

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.

[taken and adapted from *Lado English Series* (New ed.) by Robert Lado (1977). New York: Regents Publishing Company Inc.]

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.

[taken from English 3A by Judy Ling and Anne Smith (2006). Marshall Cavendish Education]

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

Listening 3:

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.

[adapted from IEC Bulletin, No. 1 January 2001. *English Book-See The World for Class 2 SMP*. by Chaedori, Anwar, Lasminingsih (2004). Surabaya: SIC.]

1. What does the text talk about? (Mi) (c)
 - a. The writer
 - b. Mountain in Central Java
 - c. The writer's vacation
 - d. The writer's classmate
2. What can we conclude about the writer's trip? (Mi) (a)
 - 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
3. When is it a bad idea to hike mountain Sindiro? (Mi) (d)
 - a. In the morning
 - b. In the afternoon
 - c. In the evening
 - d. On a rainy day
4. What is the best title for this text? (Mi) (c)
 - a. Mountain Sindiro
 - b. Rainy Season
 - c. My Bad Trip
 - d. Famous Mountain
5. Where did the writer come from? (In) (d)
 - a. Wonosobo
 - b. Central Java
 - c. Sindiro
 - d. Bojonegoro
6. Why didn't they climb up Mountain Sindiro directly? (In) (c)
 - a. They wanted to stay first.
 - b. It was dark.
 - c. It rained.
 - d. They wanted to prepare the tent.
7. What is the function of the flash lights? (In) (b)
 - a. To help them go home
 - b. To help them walk
 - c. To help them to see anything down below
 - 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
 - b. Rainy season
 - c. Dry season
 - d. Very cold season
9. How many days did they stay in Mt. Sindiro? (In) (a)
 - a. About a week
 - b. About 2 weeks
 - c. About 3 days
 - d. About 3 weeks
10. How many hours do we need to go to Mountain Sindiro from Surabaya? (Fact) (d)
 - a. 18
 - b. 80

b. 17

d. 8

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.

[taken from "Bahasa Inggris SMP untuk SMP/MTs kelas VIII by Kristono, Esti Tri Andayani, Ismukoco, and Albert F.J. Tupan (2005). Yudhistira.]

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?

a. July 23, 1988

c. July 23, 1989

b. July 24, 1989

d. July 24, 1989

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

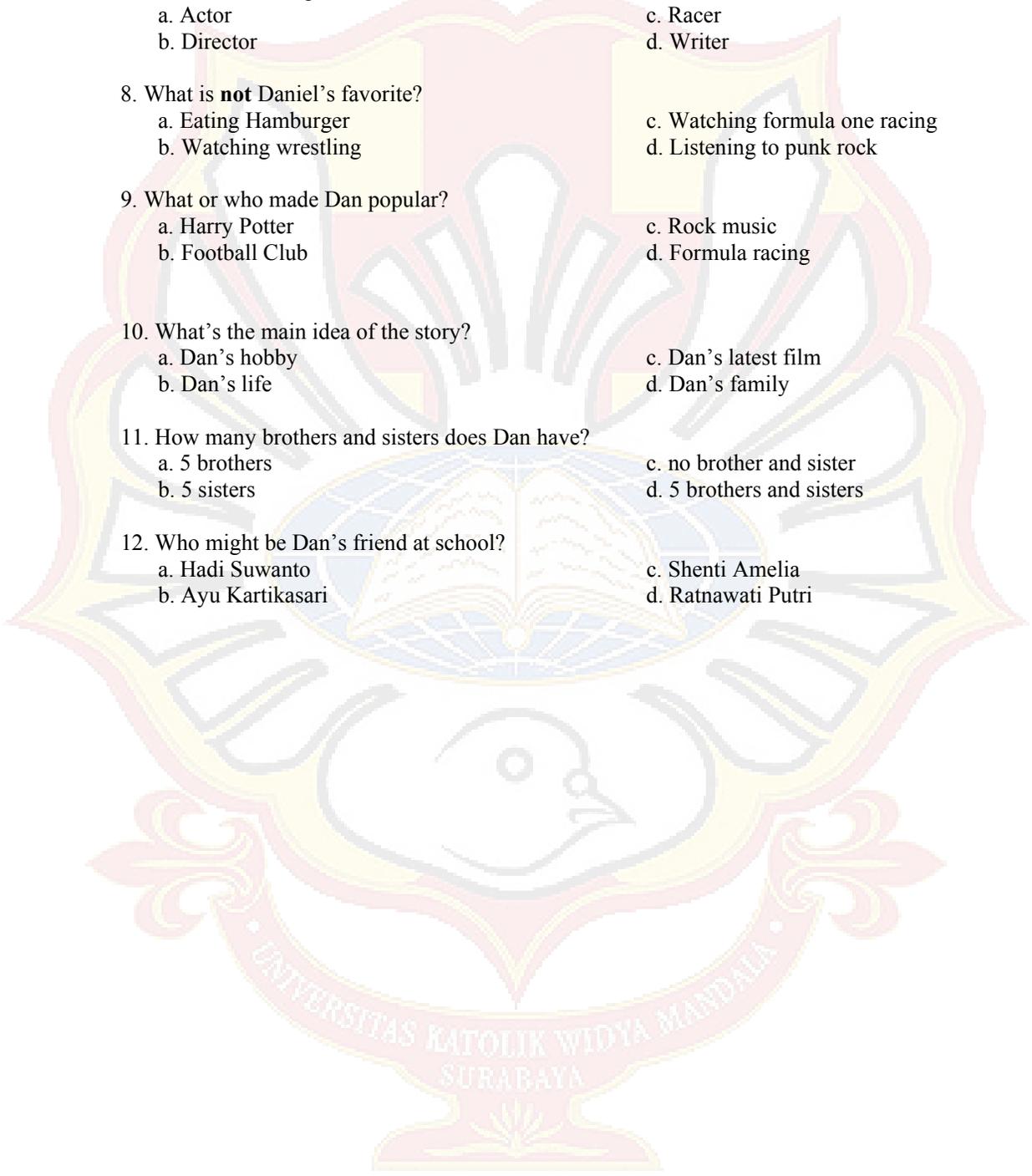
6. What is the nationality of Daniel Radcliffe?

a. British

c. Spanish

b. Dutch

d. Polish

- 
7. 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
 - c. Send money over long distances
 - b. Send sounds over long distances
 - d. Send packages over long distances
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
 - c. To collect incoming speech sounds
 - b. To send sounds of speech
 - d. To find out telephone's signal
9. What's the name of Alexander Graham Bell's assistant?
- 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
 - b. Microphone and receiver
 - c. Sender and receiver
 - d. Microphone and macrophone
12. Alexander Graham Bell and his assistant worked in the same
- a. floor
 - b. laboratory
 - c. building
 - d. school
13. 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
14. 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
15. It can be concluded that the invention of telephone was
- a. easy
 - b. long
 - c. planned or intentional
 - d. unintentional

Listening 3:

1. What does the text talk about?
- a. The writer
 - b. Mountain in Central Java
 - c. The writer's vacation
 - d. The writer's classmate
2. 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
3. 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
4. What is the best title for this text?
- a. Mountain Sindiro
 - b. Rainy Season
 - c. My Bad Trip
 - d. Famous Mountain
5. Where did the writer come from?
- a. Wonosobo
 - b. Central Java
 - c. Sindiro
 - d. Bojonegoro
6. Why didn't they climb up Mountain Sindiro directly?
- a. They wanted to stay first.
 - b. It was dark.
 - c. It rained.
 - d. They wanted to prepare the tent.
7. What is the function of the flash lights?
- a. To help them go home
 - b. To help them walk
 - c. To help them to see anything down below
 - 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
 - b. Rainy season
 - c. Dry season
 - d. Very cold season

9. 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
10. How many hours do we need to go to Mountain Sindiro from Surabaya?
- a. 18
b. 17
c. 80
d. 8
11. Why couldn't they walk fast on the Mountain peak?
- a. because it rained
b. because it was slippery
c. because they wanted to enjoy the scenery
d. because heavy fogs covered the hills.
12. Where is Mountain Sindiro located?
- a. Wonogiri
b. Wonosobo
c. Near Central Java
d. Bojonegoro

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. July 13, 1989
3. What kind of music does he like?
- a. Jazz
b. Punk
c. Pop
d. Punk Rock
4. How old is Daniel?
- a. 19 years old
b. 89 years old
c. 17 years old
d. 9 years old
5. 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
6. What is the nationality of Daniel Radcliffe?
- a. British
b. Dutch
c. Spanish
d. Polish
7. Daniel Radcliffe does **NOT** want to be a/an
- 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?

