Appendix 1: The Tape Script for the Try Out
Listening 1:

Ms. Susan, thirty-year-old, is a busy person. She teaches history at a school in Seattle. She likes to teach, and her students like to learn. She is usually dressed in her neat blue casual clothes, matching the light blue color of the school.

Ms. Susan tries to make her classes interesting. Every night she has to prepare a lesson for the next day. She has to read many books. She tries to remember interesting stories. She wants to tell her class about famous people and important cities. She doesn’t want to talk about dull things. Her students like to ask questions and she tries to give them good answers.

Ms. Susan plans to take a trip to Europe this summer. She is going to travel to France, Germany, England, Italy, and Spain. She wants to learn many new things about Europe’s history.


1. What’s the best title for the text? [mi - Main Idea]
   a. Ms. Susan
   b. A Trip
   c. A History Class
   d. A Teacher

2. What is Ms. Susan’s profession? [mi]
   a. A teacher
   b. A student
   c. A historian
   d. A traveler

3. What does the last part of the story tell us? [mi]
   a. Europe
   b. New things
   c. Ms. Susan’s travel
   d. Ms. Susan’s plan

4. How would you name Ms. Susan? [mi]
   a. A dull teacher
   b. A bad teacher
   c. A good teacher
   d. An interesting traveler

5. Ms. Susan plans to take a trip to Europe this summer, so …… [i - inference]
   a. You will not find her in Europe this summer
   b. You will not her in Seattle this summer
   c. She will have a trip in Seattle this summer
   d. She will not visit Europe this summer

6. Why do we call Ms. Susan a busy person? [i]
   a. She prepares her lesson every night
   b. She tells interesting stories
   c. She gives good answers
   d. She teaches history.

7. What shows that the class is interesting? [i]
   a. The teacher and students talk about dull things
   b. The teacher and students take a trip
   c. The teacher and students ask questions and give answers
   d. The teacher and students are busy

8. What does Ms. Susan do to make her class interesting? [i]
   a. Reading many books
   b. Traveling to Europe
   c. Teaching history
   d. Dressing in blue

9. Where’s France? [i]
   a. In America
   b. In Europe
   c. In Asia
   d. In Australia
10. Where does Ms. Susan work? [f]
   a. In France    c. In Seattle
   b. In Germany   d. In England

11. What does she teach? [f]
   a. History    c. English
   b. Literature d. Geography

12. When is Ms. Susan going to travel to Europe? [f]
   a. Next month c. This summer
   b. Next year  d. Tonight

13. How does she like to make her lesson? [f]
   a. Interesting c. Dull
   b. Famous    d. New

14. What does Ms. Susan have to prepare every night? [f]
   a. A trip to Europe c. An interesting story
   b. A lesson for the next day d. A good answer

15. What does she want to learn in Europe? [f]
   a. About Europe’s history c. About travel in France and other countries
   b. About preparing lessons d. About important cities

Listening 2:

In 1876, a Scotsman named Alexander Graham Bell invented the telephone. He was very interested in how humans make and hear speech, because he was a teacher of the deaf. He taught all day long and worked in the evening too. He learned how human’s ears hear sound and began to experiment with sending sounds.

First he looked at the way telegraph messages were sent. He improved the method, so that many messages could be sent down on wire at a time. He invented a microphone that could send sounds of speech down a wire. Then he invented a receiver that could collect incoming speech sounds. These became the two main parts of the telephone.

One day when Mr. Bell was in his laboratory, he spilled some acid on his trousers. Over the microphone, he called out to his assistant for help, “Mr. Watson, come here! I want you!” At that time Mr. Watson was on a different floor of the building. But he heard Mr. Bell’s voice clearly over the new device. He raced into Mr Bell’s laboratory and told him the news. Mr Bell had invented the first telephone on March 10, 1876.


1. How many years ago did Alexander Graham Bell invent the telephone? [i]
   a. 18          c. 131
   b. 76          d. 311

2. Alexander Graham Bell came from …. [i]
   a. Scotland c. Canada
   b. Holland  d. England
3. What was he interested in? [f]
   a. Human’s life
   b. Human’s voice
   c. Human’s speech
   d. Human’s society

4. What kind of students did Alexander Graham Bell have? [f]
   a. Blind
   b. Deaf
   c. hyperactive
   d. creative

5. Telegraph is a machine that is able to …… [i]
   a. Send messages over long distances
   b. Send sounds over long distances
   c. Send money over long distances
   d. Send packages over long distances

6. What became the medium in Alexander Graham Bell’s experiment? [f]
   a. File
   b. Clipper
   c. Flier
   d. Wire

7. How parts does a telephone have? [i]
   a. 2
   b. 1
   c. 4
   d. 3

8. What is the function of a receiver? [f]
   a. To send messages
   b. To send sounds of speech
   c. To collect incoming speech sounds
   d. To find out telephone’s signal

9. What’s the name of Alexander Graham Bell’s assistant? [i]
   a. Mrs. Watson
   b. Mr. Watson
   c. Ms Clarkson
   d. Mr Clarkson

10. What happened when Alexander Graham Bell was in his laboratory one day? [f]
    a. He was angry to his assistant
    b. He was hurt by the wire
    c. He broke his microphone
    d. He spilled some acid on his clothes

11. What are the two main parts of the telephone? [i]
    a. Microphone and megaphone
    b. Microphone and receiver
    c. Sender and receiver
    d. Microphone and macrophone

12. Alexander Graham Bell and his assistant worked in the same ……… [i]
    a. floor
    b. laboratory
    c. building
    d. school

13. The story discusses about ……… [mi]
    a. Mr Bell and his daily life
    b. Mr. Bell and his students
    c. Mr. Bell and his assistant
    d. Mr Bell and his invention

14. What is the best title for the story? [mi]
    a. Parts of telephone
    b. How telephone was invented
    c. Alexander Graham Bell’s life
    d. Alexander Graham Bell’s job

15. It can be concluded that the invention of telephone was …………..
    a. easy
    b. long
    c. planned or intentional
    d. unintentional
There are some famous mountains in Central Java. One of them is Mountain Sindiro. It is located in Wonosobo. Some people like to hike this mountain, but some others just want to set up a tent for camping.

Last September, my classmate and I went to the mountain. We went there by bus. It took eight hours to get there from Surabaya. The rain welcomed us when we arrived at the base camp. After the rain stopped, we decided to hike the mountain. It was very dangerous for us to hike when it rained. It was slippery, so we had to be careful.

After we reached the mountain peak, we could not see anything down below. Heavy fogs covered the hills. Because of it, we couldn’t walk fast. We needed some flash lights to see the path better. We asked a guide some flashlight to go down. We stayed there from Monday until Saturday.

1. What does the text talk about? (Mi) (c)
   a. The writer          c. The writer’s vacation
   b. Mountain in Central Java  d. The writer’s classmate

2. What can we conclude about the writer’s trip? (Mi) (a)
   a. It was not a nice trip   c. It was a fun trip
   b. It was a challenging trip d. It was not a bad trip

3. When is it a bad idea to hike mountain Sindiro? (Mi) (d)
   a. In the morning         c. In the evening
   b. In the afternoon       d. On a rainy day

4. What is the best title for this text? (Mi) (c)
   a. Mountain Sindiro       c. My Bad Trip
   b. Rainy Season            d. Famous Mountain

5. Where did the writer come from? (In) (d)
   a. Wonosobo              c. Sindiro
   b. Central Java           d. Bojonegoro

6. Why didn’t they climb up Mountain Sindiro directly? (In) (c)
   a. They wanted to stay first.  c. It rained.
   b. It was dark.                 d. They wanted to prepare the tent.

7. What is the function of the flash lights? (In) (b)
   a. To help them go home      c. To help them to see anything down below
   b. To help them walk         d. To help them enjoy the scenery

8. What season was it when the writer and his classmate went to Mountain Sindiro? (In) (c)
   a. Wet season                c. Dry season
   b. Rainy season              d. Very cold season

9. How many days did they stay in Mt. Sindiro? (In) (a)
   a. About a week              c. About 3 days
   b. About 2 weeks             d. About 3 weeks

10. How many hours do we need to go to Mountain Sindiro from Surabaya? (Fact) (d)
    a. 18                        c. 80
11. Why couldn’t they walk fast on the Mountain peak? (Fact) (d)
   a. because it rained                        c. because they wanted to enjoy the scenery
   b. because it was slippery                  d. because heavy fogs covered the hills.

12. Where is Mountain Sindiro located? (Fact) (b)
   a. Wonogiri                                c. Near Central Java
   b. Wonosobo                                d. Bojonegoro

Listening 4:
Dan was born on July 23, 1989 in London. He is the only child in the family. He has become very famous after his role as the young wizard Harry Potter. He has wanted to be an actor since he was five years old. Now he has become a famous actor. He said, “I want to continue to act. But, I also want to be a director or writer.”
Daniel goes to an all boys school. It means there are no girls there at all. He loves to play pranks on his friends.
As an English boy, Daniel loves football. He is a fan of Fulham Football Club. He also likes to watch wrestling and formula one racing.
Music? He is a big fan, too. He prefers punk rock.
Now, Daniel is ready for his third Harry Potter movie. Movie lovers always wait for his movie. They are ready to pay more to see his latest film.

7. What is **not** the profession that Daniel Radcliffe wants?
   a. Actor  
   b. Director  
   c. Racer  
   d. Writer

8. What is **not** Daniel’s favorite?
   a. Eating Hamburger  
   b. Watching wrestling  
   c. Watching formula one racing  
   d. Listening to punk rock

9. What or who made Dan popular?
   a. Harry Potter  
   b. Football Club  
   c. Rock music  
   d. Formula racing

10. What’s the main idea of the story?
    a. Dan’s hobby  
    b. Dan’s life  
    c. Dan’s latest film  
    d. Dan’s family

11. How many brothers and sisters does Dan have?
    a. 5 brothers  
    b. 5 sisters  
    c. no brother and sister  
    d. 5 brothers and sisters

12. Who might be Dan’s friend at school?
    a. Hadi Suwanto  
    b. Ayu Kartikasari  
    c. Shenti Amelia  
    d. Ratnawati Putri
LISTENING TEST
Problem Sheet for the Try Out

Listening 1:

1. What’s the best title for the text?
   a. Ms. Susan
   b. A Trip
   c. A History Class
   d. A Teacher

2. What is Ms. Susan’s job?
   a. A teacher
   b. A student
   c. A historian
   d. A traveler

3. What does the last part of the story tell us?
   a. Europe
   b. New things
   c. Ms. Susan’s travel
   d. Ms. Susan’s plan

4. How would you name Ms. Susan?
   a. A dull teacher
   b. A bad teacher
   c. A good teacher
   d. An interesting traveler

5. Ms. Susan plans to take a trip to Europe this summer, so ……
   a. You will not find her in Europe this summer
   b. You will not her in Seattle this summer
   c. She will have a trip in Seattle this summer
   d. She will not visit Europe this summer

6. Why do we call Ms. Susan a busy person?
   a. She prepares her lesson every night
   b. She tells interesting stories
   c. She gives good answers
   d. She teaches history.

