



# APPENDICES

## Appendix 1. Observation Sheet Blueprint and the Result of Observation

### Sheet

#### OBSERVATION SHEET BLUEPRINT

In developing a product that focuses on literacy, the researcher chose two external indicators as a reference in carrying out observations, as shown in the table

below:

Indicator	Statement	Condition		Note
		Yes	No	
Media	A collection of media that support listening practice.			
	Collection of audio that support students' interest in improving listening skill.			
	The audio is attractive and contains teaching materials in it.			
Listening Practice in School	Listening practice at school is easily accessed by students.			
	Listening practice is still running and effective.			
	Students are enthusiastically interested in listening practice activity.			

## RESULT OF OBSERVATION SHEET

Date: Denpasar, 20<sup>th</sup> April 2022

The result of observation at: SMP Dwijendra Denpasar

Indicator	Statement	Condition		Note
		Yes	No	
Media	A collection of media that support listening practice.	√		The media that usually used by the teacher to conduct listening practice is by using speaker and laptop.
	Collection of audio that support students' interest in improving listening skill.	√		
	The audio is attractive and contains teaching materials in it.		√	The listening practice at school is done by using the questions in the textbook, so there is no update for the material being used.
Listening Practice in School	Listening practice at school is easily accessed by students.		√	The listening practice media at school is not easily accessed by students because the teacher

				only uses laptop and speaker, so the students can only accessed it when they are at school.
	Listening practice is still running and effective.		√	The listening practice is cannot run effectively because the teacher only conduct listening practice based on the textbook. If the chapter in the book contains listening practice, then they will conduct it. Meanwhile, if there is no listening practice in the chapter, then they will not conduct it.
	Students are enthusiastically interested in listening practice activity.		√	

## Appendix 2. Teacher interview Guide Blueprint

### TEACHER'S INTERVIEW GUIDE BLUEPRINT

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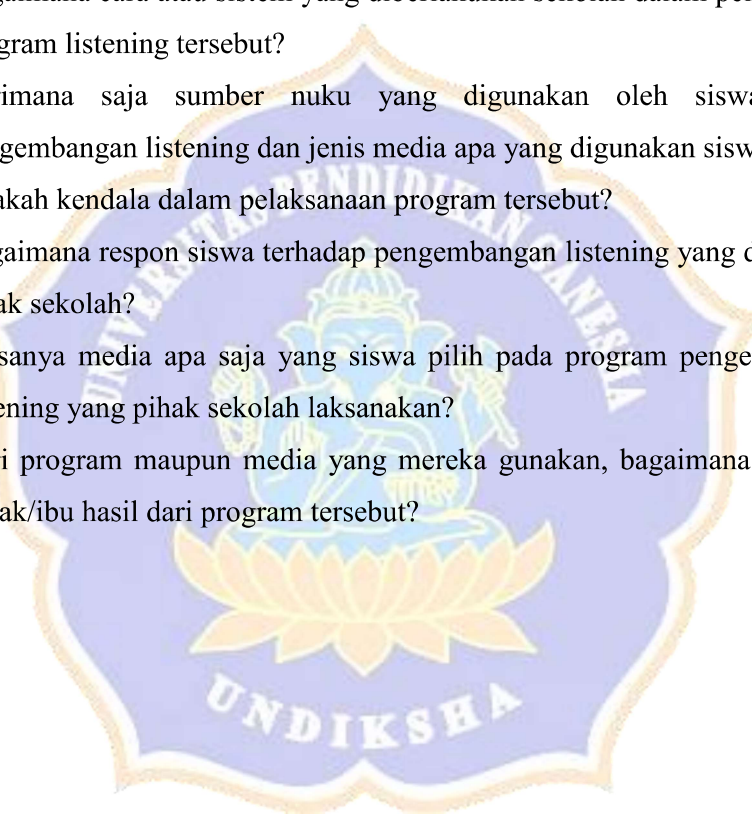
No	Komponen	Sub Komponen	No Lembar Wawancara
1	Mengetahui informasi awal guru	a. Lamanya guru mengajar di sekolah dan di kelas.	1, 3
		b. Jumlah siswa di kelas	2
2	Proses pengembangan kemampuan <i>listening</i> di sekolah	a. Adanya program pengembangan kemampuan <i>listening</i> .	4
		b. Sistem program pengembangan kemampuan <i>listening</i> .	5
		c. Sumber <i>listening</i> dalam pengembangan kemampuan <i>listening</i> .	6
		d. Kendala dalam meningkatkan kemampuan siswa dalam <i>listening</i> .	7
3	Respon siswa	a. Respon siswa terhadap proses peningkatan kemampuan <i>listening</i> .	8
		b. Sumber <i>listening</i> / pilihan sumber iterasi yang digunakan oleh siswa.	9
		c. Hasil peningkatan	10

		kemampuan listening berdasarkan sumber yang digunakan siswa.	
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## LIST OF INTERVIEW QUESTIONS

