comprehension tasks foster participants learning strategies. Furthermore, a change in learners' perceptions towards listening tasks was evidenced since prior linguistic knowledge is activated; increasing listening comprehension proficiency and active participation in the process. Therefore, the present study provides essential information for students and teachers alike, about the design and implementation of listening comprehension tasks.

The similarity with this thesis is both used top-down strategy to teach listening. The difference can be explained as the thesis focused on second semester student. While this research focused on Junior High School.

3. A journal entitled "*Improving High School English Language Learners' Second Language Listening Through Strategy Instruction*" by Karen A. Carrier (2003).<sup>3</sup> This research aimed that listening strategy instruction should be part of the ESL curriculum. The objective of the study is Intermediate ESL class in Midwestern U.S rural high

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<sup>3</sup> Karen A. Carrier. *Improving High School English Language Learners' Second Language Listening Through Strategy Instruction*, journal, (USA: ProQuest Professional Education, 2003)

school. Six of the participants were native Spanish speakers and the seventh participant was a native Albanian speakers. Three of the participants were female and four were male. Their ages ranged from 14 to 17 years old. The data was gathered by achievement test. The finding of the research showed that participants' pre-test and post test showed that there was a statistically significant difference both in video listening and note taking abilities.

The similarity between the research and the journal is this research focused on teaching listening instruction and the objectives are in the same age range. The difference can be explained as the journal used strategy instruction. While this research used top down strategy.

From those some previous researches, the researcher concluded that listening becomes one of the problematic skills in learning English. Teacher needs to find some interesting methods and media to teach listening. Some of the previous researches concerned about the manual media in teaching listening, and others are concerned about the top-down strategy.

In this research, the researcher tried to combine them. The researcher is interested in conducting a research about the use of top-down listening skills strategy to teach descriptive texts, because as the researcher knows, the use of top-down

listening skill strategy to teach descriptive text has less been conducted.

## **B. Theoretical Review**

### **1. Listening**

#### **a. Definition of Listening**

Listening is one of the important skills in language learning. The role of listening in second language learning is undeniable.<sup>4</sup> According to Mendelshon listening plays an essential role in communication with 40-50% in listening, 25-30% in reading, 11-16% and 9% in writing. Purdy defined listening as the active and dynamic process of attending, perceiving, interpreting, remembering, and responding.<sup>5</sup>

Listening is the natural precursor to speaking; the initial phases of language enlargement in a person's first language (and in naturalistic acquisition of other languages) are dependent on listening.<sup>6</sup>

Listening is the first communication skill we develop

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<sup>4</sup> Anastasia Romanova, *Listening Comprehension: Facilitating Strategies*, (Moldova: Euromentor Journal, 2017), 65

<sup>5</sup> Abbas P. Gilakjani & Mohammad R. Ahmadi. *A Study of Factors Affecting EFL Learners' English Listening Comprehension and the Strategies for Improvement*. (September. 2011). *Journal of Language Teaching and Research* Vol. 2, No. 5, p. 977-978

<sup>6</sup>I.S.P Nation and J Newton, *Teaching ESL/EFL Listening and Speaking*,(New York : Roudlege,2009),p. 37

in the moment we are born. In order to change the message from argument, the speaker to listener must be active. It contributes knowledge from linguistic and non-linguistic source. The nature of listening comprehension is students should be stimulated to do an active process of listening for meaning. It used not only linguistic guidance but also non-linguistic knowledge.<sup>7</sup>

From the explanation above listening skill is a combination of hearing what another person says and psychological involvement with the person who is talking. This process involves understanding a speaker's accent or pronunciation, a speaker's grammar, vocabulary, and comprehending their meaning.

b. Types of Listening

Nation and Newton explain that we can distinguish two types of listening. The first type is one-way listening—typically associated with the transfer of information (transactional listening). The second type is two-way listening—typically associated with maintaining social relations

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<sup>7</sup> William Littlewood, *Communicate Language Teaching An Introduction*, (New York : Cambridge University Press, 1991), p.66-67

(interactional listening). The example of one-way listening can be seen in the extensive use monologues in older listening materials. The example of two ways listening is in our everyday interactions.<sup>8</sup>

Tyagi divided types of listening based on objective and manner in which the listener takes and respond to the process of listening, they are:

**Tabel 2.1<sup>9</sup>**

1	Active listening	Listening in a way that demonstrates interest and encourages continued speaking.
2	Appreciative listening	Looking for ways to accept and appreciate the other person through what they say. Seeking opportunity to praise. Alternatively listening to something for pleasure, such as to music
3	Attentive listening	Listening obviously and carefully, showing attention.
4	Biased listening	Listening through the filter of personal bias i.e the person hears only

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<sup>8</sup> .S.P Nation and Jonathan Newton, *Teaching ESL/EFL Listening and Speaking*, (New York: Routledge, 2009), p. 40

<sup>9</sup> Babita Tyagi, *Listening : An Important Skill and Its Various Aspects*, (India: The Criterion an International Journal in English, 2013), p.4-5

		what they want to listen.
5	Casual listening	Listening without obviously showing attention. Actual attention may vary a lot.
6	Comprehension listening	Listening to understand. Seeking meaning (but little more).
7	Critical listening	Listening in order to evaluate, criticize or otherwise pass judgment on what someone else says.
8	Deep listening	Seeking to understand the person, their personality and their real and unspoken meanings and motivators.
9	Discriminative listening	Listening for something specific but nothing else (example. a baby crying).
10	Empathetic listening	Seeking to understand what the other person is feeling. Demonstrating this empathy.
11	Evaluative listening	Listening in order to evaluate, criticize or otherwise pass judgment on what someone else says.
12	Inactive listening	Pretending to listen but actually spending more time thinking.
13	Judgmental listening	Listening in order to evaluate, criticize or otherwise pass judgment

		on what someone else says.
14	Partial listening	Listening most of the time but also spending some time day-dreaming or thinking of a response.
15	Reflective listening	Listening then reflecting back to the other person what they have said.
16	Relationship listening	Listening in order to support and develop a relationship with the other person.
17	Sympathetic listening	Listening with concern for the well-being of the other person.
18	Therapeutic listening	Seeking to understand what the other person is feeling. Demonstrating this empathy.
19	Total listening	Paying very close attention in active listening to what is said and the deeper meaning found through how it is said.

According to Michael Rost, there are six types of listening practice. The first type is intensive listening that focuses on phonology, syntax and lexis. Selective listening is focusing on main ideas and pre-set tasks. Interactive listening is focusing on becoming active as a listener; an effort to clarify meaning or

form. Extensive responsive listening is focusing on learner response to input. And the last is autonomous listening that focuses on learner management of progress, navigation of ‘Help’ options.<sup>10</sup>

Some experts have different opinion about types of listening. Nation and Newton divided types of listening into two, one-way listening (transactional listening) and two-way listening (interactional listening). Tyagi divided types of listening based on objective and manner in which the listener takes and respond to the process of listening. Michael Rost has another opinion about types of listening. He divides it into six types of listening focus. They are intensive listening, selective listening, interactive listening, extensive listening, responsive listening, and autonomous listening.

c. Micro and Macro in Listening

Brown (2007) stated that Richards in 1983, in a seminal article, has introduced a complete taxonomy of aural skills, named *microskills*, later adapted by Brown and discussed under the notions of *microskills* and *macroskills*; the former designates skills at the

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<sup>10</sup> Michael Rost, *Teaching and Researching Listening Second Edition*, (Britain: Pearson Education Limited, 2011) , p.183

*sentence level*, the latter, however, outlines skills at the *discourse level*.<sup>11</sup>

Each of the four areas of language proficiency involves a variety of micro skills. These skills are often overlooked by teachers as an area of instructional focus; however, ELLs may not have had opportunities to acquire these skills. They may need direct instruction and time to use the skills in order to fully participate in the classroom lessons. Examples of micro skills in listening area are provided below.

### **Listening**

- Retain chunks of language in short-term memory.
- Discriminate between the distinctive sounds of English.
- Recognize reduced forms of words.
- Process speech at different rates of delivery.
- Process speech containing pauses, errors, corrections, and other performance variables.
- Recognize grammatical word classes (e.g., nouns and verbs), systems (e.g., tense, agreement, and pluralization), patterns, rules, and elliptical forms.
- Recognize cohesive devices in spoken discourse.

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<sup>11</sup> H. Douglas Brown. *Teaching by Principle: An Interactive Approach to Language Pedagogy Second Edition*. (New York: Addison Wesley, 2001)

- Recognize the communicative functions of utterances, according to situations, participants, and goals.
- From events, ideas, etc. described, predict outcomes, infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, and generalization
- Distinguish between literal and implied meaning.
- Develop means of retaining information<sup>12</sup>

d. Problems in teaching and learning Listening

Underwood organizes the major problems in listening. First problem is lack of control over the speed at what speakers speak. Next, the students tend to not being able to get things repeated. The students' limited vocabulary. The students fail to recognize the "signals". It is difficult to explain something. Another one is the inability to concentrate and the last one is established learning habits.<sup>13</sup>

According to Tyagi listening is not easy and there are a number of problems that stand in the way

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<sup>12</sup> Teachscape. *Microskills for Listening, Speaking, Reading and Writing*, ([www.teachscape.com/content/el003flv/01\\_modeling/view\\_mod01/microskills.pdf](http://www.teachscape.com/content/el003flv/01_modeling/view_mod01/microskills.pdf), accessed on Monday, 22<sup>nd</sup> January 2018 at 5.43 A.M)

<sup>13</sup> Hande Yilmaz and Fatih Yavuz, *The Problems Young Learners Encounter During Listening Skills*, (Istanbul: Elsevier Ltd, 2015), p 2047

of effective listening. The first problem is physiological barriers that happened when some people may have hearing problems that affects them from listening properly. The second is physical barriers that referred to distraction in the environment such as the sound of an air conditioner. Next obstacle is attitudinal barriers that happened when someone is concerned with personal matters or works and it will be difficult to pay attention completely on what speaker is saying. Cultural barriers happened when accent of someone can be barriers to listening, since they affect with the ability to understand the meaning of words that pronounced differently. Next problem is gender barriers. Some studies have showed that men and women listen very differently and for different reasons. Women are more likely to listen for the emotion behind a speaker's words, when men listen more for the facts and the content. Next is lack of training that happened when listening is developed through practice and training because listening is not an inborn skill. And the last is bad listening habits that happened when most of people are very average listeners that have developed poor listening habits

that are hard to say and that act as barriers to listening.<sup>14</sup>

According to Goh (1999) the most mutual problems faced by students in listening are quickly forgetting what is heard, they cannot distinguish the words, they understand the message but not the intended message, they neglect next part while thinking about meaning, they are incapable to form a mental depiction from words heard. Apart from that, Goh also accentuates the problem of concentrating and lost the beginning of text.<sup>15</sup>

The common problems of listening are students are not able to understand what the speaker says and lack of vocabulary building. Besides, the difficulties of listening are not only from the learners but also from the outside of the learners. Therefore, if we have defined the difficulties of the listening comprehension, it means that we can find ways to solve the problem.

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<sup>14</sup> Babita Tyagi, *Listening : An Important Skill and Its Various Aspects*, (India: The Criterion an International Journal in English, 2013), p.6-7

<sup>15</sup> Hande Yilmaz and Fatih Yavuz, *The Problems Young Learners Encounter During Listening Skills*, (Istanbul: Elsevier Ltd, 2015), p 2047

e. Suggestions to overcome Students' Listening Comprehension Difficulties

There are some suggestions to overcome some of students' listening problems. Listening activities should be provided based on the students' requirements. Teachers should provide students with different types of media like lectures, radio news, films, TV, announcements, everyday conversations, and interviews. Teachers should explain their students with the rules of pronunciation in order to help them hear the different forms of quick natural speech and ask them to imitate native speakers' pronunciation. Teachers should help their students to develop the needed skills of listening comprehension. Teachers should use body language such as pointing and facial expressions. Teachers should provide chances for developing top-down and bottom-up processing skills.<sup>16</sup>

According to Tyagi there are some ways to overcome difficulties in listening. Face when the speaker says something. Preserve eye contact to the degree that you all remain comfortable. Minimize

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<sup>16</sup> Abbas Pourhosein Gilakjani & Narjes Banou Sabouri, *Learners' Listening Comprehension Difficulties in English Language Learning: A Literature Review*, (Iran: Journal of Canadian Center of Science and Education, 2016), p 128-129

external interruptions such as TV, book, magazine etc. Respond properly to show that you understand. Focus merely on what the speaker is saying. Keep on mind and wait until the speaker is finished before deciding. Ask questions for clarification, but wait until the speaker has finished.<sup>17</sup>

Dutte explained some strategies to overcome listening barriers. Podcasting provides the listener's brain much exposure to native speaker's speech. This activity effectively shortens the gap between the formal English that controls in most language classrooms and the informal English used in most real life communication actions. Narrating or acting out a story is also very beneficial activity to develop imagination, pretending, pantomime and physical organization. Revise and repeat what is listened. We have the ability to focus and pay attention to ways that we usually don't. Listen to the tone. Observe non-verbal communication such as facial expressions, postures, gestures and eye-movements are all useful to get the message.<sup>18</sup>

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<sup>17</sup> Babita Tyagi, *Listening : An Important Skill and Its Various Aspects*, (India: The Criterion an International Journal in English, 2013), p.6

<sup>18</sup> Mahendra J. Dutte. *Strategies and Approaches to Overcome Listening Barriers*. (March. 2016). Journal of Pune Research Scholar Vol 2, Issue 1, p. 3-4.

There are some ways to overcome listening barriers from inside—from the students themselves and from outside—the teachers, medias, and the students' surroundings. For example from the inside, the students need to minimize the external distractions and need to practice listening. From the outside the teacher should provide students with fun way of listening so that the students can be more active.

## 2. Listening Comprehension

### a. Listening Comprehension

O'Malley, Chamot, and Kupper (1989) in Pourhossein Gilakjani & Ahmadi, (2011) said that listening comprehension is an active process in that the listener constructs meaning through using indications from contextual information and from recent knowledge, while depend on numerous strategic resources to perform the task requirement.<sup>19</sup>

The purpose of listening is to understand a message. It is necessary for the listener to have the ability of effective listening to organize and remember what is presented. Listening involves giving attention to the sounds for the purpose of understanding the

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<sup>19</sup> Abbas P. Gilakjani & Mohammad R. Ahmadi. *A Study of Factors Affecting EFL Learners' English Listening Comprehension and the Strategies for Improvement*. (September. 2011). *Journal of Language Teaching and Research* Vol. 2, No. 5, p. 978

meaning. Listening as comprehension is the traditional way of thinking about the nature of listening. Indeed, in most methodology manuals *listening* and *listening comprehension* are synonymous. This view of listening is based on the assumption that the main function of listening in second language learning is to enable understanding of spoken discourse. We will examine this view of listening in some detail before considering a balancing view of listening – listening as acquisition. This latter view of listening considers how listening can provide input that triggers the further development of second-language proficiency.<sup>20</sup>

From the explanation above listening comprehension is an active process which an active process in which the listener has to find the meaning by using codes from contextual information and from existing knowledge. And the purpose of listening is to understand a message as it is given.

b. Listening Comprehension Strategies

Goh explained teachers should increase learners' knowledge of vocabulary, grammar, and phonology. Many researchers such as Conrad,

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<sup>20</sup> Jack C Richards, *Teaching Listening and speaking from Theory to Practice From Theory to Practice*, (USA: Cambridge University Press, 2008), p.3

O'Malley and Chamot, and Rost and Ross, and Azmi Bingol, Celik, Yidliz, and Tugrul Mart expressed that there are three types of strategies in listening comprehension. Azmi Bingol, Celik, Yidliz, & Tugrul Mart explained cognitive strategy is related to understanding and gathering input in short term memory or long-term memory for later use. According to Rubin, meta-cognitive strategy is management techniques used by learners to control their learning through planning, checking, assessing, and changing. Vandergrift and Abdalhamid expressed that socio-affective strategy is the technique that listeners use to cooperate with others, to check their comprehension, and to reduce their apprehension.<sup>21</sup>

According to Morley and Lawrence, listening comprehension lessons should have definite goals and they should be clearly stated. Listening comprehension lessons should be constructed with careful step by step planning. This suggests that listening activities move from the simple to the more complex ones. Listening comprehension lessons

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<sup>21</sup> Abbas Pourhosein Gilakjani & Narjes Banou Sabouri, *Learners' Listening Comprehension Difficulties in English Language Learning: A Literature Review*, (Iran: Journal of Canadian Center of Science and Education, 2016), p 124-125

should provide a communicative necessity for remembering to develop concentration. Listening comprehension lessons should emphasize conscious memory work. Listening comprehension lessons should “teach” not “test.” It means that the goal of checking the learners’ responses should be viewed only as feedback, as a way of allowing the learners understand how they did and how they are progressing.<sup>22</sup>

Buck also identifies two kinds of listening comprehension strategies. The first one is cognitive strategy that deals with mental activities related to comprehending and storing input in memory. He divides cognitive strategies into three. Comprehension processes that associated with linguistic and non-linguistic input, storing and memory process, and then using and retrieval processes. And the second one is metacognitive strategy that deals with conscious or unconscious mental activities that perform an executive function in the management of cognitive strategies. There are four types which are assessing

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<sup>22</sup> Seyedeh Masoumeh Ahmadi, *The Importance of Listening Comprehension in Language Learning*, (Rasht: University of Guilan, 2016), p. 9

the situation, monitoring, self-evaluating, and self-testing.<sup>23</sup>

From explanation above we can conclude that there are some strategies in listening comprehension. They are cognitive strategy, meta-cognitive strategy and social-affective strategy. Cognitive strategy deals with mental activities related to comprehending and storing input in memory. Meta-cognitive strategy deals conscious or unconscious mental activities that perform an executive function in the management of cognitive strategies. The last one is social-affective strategy deal with techniques that listeners use to cooperate with others, to check their comprehension, and to reduce their apprehension.

### **3. Top Down Strategy**

#### **a. The Definition of Top-Down**

Brown and Yule stated that top down place great importance to background knowledge, particularly the understanding of context for successful listening comprehension. They state that listeners encounter spoken language in real life in context of situation. The native listener usually has a prior knowledge about this context,

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<sup>23</sup> Jack C Richards, *Teaching Listening and speaking from Theory to Practice From Theory to Practice*, (USA: Cambridge University Press, 2008), p.11

which helps him to deal with the difficulties associated with spoken discourse.<sup>24</sup>

The idea of prior knowledge is one part of the cognitive model language processing. That model says that when people listen or read, we process the information we hear both top-down and bottom-up. *Top-down* means using our prior knowledge and experiences: we know certain things and situations and use that information to understand.<sup>25</sup>

Top-down processing, on the other hand, refers to the use of background knowledge in understanding the meaning of a message. Whereas bottom-up processing goes from language to meaning, top-down processing goes from meaning to language.<sup>26</sup>

Top-down processes involve the listener in going from the whole—their prior knowledge and their content and rhetorical schemata—to the parts. In other words, the listener uses what they know of the context of communication to predict what the message will contain,

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<sup>24</sup> Zerín Alam and Begum S. Sinha, *Developing Listening Skills for Tertiary Level Learners*, (Dhaka: The Dhaka University, 2009), p. 52

<sup>25</sup> Steven Brown, *Teaching Listening*, (New York: Cambridge University Press, 2006) p. 2

<sup>26</sup> Steven Brown, *Teaching Listening*, (New York: Cambridge University Press, 2006) p. 7

and uses parts of the message to confirm, correct or add to this. The key process here is inference.<sup>27</sup>

Hedge explains that in such an approach the learner uses knowledge of language and ability to process acoustic signals to make sense of the sounds that speech presents to us.<sup>28</sup>

From the explanation above that top-down strategy is based on the students' knowledge and experience. The students know the content of the message.

#### b. Teaching Top-Down Processing

Top-down processing is a whole approach where considerable stress is given to context. Hedge recommends the following strategies for top-down listening. *First*, listeners will work out the purpose of the message by considering contextual clues, the content and the setting.. *Second*, listeners will activate schematic knowledge and bring knowledge of scripts into play in order to make sense of content. *Third*, listeners will try to match their perception of meaning with the speaker's intended meaning, and this will depend on the many different

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<sup>27</sup> I.S.P Nation and Jonathan Newton, *Teaching ESL/EFL Listening and Speaking*, (New York: Routledge, 2009), p. 40

<sup>28</sup> Zerín Alam and Begum S. Sinha, *Developing Listening Skills for Tertiary Level Learners*, (Dhaka: The Dhaka University, 2009), p. 51

factors involved in listening, both top-down and bottom-up.<sup>29</sup>

According to Richards, the activities to develop top-down listening skills are students generate a set of questions they expect to hear about a topic, then listen to see if they are answered. *Second*, Students generate a list of things they already know about a topic and things they would like to learn more about, then listen and compare. *Third*, Students read one speaker's part in a conversation, predict the other speaker's part, then listen and compare. *Fourth*, Students read a list of key points to be covered in a talk, then listen to see which ones are mentioned. *Fifth*, Students listen to part of a story, complete the story ending, then listen and compare endings. *Sixth*, Students read news headlines, guess what happened, then listen to the full news items and compare.<sup>30</sup>

Richards also stated that top-down's exercises to develop the learners' ability in listening are use keywords to construct the schema of a discourse, infer the setting for a text and the role of participants and their goals. Also infer cause of effects and unstated details of a situation. And the

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<sup>29</sup> Zerin Begum and Begum S. Sinha, *Developing Listening Skills for Tertiary Level Learners*, (Dhaka: The Dhaka University, 2009), p. 52

<sup>30</sup> Jack C Richards, *Teaching Listening and speaking from Theory to Practice From Theory to Practice*, (USA: Cambridge University Press, 2008), p.9-10

last is anticipating questions related to the topic or situation.<sup>31</sup>

There are so many ways to teach top-down processing. The teacher can use media such as pictures, video, mind-map to learn more about a topic. Also the teacher can construct the schema of a discourse, infer the setting for a text and the role of participants and their goals.

c. The difference between top-down and bottom up

Top-down processing, on the other hand, refers to the use of background knowledge in understanding the meaning of a message. Whereas bottom-up processing goes from language to meaning, top-down processing goes from meaning to language.<sup>32</sup>

In top-down processing the learners required previous knowledge about the topic of discourse, situational or contextual knowledge, or knowledge in the form of “schemata” or “scripts”—plans about the overall structure of events and the relationships between them. In the bottom up processing the learners need a large vocabulary

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<sup>31</sup> Jack C Richards, *Teaching Listening and speaking from Theory to Practice From Theory to Practice*, (USA: Cambridge University Press, 2008), p.9

<sup>32</sup> Steven Brown, *Teaching Listening*, (New York: Cambridge University Press, 2006) p. 7

and a good working knowledge of sentence structure to process texts bottom-up.<sup>33</sup>

#### 4. Descriptive Text

Descriptive text is a text which says what a person or a thing is like.<sup>34</sup> Description is used in all forms of writing to create a vivid impression of a person, place, object or event e.g. to describe a special place and explain why it is special.

Ann Hogue mentions that Descriptions are “word pictures” it is related to how something looks, feels, smells and sound.<sup>35</sup> Description enables the categorization or classification of an almost infinite range of experiences, observations and interactions into a system that orders them for immediate and future reference, and allows us to know them either objectively or subjectively, depending on the learning area or intent of the writer.<sup>36</sup>

According to George, A description of an object is an analysis of its parts. Each important part of the object is

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<sup>33</sup> Jack C Richards, *Teaching Listening and speaking from Theory to Practice From Theory to Practice*, (USA: Cambridge University Press, 2008), p 4 & 7

<sup>34</sup> Prastikawati and Siti Musarokah, *Writing 3: Handouts and Assignments*, (Semarang: IKIP PGRI Semarang, 2010), p. 40.

<sup>35</sup> Ann Hogue, *First Step in Academic Writing*, (USA: Longman, 1996), p. 72.

