Appendix 1

Example of Lesson Plan

School : SMP Al Hikmah Surabaya
Subject : English
Class/Semester : VIII/even
Material/skill : Recount and narrative/ listening
Number of Meetings : 8
Time allotment : 80 minutes
Basic Competence :
To accurately, fluently, and acceptably respond short monologs to interact with the surrounding environment in the form of the text of recount and narrative
Indicators:
To identify verb 1 and verb 2 sounds, strong and weak stress, and links of words
Objectives :
Given listening recordings using the conversion of Text-To-Speech software, the students are able to identify verb 1 and verb 2 sounds, strong and weak stress forms, and links of words (linkage) in the short monologs of recount and narrative texts.
Materials:
- Two recount texts
- Six narrative texts

Steps of teaching

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|     | Tell the result of the preliminary test.  
|     | Tell the students the objectives of the lesson and the materials that they will learn verb 2 sounds, strong and weak stress, and linkage. 
|     | Tell the advantages of learning the materials in listening.  
|     | Tell the students the activity they are going to do.  |
|     | **Whilst teaching**           |     |    |       |
|     | 1. Disseminate the student worksheet.  
|     | 2. Explain what the students have to do, the meaning of the phonetic symbol in the table. 
|     | 3. Play the recording from TTS and ask them to classify the patterns of the pronunciation of verb 2 when the verbs are pronounced with /t/, /d/, /tit/ and /did/. |
4. Ask the students to work in pairs to classify the pattern the sounds of the irregular verb.
5. Ask them to listen to the recording taken from TTS and ask them to write on the table.
6. Ask them to draw conclusion of the pattern.
7. Explain strong and weak stress form sounds give some examples such as there, at, to, our, of, for, and than
8. Ask them to listen to the recording from TTS and ask them to write S (strong) or W (weak) and linkage.
9. Explain the concept of linkage.
10. Play the recording and ask them to circle the linkage they heard from the recordings of TTS.
11. Check the students answer.

**Post teaching**
12. Summarize the materials
13. Tell the next materials to the students.

**Students’ activities**

**Pre activities**
1. Listen to the result of the preliminary test.
2. Listen to explanation of the objectives of the lesson and the materials that they will learn verb 2 sounds, strong and weak stress,
and linkage.
3. Listen to explanation of the advantages of learning the materials in listening.
4. Listen to explanation of the activity they are going to do.

**Whilst activities**

1. Receive the student worksheet.
2. Listen to the explanation what the students have to do, the meaning of the phonetic symbol in the table.
3. Listen to the recordings and classify the patterns of the pronunciation of verb 2 when the verbs are pronounced with /t/, /d/, /tit/ and /did/.
4. Work in pairs to classify the pattern the sounds of the irregular verb.
5. Listen to the explanation of the meaning of vowel, consonant, and diphtong to the students.
6. Listen to the recording taken from TTS and ask them to write on the table.
7. Draw conclusion of the pattern.
8. Listen to the explanation of strong and weak stress form sounds give some examples such as there, at, to, our, of, for, and than
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<td>10. Listen to the explanation of the concept of linkage.</td>
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<td>11. Play the recording and ask them to circle the linkage they heard from the recordings of TTS.</td>
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<td>12. Check the students answer.</td>
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**Post activities**

1. Listen to the teacher’s summary.
2. Listen to the teacher about the next materials.

Media:
- Recording converted from Text-To-Speech Software
- Power point
- Students’ worksheet

Form of Test
- Pencil and paper test (dictation)

Scoring

Score = Correct answer x 4
Appendix 2

Example of Observation Checklist and Field Notes

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Date:

Time:

Meeting 1

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<td>1. Tell the result of the preliminary test.</td>
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<td>2. Tell the students the objectives of the lesson and the materials that they will learn verb 2 sounds, strong and weak stress, and linkage.</td>
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<td>3. Tell the advantages of learning the materials in listening.</td>
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<td>6. Explain what the students have to do, the meaning of the phonetic symbol in the table.</td>
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<td>7. Play the recording from TTS and ask them to classify the patterns of the pronunciation of verb 2 when</td>
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the verbs are pronounced with /t/, /d/, /tit/ and /did/.

8. Ask the students to work in pairs to classify the pattern the sounds of the irregular verb.
9. Explain the meaning of vowel, consonant, and diphtong to the students.
10. Ask them to listen to the recording taken from TTS and ask them to write on the table.
11. Ask them to draw conclusion of the pattern.
12. Explain strong and weak stress form sounds give some examples such as there, at, to, our, of, for, and than.
13. Ask them to listen to the recording from TTS and ask them to write S (strong) or W (weak) and linkage.
14. Explain the concept of linkage.
15. Play the recording and ask them to circle the linkage they heard from the recordings of TTS.
16. Check the students answer.