1. Berapa lama bapak/ibu megajar di sekolah SMP Dwijedra Denpasar?
2. Kelas berapakah yang bapak/ibu ajar?
3. Satu kelas berapa jumlah siswanya?
4. Apakah sekolah memiliki program untuk mengembangkan kemampuan listening siswa?
5. Bagaimana cara atau sistem yang diberlakukan sekolah dalam pelaksanaan program listening tersebut?
6. Darimana saja sumber nuku yang digunakan oleh siswa dalam pengembangan listening dan jenis media apa yang digunakan siswa?
7. Adakah kendala dalam pelaksanaan program tersebut?
8. Bagaimana respon siswa terhadap pengembangan listening yang dilakukan pihak sekolah?
9. Biasanya media apa saja yang siswa pilih pada program pengembangan listening yang pihak sekolah laksanakan?
10. Dari program maupun media yang mereka gunakan, bagaimana menurut bapak/ibu hasil dari program tersebut?





## RESULT OF INTERVIEW

### (TRANSCRIPT)

Responden ( [REDACTED] )

Respondent (R)

Interviewer (I)

I : Selamat siang, ms. Mohon maaf mengganggu waktunya. Saya Sindu Darmapatni mencari data di SMP Dwijendra Denpasar. Saya ingin menanyakan beberapa hal mengenai penelitian saya, apakah ibu ada waktu sebentar nggih? melalui wa saja bu. Terimakasih, bu.

R : Coba dikirim aja ya hari ini rencana mau masukin Nilai rapot.

I : Berapa lama bapak/ibu mengajar di sekolah SMP Dwijendra Denpasar?

kelas berapakah yang bapak/ibu ajar?

satu kelas jumlah siswanya berapa nggih?

apakah sekolah memiliki program untuk mengembangkan kemampuan listening siswa?

bagaimana cara atau sistem yang digunakan dalam pelaksanaan kegiatan tersebut?

darimana saja sumber yang digunakan untuk mengembangkan kemampuan listening siswa?

adakah kendala dalam program pengembangan listening tersebut?

bagaimana respon siswa terhadap kegiatan listening yang dilaksanakan?



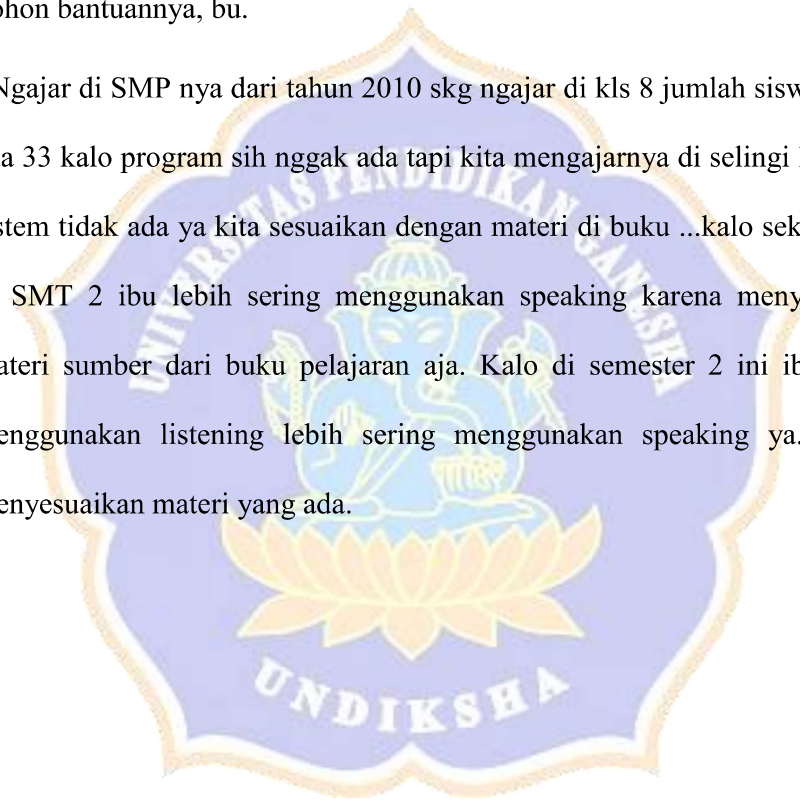
biasanya siswa akan memilih sumber apa untuk mengembangkan kemampuan listening? atau hanya dari guru?

dari sumber yang digunakan? bagaimana pendapat bapak/ibu terhadap hasil dari kegiatan tersebut?

ni bu nggih, sekalian saya kirim supaya tidak memakan banyak waktu.

mohon bantuannya, bu.