<sup>36</sup> Peter Knapp and Megan Watkins, *Genre, Text, Grammar*, (Australia: University of New South Wales, 2005), p. 97.

examined in a descriptive paragraph. A description does not contain the feelings of the writer. Instead, the description of each part is factual.<sup>37</sup>

Descriptive is a written English text in which describes a concrete or abstract object. It can be a person, animal, school, or house. Descriptive has a social function which describes a particular person, place, or thing.<sup>38</sup> As drawing anything into canvas, writing descriptive must show that anything has to be described with much detail. Descriptive text must describe thing or phenomenon actually. Describing an object means to bring the reader to imagine or see a thing or phenomenon described. In a description, the physical characteristics of each part (size, weight, shape, etc) are emphasized, and the function (use each part) is mentioned.<sup>39</sup>

Descriptive is text containing two components, identification and description by which a writer describes a person, animal, or house.

#### 1) Identification

Identification is often called introduction. It is the part of the generic structure that introduces the character. Identification usually answers the

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<sup>37</sup> George M. Rooks. *Paragraph Power 2<sup>nd</sup> Edition*. (New York: Pearson Education, 1999), p. 51

<sup>38</sup> Prastikawati and Siti Musarokah, *Writing 3...*, p. 40.

<sup>39</sup> George M. Rooks. *Paragraph Power 2<sup>nd</sup> Edition*. (New York: Pearson Education, 1999), p. 51

questions; what is the topic of the text, and what is the text above.<sup>40</sup>

## 2) Description

Description is part of generic structure that consist of parts, qualifies and characteristics of an object.<sup>41</sup>

The language features of a descriptive text are use of particular nouns, use of detailed noun groups to provide information about the subject. The next is use of a variety of types of adjectives, use of relating verbs to provide information about the subject, use of thinking and feeling verbs to express the writer's personal view about the subject or to give an insight into the subject's thoughts and feelings, use of action verbs to describe the subject's behavior, use of adverbials to provide more information about this behavior, use of similes, metaphors and other types of figurative language, particularly in literary

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<sup>40</sup> E-book: Departemen Pendidikan Nasional, *English in Focus*, (Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional, 2008) p. 16.

<sup>41</sup> Prastikawati and Siti Musarokah, *Writing 3: Handouts and Assignments*, (Semarang: IKIP PGRI Semarang, 2010), p. 40

descriptions.<sup>42</sup> The example of descriptive text is as follow.<sup>43</sup>

**Table 2.2**

<b>Title</b>	<b>The Sea Eagle</b>
<b>Identification</b>	There is an eagle nesting on the tree top near my grandparent's house in Pangandaran. It was a sea eagle.
<b>Description</b>	<p>The color of its feathers is light brown. It has a strong and sharp yellowish beak. Its claws are very sharp. It hunts for fish in the sea but sometimes it hunts chickens and small birds.</p> <p>Eagles have many sizes, shapes, and colors, but the sea eagle is easy to recognize because it has a strong a streamlined, sharp beak and a stream-line body.</p> <p>Its forelimbs (or arms) serve as wings. This means that they are of little use</p>

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<sup>42</sup> Tossi Ana Ari Utami, *Improving the Ability in Writing Descriptive Texts through Brainstorming Technique for Grade VIII Students at SMP N 1 Piyungan*. A thesis (Yogyakarta: Yogyakarta State University, 2014), p. 31

<sup>43</sup> E-book: Departemen Pendidikan Nasional, *English in Focus*, (Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional, 2008), p.16.

	<p>for anything except flying. It walks on two legs and has a very flexible neck and strong beak to handle foods, to care for its feathers, and for many other jobs that non-flying animals do with paws, claws, or hands on their forelimbs</p>
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Descriptive text is a text which focuses to describe someone or something in particular. The generic structures of descriptive are identification and description. The descriptive texts use simple present tense, detailed noun groups, varieties of adjectives to express the writer's personal view about the subject.

### C. Hypothesis

Hypothesis is defined as the provisional answer toward the research problem or research question<sup>44</sup>

Based on the statements above, the working hypothesis of the research can be stated as follow:

The use of top-down listening skill strategy to teach descriptive texts was effective for ninth grade students of SMP Negeri 31 Semarang in the academic year of 2017/2018.

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<sup>44</sup> Sugiyono, *Metode Penelitian Pendidikan, pendekatan Kuantitatif, Kualitatif dan R&D*, (Bandung: Alfabeta, 2010), p.6

## CHAPTER III

### METHOD OF THE RESEARCH

#### A. Design of the Research

The method was an experimental research. Considering the purposes of the research and the nature of the problems, this research is quantitative one. According to Arikunto “experiment is the way to look for the cause of relationship causality between experiment class and control class”<sup>1</sup>. It is to show the aims for using the method that is top-down strategy to teach listening skill. The experimental research is divided into two groups, an experimental group and a control group. An experimental group is given a new treatment and control group receive a usual treatment.

This research aimed to investigate the effectiveness of using Top-Down strategy to teach listening of descriptive text. The research design of experiment could be described as follows:

E	O <sub>1</sub>	X	O <sub>2</sub>
C	O <sub>3</sub>	Y	O <sub>4</sub>

Where:

E = Experiment Group

C = Control Group

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<sup>1</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: PT. Rineka Cipta, 2013), p.9

O<sub>1</sub> = pre-test for experimental group

O<sub>2</sub> = post-test for experimental group

O<sub>3</sub> = pre-test for control group

O<sub>4</sub> = post-test for control group

X = treatment using top-down strategy

Y = treatment without using top-down strategy

Based on the design above, subjects of the research are an experimental group (top line) and a control group (bottom line). The quality of subjects can be checked by pre-testing (O<sub>1</sub> and O<sub>3</sub>). Then, the new treatment (will be taught by using top-down strategy) will be applied into the experimental group. The treatment symbolized as “X”. While, the control group will be taught without using top-down strategy and is symbolized as “Y”. The test will be held in the form of listening. The results of post-test (O<sub>2</sub> and O<sub>4</sub>) will be computed statistically.

## **B. Setting of the Research**

### **1. Subject and Place of the Research**

This research was conducted at SMP Negeri 31 Semarang at Jl. Tambakharjo, Semarang. The subject of this research was the students of Ninth Grade of SMP Negeri 31 Semarang in the Academic Year of 2017/2018 in the first semester. There were eight classes XI A until XI H.

## **2. Time of the Research**

This research was conducted from October 18<sup>th</sup> to November 11<sup>th</sup> on the first semester in the academic year of 2017/2018.

## **3. Procedures of the Research**

In collecting data, there were some procedures of the research, those steps are:

- a. Preliminary visit (meet the administration office)

The administration officer was visited to get the information about teacher and students as participants.

- b. Contact the headmaster

The headmaster of SMP Negeri 31 Semarang was asked to give the permission.

- c. Contact the English Teacher

English teacher in charge was asked to give the data of students and the schedule of the class.

- d. Give the try-out test

In this section, the tryout test was given to IX C students. A try out test will be used to make sure that the measuring instrument has such characteristics as validity and reliability of instrument test.

- e. Give the pre-test

In this section, the pre-test was given to the experimental class and control class to know how far the

students understand the material. 20 questions of multiple choices were given to the students. The students listened to the audio and choose the answer based on their knowledge.

f. Give the treatment

In this section, the experimental group received a new treatment using top-down listening skill strategy in the teaching descriptive texts, while the control group will receive the usual treatment in the teaching descriptive texts.

g. Give the post-test

In this section, the post-test was given to experimental group and control group. It used to measure the improvement of students' achievement in listening descriptive texts. 30 questions of multiple choices were given to the students. The students listen to the audios to answer the questions.

The procedures of collecting data could be seen in the following table:

**Table 3.1**

No	Task	Plan	Date
1	Preliminary visit (meet the administration	Letter of Pre- Research	Wednesday, October 18, 2017

	officer)		
2	Contact the headmaster	Gave letter of research	Thursday, October 19, 2017
3	Contact the English Teacher	Discussed the schedule and guidance of the research	Friday, October 20, 2017
4	Give the Try Out Test	Try-out worksheet	Monday, October 23, 2017
5	Give the Pre-Test	Pre-Test worksheet	- Control Class Monday, October 30, 2017 - Experimental Class Tuesday, October 31 2017
6	Give the First Treatment	Lesson plan, worksheet, teaching materials, Top-Down Listening Skill Strategy (experiment class)	- Control Class Thursday, November 2, 2017 - Experimental Class Wednesday, November 1, 2017
7	Give the Second Treatment	Lesson plan, worksheet,	- Control Class Monday,

		teaching materials, Top-Down Listening Skill Strategy (experiment class)	November 6, 2017 - Experimental Class Tuesday, November 7, 2017
8	Give the Post-Test	Post-test worksheet	- Control Class Thursday, November 9, 2017 - Experimental Class Wednesday, November 8, 2017

## C. Population, Sample and Technique Sampling

### 1. Population

Population is a generalization that consists of subject or object, which has certain characteristic and quality that will be studied and put in the conclusion.<sup>2</sup> In other words, population is the big research group chosen to generalize the result of the research. The population of the research was the ninth grade students of SMP Negeri 31 Semarang in the Academic Year of 2017/2018. The ninth grade students of SMP Negeri 31 Semarang were divided into eight classes.

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<sup>2</sup> Sugiyono, *Metode Penelitian Kuantitati Kualitatif dan R&D*, (Bandung: Alfa Beta, 2008), p.80

There are IX A, IX B, IX C, IX D, IX E, IX F, IX G and IX H. There are 30-35 students in each class. The total number of the populations is:

**Table 3.2**

Class	Female	Male	Total
IX A	16	14	30
IX B	18	17	35
IX C	17	18	35
IX D	16	14	30
IX E	17	18	35
IX F	16	17	33
IX G	14	18	32
IX H	16	16	32
Total	130	132	262

## 2. Sample

Sample is a representative of population that will be observed.<sup>3</sup> Samples were taken in this research because the participants are more than 100. If the participants are less than 100, it is better to take them all as the sample<sup>4</sup> Samples of this research is class IX A as the control group and class

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<sup>3</sup> Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik* (Jakarta: PT Rineka Cipta, 2006), p. 131

<sup>4</sup> Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik* (Jakarta: PT Rineka Cipta, 2006), p. 134

IX D as the experimental group and selected by random sampling.

### **3. Technique Sampling**

In this research, simple random sampling technique was used. It is simple because the way of taking sample from population is done randomly without considering the strata or level of the population. Simple random sampling technique is used if the member of population is homogeny.<sup>5</sup> Two classes were chosen as samples in this research. They are IX A for control group and IX D for experimental group.

In getting sample of the research, there are some procedures that have to be followed. Because there are eight classes at ninth grade of SMP Negeri 31 Semarang, the samples were chosen by random selected from eight papers A until H. These papers were well mixed and paper A and D were selected.

### **D. Research Variable**

Variable is a variation object of the study. There are two types of variable; dependent variable (y) and independent variable (x). The dependent variable is the variable of focus or the central variable on, which other variables will act if there is any

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<sup>5</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R & D*, p.82

relationship. The independent variable is the variable to determine the relationship with the dependent variable.<sup>6</sup> In this research, the variables are:

1. The Independent Variable (X)

Independent Variable in this research is the use of top-down listening strategy in teaching learning process. And the indicators are:

- a. Teacher shows a picture of Jokowi and asks the students “How does he look like?” and “what kind of personality is he?”.
- b. Students answer some questions with their background of knowledge like “Jokowi is handsome” “Jokowi is rich” etc.
- c. Teacher shows a video of Raditya Dika and the students response with background knowledge.

2. The Dependent Variable (Y)

Dependent Variable in this research is students’ listening of descriptive text. The researcher measures it by testing, and the indicators are:

- a. Students make mind map about describing people

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<sup>6</sup> Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, p. 118-119.

- b. Students explain the language features of descriptive texts
- c. Students explain the meaning of listening text about describing people
- d. Students write a descriptive text about family

### **E. Technique of Data Collection**

Technique of data collection is very important in this research. Arikunto explained that data source in a research is basically source of where a researcher gets the data, depends on the necessary and kind of information that is needed.<sup>7</sup> To get the accurate data, the appropriate data were selected for the problem statement, there were:

#### 1. Test

In simple terms, test is as a method that is used to measure competence, knowledge, intelligence, and ability of talent, which is possessed by individual or group to collect data.<sup>8</sup> Test is an instrument to collect the data response about the question or exercise to measure students' achievement in learning process. The purpose

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<sup>7</sup> Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, p. 193

<sup>8</sup> H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (San Fransisco: Longman, 2004), p. 3.

of the test is to know how students' ability in listening descriptive text.

In this research, pre-test and post-test were conducted.

a. Pre Test

The pre-test was given to students before being taught using top-down listening skill strategy. The test was given in the experimental and control class. This test took before treatment is start.

b. Post-test

The post-test was given to both of the class: experimental and control class. The test has been given in order to know students' achievement on listening descriptive text after treatment using top-down listening skill strategy (experimental class) and without using top-down listening skill strategy (control class).

The score of students' achievement can be calculated by using this following formula:

$$\text{Score} = \frac{\text{The number of righth answer}}{\text{The number of questions}} \times 100\%$$

## 2. Documentation

Documentation is finding out of the data about things or variables such as notes, transcripts, books, agenda, and so on.<sup>9</sup> In this research, the data was gained by the help of English teacher. The data are related to the object of research such as students' name list and pictures.

## 3. Observation

In this phase the activities was observed in the class. English teacher was asked to help to analyze the result of observation checklist. The result of pre-test and post-test was analyzed to know whether students' listening skill improved or not.

## **F. Technique of Data Analysis**

### **1. Try Out Test**

A Try out test will be used to make sure that the measuring instrument has such characteristics as the validity and reliability of instrument test. The instrument that will be tried out was the composition test. The result of the test was used to find out the validity and reliability, difficulty level and also the discrimination power of each item.<sup>10</sup>

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<sup>9</sup> Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik* (Jakarta: PT Rineka Cipta, 2006), p. 274

<sup>10</sup> Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, p. 167

The tryout test was given to IX C students of SMP Negeri 31 Semarang. From 30 questions of tryout, some items were chosen as the instrument of the test. The choosing of the instrument had been done by considering the validity, reliability, degree of test difficulty and discriminating power.

a. Validity Test

A test is valid if it measures, what it purposes to be measured. The validity of an item can be known by doing item analysis.<sup>11</sup> It is counted using product – moment correlation formula:

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

Where :

$r_{xy}$  = The correlation of the score on two halves of the test

N = The number of students

X = The score of each component test

Y = The total score of correct answers

$\Sigma X$  = The sum of total X in each class

$\Sigma Y$  = The sum of total score from each student in class

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<sup>11</sup>Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: PT Rineka Cipta, 2010), p. 65

$\Sigma XY$  = The sum of multiple score from each students with the total score

$\Sigma X^2$  = The sum of the square score in each component of test

$\Sigma Y^2$  = The sum square of total score from each student in the class

Calculation result of  $r_{xy}$  is compared with  $r_{table}$  of product moment by 5% degree of significance. If  $r_{xy}$  is higher than  $r_{table}$ , the item of question is valid.<sup>12</sup>

b. Reliability Test

Reliability means “consistent and dependent”.<sup>13</sup> It refers to the consistency of test score. Besides having high validity, a good test should have high reliability too. Alpha formula is used to know reliability of test is Spearman-Brown.

$$r_{11} = \frac{2 X r_{xy}}{\sqrt{1 + r_{xy}}}$$

Where :

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

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<sup>12</sup> Suharsimi Arikunto., *Prosedur penelitian Suatu Pendekatan Praktik*, p. 78.

<sup>13</sup> H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, p.20

$r_{xy}$  = the correlation between scores of each test

$r_{11}$  = the reliability test

N = The number of students

X = The total of odd scores

Y = The total of even score

$\Sigma X$  = The sum of total X

$\Sigma Y$  = The sum of total Y

$\Sigma XY$  = The sum of X multiple Y

$\Sigma X^2$  = The sum of the square score in each component of test

$\Sigma Y^2$  = The sum square of total score from each student in the class

Calculation result of  $r_{11}$  is compared with  $r_{table}$  of product moment by  $\alpha = 5\%$  of significance. If  $r_{11}$  is higher than  $r_{table}$ , the item of question is reliable.<sup>14</sup>

c. Degree of Test Difficulty

A good question is a question that neither really difficult nor too easy. Formula for degree of test difficulty is:

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

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<sup>14</sup> Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan 2<sup>nd</sup> Edition* (Jakarta: Bumi Aksara, 2016) p. 107

Where :

P = Index of difficulty

B = The number of students who answer an item correctly

JS = The total number of students

The Index of difficulty level can be classified as follows:<sup>15</sup>

$0,00 < P \leq 0,30$  is difficult

$0,30 < P \leq 0,70$  is medium

$0,70 < P \leq 1,00$  is easy

d. Discriminating Power

Discrimination power tells how the item performs in separating the better students from the poorer students. If the good students tend to do well on an item and the poor students do badly on the same item, then the item is a good one because it differentiates between the good students and the bad students.

The formula to calculate the index of discriminating power is:<sup>16</sup>

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<sup>15</sup> Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan, Revised Ed.*, (Jakarta: Bumi Aksara, 2016) 7<sup>th</sup> Ed., p. 223

<sup>16</sup> Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan* (Jakarta: Bumi Aksara, 2016) 7<sup>th</sup> Ed, p. 228

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

Criteria:

- $D \leq 0.20$  : Very Bad
- $0.00 < D \leq 0.20$  : Bad
- $0.21 < D \leq 0.40$  : Enough
- $0.41 < D \leq 0.70$  : Good
- $0.71 < D \leq 1.00$  : Very Good

Where:

$D$  = Discriminating index

$J_A$  = Number of all students in the upper group

$J_B$  = Number of all students in the lower group

$B_A$  = Number of students in the upper group who answered the item correctly

$B_B$  = Number of students in the lower group who answered the item correctly

## 2. Pre-Requisite Test

Pre-test was given before the treatments. The researcher determined the statically analysis technique whether both groups have normal distribution. If the data have normal and homogeny distribution, the treatment and teaching can be conducted to both classes.

### a. Normality Test

It is used to know the normality of the data that is going to be analyzed whether both groups have normal distribution or not. The normality test with Chi-square is done to find out the distribution data.<sup>17</sup> The formula is:

$$X^2 = \sum_{i=1}^k \left( \frac{O_i - E_i}{E_i} \right)^2$$

Where:

$X$  = Chi-quadrat

$O$  = Frequency that was obtained from data

$E$  = Frequency that was hoped

$k$  = the sum of interval class

If  $X^2 \text{ count} > X^2 \text{ table}$  so the data is not normal distribution and the other way if the  $X^2 \text{ count} < X^2 \text{ table}$  so the data is normal distribution.<sup>18</sup>

Step by step Chi-square test is as follows:

- (1) Determine the Range (R); the largest data reduced the smallest
- (2) Determine many interval classes (K) with formula:  

$$K = 1 + (3,3) \log n$$
- (3) Determine the length of the class, using the formula:

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<sup>17</sup> Sudjana, *Metode Statistika*, (Bandung:Tarsito 1996), p.273.

<sup>18</sup> Sudjana., *Metode Statistika*, (Bandung: Tarsito, 2005), p. 272.

$$P = \frac{\text{range}}{\text{number of class}}$$

- (4) Make a frequency distribution table
- (5) Determines the class boundaries (bc) of each class interval.
- (6) Calculating the average  $\bar{X}$ , with the formula:

$$\bar{X} = \frac{\sum f_i x_i}{\sum f_i}$$

- (7) Calculate variants, with the formula:

$$S = \sqrt{\frac{\sum f_i (x_i - \bar{x})^2}{n - 1}}$$

- (8) Calculate the value of Z, with the formula:

$$z = \frac{x - \bar{x}}{s}$$

X = limit class

$\bar{x}$  = Average

S = Standard deviation

- (9) Devine the wide area of each interval
- (10) Calculate the frequency expository ( $E_i$ ), with formula:  
 $E_i = n \times \text{wide area}$  with the n number of sample
- (11) Make a list of the frequency observation ( $O_i$ ), with the frequency expository as follows:

Class	Bc	Z	P	L	Ei	Oi	$\frac{O_i - E_i}{E_i}$
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(12) Calculate the chi-square ( $X^2$ ), with the formula

$$X^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

(13) Calculate the degree of validity (dk). In the calculation of this data was arranged in list of frequency distribution consisting of k pieces so that the interval to determine the criteria test used formula  $dk=k-1$ , where k was the number of class intervals and  $\alpha = 5\%$

(14) Determining the value of  $X^2$  table

(15) Determining the distribution normality with test criteria:

If  $X^2_{count} > X^2_{table}$  so the data was not normal distribution and in other way if the  $X^2_{count} < X^2_{table}$  so the data was normal distribution.

b. Homogeneity Test

It was meant to get the assumption that sample of research came from a same condition or homogenous. David Nunan explained a test should be given to both classes of

students before the experiment just to make sure that the both classes really are the same.<sup>19</sup> The formula is:

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

Where:

Vb : Bigger variance

Vk: Smaller variance

The hypotheses in homogeneity test are:

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

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

If the calculation result of  $f_{count}$  is lower than  $f_{table}$  ( $f_{count} < f_{table}$ ) by 5% degree of significant so Ho is accepted, it means the data is homogeneous or both of groups have the same variance.<sup>20</sup>

c. Hypothesis

It is used to examine average whether experimental class and the control class that have been decided having significance different average.

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<sup>19</sup> David Nunan, *Research Method in Language Learning* (Cambridge: University Press, 1992), p. 27.

<sup>20</sup> Sugiyono, *Statistika Untuk Penelitian*, (Bandung: Alfabeta, 2007), p. 140.

Criteria:

$$H_0 : \mu_1 = \mu_2$$

$$H_a : \mu_1 \neq \mu_2$$

Where:

$\mu_1$  = Average data of experimental class

$\mu_2$  = Average data of control class

The formula that used in the t-test as follows:<sup>21</sup>

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

With

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

Where:

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

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

$n_1$  : Number of experimental class

$n_2$  : Number of control class

$S_1^2$  : Standard deviation of experimental class

$S_2^2$  : Standard deviation of both classes

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<sup>21</sup> Sudjana, *Metode Statistika*, (Bandung : Tarsito, 1996), p. 239.

If the  $t_{count}$  score is higher than  $t_{table}$  score by using  $\alpha = 5\%$  of significance,  $H_0$  is rejected. It means that  $H_a$  is accepted: There is a significant difference in reading achievement between the experimental and control class.

### 3. Post-Test

Post-test was held after all treatments were conducted. This test was used to measure students' achievement after experimental and control class were given treatments. The result of test was analyzed statistically. There are types of post-test, as follow:

a. Normality test

Normality test in this step is the same as the normality test on the initial data (pre-test).

b. Homogeneity

Homogeneity test in this step is the same as the homogeneity test on the initial data.

c. Hypothesis Test (Right-hand Test)

Hypothetical test in average similarity with the right test (independent t-test) is as follows:

Criteria:

$$H_0 : \mu_1 = \mu_2$$

$$H_a : \mu_1 \neq \mu_2$$

Where:

$\mu_1$  = Average data of experimental class

$\mu_2$  = Average data of control class

The formula that used in the t-test as follows:<sup>22</sup>

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

With

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

Where:

$\bar{X}_1$  : Average of experimental class.

$\bar{X}_2$  : Average of control class.

$n_1$  : Number of experimental class.

$n_2$  : Number of control class.

$S_1^2$  : Standard deviation of experimental class.

$S_2^2$  : Standard deviation of both classes.

Testing criteria that apply  $H_0$  is rejected if  $t_{count} > t_{table}$  with determinate  $df = (n_1 + n_2 - 2)$  and the significant  $\alpha = 5\%$ . And  $H_0$  is accepted for another t.

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<sup>22</sup> Sudjana, *Metode Statistika*, (Bandung : Tarsito, 1996), p. 239.

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

#### **A. The Application of Top-Down Listening Strategy to Teach Descriptive Texts**

In this chapter, the results of the research were described by collecting and analyzing data. The purpose of the research was to measure the use of Top-Down Listening Skill Strategy to teach descriptive texts at the ninth grade of SMP Negeri 31 Semarang in the Academic Year of 2017/2018. The research was conducted from 18<sup>th</sup> October to 11<sup>th</sup> November 2017. The data was obtained by giving test to experimental class and control class.