**Post teaching**
17. Summarize the materials
18. Tell the next materials to the students.

**Students’ activities**

**Pre activities**
1. Listen to the result of the preliminary test.
2. Listen to explanation of the objectives of the lesson and the
Running head: Recognizing “Microskills” English Sounds Using Text-To-Speech

materials that they will learn verb 2 sounds, strong and weak stress, and linkage.
3. Listen to explanation of the advantages of learning the materials in listening.
4. Listen to explanation of the activity they are going to do.

Whilst activities
5. Receive the student worksheet.
6. Listen to the explanation what the students have to do, the meaning of the phonetic symbol in the table.
7. Listen to the recordings and classify the patterns of the pronunciation of verb 2 when the verbs are pronounced with /t/, /d/, /tɪt/ and /dɪd/.
8. Work in pairs to classify the pattern the sounds of the irregular verb.
9. Listen to the explanation of the meaning of vowel, consonant, and diphong to the students.
10. Listen to the recording taken from TTS and ask them to write on the table.
11. Draw conclusion of the pattern.
12. Listen to the explanation of strong and weak stress form sounds give some examples such as there, at, to, our, of, for, and than.
13. Listen to the recording from TTS and ask them to write S (strong) or W (weak) and linkage.
14. Listen to the explanation of the concept of linkage.
15. Play the recording and ask them to circle the linkage they heard from the recordings of TTS.
16. Check the students answer.

**Post activities**
17. Listen to the teacher’s summary.
18. Listen to the teacher about the next materials.

Notes:

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........................................................................................................................................
........................................................................................................................................
Appendix 3

QUESTIONNAIRE

Yth. Siswa kelas 8 B

Dengan hormat,

Saya ingin mengetahui peningkatan kemampuan listening dengan media software Text-To-Speech. Oleh karena itu kami mohon kesediaan Anda untuk mengisi kuesioner berikut dengan sejujurnya dengan memilih salah satu pilihan. Informasi yang Anda berikan hanya akan kami gunakan untuk keperluan penelitian tesis saya. Terimakasih atas kerjasama dan bantuan yang diberikan.

Nama Sekolah : SMP Al Hikmah Surabaya
Nama : 
Kelas/No absen :

Waktu : 5 menit

Jawablah pertanyaan-pertanyaan berikut dengan melingkari jawaban yang sesuai pendapatmu

1. Apakah Text-to-Speech membantu anda untuk lebih memahami teks listening?
   a. ya         b. kurang     c. tidak
2. Apakah anda sudah pernah diajari strong dan weak stress, dan linkage sebelumnya?
   a. ya  b. belum
   Bila pernah, dimana tempat belajarnya?

3. Apakah anda lebih memahami perbedaan verb 1 dan verb 2 yang berakhiran –ed dengan rekaman dari Text-to-Speech?
   a. ya  b. kurang  c. tidak

4. Apakah anda lebih memahami pengucapan verb 2 yang merupakan irregular verb dengan rekaman dari Text-to-Speech?
   a. ya  b. kurang  c. tidak

5. Apakah dengan mempelajari kata-kata yang diucapkan tekanan lemah (weak stress) dengan rekaman dari Text-to-Speech?
   a. ya  b. kurang  c. tidak

6. Apakah dengan rekaman dari Text-to-Speech membantu mempelajari pengucapan kata-kata yang digabung (linkage)?
7. Apakah pengenalan kosakata sebelum kegiatan listening dengan Text-To-Speech dapat membantu anda melengkapi kalimat rumpang berdasarkan isi teks rekaman *listening*?
   a. ya  
   b. kurang  
   c. tidak

8. Apakah contoh pengucapan kosakata dengan rekaman dari Text-to-Speech yang diberikan lebih mirip dengan penutur asli bahasa Inggris daripada contoh pengucapan oleh guru?
   a. ya  
   b. kurang  
   c. tidak

9. Menurut anda, cara mana yang membuat anda lebih mudah mengingat pengucapan *verb 2, weak stress*, dan *linkage* yang ada di dalam materi? (pilih salah satu)
   a. penjelasan oleh guru
   b. pengamatan ciri-ciri bunyi dari Text-To-Speech
   c. peniruan rekaman Text-To-Speech
   d. kata atau kalimat diputar berulang-ulang setiap pertemuan dengan Text-To-Speech
Appendix 4