7. What shows that the class is interesting?
   a. The teacher and students talk about dull things
   b. The teacher and students take a trip
   c. The teacher and students ask questions and give answers
   d. The teacher and students are busy

8. What does Ms. Susan do to make her class interesting?
   a. Reading many books
   b. Traveling to Europe
   c. Teaching history
   d. Dressing in blue

9. Where’s France?
   a. In America
   b. In Europe
   c. In Asia
   d. In Australia

10. Where does Ms. Susan work?
    a. In France
    b. In Germany
    c. In Seattle
    d. In England

11. What does she teach?
    a. History
    b. Literature
    c. English
    d. Geography

12. When is Ms. Susan going to travel in Europe?
    a. Next month
    b. Next year
    c. This summer
    d. Tonight

13. How does she like to make her lesson?
    a. Interesting
    c. Dull
b. Famous
d. New

14. What does Ms. Susan have to prepare every night?
a. A trip to Europe
c. An interesting story
b. A lesson for the next day
d. A good answer

15. What does she want to learn in Europe?
a. About Europe’s history
c. About travel in France and other countries
b. About preparing lessons
d. About important cities

Listening 2:

1. How many years ago did Alexander Graham Bell invent the telephone?
a. 18
c. 131
b. 76
d. 311

2. Alexander Graham Bell came from ….
a. Scotland
c. Canada
b. Holland
d. England

3. What was he interested in?
a. Human’s life
c. Human’s speech
b. Human’s voice
d. Human’s society

4. What kind of students did Alexander Graham Bell have?
a. Blind
c. Hyperactive
b. Deaf
d. Creative

5. Telegraph is a machine that is able to ….
a. Send messages over long distances
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6. What became the medium in Alexander Graham Bell’s experiment?
a. File
c. Flier
b. Clipper
d. Wire

7. How many parts does a telephone have?
a. 2
c. 4
b. 1
d. 3

8. What is the function of a receiver?
a. To send messages
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a. Mrs. Watson
c. Ms Clarkson
b. Mr. Watson
d. Mr Clarkson

10. What happened when Alexander Graham Bell was in his laboratory one day?
a. He was angry to his assistant
c. He broke his microphone
b. He was hurt by the wire
d. He spilled some acid on his clothes

11. What are the two main parts of the telephone?
a. Microphone and megaphone          c. Sender and receiver
b. Microphone and receiver           d. Microphone and macrophone

12. Alexander Graham Bell and his assistant worked in the same ..........
a. floor                              c. building
b. laboratory                         d. school

13. The story discusses about ..........
a. Mr Bell and his daily life          c. Mr. Bell and his assistant
b. Mr. Bell and his students          d. Mr Bell and his invention

14. What is the best title for the story?
a. Parts of telephone                  c. Alexander Graham Bell’s life
b. How telephone was invented          d. Alexander Graham Bell’s job

15. It can be concluded that the invention of telephone was .............
a. easy                                c. planned or intentional
b. long                                d. unintentional

Listening 3:
1. What does the text talk about?
a. The writer                          c. The writer’s vacation
b. Mountain in Central Java            d. The writer’s classmate

2. What can we conclude about the writer’s trip?
a. It was not a nice trip               c. It was a fun trip
b. It was a challenging trip           d. It was not a bad trip

3. When is it a bad idea to hike mountain Sindiro?
a. In the morning                       c. In the evening
b. In the afternoon                     d. On a rainy day

4. What is the best title for this text?
a. Mountain Sindiro                    c. My Bad Trip
b. Rainy Season                        d. Famous Mountain

5. Where did the writer come from?
a. Wonosobo                             c. Sindiro
b. Central Java                        d. Bojonegoro

6. Why didn’t they climb up Mountain Sindiro directly?
a. They wanted to stay first.           c. It rained.
b. It was dark.                         d. They wanted to prepare the tent.

7. What is the function of the flash lights?
a. To help them go home                 c. To help them to see anything down below
b. To help them walk                    d. To help them enjoy the scenery

8. What season was it when the writer and his classmate went to Mountain Sindiro?
a. Wet season                           c. Dry season
b. Rainy season                         d. Very cold season
9. How many days did they stay in Mt. Sindiro?
   a. About a week  c. About 3 days
   b. About 2 weeks  d. About 3 weeks

10. How many hours do we need to go to Mountain Sindiro from Surabaya?
    a. 18  c. 80
    b. 17  d. 8

11. Why couldn’t they walk fast on the Mountain peak?
    a. because it rained  c. because they wanted to enjoy the scenery
    b. because it was slippery  d. because heavy fogs covered the hills.

12. Where is Mountain Sindiro located?
    a. Wonogiri  c. Near Central Java
    b. Wonosobo  d. Bojonegoro

Listening 4:

1. How old was Daniel when he wanted to become an actor?
   a. 5 years old  c. 7 years old
   b. 6 years old  d. 8 years old

2. When was Daniel born?

3. What kind of music does he like?
   a. Jazz  c. Pop
   b. Punk  d. Punk Rock

4. How old is Daniel?
   a. 19 years old  c. 17 years old
   b. 89 years old  d. 9 years old

5. Which one is the most appropriate title for the text?
   a. Fan of Fulham Football Club  c. Daniel Radcliffe
   b. Young wizard  d. Harry Potter

6. What is the nationality of Daniel Radcliffe?
   a. British  c. Spanish
   b. Dutch  d. Polish

7. Daniel Radcliffe does NOT want to be a/an ……
   a. Actor  c. Racer
   b. Director  d. Writer

8. What is NOT Daniel’s favorite?
   a. Eating Hamburger  c. Watching formula one racing
   b. Watching wrestling  d. Listening to punk rock

9. What or who made Dan popular?
   a. Harry Potter  c. Rock music
   b. Football Club  d. Formula racing
10. What’s the main idea of the story?
   a. Dan’s hobby
   b. Dan’s life
   c. Dan’s latest film
   d. Dan’s family

11. How many brothers and sisters does Dan have?
   a. 5 brothers
   b. 5 sisters
   c. no brother and sister
   d. 5 brothers and sisters

12. Who might be Dan’s friend at school?
   a. Hadi Suwanto
   b. Ayu Amelia
   c. Shenti Amelia
   d. Ratnawati Putri
**LISTENING TEST**

**Answer Sheet**

Name: 

Class/no.: 

Score: 

### Listening 1:

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The tape script for the real pretest and posttest

Listening 1.
Before you listen to the text, you’re given a chance to read the questions for Listening 1 on your problem sheet. Now read questions 1-15 quickly.
[silence (2 minutes) for the students to read the questions]
Now listen to the first text. [the text is read twice]

Ms. Susan, thirty-year-old, is a busy person. She teaches history at a school in Seattle. She likes to teach, and her students like to learn. She is usually dressed in her neat blue casual clothes, matching the light blue color of the school. Ms. Susan tries to make her classes interesting. Every night she has to prepare a lesson for the next day. She has to read many books. She tries to remember interesting stories. She wants to tell her class about famous people and important cities. She doesn’t want to talk about dull things. Her students like to ask questions and she tries to give them good answers. Ms. Susan plans to take a trip to Europe this summer. She is going to travel to France, Germany, England, Italy, and Spain. She wants to learn many new things about Europe’s history.

Now look at your test sheet for Listening 1. Choose a, b, c, or d as the answer or response to the question or statement provided.
[silence (4 minutes) for the students to answer and/or check their answers]

Listening 2.
Before you listen to the text, you’re given a chance to read the questions for Listening 2 on your problem sheet. Now read questions 1-15 quickly.
[silence (2 minutes) for the students to read the questions]
Now listen to the second text. [the text is read twice]

In 1876, a Scotsman named Alexander Graham Bell invented the telephone. He was very interested in how humans make and hear speech, because he was a teacher of the deaf. He taught all day long and worked in the evening too. He learned how human’s ears hear sound and began to experiment with sending sounds.
First he looked at the way telegraph messages were sent. He improved the method, so that many messages could be sent down on wire at a time. He invented a microphone that could send sounds of speech down a wire. Then he invented a receiver that could collect incoming speech sounds. These became the two main parts of the telephone.
One day when Mr. Bell was in his laboratory, he spilled some acid on his trousers. Over the microphone, he called out to his assistant for help, “Mr. Watson, come here! I want you!” At that time Mr. Watson was on a different floor of the building. But he heard Mr. Bell’s voice clearly over the new device. He raced into Mr Bell’s laboratory and told him the news. Mr Bell had invented the first telephone on March 10, 1876.

Now look at your test sheet for Listening 2. Choose a, b, c, or d as the answer or response to the question or statement provided.
[silence (4 minutes) for the students to answer and/or check their answers]

Listening 3.
Before you listen to the text, you’re given a chance to read the questions for Listening 3 on your problem sheet. Now read questions 1-12 quickly.
[silence (2 minutes) for the students to read the questions]
Now listen to the third text. [the text is read twice]

There are some famous mountains in Central Java. One of them is Mountain Sindiro. It is
located in Wonosobo. Some people like to hike this mountain, but some others just want to set up a tent for camping.

Last September, my classmate and I went to the mountain. We went there by bus. It took eight hours to get there from Surabaya. The rain welcomed us when we arrived at the base camp.

After the rain stopped, we decided to hike the mountain. It was very dangerous for us to hike when it rained. It was slippery, so we had to be careful.

After we reached the mountain peak, we could not see anything down below. Heavy fogs covered the hills. Because of it, we couldn’t walk fast. We needed some flash lights to see the path better. We asked a guide some flashlights to go down. We stayed there from Monday until Saturday.

Now look at your test sheet for Listening 3. Choose a, b, c, or d as the answer or response to the question or statement provided.

[silence (4 minutes) – for the students to answer and/or check their answers]

Listening 4.

Before you listen to the text, you’re given a chance to read the questions for Listening 4 on your problem sheet. Now read questions 1-12 quickly.

[silence (2 minutes) for the students to read the questions]

Now listen to the fourth text. [the text is read twice]

Dan was born on July 23, 1989 in London. He is the only child in the family. He has become very famous after his role as the young wizard Harry Potter.