R : Ngajar di SMP nya dari tahun 2010 skg ngajar di kls 8 jumlah siswa ada 32 ada 33 kalo program sih nggak ada tapi kita mengajarnya di selingi listening, sistem tidak ada ya kita sesuaikan dengan materi di buku ...kalo sekarang ini di SMT 2 ibu lebih sering menggunakan speaking karena menyesuaikan materi sumber dari buku pelajaran aja. Kalo di semester 2 ini ibu jarang menggunakan listening lebih sering menggunakan speaking ya. Karena menyesuaikan materi yang ada.



### Appendix 3. Result of Document Analysis and Podcast Blueprint

#### RESULT OF DOCUMENT ANALYSIS

##### SYLLABUS ANALYSIS

Based on the analysis, there were thirteen of the micro listening skill, but only 11 are needed by the students in SMP Dwijendra Denpasar and only 9 of them were used in developing the product. Meanwhile, from thirteen materials from the textbook, only 8 of them are used to make the product and from thirteen basic competencies in the syllabus, only 8 of them are used to make the product. These eight competencies will be linked to the results of the needs analysis regarding the micro-listening skills needed by the eighth-grade junior high school students.

Number	Basic Competencies	Material	Language Features
1.	3.1 Applying social functions, text structures, and linguistic elements of spoken and written interpersonal interaction texts that involve asking for attention, checking understanding, appreciating performance, asking for and expressing opinions, and	<ul style="list-style-type: none"><li>• Asking and giving attention</li><li>• Checking understanding</li><li>• Showing appreciation/compliments</li><li>• Telling something that we think.</li></ul>	Utterance a.l. Excuse me, Is it clear?, Great, I think so., dsb.

	responding to them in the context of their use.		
2.	3.2 Applying social functions, text structures, and linguistic elements of oral and written transactional interaction texts that involve the act of giving and asking for information regarding ability and willingness to perform an action, according to the context of its use.	<ul style="list-style-type: none"> <li>• Stating capability</li> <li>• Stating willingness</li> </ul>	<ul style="list-style-type: none"> <li>• Expression of appropriate ability and willingness, with capitals: can, will.</li> <li>• Singular and plural nouns with or without a, the, this, those, my, their, etc.</li> <li>• Speech, word stress, intonation, spelling, punctuation and handwriting</li> </ul>
3.	3.3 Applying social functions, text structures, and linguistic elements of oral and written transactional interaction texts that involve giving and asking for information regarding imperatives, prohibitions, and	<ul style="list-style-type: none"> <li>• Asking and Giving Suggestion</li> <li>• Stating Obligation Expressions</li> </ul>	<ul style="list-style-type: none"> <li>• Expressions of must, prohibition, appeal with capital must, (don't) have to..., should,</li> <li>• Singular and plural nouns with or without a, the, this, those, my,</li> </ul>

	appeals, according to the context of their use		<p>their, etc.</p> <ul style="list-style-type: none"> <li>• Speech, word stress, intonation, spelling, punctuation and handwriting.</li> </ul>
4.	3.6 Applying social functions, text structures, and linguistic elements of spoken and written transactional interaction texts that involve the act of giving and asking for information regarding the whereabouts of people, objects, animals, according to the context of their use.	<ul style="list-style-type: none"> <li>• Greeting card</li> <li>• On The Road</li> <li>• Vocabular</li> <li>• There is, and There are</li> <li>• Existence of Things and People</li> <li>• Quantifier</li> </ul>	<ul style="list-style-type: none"> <li>• Expressions with There is/are</li> <li>• Unspecified number of words: little, few, some, many, much, a lot (of).</li> <li>• Prepositional phrases: in, on, under, in front of, below, above, and others.</li> <li>• Speech, word stress, intonation, spelling, punctuation and handwriting</li> </ul>
5.	3.11 Comparing the social function, text structure, and linguistic elements of several oral and written personal	<ul style="list-style-type: none"> <li>• Recount text</li> </ul>	<ul style="list-style-type: none"> <li>• Declarative and interrogative sentences in Simple Past tense.</li> <li>• Adverbs and</li> </ul>