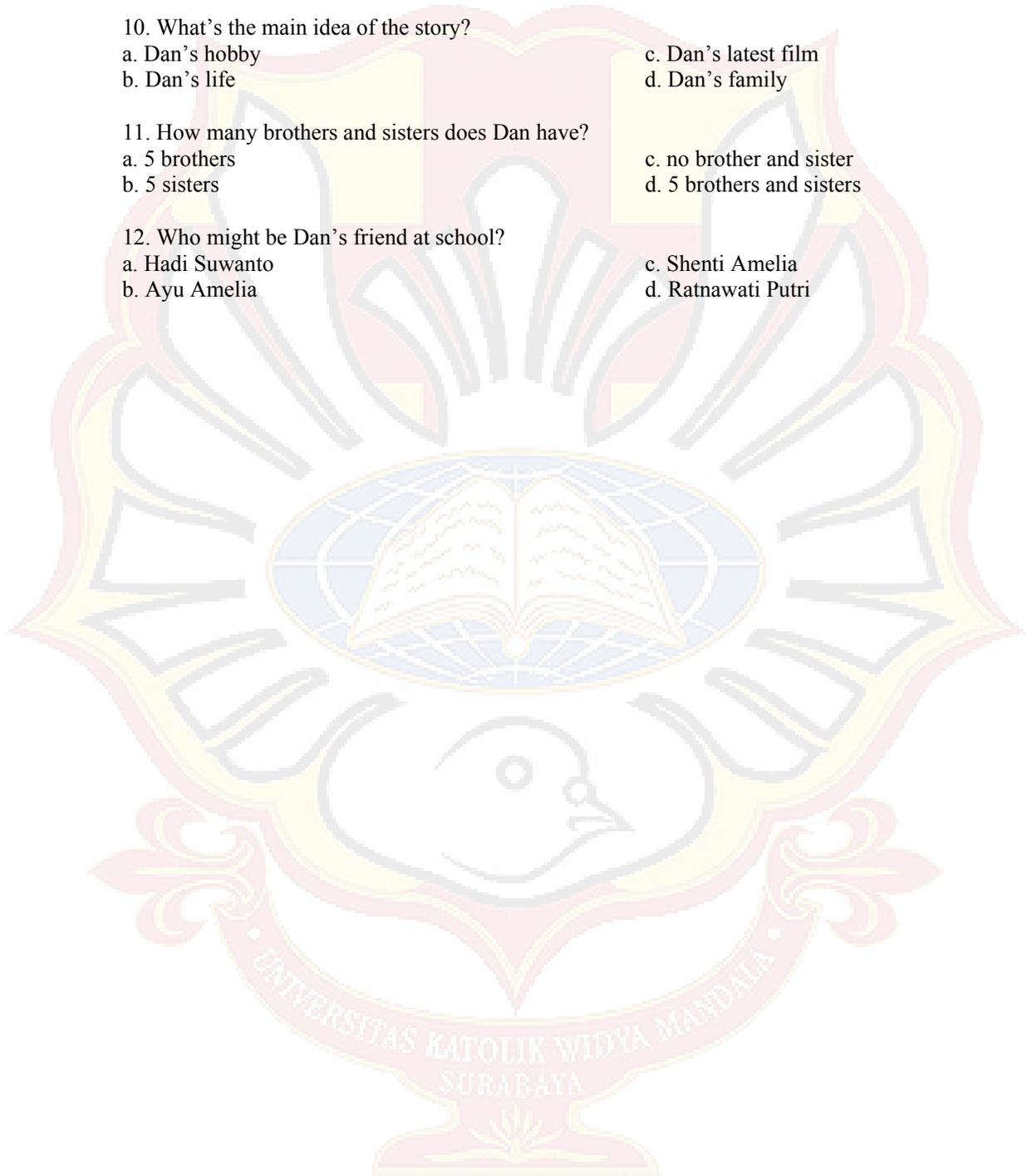
- a. 5 brothers
- b. 5 sisters

- c. no brother and sister
- d. 5 brothers and sisters

12. Who might be Dan's friend at school?

- a. Hadi Suwanto
- b. Ayu Amelia

- c. Shenti Amelia
- d. Ratnawati Putri



LISTENING TEST

Answer Sheet

Name: _____

Score:

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Class/no.: _____

Listening 1:

1.	4.	7.	10.	13.
2.	5.	8.	11.	14.
3.	6.	9.	12.	15.

Listening 2:

1.	4.	7.	10.	13.
2.	5.	8.	11.	14.
3.	6.	9.	12.	15.

Listening 3:

1.	4.	7.	10.
2.	5.	8.	11.
3.	6.	9.	12.

Listening 4:

1.	4.	7.	10.
2.	5.	8.	11.
3.	6.	9.	12.

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?

- a. 18
b. 76
- c. 131
d. 311
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. July 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: _____

Score:

--

Class/no.: _____

Listening 1:

1.	4.	7.	10.
2.	5.	8.	11.
3.	6.	9.	

Listening 2:

1.	4.	7.	10.
2.	5.	8.	11.
3.	6.	9.	12.

Listening 3:

1.	4.
2.	5.
3.	

Listening 4:

1.	4.	7.
2.	5.	8.
3.	6.	9.

Appendix 2: The Calculation of the Reliability

$$\begin{aligned}\text{Mean} &= 34.94 \\ s^2 &= 25.40 \\ K &= 37 \text{ items}\end{aligned}$$

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

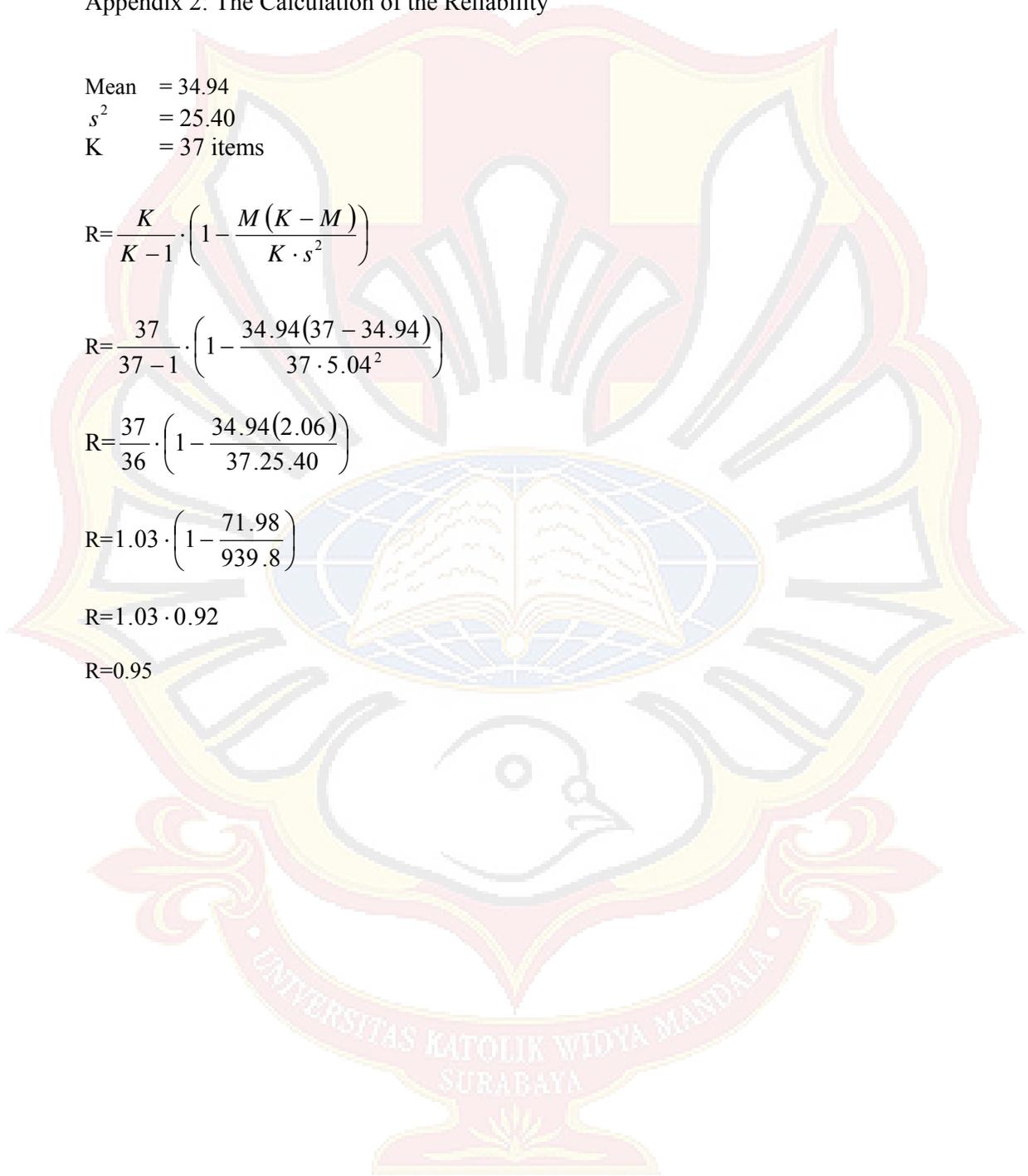
$$R = \frac{37}{37-1} \cdot \left(1 - \frac{34.94(37-34.94)}{37 \cdot 5.04^2} \right)$$

$$R = \frac{37}{36} \cdot \left(1 - \frac{34.94(2.06)}{37 \cdot 25.40} \right)$$

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

$$R = 1.03 \cdot 0.92$$

$$R = 0.95$$



Appendix 3: The Calculation of Item Difficulties of the Try Out

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

Range	Criteria
0 - 0.14	Very Difficult Item
0.15 - 0.29	Difficult Item
0.30 - 0.70	Moderate Item
0.71 - 0.85	Easy Item
0.86 - 1	Very Easy Item

Listening 1:

Question No.	N Correct Students	N Total Students	Item Difficulty	Criteria
1	29	34	0.85	Easy
2	33	34	0.97	Very Easy Item
3	11	34	0.32	Moderate
4	30	34	0.88	Very Easy Item
5	25	34	0.73	Easy
6	25	34	0.73	Easy
7	30	34	0.88	Very Easy Item
8	16	34	0.47	Moderate
9	31	34	0.91	Very Easy Item
10	19	34	0.55	Moderate
11	33	34	0.97	Very Easy Item
12	33	34	0.97	Very Easy Item
13	25	34	0.73	Easy
14	29	34	0.85	Easy
15	31	34	0.91	Very Easy Item

Listening 2:

Question No.	N Correct Students	N Total Students	Item Difficulty	Criteria
1	13	34	0.38	Moderate
2	28	34	0.82	Easy
3	30	34	0.88	Very Easy Item
4	22	34	0.64	Moderate
5	23	34	0.67	Moderate
6	29	34	0.85	Easy
7	31	34	0.91	Very Easy Item
8	21	34	0.61	Moderate
9	32	34	0.94	Very Easy Item
10	18	34	0.52	Moderate
11	20	34	0.58	Moderate
12	12	34	0.35	Moderate
13	25	34	0.73	Easy
14	25	34	0.73	Easy
15	4	34	0.11	Very Difficult Item

Listening 3:

Question No.	N Correct Students	N Total Students	Item Difficulty	Criteria
1	2	34	0.05	Very Difficult Item
2	13	34	0.38	Moderate
3	25	34	0.73	Easy
4	2	34	0.05	Very Difficult Item
5	34	34	1	Very Easy Item
6	23	34	0.67	Moderate
7	1	34	0.02	Very Difficult Item
8	2	34	0.05	Very Difficult Item
9	26	34	0.76	Easy
10	28	34	0.82	Easy
11	5	34	0.15	Difficult
12	32	34	0.94	Very Easy Item

Listening 4:

Question No.	N Correct Students	N Total Students	Item Difficulty	Criteria
1	19	34	0.55	Moderate
2	26	34	0.76	Easy
3	31	34	0.91	Very Easy Item
4	17	34	0.5	Moderate
5	26	34	0.76	Easy
6	25	34	0.73	Easy
7	27	34	0.79	Easy
8	9	34	0.23	Difficult
9	26	34	0.76	Easy
10	20	34	0.38	Moderate
11	31	34	0.91	Very Easy Item
12	9	34	0.26	Difficult