He has wanted to be an actor since he was five years old. Now he has become a famous actor. He said, “I want to continue to act. But, I also want to be a director or writer.”

Daniel goes to an all boys school. It means there are no girls there at all. He loves to play pranks on his friends.

As an English boy, Daniel loves football. He is a fan of Fulham Football Club. He also likes to watch wrestling and formula one racing.

Music? He is a big fan, too. He prefers punk rock.

Now, Daniel is ready for his third Harry Potter movie. Movie lovers always wait for his movie. They are ready to pay more to see his latest film.

Now look at your test sheet for Listening 4. Choose a, b, c, or d as the answer or response to the question or statement provided.

[silence (4 minutes) for the students to answer and/or check their answers]

This is the end of the Listening Test. Collect your test sheet to the teacher.
LISTENING TEST
Problem Sheet for the Real Pretest and Posttest

Listening 1:

1. What’s the best title for the text?
   a. Ms. Susan  
   b. A Trip  
   c. A History Class  
   d. A Teacher

2. What is Ms. Susan’s job?
   a. A teacher  
   b. A student  
   c. A historian  
   d. A traveler

3. How would you name Ms. Susan?
   a. A dull teacher  
   b. A bad teacher  
   c. A good teacher  
   d. An interesting traveler

4. Ms. Susan plans to take a trip to Europe this summer, so ……..
   a. You will not find her in Europe this summer  
   b. You will not her in Seattle this summer  
   c. She will have a trip in Seattle this summer  
   d. She will not visit Europe this summer

5. Why do we call Ms. Susan a busy person?
   a. She prepares her lesson every night  
   b. She tells interesting stories  
   c. She gives good answers  
   d. She teaches history.

6. What does Ms. Susan do to make her class interesting?
   a. Reading many books  
   b. Traveling to Europe  
   c. Teaching history  
   d. Dressing in blue

7. Where’s France?
   a. In America  
   b. In Europe  
   c. In Asia  
   d. In Australia

8. What does she teach?
   a. History  
   b. Literature  
   c. English  
   d. Geography

9. When is Ms. Susan going to travel in Europe?
   a. Next month  
   b. Next year  
   c. This summer  
   d. Tonight

10. What does Ms. Susan have to prepare every night?
    a. A trip to Europe  
    b. A lesson for the next day  
    c. An interesting story  
    d. A good answer

11. What does she want to learn in Europe?
    a. About Europe’s history  
    b. About preparing lessons  
    c. About travel in France and other countries  
    d. About important cities

Listening 2:

1. How many years ago did Alexander Graham Bell invent the telephone?
2. Alexander Graham Bell came from ….
   a. Scotland  
   b. Holland
   c. Canada  
   d. England

3. What was he interested in?
   a. Human’s life  
   b. Human’s voice
   c. Human’s speech  
   d. Human’s society

4. What kind of students did Alexander Graham Bell have?
   a. Blind  
   b. Deaf
   c. Hyperactive  
   d. Creative

5. Telegraph is a machine that is able to ….
   a. Send messages over long distances  
   b. Send sounds over long distances
   c. Send money over long distances  
   d. Send packages over long distances

6. What became the medium in Alexander Graham Bell’s experiment?
   a. File  
   b. Clipper
   c. Flier  
   d. Wire

7. How many parts does a telephone have?
   a. 2  
   b. 1
   c. 4  
   d. 3

8. What is the function of a receiver?
   a. To send messages  
   b. To send sounds of speech
   c. To collect incoming speech sounds  
   d. To find out telephone’s signal

9. What’s the name of Alexander Graham Bell’s assistant?
   a. Mrs. Watson  
   b. Mr. Watson
   c. Ms Clarkson  
   d. Mr Clarkson

10. What happened when Alexander Graham Bell was in his laboratory one day?
    a. He was angry to his assistant  
    b. He was hurt by the wire
    c. He broke his microphone  
    d. He spilled some acid on his clothes

11. The story discusses about …..
    a. Mr Bell and his daily life  
    b. Mr. Bell and his students
    c. Mr. Bell and his assistant  
    d. Mr Bell and his invention

12. What is the best title for the story?
    a. Parts of telephone  
    b. How telephone was invented
    c. Alexander Graham Bell’s life  
    d. Alexander Graham Bell’s job

Listening 3:

1. What can we conclude about the writer’s trip?
   a. It was not a nice trip  
   b. It was a challenging trip
   c. It was a fun trip  
   d. It was not a bad trip
2. When is it a bad idea to hike mountain Sindiro?
   a. In the morning  
   b. In the afternoon  
   c. In the evening  
   d. On a rainy day

3. Where did the writer come from?
   a. Wonosobo  
   b. Central Java  
   c. Sindiro  
   d. Bojonegoro

4. How many days did they stay in Mt. Sindiro?
   a. About a week  
   b. About 2 weeks  
   c. About 3 days  
   d. About 3 weeks

5. How many hours do we need to go to Mountain Sindiro from Surabaya?
   a. 18  
   b. 17  
   c. 80  
   d. 8

Listening 4:

1. How old was Daniel when he wanted to become an actor?
   a. 5 years old  
   b. 6 years old  
   c. 7 years old  
   d. 8 years old

2. When was Daniel born?
   a. July 23, 1988  
   b. July 13, 1989  
   c. July 23, 1989  
   d. June 13, 1989

3. How old is Daniel?
   a. 19 years old  
   b. 89 years old  
   c. 17 years old  
   d. 9 years old

4. Which one is the most appropriate title for the text?
   a. Fan of Fulham Football Club  
   b. Young wizard  
   c. Daniel Radcliffe  
   d. Harry Potter

5. What is the nationality of Daniel Radcliffe?
   a. British  
   b. Dutch  
   c. Spanish  
   d. Polish

6. Daniel Radcliffe does NOT want to be a/an ……
   a. Actor  
   b. Director  
   c. Racer  
   d. Writer

7. What is NOT Daniel’s favorite?
   a. Eating Hamburger  
   b. Watching wrestling  
   c. Watching formula one racing  
   d. Listening to punk rock

8. What’s the main idea of the story?
   a. Dan’s hobby  
   b. Dan’s life  
   c. Dan’s latest film  
   d. Dan’s family

9. How many brothers and sisters does Dan have?
   a. 5 brothers  
   b. 5 sisters  
   c. no brother and sister  
   d. 5 brothers and sisters
# LISTENING TEST

## Answer Sheet

Name: ____________  
Class/no.: ____________  
Score: ____________

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Appendix 2: The Calculation of the Reliability

Mean $= 34.94$
$s^2 = 25.40$
$K = 37$ items

$$R = \frac{K}{K-1} \left( 1 - \frac{M(K - M)}{K \cdot s^2} \right)$$

$$R = \frac{37}{37-1} \left( 1 - \frac{34.94(37 - 34.94)}{37 \cdot 5.04^2} \right)$$

$$R = \frac{37}{36} \left( 1 - \frac{34.94 (2.06)}{37.25.40} \right)$$

$$R = 1.03 \left( 1 - \frac{71.98}{939.8} \right)$$

$$R = 1.03 \cdot 0.92$$

$$R = 0.95$$
Appendix 3: The Calculation of Item Difficulties of the Try Out

Item Difficulty (ID) = \[
\frac{N \text{ Correct Students}}{N \text{ Total Students}}
\]

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**Bold Numbers are Upper Level Students**

**Normal Numbers are Lower Level Students**

| Total | 1188 |

**Total Correct Numbers** 1188

**Mean** = \[rac{1188}{34} = 34.94\]

\[RU - RL\]

**Discrimination Power (DP)** = \[rac{RU - RL}{N}\]

**RU** = Correct Upper Level Students
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Criteria Listening Number Total Items
---|-----|----------------|---------------|
Poor| 1   | 3,7,10,13 (4 items) | 17 items      |
| 2   | 11,12,15 (3 items) |
| 3   | 1,4, 6-8,11,12 (7 items) |
| 4   | 3,9,12 (3 items) |
Satisfactory| 1   | 1,2,4-6,8,9,11,12,14,15 (11 items) | 36 items      |
| 2   | 1-10,13,14 (12 items) |
| 3   | 2,3,5,9,10 (5 items) |
| 4   | 2,4-8,10, 11 (8 items) |
Good| 4   | 1 (1 item) | 1 item       |
Excellent| -   | - | |
Total|     | | 54 items     |

The test was tried out once. The result of the test showed that 17 items (listening 1 questions 3, 7, 10, 13; listening 2 questions 11, 12, 15; listening 3 questions 1, 4, 6, 7, 8, 11, 12; listening 4 questions 3, 9, 12) were found to be ‘poor’, those items were
dropped from the test problem. There were 36 items satisfactory and one item was good. There were then only 37 test items used for the real treatment.

**Listening 1:**

<table>
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6 items – very easy; 4 items – easy; 1 item – moderate.

**Listening 2:**

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3 items – very easy; 4 items – easy; 5 item – moderate.

**Listening 3:**

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1 items – very easy; 3 items – easy; 1 item – moderate.

**Listening 4:**

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1 items – very easy; 4 items – easy; 3 item – moderate; 1 item – difficult.
Appendix 5: The Lesson Plan for Treatment 1 in Control Group

LESSON PLAN

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<th>Subject</th>
<th>: English</th>
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<td>Theme/topic</td>
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<td>Semester</td>
<td>: I</td>
</tr>
<tr>
<td>Time Allocation</td>
<td>: 2 x 40 minutes</td>
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A. Competence
1. Basic Competence
   Students understand the material of descriptive genre.

2. Achievement Indicators
   Students are able to:
   - Answer the essay-type questions related to the listening materials.
   - Answer the multiple-choice questions related to the listening materials.