	<p>recount texts by giving and asking for information related to personal experiences in the past, short and simple, according to the context of their use.</p>		<p>prepositional phrases indicating time: yesterday, last month, an hour ago, and so on.</p> <ul style="list-style-type: none"> <li>• Adverbs connecting time: first, then, after that, before, at last, finally, and so on.</li> <li>• Singular and plural nouns with or without a, the, this, those, my, their, etc.</li> <li>• Speech, word stress, intonation, spelling, punctuation and handwriting.</li> </ul>
<p>6.</p>	<p>3.4 Applying social functions, text structures, and linguistic elements of spoken and written interpersonal interaction texts that involve ordering,</p>	<ul style="list-style-type: none"> <li>• Expression of Invitation</li> <li>• Giving Instruction</li> <li>• Asking and Giving Permission</li> </ul>	<ul style="list-style-type: none"> <li>• Expressions let's ..., can you ..., would you like ..., may I, please.</li> <li>• Singular and plural nouns with or without a, the, this, those, my,</li> </ul>

	inviting, asking for permission, and responding to them, according to the context of their use.		<p>their, etc.</p> <ul style="list-style-type: none"> <li>• Speech, word stress, intonation, spelling, punctuation and handwriting.</li> </ul>
7.	3.9 Applying social functions, text structures, and linguistic elements of oral and written transactional interaction texts that involve the act of giving and asking for information regarding the comparison of the number and nature of people, animals, objects, according to the context of their use.	<ul style="list-style-type: none"> <li>• Degree of comparison</li> </ul>	<ul style="list-style-type: none"> <li>• Positive, comparative and superlative comparative sentences with: as ... as, -er, -est, more ..., the most ...</li> <li>• Comparison of the number: more, fewer, less</li> <li>• Singular and plural nouns with or without a, the, this, those, my, their, etc.</li> <li>• Speech, word stress, intonation, spelling, punctuation and handwriting.</li> </ul>
8.	3.7 Applying social functions, text	<ul style="list-style-type: none"> <li>• Simple Present Tense</li> </ul>	<ul style="list-style-type: none"> <li>• Declarative and interrogative</li> </ul>



	<p>structures, and linguistic elements of oral and written transactional interaction texts that involve the act of giving and asking for information regarding conditions/actions/activities/events that are carried out/occurring routinely or are general truths, according to the context of their use.</p>		<p>sentences in Simple Present Tense.</p> <ul style="list-style-type: none"> <li>• Adverbs: always, often, sometimes, never, usually, every.</li> <li>• Singular and plural nouns with or without a, the, this, those, my, their, etc.</li> <li>• Speech, word stress, intonation, spelling, punctuation, and handwriting.</li> </ul>
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**BLUEPRINT PODCAST**

Blueprint of podcast made based on syllabus analysis of 8 grade junior high school.

<b>Episode</b>	<b>Micro-listening skill needed</b>	<b>Storyline</b>	<b>Number of Chapter in the Book</b>
1.	c. Understanding facts, details, and specific	The main character, Mery already got problems on her first	Chapter I Attention, Please! • Getting one's



	<p>information.</p> <p>d. Predicting the end of the continuation of a message or history.</p>	<p>day of school which leads her and the side character (Kendal) get a special warning from the teacher.</p>	<p>attention.</p> <ul style="list-style-type: none"> <li>• Showing appreciation to others.</li> <li>• Checking One's understanding.</li> <li>• Asking for and stating options.</li> </ul>
2.	<p>Understanding a speaker's attitude and purpose.</p>	<p>Mery's teacher, Ms. Mira asks her and her friend to describe about someone. Instead of learning how to describe someone, Mery and friends learn another thing that day, which is keeping the class clean.</p>	<p>Chapter II</p> <p>We can do it.</p> <ul style="list-style-type: none"> <li>• Asking for and providing information about a person's capability.</li> <li>• Asking for and providing information about a person's willingness to do a task.</li> </ul>
3.	<p>Inferring a meaning of an unknown word from the context.</p>	<p>The next day is a bad day for the side character, Kendal. Starting from she</p>	<p>Chapter III</p> <p>You must do it.</p> <ul style="list-style-type: none"> <li>• Expressing Obligations.</li> </ul>

		cannot finish her task until David (a boy from next class) bump her so her knees got bruise.	<ul style="list-style-type: none"> <li>• Expressing Prohibitions.</li> <li>• Modal “should”.</li> <li>• Caution and Warning.</li> <li>• Modal ‘must’ and ‘have to’.</li> <li>• Providing suggestions or recommendations.</li> </ul>
4.	Summarizing a message or information.	David realize that he made such a wrong thing to Kendal. As a gentle boy, David tries to approach Kendal to ask for forgiveness by giving Kendal the things that she likes.	<p>Chapter VI</p> <p>There are items near us</p> <ul style="list-style-type: none"> <li>• There is /there are.</li> <li>• Preposition of place.</li> <li>• Asking for and providing information about the existence of people, objects, and animals.</li> </ul>
5.	Recognizing	What David did to	Chapter XI