The implementation of this research was divided into two classes, namely experimental class, which would receive a new treatment and the control class taught without new treatment. The researcher got class IX D, which consisted of 30 students as the experimental class and IX A, which consisted of 30 students as the control class. The number of students was gained from the documentation of the school by English teacher's help.

The try-out was tested to make sure that the measuring instrument has such characteristics as the validity and reliability of instrument test. The instrument that will be tried out was the multiple choice test with 30 questions. The try-out test was conducted on Monday, 23<sup>th</sup> October 2017. The result of test was

used to find out the validity and reliability, difficulty level and also the discrimination power of each item.<sup>1</sup>

The pre-test was given on Monday, 30<sup>th</sup> October 2017 to the control class and on Tuesday, 31<sup>th</sup> October 2017 to the experimental class. Pre-test was conducted to both classes to know that two classes were normal and homogeneous.

After knowing the experimental class and control class that had same variant, the first treatment was led in the experimental class on Wednesday, 1<sup>st</sup> November 2017 and the second treatment on Tuesday, 7<sup>th</sup> November 2017. The first treatment in the control class was conducted on Thursday, 2<sup>nd</sup> November 2017 and second treatment on Monday, 6<sup>th</sup> November 2017. The experimental class was taught by using top-down strategy and the control class was taught by using usual teaching learning method.

After giving the treatment in the experimental class and usual teaching in control class, the post-test was given by conducting multiple choices test of describing people. The post-test was held on Wednesday, 8<sup>th</sup> November in the control class and Thursday, 9<sup>th</sup> November in experimental class. Post-test was given to find out the effectiveness of using top-down Strategy in teaching listening of descriptive text.

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<sup>1</sup> Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, p. 167

## **B. The Effectiveness of Using Top-Down Strategy to Teach Listening Skills**

### **1. Try Out Test**

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

#### **1. Validity of Instrument**

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

It was obtained that from 30 test items: there were 20 test items, which were valid and 10 test items, which were invalid. They were on number 3, 8, 9, 14, 16, 17, 20, 22, 23 and 29. They were invalid with the reason that the computation result of their  $r_{xy}$  value (the correlation of score each item) was lower than their  $r_{table}$  value.

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

$$\begin{array}{ll} N = 35 & \sum X^2 = 29 \\ \sum XY = 665 & \sum Y = 767 \\ \sum X = 29 & \sum Y^2 = 17519 \end{array}$$

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

$$r_{xy} = \frac{35(665) - 29(767)}{\sqrt{\{35(29) - (29)^2\}\{35(17519) - (665)^2\}}}$$

$$r_{xy} = 0.496$$

From the computation above, the result of computing validity of the item number 1 was 0.496. After that, the result to the table of r Product Moment with the number of subject (N) = 35 and significance level 5% it was 0.334. Since the result of computation was higher than r in table, the index of validity of the item number 1 was considered to be valid. The list of the validity of each item can be seen in appendix 9.

## 2. Reliability of Instrument

A good test must be valid and reliable. To get the reliability, the *product moment* formula would be applied and then continued to the *spearman-brown* formula. The formula of product moment as follow:

$$\begin{array}{ll} N = 35 & \Sigma X^2 = 3078 \\ \Sigma XY = 3613 & \Sigma Y = 386 \\ \Sigma X = 320 & \Sigma Y^2 = 4448 \end{array}$$

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

$$r_{xy} = \frac{35 (3613) - 320 (386)}{\sqrt{\{35 (3078) - (320)^2\} \{35 (4448) - (386)^2\}}}$$

$$r_{xy} = 0.7586$$

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

$$r_{11} = \frac{2 X r_{xy}}{\sqrt{1 + r_{xy}}}$$

$$r_{11} = \frac{2 X 0.7586}{\sqrt{1 + 0.7586}}$$

$$r_{11} = 0.8628$$

From the computation above, it was found out that  $r_{11}$  (the total of reliability test) was 0.8628 whereas the number of subjects was 35 and the critical value for *r-table* with significance level 5% was 0.334. 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.

### 3. The Level of Difficulty

The following was the computation of the level difficulty for item number 1 and for the other items would use the same formula:

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

Where :

P = Index of difficulty

B = The number of students who answer an item correctly

JS = The total number of students

Criteria:

$D \leq 0.20$  : Very Bad

$0.00 < D \leq 0.20$  : Bad

$0.21 < D \leq 0.40$  : Enough

$0.41 < D \leq 0.70$  : Good

$0.71 < D \leq 1.00$  : Very Good

$$B = 29$$

$$JS = 35$$

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

$$P = \frac{29}{35}$$

$$P = 0.8286$$

It was proper to say that the index difficulty of the item number 1 above can be said as the easy category,

because the calculation result of the item number 1 was in the interval  $0.71 \leq P \leq 1,00$ .

#### 4. The Discriminating Power

The discrimination power of an item indicated the extent to, which the item discriminated between the tested, separating the more able tested from the less able. The index of discriminating power told us whether those students who performed well on the whole test tended to do well or badly on each item in the test. To do this analysis, the number of try-out subjects was divided into two groups, upper and lower groups. They were upper and lower group.

**Table 4.1**

Upper Group			Lower Group		
No	Code	Score	No	Code	Score
1	T-14	1	1	T-26	1
2	T-03	1	2	T-28	1
3	T-06	1	3	T-02	1
4	T-16	1	4	T-21	0
5	T-09	1	5	T-22	0
6	T-10	1	6	T-25	1
7	T-13	1	7	T-19	1
8	T-17	1	8	T-24	1
9	T-18	1	9	T-29	1
10	T-01	1	10	T-27	1
11	T-04	1	11	T-30	1
12	T-05	1	12	T-23	1

13	T-11	1	13	T-32	1
14	T-07	0	14	T-33	0
15	T-08	1	15	T-35	1
16	T-12	1	16	T-31	0
17	T-15	1	17	T-34	0
18	T-20	1			
TOTAL		17	TOTAL		12

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

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

$$D = \frac{BA - BB}{JA - JB}$$

$$BA = 17 \qquad BB = 12$$

$$JA = 18 \qquad JB = 17$$

$$D = \frac{17 - 12}{18 - 17}$$

$$D = 0.23$$

According to the criteria, the item number 1 above was medium category, because the calculation result of the item number 1 was in the interval  $0.20 \leq D \leq 0.40$ .

According to 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  $x^2_{count} < x^2_{table}$  with  $\alpha = 5\%$  and  $dk = k-1$ .

The result of normality test of experimental and control class pre-test.

**Table 4.2**

No	Class	Test	$x^2_{count}$	$x^2_{table}$	Criteria
1.	Experimental	Pre-test	6,8759	11,07	Normal
2.	Control	Pre-test	2,4276	11,07	Normal

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

## b. Homogeneity Test

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

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

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

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

The result of homogeny test of experimental and control class pre-test.

**Table 4.3**

No	Class	Variance	N	$F_{count}$	$F_{table}$	Criteria
1.	Experimental	131,87	30	1,67	1,86	Homogen
2.	Control	78,76	30			Homogen

Based on the formula:

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

$$F = \frac{131.87}{78.76} = 1.67$$

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 4.4**

Variation source	Experimental	Control
Sum	1805	165
N	30	30
$\bar{X}$	60,17	58,84
Standard Deviation (s)	11,48	8,87
Varians ( $s^2$ )	131,87	78,76

Because  $\sigma_1^2 = \sigma_2^2$  (has same variant/homogen), the formula is:<sup>2</sup>

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

With,

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

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<sup>2</sup> Sudjana. 1996..... p. 239

$$s = \sqrt{\frac{(30 - 1) 131.87 + (30 - 1) 78.76}{30 + 30 - 2}}$$

$$= 10.262$$

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

$$t = \frac{60.17 - 58.83}{10.262 \sqrt{\frac{1}{30} + \frac{1}{30}}} = 0.503$$

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

Based on the computation above, by  $\alpha = 5\%$  and  $df = 30+30 - 2 = 58$  is obtained  $t_{table} = 1,67$  and  $t_{count} = 0.503$ .

$H_0$  is accepted if  $-t_{table} < t_{count} < t_{table}$ . So, it can be concluded that there is not significant different of the average pre-test between experimental and control class, because  $t_{count}$  at the reception area of  $H_0$ .

### 3. Post-Test

#### a. Normality Test

$H_0$  : the data of normal distribution

$H_a$  : the data of un normal distribution

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

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

**Table 4.5**

No	Class	Test	$\chi^2_{count}$	$\chi^2_{table}$	Criteria
1.	Experimental	Post-test	7,5919	11,07	Normal
2.	Control	Post-test	4,0660	11,07	Normal

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

**b. Homogeneity Test**

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

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

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

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

**Table 4.6**

No	Class	Variance	N	$F_{count}$	$F_{table}$	Criteria
1.	Experimental	82,07	30	1,078	1,85	Homogen
2.	Control	76,12	30			Homogen

Based on the formula:

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

$$F = \frac{82,07}{76,12} = 1.078$$

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

**d. Test of the Average**

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

**Table 4.7**

<b>Variation source</b>	<b>Experimental</b>	<b>Control</b>
Sum ( $\sum X$ )	2340	1995
N	30	30
Average ( $\bar{x}$ )	78,00	66,50
Variance ( $s^2$ )	82,07	76,12
Standard Deviation (s)	9,06	8,72

Because  $\sigma_1^2 = \sigma_2^2$  (has same variant/homogen),  
the formula is:<sup>3</sup>

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

With,

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

According to the formula above, it is obtained that:

$$S = \sqrt{\frac{(29)82.07 + (29)76.12}{30 + 30 - 2}}$$

$$= 8.894$$

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

$$t = \frac{78.00 - 65.00}{8.894 \sqrt{\frac{1}{30} + \frac{1}{30}}}$$

$$= 5.008$$

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

Based on the computation above, by  $\alpha = 5\%$  and  $df = 30+30- 2 = 58$  is obtained  $t_{table} = 1,67$  and  $t_{count} = 5.008$ .

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<sup>3</sup> Sudjana. 1996..... p. 239

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 post-test of experimental class and control class. The data, which is used to test the hypothesis is score post-test both of class. To test the difference of average used t-test.

$$H_o: \mu_1 = \mu_2$$

$$H_a: \mu_1 > \mu_2$$

$H_o: \mu_1 = \mu_2$  : it means there is no significant difference between the listening skill improvement of students who were taught by using Top-Down Strategy and who were taught by lecturing (without using Top-Down Strategy)

$H_a: \mu_1 \neq \mu_2$  : it means there is significant difference between the listening skill improvement of students who were taught by using Top-Down Strategy and who were taught by lecturing (without using Top-Down Strategy)

Ha is accepted if  $t_{count} > t_{(1-\frac{1}{2}\alpha)(n_1+n_2-2)}$

**Table 4.8**

No	Source of Variance	Experimental	Control
1.	N	30	30
2.	Average	78,00	66,50
3.	Variance	82,07	76,12
4.	Standard Deviation	9,06	8,72
5.	Maximal Score	90	75
6.	Minimal Score	55	50

**Table 4.9**

Class	N	Average	Variance	Standard Deviation	$t_{count}$	$t_{table}$	Criteria
Experimental	30	78,00	82,07	9,06	5,008	1,67	Ha accepted
Control	30	66,50	76,12	8,72			

Based on the computation above, it is obtained that the average of post test of the experimental class who are taught by using Top-Down Strategy is 78.00 and standard deviation (s) is 9.06. While the average of post test of the control class who are taught by lecturing or conventional learning is 66.50 and standard deviation (s) is 8.72 with  $df = 30+30-2 = 58$  by  $\alpha = 5\%$ , so obtained  $t_{table} = 1.67$  from the result of calculation t-test  $t_{count} = 5.008$ . It means that  $t_{count}$  is higher than  $t_{table}$  ( $t_{count} > t_{table}$ ). So  $H_0$  is rejected and  $H_a$  is accepted.

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

### **C. Discussion of the Research Findings**

After getting the result of the research, the writer discussed the data. Based on the teaching learning processed, it could be seen that Top-Down Strategy was able to answer the statement of the problem.

The comparison of average score between pre-test experimental class and pre-test of control class was significance/homogenous. The homogeneity of pre-test is very important for the writer if she want to continue her research.<sup>4</sup> The average score of experimental class was 60.167, and the average of control class was 58.833. Based on the calculation of normality and the homogeneity test from experimental and control class above, there were normal distribution and homogeneous.

The difference improvement of experimental class and control class was on the treatment. The students of experimental class were taught by using Top-Down Strategy, while the students of control class were taught by usual teaching. The progress of

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<sup>4</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan*, (Jakarta: PT Rineka Cipta, 2006), p.321

learning process in experimental class was increased and improved. It can be seen on students' activity in treatment process by using Top-Down Strategy.

It means that after using Top-Down Strategy students can understand about listening descriptive text as well. In other words, it is possible that they will get higher score than before.

It was affected to the students' average score of post-test was 78.00 while the average of pre-test in listening descriptive text was 60.17 for experimental class. Meanwhile, the average score pre-test was 58.83 for control class, and the students' average score of post-test was 66.5 because the control class was taught without using Top-Down Strategy.

**Table 4.10**  
**The Pre and Post-Test Students Average Scores of the Control and Experimental Class**

No	Class	The Average Percentage of Pre-Test	The Average Percentage of Post-Test
1	Control	58.83	66.5
2	Experimental	60.167	78.00

From the table above, it can be concluded that Top-Down Strategy had some positive influences for the students in teaching listening descriptive text. There were some reasons why the students can develop their listening

ability on descriptive text by Top-Down Strategy. The students enjoyed to join teaching learning process because the Top-Down Strategy was very interesting. The students were more active when using Top-Down Strategy because sometimes when they learn listening they always listen to the tape. The students could describe someone and something well.

On the other hand, the students in the control class felt bored when learning process, because teacher just explain the material, play some tapes and gave worksheet only. They were not interested and had some difficulties to understand the material.

## CHAPTER V

### CONCLUSION

#### A. Conclusion

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 experimental and control class. The average score for the experimental class was 60.17 for the pre-test and 78.00 for the post-test. The average score for the control class was 58.83 for the pre-test and 66.5 for the post test. It means that there was an improvement of the students' achievement in listening skill of descriptive texts. Each class had different achievement. The achievement of the experimental class was higher than the control class.

In the result of post-test of the experimental class was 78.00, which were higher than the control class 66.55. It means that teaching listening skill of descriptive texts by top-down strategy was better than the teaching listening skill of descriptive texts without top-down strategy.

The result of the calculation using the t-test showed that  $t_{count} = 5.008$  and  $t_{table}$  for  $\alpha = 5\%$  was 1.67. It means that  $t_{count}$  was higher than  $t_{table}$  ( $5.008 > 1.67$ ). It was meant that  $H_a$  was accepted while  $H_o$  was rejected. It can be concluded that there is a significant difference in the students' listening score of the ninth grade students of SMP N 31 Semarang in academic year

of 2017/ 2018 between students who have been taught listening skill of descriptive texts by using top-down strategy and those who have been taught by using a conventional learning or lecturing only.

From the explanation above, the use of top-down strategy is effective to improve listening skill of descriptive texts at the ninth grade of SMP N 31 Semarang.

## **B. Suggestion**

There are some suggestions that the researcher could give after conducting this research. First, for the students, they could apply Top-Down Strategy in learning and mastering listening skill, especially in descriptive text.

Secondly, for the English teachers, especially in teaching listening, they should find an interesting way to increase students' motivation and interest. Because listening is important skill, but sadly the teachers tend to leave the listening skill behind so the students are lacking in listening. There are so many strategies and techniques in active learning, which can be used by the teachers in teaching listening skill. And Top-Down Strategy is one strategy that can be used as an alternative strategy.

And the last is for the next researchers. This research can be used as one of the references for the next researchers to conduct their research on the same field of study and are expected to conduct a better improvement on their research.

### **C. Closing**

The true praise only belongs to Allah, who gives health and power until this final project can be finished. This research is far from the perfectness. Therefore, countenance criticism and advices are really expected. Finally, this research can be useful for the readers in general.

## Appendix 1

### STUDENTS LIST OF EXPERIMENTAL CLASS IX D

No	Name	Code
1	ADHAM DHIYA ULHAQ	E-01
2	ADE IRZA SYAPUTRI	E-02
3	AHMAD ROFFI	E-03
4	AMANDA JENI MARSELA	E-04
5	ARDIAN FERDIANSYAH	E-05
6	AULIA ASTRI MAHARANI	E-06
7	BAGUS SAHID MAULANA	E-07
8	BAYU AJI PAMUNGKAS	E-08
9	BELLA PUTRI MAHADIKA	E-09
10	CINDYANA PUJI WAHYUNI	E-10
11	FAZA RAYHAN	E-11
12	GADIS LOLALITA	E-12
13	HANIF NAZARUDIN	E-13
14	HINDATUL LAILIYAH	E-14
15	KHARISSA AGIL WIGUNA	E-15
16	MARISA	E-16
17	MAULANA FADLUDZ DZIKRI	E-17
18	MIA ALFIANI	E-18
19	MUHAMMAD ANAS A	E-19
20	MUHAMMAD ARDI RAKA D	E-20
21	MUHAMMAD HAFIDZ	E-21
22	NIKITA WAHYU	E-22
23	SEM MAULANA H	E-23
24	SHEVA PUTRA	E-24
25	SHIVA ANDRIANA PERMATA PUTRI	E-25
26	SINDY NUR RAMADHANI	E-26
27	VIFTA KUSUMA W	E-27
28	WISHNU RACHMANDIYANTO	E-28
29	YUNITA SRI LESTARI	E-29
30	ZALZA NABILA AGUSVIN N	E-30

## Appendix 2

### STUDENTS LIST OF CONTROL CLASS IX A

No	Name	Code
1	AHMAD ABDUL CHOLIQ	C-01
2	ADELYA PRATIWI	C-02
3	AFIA KATON NURINDA	C-03
4	ALFIAN ADI SAPUTRA	C-04
5	AMADEA MASITA	C-05
6	AMELIA PUTRI	C-06
7	ANNISA AULIYA	C-07
8	AULIA PUTRI ARAFAH	C-08
9	BAGAS DWI PRASETYA	C-09
10	DHEA ALFINA MIRDANI	C-10
11	DYAH AYU RATNADILLA	C-11
12	DIVA ANGELITA	C-12
13	ERIC ADHIE SUSANTO	C-13
14	FITRIA WAHYUNI	C-14
15	GEANSA ADI SURYA	C-15
16	JOVI LAKSMANA GANDI	C-16
17	KURNIAWAN ARIEF WICAKSONO	C-17
18	LILIS DWI SARTIKA	C-18
19	LISTYOWATI	C-19
20	MOCHAMMAD RIDWAN	C-20
21	MUHAMMAD GHIBRAN A	C-21
22	NABILA SUKMA YUDHI L	C-22
23	NANDARISQY CINDY OKTADIA	C-23
24	NUR INTAN SAVINA	C-24
25	NUR KHAMID	C-25
26	SAFRINDA SUKMA PUSPITA	C-26
27	SINTA PUSPITA DEWI	C-27
28	TAUFIQ BAGAS KURNIAWAN	C-28
29	TIAS DWI KURNIAWAN	C-29
30	ZIDAN ABDILLAH	C-30

# Appendix 3

## TRY OUT TEST ITEM

No	Kode	1	2	3	4	5	6	7	8	9	10	11
1	T-14	1	1	1	1	1	1	1	0	1	1	1
2	T-03	1	1	0	1	1	1	1	1	0	1	1
3	T-06	1	1	1	1	1	1	1	1	1	1	1
4	T-16	1	1	1	1	1	1	1	0	1	1	1
5	T09	1	1	0	1	1	1	1	1	1	1	1
6	T-10	1	1	1	1	1	1	1	1	0	1	1
7	T-13	1	1	1	1	1	1	1	1	0	1	1
8	T-17	1	1	1	1	0	1	1	1	1	1	1
9	T-18	1	1	0	1	1	1	1	1	0	1	1
10	T-01	1	1	0	1	1	1	1	1	0	0	1
11	T-04	1	1	1	1	1	1	1	1	1	1	1
12	T-05	1	1	0	1	1	1	1	0	0	1	1
13	T-11	1	1	1	1	1	1	1	0	0	1	1
14	T-07	0	1	0	1	1	1	1	0	0	0	1
15	T-08	1	1	1	1	1	1	1	1	0	1	1
16	T-12	1	1	0	1	1	1	1	1	1	1	0
17	T-15	1	1	0	1	1	1	1	1	0	1	1
18	T-20	1	1	1	0	1	1	0	1	0	1	1
19	T-26	1	1	1	1	1	1	1	1	1	1	1
20	T-28	1	1	0	1	1	1	0	1	1	1	1
21	T-02	1	1	1	1	1	1	1	0	1	1	1
22	T-21	0	0	0	0	1	1	1	1	1	1	0
23	T-22	0	1	1	1	0	1	1	0	1	1	1
24	T-25	1	1	0	0	1	1	0	1	1	1	1
25	T-19	1	1	1	1	0	1	1	0	1	1	0
26	T-24	1	1	1	1	1	1	1	0	0	1	0
27	T-29	1	1	0	0	1	1	1	1	0	1	0
28	T-27	1	1	0	1	0	1	1	1	1	1	0
29	T-30	1	1	1	1	0	1	1	1	1	1	0
30	T-23	1	1	0	0	0	1	0	1	0	1	1
31	T-32	1	1	1	1	0	0	1	1	1	0	0
32	T-33	0	1	0	0	0	1	0	1	0	1	1
33	T-35	1	0	1	0	0	0	0	1	0	0	0
34	T-31	0	0	1	0	0	0	0	1	0	0	1
35	T-34	0	0	0	1	0	0	0	1	1	0	0
Validitas	$\Sigma X$	29	31	19	27	24	31	27	26	18	29	25
	$\Sigma X^2$	29	31	19	27	24	31	27	26	18	29	25
	$\Sigma XY$	661	708	406	610	576	684	617	508	386	637	550
	r tabel	0.334	0.334	0.334	0.334	0.334	0.334	0.334	0.334	0.334	0.334	0.334
	Ket.	valid	valid	invalid	valid	valid	valid	valid	invalid	invalid	valid	valid
Reliabilitas	X	15	13	14	11	11	9	11	12	9	9	11
	Y	13	14	13	13	13	14	13	13	14	12	11
	$X^2$	225	169	196	121	121	81	121	144	81	81	121
	XY	195	182	182	143	143	126	143	156	126	108	121
	r xy	0.75903										
	r II	0.86301										
	r tabel	0.334										
Ket.	Reliabilitas sangat tinggi											
Taraf Kesu	B	29	31	19	27	24	31	27	26	18	29	25
	JS	35	35	35	35	35	35	35	35	35	35	35
	P	0.82837	0.8857	0.5429	0.7714	0.68571	0.8857	0.7714	0.7429	0.5143	0.8286	0.7143
	Ket.	Easy	Easy	Medium	Easy	Medium	Easy	Easy	Easy	Medium	Easy	Easy
	BA	17	18	11	16	15	18	16	15	7	17	15
	BB	12	13	9	11	9	12	11	11	26	12	10
	JA	18	18	18	18	18	18	18	18	18	18	18
Daysa Pemil	IB	17	17	17	17	17	17	17	17	17	17	17
	Ket	Enough	Enough	Not Enough	Enough	Enough	Enough	Enough	Not Enough	Not Enough	Enough	Enough
	Keterangan	Used	Used	Not Used	Used	Used	Used	Used	Not Used	Not Used	Used	Used