B. Learning Materials
   (see students’ worksheet and the listening script in Teacher’s Notes)

C. Teaching and Learning Materials
   Pre – Instructional Activities

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<th>Activities</th>
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<th>Students</th>
<th>Time Allocation</th>
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<tbody>
<tr>
<td>Greets the students.</td>
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<td>Respond the teacher’s greeting.</td>
<td>1’</td>
</tr>
<tr>
<td>Reviews previous material.</td>
<td></td>
<td>Answer the teacher’s questions.</td>
<td>8’</td>
</tr>
<tr>
<td>Tells the objectives of the study.</td>
<td></td>
<td>Listen to the teacher.</td>
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Whilst – Instructional Activities

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<th>Time Allocation</th>
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</thead>
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<tr>
<td>Gives triggering questions.</td>
<td></td>
<td>Answer the teacher’s questions.</td>
<td>5’</td>
</tr>
<tr>
<td>Asks the students to form a group (4 persons/group)</td>
<td></td>
<td>Form the groups.</td>
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<tr>
<td>Gives the cassettes which contain the material to be discussed</td>
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<tr>
<td>Asks the students to play the cassette, listen to the passage and discuss. (The students may take a note).</td>
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<td>Play the cassette and listen to the paragraph and discuss the paragraph and share their opinions.</td>
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<td>Time Allocation</td>
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<td>----------------</td>
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<td></td>
</tr>
<tr>
<td>Summarizes the lesson by giving some questions to the students.</td>
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<tr>
<td>Gives homework</td>
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<tr>
<td>Says good bye.</td>
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<tr>
<td>Receive the quiz sheet</td>
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<td>Do the quiz</td>
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<td>Check the answer together</td>
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**Post – Instructional Activities**

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<td>Teacher</td>
<td>Answer the teacher’s questions.</td>
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</tr>
<tr>
<td>Students</td>
<td>Take a note about the homework.</td>
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</tr>
<tr>
<td>Students</td>
<td>Respond to the teacher.</td>
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</table>

**D. Assessment**

Students are asked to do the quiz individually after the group discussion.

**E. References**

Questions for Group Discussion

1. What is Galaxy?
2. What is gigantic system?
3. Why we can see stars?
4. Where is the location of Venus?
5. Venus has 2 names. What are they?
6. When we can see Venus?
7. How far is the distance from Earth to Sun?
8. Why Earth can support life?
9. What is the shape of Earth?
10. In 1610, what did Galileo observe?
11. Who can describe the ring system correctly?
12. What makes Saturn’s ring?
Choose the correct answer!

1. What is galaxy?
   a. An orbit  
   b. Very big collection of stars
   c. A planet  
   d. A satellite
2. What is the name of our particular galaxy?
   a. Milky Way  
   b. Sun
   c. A planet  
   d. Moon
3. Where is the location of the sun in our galaxy?
   a. At the centre of the galaxy  
   b. Outside our galaxy
   c. Beside our galaxy  
   d. Near the edge of the galaxy
4. What is gigantic system?
   a. Collection of gigantic galaxies  
   b. Very big collection of stars
   c. Collection of planets  
   d. Collection of satellite
5. Why can we see stars?
   a. Because of the Sun’s position at galaxy  
   b. Because there are so many stars
   c. Because the sky is too far from our place  
   d. Because of the Earth’s rotation
6. Which planet is Venus?
   a. Second planet from the sun  
   b. Third planet from the sun
   c. Fourth planet from the sun  
   d. Fifth planet from the sun
7. What are three bright things in the sky?
   a. Sun, satellite, Earth  
   b. Sun, moon, Venus
   c. Sun, Earth, stars  
   d. Moon, Earth, Venus
8. When can we call Venus as morning star?
   a. When the sun set  
   b. At mid-day
   c. When the sun rise  
   d. At night
9. When can we see Venus?
   a. At midnight  
   b. At 10 p.m.
   c. Five hours before sunrise  
   d. Three hours before sunrise
10. How far is the distance from Earth to Venus?
    a. Less than 92 thousand miles  
    b. About 90 – 92 thousand miles
    c. More than 92 thousand miles  
    d. 92 thousand miles
11. Why can Earth support life?
    a. Because Earth is the fifth largest planet  
    b. Because Earth has its own satellite
    c. Because earth has atmosphere and water  
    d. Because Earth rotates
12. Why isn’t the shape of Earth sphere?
   a. Because Earth is near the Sun
   b. Because Earth is very big planet
   c. Because the equator is distended
   d. Because Earth rotates

13. What is the shape of Earth?
   a. Ellipse       b. Sphere
   c. Round        d. Pear-shaped

14. What makes Saturn different from other planets?
   a. Because Saturn is far from Sun
   b. Because Saturn has ring system
   c. Because Saturn has beautiful color
   d. Because we cannot see Saturn

15. When did Galileo observe Saturn?
   a. 1610       b. 1016
   c. 1160       d. 1061

16. What is the profession of Christian Huygens?
   a. Observer       b. Student
   c. Astronomer     d. Scientist

17. Which planet is the nearest from the sun?
   a. Saturn       b. Venus
   c. Earth        d. Mars

18. The story discusses about…………..
   a. Earth       b. Saturn
   c. Venus       d. Planets

19. What is the best title for this passage?
   a. Galaxy and its planets       b. Live on Earth
   c. Saturn’s ring                d. The beauty of Venus

20. What is the theme of this passage?
   a. An orbit       b. Outer Space
   c. The use of Earth        d. The uniqueness of Venus
TEACHER’S NOTES

1. Pre – Instructional Activities
   1.1. Reviews the previous lesson.

2. Whilst – Instructional Activities
   2.1. Gives triggering questions:
   - Have you ever heard of ‘Outer Space’?
   - What comes up in your mind when you hear ‘Outer Space’?
   - Can you mention 3 of 9 planets in our galaxy?

3. Post – Instructional Activities
   3.1. Summarizes the lesson by giving some questions
   3.1.1. What makes Earth able to support human life?
   3.1.2. Is the Saturn’s ring separated from the planet?
   3.1.3. After this lesson, do you get new information about outer space?
   3.2. Gives homework
   - Asks the students to find information about other planets in our galaxy.

4. Answer Key
   1. B  11. C
   2. A  12. C
   3. D  13. D
   5. A  15. A
   7. B  17. B
   8. C  18. D
   9. D  19. A
   10. C  20. B

5. Listening Script
   A galaxy is just a very big collection of stars. There are many gigantic galaxies in space. It’s called the gigantic system. Our particular galaxy is called Milky Way. Our Sun is near the edge of the galaxy. That is why we can see so many stars when we look at the sky.

   Venus is the second planet from the sun. Excluding the sun and the moon, Venus is the brightest object in the sky. This planet is called the morning star when it appears in the east at sunrise and the evening star in the west at sunset. Because the
distances of the orbits of Venus and the Earth from the Sun, Venus is never visible more than three hours before sunrise and three hours after sunset.

The Earth is the third planet from the sun and the fifth largest of the nine planets. The average distance from the Earth to the sun is more than 92 thousand miles. The Earth has water and atmosphere. The Earth is the only one planet that can support human life. The Earth is not a perfect sphere but is slightly pear-shaped. The Earth is not perfectly sphere because the equator is distended.

Saturn is the sixth planet from the sun and the second largest in the solar system. Saturn has a ring system. By using a telescope, Galileo observed it in 1610. He did not realize that the ring is separated from the body of the planet. The Dutch Astronomer, Christian Huygens, was the first person who can describe the ring correctly. That ring contains 100,000 individual thin rings and each of them circles the planet.
Appendix 6: The Lesson Plan for Treatment 1 in Experimental Group

LESSON PLAN

<table>
<thead>
<tr>
<th>Subject</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skill</td>
<td>Listening</td>
</tr>
<tr>
<td>Theme/topic</td>
<td>Descriptive Text</td>
</tr>
<tr>
<td>Class</td>
<td>2nd grade Junior High School</td>
</tr>
<tr>
<td>Semester</td>
<td>I</td>
</tr>
<tr>
<td>Time Allocation</td>
<td>2 x 40 minutes</td>
</tr>
</tbody>
</table>

F. Competence

1. Basic Competence
   Students understand the material of descriptive genre

3. Achievement Indicators
   Students are able to:
   1. Answer the essay-type questions related to the listening materials.
   2. Answer the multiple-choice questions related to the listening materials.

G. Learning Materials
   (see students’ worksheet and the listening script in Teacher’s Notes)

H. Teaching and Learning Materials

Pre – Instructional Activities

<table>
<thead>
<tr>
<th>Activities</th>
<th>Teacher</th>
<th>Students</th>
<th>Time Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greets the students.</td>
<td></td>
<td>Respond the teacher’s greeting.</td>
<td>1’</td>
</tr>
<tr>
<td>Reviews previous material.</td>
<td></td>
<td>Answer the teacher’s questions.</td>
<td>6’</td>
</tr>
<tr>
<td>Tells the objectives of the study.</td>
<td></td>
<td>Listen to the teacher.</td>
<td>1’</td>
</tr>
</tbody>
</table>

Whilst – Instructional Activities

<table>
<thead>
<tr>
<th>Activities</th>
<th>Teacher</th>
<th>Students</th>
<th>Time Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gives triggering questions.</td>
<td></td>
<td>Answer the teacher’s questions.</td>
<td>7’</td>
</tr>
<tr>
<td>Divides the class into two groups:</td>
<td></td>
<td>Form the group</td>
<td></td>
</tr>
<tr>
<td>Apple and Grape.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asks students to form home team (4 persons/home team).</td>
<td>Form home team</td>
<td>23’</td>
<td></td>
</tr>
<tr>
<td>Asks the students in each group to count 1 up to 4.</td>
<td>Count 1 up to 4.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Asks the students to form expert team.
Asks the students to decide the roles (captain, secretary, time-keeper, members).
Explains the task of each role.
Gives the cassettes which contain the part to be discussed.
Asks the students to play the cassette and listen to the paragraph. (The students may take a note).
Asks the students to discuss the paragraph. (They can discuss based on the guiding questions).
Asks the students to go back to their home team.
Asks the students in home team to share about the material that they have discussed in their expert team.
Distributes the quiz sheet to the students.
Asks the students to do the quiz individually.
Checks the answer together.

Post – Instructional Activities

<table>
<thead>
<tr>
<th>Activities</th>
<th>Time Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher</strong></td>
<td><strong>Students</strong></td>
</tr>
<tr>
<td>Summarizes the lesson by giving some questions to the students.</td>
<td>Answer the teacher’s questions.</td>
</tr>
<tr>
<td>Gives homework</td>
<td>Take a note about the homework.</td>
</tr>
<tr>
<td>Says good bye</td>
<td>Respond to the teacher.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activities</th>
<th>Time Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form expert team</td>
<td></td>
</tr>
<tr>
<td>Decide the roles.</td>
<td></td>
</tr>
<tr>
<td>Listen to the teacher.</td>
<td></td>
</tr>
<tr>
<td>Play the cassette and listen to the paragraph.</td>
<td></td>
</tr>
<tr>
<td>Discuss the paragraph and share their opinions.</td>
<td></td>
</tr>
<tr>
<td>Go back to their home team.</td>
<td>15’</td>
</tr>
<tr>
<td>Share about material that they have discussed in their home team.</td>
<td>10’</td>
</tr>
<tr>
<td>Receive the quiz sheet</td>
<td></td>
</tr>
<tr>
<td>Do the quiz</td>
<td>10’</td>
</tr>
<tr>
<td>Check the answer together</td>
<td>10’</td>
</tr>
</tbody>
</table>
I. **Assessment**
Students are asked to do the quiz individually after the expert team and home team discussion

J. **References**
Students’ Worksheet

| Subject | : English |
| Skill   | : Listening |
| Theme/topic | : Descriptive Text |
| Class   | : 2nd grade Junior High School |
| Semester | : I |
| Time Allocation | : 2 x 40 minutes |

Questions for the discussion in Expert Team 1
13. What is Galaxy?
14. What is gigantic system?
15. Why can we see stars?