	cause-effect or comparison relations.	Kendal really give butterflies to Kendal because she is so happy until she remark it as a story that she will tell to the teacher and friends in the class.	Yes, we made it! <ul style="list-style-type: none"> <li>• To share our experience.</li> <li>• To show that we proud of them.</li> <li>• To learn from them.</li> <li>• To report them.</li> </ul>
6.	Understanding the function of words or phrases in the context.	Today is Kendal birthday, She prepared many things to make it perfect including inviting her friends to the party. Happy birthday, Kendal!.	Chapter IV Let's watch a performance <ul style="list-style-type: none"> <li>• Instructing</li> <li>• Inviting</li> <li>• Modal "may"</li> <li>• Imperative</li> <li>• Asking for permission</li> </ul>
7.	Transferring information to pictures, maps, tables, or diagrams.	inflation affects all sectors, even Mery's father feels that all this is very expensive. Starting from the	Chapter IX Bigger is not always better. <ul style="list-style-type: none"> <li>• To show their differences</li> </ul>

		<p>increase in food ingredients to the increase in stationery that was felt by Mery and Kendal. Huh! Everything feels expensive!</p>	<ul style="list-style-type: none"> <li>• To be proud of them,</li> <li>• To praise them,</li> <li>• To criticized them)</li> </ul>
8.	<p>Listening to and ordering statements according to the message.</p>	<p>Not everyone can get an education comfortably, like Jhony. If Mery and Kendal only need to study every day, then this is different from Jhony where he has to work to be able to go to school. Luckily, Kendal and Mery asked him to be friends so it would go well with Jhony</p>	<p>Chapter VII</p> <p>My uncle is a zookeeper</p> <ul style="list-style-type: none"> <li>• to communicate states and events that happen routinely or as general truths, in order to appreciate the nature, to show our pride in something, or to give good and bad samples.</li> </ul>

## **Appendix 4. Stories**

### **First Story**

#### **Oops, we almost late!**

Today is the first day of Mery being an eighth-grade of Junior High School student. She is so happy because she can finally meet her friends after one month of holiday. She goes to school with her dad by motorcycle. But unfortunately, her father has diarrhea today. So, he spends some time in the toilet and it makes Mery late for school. After preparing herself for school, Mery goes to the toilet's door and knocks on her father "Dad, hurry up! I am late for school!". Her father replies "wait, for a moment!". Finally, her father finishes his things and takes Mery to school.

As she arrives at school, her dad sees Mery's friend. "Look, Mery!. That's your friend, Kendall." Mery runs to Kendall, and she says "Hello, Kendall. How are you?" Kendall replies "Hi, Mery!, I am fine, how about you?". They talk for a while about their holiday until they start to forget that their first class is already starting. Both of them run to the class and just like what is expected, the class is already starting with the killer Ms. Mira in it.

"Excuse me, mam," They say. By the look on Ms. Mira's face, Mery and Kendall already know that Ms. Mira is going to be angry. "Why do you come late?" said Ms. Mira angrily. "I am sorry, mam. My dad had diarrhea this morning". Mery explained and then Ms. Mira asks, "Then, what happened next?" Mery replies "He stayed in the toilet for so long, then it was already 06.50 when

he took me to school. At the school's gate, I talk with Kendall. So, that's why we are late. I am sorry, mam" Both of Mery and Kendall are really afraid that Ms. Mira would be angry because they do chit chat. But, surprisingly, Ms. Mira says "Wow, thank you for being honest with what you did. Next time, try to be on time so you won't miss the class. Now, have a seat and we are going to continue our class."

## **Second Story**

### **Who is your inspiration?**

Both Mery and Kendall go to their seat and listen to Ms. Mira's class very carefully so they won't miss any important information. After explaining for 45 minutes, the task Ms. Mira gives the students is a descriptive text about a particular person and the students should work in a group. Mery and Kendall are in the same group. In the middle of their work, Ms. Mira said: "wow, this class is very clean, the brooms are not arranged, and the floor contains dirt, what diligent students are you guys". After saying that, the expression on Ms. Mira's face became bad. The students who were still working was not aware of Ms. Mira's face.

When all students almost finish their work, Mery and Kendall haven't even made half of it yet. Ms. Mira then remind them, "Mery and Kendall, could you please be quick? because the time will run out very soon". Mery answered with panic "Yes, I can mam." After all the students finished their work, Ms. Mira ask the group one by one group to present their work in front of the class. Then, it is Mery and Kendall's turn to describe their text. Mery explains about her



mother. After finishing, Ms. Mira asked, “Mery, you said that your mom cooks every morning, which means she can cook. Then, what about you, Mery. Can you cook?”. Then, Mery replies “yes, mam. I can cook.”. “Then, do you usually go with your mom?”. Kendall replied “I usually go to the beach every morning with my family.”. then Ms. Mira replied, “can your mom drive a car?”. “Yes, she can,” said Kendall.