Appendix 4: The Calculation of the Discrimination Power

Discrimination Power:

Students Number	Correct Numbers
3	45
11	45
15	44
36	43
4	42
28	41
32	40
5	39
7	39
23	39
31	38
12	37
24	37
22	36
25	36
27	36
20	35
21	35
34	35
17	34
18	33
19	33
30	33
33	33
9	33
8	31
10	31
26	31
13	30
16	30
2	25
14	25
29	24
35	20
Bold Numbers are Upper Level Students	Normal Numbers are Lower Level Students
Total	1188

$$\text{Mean} = \frac{\text{Total Correct Numbers}}{\text{Total Students}} = \frac{1188}{34} = 34,94$$

$$\text{Discrimination Power (DP)} = \frac{RU - RL}{N}$$

RU = Correct Upper Level Students

RL = Correct Lower Students
 N = Total Students who takes the test

Range	Criteria
0 - 0.19	Poor
0.20 - 0.39	Satisfactory
0.40 - 0.69	Good
0.70 - 1.00	Excellent

Listening 1:

Question Numbers	RU	RL	RU-RL	N	DP = (RU-RL):N	Criteria
1	19	10	9	34	0.26	Satisfactory
2	20	13	7	34	0.2	Satisfactory
3	8	3	5	34	0.15	Poor
4	19	11	8	34	0.24	Satisfactory
5	19	6	13	34	0.38	Satisfactory
6	17	9	8	34	0.26	Satisfactory
7	17	4	13	34	0.11	Poor
8	12	8	4	34	0.24	Satisfactory
9	20	11	9	34	0.26	Satisfactory
10	11	8	3	34	0.08	Poor
11	20	13	7	34	0.2	Satisfactory
12	20	13	7	34	0.2	Satisfactory
13	15	10	5	34	0.15	Poor
14	19	10	9	34	0.26	Satisfactory
15	20	11	9	34	0.26	Satisfactory

Listening 2:

Question Numbers	RU	RL	RU-RL	N	DP = (RU-RL):N	Criteria
1	11	2	9	34	0.26	Satisfactory
2	18	10	8	34	0.24	Satisfactory
3	20	10	10	34	0.29	Satisfactory
4	17	5	12	34	0.35	Satisfactory
5	15	8	7	34	0.2	Satisfactory
6	18	11	7	34	0.2	Satisfactory
7	19	12	7	34	0.2	Satisfactory
8	14	7	7	34	0.2	Satisfactory
9	20	12	8	34	0.24	Satisfactory
10	15	3	12	34	0.35	Satisfactory
11	10	10	0	34	0	Poor
12	8	4	4	34	0.11	Poor
13	16	9	7	34	0.2	Satisfactory
14	17	8	9	34	0.26	Satisfactory
15	4	0	4	34	0.11	Poor

Listening 3:

Question Numbers	RU	RL	RU-RL	N	DP = (RU-RL):N	Criteria
1	1	1	0	34	0	Poor
2	10	3	7	34	0.2	Satisfactory
3	17	8	9	34	0.26	Satisfactory
4	2	0	2	34	0.05	Poor
5	20	13	7	34	0.2	Satisfactory
6	13	10	3	34	0.08	Poor
7	1	0	1	34	0.02	Poor
8	0	2	-2	34	-0.05	Poor
9	18	8	10	34	0.29	Satisfactory
10	18	10	8	34	0.24	Satisfactory
11	3	2	1	34	0.02	Poor
12	18	14	4	34	0.11	Poor

Listening 4:

Question Numbers	RU	RL	RU-RL	N	DP = (RU-RL):N	Criteria
1	17	2	15	34	0.44	Good
2	18	8	10	34	0.29	Satisfactory
3	17	14	3	34	0.08	Poor
4	15	2	13	34	0.38	Satisfactory
5	18	8	10	34	0.29	Satisfactory
6	16	9	7	34	0.2	Satisfactory
7	16	9	7	34	0.2	Satisfactory
8	8	1	7	34	0.2	Satisfactory
9	15	11	4	34	0.11	Poor
10	16	4	12	34	0.35	Satisfactory
11	19	12	7	34	0.2	Satisfactory
12	5	4	1	34	0.02	Poor

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:

Question No. (first try-out)	Question No. (new)	Item Difficulty	Criteria
1	1	0.85	Easy
2	2	0.97	Very Easy Item
4	3	0.88	Very Easy Item
5	4	0.73	Easy
6	5	0.73	Easy
8	6	0.47	Moderate
9	7	0.91	Very Easy Item
11	8	0.97	Very Easy Item
12	9	0.97	Very Easy Item
14	10	0.85	Easy
15	11	0.91	Very Easy Item

6 items – very easy; 4 items – easy; 1 item – moderate.

Listening 2:

Question No. (first try-out)	Question No. (new)	Item Difficulty	Criteria
1	1	0.38	Moderate
2	2	0.82	Easy
3	3	0.88	Very Easy Item
4	4	0.64	Moderate
5	5	0.67	Moderate
6	6	0.85	Easy
7	7	0.91	Very Easy Item
8	8	0.61	Moderate
9	9	0.94	Very Easy Item
10	10	0.52	Moderate
13	11	0.73	Easy
14	12	0.73	Easy

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

Listening 3:

Question No. (first try-out)	Question No. (new)	Item Difficulty	Criteria
2	1	0.38	Moderate
3	2	0.73	Easy
5	3	1	Very Easy Item
9	4	0.76	Easy
10	5	0.82	Easy

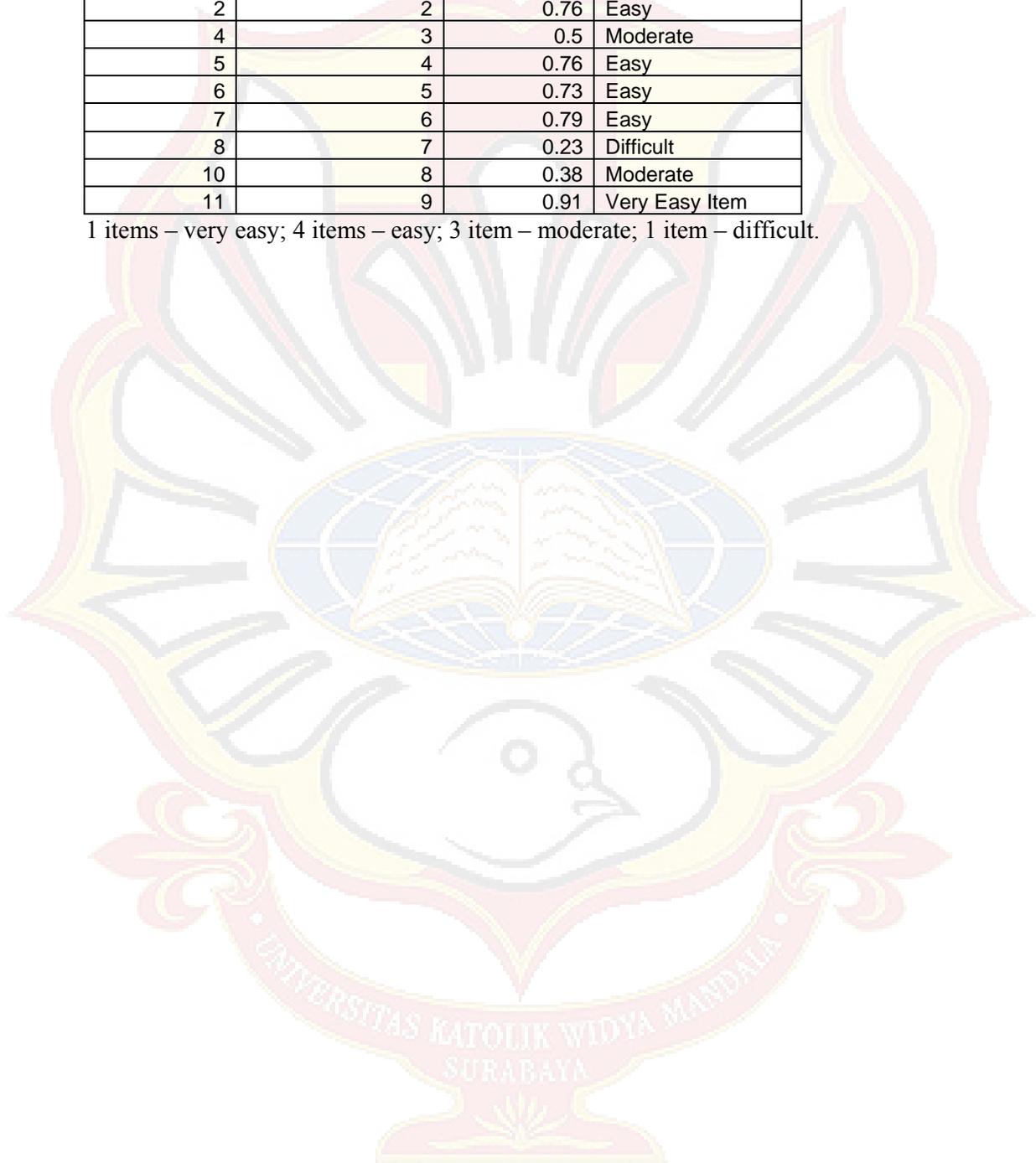
1 items – very easy; 3 items – easy; 1 item – moderate.

Listening 4:

Question No. (first try-out)	Question No. (new)	Item Difficulty	Criteria
------------------------------	--------------------	-----------------	----------

1	1	0.55	Moderate
2	2	0.76	Easy
4	3	0.5	Moderate
5	4	0.76	Easy
6	5	0.73	Easy
7	6	0.79	Easy
8	7	0.23	Difficult
10	8	0.38	Moderate
11	9	0.91	Very Easy Item

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

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

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

Activities		Time Allocation
Teacher	Students	
Greets the students.	Respond the teacher's greeting.	1'
Reviews previous material.	Answer the teacher's questions.	8'
Tells the objectives of the study.	Listen to the teacher.	1'

Whilst – Instructional Activities

Activities		Time Allocation
Teacher	Students	
Gives triggering questions.	Answer the teacher's questions.	5'
Asks the students to form a group (4 persons/group)	Form the groups.	10'
Gives the cassettes which contain the material to be discussed		
Asks the students to play the cassette, listen to the passage and discuss. (The students may take a note).	Play the cassette and listen to the paragraph and discuss the paragraph and share their opinions.	30'

Distributes the quiz sheet to the students.	Receive the quiz sheet	
Asks the students to do the quiz individually.	Do the quiz	10'
Checks the answer together	Check the answer together	10'

Post – Instructional Activities

Activities		Time Allocation
Teacher	Students	
Summarizes the lesson by giving some questions to the students.	Answer the teacher's questions.	3'
Gives homework	Take a note about the homework.	1'
Says good bye.	Respond to the teacher.	1'

D. Assessment

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

E. References

Dra. Lssminingsih, dkk: *731 English Exercise for Ujian Nasional SMP Kurikulum 2004*, Jakarta:CV. SARana Grafika.