Questions for the discussion in Expert Team 2
1. Where is the location of Venus?
2. Venus has 2 names. What are they?
3. When can we see Venus?

Questions for the discussion in Expert Team 3
1. How far is the distance from Earth to Sun?
2. Why can Earth support life?
3. What is the shape of Earth?

Questions for the discussion in Expert Team 4
1. What did Galileo observe in 1610?
2. Who can describe the ring system correctly?
3. What makes Saturn’s ring?
Choose the correct answer!

21. What is galaxy?
   a. An orbit    b. Very big collection of stars
   c. A planet    d. A satellite

22. What is the name of our particular galaxy?
   a. Milky Way    b. Sun
   c. A planet    d. Moon

23. Where is the location of the sun in our galaxy?
   a. At the centre of the galaxy    b. Outside our galaxy
   c. Beside our galaxy    d. Near the edge of the galaxy

24. What is gigantic system?
   a. Collection of gigantic galaxies    b. Very big collection of stars
   c. Collection of planets    d. Collection of satellite

25. Why can we see stars?
   a. Because of the Sun’s position at galaxy
   b. Because there are so many stars
   c. Because the sky is too far from our place
   d. Because of the Earth’s rotation

26. Which planet is Venus?
   a. Second planet from the sun    b. Third planet from the sun
   c. Fourth planet from the sun    d. Fifth planet from the sun

27. What are three bright things in the sky?
   a. Sun, satellite, Earth    b. Sun, moon, Venus
   c. Sun, Earth, stars    d. Moon, Earth, Venus

28. When can we call Venus as morning star?
   a. When the sun set    b. At mid-day
   c. When the sun rise    d. At night

29. When can we see Venus?
   a. At midnight    b. At 10 p.m.
   c. Five hours before sunrise    d. Three hours before sunrise

30. How far is the distance from Earth to Venus?
   a. Less than 92 thousand miles    b. About 90 – 92 thousand miles
   c. More than 92 thousand miles    d. 92 thousand miles

31. Why can Earth support life?
   a. Because Earth is the fifth largest planet
   b. Because Earth has its own satellite
   c. Because earth has atmosphere and water
   d. Because Earth rotates
32. Why isn’t the shape of Earth sphere?
   a. Because Earth is near the Sun  
   b. Because Earth is very big planet  
   c. Because the equator is distended  
   d. Because Earth rotates 
33. What is the shape of Earth?
   a. Ellipse  
   b. Sphere  
   c. Round  
   d. Pear-shaped 
34. What makes Saturn different from other planets?
   a. Because Saturn is far from Sun  
   b. Because Saturn has ring system  
   c. Because Saturn has beautiful color  
   d. Because we cannot see Saturn 
35. When did Galileo observe Saturn?
   a. 1610  
   b. 1016  
   c. 1160  
   d. 1061 
36. What is the profession of Christian Huygens?
   a. Observer  
   b. Student  
   c. Astronomer  
   d. Scientist 
37. Which planet is the nearest from the sun?
   a. Saturn  
   b. Venus  
   c. Earth  
   d. Mars 
38. The story discusses about………
   a. Earth  
   b. Saturn  
   c. Venus  
   d. Planets 
39. What is the best title for this passage?
   a. Galaxy and its planets  
   b. Live on Earth  
   c. Saturn’s ring  
   d. The beauty of Venus 
40. What is the theme of this passage?
   a. An orbit  
   b. Outer Space  
   c. The use of Earth  
   d. The uniqueness of Venus
TEACHER’S NOTES

1. Pre – Instructional Activities
   1.1. Reviews the previous lesson.

2. Whilst – Instructional Activities
   2.1. Gives triggering questions:
       - Have you ever heard of ‘Outer Space’?
       - What comes up in your mind when you hear ‘Outer Space’?
       - Can you mention 3 of 9 planets in our galaxy?
   2.2. Explains the job of each role
       - Captain : leading the discussion
       - Secretary : helping the captain when the captain gets stuck
       - Time keeper : paying attention to the time allocation and reminding the captain about the time.
       - Member(s) : being the active participant(s) in the discussion

3. Post – Instructional Activities
   3.1. Summarizes the lesson by giving some questions
       3.1.1. What makes Earth able to support human life?
       3.1.2. Is the Saturn’s ring separated from the planet?
       3.1.3. After this lesson, do you get new information about outer space?
   3.2. Gives homework
       - Asks the students to find information about other planets in our galaxy.

4. Answer Key
   1. B  11. C
   2. A  12. C
   3. D  13. D
   5. A  15. A
   7. B  17. B
   8. C  18. D
   9. D  19. A
  10. C  20. B
5. **Listening Script**

A galaxy is just a very big collection of stars. There are many gigantic galaxies in space. It’s called the gigantic system. Our particular galaxy is called Milky Way. Our Sun is near the edge of the galaxy. That is why we can see so many stars when we look at the sky.

Venus is the second planet from the sun. Excluding the sun and the moon, Venus is the brightest object in the sky. This planet is called the morning star when it appears in the east at sunrise and the evening star in the west at sunset. Because the distances of the orbits of Venus and the Earth from the Sun, Venus is never visible more than three hours before sunrise and three hours after sunset.

The Earth is the third planet from the sun and the fifth largest of the nine planets. The average distance from the Earth to the sun is more than 92 thousand miles. The Earth has water and atmosphere. The Earth is the only one planet that can support human life. The Earth is not a perfect sphere but is slightly pear-shaped. The Earth is not perfectly sphere because the equator is distended.

Saturn is the sixth planet from the sun and the second largest in the solar system. Saturn has a ring system. By using a telescope, Galileo observed it in 1610. He did not realize that the ring is separated from the body of the planet. The Dutch Astronomer, Christian Huygens, was the first person who can describe the ring correctly. That ring contains 100,000 individual thin rings and each of them circles the planet.

- **Listening script for expert team 1**

A galaxy is just a very big collection of stars. There are many gigantic galaxies in space. It’s called the gigantic system. Our particular galaxy is called Milky Way. Our Sun is near the edge of the galaxy. That is why we can see so many stars when we look at the sky.

- **Listening Script for Expert Team 2**

Venus is the second planet from the sun. Excluding the sun and the moon, Venus is the brightest object in the sky. This planet is called the morning star when it appears in the east at sunrise and the evening star in the west at sunset. Because the distances of the orbits of Venus and the Earth from the Sun, Venus is never visible more than three hours before sunrise and three hours after sunset.
Listening Script for Expert Team 3

The Earth is the third planet from the sun and the fifth largest of the nine planets. The average distance from the Earth to the sun is more than 92 thousand miles. The Earth has water and atmosphere. The Earth is the only one planet that can support human life. The Earth is not a perfect sphere but is slightly pear-shaped. The Earth is not perfectly sphere because the equator is distended.

Listening Script for Expert Team 4

Saturn is the sixth planet from the sun and the second largest in the solar system. Saturn has a ring system. By using a telescope, Galileo observed it in 1610. He did not realize that the ring is separated from the body of the planet. The Dutch Astronomer, Christian Huygens, was the first person who can describe the ring correctly. That ring contains 100,000 individual thin rings and each of them circles the planet.
LESSON PLAN

Subject: English
Skill: Listening
Theme/topic: Descriptive Text
Class: 2nd grade Junior High School
Semester: I
Time Allocation: 2 x 40 minutes

K. Competence
1. Basic Competence
Students understand the material of descriptive genre.

4. Achievement Indicators
Students are able to:
1. Answer the essay-type questions related to the listening materials.
2. Answer the multiple-choice questions related to the listening materials.

L. Learning Materials
- Cassettes and recorders
- Students’ Worksheet

M. Teaching and Learning Materials
Pre – Instructional Activities

<table>
<thead>
<tr>
<th>Activities</th>
<th>Time Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td>Students</td>
</tr>
<tr>
<td>Greets the students.</td>
<td>Respond the teacher’s greeting.</td>
</tr>
<tr>
<td>Reviews previous material.</td>
<td>Answer the teacher’s questions.</td>
</tr>
<tr>
<td>Tells the objectives of the study.</td>
<td>Listen to the teacher.</td>
</tr>
</tbody>
</table>

Whilst – Instructional Activities

<table>
<thead>
<tr>
<th>Activities</th>
<th>Time Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td>Students</td>
</tr>
<tr>
<td>Gives triggering questions.</td>
<td>Answer the teacher’s questions.</td>
</tr>
<tr>
<td>Asks the students to forma group (4persons/group).</td>
<td>Form the group</td>
</tr>
<tr>
<td>Gives the cassettes which contain the material to be discussed.</td>
<td>Listen to the teacher.</td>
</tr>
<tr>
<td>Asks the students to play the cassette, listen to the passage, and discuss.</td>
<td>Play the cassette, listen to the</td>
</tr>
<tr>
<td>Activities</td>
<td>Time Allocation</td>
</tr>
<tr>
<td>------------</td>
<td>----------------</td>
</tr>
<tr>
<td>Receive the quiz sheet.</td>
<td>10’</td>
</tr>
<tr>
<td>Do the quiz</td>
<td>10’</td>
</tr>
<tr>
<td>Check the answer together.</td>
<td>10’</td>
</tr>
</tbody>
</table>

**Post – Instructional Activities**

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Activities</th>
<th>Students</th>
<th>Time Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summarizes the lesson by giving some questions to the students.</td>
<td>Answer the teacher’s questions.</td>
<td>3’</td>
<td></td>
</tr>
<tr>
<td>Gives homework</td>
<td>Take a note about the homework.</td>
<td>1’</td>
<td></td>
</tr>
<tr>
<td>Says good bye.</td>
<td>Respond to the teacher.</td>
<td>1’</td>
<td></td>
</tr>
</tbody>
</table>

**N. Assessment**

Students are asked to do the quiz individually after the discussion.

**O. References**

-
Teacher’s Note

1. **Pre-Instructional Activities**
   1.1 Reviews the previous lesson.