Example of Listening Script of Listening Exercise

1. arrive
2. arrived
3. camp
4. camped
5. buy
6. bought
7. bring
8. brought

Strong and weak stress forms

9. There were many people there. (strong)
10. I went there for three days. (weak)
11. At one, he will come here.
12. I saw a football match at the stadium. (weak)
13. Our house is not far from here. (strong)
14. We polished our shoes. (weak)

Linkage

15. We live in the village near the mountain.
16. We *lived in* the village near the mountain.

17. The children *pick up* the marble.

18. The children *picked up* the marble.

19. We *stay in* the hotel for a week.

20. We *stayed in* the hotel for a week.
Appendix 5

Listening Scripts

For the second meeting

Last holiday, my friends and I left Jakarta for Bali. We went there for diving in Bali. All of us like diving. It was not quite easy to get there. After we had arrived in Bali, we prepared many things for diving. Before diving, we got a general briefing, including the way to take pictures under water and its prohibition. We also needed a good guide.

Then we began our diving. In our diving, we saw the beauty of the sea such as groups of tiny fish. The guide helped us identify them. Without some knowledge of their habitat and behaviour, it would be difficult to identify. In summary, we enjoyed our trip much.
The fourth meeting

Kaalu, the Thirsty Crow

It was a hot summer day. Kaalu, the crow, was very thirsty. He flew (1) about here and there (2), looking for water. He saw (3) a pot with water. He went (4) close to the pot. Kaalu saw (5) that there (6) was little water in the pot. Kaalu could (7) not reach the water. “What do I do? I’m very thirsty. How do I drink the water?” Kaalu looked around (8). He saw (9) some pebbles. He had an idea (10). He picked up (11) the pebbles one by one and dropped (12) them into the pot. When Kaalu dropped (13) the pebbles into the pot, the water came up (13). Kaalu drank (14) the water. He flew (15) away happily.
Appendix 6

Listening Test 1

Name: ...........................................

Class: ...........................................

Listen to the recording and write the words you hear.

1. ...........
2. ...........
3. ...........
4. ...........
5. ...........
6. ...........
7. ...........
8. ...........
9. ...........
10. ...........
11. ...........
12. ...........
13. ...........
14. ...........
15. ...........
16. It took more....... three hours to arrive there.
17. We went ............with my uncle.
18. We began ....... journey.
19. My father went to London ....... his business.
20. We watched a baseball game ....... the stadium.
21. He’s ....... science.
22. We ....... the city for five years.
23. I went there with ....... my friends.
24. In the airport, he ....... to carry the box.
25. We ....... the city in the afternoon.
Appendix 7

Listening Test 2

Name : ........................................

Class: ........................................

Listen to the recording and write the words you hear.

1. ........
2. ........
3. ........
4. ........
5. ........
6. ........
7. ........
8. ........
9. ........
10. .......
11. .......
12. .......
13. .......
14. .......
15. .......
16. The beggar seemed very poor ....... hungry.
17. The man realised ……. he had done something wrong.
18. He went ……. to see his son.
19. We polished …….shoes.
20. She’s ……. (good at) physics.
21. She …….to do it.
22. The boys ……. the stones.
23. The man ……. 
24. He ……. 
25. The cats walked ……. 
Appendix 8

Listening Test 3

Name: ........................................
Class: ........................................

Listen to the recording and write the word you hear.

1. ........
2. ........
3. ........
4. ........
5. ........
6. ........
7. ........
8. ........
9. ........
10. ........
11. ........
12. ........
13. ........
14. ........
15. ........
16. She said ........ she was not wrong.
17. We wanted to do........ business.
18. I went .......... a week.
19. She was ..........math.
20. The man .......... a stone.
21. They .......... a small village.
22. The tiger ..........the man.
23. He .......... the thorn.
24. The boys ..........the hut.
25. The man was ..........the death.
Appendix 9

Pre test and posttest

Name: ..........................................

Class: ..........................................

Listen to the recording and write the word you hear.

1. .................
2. .................
3. .................
4. .................
5. .................
6. .................
7. .................
8. .................
9. .................
10. ............... 
11. ............... 
12. ............... 
13. ............... 
14. ............... 
15. ...............
16. There were many people ........................

17. I went ................ for three days.

18. We washed ............. shoes.

19. The country was famous .......... its art.

20. I .................. the town near the mountain.

21. The boys .................. the marbles.

22. The man ......................

23. He was ............. English.

24. The bird flew about ......................

25. They ................. to carry our luggage.
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## Appendix 11

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10 students who have learned weak stress and linkage in advance from English course 4 students at elementary school 6 students

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Recognizing “Microskills” English Sounds Using Text-To-Speech