Students' Worksheet

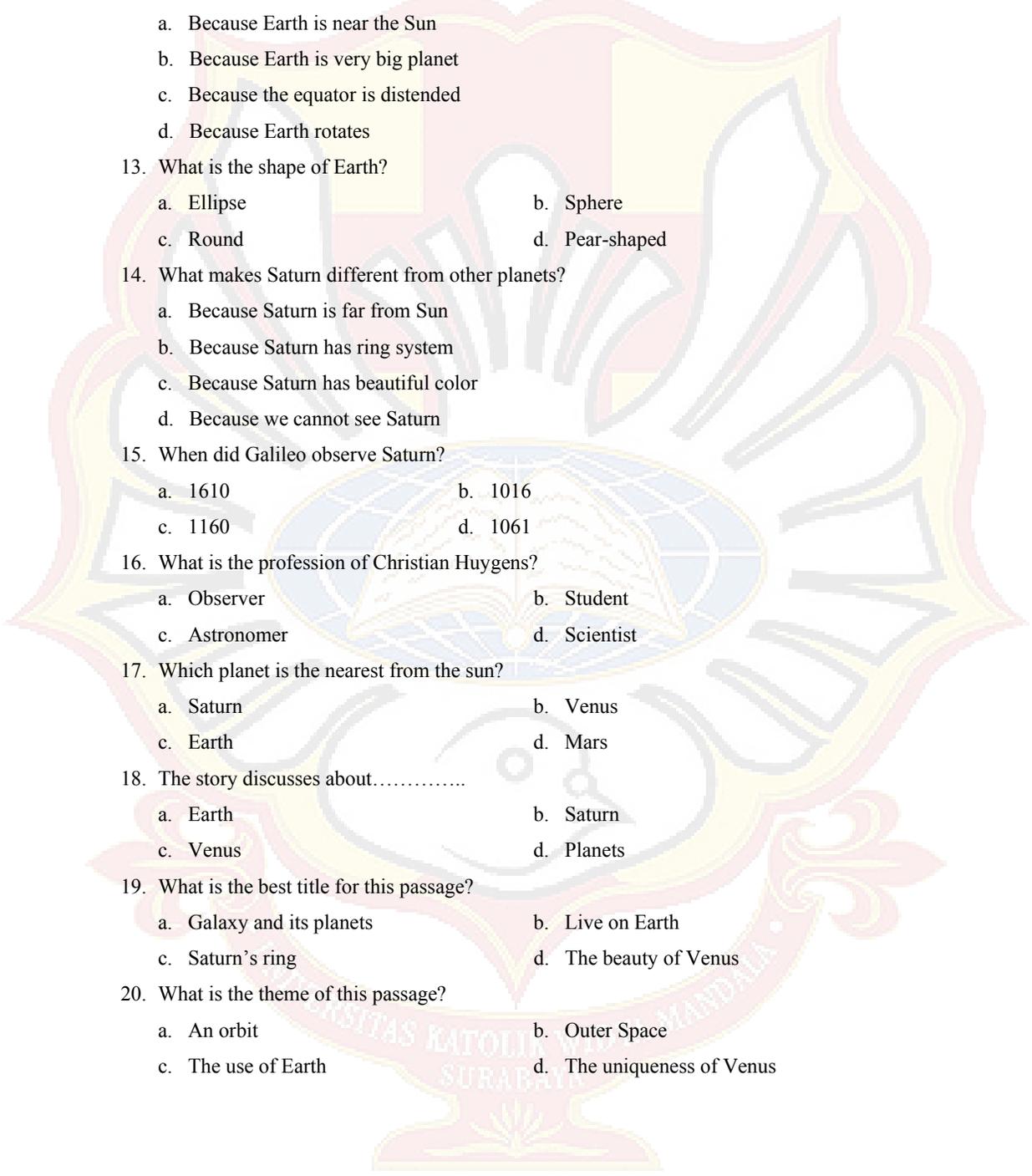
Subject : English
Skill : Listening
Theme/Topic : Descriptive Text
Class/Grade : 2 (Junior High School)
Semester : 01
Time Allocated : 1 x 40 minutes

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 Erath rotates

- 
12. Why isn't the shape of Earth sphere?
- Because Earth is near the Sun
 - Because Earth is very big planet
 - Because the equator is distended
 - Because Earth rotates
13. What is the shape of Earth?
- Ellipse
 - Sphere
 - Round
 - Pear-shaped
14. What makes Saturn different from other planets?
- Because Saturn is far from Sun
 - Because Saturn has ring system
 - Because Saturn has beautiful color
 - Because we cannot see Saturn
15. When did Galileo observe Saturn?
- 1610
 - 1016
 - 1160
 - 1061
16. What is the profession of Christian Huygens?
- Observer
 - Student
 - Astronomer
 - Scientist
17. Which planet is the nearest from the sun?
- Saturn
 - Venus
 - Earth
 - Mars
18. The story discusses about.....
- Earth
 - Saturn
 - Venus
 - Planets
19. What is the best title for this passage?
- Galaxy and its planets
 - Live on Earth
 - Saturn's ring
 - The beauty of Venus
20. What is the theme of this passage?
- An orbit
 - Outer Space
 - The use of Earth
 - 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 |
| 4. A | 14. B |
| 5. A | 15. A |
| 6. A | 16. C |
| 7. B | 17. B |
| 8. C | 18. D |
| 9. D | 19. A |
| 10. C | 20. B |

5. Listening Script

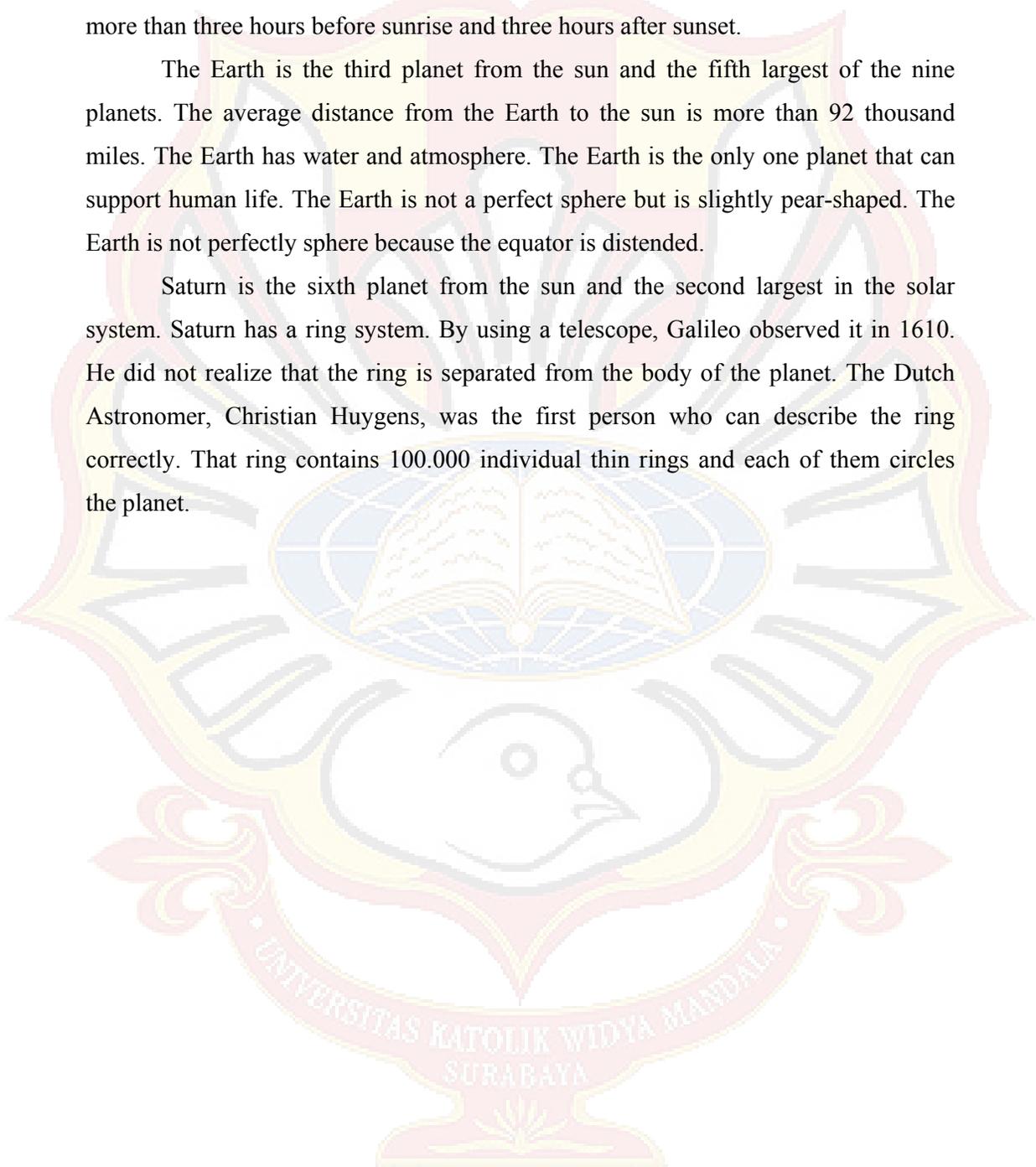
A galaxy is just a very big collection of stars. There are many gigantic galaxies in space. It’s called the gigantic system. Our particular galaxy is called Milky Way. Our Sun is near the edge of the galaxy. That is why we can see so many stars when we look at the sky.