2. **Whilst-Instructional Activities**
   2.1 Gives triggering questions
   - How do you describe a person?
   - Have you ever met a strange person?
   - What do you if you meet a strange person?

3. **Post-Instructional Activities**
   3.1 Summarizes the lesson by giving some questions
   - How did the writer describe the man?
   - What made the man strange?
   - How is the man’s appearance?
   3.2 Gives homework
   - Asks the students to make a short paragraph describing a strange person they have ever met.

4. **Answer Key**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>A</td>
<td>6.</td>
</tr>
<tr>
<td>2.</td>
<td>D</td>
<td>7.</td>
</tr>
<tr>
<td>4.</td>
<td>A</td>
<td>9.</td>
</tr>
<tr>
<td>5.</td>
<td>A</td>
<td>10.</td>
</tr>
<tr>
<td>11.</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>A</td>
<td></td>
</tr>
</tbody>
</table>
5. Listening Script

Last Saturday, I went to a supermarket near my house. I saw someone walking around inside the supermarket. He looked weird. He didn’t take anything. He just walked around and around looking at people and the things displayed there. I followed him from the distance while my sister was busy collecting the needs.

The man was wearing a big T-shirt. It was black and there were many letters decorating the back part of it. I could not read them from where I stand. Inside it, he wore a white T-shirt with long sleeves. At that time, he was wearing blue pants and brown sandals. It looked like old sandals. He was also wearing glasses.

When I looked at him a bit closer, I saw that he had dark brown eyes, moustache, and a big nose. He was a big man also. It can be seen from his height. He was about 6 feet. He had black short wavy hair and it looked glossy. He was about 35 years old, but he looked older than he was. He had dark skin. I thought that he was an Arabian.

The way how that man walked was as strange as how he looked like. He walked like someone was chasing him. Suddenly he looked at one of the supermarket staffs. He did it several times with different staffs until he found a right staff. He talked to him and smiled widely. At last he went to one isle and picked one thing up from the shelf and directly went to the cashier. Later I found out that he couldn’t speak English and find his need. That’s why he just walked around and around.
Students’ Worksheet

Subject : English  
Skill : Listening  
Theme/Topic : Descriptive Text  
Class : Junior High School  
Semester : Second year  
Time Allocated : 2 x 45 minutes  

Questions for Group Discussion:
1. What did the writer talk about the man at the first time?
2. When did the writer go to a supermarket?
3. Why did he look weird?
4. What was the writer’s sister doing?
5. What did the man wear?
6. Why did the writer say the man’s sandals were old?
7. Why couldn’t the writer read the back part of the man’s shirt?
8. What were the colour of the man’s pants?
9. What kind of description did the writer talk about the man?
10. How old was he?
11. How was his appearance?
12. Did he look like an American?
13. How strange was the man?
14. How did he walk?
15. What is the job of the supermarket staff?
16. What language did the man speak?
QUIZ

Listen to the descriptive text and then choose the best answer.

1. What is the best title for the text?
   a. A Strange Man  
   b. A Funny Man  
   c. A Big Supermarket  
   d. A Funny Day

2. From the man’s appearance, what can you conclude about him?
   a. He was a polite person.  
   b. He was wearing formal clothes.  
   c. He was a clown.  
   d. He was wearing casual clothes.

3. What can you conclude about the writer’s suspicion?
   a. It was almost correct.  
   b. It was just a wrong suspicion.  
   c. It was not a suspicion, but it was true.  
   d. It was 100% correct.

4. Where did the man come from?
   a. Arab  
   b. Indonesia  
   c. India  
   d. America

5. How did the man walk?
   a. Fast  
   b. So slow  
   c. Slow  
   d. In rhyme

6. Why did the writer follow the man from the distance?
   a. Because she was afraid of the man.  
   b. Because she liked the man very much.  
   c. Because she had to shop that day.  
   d. Because she didn’t want the man to see her.

7. What is the job of the supermarket staffs?
   a. To monitor the customers.  
   b. To help customers find their need.  
   c. To buy the customers’ need.  
   d. To chase the customers.

8. What were the colour of the man’s pants?
   a. Brown  
   b. Blue  
   c. White  
   d. Black

9. What was the writer’s sister doing?
   a. She was busy collecting the needs.  
   b. She was following the writer.  
   c. She was following the man.  
   d. She was paying the needs in the cashier.

10. How tall was the man?
    a. He was 6 feet tall.  
    b. He was about 6 meters tall.  
    c. He was about 60 feet tall.  
    d. He was about 16 feet tall.

11. How did the man’s hair look like?
    a. Glossy and curly  
    b. Black, short, and curly  
    c. Black and straight  
    d. Black, glossy, and wavy

12. When did the writer go to the supermarket?
    a. Last Sunday  
    b. Last Wednesday  
    c. Last Saturday  
    d. Last Monday

13. Why did the man think that the man’s sandals were old?
a. Because of the colour  c. Because the writer touch them
b. Because of the sound  d. Because of the smell

14. Where did the man go after he found his need?
a. Shelf  c. Parking lot
b. Cafeteria  d. Cashier

15. What did the writer do to see the man clearly?
a. The writer walked closer.  c. The writer used camera.
b. The writer walked exactly behind the man.  d. The writer wore glasses.
Appendix 8: The Lesson Plan for Treatment 2 in Experimental Group

**LESSON PLAN**

<table>
<thead>
<tr>
<th>Subject</th>
<th>: English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skill</td>
<td>: Listening</td>
</tr>
<tr>
<td>Theme/topic</td>
<td>: Descriptive Text</td>
</tr>
<tr>
<td>Class</td>
<td>: 2nd grade Junior High School</td>
</tr>
<tr>
<td>Semester</td>
<td>: I</td>
</tr>
<tr>
<td>Time Allocation</td>
<td>: 2 x 40 minutes</td>
</tr>
</tbody>
</table>

**P. Competence**

1. **Basic Competence**
   Students understand the material of descriptive genre.

5. **Achievement Indicators**
   Students are able to:
   1. Answer the essay-type questions related to the listening materials.
   2. Answer the multiple-choice questions related to the listening materials.

**Q. Learning Materials**

- Cassettes and recorders
- Students’ Worksheet

**R. Teaching and Learning Materials**

**Pre – Instructional Activities**

<table>
<thead>
<tr>
<th>Activities</th>
<th>Time Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td>Students</td>
</tr>
<tr>
<td>Greets the students.</td>
<td>Respond the teacher’s greeting.</td>
</tr>
<tr>
<td>Reviews previous material.</td>
<td>Students’ answer the teacher’s questions.</td>
</tr>
<tr>
<td>Tells the objectives of the study.</td>
<td>Listen to the teacher.</td>
</tr>
</tbody>
</table>

**Whilst – Instructional Activities**

<table>
<thead>
<tr>
<th>Activities</th>
<th>Time Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td>Students</td>
</tr>
<tr>
<td>Gives triggering questions.</td>
<td>Answer the teacher’s questions.</td>
</tr>
<tr>
<td>Divides the class into two groups: Apple and Grape.</td>
<td>Form the group</td>
</tr>
<tr>
<td><strong>Apple and Grape Group</strong>: Asks the students to form home team (4persons/home team).</td>
<td>Form home team.</td>
</tr>
<tr>
<td>Asks the students in each group to</td>
<td></td>
</tr>
</tbody>
</table>
count 1 up to 4.

- Asks the students to form expert team.
- Asks the students to decide the roles (captain, secretary, time-keeper, members).
- Explains the task of each role.
- Gives the cassettes which contain the part to be discussed.
- Asks the students to play the cassette and listen to the paragraph.
- Asks the students to discuss the paragraph. (They can discuss based on the guiding questions.)
- Asks the students to go back to their home team.
- Asks the students in home team to share about the material that they have discussed in their expert team.
- Distributes the quiz sheet to the students.
- Asks the students to do the quiz individually.
- Checks the answer together

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summarizes the lesson by giving some questions to the students.</td>
<td>Answer the teacher’s questions.</td>
</tr>
<tr>
<td>Gives homework</td>
<td>Take a note about the homework.</td>
</tr>
<tr>
<td>Says good bye.</td>
<td>Respond to the teacher.</td>
</tr>
</tbody>
</table>

**Post – Instructional Activities**

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Time Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td>3’</td>
</tr>
<tr>
<td>Students</td>
<td>1’</td>
</tr>
<tr>
<td>Students</td>
<td>1’</td>
</tr>
</tbody>
</table>
S. Assessment
Students are asked to do the quiz individually after the expert team and home team discussion.

T. References
-
Teacher’s Note

6. Pre-Instructional Activities
   6.1 Reviews the previous lesson.

7. Whilst-Instructional Activities
   7.1 Gives triggering questions
      - How do you describe a person?
      - Have you ever met a strange person?
      - What do you if you meet a strange person?
   7.2 Reminds the job of each role:
      - Captain : to lead the discussion
      - Secretary : to help the captain when the captain gets stuck
      - Time Keeper : to pay attention to the time allocation
      - Member(s) : to be active participant(s) in the discussion

8. Post-Instructional Activities
   8.1 Summarizes the lesson by giving some questions
      - How did the writer describe the man?
      - What made the man strange?
      - How is the man’s appearance?
   8.2 Gives homework
      - Asks the students to make a short paragraph describing a strange person they have ever met.

9. Answer Key


10. Listening Script

Last Saturday, I went to a supermarket near my house. I saw someone walking around inside the supermarket. He looked weird. He didn’t take anything. He just walked around and around looking at people and the things displayed there. I followed him from the distance while my sister was busy collecting the needs.

The man was wearing a big T-shirt. It was black and there were many letters decorating the back part of it. I could not read them from where I stand. Inside it, he wore a white T-shirt with long sleeves. At that time, he was wearing blue pants and brown sandals. It looked like old sandals. He was also wearing glasses.

When I looked at him a bit closer, I saw that he had dark brown eyes, moustache, and a big nose. He was a big man also. It can be seen from his height. He was about 6 feet. He had black short wavy hair and it looked glossy. He was about 35 years old, but he looked older than he was. He had dark skin. I thought that he was an Arabian.
The way how that man walked was as strange as how he looked like. He walked like someone was chasing him. Suddenly he looked at one of the supermarket staffs. He did it several times with different staffs until he found a right staff. He talked to him and smiled widely. At last he went to one isle and picked one thing up from the shelf and directly went to the cashier. Later I found out that he couldn’t speak English and find his need. That’s why he just walked around and around.