							Y	Y^2
24	25	26	27	28	29	30		
1	1	1	1	1	1	1	28	784
1	1	1	1	1	1	1	27	729
1	1	1	1	1	1	1	27	729
1	1	1	1	1	0	1	27	729
1	1	1	1	1	1	1	26	676
1	1	1	1	1	0	1	26	676
1	1	1	1	1	1	1	26	676
1	1	1	1	1	0	1	26	676
1	1	1	1	1	0	1	26	676
1	1	1	1	1	0	1	24	576
1	1	1	1	1	1	1	24	576
1	1	1	1	1	0	1	24	576
1	1	1	1	1	0	1	24	576
1	1	1	1	1	1	1	23	529
0	1	1	1	1	0	1	23	529
1	1	1	1	1	1	1	23	529
1	1	1	1	1	0	1	23	529
1	1	1	1	1	0	0	23	529
1	0	1	1	0	1	0	23	529
1	0	1	1	0	1	0	23	529
0	1	1	1	1	0	1	22	484
1	1	0	1	1	1	1	22	484
1	1	1	1	0	0	1	22	484
1	1	0	1	1	0	1	21	441
1	0	1	1	1	0	1	21	441
1	1	1	1	1	0	1	21	441
1	1	1	1	0	0	1	20	400
1	1	0	1	0	0	0	20	400
0	0	0	1	0	1	1	19	361
1	1	1	1	0	1	0	17	289
0	0	0	1	0	1	0	15	225
1	0	0	1	0	1	0	14	196
0	0	0	0	0	1	1	12	144
0	1	0	0	0	1	0	12	144
0	0	1	1	0	0	1	12	144
28	27	27	33	21	17	27	766	17436
28	27	27	33	21	17	27	766	766
620	610	614	696	507	318	619		
0.334	0.334	0.334	0.334	0.334	0.334	0.334		
valid	valid	valid	valid	valid	invalid	valid		
8	8	8	7	9	9	7		
10	12	11	11	10	9	10	3	4
64	64	64	49	81	81	49	6	6
80	96	88	77	90	81	70	36	36
							18	24

28	27	27	33	21	17	27
35	35	35	35	35	35	35
0.8	0.7714	0.7714	0.943	0.6	0.4857	0.77143
Easy	Easy	Easy	Easy	Medium	Medium	Easy
18	16	16	20	14	11	16
10	11	11	12	7	7	11
18	18	18	18	18	18	18
17	17	17	17	17	17	17
Good	Enough	Enough	Good	Enough	Poor	Enough
Used	Used	Used	Used	Used	Not Used	Used

## Appendix 4

PRE TEST SCORE					
CONTROL (IX A)			EXPERIMENT (IX D)		
NO	CODE	SCORE	NO	CODE	SCORE
1	C-01	65	1	E-01	65
2	C-02	60	2	E-02	70
3	C-03	60	3	E-03	45
4	C-04	40	4	E-04	65
5	C-05	40	5	E-05	60
6	C-06	60	6	E-06	40
7	C-07	65	7	E-07	75
8	C-08	55	8	E-08	60
9	C-09	50	9	E-09	40
10	C-10	60	10	E-10	75
11	C-11	65	11	E-11	50
12	C-12	55	12	E-12	45
13	C-13	50	13	E-13	50
14	C-14	45	14	E-14	65
15	C-15	75	15	E-15	75
16	C-16	60	16	E-16	65
17	C-17	65	17	E-17	50
18	C-18	70	18	E-18	60
19	C-19	70	19	E-19	65
20	C-20	65	20	E-20	70
21	C-21	60	21	E-21	75
22	C-22	55	22	E-22	60
23	C-23	70	23	E-23	50
24	C-24	50	24	E-24	60
25	C-25	55	25	E-25	65
26	C-26	65	26	E-26	70
27	C-27	55	27	E-27	50
28	C-28	60	28	E-28	40
29	C-29	50	29	E-29	75
30	C-30	70	30	E-30	70
Total		1765	Total		1805

n	30	n	30
Average	58.83333333	Average	60.166667
Varians (s2)	76.13888889	Varians (s2)	127.47222
Standard Deviation (s)	8.874929172	Standard Deviation (s)	11.483371

## Appendix 5

POST TEST SCORE					
CONTROL (IX A)			EXPERIMENT (IX D)		
NO	CODE	SCORE	NO	CODE	SCORE
1	C-01	70	1	E-01	70
2	C-02	50	2	E-02	85
3	C-03	75	3	E-03	60
4	C-04	50	4	E-04	75
5	C-05	50	5	E-05	60
6	C-06	60	6	E-06	70
7	C-07	75	7	E-07	75
8	C-08	65	8	E-08	85
9	C-09	50	9	E-09	65
10	C-10	80	10	E-10	80
11	C-11	65	11	E-11	75
12	C-12	65	12	E-12	85
13	C-13	80	13	E-13	80
14	C-14	75	14	E-14	90
15	C-15	65	15	E-15	90
16	C-16	65	16	E-16	70
17	C-17	65	17	E-17	80
18	C-18	60	18	E-18	90
19	C-19	70	19	E-19	85
20	C-20	60	20	E-20	65
21	C-21	75	21	E-21	70
22	C-22	65	22	E-22	90
23	C-23	75	23	E-23	80
24	C-24	70	24	E-24	75
25	C-25	70	25	E-25	80
26	C-26	75	26	E-26	85
27	C-27	70	27	E-27	70
28	C-28	60	28	E-28	90
29	C-29	75	29	E-29	80
30	C-30	65	30	E-30	85
Total		1995	Total		2340
n		30	n		30

Average	66.5	Average	78
Varians (s2)	73.58333333	Varians (s2)	79.33333333
Standard Deviation (s)	8.724717168	Standard Deviation (s)	9.059192321

## Appendix 6

### The Computation of Item Validity Test

Formula:

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

Criteria

The item test is valid if  $r_{xy} > r_{table}$

The following is the example of counting the validity of item number 1, and for the other items will use the same formula.

No	Code	X	Y	X <sup>2</sup>	Y <sup>2</sup>	XY
1	UC-14	1	28	1	784	28
2	UC-03	1	27	1	729	27
3	UC-06	1	27	1	729	27
4	UC-16	1	27	1	729	27
5	UC-09	1	26	1	676	26
6	UC-10	1	26	1	676	26
7	UC-13	1	26	1	676	26
8	UC-17	1	26	1	676	26
9	UC-18	1	26	1	676	26
10	UC-01	1	24	1	576	24
11	UC-04	1	24	1	576	24
12	UC-05	1	24	1	576	24
13	UC-11	1	24	1	576	24
14	UC-07	0	23	0	529	0
15	UC-08	1	23	1	529	23
16	UC-12	1	23	1	529	23
17	UC-15	1	23	1	529	23
18	UC-20	1	23	1	529	23

19	UC-26	1	23	1	529	23
20	UC-28	1	23	1	529	23
21	UC-02	1	22	1	484	22
22	UC-21	0	22	0	484	0
23	UC-22	0	22	0	484	0
24	UC-25	1	22	1	484	22
25	UC-19	1	21	1	441	21
26	UC-24	1	21	1	441	21
27	UC-29	1	21	1	441	21
28	UC-27	1	20	1	400	20
29	UC-30	1	19	1	361	19
30	UC-23	1	18	1	324	18
31	UC-32	1	16	1	256	16
32	UC-33	0	14	0	196	0
33	UC-35	1	12	1	144	12
34	UC-31	0	11	0	121	0
35	UC-34	0	10	0	100	0
$\Sigma$		29	767	29	17519	665

By using that formula, we obtain that:

$$r_{xy} = \frac{35(665) - 29(767)}{\sqrt{\{35(29) - (29)^2\} \{35(17519) - (665)^2\}}}$$

$$r_{xy} = 0.496$$

On  $\alpha = 5\%$  with  $N = 35$  it is obtained = 0.496

Because  $r_{xy} > r_{table.}$ , so the item number 1 is Valid.

## Appendix 7

### The Computation of the Reliability Test

Formula:

$$r_{11} = \frac{2 X r_{xy}}{\sqrt{1 + r_{xy}}}$$

Where:

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

Criteria

The item test is reliable if  $r_{11} > r_{table}$

No	X	Y	X <sup>2</sup>	Y <sup>2</sup>	XY
1	12	12	144	144	144
2	13	9	169	81	117
3	13	14	169	196	182
4	10	11	100	121	110
5	9	12	81	144	108
6	12	13	144	169	156
7	7	13	49	169	91
8	10	11	100	121	110
9	11	13	121	169	143
10	9	14	81	196	126
11	10	12	100	144	120
12	9	11	81	121	99
13	11	13	121	169	143
14	12	13	144	169	156
15	8	12	64	144	96
16	11	13	121	169	143
17	9	13	81	169	117
18	9	14	81	196	126
19	8	12	64	144	96
20	9	11	81	121	99

21	9	11	81	121	99
22	9	11	81	121	99
23	7	10	49	100	70
24	8	11	64	121	88
25	8	11	64	121	88
26	11	11	121	121	121
27	9	10	81	100	90
28	9	12	81	144	108
29	7	12	49	144	84
30	10	9	100	81	90
31	5	6	25	36	30
32	10	6	100	36	60
33	5	9	25	81	45
34	6	4	36	16	24
35	5	7	25	49	35
$\Sigma$	320	386	3078	4448	3613

$$r_{xy} = \frac{35(3613) - 320(386)}{\sqrt{\{35(3078) - (320)^2\}\{35(4448) - (386)^2\}}}$$

$$r_{xy} = 0.7586$$

The result of r<sub>xy</sub> is applied to the reliability formula:

$$r_{11} = \frac{2 \times 0.7586}{\sqrt{1 + 0.7586}}$$

$$r_{11} = 0.8628$$

On  $\alpha = 5\%$  with  $N = 35$  it is obtained  $r_{table} = 0.334$

Because of  $r_{xy} > r_{table}$ , so the item number 1 is reliable

## Appendix 8

### The Computation of the Discriminating Power Test

Formula:

$$D = \frac{BA - BB}{JA - JB}$$

Explanation:

D = Discriminating index

J<sub>A</sub> = Number of all students in the upper group

J<sub>B</sub> = Number of all students in the lower group

B<sub>A</sub> = Number of students in the upper group who answered the item correctly

B<sub>B</sub> = Number of students in the lower group who answered the item correctly

Criteria:

Interval D	Criteria
$D \leq 0.20$	Very Bad
$0.00 < D \leq 0.20$	Bad
$0.21 < D \leq 0.40$	Enough
$0.41 < D \leq 0.70$	Good
$0.71 < D \leq 1.00$	Very Good

The following is the example of the computation of the discriminating power of item number 1, and for the other items will use the same formula.

Upper Group			Lower Group		
No	Code	Score	No	Code	Score
1	T-14	1	1	T-26	1
2	T-03	1	2	T-28	1
3	T-06	1	3	T-02	1
4	T-16	1	4	T-21	0

5	T-09	1	5	T-22	0
6	T-10	1	6	T-25	1
7	T-13	1	7	T-19	1
8	T-17	1	8	T-24	1
9	T-18	1	9	T-29	1
10	T-01	1	10	T-27	1
11	T-04	1	11	T-30	1
12	T-05	1	12	T-23	1
13	T-11	1	13	T-32	1
14	T-07	0	14	T-33	0
15	T-08	1	15	T-35	1
16	T-12	1	16	T-31	0
17	T-15	1	17	T-34	0
18	T-20	1			
TOTAL		17	TOTAL		12

$$D = \frac{17 - 12}{18 - 17} \quad D = 0.23$$

According to the criterion, the item number 1 above was medium category.

## Appendix 9

### The Computation of Level of Difficulty Test

Formula:

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

Explanation:

P = Index of difficulty

B = The number of students who answer an item correctly

JS = The total number of students

Criteria:

Interval	Criteria
0.00 – 0.30	Hard
0.31 – 0.70	Medium
0.71 – 1.00	Easy

The following is the example of the computation of the discriminating power of item number 1, and for the other items will use the same formula.

Upper Group			Lower Group		
No	Code	Score	No	Code	Score
1	T-14	1	1	T-26	1
2	T-03	1	2	T-28	1
3	T-06	1	3	T-02	1
4	T-16	1	4	T-21	0
5	T-09	1	5	T-22	0
6	T-10	1	6	T-25	1
7	T-13	1	7	T-19	1
8	T-17	1	8	T-24	1
9	T-18	1	9	T-29	1
10	T-01	1	10	T-27	1

11	T-04	1	11	T-30	1
12	T-05	1	12	T-23	1
13	T-11	1	13	T-32	1
14	T-07	0	14	T-33	0
15	T-08	1	15	T-35	1
16	T-12	1	16	T-31	0
17	T-15	1	17	T-34	0
18	T-20	1			
TOTAL		17	TOTAL		12

$$P = \frac{17 + 12}{35}$$

$$P = 0.8286$$

According to the criterion, the item number 1 above was easy category.

## Appendix 10

### Normality Test for Pre-Test of Control Class

#### Hypothesis:

H<sub>0</sub>: The data distributed normally

H<sub>a</sub>: The data does not distribute normally

Hypothesis test:

$$X^2 = \sum_t^k = 1 \frac{(O_i - E_i)^2}{E_i}$$

With the criteria:

Ho accepted if:  $X_{count}^2 < X_{table}^2$

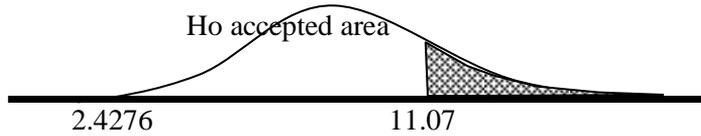
Hypothesis Test:

Maximum Score	: 75	Length of class (P)	: 6
Minimum Score	: 40	Average	: 58.83
Range (R)	: 35	s	: 8.87
Class Interval (k)	: 6	n	: 30

Kelas	Bk	Zi	P(Zi)	Luas Daerah	Ei	Oi	$\frac{(O_i - E_i)^2}{E_i}$
40 - 46	39.50	-2.18	0.4853	0.0676	2	3	0.465
47 - 53	46.50	-1.39	0.4177	0.1916	5.7	4	0.532
54 - 60	53.50	-0.60	0.2261	0.3005	9	12	0.987
61 - 67	60.50	0.19	0.0745	0.2611	7.8	6	0.429
68 - 74	67.50	0.98	0.3356	0.1256	3.7	4	0.014
75 - 80	74.50	1.77	0.4612	0.0334	1	1	0.000
	81.50	2.55	0.4947				

	$x^2$	=	2.4276
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for  $\alpha = 5\%$ , with  $dk = 6 - 1 = 5$ ,  $x^2$  tabel = 11.07



Because  $x^2 < 11.07$ , then the pre-test of control class is said to be normally distributed

## Appendix 11

### Normality Test for Pre-Test of Experimental Class

#### Hypothesis:

H<sub>0</sub>: The data distributed normally

H<sub>a</sub>: The data does not distribute normally

Hypothesis test:

$$X^2 = \sum_t^k = 1 \frac{(O_i - E_i)^2}{E_i}$$

With the criteria:

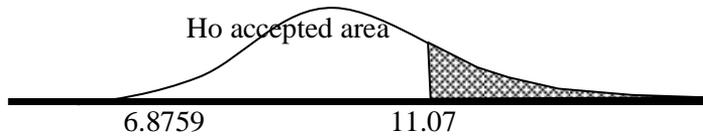
Ho accepted if:  $X_{count}^2 < X_{table}^2$

Hypothesis Test:

Maximum Score	: 75	Length of class (P)	: 6
Minimum Score	: 40	Average	: 60.17
Range (R)	: 35	s	: 11.48
Class Interval (k)	: 6	n	: 30

Kelas	Bk	Zi	P(Zi)	Luas Daerah	Ei	Oi	$\frac{(O_i - E_i)^2}{E_i}$
40 - 46	39.50	-1.80	0.4640	0.0810	2.4	5	2.714
47 - 53	46.50	-1.19	0.3830	0.1638	4.9	5	0.002
54 - 60	53.50	-0.58	0.2192	0.2308	6.9	5	0.535
61 - 67	60.50	0.03	0.0116	0.2269	6.8	6	0.096
68 - 74	67.50	0.64	0.2385	0.1556	4.6	4	0.095
75 - 81	74.50	1.25	0.3940	0.0744	2.2	5	3.435
	81.50	1.86	0.4684				
x <sup>2</sup>						=	6.8759

for  $\alpha = 5\%$ , with  $dk = 6 - 1 = 5$ ,  $x^2$  tabel = 11.07



Because  $x^2 < 11.07$ , then the pre-test of experimental class is said to be normally distributed

## Appendix 12

### Normality Test for Post-Test of Control Class

#### Hypothesis:

H<sub>0</sub>: The data distributed normally

H<sub>a</sub>: The data does not distribute normally

Hypothesis test:

$$X^2 = \sum_t^k = 1 \frac{(O_i - E_i)^2}{E_i}$$

With the criteria:

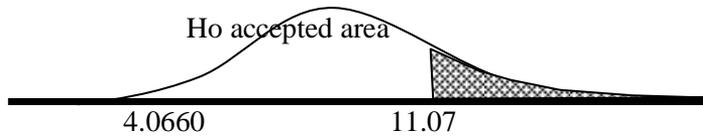
Ho accepted if:  $X_{count}^2 < X_{table}^2$

Hypothesis Test:

Maximum Score	: 80	Length of class (P)	: 5
Minimum Score	: 50	Average	: 66.5
Range (R)	: 30	s	: 8.72
Class Interval (k)	: 6	n	: 30

Kelas	Bk	Zi	P(Zi)	Luas Daerah	Ei	Oi	$\frac{(O_i - E_i)^2}{E_i}$
50 - 55	49.5	-1.95	0.4743	0.0780	2.3	4	1.177
56 - 61	55.5	-1.26	0.3963	0.1796	5.3	4	0.358
62 - 67	61.5	-0.57	0.2167	0.2623	7.8	8	0.002
68 - 73	67.5	0.11	0.0456	0.2432	7.2	5	0.722
74 - 79	73.5	0.80	0.2888	0.1431	4.2	7	1.708
80 - 85	79.5	1.49	0.4319	0.0534	1.6	2	0.099
	85.5	2.18	0.4853				
x <sup>2</sup>						=	4.0660

for  $\alpha = 5\%$ , with  $dk = 6 - 1 = 5$ ,  $x^2$  tabel = 11.07



Because  $x^2 < 11.07$ , then the post-test of control class is said to be normally distributed

## Appendix 13

### Normality Test for Post-Test of Experimental Class

#### Hypothesis:

H<sub>0</sub>: The data distributed normally

H<sub>a</sub>: The data does not distribute normally

Hypothesis test:

$$X^2 = \sum_t^k = 1 \frac{(O_i - E_i)^2}{E_i}$$

With the criteria:

Ho accepted if:  $X_{count}^2 < X_{table}^2$

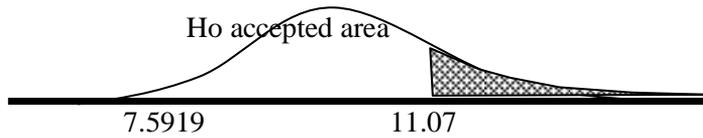
Hypothesis Test:

Maximum Score	: 90	Length of class (P)	: 5
Minimum Score	: 60	Average	: 78
Range (R)	: 30	s	: 9.06
Class Interval (k)	: 6	n	: 30

Kelas	Bk	Zi	P(Zi)	Luas Daerah	Ei	Oi	$\frac{(O_i - E_i)^2}{E_i}$
60 - 65	59.50	-2.04	0.4794	0.0633	1.9	4	2.329
66 - 71	65.50	-1.38	0.4162	0.1527	4.5	5	0.038
72 - 77	71.50	-0.72	0.2635	0.2415	7.2	4	1.453
78 - 83	77.50	-0.06	0.0220	0.2501	7.5	6	0.301
84 - 89	83.50	0.61	0.2281	0.1697	5	6	0.162
90 - 95	89.50	1.27	0.3979	0.0754	2.2	5	3.309
	95.50	1.93	0.4733				

	$x^2$	=	7.5919
--	-------	---	--------

for  $\alpha = 5\%$ , with  $dk = 6 - 1 = 5$ ,  $x^2$  tabel = 11.07



Because  $x^2 < 11.07$ , then the post-test of experimental class is said to be normally distributed

## Appendix 14

### LEVENE'S TEST FOR EQUALITY OF VARIANS PRE-TEST DATA BETWEEN EXPERIMENTAL CLASS AND CONTROL CLASS

#### Hypothesis

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

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

#### Hypothesis test

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

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

Variation source	Experimental	control
Sum	1805	1765
n	30	30
$\bar{x}$	60.17	58.83
Standard Deviation (s)	11.48	8.87
Varians ( $s^2$ )	131.87	78.76

According to the computation above:

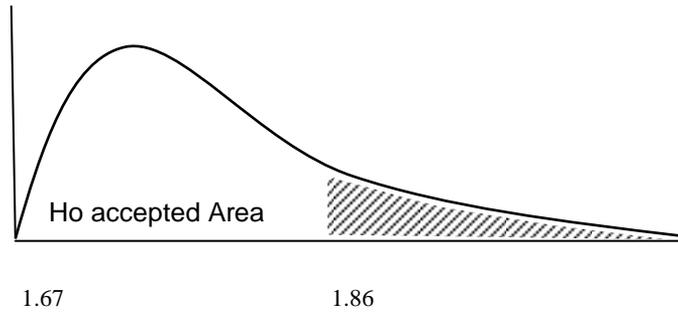
$$F = \frac{131.87}{78.76} = 1.67$$

For  $\alpha = 5\%$ , with:

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

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

$$F_{\text{tabel}} = 1.86$$



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

## Appendix 15

### LEVENE'S TEST FOR EQUALITY OF VARIANS POST-TEST DATA BETWEEN EXPERIMENTAL CLASS AND CONTROL CLASS

#### Hypothesis

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

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

#### Hypothesis test

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

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

Variation source	Experimental	control
Sum	2340	1995
n	30	30
$\bar{x}$	78.00	66.50
Standard Deviation (s)	82.07	76.12
Varians ( $s^2$ )	9.06	8.72

According to the computation above:

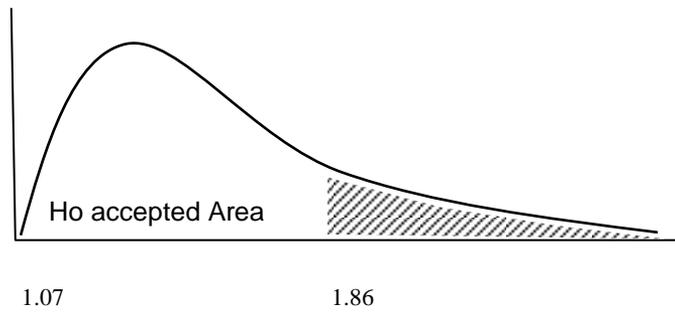
$$F = \frac{82.07}{76.12} = 1.078$$

For  $\alpha = 5\%$ , with:

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

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

$$F_{\text{tabel}} = 1.86$$



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

## Appendix 16

### THE AVERAGE SIMILARITY TEST OF PRE-TEST BETWEEN EXPERIMENTAL CLASS AND CONTROL CLASS

#### Hypothesis:

$$H_0 : \mu_1 = \mu_2$$

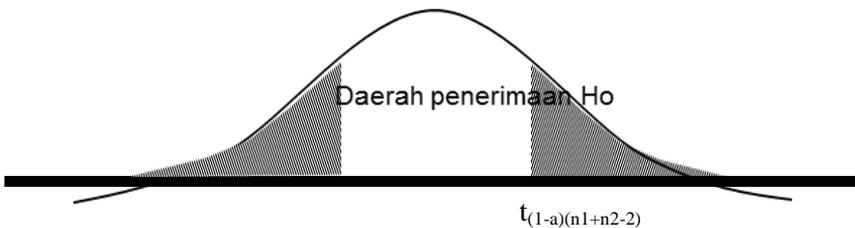
$$H_a : \mu_1 \neq \mu_2$$

#### Hypothesis Test:

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

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

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



Variation source	Experimental	control
Sum	1805	1765
n	30	30
$\bar{x}$	60.17	58.83

Standard Deviation (s)	11.48	8.87
Varians (s <sup>2</sup> )	131.87	78.76

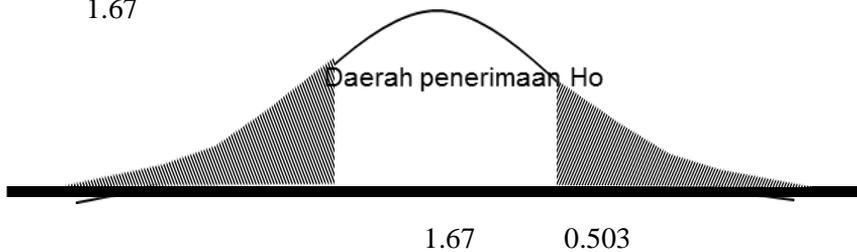
According to the computation above:

$$s = \sqrt{\frac{(30 - 1) 131.87 + (30 - 1) 78.76}{30 + 30 - 2}}$$

$$= 10.262$$

$$t = \frac{60.17 - 58.83}{10.262 \sqrt{\frac{1}{30} + \frac{1}{30}}} = 0.503$$

For  $\alpha = 5\%$  with  $dk = 30 + 30 - 2 = 58$  it is obtained  $t(0,05)(58) = 1.67$



Because  $t \text{ count} < t \text{ table}$ , it means there is no significant difference of the average pre-test between experiment and control class.  $H_0$  is accepted.