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

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

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

Activities		Time Allocation
Teacher	Students	
Greets the students.	Respond the teacher's greeting.	1'
Reviews previous material.	Answer the teacher's questions.	6'
Tells the objectives of the study.	Listen to the teacher.	1'

Whilst – Instructional Activities

Activities		Time Allocation
Teacher	Students	
Gives triggering questions.	Answer the teacher's questions.	7'
Divides the class into two groups: Apple and Grape.	Form the group	23'
Asks students to form home team (4 persons/home team).	Form home team	
Asks the students in each group to count 1 up to 4.	Count 1 up to 4.	

Asks the students to form expert team.	Form expert team	
Asks the students to decide the roles (captain, secretary, time-keeper, members).	Decide the roles.	
Explains the task of each role.	Listen to the teacher.	
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).	Play the cassette and listen to the paragraph.	
Asks the students to discuss the paragraph. (They can discuss based on the guiding questions).	Discuss the paragraph and share their opinions.	
Asks the students to go back to their home team.	Go back to their home team.	15'
Asks the students in home team to share about the material that they have discussed in their expert team.	Share about material that they have discussed in their home team.	
Distributes the quiz sheet to the students.	Receive the quiz sheet	
Asks the students to do the quiz individually.	Do the quiz	10'
Checks the answer together	Check the answer together	10'

Post – Instructional Activities

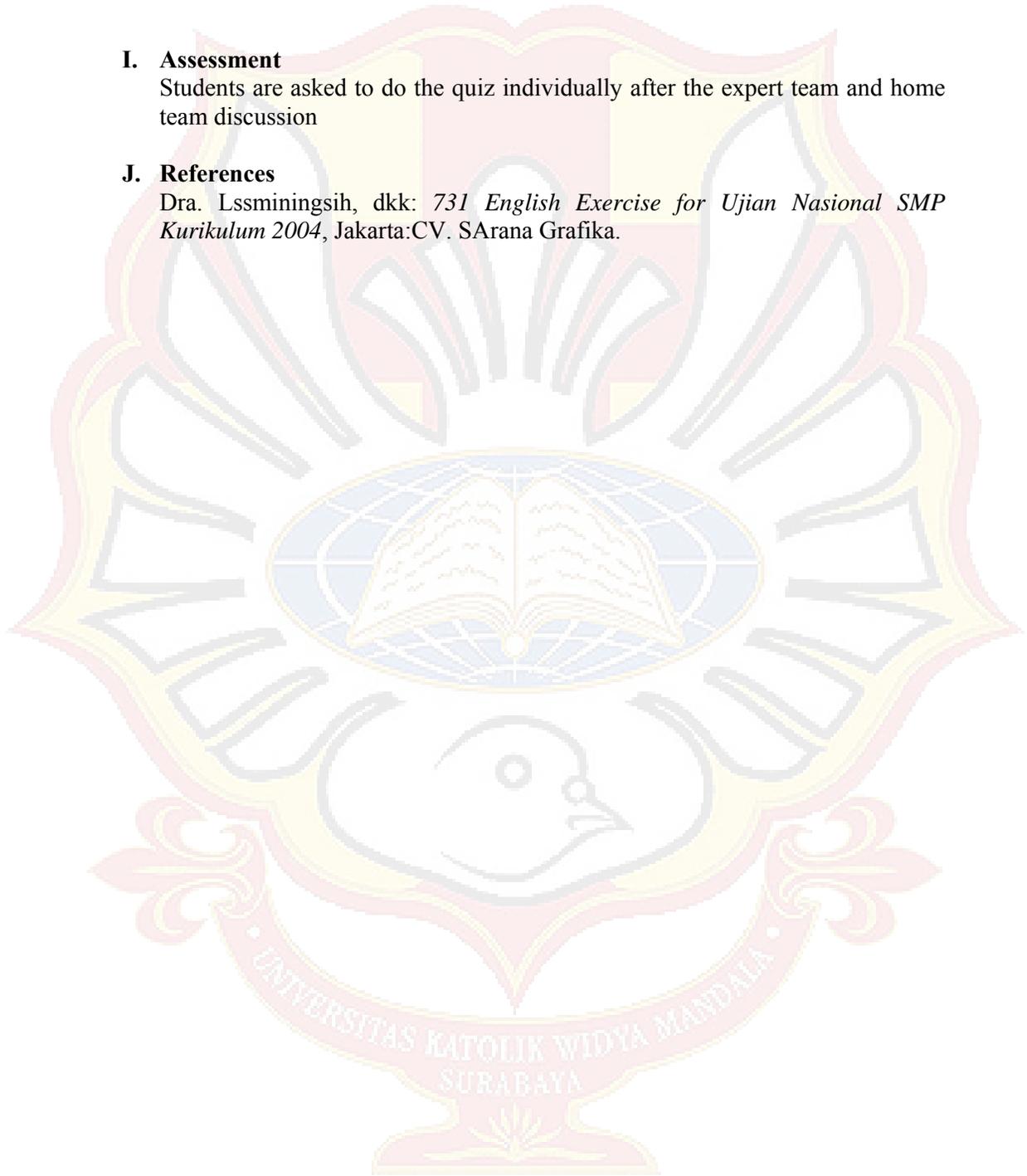
Activities		Time Allocation
Teacher	Students	
Summarizes the lesson by giving some questions to the students.	Answer the teacher's questions.	5'
Gives homework	Take a note about the homework.	1'
Says good bye.	Respond to the teacher.	1'

I. Assessment

Students are asked to do the quiz individually after the expert team and home team discussion

J. References

Dra. Lssminingsih, dkk: *731 English Exercise for Ujian Nasional SMP Kurikulum 2004*, Jakarta:CV. SARana Grafika.



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

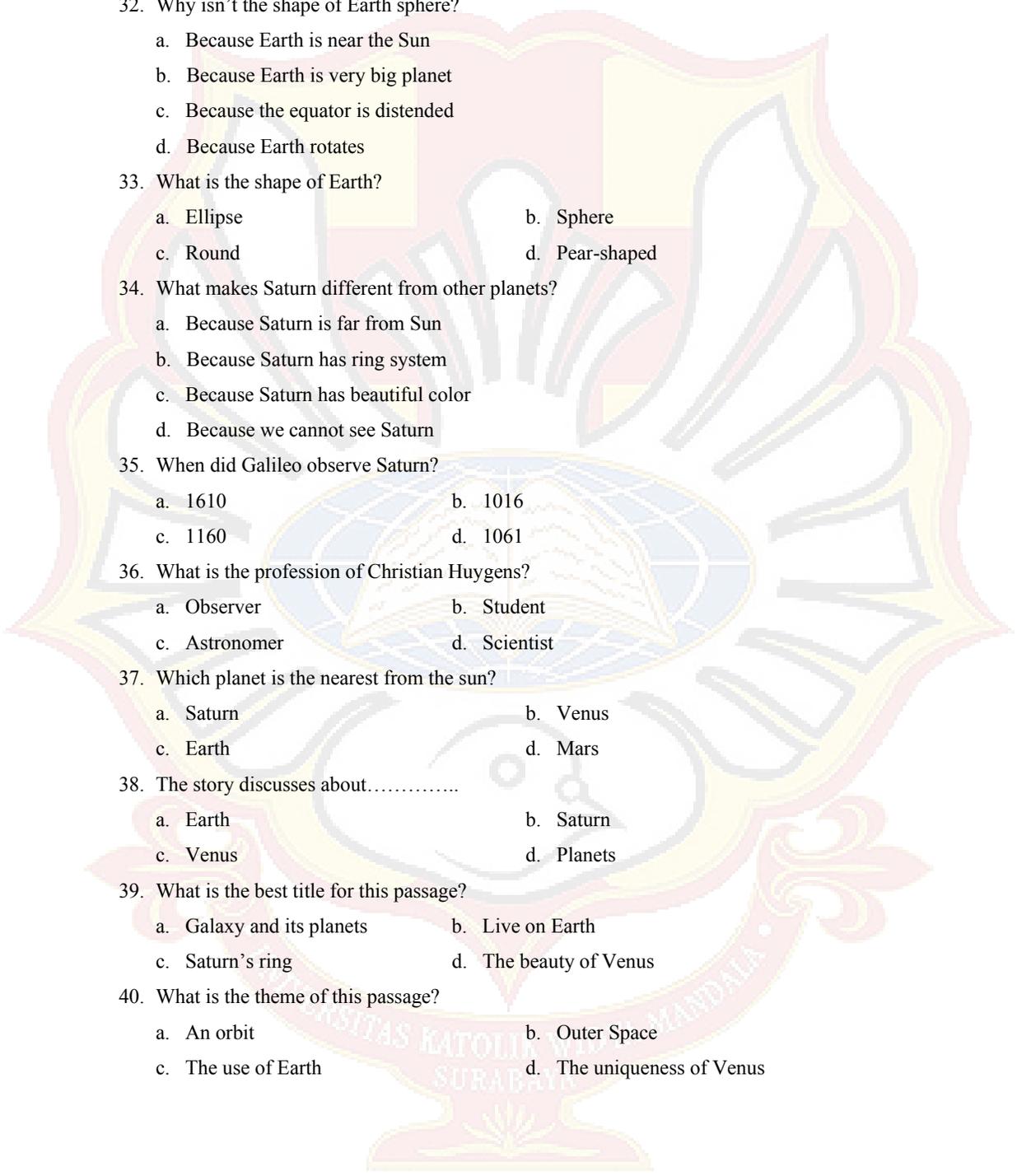
1. How far is the distance from Earth to Sun?
2. Why can Earth support life?
3. What is the shape of Earth?

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 Erath 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 |
| 4. A | 14. B |
| 5. A | 15. A |
| 6. A | 16. C |
| 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.