For Expert Team 1: Last Saturday, I went to a supermarket near my house. I saw someone walking around inside the supermarket. He looked weird. He didn’t take anything. He just walked around and around looking at people and the things displayed there. I followed him from the distance while my sister was busy collecting the needs.

For Expert Team 2: The man was wearing a big T-shirt. It was black and there were many letters decorating the back part of it. I could not read them from where I stand. Inside it, he wore a white T-shirt with long sleeves. At that time, he was wearing blue pants and brown sandals. It looked like old sandals. He was also wearing glasses.

For Expert Team 3: When I looked at him a bit closer, I saw that he had dark brown eyes, moustache, and a big nose. He was a big man also. It can be seen from his height. He was about 6 feet. He had black short wavy hair and it looked glossy. He was about 35 years old, but he looked older than he was. He had dark skin. I thought that he was an Arabian.

For Expert Team 4: The way how that man walked was as strange as how he looked like. He walked like someone was chasing him. Suddenly he looked at one of the supermarket staffs. He did it several times with different staffs until he found a right staff. He talked to him and smiled widely. At last he went to one isle and picked one thing up from the shelf and directly went to the cashier. Later I found out that he couldn’t speak English and find his need. That’s why he just walked around and around.
Students’ Worksheet

<table>
<thead>
<tr>
<th>Subject</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skill</td>
<td>Listening</td>
</tr>
<tr>
<td>Theme/Topic</td>
<td>Descriptive Text</td>
</tr>
<tr>
<td>Class</td>
<td>Junior High School</td>
</tr>
<tr>
<td>Semester</td>
<td>2nd year</td>
</tr>
<tr>
<td>Time Allocated</td>
<td>2 x 40 minutes</td>
</tr>
</tbody>
</table>

Questions for discussion in Expert Team 1:
17. What did the writer talk about the man at the first time? (Mi)
18. When did the writer go to a supermarket? (F)
19. Why did he look weird? (I)
20. What was the writer’s sister doing? (F)

Questions for discussion in Expert Team 2:
1. What did the man wear? (Mi)
2. Why did the writer say the man’s sandals were old? (I)
3. Why couldn’t the writer read the back part of the man’s shirt? (I)
4. What was the colour of the man’s pants? (F)

Questions for discussion in Expert Team 3:
1. What kind of description did the writer talk about the man? (Mi)
2. How old was he? (F)
3. How was his appearance? (F)
4. Did he look like an American? (I)

Questions for discussion in Expert Team 4:
1. How strange was the man? (Mi)
2. How did he walk? (F)
3. What is the job of the supermarket staff? (I)
4. What language did the man speak? (I)
QUIZ

Listen to the descriptive text and then choose the best answer.

1. What is the best title for the text?
   a. A Strange Man  
   b. A Funny Man  
   c. A Big Supermarket  
   d. A Funny Day

2. From the man’s appearance, what can you conclude about him?
   a. He was a polite person.  
   b. He was wearing formal clothes.  
   c. He was a clown.  
   d. He was wearing casual clothes.

3. What can you conclude about the writer’s suspicion?
   a. It was almost correct.  
   b. It was just a wrong suspicion.  
   c. It was not a suspicion, but it was true.  
   d. It was 100% correct.

4. Where did the man come from?
   a. Arab  
   b. Indonesia  
   c. India  
   d. America

5. How did the man walk?
   a. Fast  
   b. So slow  
   c. Slow  
   d. In rhyme

6. Why did the writer follow the man from the distance?
   a. Because she was afraid of the man.  
   b. Because she liked the man very much.  
   c. Because she had to shop that day.  
   d. Because she didn’t want the man to see her.

7. What is the job of the supermarket staffs?
   a. To monitor the customers.  
   b. To help customers find their need.  
   c. To buy the customers’ need.  
   d. To chase the customers.

8. What were the colour of the man’s pants?
   a. Brown  
   b. Blue  
   c. White  
   d. Black

9. What was the writer’s sister doing?
   a. She was busy collecting the needs.  
   b. She was following the writer.  
   c. She was following the man.  
   d. She was paying the needs in the cashier.

10. How tall was the man?
   a. He was 6 feet tall.  
   b. He was about 6 meters tall.  
   c. He was about 60 feet tall.  
   d. He was about 16 feet tall.

11. How did the man’s hair look like?
   a. Glossy and curly  
   b. Black, short, and curly  
   c. Black and straight  
   d. Black, glossy, and wavy

12. When did the writer go to the supermarket?
   a. Last Sunday  
   b. Last Wednesday  
   c. Last Saturday  
   d. Last Monday

13. Why did the man think that the man’s sandals were old?
a. Because of the colour  c. Because the writer touch them
b. Because of the sound  d. Because of the smell

14. Where did the man go after he found his need?
   a. Shelf  c. Parking lot
   b. Cafeteria  d. Cashier

15. What did the writer do to see the man clearly?
   a. The writer walked closer.  c. The writer used camera.
   b. The writer walked exactly behind the man.  d. The writer wore glasses.
Appendix 9: The Lesson Plan for Treatment 3 in Control Group

**LESSON PLAN**

Subject: English  
Skill: Listening  
Theme/topic: Descriptive Text  
Class: 2nd grade Junior High School  
Semester: I  
Time Allocation: 2 x 40 minutes

### U. Competence

#### 1. Basic Competence

Students understand the material of descriptive genre.

#### 6. Achievement Indicators

Students are able to:

1. Answer the essay-type questions related to the listening materials.
2. Answer the multiple-choice questions related to the listening materials.

### V. Learning Materials

- Cassettes and recorders  
- Students’ Worksheet

### W. Teaching and Learning Materials

**Pre – Instructional Activities**

<table>
<thead>
<tr>
<th>Activities</th>
<th>Teacher</th>
<th>Students</th>
<th>Time Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greets the students.</td>
<td></td>
<td>Respond the teacher’s greeting.</td>
<td>1’</td>
</tr>
<tr>
<td>Reviews previous material.</td>
<td></td>
<td>Answer the teacher’s questions.</td>
<td>8’</td>
</tr>
<tr>
<td>Tells the objectives of the study.</td>
<td></td>
<td>Listen to the teacher.</td>
<td>1’</td>
</tr>
</tbody>
</table>

**Whilst – Instructional Activities**

<table>
<thead>
<tr>
<th>Activities</th>
<th>Teacher</th>
<th>Students</th>
<th>Time Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gives triggering questions.</td>
<td></td>
<td>Answer the teacher’s questions.</td>
<td>5’</td>
</tr>
<tr>
<td>Asks the students to form a group (4persons/group).</td>
<td></td>
<td>Form the group</td>
<td>10’</td>
</tr>
<tr>
<td>Gives the cassettes which contain the material to be discussed.</td>
<td></td>
<td>Listen to the teacher.</td>
<td></td>
</tr>
<tr>
<td>Asks the students to play the cassette, listen to the passage, and discuss.</td>
<td></td>
<td>Play the cassette, listen to the</td>
<td>30’</td>
</tr>
</tbody>
</table>
Distributes the quiz sheet to the students.

Asks the students to do the quiz individually.

Checks the answer together

Receive the quiz sheet.

Do the quiz

Check the answer together.

**Post – Instructional Activities**

<table>
<thead>
<tr>
<th>Teacher Activities</th>
<th>Students Activities</th>
<th>Time Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summarizes the lesson by giving some questions to the students.</td>
<td>Answer the teacher’s questions.</td>
<td>3’</td>
</tr>
<tr>
<td>Gives homework</td>
<td>Take a note about the homework.</td>
<td>1’</td>
</tr>
<tr>
<td>Says good bye</td>
<td>Respond to the teacher.</td>
<td>1’</td>
</tr>
</tbody>
</table>

**X. Assessment**
Students are asked to do the quiz individually after the discussion.

**Y. References**
-
Teacher’s Note

11. Pre-Instructional Activities
   11.1 Reviews the previous lesson.

12. Whilst-Instructional Activities
   12.1 Gives triggering questions
       - Where do you live?
       - Is your house big or small?
       - How many rooms do you have in your house? Mention it!
   12.2 Reminds the job of each role:
       - Captain: to lead the discussion
       - Secretary: to help the captain when the captain gets stuck
       - Time Keeper: to pay attention to the time allocation
       - Member(s): to be active participant(s) in the discussion

13. Post-Instructional Activities
   13.1 Summarizes the lesson by giving some questions
       - What kind of text is the passage?
       - What is the first segment about?
       - What is the second segment about?
       - What is the third segment about?
       - What is the last segment about?
   13.2 Gives homework
       - Asks the students to make a short paragraph describing their own home (room, situation, atmosphere, etc)

Answer key

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>31. A</td>
<td>36. D</td>
</tr>
<tr>
<td>32. C</td>
<td>37. A</td>
</tr>
<tr>
<td>33. B</td>
<td>38. D</td>
</tr>
<tr>
<td>34. D</td>
<td>39. C</td>
</tr>
<tr>
<td>35. B</td>
<td>40. B</td>
</tr>
</tbody>
</table>
Virginia White lives with Mr. and Mrs. Miller in a college town. Their address is 431 Clark Street. Mr. Miller is renting the house from a real-estate company. He pays one hundred dollars a month for it.

The house is made of brick and wood. There is a large front porch and a big yard around the house. There is no wall around the yard. The front yard has a nice green lawn, and the back yard has many pretty flowers.

The house has eight rooms, four rooms downstairs and four rooms upstairs. The rooms downstairs are the living room, the library, the dining room, and the kitchen. There are four bedrooms and a bath upstairs.

The living room is large and light. It has a fireplace, several tables and chairs, a sofa, a floor lamp, and three table lamps. There are also a bookcase and a radio with a record player. There is a large rug on the floor, and there are some pictures on the walls.

Questions for Group Discussion:
1. Who lives with Mr. and Mrs. Miller?
2. Where do they live?
3. Is it Mr. Miller’s own house?
4. From whom is he renting it?
5. How much does Mr. Miller pay the rent of the house?
6. What is the house made from?
7. What things are around the house?
8. Is there any wall around the yard?
9. How is the front yard of the house?
10. How is the back yard of the house?
11. How many rooms are in the house?
12. How many rooms are downstairs?
13. How many rooms are upstairs?
14. What are the rooms downstairs?
15. What are the rooms upstairs?
16. How is the atmosphere of the living room?
17. Mention the things in the living room.
18. How many table lamps are in the living room?
19. What is on the floor of the living room?
20. What are on the wall of the living room?
Listen to the descriptive text and then choose the best answer.