## Appendix 17

### THE AVERAGE DIFFERENCE TEST OF POST-TEST BETWEEN EXPERIMENTAL CLASS AND CONTROL CLASS

#### Hypothesis:

$$H_0 : \mu_1 = \mu_2$$

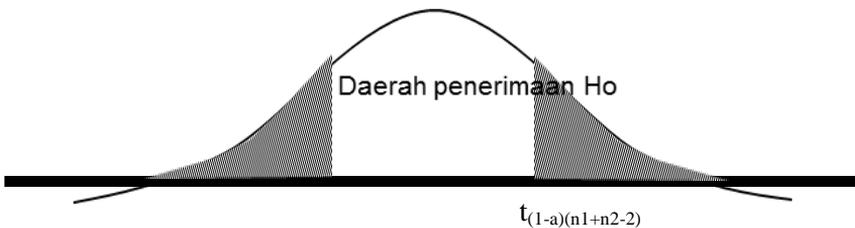
$$H_a : \mu_1 \neq \mu_2$$

#### Hypothesis Test:

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

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

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



Variation source	Experimental	control
Sum	2340	1995
n	30	30
$\bar{x}$	78.000	66.500

Standard Deviation (s)	82.07	76.12
Varians (s <sup>2</sup> )	9.059	8.725

Berdasarkan rumus diatas diperoleh:

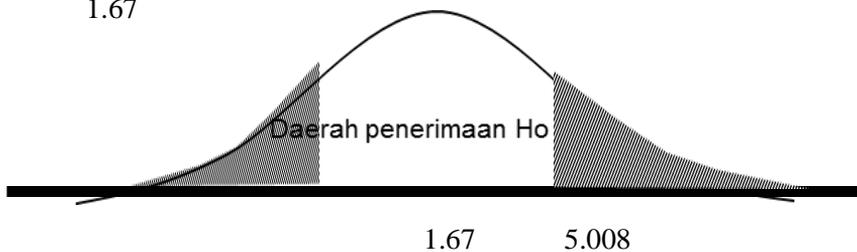
$$S = \sqrt{\frac{(29)82.07+(29)76.12}{30+30-2}}$$

$$= 8.894$$

$$t = \frac{78.00 - 65.00}{8.894 \sqrt{\frac{1}{30} + \frac{1}{30}}}$$

$$= 5.008$$

For  $\alpha = 5\%$  with dk = 30+ 30 - 2 = 58 it is obtained  $t(0,05)(58) = 1.67$



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.

## Appendix 18

### LESSON PLAN (EXPERIMENTAL CLASS) FIRST MEETING

School	: SMP Negeri 31 Semarang
Subject	: English
Skill	: Listening
Material	: Descriptive Text
Sub-Material	: Describing People
Class/Semester	: IX/I
Allocated Time	: 2 X 40 minutes

#### A. Core Competence

2. Understanding the meaning of functional text and short monologue in the form of descriptive, procedure, recount, and narrative to interact with surroundings

#### B. Basic Competence

2.2 Responding the meaning of short monologue in exact, fluent and acceptance manner to interact with surroundings in the form of descriptive, procedure, recount, and narrative

#### C. Indicators

1. Students are able to make a mind-map within the groups
2. Students are able to answer the questions by listening to the audios

#### D. Learning Aim

By the end of the learning, students are able to make a mind-map, carry out a conversation, have a role-play and describe people

#### E. Learning Method

*Top-Down Strategy*

## F. Teaching Material

### 1. Definition of descriptive text

A text which tells what a person, place or thing is like.

### 2. Social Function

The social function of this text is to describe and reveal a particular person, place, or thing.

### 3. Generic structure of descriptive text

Identification : The phenomenon to be described is identifying.

Description : The phenomenon is describing in parts, quality, or/and characteristic.

### 4. Language Features of descriptive text

- a. Specific Participation
- b. Using Simple Present Tense
- c. Using Adjective
- d. Action Verbs

### 5. The Example of Descriptive Text

<b>Generic structure</b>	<b>Taylor Swift</b>
Identification	Taylor Alison Swift is an American singer and song writer. She is known for narrative songs about her personal life. Her songs are very popular, namely Shake It Off, Blank Space and Bad Blood. Taylor Swift has appeared as one of the most influential and powerful women in the world by Forbes and Time magazines.
Description	By 2017, Taylor Swift's age is 28 years old. She was born on December 13, 1989 in Reading, Pennsylvania, United States. This

	beautiful girl has 178 centimeters tall and weighs 54 kilograms. Her hair is blonde and her eye color is blue. Her lips are usually red as she likes red color very much.
--	---

## **G. Learning Activities**

### **Opening (10')**

- Teacher greets the students
- Teacher checks students' attendance
- Teacher opens the lesson

### **Main Activities (60')**

#### ***Exploration***

- Teacher shows a video about describing people and gives some stimulating questions and asks some students related to the video
- Teacher explains about descriptive text

#### ***Elaboration***

- Students work in six groups
- Teacher distributes worksheet 1 (make mind-map based on the texts)
- Teacher asks some students to explain about the mind map
- Teacher gives worksheet 2 ( pair-worksheet)
- Teacher checks students' understanding
- Teacher asks the students to describe their partner

#### ***Confirmation***

- Teacher reviews the materials which have been taught
- Teacher gives feedback

### **Closing (10')**

- Teacher and students conclude the material
- Teacher closes the class

## **H. Media and Source**

1. Laptop
2. Power point

3. Worksheet
4. *Permata. LKS Bahasa Inggris for Class VII Semester II kurikulum 2006*. CV. Lima Utama Grafika.
5. *English in Focus 2 : for grade VIII Junior High School (SMP/MTS)*. Pusat Pembinaan Department pendidikan Nasional Tahun 2008.
6. [www.twominenglish.com](http://www.twominenglish.com)

## I. Assessment And Scoring

### i. Pre-Test

- Form : Multiple Choice
- Aspect to be assessed : Correctness of the answer
- Scoring Guidance :

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

### ii. Process : -

### iii. Post-Test

- Form : Multiple Choice
- Aspect to be assessed : Correctness of the answer
- Scoring Guidance :

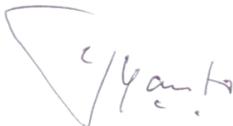
$$\text{Score} = \frac{\text{the number of right answer}}{\text{total item}} \times 100\%$$

Semarang, 02 November 2017

Approved by,

Teacher of English

Researcher



**Kusriyanto, S.Pd**

**Rizky Cikita Maulani**

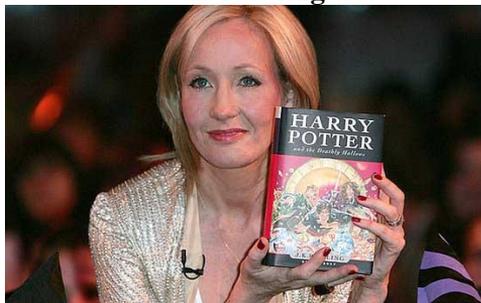
## Appendix 19

### 1. WORKSHEET 1

*(Group Worksheet)*

**Task 1. Read the following passage. Discuss with your groups and make a mind map based on the passage!**

#### J.K Rowling



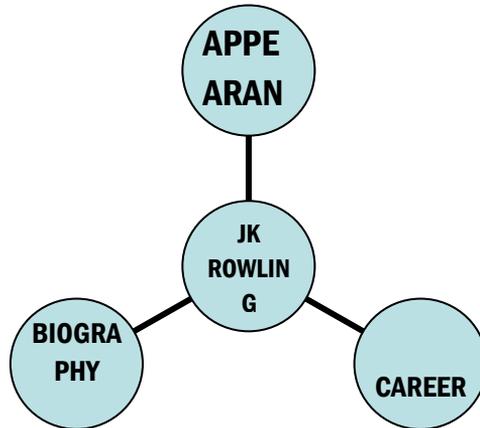
J. K. Rowling is a British novelist who writes the phenomenal fantasy book series of Harry Potter. The books have got worldwide attention. They have become the best selling book series in history. The books were sold more than 400 million copies.

Joanne Rowling was born on 31st July 1965 in Yate, Gloucestershire, England. So, she is 52 years old by 2017. About her physical appearance, her height is 165 centimeters and weight 54 kilograms. She has blonde hair and blue eyes. She has married two times. Now, she has got three children.

J.K. Rowling is a terrific and successful novelist that becomes the richest woman in England. In fact, once she had become unemployed with a destitute life. By writing Harry Potter books which are loaded with spectacular magic and high imagination, she turns to be very famous and wealthy.

(source:<https://englishcoo.com/contoh-descriptive-text-about-someone/>)

## The Example of Mind-Map



**Task 2. After you completing the mind map, look at the passage below and discuss with your group. Read the text and identify simple present tense, adjectives and action verbs then write in the table briefly (each 10)**

### TAYLOR SWIFT

Taylor Alison Swift is an American singer and song writer. She is known for narrative songs about her personal life. Her songs are very popular, namely Shake It Off, Blank Space and Bad Blood. Taylor Swift has appeared as one of the most influential and powerful women in the world by Forbes and Time magazines.

By 2017, Taylor Swift's age is 28 years old. She was born on December 13, 1989 in Reading, Pennsylvania, United States. This beautiful girl has 178 centimeters tall and weighs 54 kilograms. Her hair is blonde and her eye color is blue. Her lips are usually red as she likes red color very much.

Taylor Swift is a famous and wealthy women but her life was not always so sweet. She suffered bullying in the school especially in Juniou High. She said that she got dumped by a group of popular girls in the school. They thought that it was weird that she liked country music. This changed after she moved to Nashville and became a successful singer.

No	Simple Present Tense	Adjective	Action Verbs
1			
2			
3			
4			
5.			

## 2. WORKSHEET 2

*(Pair Worksheet)*

***Listen to the audio and discuss with your partner to fill in the blank! After you complete the dialogue, try to converse with your partner***

A: Excuse me, are you Ms (1).....?

B: (2) ..... I am not Ms. Davis but I know who she is

A: (3) .....! Can you tell me where to find her?

B: I am not sure where she is in the (4) ..... now. I do know what she looks like though

A: Can you (5) ..... her, please?

B: She is (6) ..... woman, with dark (7) ..... hair and (8) ..... brown eyes

A: Do you know what she is wearing?

B: Yes. She is wearing (9) ..... dress shirt and black (10) ..... and skirt

A: Thank you so much

B: You're welcome. I hope you find her

Source: [www.twominutesenglish.com](http://www.twominutesenglish.com)

## Appendix 20

### LESSON PLAN (EXPERIMENTAL CLASS) SECOND MEETING

School	: SMP Negeri 31 Semarang
Subject	: English
Skill	: Listening
Material	: Descriptive Text
Sub-Material	: Describing People
Class/Semester	: IX/I
Allocated Time	: 2 X 40 minutes

#### A. Core Competence

2. Understanding the meaning of functional text and short monologue in the form of descriptive, procedure, recount, and narrative to interact with surroundings

#### B. Basic Competence

2.2 Responding the meaning of short monologue in exact, fluent and acceptance manner to interact with surroundings in the form of descriptive, procedure, recount, and narrative

#### C. Indicators

1. Students are able to make a mind-map within the groups
2. Students are able to answer the questions by listening to the audios

#### D. Learning Aim

By the end of the learning, students are able to make a mind-map, carry out a conversation, have a role-play and describe people

#### E. Learning Method

*Top-Down Strategy*

#### F. Teaching Material

1. Definition of descriptive text

A text which tells what a person, place or thing is like.

2. Social Function

The social function of this text is to describe and reveal a particular person, place, or thing.

3. Generic structure of descriptive text

Identification : The phenomenon to be described is identifying.

Description : The phenomenon is describing in parts, quality, or/and characteristic.

4. Language Features of descriptive text

1. Specific Participation
2. Using Simple Present Tense
3. Using Adjective
4. Action Verbs

3. The Example of Descriptive Text

<b>Generic structure</b>	<b>Taylor Swift</b>
Identification	Taylor Alison Swift is an American singer and song writer. She is known for narrative songs about her personal life. Her songs are very popular, namely Shake It Off, Blank Space and Bad Blood. Taylor Swift has appeared as one of the most influential and powerful women in the world by Forbes and Time magazines.
Description	By 2017, Taylor Swift's age is 28 years old. She was born on December 13, 1989 in Reading, Pennsylvania, United States. This beautiful girl has 178 centimeters tall and weighs 54 kilograms. Her

	hair is blonde and her eye color is blue. Her lips are usually red as she likes red color very much.
--	--

## **G. Learning Activities**

### **Opening (10')**

- Teacher greets the students
- Teacher checks students' attendance
- Teacher opens the lesson

### **Main Activities (60')**

#### ***Exploration***

- Teacher attaches some pictures
- Teacher asks *what does he/she look like?*
- Teacher shows a video about describing people

#### ***Elaboration***

- Students work in six groups
- Teacher distributes worksheet 1 (do a game-secret descriptions)
- Teacher gives worksheet 2 ( pair-worksheet)
- Teacher checks students' understanding
- Teacher asks the students to describe their family

#### ***Confirmation***

- Teacher reviews the materials which have been taught
- Teacher gives feedback

### **Closing (10')**

- Teacher and students conclude the material
- Teacher closes the class

## **H. Media and Source**

1. Laptop
2. Power point
3. Worksheet

4. *Permata. LKS Bahasa Inggris for Class VII Semester II kurikulum 2006*. CV. Lima Utama Grafika.
5. *English in Focus 2 : for grade VIII Junior High School (SMP/MTS)*. Pusat Pembukuan Department pendidikan Nasional Tahun 2008.
6. *www.twominenglish.com*

## I. Assessment And Scoring

### i. Pre-Test

- Form : Multiple Choice
- Aspect to be assessed : Correctness of the answer
- Scoring Guidance:

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

### ii. Treatment -

### iii. Post-Test

- Form : Multiple Choice
- Aspect to be assessed : Correctness of the answer
- Scoring Guidance:

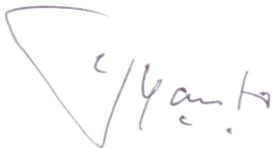
$$\text{Score} = \frac{\text{the number of right answer}}{\text{total item}} \times 100\%$$

. Semarang, 02 November 2017

Approved by,

Teacher of English

Researcher



**Kusriyanto, S.Pd**

**Rizky Cikita Maulani**

## Appendix 21

### 1. WORKSHEET 1

*Let's play a game.*

#### SECRET DESCRIPTIONS

Rules:

1. Make groups consist of five or six students.
2. Choose one of your members that will describe for the rest of class (**note: Don't tell the class who it is**).
3. After choosing the representative, members of the group should take turns writing descriptive **words (note: only one word example: beautiful/smart)** on the board about that person.
4. The other groups should try to determine who the group is describing as they write the adjectives on the board
5. Once each person in the presenting group has added a description, the other groups should write down who they think is being described
6. If your group is correct you will get a point
7. The game is over once one team have scored three points

JUDIKA

ROSSA

SPONGEBOB

OBAMA

## 2. WORKSHEET 2

*Watch the video and make a mind map based on the video.*



After completing the concept mapping, make sentences based on the map.

1. ....
2. ....
3. ....
4. ....
5. ....

Now arrange those sentences into a descriptive text

.....  
.....  
.....  
.....

## Appendix 22

### LESSON PLAN (CONTROL CLASS) FIRST MEETING

School	: SMP Negeri 31 Semarang
Subject	: English
Skill	: Listening
Material	: Descriptive Text
Sub-Material	: Describing People
Class/Semester	: IX/I
Allocated Time	: 2 X 40 minutes

#### A. Core Competence

2. Understanding the meaning of functional text and short monologue in the form of descriptive, procedure, recount, and narrative to interact with surroundings

#### B. Basic Competence

2.2 Responding the meaning of short monologue in exact, fluent and acceptance manner to interact with surroundings in the form of descriptive, procedure, recount, and narrative

#### C. Indicators

1. Students are able to make a mind-map within the groups
2. Students are able to answer the questions by listening to the audios

#### D. Learning Aim

By the end of the learning, students are able to make a mind-map, carry out a conversation, have a role-play and describe people

#### E. Learning Method

*Top-Down Strategy*

#### F. Teaching Material

1. Definition of descriptive text

A text which tells what a person, place or thing is like.

2. Social Function

The social function of this text is to describe and reveal a particular person, place, or thing.

3. Generic structure of descriptive text

Identification : The phenomenon to be described is identifying.

Description : The phenomenon is describing in parts, quality, or/and characteristic.

4. Language Features of descriptive text

- a. Specific Participation
- b. Using Simple Present Tense
- c. Using Adjective
- d. Action Verbs

5. The Example of Descriptive Text

<b>Generic structure</b>	<b>Taylor Swift</b>
Identification	Taylor Alison Swift is an American singer and song writer. She is known for narrative songs about her personal life. Her songs are very popular, namely Shake It Off, Blank Space and Bad Blood. Taylor Swift has appeared as one of the most influential and powerful women in the world by Forbes and Time magazines.
Description	By 2017, Taylor Swift's age is 28 years old. She was born on December 13, 1989 in Reading, Pennsylvania, United States. This beautiful girl has 178 centimeters tall and weighs 54 kilograms. Her

	hair is blonde and her eye color is blue. Her lips are usually red as she likes red color very much.
--	--

## **G. Learning Activities**

### **Opening (10')**

- Teacher greets the students
- Teacher checks students' attendance
- Teacher opens the lesson

### **Main Activities (60')**

#### ***Exploration***

- Teacher gives some stimulating questions Teacher explains about descriptive text

#### ***Elaboration***

- Students work in six groups
- Teacher distributes worksheet 1 (make mind-map based on the texts)
- Teacher asks some students to explain about the mind map
- Teacher gives worksheet 2 ( pair-worksheet)
- Teacher checks students' understanding
- Teacher asks the students to describe their partner

#### ***Confirmation***

- Teacher reviews the materials which have been taught
- Teacher gives feedback

### **Closing (10')**

- Teacher and students conclude the material
- Teacher closes the class

## **H. Media and Source**

1. Laptop
2. Power point
3. Worksheet
4. *Permata. LKS Bahasa Inggris for Class VII Semester II kurikulum 2006.* CV. Lima Utama Grafika.

5. *English in Focus 2 : for grade VIII Junior High School (SMP/MTS)*. Pusat Pembukuan Department pendidikan Nasional Tahun 2008.
6. [www.twominenglish.com](http://www.twominenglish.com)

## I. Assessment And Scoring

### i. Pre-Test

- Form : Multiple Choice
- Aspect to be assessed : Correctness of the answer
- Scoring Guidance:

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

### ii. Treatment -

### iii. Post-Test

- Form : Multiple Choice
- Aspect to be assessed : Correctness of the answer
- Scoring Guidance:

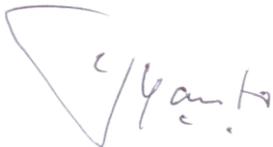
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Semarang, 02 November 2017

Approved by,

Teacher of English

Researcher



**Kusriyanto, S.Pd**

**Rizky Cikita Maulani**

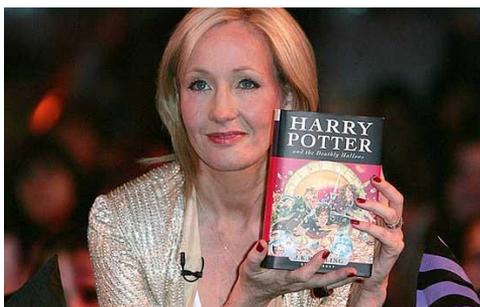
## Appendix 23

### 1. WORKSHEET 1

*(Group Worksheet)*

**Task 1. Read the following passage. Discuss with your groups and make a mind map based on the passage!**

#### J.K Rowling



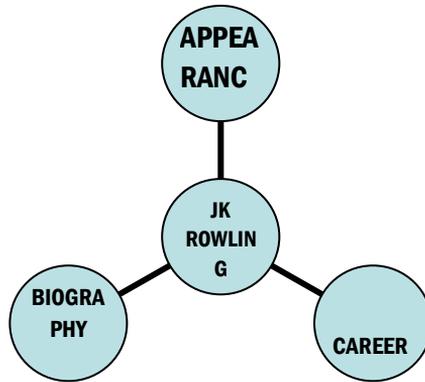
J. K. Rowling is a British novelist who writes the phenomenal fantasy book series of Harry Potter. The books have got worldwide attention. They have become the best selling book series in history. The books were sold more than 400 million copies.

Joanne Rowling was born on 31st July 1965 in Yate, Gloucestershire, England. So, she is 52 years old by 2017. About her physical appearance, her height is 165 centimeters and weight 54 kilograms. She has blonde hair and blue eyes. She has married two times. Now, she has got three children.

J.K. Rowling is a terrific and successful novelist that becomes the richest woman in England. In fact, once she had become unemployed with a destitute life. By writing Harry Potter books which are loaded with spectacular magic and high imagination, she turns to be very famous and wealthy.

(source: <https://englishcoo.com/contoh-descriptive-text-about-someone/>)

## The Example of Mind-Map



**Task 2. After you completing the mind map, look at the passage below and discuss with your group. Read the text and identify simple present tense, adjectives and action verbs then write in the table briefly (each 10)**

### TAYLOR SWIFT

Taylor Alison Swift is an American singer and song writer. She is known for narrative songs about her personal life. Her songs are very popular, namely Shake It Off, Blank Space and Bad Blood. Taylor Swift has appeared as one of the most influential and powerful women in the world by Forbes and Time magazines.

By 2017, Taylor Swift's age is 28 years old. She was born on December 13, 1989 in Reading, Pennsylvania, United States. This beautiful girl has 178 centimeters tall and weighs 54 kilograms. Her hair is blonde and her eye color is blue. Her lips are usually red as she likes red color very much.

Taylor Swift is a famous and wealthy women but her life was not always so sweet. She suffered bullying in the school especially in Juniou High. She said that she got dumped by a group of popular girls in the school. They thought that it was weird that she liked country music. This changed after she moved to Nashville and became a successful singer.

No	Simple Present Tense	Adjective	Action Verbs
1			
2			
3			
4			
5.			

## 2. SECOND WORKSHEET

*(Pair Worksheet)*

***Listen to the audio and discuss with your partner to fill in the blank! After you complete the dialogue, try to converse with your partner***

A: Excuse me, are you Ms (1).....?

B: (2) ..... I am not Ms. Davis but I know who she is

A: (3) .....! Can you tell me where to find her?

B: I am not sure where she is in the (4) ..... now. I do know what she looks like though

A: Can you (5) ..... her, please?

B: She is (6) ..... woman, with dark (7) ..... hair and (8) ..... brown eyes

A: Do you know what she is wearing?

B: Yes. She is wearing (9) ..... dress shirt and black (10) ..... and skirt

A: Thank you so much

B: You're welcome. I hope you find her

Source: [www.twominutesenglish.com](http://www.twominutesenglish.com)

## Appendix 24

### LESSON PLAN (CONTROL CLASS) SECOND MEETING

School	: SMP Negeri 31 Semarang
Subject	: English
Skill	: Listening
Material	: Descriptive Text
Sub-Material	: Describing People
Class/Semester	: IX/I
Allocated Time	: 2 X 40 minutes

#### A. Core Competence

2. Understanding the meaning of functional text and short monologue in the form of descriptive, procedure, recount, and narrative to interact with surroundings

#### B. Basic Competence

2.2 Responding the meaning of short monologue in exact, fluent and acceptance manner to interact with surroundings in the form of descriptive, procedure, recount, and narrative

#### C. Indicators

1. Students are able to make a mind-map within the groups
2. Students are able to answer the questions by listening to the audios

#### D. Learning Aim

By the end of the learning, students are able to make a mind-map, carry out a conversation, have a role-play and describe people

#### E. Learning Method

*Top-Down Strategy*

#### F. Teaching Material

1. Definition of descriptive text

A text which tells what a person, place or thing is like.

