

## 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.

Running head: Recognizing “Microskills” English Sounds Using Text-To-Speech

Materials :

- Two recount texts
- Six narrative texts

Steps of teaching

No.	Teaching and Learning Process	Yes	No	notes
1	<p><b><u>Teacher’s activity</u></b></p> <p><b>Pre-teaching</b></p> <p>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.</p> <p><b>Whilst teaching</b></p> <ol style="list-style-type: none"> <li>1. Disseminate the student worksheet.</li> <li>2. Explain what the students have to do, the meaning of the phonetic symbol in the table.</li> <li>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/.</li> </ol>			

	<ol style="list-style-type: none"><li>4. Ask the students to work in pairs to classify the pattern the sounds of the irregular verb.</li><li>5. Ask them to listen to the recording taken from TTS and ask them to write on the table.</li><li>6. Ask them to draw conclusion of the pattern.</li><li>7. Explain strong and weak stress form sounds give some exaples such as there, at, to, our, of, for,and than</li><li>8. Ask them to listen to the recording from TTS and ask them to write S (strong) or W (weak) and linkage.</li><li>9. Explain the concept of linkage.</li><li>10. Play the recording and ask them to circle the linkage they heard from the recordings of TTS.</li><li>11. Check the students answer.</li></ol> <p style="text-align: center;"><b>Post teaching</b></p> <ol style="list-style-type: none"><li>12. Summarize the materials</li><li>13. Tell the next materials to the students.</li></ol> <p><b><u>Students’ activities</u></b></p> <p style="text-align: center;"><b>Pre activities</b></p> <ol style="list-style-type: none"><li>1. Listen to the result of the preliminary test.</li><li>2. Listen to explanation of the objectives of the lesson and the materials that they will learn verb 2 sounds, strong and weak stress,</li></ol>			
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Running head: Recognizing “Microskills” English Sounds Using Text-To-Speech

	<p>and linkage.</p> <ol style="list-style-type: none"> <li>3. Listen to explanation of the advantages of learning the materials in listening.</li> <li>4. Listen to explanation of the activity they are going to do.</li> </ol> <p><b>Whilst activities</b></p> <ol style="list-style-type: none"> <li>1. Receive the student worksheet.</li> <li>2. Listen to the explanation what the students have to do, the meaning of the phonetic symbol in the table.</li> <li>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/.</li> <li>4. Work in pairs to classify the pattern the sounds of the irregular verb.</li> <li>5. Listen to the explanation of the meaning of vowel, consonant, and diphtong to the students.</li> <li>6. Listen to the recording taken from TTS and ask them to write on the table.</li> <li>7. Draw conclusion of the pattern.</li> <li>8. Listen to the explanation of strong and weak stress form sounds give some exaples such as there, at, to, our, of, for,and than</li> </ol>			
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	<p>9. Listen to the recording from TTS and ask them to write S (strong) or W (weak) and linkage.</p> <p>10. Listen to the explanation of the concept of linkage.</p> <p>11. Play the recording and ask them to circle the linkage they heard from the recordings of TTS.</p> <p>12. Check the students answer.</p> <p><b>Post activities</b></p> <p>1. Listen to the teacher’s summary.</p> <p>2. Listen to the teacher about the next materials.</p>			
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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
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## Appendix 2

### Example of Observation Checklist and Field Notes

**Class:**

**Date:**

**Time:**

**Meeting 1**

No.	Teaching and Learning Process	Yes	No	notes
1	<p><b><u>Teacher’s activity</u></b></p> <p><b>Pre-teaching</b></p> <ol style="list-style-type: none"><li>1. Tell the result of the preliminary test.</li><li>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.</li><li>3. Tell the advantages of learning the materials in listening.</li><li>4. Tell the students the activity they are going to do.</li></ol> <p><b>Whilst teaching</b></p> <ol style="list-style-type: none"><li>5. Disseminate the student worksheet.</li><li>6. Explain what the students have to do, the meaning of the phonetic symbol in the table.</li><li>7. Play the recording from TTS and ask them to classify the patterns of the pronunciation of verb 2 when</li></ol>			