Appendix 7 : The Lesson Plan for Treatment 2 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

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

Activities		Time Allocation
Teacher	Students	
Greets the students.	Respond the teacher's greeting.	1'
Reviews previous material.	Answer the teacher's questions.	8'
Tells the objectives of the study.	Listen to the teacher.	1'

Whilst – Instructional Activities

Activities		Time Allocation
Teacher	Students	
Gives triggering questions.	Answer the teacher's questions.	5'
Asks the students to form a group (4persons/group).	Form the group	10'
Gives the cassettes which contain the material to be discussed.	Listen to the teacher.	30'
Asks the students to play the cassette, listen to the passage, and discuss.	Play the cassette, listen to the	

Distributes the quiz sheet to the students.	passage, discuss and share their opinion. Receive the quiz sheet.	
Asks the students to do the quiz individually.	Do the quiz	10'
Checks the answer together	Check the answer together.	10'

Post – Instructional Activities

Activities		Time Allocation
Teacher	Students	
Summarizes the lesson by giving some questions to the students.	Answer the teacher's questions.	3'
Gives homework	Take a note about the homework.	1'
Says good bye.	Respond to the teacher.	1'

N. Assessment

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

O. References

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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 do 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

1. A	6. D	11. D
2. D	7. B	12. C
3. B	8. B	13. A
4. A	9. A	14. D
5. A	10. A	15. A

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 Second year
Semester	: 1
Time Allocated	: 2 x 45 minutes

Questions for Group Discussion:

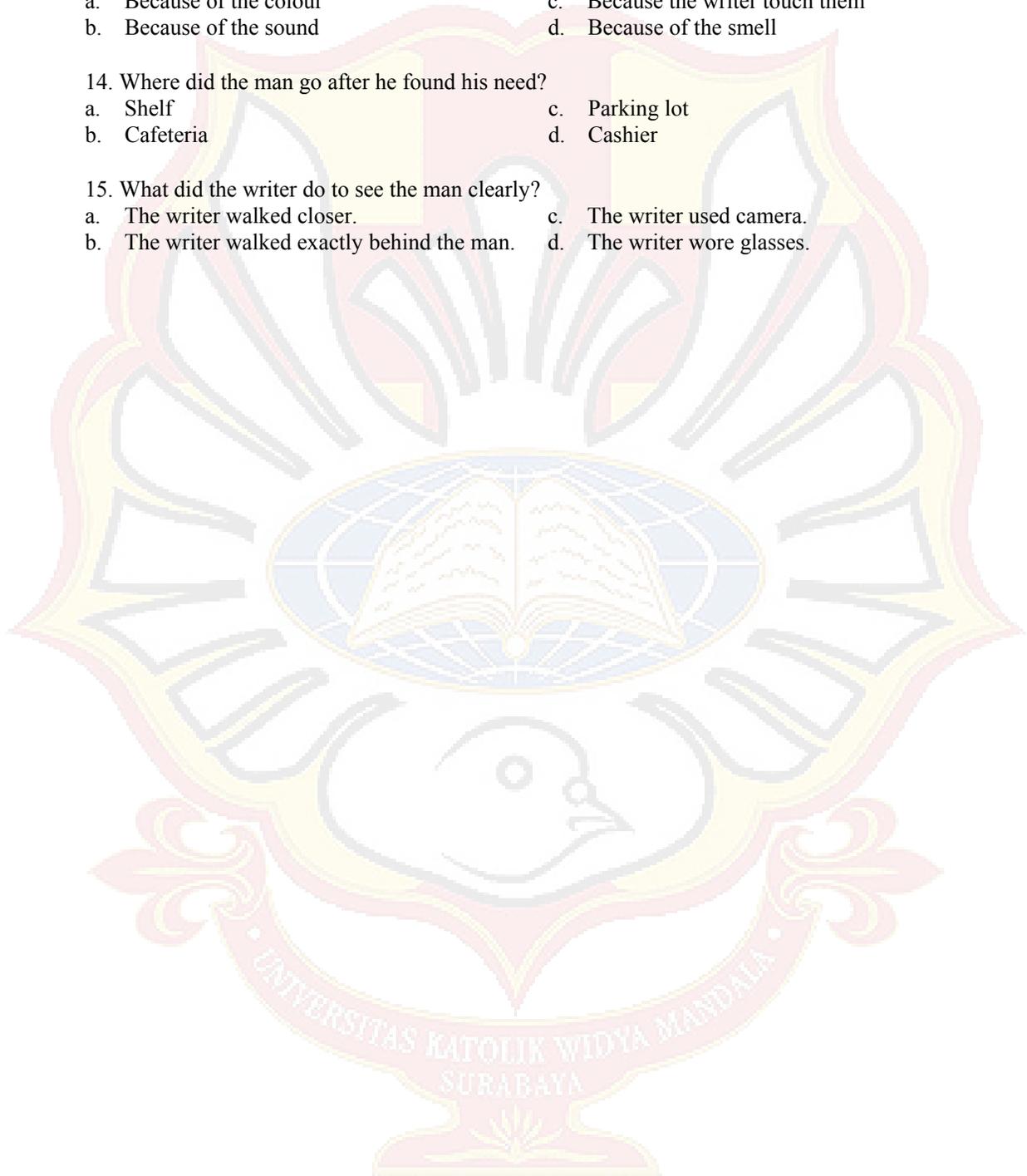
1. What did the writer talk about the man at the first time?
2. When did the writer go to a supermarket?
3. Why did he look weird?
4. What was the writer's sister doing?
5. What did the man wear?
6. Why did the writer say the man's sandals were old?
7. Why couldn't the writer read the back part of the 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.

- What is the best title for the text?
 - A Strange Man
 - A Funny Man
 - A Big Supermarket
 - A Funny Day
- From the man's appearance, what can you conclude about him?
 - He was a polite person.
 - He was wearing formal clothes.
 - He was a clown.
 - He was wearing casual clothes.
- What can you conclude about the writer's suspicion?
 - It was almost correct.
 - It was just a wrong suspicion.
 - It was not a suspicion, but it was true.
 - It was 100% correct.
- Where did the man come from?
 - Arab
 - Indonesia
 - India
 - America
- How did the man walk?
 - Fast
 - So slow
 - Slow
 - In rhyme
- Why did the writer follow the man from the distance?
 - Because she was afraid of the man.
 - Because she liked the man very much.
 - Because she had to shop that day.
 - Because she didn't want the man to see her.
- What is the job of the supermarket staffs?
 - To monitor the customers.
 - To help customers find their need.
 - To buy the customers' need.
 - To chase the customers.
- What were the colour of the man's pants?
 - Brown
 - Blue
 - White
 - Black
- What was the writer's sister doing?
 - She was busy collecting the needs.
 - She was following the writer.
 - She was following the man.
 - She was paying the needs in the cashier.
- How tall was the man?
 - He was 6 feet tall.
 - He was about 6 meters tall.
 - He was about 60 feet tall.
 - He was about 16 feet tall.
- How did the man's hair look like?
 - Glossy and curly
 - Black, short, and curly
 - Black and straight
 - Black, glossy, and wavy
- When did the writer go to the supermarket?
 - Last Sunday
 - Last Wednesday
 - Last Saturday
 - Last Monday
- Why did the man think that the man's sandals were old?

- a. Because of the colour
b. Because of the sound
c. Because the writer touch them
d. Because of the smell
14. Where did the man go after he found his need?
a. Shelf
b. Cafeteria
c. Parking lot
d. Cashier
15. What did the writer do to see the man clearly?
a. The writer walked closer.
b. The writer walked exactly behind the man.
c. The writer used camera.
d. The writer wore glasses.



Appendix 8 : The Lesson Plan for Treatment 2 in Experimental 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

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

Activities		Time Allocation
Teacher	Students	
Greets the students.	Respond the teacher's greeting.	1'
Reviews previous material.	Students' answer the teacher's questions.	8'
Tells the objectives of the study.	Listen to the teacher.	1'

Whilst – Instructional Activities

Activities		Time Allocation
Teacher	Students	
Gives triggering questions.	Answer the teacher's questions.	5'
Divides the class into two groups: Apple and Grape.	Form the group	5'
Apple and Grape Group : Asks the students to form home team (4persons/home team).	Form home team.	
Asks the students in each group to		

count 1 up to 4.	Count 1 up to 4.	3'
Asks the students to form expert team.	Form expert team.	
Asks the students to decide the roles (captain, secretary, time-keeper, members).	Decide the roles.	2'
Explains the task of each role.	Listen to the teacher.	
Gives the cassettes which contain the part to be discussed.		15'
Asks the students to play the cassette and listen to the paragraph.	Play the cassette and listen to the paragraph.	
Asks the students to discuss the paragraph. (They can discuss based on the guiding questions.)	Discuss the paragraph and share their opinions.	
Asks the students to go back to their home team.	Go back to their home team.	15'
Asks the students in home team to share about the material that they have discussed in their expert team.	Share about material that they have discussed in their home team.	
Distributes the quiz sheet to the students.	Receive the quiz sheet.	10'
Asks the students to do the quiz individually.	Do the quiz	10'
Checks the answer together	Answer the questions together.	