After all the students finished their work, Ms. Mira did the closing. She gives the students suggestions about what needs to be completed or improved. She also comments about our class cleanliness by saying “Next week, I don’t want to see thing class in a mess anymore.



### **Third Story**

#### **It is just a bad day...**

After class, all students tidy up their books and get ready to go to the cafeteria. Kendall's stomach suddenly growled and Merry laughed. Mery says "looks like someone's been starving" and Kendall laughs at it. Mery took out her lunch box and was about to eat in class, but Kendall stopped her and said "Mery, we must not eat in the class because it will make the class dirty and the teachers will be angry like Mrs. Mira. Remember?". Mery remembered Mrs. Mira about the cleanliness of their class and decided to close the lunch box again. Kendall "Why do you always carry lunchboxes with you? even though we can eat together in the school canteen". Mery "The food in the canteen is very yucky and nasty, if we eat it every day, our tummy will get sick, let's go to the schoolyard,



we will eat there and you should try my food". Mery and Kendall go to the schoolyard through the school hallway.

When they were walking down the halls of the school, a boy bumped into Kendal causing Kendal to fall and bruise her knee. It makes Kendall really mad because it hurts her. Kendall raised her voice and said, "Hey!". The boy named David then helped Kendal up and immediately apologized "Sorry Kendal, I was wrong I didn't see you there, I'm really sorry". But Kendal didn't care and immediately took Mery's hand and went to the schoolyard. After sitting in the yard, Kendal's feelings have improved a little because she has tried Mery's food, even Kendal burns her hands because she can't slow down, Mery "You should be careful, it's still hot". After finishing eating and chatting, David came and intended to apologize to Kendal, but when David was about to sit down, Kendal immediately left without even looking at David. David "What should i do to make Kendal forgive me?" David asked Merry. "She really likes chocolate, maybe you can give her chocolate as your apology". "What a great idea, Mery. Thanks". After that, theiring audio is ringing so both of them have to go back to their class.

#### **Fourth Story**

##### **We are still friends**

The next day, the learning activities went smoothly. Mery's classroom is cleaner because all the students in her class are cleaner because they divide themselves into several groups because there are 38 students in one class so it's

very unlikely that all students will clean it simultaneously and there is a class leader who manages the picket process. Today, Mery will have an English lesson with the fiercest teacher in the school. Mery sitting on her chair peacefully when suddenly Kendall comes in “Meryyyy, please help me, I still don’t understand about the material that we are going to talk about today, I’m afraid the teacher will ask question randomly and I will not be able answer it”. Mery slowly replies “Calm down Kendal, I will explain it to you in a simple way. Today we are going to talk about prepositions which means the place of something. The first one is in, which means inside something, for example inside the classroom. The next one is at public places such as schools. and the last is means above something such as on. There are other ways to use prepositions that will be explained by the teacher today, just chill Kendal. I will help you”. After they had the discussion, the teacher comes to the class to explain about there is and there are. He asked “Kendall, How many students are in this class?”. Kendal answered “39, sir”. “How many teachers in this class now?”. Kendal responses “1, sir”. The teacher then explains that there is used to tell one object so it will be “there is one teacher”. Meanwhile, there are used to describe more than one objects so it will be “There are thirty-nine students”.

After finishing studying, it is time for a class break. As usual, all students want to eat in the cafeteria, but Mery has to go to the toilet first and Kendall waits for her in the class. When Mery just got back from the toilet, David approaches her and asks “Hi, Mery. Where is Kendall?”. Mery replied, “She is in the class. Btw, why are you bringing chocolate and flower?”. David “I want to

give this to Kendal, that is why I am asking you where is she right now. Let's go to your class and meet Kendall.”. Both of them go to the class to meet Kendal and apologize to her about last night. Arrive in the class, Kendal realizes that David is going to approach her and she puts on an ignorant face. Then, David calmly says “Kendal, I am here to apologize for the thing that I did last night. Is your knee still hurt? Here I give you chocolate and flower, I hope it will make you feel better soon. If it takes some time to make you forgive me, that is okay. Take your time.” after saying that, David turns around but Kendall grabs his hands and says “Thank you, David. I am fine and I am not mad at you anymore. We can still be good friends”. Then the three of them talk for a while and then go to the cafeteria together.



### **Fifth Story**

#### **What do you learn from your experience?**

The next day, in Mery's class there will be an English lesson, where students are asked to tell about an experience they have been through and there is something we will learn from that story. All students tell their experiences one by one in front of the class. Until it is Kendal's turn. Even though Mery sits next to Kendal, Mery didn't know what Kendal was making.