1. How much is the rent?
   a. $100/month  
   b. $10/month  
   c. $1000/month  
   d. $150/month

2. What is the house made of?
   a. Stone and sand  
   b. Wood and stone  
   c. Brick and wood  
   d. Brick and sand

3. Which is not the room downstairs?
   a. Living room  
   b. Bathroom  
   c. Dining room  
   d. Kitchen

4. How many table lamps are in the living room?
   a. One  
   b. Four  
   c. Two  
   d. Three

5. What is the address of Mr. and Mrs. Miller?
   a. 413 Clark Street  
   b. 431 Clark Street  
   c. 523 Clark Street  
   d. 533 Clark Street

6. From whom is he renting the house?
   a. Mr. Miller  
   b. His parents  
   c. Mr. Johnson  
   d. Real-estate company

7. Where is the green lawn?
   a. Front yard  
   b. Back yard  
   c. Middle yard  
   d. Downstairs

8. Which are the rooms upstairs?
   a. Four bedrooms and kitchen  
   b. A bath and a living room  
   c. A kitchen and a living room  
   d. Four bedrooms and a bath

9. Which is not the thing in the living room?
   a. A fireplace  
   b. A floor lamp  
   c. A ladder  
   d. A sofa

10. Where are the flowers?
    a. Front yard  
    b. Back yard  
    c. Middle yard  
    d. Downstairs
Appendix 10: The Lesson Plan for Treatment 3 in Experimental Group

**LESSON PLAN**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Skill</th>
<th>Theme/topic</th>
<th>Class</th>
<th>Semester</th>
<th>Time Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>: English</td>
<td>: Listening</td>
<td>: Descriptive Text</td>
<td>: 2nd grade Junior High School</td>
<td>: I</td>
<td>: 2 x 40 minutes</td>
</tr>
</tbody>
</table>

**Z. Competence**

1. **Basic Competence**
   Students understand the material of descriptive genre.

7. **Achievement Indicators**
   Students are able to:
   1. Answer the essay-type questions related to the listening materials.
   2. Answer the multiple-choice questions related to the listening materials.

**AA. Learning Materials**
- Cassettes and recorders
- Students’ Worksheet

**BB. Teaching and Learning Materials**

<table>
<thead>
<tr>
<th>Pre – Instructional Activities</th>
<th>Activities</th>
<th>Time Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td>Students</td>
<td></td>
</tr>
<tr>
<td>Greets the students.</td>
<td>Respond the teacher’s greeting.</td>
<td>1’</td>
</tr>
<tr>
<td>Reviews previous material.</td>
<td>Students’ answer the teacher’s questions.</td>
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<td>Listen to the teacher.</td>
<td>1’</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Whilst – Instructional Activities</th>
<th>Activities</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td>Students</td>
<td></td>
</tr>
<tr>
<td>Gives triggering questions.</td>
<td>Answer the teacher’s questions.</td>
<td>5’</td>
</tr>
<tr>
<td>Divides the class into two groups: Apple and Grape.</td>
<td>Form the group</td>
<td></td>
</tr>
<tr>
<td>Asks the students to form home team (4persons/home team).</td>
<td>Form home team.</td>
<td>10’</td>
</tr>
<tr>
<td>Asks the students in each group to count 1 up to 4.</td>
<td>Count 1 up to 4.</td>
<td></td>
</tr>
</tbody>
</table>
Asks the students to form expert team.  
Asks the students to decide the roles (captain, secretary, time-keeper, members).  
Explains the task of each role.  
Gives the cassettes which contain the part to be discussed.  
Asks the students to play the cassette and listen to the paragraph.  
Asks the students to discuss the paragraph. (They can discuss based on the guiding questions.)  
Asks the students to go back to their home team.  
Asks the students in home team to share about the material that they have discussed in their expert team.  
Distributes the quiz sheet to the students.  
Asks the students to do the quiz individually.  
Checks the answer together

<table>
<thead>
<tr>
<th>Teacher Activities</th>
<th>Students Activities</th>
<th>Time Allocation</th>
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<tbody>
<tr>
<td>Summarizes the lesson by giving some questions to the students.</td>
<td>Answer the teacher’s questions.</td>
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<td>1’</td>
</tr>
<tr>
<td>Says good bye</td>
<td>Respond to the teacher.</td>
<td>1’</td>
</tr>
</tbody>
</table>

**Post – Instructional Activities**

**CC. Assessment**
Students are asked to do the quiz individually after the expert team and home team discussion

**DD. References**

108
Teacher’s Note

14. Pre-Instructional Activities
   14.1 Reviews the previous lesson.

15. Whilst-Instructional Activities
   15.1 Gives triggering questions
      - Where do you live?
      - Is your house big or small?
      - How many rooms do you have in your house? Mention it!
   15.2 Reminds the job of each role:
      - Captain : to lead the discussion
      - Secretary : to help the captain when the captain gets stuck
      - Time Keeper : to pay attention to the time allocation
      - Member(s) : to be active participant(s) in the discussion

16. Post-Instructional Activities
   16.1 Summarizes the lesson by giving some questions
      - What kind of text is the passage?
      - What is the first segment about?
      - What is the second segment about?
      - What is the third segment about?
      - What is the last segment about?
   16.2 Gives homework
      - Asks the students to make a short paragraph describing their own home (room, situation, atmosphere, etc)

Answer key

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Listening Script

For Expert Team 1: Virginia White lives with Mr. and Mrs. Miller in a college town. Their address is 431 Clark Street. Mr. Miller is renting the house from a real-estate company. He pays one hundred dollars a month for it.

For Expert Team 2: The house is made of brick and wood. There is a large front porch and a big yard around the house. There is no wall around the yard. The front yard has a nice green lawn, and the back yard has many pretty flowers.

For Expert Team 3: It is an eight-room house with four rooms downstairs and four rooms upstairs. The rooms downstairs are the living room, the library, the dining room, and the kitchen. There are four bedrooms and a bath upstairs.

For Expert Team 4: The living room is large and light. It has a fireplace, several tables and chairs, a sofa, a floor lamp, and three table lamps. There are also a bookcase and a radio with a record player. There is a large rug on the floor, and there are some pictures on the walls.

Questions for Discussion in Expert Team 1:
21. Who lives with Mr. and Mrs. Miller?
22. Where do they live?
23. Is it Mr. Miller’s own house?
24. From whom is he renting it?
25. How much does Mr. Miller pay the rent of the house?

Questions for Discussion in Expert Team 2:
1. What is the house made from?
2. What things are around the house?
3. Is there any wall around the yard?
4. How is the front yard of the house?
5. How is the back yard of the house?

Questions for Discussion in Expert Team 3:
1. How many rooms are in the house?
2. How many rooms are downstairs?
3. How many rooms are upstairs?
4. What are the rooms downstairs?
5. What are the rooms upstairs?

Questions for Discussion in Expert Team 4:
1. How is the atmosphere of the living room?
2. Mention the things in the living room.
3. How many table lamps are in the living room?
4. What is on the floor of the living room?
5. What are on the wall of the living room?
# Students’ Worksheet

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Listen to the descriptive text and then choose the best answer.

1. How much is the rent?
   a. $100/month  
   b. $10/month  
   c. $1000/month  
   d. $150/month

2. What is the house made of?
   a. Stone and sand  
   b. Wood and stone  
   c. Brick and wood  
   d. Brick and sand

3. Which is not the room downstairs?
   a. Living room  
   b. Bathroom  
   c. Dining room  
   d. Kitchen

4. How many table lamps are in the living room?
   a. One  
   b. Four  
   c. Two  
   d. Three

5. What is the address of Mr. and Mrs. Miller?
   a. 413 Clark Street  
   b. 431 Clark Street  
   c. 523 Clark Street  
   d. 533 Clark Street

6. From whom is he renting the house?
   a. Mr. Miller  
   b. His parents  
   c. Mr. Johnson  
   d. Real-estate company

7. Where is the green lawn?
   a. Front yard  
   b. Back yard  
   c. Middle yard  
   d. Downstairs

8. Which are the rooms upstairs?
   a. Four bedrooms and kitchen  
   b. A bath and a living room  
   c. A kitchen and a living room  
   d. Four bedrooms and a bath

9. Which is not the thing in the living room?
   a. A fireplace  
   b. A floor lamp  
   c. A ladder  
   d. A sofa

10. Where are the flowers?
    a. Front yard  
    b. Back yard  
    c. Middle yard  
    d. Downstairs
Appendix 11 : The Mid-test Scores of Control Group

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## Appendix 12: The Mid-test Scores of Experimental Group

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Appendix 13: The Pre-test and Posttest Scores of Control Group

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Appendix 14 : The Pre-test and Posttest Scores of Experimental Group

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Appendix 15: The t-test Computation

The t-test computation for the mid scores of the Experimental and Control Groups

---

**Group Statistics**

<table>
<thead>
<tr>
<th>VAR00002</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
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</thead>
<tbody>
<tr>
<td>VAR00001 eg</td>
<td>36</td>
<td>73.0278</td>
<td>3.4845</td>
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**Independent Samples Test - Mid Scores**

<table>
<thead>
<tr>
<th>Mid score</th>
<th>Levene's Test for Equality of Variances</th>
<th>t-test for Equality of Means</th>
<th>95% Confidence Interval of the Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>Sig.</td>
<td>t</td>
</tr>
<tr>
<td>Equal variances assumed</td>
<td>1.682</td>
<td>.199</td>
<td>5.248</td>
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<td>Equal variances not assumed</td>
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<td>.000</td>
<td>3.861</td>
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Since \( p (.199) > .05 \), the null hypothesis was accepted; the mid mean scores of the two groups were not significantly different.
The t-test computation for the pretest scores of the Experimental and Control Groups

### Group Statistics

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
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</thead>
<tbody>
<tr>
<td>VAR00003 eg</td>
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### Independent Samples Test of the Pretest Scores

<table>
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<tr>
<th></th>
<th>Levene’s Test for Equality of Variances</th>
<th>t-test for Equality of Means</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>Sig.</td>
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</table>

Since $p (.330) > .05$, the null hypothesis was accepted; the pretest mean scores of the listening test of the two groups were not significantly different.
The t-test computation for the posttest scores of the Experimental and Control Groups

**Group Statistics**

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<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
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<td>2.3441</td>
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</table>

**Independent Samples Test of the Posttest Scores**

<table>
<thead>
<tr>
<th>Levene's Test for Equality of Variances</th>
<th>t-test for Equality of Means</th>
<th>95% Confidence Interval of the Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>Sig.</td>
<td>t</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>------</td>
<td>-----</td>
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Since $p (.422) > .05$, the null hypothesis was accepted; the posttest mean scores of the listening test of the two groups were not significantly different.