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Description : The phenomenon is describing in parts, quality, or/and characteristic.

4. Language Features of descriptive text

- a. Specific Participation
- b. Using Simple Present Tense
- c. Using Adjective
- d. Action Verbs

5. The Example of Descriptive Text

<b>Generic structure</b>	<b>Taylor Swift</b>
Identification	Taylor Alison Swift is an American singer and song writer. She is known for narrative songs about her personal life. Her songs are very popular, namely Shake It Off, Blank Space and Bad Blood. Taylor Swift has appeared as one of the most influential and powerful women in the world by Forbes and Time magazines.
Description	By 2017, Taylor Swift's age is 28 years old. She was born on December 13, 1989 in Reading, Pennsylvania, United States. This beautiful girl has 178 centimeters tall and weighs 54 kilograms. Her

	hair is blonde and her eye color is blue. Her lips are usually red as she likes red color very much.
--	--

## **G. Learning Activities**

### **Opening (10')**

- Teacher greets the students
- Teacher checks students' attendance
- Teacher opens the lesson

### **Main Activities (60')**

#### ***Exploration***

- Teacher gives some stimulating questions
- Teacher explains about descriptive text

#### ***Elaboration***

- Students work in six groups
- Teacher distributes worksheet 1 (pair worksheet)
- Teacher checks students' understanding
- Teacher asks the students to describe their family

#### ***Confirmation***

- Teacher reviews the materials which have been taught
- Teacher gives feedback

### **Closing (10')**

- Teacher and students conclude the material
- Teacher closes the class

## **H. Media and Source**

1. Laptop
2. Power point
3. Worksheet
4. *Permata. LKS Bahasa Inggris for Class VII Semester II kurikulum 2006*. CV. Lima Utama Grafika.

5. *English in Focus 2 : for grade VIII Junior High School (SMP/MTS)*. Pusat Pembukuan Department pendidikan Nasional Tahun 2008.
6. [www.twominenglish.com](http://www.twominenglish.com)

## I. Assessment And Scoring

### i. Pre-Test

- Form : Multiple Choice
- Aspect to be assessed : Correctness of the answer
- Scoring Guidance :

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

### ii. Treatment -

### iii. Post-Test

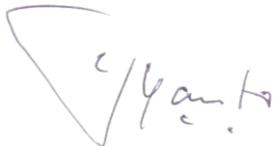
- Form : Multiple Choice
- Aspect to be assessed : Correctness of the answer
- Scoring Guidance:

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

Semarang, 02 November 2017

Approved by,

Teacher of English



**Kusriyanto, S.Pd**

Researcher

**Rizky Cikita Maulani**

## Appendix 25

### 1. WORKSHEET 1

*Watch the video and make a mind map based on the video.*



After completing the concept mapping, make sentences based on the map.

1. ....
2. ....
3. ....
4. ....
5. ....

Now arrange those sentences into a descriptive text

.....  
.....  
.....  
.....  
.....

## Appendix 26

### TRY OUT TEST

*Listen to the audio 1 The teacher will play the audio two times only.  
Then, choose the best answer by (x) crossing it.*

1. Who is that boy over there Hannah?
  - a. That's Hannah brother
  - b. That's Aline brother
  - c. That's Baby brother
  - d. That's Tiara brother
  
2. Who is Jem's girlfriend?
  - a. Andrea
  - b. Tiara
  - c. Lucy
  - d. Aurella
  
3. What does Lucy look like?
  - a. The pretty girl with the wavy brown hair
  - b. The pretty girl with the long black hair
  - c. The pretty girl with the long brown hair
  - d. The pretty girl with the short brown hair
  
4. A: So you've got a brother?  
Hannah: .....
  - a. No, I've got three brothers, Jem and Alex
  - b. No, I've got two brothers, Jem, and Alex
  - c. Yes, I've got two brothers, Jem and Alex
  - d. Yes, I've got a brother
  
5. Who are Hannah's brothers?
  - a. Jem and Alex
  - b. Hannah and Aurelia
  - c. Alex and Sam
  - d. Sam and Daniel
  
6. How many brothers Hannah has?
  - a. 5
  - c. 3

- b. 1                      d. 2
7. Hannah: Alex and Jem are .....
- a. Twins
  - b. Friends
  - c. Enemy
  - d. Students
8. How old are Alex and Jem?
- a. 15                      c. 16
  - b. 50                      d. 17
9. These are the description of Alex and Jem, *except*...
- a. They are short and thin. They have short black hair, brown eyes and big ears
  - b. They are tall and thin. They have long brown hair, black eyes and big ears
  - c. They are tall and thin. They have short brown hair, green eyes and big ears
  - d. They have long black hair, blue eyes and big ear
10. Alex and Jem are twins  
The underlined word means...
- a. Adik                      c. Kakak
  - b. Kembar                  d. Keluarga

***Listen to the audio 2. The teacher will play the audio two times only. Then, choose the best answer by (x) crossing it.***

11. Jane: Hello John  
John: Good morning ...
- a. Jane                      c. Dan
  - b. Ben                        d. Chen
12. Jane: How are you doing today?  
John: .....
- a. I'm doing fine
  - b. I'm boring
  - c. I'm sleepy

- d. I'm doing well
13. Where does John learn how to describe people?
- a. In math class
  - b. In France class
  - c. In English class
  - d. In physics class
14. Jane: That's great. How could you describe me?  
John: .....
- a. First, I can describe your father
  - b. First, I can describe you by how you look
  - c. Second, I can describe you by how you look
  - d. Second, I can describe your dress
15. How does John describe Jane's look?
- a. She is beautiful, young woman, with long blond hair and big blue eyes
  - b. She is beautiful, young woman, with short blond hair and small blue eyes
  - c. She is beautiful, young woman, with long brown hair and big green eyes
  - d. She is beautiful, young woman, with long blond hair and big green eyes
16. This is how Jane describes John, *except*...
- a. He is handsome
  - b. He has blue eyes
  - c. He has brown hair
  - d. He is a young man
17. This is the description about Jane's dress *except*...
- a. She has white shoes
  - b. She has pink sunglasses
  - c. She has red ribbon
  - d. She is wearing a green and yellow dress
18. How does Jane describe John's dress?
- a. He is wearing pink sweater and green shoes

- b. He is wearing blue sweater and white shoes
- c. He is wearing pink sweater and white shoes
- d. He is wearing blue sweater and green shoes

19. How to describe people in a good way?
- a. It is not good to call people ugly, fat or old. Instead you use plain, heavy or elderly.
  - b. It is good to call people ugly, fat or old. Instead you use plain, heavy or elderly.
  - c. Don't do it
  - d. Call them pretty or handsome

20. Jane: You will make many.....
- a. Friends
  - b. Twins
  - c. Students
  - d. Partners

***Listen to the audio 2. The teacher will play the audio two times only. Then, choose the best answer by (x) crossing it.***

21. A: Hey, have you met ..... daughter Allison?
- a. Allison
  - b. Sara
  - c. Daniel
  - d. Cynthia
22. Who is Sara's daughter?
- a. Sara
  - b. Tiara
  - c. Allison
  - d. Daniel
23. B: I don't think so. I didn't even know Sara had a .....
- a. Daughter
  - b. Son
  - c. Brother
  - d. Sister
24. How old is Allison?
- a. Three years old

- b. Two years old
  - c. Twelve years old
  - d. Five years old
25. A: She's very cute. She's adorable  
What is the meaning of the underlined word?
- a. Menarik
  - b. Cantik
  - c. Harum
  - d. Tampan
26. What does Allison look like?
- a. She has black hair
  - b. She has brown hair
  - c. She has beautiful green eyes
  - d. She has beautiful black eyes
27. "She is growing some front teeth". The underlined word means .....
- a. Mulut
  - b. Telinga
  - c. Mata
  - d. Gigi
28. "She is a big, plump and ..... baby"
- a. Healthy
  - b. Beautiful
  - c. Pretty
  - d. Cute
29. B: She does sound .....
- a. Cute
  - b. Adorable
  - c. Pretty
  - d. Beautiful
30. "She is a big, plump and healthy baby"  
The underlined word means .....
- a. Cantik
  - b. Manis
  - c. Lucu
  - d. Sehat

## Appendix 27

### Transcript of Try-Out Test and Pre-Test

#### Number 1-10

Aurelia: Who's that boy over there, Hannah?

Hannah: That? Er, that's my brother, Jem.

Aurelia: Your brother?

Hannah: Yes, and that's his girlfriend Lucy. The pretty girl with the long, brown hair.

Aurelia: Oh right. So, you've got a brother?

Hannah: No, I've got two brothers. Jem and Alex.

Aurelia: Really? ... and ... how old is Alex?

Hannah: Alex and Jem are twins, they're both 15.

Aurelia: 15, mmm ... and does Alex look like Jem?

Hannah: They're exactly the same! They're both tall and thin. They've both got short brown hair, green eyes and big ears!

Aurelia: They're not big, I think they're cute. And ... has Alex got a girlfriend?

#### Number 11-20

Jane: Hello John

John: Good morning Jane

Jane : How are you doing today?

John: I'm doing well. I learn how to describe people in English class today

Jane: That's great. How could you describe me?

John: First, I can describe you by how you look. You are beautiful, young woman with long blond hair and big blue eyes

Jane: And you are handsome, young man, with brown hair and green eyes

John: Second, I can describe you by how you dress. You are wearing a green and yellow dress and white shoes, you also have pink sunglasses.

Jane: You are wearing blue sweater and green shoes. I like it

John: Most importantly, I can describe people in a good way. It is not good to call people ugly, fat or old. Instead you use plain, heavy or elderly.

Jane: You describe people in a good way. You will meet many friends.

John: That's right Jane

**Number 21-30**

A: Hey, have you met Sara's daughter Allison?

B: I don't think so. I didn't even know Sara had a daughter

A: Oh yes she does! Allison's 2 years old

B: Two years? Is she cute?

A: She's very cute. She's adorable

B: Tell me how she looks?

A: She has brown hair. Beautiful blue eyes, and she is growing some front teeth. She is a big, plump and healthy baby.

B: She does sound adorable

**Appendix 28**  
**Answer Key of Try-Out Test**

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

## Appendix 29

### PRE TEST

*Listen to the audio 1. The teacher will play the audio two times only.*

*Then, choose the best answer by (x) crossing it.*

1. A: "Who is that boy over there Hannah?"
  - a. That's My brother
  - b. That's Aline brother
  - c. That's Baby brother
  - d. That's Tiara brother
  
2. Who is Jem's girlfriend?
  - a. Andrea
  - b. Tiara
  - c. Lucy
  - d. Aurella
  
3. A: So you've got a brother?  
Hannah: .....
  - a. No, I've got three brothers, Jem and Alex
  - b. No, I've got two brothers, Jem, and Alex
  - c. Yes, I've got two brothers, Jem and Alex
  - d. Yes, I've got a brother, Jem and Alex
  
4. Who are Hannah's brothers?
  - a. Jem and Alex
  - b. Hannah and Aurelia
  - c. Alex and Sam
  - d. Sam and Daniel
  
5. How many brother Hannah has?
  - a. 5
  - b. 1
  - c. 3
  - d. 2
  
6. Hannah: Alex and Jem are .....
  - a. Twins
  - b. Friends
  - c. Enemy
  - d. Students

7. Alex and Jem are twins  
The underlined word means...
- a. Adik                      c. Kakak
  - b. Kembar                  d. Keluarga

***Listen to the audio 2. The teacher will play the audio two times only. Then, choose the best answer by (x) crossing it.***

8. Jane: Hello John  
John: Good morning ...
- a. Jane                      c. Dan
  - b. Ben                      d. Chen
9. kJane: How are you doing today?  
John: .....
- a. I'm doing fine
  - b. I'm boring
  - c. I'm sleepy
  - d. I'm doing well
10. Where does John learn how to describe people?
- a. In math class
  - b. In France class
  - c. In English class
  - d. In physics class
11. How does John describe Jane's look?
- a. She is beautiful, young woman, with long blond hair and big blue eyes
  - b. She is beautiful, young woman, with short blond hair and small blue eyes
  - c. She is beautiful, young woman, with long brown hair and big green eyes
  - d. She is beautiful, young woman, with long blond hair and big green eyes
12. How does Jane describe John's dress?
- a. He is wearing pink sweater and green shoes
  - b. He is wearing blue sweater and white shoes

- c. He is wearing pink sweater and white shoes
- d. He is wearing blue sweater and green shoes

13. How to describe people in a good way?
- a. It is not good to call people ugly, fat or old. Instead you use plain, heavy or elderly.
  - b. It is good to call people ugly, fat or old. Instead you use plain, heavy or elderly.
  - c. Don't do it
  - d. Call them pretty or handsome

***Listen to the audio 3. The teacher will play the audio two times only. Then, choose the best answer by (x) crossing it.***

14. A: Hey, have you met ..... daughter Allison?
- a. Allison
  - b. Sara
  - c. Daniel
  - d. Cynthia

15. How old is Allison?
- a. Three years old
  - b. Two years old
  - c. Twelve years old
  - d. Five years old

16. A: She's very cute. She's adorable  
What is the meaning of the underlined word?
- a. Menarik
  - b. Cantik
  - c. Harum
  - d. Tampan

17. What does Allison look like?
- a. She has black hair
  - b. She has brown hair
  - c. She has beautiful green eyes
  - d. She has beautiful black eyes

18. "She is growing some front teeth". The underlined word means .....
- a. Mulut
  - b. Telinga
  - c. Mata
  - d. Gigi
19. "She is a big, plump and ..... baby"
- a. Healthy
  - b. Beautiful
  - c. Pretty
  - d. Cute
20. "She is a big, plump and healthy baby"  
The underlined word means .....
- a. Cantik
  - b. Manis
  - c. Lucu
  - d. Sehat

## **Appendix 30**

### **Answer Key of Pre-Test**

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

**Appendix 31**  
**Transcript of Post-Test**  
**Number 1-7**

A: Where is (1) Rora?

B: I don't know

A: Oh no!

(2) Excuse me, I'm looking for my little sister

Receptionist: Okay, don't worry. (3) What's her name?

A: Her name is Rora. She is (4) six years old.

Receptionist: (5) What does she look like?

A: She has (6) short curly hair

Receptionist: What is she (7) wearing?

B: She is (8) wearing a pink shirt and (9) blue pants

A: And she is wearing (10) a white cap

In a while

A: Rora!

**Number 8-13**

A: Have you seen the new girl in school?

B: No, I haven't.

A: She's really pretty.

B: Describe her to me.

A: She's not too tall.

B: Well, how tall is she?

A: She's about five feet even.

B: What does she look like, though?

A: She has pretty light brown hair.

B: I may know which girl you're talking about.

A: So you have seen her around?

B: Yes, I have.

**Number 14-20**

Receptionist: Good afternoon. Can I help you?

Jean: Yes, I'm looking for someone. Her name is Pauline. I'm afraid I missed her

Receptionist: well, what does she look like?

Jean: Let's see. She's about 35, I guess. She's pretty tall, with red hair

Receptionist: Oh, are you Jean Taylor?

Jean: Yes, that's right!

Receptionist: She asked for you a few minutes ago. I think she's in the restaurant

Jean: Thanks. I'll go and look for her.

## Appendix 32

### POST TEST

*Listen to the audio 1. The teacher will play the audio two times only.*

*Then, choose the best answer by (x) crossing it.*

1. A: Where is Rora?  
B: .....
  - a. I don't know
  - b. I'm fine
  - c. I'm ok
  - d. I'm doing well
  
2. Who is the missing girl?
  - a. Dora
  - b. Rora
  - c. Raisa
  - d. Tiara
  
3. A: Excuse me, I'm looking for my little .....  
The suitable word to complete the dialogue is .....
  - a. Brother
  - b. Twin
  - c. Friend
  - d. Sister
  
4. Receptionist: Okay, don't worry. .... ?  
The suitable sentence to complete the dialogue is .....
  - a. What's your name?
  - b. What's her name?
  - c. What are you doing?
  - d. How are you?
  
5. How old is Rora?
  - a. 3
  - b. 4
  - c. 6
  - d. 2
  
6. A: She has short .....  
The suitable word to complete the dialogue is .....
  - a. Straight hair

- b. Wavy hair
  - c. Curly hair
  - d. Braided hair
7. B: She is wearing a pink shirt and blue pants  
The underlined word means .....
- a. Baju
  - b. Kemeja
  - c. Celana
  - d. Rok

***Listen to the audio 2. The teacher will play the audio two times only. Then, choose the best answer by (x) crossing it.***

8. A: Have you seen the new girl in school?  
B: No, .....
- The suitable word to complete the dialogue is .....
- a. I have
  - b. I had
  - c. I haven't
  - d. I hadn't
9. What does "the new girl" mean?
- a. Siswa baru
  - b. Siswi baru
  - c. Guru baru
  - d. Adik baru
10. Where does she see the new girl?
- a. In the school
  - b. In the market
  - c. In the yard
  - d. On the street
11. She is really pretty  
The underlined word means .....
- a. Tampan
  - b. Baik
  - c. Marah
  - d. Cantik

12. How tall is the new girl?
  - a. Four feet even
  - b. Five feet even
  - c. Six feet even
  - d. Seven feet even
13. What does the new girl look like?
  - a. She has pretty light brown hair
  - b. She has pretty light black hair
  - c. She has pretty dark brown hair
  - d. She has pretty black hair

***Listen to the audio 3. The teacher will play the audio two times only.  
Then, choose the best answer by (x) crossing it.***

14. Receptionist: ..... Can I help you?  
The suitable word to complete the dialogue is .....

  - a. Good morning
  - b. Good night
  - c. Hello
  - d. Good Afternoon

15. Receptionist: Oh, are you .....

  - a. Jean Taylor
  - b. Bean Taylor
  - c. Taylor Swift
  - d. Darren Taylor

16. Who is Jean looking for?

  - a. Daniel
  - b. Pauline
  - c. Justin
  - d. Ian

17. How old is Pauline?

  - a. 55
  - b. 25
  - c. 15
  - d. 35

18. What does Pauline look like?

  - a. She's short with red hair
  - b. She's pretty tall with black hair
  - c. She's pretty tall with red hair
  - d. She's short with black hair

19. Receptionist: She asked for you a few minutes ago. I think she's in the restaurant  
The underlined word means .....
- a. Rumah makan
  - b. Kamar mandi
  - c. Kamar tidur
  - d. Hotel
20. Receptionist: She asked for you ..... I think she's in the restaurant
- a. An hour ago
  - b. A few minutes ago
  - c. A minute ago
  - d. A few hours ago

## Appendix 33

### Answer Key of Post-Test

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

## Appendix 34

### OBSERVATION CHECKLIST

**OBSERVATION CHECKLIST**

Nama : Rizky Cikita Maulana  
 Tanggal : 01 November 2017  
 Jam : 4,516 (10.00 - 12.00)  
 Kelas : IX D  
 Tujuan Pembelajaran :

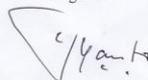
PETUNJUK:  
 1. Amati aktivitas praktikan di kelas dalam melaksanakan interaksi belajar-mengajar!  
 2. Tuliskan **tanda centang (✓)** pada skor yang sesuai dengan keadaan yang diamati

No	ASPEK YANG DIAMATI	Sangat Baik	Baik	Kurang	Buruk	Sangat Buruk
<b>I</b>	<b>PRA PEMBELAJARAN</b>					
	1. Memeriksa kesiapan ruang, alat pembelajaran, dan media		✓			
	2. Memeriksa kesiapan siswa		✓			
<b>II</b>	<b>MEMBUKA PEMBELAJARAN</b>					
	1. Melakukan kegiatan apersepsi			✓		
	2. Menyampaikan kompetensi yang akan dicapai dan rencana kegiatannya		✓			
<b>III</b>	<b>KEGIATAN INTI PEMBELAJARAN</b>					
	<b>A. Penguasaan materi pelajaran</b>					
	1. Menunjukkan penguasaan materi pembelajaran		✓			
	2. Mengaitkan materi dengan pengetahuan lain yang relevan		✓			
	3. Menyampaikan materi sesuai dengan hierarki belajar			✓		
	4. Mengaitkan materi dengan realitas kehidupan		✓			
	<b>B. Pendekatan/strategi pembelajaran</b>					
	1. Melaksanakan pembelajaran sesuai dengan kompetensi yang akan dicapai		✓			
	2. Melaksanakan pembelajaran sesuai dengan tingkat perkembangan dan kebutuhan siswa		✓			
	3. Melaksanakan pembelajaran secara runtut			✓		
	4. Melaksanakan pembelajaran yang terkoordinasi		✓			
	5. Melaksanakan pembelajaran yang bersifat kontekstual		✓			

	6. Mengakomodasi adanya keragaman budaya nusantara			✓		
	7. Melaksanakan pembelajaran yang memungkinkan tumbuhnya kebiasaan positif	✓				
	8. Melaksanakan pembelajaran sesuai dengan waktu yang telah dialokasikan	✓				
<b>C. Pemanfaatan media pembelajaran/sumber belajar</b>						
	1. Menunjukkan keterampilan dalam penggunaan media	✓				
	2. Menghasilkan pesan yang menarik			✓		
	3. Menggunakan media secara efektif dan efisien	✓				
	4. Melibatkan siswa dalam pemanfaatan media			✓		
<b>D. Pembelajaran yang memicu dan memelihara keterlibatan siswa</b>						
	1. Menumbuhkan partisipasi aktif siswa dalam pembelajaran	✓				
	2. Merespons positif partisipasi siswa	✓				
	3. Memfasilitasi terjadinya interaksi guru-siswa dan siswa-siswa			✓		
	4. Menunjukkan sikap terbuka terhadap respons siswa	✓				
	5. Menunjukkan hubungan antarpribadi yang kondusif	✓				
	6. Menumbuhkan keceriaan dan antusiasme siswa dalam belajar	✓				
<b>E. Penilaian proses dan hasil belajar</b>						
	1. Melakukan penilaian awal			✓		
	2. Memantau kemajuan belajar			✓		
	3. Memberikan tugas sesuai dengan kompetensi			✓		
	4. Melakukan penilaian akhir sesuai dengan kompetensi	✓				
<b>F. Penggunaan bahasa</b>						
	1. Menggunakan bahasa lisan secara jelas dan lancar	✓				
	2. Menggunakan bahasa tulis yang baik dan benar	✓				
	3. Menyampaikan pesan dengan gaya yang sesuai	✓				

<b>IV</b>	<b>PENUTUP</b>					
	<b>A. Refleksi dan rangkuman pembelajaran</b>					
	1. Melakukan refleksi pembelajaran dengan melibatkan siswa		✓			
	2. Menyusun rangkuman dengan melibatkan siswa		✓			
	<b>B. Pelaksanaan tindak lanjut</b>					
	1. Memberikan arahan, kegiatan, atau tugas sebagai bagian remedi		✓			
	2. Memberikan arahan, kegiatan, atau tugas sebagai bagian pengayaan		✓			

Semarang, 02 November 2017  
Pengamat



**Kusriyanto, M.Pd**  
NIP. 19670920 200501 1004

Catatan:

## OBSERVATION CHECKLIST

Nama :  
 Tanggal :  
 Jam :  
 Kelas :  
 Tujuan Pembelajaran :

### PETUNJUK:

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

No	ASPEK YANG DIAMATI	Sangat Baik	Baik	Kurang	Buruk	Sangat Buruk
<b>I</b>	<b>PRA PEMBELAJARAN</b>					
	1. Memeriksa kesiapan ruang, alat pembelajaran, dan media					
	2. Memeriksa kesiapan siswa					
<b>II</b>	<b>MEMBUKA PEMBELAJARAN</b>					
	1. Melakukan kegiatan apersepsi					
	2. Menyampaikan kompetensi yang akan dicapai dan rencana kegiatannya					
<b>III</b>	<b>KEGIATAN INTI PEMBELAJARAN</b>					
	<b>A. Penguasaan materi pelajaran</b>					
	1. Menunjukkan penguasaan materi pembelajaran					
	2. Mengaitkan materi dengan pengetahuan					

	lain yang relevan					
	3. Menyampaikan materi sesuai dengan hierarki belajar					
	4. Mengaitkan materi dengan realitas kehidupan					
	<b>B. Pendekatan/strategi pembelajaran</b>					
	1. Melaksanakan pembelajaran sesuai dengan kompetensi yang akan dicapai					
	2. Melaksanakan pembelajaran sesuai dengan tingkat perkembangan dan kebutuhan siswa					
	3. Melaksanakan pembelajaran secara runtut					
	4. Melaksanakan pembelajaran yang terkoordinasi					
	5. Melaksanakan pembelajaran yang bersifat kontekstual					
	6. Mengakomodasi adanya keragaman budaya nusantara					
	7. Melaksanakan pembelajaran yang memungkinkan tumbuhnya kebiasaan positif					
	8. Melaksanakan					

	pembelajaran sesuai dengan waktu yang telah dialokasikan					
	<b>C. Pemanfaatan media pembelajaran/sumber belajar</b>					
	1. Menunjukkan keterampilan dalam penggunaan media					
	2. Menghasilkan pesan yang menarik					
	3. Menggunakan media secara efektif dan efisien					
	4. Melibatkan siswa dalam pemanfaatan media					
	<b>D. Pembelajaran yang memicu dan memelihara keterlibatan siswa</b>					
	1. Menumbuhkan partisipasi aktif siswa dalam pembelajaran					
	2. Merespons positif partisipasi siswa					
	3. Memfasilitasi terjadinya interaksi guru-siswa dan siswa-siswa					
	4. Menunjukkan sikap terbuka terhadap respons siswa					
	5. Menunjukkan hubungan					

	antarpribadi yang kondusif					
	6. Menumbuhkan keceriaan dan antusiasme siswa dalam belajar					
	<b>E. Penilaian proses dan hasil belajar</b>					
	1. Melakukan penilaian awal					
	2. Memantau kemajuan belajar					
	3. Memberikan tugas sesuai dengan kompetensi					
	4. Melakukan penilaian akhir sesuai dengan kompetensi					
	<b>F. Penggunaan bahasa</b>					
	1. Menggunakan bahasa lisan secara jelas dan lancar					
	2. Menggunakan bahasa tulis yang baik dan benar					
	3. Menyampaikan pesan dengan gaya yang sesuai					
<b>IV</b>	<b>PENUTUP</b>					
	<b>A. Refleksi dan rangkuman pembelajaran</b>					
	1. Melakukan refleksi pembelajaran					

	dengan melibatkan siswa					
	2. Menyusun rangkuman dengan melibatkan siswa					
	<b>B. Pelaksanaan tindak lanjut</b>					
	1. Memberikan arahan, kegiatan, atau tugas sebagai bagian remedi					
	2. Memberikan arahan, kegiatan, atau tugas sebagai bagian pengayaan					

Semarang, Oktober 2017  
Pengamat

RIZKY CIKITA MAULANI  
133411074

# Appendix 35

## SCORE OF PRE-TEST EXPERIMENTAL CLASS

75

Nama	: HINDATUL LAILLYAH
Kelas	: IX-D
No. Absen	: 15

### PRE TEST

Listen to the audio 1. The teacher will play the audio two times only. Then, choose the best answer by (x) crossing it.