Kendall comes in front of the class and starts to explain her experience “Hi, Good morning my friends. I am Kendal, so today I will tell you my story about a cute-funny accident. Two days ago, I and Mery wanted to eat in the yard, but when I just passed the door, a boy bumped me and it made me fall. I was

really mad until I did not want to talk to him. But, the next day. He came to my class and gave me chocolate and flower. He said that he really felt sorry because he made my knee bruised.”

Then, the teacher asked Kendal “what can you learn from your experiences, Kendal?”. Kendal, “From this experience, of course, I have to be careful if I walk, and I also have to obey the rule because we all know that in the hallway, we cannot run. Then, as a human being, of course, I have to forgive each other, especially for accidental things, because if we can easily forgive someone, we will live in peace and happiness”.

### **Sixth Story**

#### **It is my birthday!**

Today is Kendal's birthday. Kendal is planning to hold a birthday party in her yard. She will invite all of her classmates and some friends at school that she knows. During class breaks, when all the students were going to the cafeteria, Kendal comes to the front of the class and said "Good morning everyone. I want to say a few things about an interesting event. So, as you all know that today is it's my birthday, so I'll be holding a party at the address at Jalan Kusuma no 17, at 7 pm. I invite all of you to come using a monochrome dress code. It's not a requirement for you but bring a present but I insist you bring a letter for me. I am hoping all of you would come". After saying that, Kendal goes back to her chair and talk to Mery “You are going to come, aren’t you?”. Mery replies “Yes, of course, I will come. are you not inviting David to your birthday? I think you

should invite him because he was kind to you yesterday”. Kendal “of course I will invite him, do you want to accompany me to his class?”. Mery “yes, let's go there”.

Arrive at David’s class, Mery and Kendal knock the door then ask David to come out. Kendal says “Hi, David. I want to invite you to my birthday party tonight at 7 pm at my house, please bring a letter which contains your wishes to me”. David “Thanks for the invitation, Kendal. May I wear a red dress code?”. Kendal “hmmm actually the dress code is monochrome, so you must wear a black or white outfit”. David “Alright, Kendal, see you at the party”. Kendal “See you, David”.



### **Seventh Story**

#### **Expensive things are sometimes confusing**

Day by day passed, Mery has been an 8th-grade student for 2 months. She can learn many things, like material and friendship. Today Mery gets a math assignment from her teacher. The assignment is about making a diagram based on the information given by the text. Mery and Kendall are in the same group. They are planning to make it at home, but they will buy the materials needed after school in the store near the school.

Arrive at the store, Mery and Kendal pick up some things such as a ruler, cardboard paper, marker, pencil, eraser, and sharpener. The price of the ruler is two thousand five hundred rupiahs, the price of the cupboard paper is five thousand rupiahs and they buy 2 cupboard paper. The price of the pencil is



three thousand rupiahs, the eraser is one thousand rupiahs, and the sharpener is three thousand five hundred rupiahs.

After they get all the tools needed, they go straight to Mery's house and meet with Mery's father who is reading a newspaper. Her father greets them and he complains about the things mentioned in the newspaper "Why everything is expensive now, even the cooking oil is more expensive than rice." Then, Kendal replied "Yes, that's true, sir. We bought a pencil that cost three thousand rupiahs, meanwhile at the past it was just two thousand rupiahs." then both of them go to Mery's room and start to make the task.

Kendal. "Mery, the question says that the students in A class are 48, then the students in B class are 43, meanwhile the students in C class are also 43. I am confused. Please help me to understand it". Mery "This is actually really easy, Kendal. You just have to be careful with it. Let me explain it to you. The A class has 48 students which have the most students, and the B and C class has the same number of students. It means we have to make the diagram of class A higher than the rest of it, but we have to remember that diagrams for B and C class have the same height." Kendal "So it means if the quantity is more than others, we have to make the diagram higher, and if the quantity is same we have to make the diagram has the same height, but if the quantity if fewer, it means that we have to make it shorter. Is that right?". Kendal, "yes, Kendal. Now you understand it. Let's finish it together". Then, they continue to make their assignment.

## **Eighth Story**

### **We Have a New Friend Today!**

After Mery and Kendal finished their assignment, they want to go around Mery's house to look for some food. They ride bicycles together and they see a kid the same age as them who is selling spring rolls. Then, Mery buys those spring rolls. On the other hand, Kendal seems curious about the boy who sells it. Kendal asks "What is your name? Why do you sell spring rolls, I mean we are the same age, we must study and play, not work like you". The boy answers "My name is Jhony, I work to help my mother to buy daily needs". Kendal "don't you go to school?". Jhony "Yes, I do. Every morning I wake up at 4.30 in the morning to help my mother prepare the spring rolls that I will sell in the school during class break. Then, at 5.30 I take a bath and then I have breakfast. At 6.30 I go to school by bicycle. I study from 07.00 until 13.00, but I sell the spring rolls on class break also. Then, I go home. AT 15.00 I start to sell spring rolls until