Post – Instructional Activities

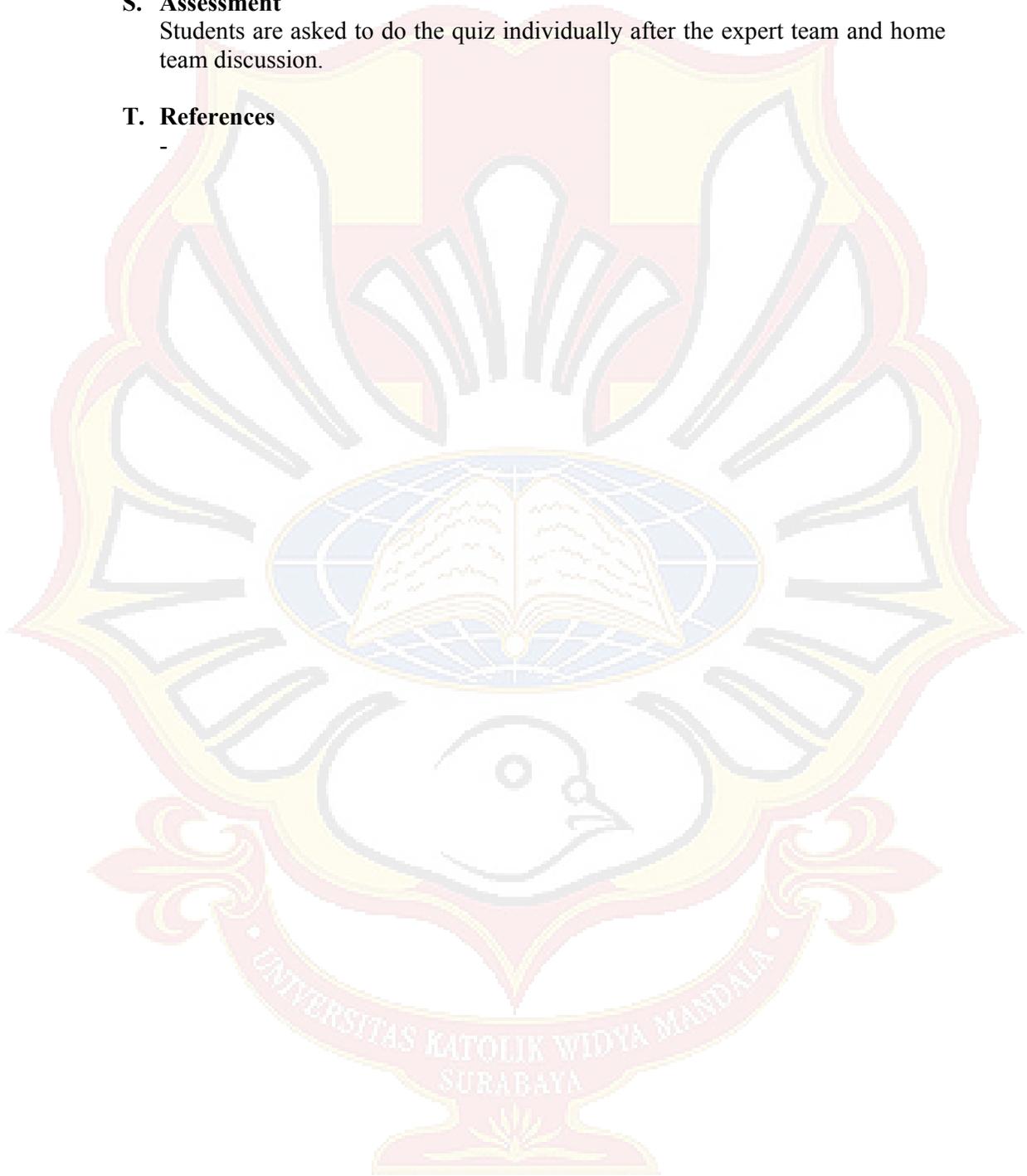
Activities		Time Allocation
Teacher	Students	
Summarizes the lesson by giving some questions to the students.	Answer the teacher's questions.	3'
Gives homework	Take a note about the homework.	1'
Says good bye.	Respond to the teacher.	1'

S. Assessment

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

T. References

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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 do 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

16. A	21. D	26. D
17. D	22. B	27. C
18. B	23. B	28. A
19. A	24. A	29. D
20. A	25. A	30. A

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

Subject	: English
Skill	: Listening
Theme/Topic	: Descriptive Text
Class	: Junior High School Second year
Semester	: 1
Time Allocated	: 2 x 40 minutes

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:

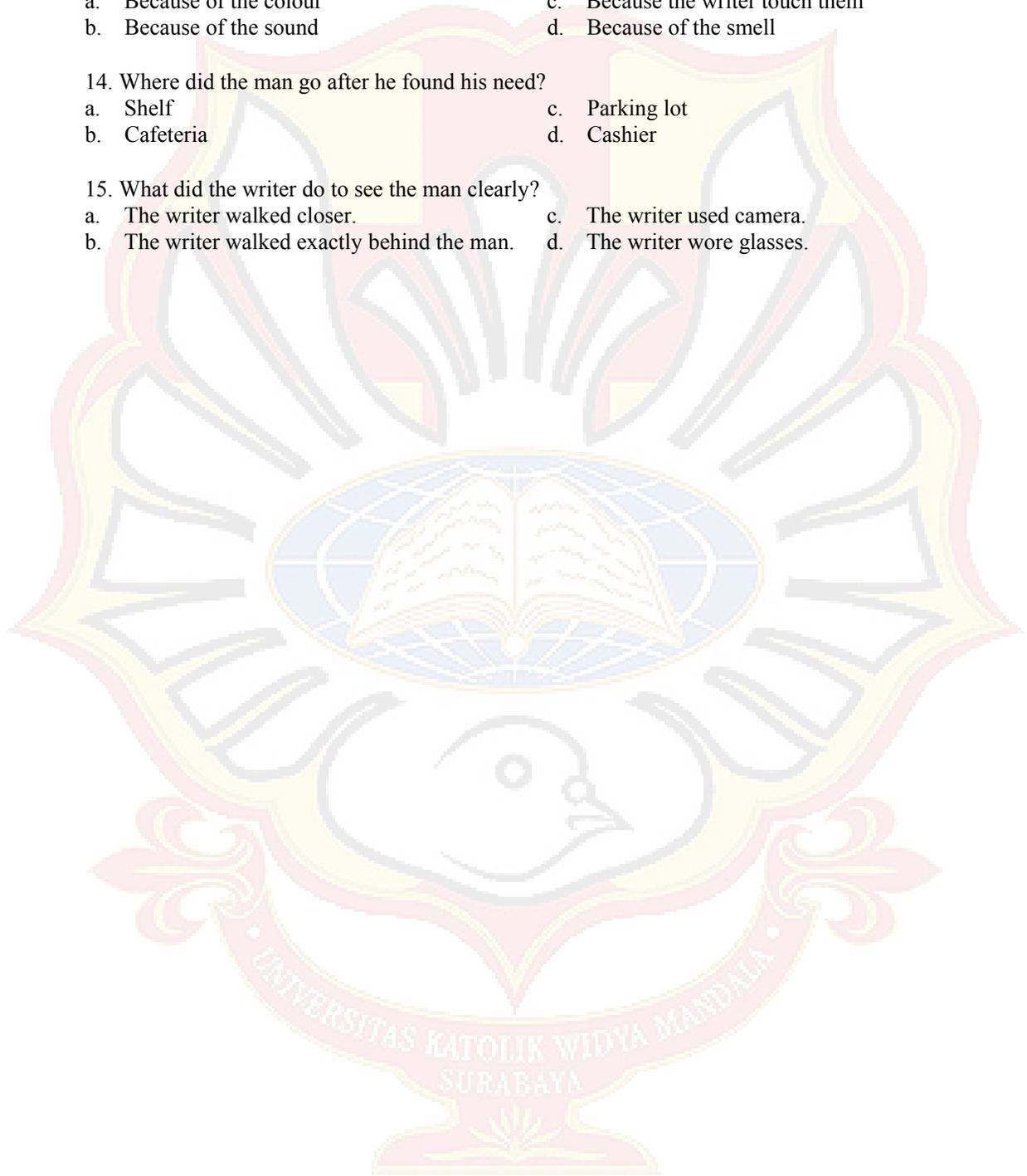
1. How strange was the man? (Mi)
2. How did he walk? (F)
3. What is the job of the supermarket staff? (I)
4. What language did the man speak? (I)

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
b. Because of the sound
c. Because the writer touch them
d. Because of the smell
14. Where did the man go after he found his need?
a. Shelf
b. Cafeteria
c. Parking lot
d. Cashier
15. What did the writer do to see the man clearly?
a. The writer walked closer.
b. The writer walked exactly behind the man.
c. The writer used camera.
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

Activities		Time Allocation
Teacher	Students	
Greets the students.	Respond the teacher's greeting.	1'
Reviews previous material.	Answer the teacher's questions.	8'
Tells the objectives of the study.	Listen to the teacher.	1'

Whilst – Instructional Activities

Activities		Time Allocation
Teacher	Students	
Gives triggering questions.	Answer the teacher's questions.	5'
Asks the students to form a group (4persons/group).	Form the group	10'
Gives the cassettes which contain the material to be discussed.	Listen to the teacher.	
Asks the students to play the cassette, listen to the passage, and discuss.	Play the cassette, listen to the	30'

Distributes the quiz sheet to the students.	passage, discuss and share their opinion. Receive the quiz sheet.	
Asks the students to do the quiz individually.	Do the quiz	10'
Checks the answer together	Check the answer together.	10'

Post – Instructional Activities

Activities		Time Allocation
Teacher	Students	
Summarizes the lesson by giving some questions to the students.	Answer the teacher's questions.	3'
Gives homework	Take a note about the homework.	1'
Says good bye.	Respond to the teacher.	1'

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

31. A	36. D
32. C	37. A
33. B	38. D
34. D	39. C
35. B	40. B

Listening Script

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?

Students' Worksheet

Subject : English
Skill : Listening
Theme/Topic : Descriptive Text
Class : Junior High School
Second year
Semester : 1
Time Allocated : 2 x 40 minutes

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

- How much is the rent?
 - \$100/month
 - \$10/month
 - \$1000/month
 - \$150/month
- What is the house made of?
 - Stone and sand
 - Wood and stone
 - Brick and wood
 - Brick and sand
- Which is not the room downstairs?
 - Living room
 - Bathroom
 - Dining room
 - Kitchen
- How many table lamps are in the living room?
 - One
 - Four
 - Two
 - Three
- What is the address of Mr. and Mrs. Miller?
 - 413 Clark Street
 - 431 Clark Street
 - 523 Clark Street
 - 533 Clark Street
- From whom is he renting the house?
 - Mr. Miller
 - His parents
 - Mr. Johnson
 - Real-estate company
- Where is the green lawn?
 - Front yard
 - Back yard
 - Middle yard
 - Downstairs
- Which are the rooms upstairs?
 - Four bedrooms and kitchen
 - A bath and a living room
 - A kitchen and a living room
 - Four bedrooms and a bath
- Which is not the thing in the living room?
 - A fireplace
 - A floor lamp
 - A ladder
 - A sofa
- Where are the flowers?
 - Front yard
 - Back yard
 - Middle yard
 - Downstairs

Appendix 10 : The Lesson Plan for Treatment 3 in Experimental 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

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

Pre – Instructional Activities

Activities		Time Allocation
Teacher	Students	
Greets the students.	Respond the teacher's greeting.	1'
Reviews previous material.	Students' answer the teacher's questions.	8'
Tells the objectives of the study.	Listen to the teacher.	1'

Whilst – Instructional Activities

Activities		Time Allocation
Teacher	Students	
Gives triggering questions.	Answer the teacher's questions.	5'
Divides the class into two groups: Apple and Grape.	Form the group	10'
Asks the students to form home team (4persons/home team).	Form home team.	
Asks the students in each group to count 1 up to 4.	Count 1 up to 4.	