- A: "Who is that boy over there Hannah?"
  - a. That's My brother
  - b. That's Aline brother
  - c. That's Baby brother
  - d. That's Tiara brother
- Who is Jem's girlfriend?
  - a. Andrea
  - b. Tiara
  - c. Lucy
  - d. Aurella
- A: So you've got a brother?  
Hannah: .....
  - a. No, I've got three brothers, Jem and Alex
  - b. No, I've got two brothers, Jem, and Alex
  - c. Yes, I've got two brothers, Jem and Alex
  - d. Yes, I've got a brother, Jem and Alex
- Who are Hannah's brothers?
  - a. Jem and Alex
  - b. Hannah and Aurelia
  - c. Alex and Sam
  - d. Sam and Daniel

- How many brother Hannah has?
  - a. 5
  - b. 1
  - c. 3
  - d. 2

S = 5  
B = 15

- Hannah: Alex and Jem are .....
  - a. Twins
  - b. Friends
  - c. Enemy
  - d. Students
- Alex and Jem are twins  
The underlined word means...
  - a. Adik
  - c. Kakak
  - b. Kembar
  - d. Keluarga

Listen to the audio 2. The teacher will play the audio two times only. Then, choose the best answer by (x) crossing it.

- Jane: Hello John  
John: Good morning ...
  - a. Jane
  - c. Dan
  - b. Ben
  - d. Chen
- Jane: How are you doing today?  
John: .....
  - a. I'm doing fine
  - b. I'm boring
  - c. I'm sleepy
  - d. I'm doing well
- Where does John learn how to describe people?
  - a. In math class
  - b. In France class
  - c. In English class
  - d. In physics class
- How does John describe Jane's look?
  - a. She is beautiful, young woman, with long blond hair and big blue eyes
  - b. She is beautiful, young woman, with short blond hair and small blue eyes

- c. She is beautiful, young woman, with long brown hair and big green eyes
- d. She is beautiful, young woman, with long blond hair and big green eyes

12. How does Jane describe John's dress?

- a. He is wearing pink sweater and green shoes
- b. He is wearing blue sweater and white shoes
- c. He is wearing pink sweater and white shoes
- d. He is wearing blue sweater and green shoes

13. How to describe people in a good way?

- a. It is not good to call people ugly, fat or old. Instead you use plain, heavy or elderly.
- b. It is good to call people ugly, fat or old. Instead you use plain, heavy or elderly.
- c. Don't do it
- d. Call them pretty or handsome

**Listen to the audio 3. The teacher will play the audio two times only. Then, choose the best answer by (x) crossing it.**

14. A: Hey, have you met ..... daughter Allison?

- a. Allison
- b. Sara
- c. Daniel
- d. Cynthia

15. How old is Allison?

- a. Three years old
- b. Two years old

- c. Twelve years old
- d. Five years old

16. A: She's very cute. She's adorable. What is the meaning of the underlined word?

- a. Menarik
- b. Cantik
- c. Harum
- d. Tampan

17. What does Allison look like?

- a. She has black hair
- b. She has brown hair
- c. She has beautiful green eyes
- d. She has beautiful black eyes

18. "She is growing some front teeth". The underlined word means .....

- a. Mulut
- b. Telinga
- c. Mata
- d. Gigi

19. "She is a big, plump and ..... baby"

- a. Healthy
- b. Beautiful
- c. Pretty
- d. Cute

20. "She is a big, plump and healthy baby" The underlined word means .....

- a. Cantik
- b. Manis
- c. Lucu
- d. Sehat

60

Nama	: Muhammad Anas A
Kelas	: 12 D
No. Absen	: 22

**PRE TEST**

Listen to the audio 1. The teacher will play the audio two times only. Then, choose the best answer by (x) crossing it.

- A: "Who is that boy over there Hannah?"
  - a. That's My brother
  - b. That's Aline brother
  - c. That's Baby brother
  - d. That's Tiara brother
- Who is Jem's girlfriend?
  - a. Andrea
  - b. Tiara
  - c. Lucy
  - d. Aurella
- A: So you've got a brother?  
Hannah: .....
  - a. No, I've got three brothers, Jem and Alex
  - b. No, I've got two brothers, Jem, and Alex
  - c. Yes, I've got two brothers, Jem and Alex
  - d. Yes, I've got a brother, Jem and Alex
- Who are Hannah's brothers?
  - a. Jem and Alex
  - b. Hannah and Aurelia
  - c. Alex and Sam
  - d. Sam and Daniel
- How many brother Hannah has?
  - a. 5
  - b. 1
  - c. 3
  - d. 2

S=8  
B=12

- Hannah: Alex and Jem are .....
  - a. Twins
  - b. Friends
  - c. Enemy
  - d. Students
- Alex and Jem are twins  
The underlined word means...
  - a. Adik
  - c. Kakak
  - b. Kembar
  - d. Keluarga

Listen to the audio 2. The teacher will play the audio two times only. Then, choose the best answer by (x) crossing it.

- Jane: Hello John  
John: Good morning ...
  - a. Jane
  - b. Ber.
  - c. Dan
  - d. Chen
- Jane: How are you doing today?  
John: .....
  - a. I'm doing fine
  - b. I'm boring
  - c. I'm sleepy
  - d. I'm doing well
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  - a. In math class
  - b. In France class
  - c. In English class
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  - a. She is beautiful, young woman, with long blond hair and big blue eyes
  - b. She is beautiful, young woman, with short blond hair and small blue eyes

- c. She is beautiful, young woman, with long brown hair and big green eyes
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- a. He is wearing pink sweater and green shoes
- b. He is wearing blue sweater and white shoes
- ~~c. He is wearing pink sweater and white shoes~~
- d. He is wearing blue sweater and green shoes

13. How to describe people in a good way?
- ~~a. It is not good to call people ugly, fat or old. Instead you use plain, heavy or elderly.~~
- b. It is good to call people ugly, fat or old. Instead you use plain, heavy or elderly.
- c. Don't do it
- d. Call them pretty or handsome

*Listen to the audio 3. The teacher will play the audio two times only. Then, choose the best answer by (x) crossing it.*

14. A: Hey, have you met ..... daughter Allison?
- a. Allison
- ~~b. Sara~~
- c. Daniel
- d. Cynthia
15. How old is Allison?
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- d. Five years old

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- a. Healthy
- b. Beautiful
- c. Pretty
- d. Cute

20. "She is a big, plump and healthy baby". The underlined word means .....
- a. Cantik
- ~~b. Manis~~
- c. Lucu
- ~~d. Sehat~~

40

Nama	: Shiva Andriana Permata Putri
Kelas	: IX D
No. Absen	: 28

**PRE TEST**

Listen to the audio 1. The teacher will play the audio two times only. Then, choose the best answer by (x) crossing it.

1. A: "Who is that boy over there Hannah?"

- a. That's My brother
- b. That's Aline brother
- c. That's Baby brother
- d. That's Tiara brother

2. Who is Jem's girlfriend?

- a. Andrea
- b. Tiara
- c. Lucy
- d. Aurella

3. A: So you've got a brother?  
Hannah: .....

- a. No, I've got three brothers, Jem and Alex
- b. No, I've got two brothers, Jem, and Alex
- c. Yes, I've got two brothers, Jem and Alex
- d. Yes, I've got a brother, Jem and Alex

4. Who are Hannah's brothers?

- a. Jem and Alex
- b. Hannah and Aurelia
- c. Alex and Sam
- d. Sam and Daniel

5. How many brother Hannah has?

- a. 5
- b. 1
- c. 3
- d. 2

S = 12  
B = 8

6. Hannah: Alex and Jem are .....  
 a. Twins  
 b. Friends  
 c. Enemy  
 d. Students

7. Alex and Jem are twins  
The underlined word means...  
 a. Adik  
 b. Kembar  
 c. Kakak  
 d. Keluarga

Listen to the audio 2. The teacher will play the audio two times only. Then, choose the best answer by (x) crossing it.

8. Jane: Hello John  
John: Good morning ...  
 a. Jane  
 b. Ben  
 c. Dan  
 d. Chen

9. Jane: How are you doing today?  
John: .....  
 a. I'm doing fine  
 b. I'm boring  
 c. I'm sleepy  
 d. I'm doing well

10. Where does John learn how to describe people?

- a. In math class
- b. In France class
- c. In English class
- d. In physics class

11. How does John describe Jane's look?

- a. She is beautiful, young woman, with long blond hair and big blue eyes
- b. She is beautiful, young woman, with short blond hair and small blue eyes

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- a. It is not good to call people ugly, fat or old. Instead you use plain, heavy or elderly.
  - b. It is good to call people ugly, fat or old. Instead you use plain, heavy or elderly.
  - c. Don't do it
  - d. Call them pretty or handsome

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- b. Manis
- c. Lucu
- d. Sehat

## SCORE OF PRE-TEST CONTROL CLASS

(75)

Nama	: Fitriya Wahyuni
Kelas	: I K A
No. Absen	: 15

### PRE TEST

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1. A: "Who is that boy over there Hannah?"

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- b. That's Aline brother
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- b. Tiara
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3. A: So you've got a brother?

Hannah: .....

- a. No, I've got three brothers, Jem and Alex
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- b. 1
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- d. 2

6. Hannah: Alex and Jem are .....

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- b. Friends
- c. Enemy
- d. Students

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The underlined word means...

- a. Adik
- b. Kembar
- c. Kakak
- d. Keluarga

*Listen to the audio 2. The teacher will play the audio two times only. Then, choose the best answer by (x) crossing it.*

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John: Good morning ...

- a. Jane
- b. Ben
- c. Dan
- d. Chen

9. Jane: How are you doing today?

John: .....

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- b. I'm boring
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  - b. It is good to call people ugly, fat or old. Instead you use plain, heavy or elderly.
  - c. Don't do it
  - d. Call them pretty or handsome

*Listen to the audio 3. The teacher will play the audio two times only. Then, choose the best answer by (x) crossing it.*

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- a. Allison
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  - d. Cute

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- a. Cantik
  - b. Manis
  - c. Lucu
  - d. Sehat

S = 5

B = 15

60

Nama	Taufiq Begas Kusrawan
Kelas	IX
No. Absen	28

PRE TEST

Listen to the audio 1. The teacher will play the audio two times only. Then, choose the best answer by (x) crossing it.

1. A: "Who is that boy over there Hannah?"
- That's My brother
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  - That's Baby brother
  - That's Tiara brother

2. Who is Jem's girlfriend?
- Andrea
  - Tiara
  - Lucy
  - Aurella

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Hannah: .....
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  - c. 3
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- Twins
  - Friends
  - Enemy
  - Students

7. Alex and Jem are twins  
The underlined word means...
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  - Kakak
  - b. Kembar
  - d. Keluarga

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8. Jane: Hello John  
John: Good morning ...
- Jane
  - b. Ben
  - c. Dan
  - d. Chen

9. Jane: How are you doing today?  
John: .....
- a. I'm doing fine
  - b. I'm boring
  - c. I'm sleepy
  - I'm doing well

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  - ~~b.~~ It is good to call people ugly, fat or old. Instead you use plain, heavy or elderly.
  - c. Don't do it
  - d. Call them pretty or handsome

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- a. Healthy
  - b. Beautiful
  - ~~c.~~ Pretty
  - d. Cute

20. "She is a big, plump and healthy baby". The underlined word means .....
- a. Cantik
  - b. Manis
  - c. Lucu
  - ~~d.~~ Sehat

S = 7 8  
B = 13 12

75

Nama	: Filia Wahyu
Kelas	: IX A
No. Absen	: 15

PRE TEST

Listen to the audio 1. The teacher will play the audio two times only. Then, choose the best answer by (x) crossing it.

1. A: "Who is that boy over there Hannah?"

- a. That's My brother
- b. That's Aline brother
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2. Who is Jem's girlfriend?

- a. Andrea
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- c. Lucy
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- Hannah: .....
- a. No, I've got three brothers, Jem and Alex
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- c. Enemy
- d. Students

7. Alex and Jem are twins

The underlined word means...

- a. Adik
- b. Kakak
- c. Kembar
- d. Keluarga

Listen to the audio 2. The teacher will play the audio two times only. Then, choose the best answer by (x) crossing it.

8. Jane: Hello John

John: Good morning ...

- a. Jane
- b. Ben
- c. Dan
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~~12~~ She is beautiful, young woman, with long brown hair and big green eyes

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a. It is not good to call people ugly, fat or old. Instead you use plain, heavy or elderly.

~~14~~ It is good to call people ugly, fat or old. Instead you use plain, heavy or elderly.

c. Don't do it

d. Call them pretty or handsome

*Listen to the audio 3. The teacher will play the audio two times only. Then, choose the best answer by (x) crossing it.*

~~14~~ A: Hey, have you met ..... daughter Allison?

~~15~~ Allison

b. Sara

c. Daniel

d. Cynthia

~~16~~ How old is Allison?

~~17~~ Three years old

~~18~~ Two years old

c. Twelve years old

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~~16~~ A: She's very cute. She's adorable. What is the meaning of the underlined word?

~~17~~ Menarik

b. Cantik

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~~17~~ What does Allison look like?

a. She has black hair

b. She has brown hair

c. She has beautiful green eyes

~~18~~ She has beautiful black eyes

~~18~~ "She is growing some front teeth". The underlined word means .....

a. Mulut

b. Telinga

~~19~~ Mata

d. Gigi

~~19~~ "She is a big, plump and ..... baby"

a. Healthy

b. Beautiful

~~20~~ Pretty

d. Cute

~~20~~ "She is a big, plump and healthy baby". The underlined word means .....

a. Cantik

b. Manis

~~21~~ Lucu

~~22~~ Sehat

# Appendix 36

## THE SCORE OF POST-TEST EXPERIMENTAL CLASS

90

Nama : HINDATUL LAILIYAH  
 Kelas : IX - D  
 No. Absen : 15

### POST TEST

Listen to the audio 1. The teacher will play the audio two times only. Then, choose the best answer by (x) crossing it.

- A: Where is Rora?  
 B: .....  
 a. I don't know ✓  
 b. I'm fine  
 c. I'm ok  
 d. I'm doing well
- Who is the missing girl?  
 a. Dora ✓  
 b. Rora  
 c. Raisa  
 d. Tiara
- A: Excuse me, I'm looking for my little .....  
 The suitable word to complete the dialogue is .....  
 a. Brother ✓  
 b. Twin  
 c. Friend  
 d. Sister
- Receptionist: Okay, don't worry. .... ?  
 The suitable sentence to complete the dialogue is .....  
 a. What's your name?  
 b. What's her name? ✓  
 c. What are you doing?  
 d. How are you?
- How old is Rora?  
 a. 3  
 b. 4 ✓  
 c. 6  
 d. 2
- A: She has short .....  
 The suitable word to complete the dialogue is .....  
 a. Straight hair ✓  
 b. Wavy hair  
 c. Curly hair  
 d. Braided hair

- B: She is wearing a pink shirt and blue pants  
 The underlined word means .....  
 a. Baju  
 b. Kemeja ✓  
 c. Celana ✓  
 d. Rok

Listen to the audio 2. The teacher will play the audio two times only. Then, choose the best answer by (x) crossing it.

- A: Have you seen the new girl in school?  
 B: No, .....  
 The suitable word to complete the dialogue is .....  
 a. I have ✓  
 b. I had  
 c. I haven't ✓  
 d. I hadn't
- What does "the new girl" mean?  
 a. Siswa baru ✓  
 b. Siswi baru ✓  
 c. Guru baru  
 d. Adik baru
- Where does she see the new girl?  
 a. In the school ✓  
 b. In the market  
 c. In the yard  
 d. On the street
- She is really pretty.  
 The underlined word means .....  
 a. Tampan  
 b. Baik ✓  
 c. Marah  
 d. Cantik
- How tall the new girl?  
 a. Four feet even  
 b. Five feet even ✓  
 c. Six feet even  
 d. Seven feet even

S = 2  
 B = 18

13. What does the new girl look like?  
 a. She has pretty light brown hair ✓  
 b. She has pretty light black hair  
 c. She has pretty dark brown hair  
 d. She has pretty black hair

**Listen to the audio 3. The teacher will play the audio two times only. Then, choose the best answer by (x) crossing it.**

14. Receptionist: ..... Can I help you?  
The suitable word to complete the dialogue is .....  
a. Good morning ✓  
b. Good night  
c. Hello  
 d. Good Afternoon

15. Receptionist: Oh, are you .....?  
 a. Jean Taylor ✓  
 b. Bean Taylor  
 c. Taylor Swift  
 d. Darren Taylor

16. Who is Jean looking for?  
a. Daniel  
 b. Pauline ✓  
c. Justin  
d. Ian

17. How old is Pauline?  
a. 55                      c. 15  
 b. 25                       d. 35

18. What does Pauline look like?  
a. She's short with red hair  
 b. She's pretty tall with black hair ✓  
 c. She's pretty tall with red hair  
 d. She's short with black hair

19. Receptionist: She asked for you a few minutes ago. I think she's in the restaurant.  
The underlined word means .....  
 a. Rumah makan  
 b. Kamar mandi  
 c. Kamar tidur  
 d. Hotel

20. Receptionist: She asked for you ..... I think she's in the restaurant  
a. An hour ago  
 b. A few minutes ago ✓  
 c. A minute ago  
 d. A few hours ago

85

Nama	: Sem Maulana H
Kelas	: 9D
No. Absen	: 26

**POST TEST**

**Listen to the audio 1. The teacher will play the audio two times only. Then, choose the best answer by (x) crossing it.**

1. A: Where is Rora?  
B: .....  
 a. I don't know  
b. I'm fine ✓  
c. I'm ok ✓  
d. I'm doing well ✓
2. Who is the missing girl?  
a. Dora  
 b. Rora ✓  
c. Raisa  
d. Tiara
3. A: Excuse me, I'm looking for my little .....  
The suitable word to complete the dialogue is .....  
a. Brother ✓  
b. Twin ✓  
c. Friend  
 d. Sister ✓
4. Receptionist: Okay, don't worry. .... ?  
The suitable sentence to complete the dialogue is .....  
 a. What's your name?  
 b. What's her name?  
c. What are you doing?  
d. How are you?
5. How old is Rora? ✓  
a. 3  
b. 4  c. 6 ✓  
d. 2
6. A: She has short .....  
The suitable word to complete the dialogue is .....  
a. Straight hair ✓  
b. Wavy hair ✓  
 c. Curly hair ✓  
d. Braided hair

7. B: She is wearing a pink shirt and blue pants  
The underlined word means .....  
a. Baju  
b. Kemeja  
 c. Celana ✓  
d. Rok ✓

**Listen to the audio 2. The teacher will play the audio two times only. Then, choose the best answer by (x) crossing it.**

8. A: Have you seen the new girl in school?  
B: No, .....  
The suitable word to complete the dialogue is .....  
a. I have ✓  
b. I had ✓  
 c. I haven't ✓  
d. I hadn't
9. What does "the new girl" mean?  
a. Siswa baru  
 b. Siswi baru ✓  
c. Guru baru ✓  
d. Adik baru
10. Where does she see the new girl?  
 a. In the school ✓  
b. In the market ✓  
c. In the yard ✓  
d. On the street
11. She is really pretty  
The underlined word means .....  
a. Tampan  
b. Baik ✓  
c. Marah ✓  
 d. Cantik ✓
12. How tall the new girl?  
a. Four feet even  
 b. Five feet even ✓  
c. Six feet even  
d. Seven feet even

13. What does the new girl look like?
- a. She has pretty light brown hair ✓
  - b. She has pretty light black hair
  - c. She has pretty dark brown hair
  - d. She has pretty black hair

Listen to the audio 3. The teacher will play the audio two times only. Then, choose the best answer by (x) crossing it.

14. Receptionist: ..... Can I help you?  
The suitable word to complete the dialogue is .....
- a. Good morning ✓
  - b. Good night
  - c. Hello
  - d. Good Afternoon ✓

15. Receptionist: Oh, are you .....
- a. Jean Taylor ✓
  - b. Bean Taylor
  - c. Taylor Swift
  - d. Darren Taylor

16. Who is Jean looking for?
- a. Daniel
  - b. Pauline ✓
  - c. Justin
  - d. Ian

17. How old is Pauline?
- a. 55
  - b. 25
  - c. 15
  - d. 35 ✓

18. What does Pauline look like?
- a. She's short with red hair
  - b. She's pretty tall with black hair
  - c. She's pretty tall with red hair ✓
  - d. She's short with black hair

19. Receptionist: She asked for you a few minutes ago. I think she's in the restaurant.  
The underlined word means .....
- a. Rumah makan ✓
  - b. Kamar mandi
  - c. Kamar tidur
  - d. Hotel

20. Receptionist: She asked for you ..... I think she's in the restaurant
- a. An hour ago
  - b. A few minutes ago ✓
  - c. A minute ago
  - d. A few hours ago

S = 3  
B = 17  
85

60

Nama	: AHMAO ROFI'I
Kelas	: IX D
Nr Absen	: 03

**POST TEST**

Listen to the audio 1. The teacher will play the audio two times only. Then, choose the best answer by (x) crossing it.