Running head: Recognizing “Microskills” English Sounds Using Text-To-Speech

	<p>the verbs are pronounced with /t/, /d/, /tit/ and /did/.</p> <ol style="list-style-type: none"> <li>8. Ask the students to work in pairs to classify the pattern the sounds of the irregular verb.</li> <li>9. Explain the meaning of vowel, consonant, and diphtong to the students.</li> <li>10. Ask them to listen to the recording taken from TTS and ask them to write on the table.</li> <li>11. Ask them to draw conclusion of the pattern.</li> <li>12. Explain strong and weak stress form sounds give some exaples such as there, at, to, our, of, for,and than</li> <li>13. Ask them to listen to the recording from TTS and ask them to write S (strong) or W (weak) and linkage.</li> <li>14. Explain the concept of linkage.</li> <li>15. Play the recording and ask them to circle the linkage they heard from the recordings of TTS.</li> <li>16. Check the students answer.</li> </ol> <p><b>Post teaching</b></p> <ol style="list-style-type: none"> <li>17. Summarize the materials</li> <li>18. Tell the next materials to the students.</li> </ol> <p><b><u>Students’ activities</u></b></p> <p><b>Pre activities</b></p> <ol style="list-style-type: none"> <li>1. Listen to the result of the preliminary test.</li> <li>2. Listen to explanation of the objectives of the lesson and the</li> </ol>			
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	<p>materials that they will learn verb 2 sounds, strong and weak stress, and linkage.</p> <ol style="list-style-type: none"> <li>3. Listen to explanation of the advantages of learning the materials in listening.</li> <li>4. Listen to explanation of the activity they are going to do.</li> </ol> <p><b>Whilst activities</b></p> <ol style="list-style-type: none"> <li>5. Receive the student worksheet.</li> <li>6. Listen to the explanation what the students have to do, the meaning of the phonetic symbol in the table.</li> <li>7. 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/.</li> <li>8. Work in pairs to classify the pattern the sounds of the irregular verb.</li> <li>9. Listen to the explanation of the meaning of vowel, consonant, and diphtong to the students.</li> <li>10. Listen to the recording taken from TTS and ask them to write on the table.</li> <li>11. Draw conclusion of the pattern.</li> <li>12. Listen to the explanation of strong and weak stress form sounds give some exaples such as there, at, to, our, of, for,and than</li> <li>13. Listen to the recording from TTS and ask them to write S (strong) or W (weak) and linkage.</li> </ol>			
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	<p>14. Listen to the explanation of the concept of linkage.</p> <p>15. Play the recording and ask them to circle the linkage they heard from the recordings of TTS.</p> <p>16. Check the students answer.</p> <p><b>Post activities</b></p> <p>17. Listen to the teacher’s summary.</p> <p>18. Listen to the teacher about the next materials.</p>			
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**Notes:**

.....

.....

.....

.....

**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

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Jawablah pertanyaan-pertanyaan berikut dengan melingkari jawaban yang sesuai pendapatmu

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1. Apakah Text-to-Speech membantu anda untuk lebih memahami teks listening?

a. ya

b. kurang

c. tidak





## 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.

### **Listening Scripts**

#### **For the second meeting**

Last holiday, my friends and I *left* (1) Jakarta for Bali. We *went* (2) *there* for diving in Bali. All of us like diving. It *was* (3) not quite easy to get there. After we had *arrived in*(4) Bali, we *prepared* (4) many things for diving. Before diving, we *got* (5) a general briefing, including the way to take pictures under water and its prohibition. We also *needed* (6) a good guide.

Then we *began* (7) *our* ( ) diving. In *our* diving, we *saw* (8) the beauty *of* the sea such as groups of tiny fish. The guide *helped us*(9) identify them. Without some knowledge of their habitat and behaviour, it *would* (10) be difficult to identify. In summary, we *enjoyed* (11) our trip much.

## **The fourth meeting**

Narrative text

### **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.

Running head: Recognizing “Microskills” English Sounds Using  
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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.

Running head: Recognizing “Microskills” English Sounds Using  
Text-To-Speech

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.

Running head: Recognizing “Microskills” English Sounds Using  
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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. ....

Running head: Recognizing “Microskills” English Sounds Using  
Text-To-Speech

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.

**Students’ Test Listening Score**

No	name	preliminary test	listening test 1	Listening test 2	listening test 3	posttest
1	ABI	44	92	64	76	96
2	BUDI	32	92	92	96	92
3	CANDRA	20	40	56	52	64
4	DIDIK	20	60	68	80	92
5	EKO	16	88	48	88	92
6	FARID	44	72	84	76	92
7	GAGUK	76	96	76	88	92
8	HADI	32	88	76	72	92
9	IRFAN	44	92	80	96	100
10	JOKO	24	60	68	68	84
11	KEMAL	24	64	68	84	92
12	LARSO	84	92	88	100	100
13	MADI	80	100	96	96	100
14	NUGI	48	92	84	96	96
15	OESMAN	56	88	88	100	100
16	PARDI	40	96	88	88	96
17	QUMAR	16	80	88	88	92
18	RAISMAN	48	96	96	96	100
19	SALAM	60	100	92	88	100
20	SALIM	84	96	100	100	100

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**Students’ Test Listening Score**

21	TAUFIK	24	56	56	56	80
22	TEDI	76	96	96	92	100
23	TONI	68	88	92	96	96
24	UDI	80	100	96	100	100
25	URIP	48	76	80	84	96
26	VALDI	8	72	56	64	76
27	YADI	56	92		92	88
28	YUSMAN	76	100	92	92	96
29	ZAIN	28	56	32	72	80
30	ZAINI	44	76		44	68
	AVERAGE	47	83	79	84	92
	HIGHEST SCORE	84	100	100	100	100
	LOWEST SCORE	8	40	32	44	64

**Students' opinions about teaching listening Using Text-to-Speech**

no	points of question	number					
		yes	%	somewhat	%	no/not yet	%
1	TTS helps students comprehend listening	27	100				
2	students have been taught in advance	10	37			17	63
3	TTS helps students comprehend regular verb	23	85	4	15		
4	TTS helps students comprehend irregular verb	19	70	8	30		
5	TTS helps students comprehend weak stresses	22	82	3	11	2	7
6	TTS helps students comprehend linkage	18	67	7	26	2	7
7	vocabulary introduction by using TTS helps students' pronunciation of verb 2 sounds, strong weak stress, linkage	19	70	7	26	1	4
8	TTS sounds are close to English native speaker's pronunciation	18	67	8	29	1	4

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

teaching techniques	number	%
a. teacher's explanation	3	11
b. listening to TTS sounds	13	48
c. imitation	5	19
d. repetition	6	22