Asks the students to form expert team.	Form expert team.	
Asks the students to decide the roles (captain, secretary, time-keeper, members).	Decide the roles.	
Explains the task of each role.	Listen to the teacher.	
Gives the cassettes which contain the part to be discussed.		
Asks the students to play the cassette and listen to the paragraph.	Play the cassette and listen to the paragraph.	15'
Asks the students to discuss the paragraph. (They can discuss based on the guiding questions.)	Discuss the paragraph and share their opinions.	
Asks the students to go back to their home team.	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.	Share about material that they have discussed in their home team.	15'
Distributes the quiz sheet to the students.	Receive the quiz sheet.	
Asks the students to do the quiz individually.	Do the quiz	10'
Checks the answer together	Answer the questions together.	10'

Post – Instructional Activities

Activities		Time Allocation
Teacher	Students	
Summarizes the lesson by giving some questions to the students.	Answer the teacher's questions.	3'
Gives homework	Take a note about the homework.	1'
Says good bye.	Respond to the teacher.	1'

CC. Assessment

Students are asked to do the quiz individually after the expert team and home team discussion

DD. References

-

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

41. A	46. D
42. C	47. A
43. B	48. D
44. D	49. C
45. B	50. B

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

Subject : English
Skill : Listening
Theme/Topic : Descriptive Text
Class : Junior High School
Second year
Semester : 1
Time Allocated : 2 x 40 minutes

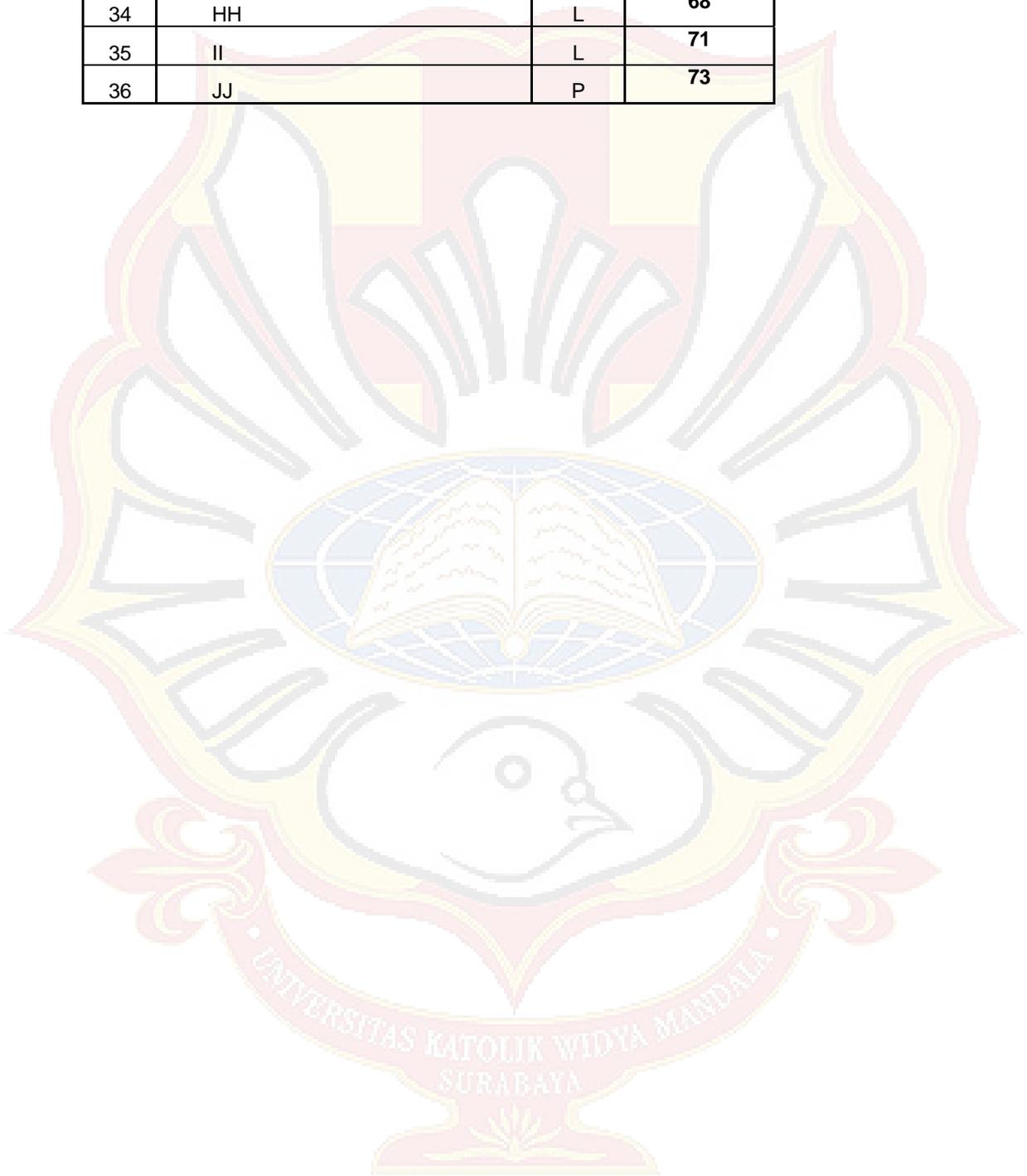
Listen to the descriptive text and then choose the best answer.

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

Wali Kelas : Bu A.			8C
No Urut	Nama Siswa	L / P	Nilai Mid - term
1	A	L	60
2	B	L	70
3	C	L	70
4	D	L	66
5	E	P	68
6	F	P	69
7	G	L	68
8	H	P	70
9	I	P	66
10	J	P	69
11	K	P	68
12	L	P	72
13	M	L	68
14	N	L	73
15	O	L	73
16	P	L	73
17	Q	P	67
18	R	P	71
19	S	L	68
20	T	P	69
21	U	P	70
22	V	L	68
23	W	L	66
24	X	L	72
25	Y	L	74
26	Z	L	68
27	AA	P	68
28	BB	P	69
29	CC	P	67
30	DD	L	70
31	EE	L	72
32	FF	L	67
33	GG	P	69

34	HH	L	68
35	II	L	71
36	JJ	P	73



Appendix 12 : The Mid-test Scores of Experimental Group

Wali Kelas : DEF

8E

No Urut	Nama Siswa	L/P	Nilai Mid-term
1	KK	L	72
2	LL	L	63
3	MM	P	76
4	NN	P	75
5	OO	P	81
6	PP	L	76
7	QQ	P	78
8	RR	L	73
9	SS	P	76
10	TT	L	72
11	UU	L	76
12	VV	P	71
13	WW	P	73
14	XX	P	68
15	YY	L	69
16	ZZ	P	71
17	AAA	P	72
18	BBB	P	73
19	CCC	L	78
20	DDD	L	77
21	EEE	L	72
22	FFF	L	76
23	GGG	L	74
24	HHH	P	74
25	III	L	73
26	JJJ	P	74
27	KKK	L	71
28	LLL	P	76
29	MMM	L	74
30	NNN	L	69
31	OOO	L	75
32	PPP	P	70
33	QQQ	P	72
34	RRR	P	72
35	SSS	L	67
36	TTT	L	70

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

Wali Kelas : ABC			8C	
No Urut	Nama Siswa	L / P	Pre-test	Post-test
1	A	L	24	54
2	B	L	--	78
3	C	L	78	73
4	D	L	--	62
5	E	P	--	54
6	F	P	59	54
7	G	L	78	43
8	H	P	43	51
9	I	P	--	--
10	J	P	46	59
11	K	P	--	49
12	L	P	62	70
13	M	L	59	59
14	N	L	84	92
15	O	L	76	81
16	P	L	57	59
17	Q	P	51	51
18	R	P	81	76
19	S	L	62	54
20	T	P	57	49
21	U	P	--	68
22	V	L	46	65
23	W	L	81	70
24	X	L	76	89
25	Y	L	59	62
26	Z	L	78	76
27	AA	P	57	62
28	BB	P	46	54
29	CC	P	51	57
30	DD	L	73	95
31	EE	L	76	84
32	FF	L	--	59

33	GG	P	57	70
34	HH	L	65	73
35	II	L	57	84
36	JJ	P	92	89



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

Wali Kelas : DEF

8E

No Urut	Nama Siswa	L/P	Pre-test	Post-test
1	KK	L	70	86
2	LL	L	38	51
3	MM	P	73	89
4	NN	P	57	76
5	OO	P	84	68
6	PP	L	73	86
7	QQ	P	49	65
8	RR	L	70	86
9	SS	P	81	97
10	TT	L	81	73
11	UU	L	65	76
12	VV	P	62	35
13	WW	P	65	76
14	XX	P	43	65
15	YY	L	70	86
16	ZZ	P	65	--
17	AAA	P	51	57
18	BBB	P	73	--
19	CCC	L	78	95
20	DDD	L	65	46
21	EEE	L	68	49
22	FFF	L	73	89
23	GGG	L	--	57
24	HHH	P	76	86
25	III	L	65	86
26	JJJ	P	81	84
27	KKK	L	51	65
28	LLL	P	81	51
29	MMM	L	84	70
30	NNN	L	46	40
31	OOO	L	54	--
32	PPP	P	46	70
33	QQQ	P	68	65
34	RRR	P	73	70
35	SSS	L	51	46
36	TTT	L	51	70

Appendix 15 :The t-test Computation

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

Group Statistics

VAR00002	N	Mean	Std. Deviation	Std. Error Mean
VAR00001 eg	36	73.0278	3.4845	.5808
cg	36	69.1667	2.7098	.4516

Independent Samples Test - Mid Scores

		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
Mid score	Equal variances assumed	1.682	.199	5.248	70	.000	3.861	.7357	2.39	5.33
	Equal variances not assumed			5.248	66.0	.000	3.861	.7357	2.39	5.33

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

VAR00004	N	Mean	Std. Deviation	Std. Error Mean
VAR00003 eg	35	65.1714	12.8532	2.1726
cg	29	63.1379	15.2614	2.8340

Independent Samples Test of the Pretest Scores

	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
pre-test	Equal variances assumed	.965	.330	.579	62	.565	2.033	3.514	-4.99	9.06
	Equal variances not assumed			.569	55.0	.571	2.033	3.571	-5.12	9.19

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

VAR00006	N	Mean	Std. Deviation	Std. Error Mean
VAR00005 eg	33	70.0303	16.5897	2.8879
cg	35	66.4286	13.8676	2.3441

Independent Samples Test of the Posttest Scores

		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
post test	Equal variances assumed	.653	.422	.973	66	.334	3.602	3.700	-3.79	11.0
	Equal variances not assumed			.968	62.5	.337	3.602	3.719	-3.83	11.0

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.