1. A: Where is Rora?  
B: .....
- ~~a.~~ I don't know
  - b. I'm fine
  - c. I'm ok
  - d. I'm doing well

2. Who is the missing girl?  
~~a.~~ Dora  
b. Rora  
c. Raisa  
d. Tiara

3. A: Excuse me, I'm looking for my little .....  
The suitable word to complete the dialogue is .....
- a. Brother
  - b. Twin
  - c. Friend
  - ~~d.~~ Sister

4. Receptionist: Okay, don't worry. .... ?  
The suitable sentence to complete the dialogue is .....
- ~~a.~~ What's your name?
  - b. What's her name?
  - c. What are you doing?
  - d. How are you?

5. How old is Rora?  
a. 3  
b. 4  
~~c.~~ 6  
d. 2

6. A: She has short .....  
The suitable word to complete the dialogue is .....
- a. Straight hair
  - b. Wavy hair
  - ~~c.~~ Curly hair
  - d. Braided hair

7. B: She is wearing a pink shirt and blue pants  
The underlined word means .....
- a. Baju
  - b. Kemeja
  - ~~c.~~ Celana
  - d. Rok

Listen to the audio 2. The teacher will play the audio two times only. Then, choose the best answer by (x) crossing it.

8. A: Have you seen the new girl in school?  
B: No, .....
- The suitable word to complete the dialogue is .....
- ~~a.~~ I have
  - b. I had
  - c. I haven't
  - d. I hadn't

9. What does "the new girl" mean?  
a. Siswa baru  
~~b.~~ Siswi baru  
c. Guru baru  
d. Adik baru

10. Where does she see the new girl?  
~~a.~~ In the school  
b. In the market  
c. In the yard  
d. On the street

11. She is really pretty  
The underlined word means .....
- a. Tampan
  - b. Baik
  - c. Marah
  - ~~d.~~ Cantik

12. How tall the new girl?  
~~a.~~ Four feet even  
b. Five feet even  
~~c.~~ Six feet even  
d. Seven feet even

S = 8  
B = 12

13. What does the new girl look like?  
a.  She has pretty light brown hair  
b. She has pretty light black hair  
c.  She has pretty dark brown hair  
d. She has pretty black hair

**Listen to the audio 3. The teacher will play the audio two times only. Then, choose the best answer by (x) crossing it.**

14. Receptionist: ..... Can I help you?  
The suitable word to complete the dialogue is .....
- a. Good morning ✓
  - b. Good night
  - c. Hello
  - d.  Good Afternoon

15. Receptionist: Oh, are you .....?  
a.  Jean Taylor  
b. Bean Taylor  
c.  Taylor Swift  
d. Darren Taylor

16. Who is Jean looking for?  
a. Daniel ✓  
b.  Pauline  
c. Justin  
d. Ian

17. How old is Pauline?  
a. 55 c. 15  
b.  25 d.  35

18. What does Pauline look like?  
a. She's short with red hair  
b. She's pretty tall with black hair ✓  
c.  She's pretty tall with red hair  
d. She's short with black hair

19. Receptionist: She asked for you a few minutes ago. I think she's in the restaurant

The underlined word means .....

- a.  Rumah makan
- b. Kamar mandi ✓
- c. Kamar tidur
- d. Hotel

20. Receptionist: She asked for you ..... I think she's in the restaurant

- a.  An hour ago
- b.  A few minutes ago
- c. A minute ago
- d. A few hours ago

# THE SCORE OF POST-TEST

## CONTROL CLASS

Nama	: DANA Angelita
Kelas	: IX A
No. Absen	: 13

### POST TEST

Listen to the audio 1. The teacher will play the audio two times only. Then, choose the best answer by (x) crossing it.

- A: Where is Rora?  
B: .....  
 a. I don't know ✓  
 b. I'm fine ✓  
 c. I'm ok  
 d. I'm doing well
- Who is the missing girl?  
 a. Dora ✓  
 b. Rora ✓  
 c. Raisa  
 d. Tiara
- A: Excuse me, I'm looking for my little .....  
The suitable word to complete the dialogue is .....  
 a. Brother ✓  
 b. Twin ✓  
 c. Friend  
 d. Sister ✓
- Receptionist: Okay, don't worry. .... ?  
The suitable sentence to complete the dialogue is .....  
 a. What's your name? ✓  
 b. What's her name? ✓  
 c. What are you doing? ✓  
 d. How are you? ✓
- How old is Rora?  
 a. 3 ✓  
 b. 4 ✓  
 c. 1  
 d. 2 ✓
- A: She has short .....  
The suitable word to complete the dialogue is .....  
 a. Straight hair ✓  
 b. Wavy hair ✓  
 c. Curly hair ✓  
 d. Braided hair ✓

- B: She is wearing a pink shirt and blue pants  
The underlined word means .....  
 a. Baju ✓  
 b. Kemeja ✓  
 c. Celana ✓  
 d. Rok ✓

Listen to the audio 2. The teacher will play the audio two times only. Then, choose the best answer by (x) crossing it.

- A: Have you seen the new girl in school?  
B: No, .....  
The suitable word to complete the dialogue is .....  
 a. I have ✓  
 b. I had ✓  
 c. I haven't ✓  
 d. I hadn't ✓
- What does "the new girl" mean?  
 a. Siswa baru ✓  
 b. Siswi baru ✓  
 c. Guru baru ✓  
 d. Adik baru ✓
- Where does she see the new girl?  
 a. In the school ✓  
 b. In the market ✓  
 c. In the yard ✓  
 d. On the street ✓
- She is really pretty  
The underlined word means .....  
 a. Tampan ✓  
 b. Baik ✓  
 c. Marah ✓  
 d. Cantik ✓
- How tall the new girl?  
 a. Four feet even ✓  
 b. Five feet even ✓  
 c. Six feet even ✓  
 d. Seven feet even ✓

13. What does the new girl look like?
- a. She has pretty light brown hair
  - b. She has pretty light black hair
  - c. She has pretty dark brown hair
  - d. She has pretty black hair

Listen to the audio 3. The teacher will play the audio two times only. Then, choose the best answer by (x) crossing it.

14. Receptionist: ..... Can I help you?  
The suitable word to complete the dialogue is .....
- a. Good morning ✓
  - b. Good night
  - c. Hello
  - d. Good Afternoon
15. Receptionist: Oh, are you .....?
- a. Jean Taylor
  - b. Bean Taylor
  - c. Taylor Swift
  - d. Darren Taylor
16. Who is Jean looking for?
- a. Daniel ✓
  - b. Pauline
  - c. Justin
  - d. Ian
17. How old is Pauline? ✓
- a. 55                      c. 15
  - b. 25                       d. 35
18. What does Pauline look like?
- a. She's short with red hair
  - b. She's pretty tall with black hair
  - c. She's pretty tall with red hair
  - d. She's short with black hair

19. Receptionist: She asked for you a few minutes ago. I think she's in the restaurant  
The underlined word means .....
- a. Rumah makan
  - b. Kamar mandi ✓
  - c. Kamar tidur
  - d. Hotel

20. Receptionist: She asked for you ..... I think she's in the restaurant
- a. An hour ago
  - b. A few minutes ago
  - c. A minute ago
  - d. A few hours ago

S-A

B:16

80

Nama	: Achmad (Abu) (Poliq)
Kelas	: IX A
No. Absen	: 01

**POST TEST**

Listen to the audio 1. The teacher will play the audio two times only. Then, choose the best answer by (x) crossing it.

- A: Where is Rora?  
B: .....  
 a. I don't know ✓  
 b. I'm fine ✓  
 c. I'm ok  
 d. I'm doing well
- Who is the missing girl?  
 a. Dora  
 b. Rora  
 c. Raisa  
 d. Tiara
- A: Excuse me, I'm looking for my little .....  
The suitable word to complete the dialogue is .....  
 a. Brother ✓  
 b. Twin ✓  
 c. Friend  
 d. Sister
- Receptionist: Okay, don't worry, ..... ?  
The suitable sentence to complete the dialogue is .....  
 a. What's your name?  
 b. What's her name?  
 c. What are you doing?  
 d. How are you?
- How old is Rora?  
 a. 3  
 b. 4 ✓  
 c. 6 ✓  
 d. 2 ✓
- A: She has short .....  
The suitable word to complete the dialogue is .....  
 a. Straight hair ✓  
 b. Wavy hair  
 c. Curly hair ✓  
 d. Braided hair

- B: She is wearing a pink shirt and blue pants.  
The underlined word means .....  
 a. Baju ✓  
 b. Kemeja ✓  
 c. Celana ✓  
 d. Rok

Listen to the audio 2. The teacher will play the audio two times only. Then, choose the best answer by (x) crossing it.

- A: Have you seen the new girl in school?  
B: No, .....  
The suitable word to complete the dialogue is .....  
 a. I have ✓  
 b. I had ✓  
 c. I haven't ✓  
 d. I hadn't
- What does "the new girl" mean?  
 a. Siswa baru ✓  
 b. Siswi baru ✓  
 c. Guru baru  
 d. Adik baru
- Where does she see the new girl?  
 a. In the school ✓  
 b. In the market ✓  
 c. In the yard  
 d. On the street
- She is really pretty.  
The underlined word means .....  
 a. Tampan ✓  
 b. Baik ✓  
 c. Marah  
 d. Cantik
- How tall the new girl?  
 a. Four feet even  
 b. Five feet even ✓  
 c. Six feet even  
 d. Seven feet even ✓

13. What does the new girl look like? ✓
- a. She has pretty light brown hair
  - b. She has pretty light black hair
  - c. She has pretty dark brown hair
  - d. She has pretty black hair

Listen to the audio 3. The teacher will play the audio two times only. Then, choose the best answer by (x) crossing it.

14. Receptionist: ..... Can I help you?  
The suitable word to complete the dialogue is .....
- a. Good morning ✓
  - b. Good night
  - c. Hello
  - d. Good Afternoon

15. Receptionist: Oh, are you .....?
- a. Jean Taylor
  - b. Bean Taylor
  - c. Taylor Swift
  - d. Darren Taylor

16. Who is Jean looking for? ✓
- a. Daniel
  - b. Pauline
  - c. Justin
  - d. Ian

17. How old is Pauline?
- a. 55
  - b. 25
  - c. 15
  - d. 35

18. What does Pauline look like?
- a. She's short with red hair
  - b. She's pretty tall with black hair
  - c. She's pretty tall with red hair
  - d. She's short with black hair

19. Receptionist: She asked for you a few minutes ago. I think she's in the restaurant

The underlined word means .....

- a. Rumah makan
- b. Kamar mandi ✓
- c. Kamar tidur
- d. Hotel

20. Receptionist: She asked for you ..... I think she's in the restaurant
- a. An hour ago
  - b. A few minutes ago ✓
  - c. A minute ago
  - d. A few hours ago

$$S = 6$$

$$B = 19$$

10

Nama	Adel Yorlatiwi
Kelas	IX A
No. Absen	2

**POST TEST**

Listen to the audio 1. The teacher will play the audio two times only. Then, choose the best answer by (x) crossing it.

1. A: Where is Rora?  
 B: .....  
~~a~~ I don't know ✓  
 b. I'm fine ✓  
 c. I'm ok ✓  
~~d~~ I'm doing well ✓
2. Who is the missing girl?  
~~a~~ Dora ✓  
 (b) Rora ✓  
 c. Raisa ✓  
 d. Tiara ✓
3. A: Excuse me, I'm looking for my little .....  
 The suitable word to complete the dialogue is .....  
 a. Brother ✓  
 b. Twin ✓  
 c. Friend ✓  
~~d~~ Sister ✓
4. Receptionist: Okay, don't worry. .... ?  
 The suitable sentence to complete the dialogue is .....  
~~a~~ What's your name? ✓  
 (b) What's her name? ✓  
 c. What are you doing? ✓  
 d. How are you? ✓
5. How old is Rora?  
 a. 3 ✓  
 b. 4 ✓  
~~c~~ 6 ✓  
 d. 2 ✓
6. A: She has short .....  
 The suitable word to complete the dialogue is .....  
 a. Straight hair ✓  
 b. Wavy hair ✓  
~~c~~ Curly hair ✓  
 d. Braided hair ✓

7. B: She is wearing a pink shirt and blue pants  
 The underlined word means .....  
 a. Baju ✓  
 b. Kemeja ✓  
~~c~~ Celana ✓  
 d. Rok ✓

Listen to the audio 2. The teacher will play the audio two times only. Then, choose the best answer by (x) crossing it.

8. A: Have you seen the new girl in school?  
 B: No, .....  
 The suitable word to complete the dialogue is .....  
~~a~~ I have ✓  
 b. I had ✓  
 (c) I haven't ✓  
 d. I hadn't ✓
9. What does "the new girl" mean?  
 a. Siswa baru ✓  
~~b~~ Siswi baru ✓  
 c. Guru baru ✓  
 d. Adik baru ✓
10. Where does she see the new girl?  
~~a~~ In the school ✓  
 b. In the market ✓  
 c. In the yard ✓  
 d. On the street ✓
11. She is really pretty  
 The underlined word means .....  
 a. Tampan ✓  
 b. Baik ✓  
 c. Marah ✓  
~~d~~ Cantik ✓
12. How tall the new girl?  
 a. Four feet even ✓  
 (b) Five feet even ✓  
 c. Six feet even ✓  
 d. Seven feet even ✓

13. What does the new girl look like?  
 a. She has pretty light brown hair ✓  
b. She has pretty light black hair  
c. She has pretty dark brown hair  
d. She has pretty black hair

Listen to the audio 3. The teacher will play the audio two times only. Then, choose the best answer by (x) crossing it.

14. Receptionist: ..... Can I help you?  
The suitable word to complete the dialogue is .....
- a. Good morning ✓  
b. Good night  
c. Hello  
 d. Good Afternoon

15. Receptionist: Oh, are you .....?  
a. Jean Taylor  
 b. Bean Taylor ✓  
c. Taylor Swift  
 d. Darren Taylor

16. Who is Jean looking for?  
 a. Daniel ✓  
 b. Pauline ✓  
c. Justin  
d. Ian

17. How old is Pauline?  
a. 55 c. 15  
 b. 25  d. 35 ✓

18. What does Pauline look like?  
 a. She's short with red hair ✓  
b. She's pretty tall with black hair  
 c. She's pretty tall with red hair ✓  
d. She's short with black hair

19. Receptionist: She asked for you a few minutes ago. I think she's in the restaurant

The underlined word means .....

- a. Rumah makan ✓  
b. Kamar mandi ✓  
c. Kamar tidur  
d. Hotel

20. Receptionist: She asked for you ..... I think she's in the restaurant

- a. An hour ago  
 b. A few minutes ago ✓  
c. A minute ago  
d. A few hours ago

S = 10  
B = 10  
50

**Appendix 37**

**DOCUMENTATION  
THE ACTIVITIES OF EXPERIMENTAL CLASS**



**The students do the pre-test**



**The teacher explains materials about descriptive texts using top-down strategy**



**The students do assignments**



**The students do the post-test**

## **THE ACTIVITIES OF CONTROL CLASS**



**The teacher explains materials about descriptive texts**



**The students do assignments**



# AKADEMI STATISTIKA (AIS) MUHAMMADIYAH SEMARANG

STATUS : TERAKREDITASI

Keputusan BAN-PT Nomor : 087/SK/BAN-PT/Akred/Dpl-III/III/2015  
Jl. Prof DR Hamka (Ngalian km.1) Tambakaji Semarang - Jawa Tengah 50185  
Telp. (024) 7608786 Fax (024) 7619177 - website : aismuh.ac.id

**PENELITI** : Rizky Cikita Maulani

**NIM** : 133411074

**JURUSAN** : Pendidikan Bahasa Inggris

**JUDUL** : THE USE OF TOP-DOWN LISTENING SKILL STRATEGY TO TEACH DESCRIPTIVE TEXTS (AN EXPERIMENTAL RESEARCH AT THE NINTH GRADE OF SMP NEGERI 31 SEMARANG IN THE ACADEMIC YEAR OF 2017/2018)

## HIPOTESIS :

a. Hipotesis Varians :

$H_0$  : Varians rata-rata hasil belajar siswa kelas eksperimen dan kontrol adalah tidak identik.

$H_1$  : Varians rata-rata hasil belajar siswa kelas eksperimen dan kontrol adalah identik.

b. Hipotesis Rata-rata :

$H_0$  : Rata-rata hasil belajar siswa kelas eksperimen  $\leq$  kontrol.

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

## DASAR PENGAMBILAN KEPUTUSAN :

$H_0$  DITERIMA, jika nilai  $t_{\text{tabel}} \leq t_{\text{hitung}} \leq t_{\text{tabel}}$

$H_0$  DITOLAK, jika nilai  $t_{\text{hitung}} < t_{\text{tabel}}$  atau  $t_{\text{hitung}} > t_{\text{tabel}}$

## HASIL DAN ANALISIS DATA :

Group Statistics

	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Nilai_awal	eksperimen	30	60.1667	11.48337	2.09657
	kontrol	30	58.8333	8.87493	1.62033
Nilai_akhir	eksperimen	30	78.0000	9.05919	1.65397
	kontrol	30	66.5000	8.72472	1.59291

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
nilai_awal	Equal variances assumed	2.707	.105	.503	58	.617	1.33333	2.64973	-3.97068	6.63735
	Equal variances not assumed			.503	54.534	.617	1.33333	2.64973	-3.97787	6.64453
nilai_akhir	Equal variances assumed	.274	.603	5.008	58	.000	11.50000	2.29630	6.90346	16.09654
	Equal variances not assumed			5.008	57.918	.000	11.50000	2.29630	6.90332	16.09668

1. Pada kolom *Levenes Test for Equality of Variances*, diperoleh nilai sig. = 0,105. Karena sig. = 0,105 > 0,005, maka H<sub>1</sub> DITERIMA, artinya kedua varians rata-rata hasil belajar siswa kelas eksperimen dan kontrol adalah identik.
2. Karena identiknya varians rata-rata prestasi belajar kelas eksperimen dan kontrol, maka untuk membandingkan rata-rata prestasi belajar kelas eksperimen dan kontrol dengan menggunakan t-test adalah menggunakan dasar nilai t hitung pada baris pertama (*Equal variances assumed*), yaitu t hitung = 5,008.
3. Nilai t<sub>tabel</sub> (58;0,05) = 1,67 (*two tails*). Berarti nilai t<sub>hitung</sub> = 5,008 > t<sub>tabel</sub> = 1,67 hal ini berarti H<sub>0</sub> DITOLAK, artinya, rata-rata hasil belajar siswa kelas eksperimen lebih baik dari rata-rata prestasi belajar kelas kontrol.

Semarang, 03 Januari 2018  
Ketua Prodi Statistika



Atika Nurani A, S.Si, M.Si



KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI WALISONGO  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Prof. Dr. Hamka Kampus II Ngaliyan Telp. 7601295 Fax. 7615387 Semarang 50185  
Website: www.walisongo.ac.id

Nomor : B-3785/Un.10.3/D.1/TL.00/10/2017

Semarang, 16 Oktober 2017

Lamp : -

Hal : **Mohon Izin Riset**

A.n : Rizky Cikita Maulani  
NIM : 133411074

Kepada Yth.  
Kepala SMP Negeri 31 Semarang  
Di Semarang

*Assalamu'alaikum Wr. Wb.*

Diberitahukan dengan hormat dalam rangka penulisan skripsi, bersama ini kami sampaikan bahwa mahasiswa tersebut di bawah ini:

Nama : Rizky Cikita Maulani  
NIM : 133411074  
Alamat : Jl. Subali Raya No 282 RT 002 RW 005 Krapyak Semarang  
Judul Skripsi : The Use of Top Down Listening Skill Strategy to Teach  
Descriptive Texts  
Pembimbing : Daviq Rizal, M.Pd

Mahasiswa tersebut membutuhkan data-data sesuai dengan tema/judul skripsi yang sedang disusun, dan oleh karena itu kami mohon Mahasiswa tersebut di izinkan melaksanakan riset selama 23 hari/bulan pada tanggal 18 Oktober 2017 sampai dengan tanggal 10 November 2017.

Demikian atas perhatian dan kerjasama Bapak/Ibu/Sdr, kami sampaikan terimakasih.

*Wassalamu'alaikumWr. Wb.*

..... n Dekan,

..... Dekan Bidang Akademik



..... AH SYUKUR

Tembusan:

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)



PEMERINTAH KOTA SEMARANG  
DINAS PENDIDIKAN

**SMP NEGERI 31 SEMARANG**

Alamat : Jl. Tambakharjo Semarang Barat ☑ 024 7609373 Kode Pos 50145  
Web : [smpn31semarang.sch.id](http://smpn31semarang.sch.id) Email : [smp31gasatu934@gmail.com](mailto:smp31gasatu934@gmail.com)

**SURAT KETERANGAN PENELITIAN**

NO : 074/ *456* /2017

Yang bertanda tangan di bawah ini,

Nama : **Sumrih Rahayu, S.Pd, M.Pd**  
NIP : **19621001 198403 2 008**  
Pangkat/Jabatan : **Pembina Tk.I, IV/b**  
Jabatan : **Kepala Sekolah**  
Unit Kerja : **SMP Negeri 31 Semarang**

Menerangkan dengan sesungguhnya bahwa :

Nama : **RIZKY CIKITA MAULANI**  
NIM : **133411074**  
Fakultas/Jurusan : **Tarbiyah dan Keguruan UIN Walisongo Semarang**  
Program Studi : **Pendidikan Bahasa Inggris**

Telah melaksanakan penelitian di SMP Negeri 31 Semarang pada tanggal 18 Oktober s.d 11 Nopember 2017 dengan judul " **The Use of Top Down Listening Skills Strategy to Teach Descriptive Texts** "

**Surat Keterangan ini dibuat untuk pembuatan Skripsi.**

Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.





KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI WALISONGO  
**PUSAT PENGEMBANGAN BAHASA**  
Jl. Prof. Dr. Hamka KM. 02 Kampus III Ngaliyan Telp./Fax. (024) 7614453 Semarang 50185  
email : ppb@walisongo.ac.id

# Certificate

Nomor : Un.10.0/13/PP.00.9/2856/2016

Certificate Number : 120161336

*This is to certify that*

**RIZKY CIKITA MAULANI**

Student Register Number: 201601421336

the TOEFL Preparation Test

*conducted by*

*the Language Development Center of State Islamic University (UIN) "Walisongo"  
Semarang*

*On October 21st, 2016*

*and achieved the following result:*

<i>Listening Comprehension</i>	<i>Structure and Written Expression</i>	<i>Vocabulary and Reading</i>	<i>Score</i>
<i>51</i>	<i>48</i>	<i>50</i>	<i>497</i>

*Given in Semarang,  
November 11th, 2016*

*Director,*



*Dr. Muhammad Saifullah, M.Ag.*

*00321 199603 1 003*

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## **CURRICULUM VITAE**

Name : Rizky Cikita Maulani  
Student Number : 133411074  
Place and Date of Birth : Semarang, 30 Agustus 1995  
Address : Subali Raya No. 282 RT 02 RW 05  
Kel. Krapyak Kec. Semarang Barat  
Kota Semarang, Jawa Tengah  
Phone : 0838 381 388 49  
E-mail : page9294@gmail.com  
Education :

- SD NEGERI KRAPYAK SEMARANG
- SMP NEGERI 30 SEMARANG
- SMK NEGERI 4 SEMARANG
- ENGLISH DEPARTMENT, EDUCATION AND TEACHER TRAINING FACULTY OF WALISONGO ISLAMIC STATE UNIVERSITY

Semarang, 08<sup>th</sup> January 2018  
The Researcher

**Rizky Cikita Maulani**  
NIM: 133411074

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