18.00. Then I go home, take a bath, then study or make homework." Kendal "wow, you are a very hard worker kid. I admire you. Keep it up, Jhony". Jhony "Thank you.". Then Mery asks "Btw, your spring rolls look so yummy, how do you make them?" Jhony "That's very easy actually. You just have to prepare the skin, which you can buy at the store. Then, you have to stir fry the mixed vegetables and wait until it's done. Then you have to put the mixed vegetables on top of the skin and then roll it, after that you can deep fry it. It's very simple right?". Mery "Thank you. Btw, I live not so far away from here, if you want,



you can come to my house and study together.” Jhony “Alright, that is very kind of you, Thank you”. Mery “Okay, I have to go now, bye Jhony”. Then, Kendal and Mery go back to Mery’s house and eat the spring rolls happily because it is so yummy.



## Appendix 5. Expert Judgment Sheet Blueprint

### EXPERT JUDGEMENT SHEET BLUEPRINT

This blueprint was arranged based on the Micro-listening skill theory which was proposed by Karakoc (2019) and Rezai & Hashim (2013). This theory proposed that micro-listening skill is a skill that needs to be mastered by students in EFL context. Furthermore, it is also stated that students can only be said to have good listening skills when they can combine bottom-up processing and top-down processing. By reviewing the theory of micro-listening skill by Karakoc (2019) and Rezai & Hashim (2013), the developing process of blueprint as an evaluation will use the criteria of micro-listening skill by Karakoc (2019) and Rezai & Hashim (2013).

Product evaluation will be carried out by experts in order to the quality of the supplementary listening material for the eighth-grade junior high school using podcast on Spotify. In addition, this will also be an evaluation for digital supplementary material development that experts will asses. The rubric will be used to evaluate this product later, which contains some aspects, namely the technology and skill usage, the concept of the product, the relevance of material, and the productivity product that need to be considered in the development of teaching media. So, the revision will be done based on evaluation results from the experts.

#### Content Expert Evaluation Sheet

No	Criteria	Scoring Scale				
		1	2	3	4	5

1.	Podcasts are made in such a way that they convey specific facts, details, and information to listeners.					
2.	Podcasts have stories that are able to make listeners predict the end of the continuation of the message or history.					
3.	The podcast contains expressions/ utterances that can help listeners understand the speaker's attitude and purpose in the story being told.					
4.	The words contained in this episode have a broader meaning so that they can help listeners to deduce the meaning of unknown words from the context.					
5.	The audio in the created podcast can train listeners to summarize messages or information contained in the podcast being produced.					
6.	There is a causal relationship and comparison relations in the podcast produced.					
7.	Produced podcasts can help listeners to understand the function of words or phrases in context.					
8.	The stories featured in this podcast contain words and phrases that can help listeners transfer information to pictures, maps, tables, or diagrams.					
9.	The story packaged in podcast can help listeners to listen and construct statements according to the message.					

Note: 1). Poor, 2). Below Average, 3). Average, 4). Good. 5). Excellent.

The table above is the blueprint for evaluating the content of the supplementary listening material. The content of the supplementary listening material evaluates by two experts. This evaluation is done in order to make the

supplementary listening material to be worthy of the material in the teaching and learning process. After evaluating the content, the next step is evaluating the media used in this product, which is Spotify.

### Media Expert Evaluation Sheet

Media Expert Evaluation sheet was adapted from Findawati and Suprianto

(2014)

No	Criteria	Scoring Scale				
		1	2	3	4	5
1.	Clarity instruction use program					
2.	Legibility text/writing					
3.	Image display quality					
4.	Animation show					
5.	Voice clarity					
6.	Music background support					

Note: 1). Poor, 2). Below Average, 3). Average, 4). Good. 5). Excellent.

The expert judgment was adopted from Findawati & Suprianto (2014) based on their research about interactive multimedia teaching materials. In their research, the media was tested by using two validation instruments that have been made, namely the material and the media. The researcher of this study adapted those criteria because it has similarities with the product in this study. There were seven criteria for testing the media in Findawati & Suprianto (2014) research. However, the researcher of this study only adopts six criteria because of the condition the product.

### Product Quality Test Questionnaire

#### A. Model assessment based on the needs.

Instruction: Read each criterion and give an assessment of the Podcast entitled "Supplementary Listening Material for the Eighth Grade Junior High School" by placing a check mark (✓) on the rating scale.

No	Criteria	Scoring Scale				
		1	2	3	4	5
1.	Podcasts are made in such a way that they convey specific facts, details, and information to listeners.					
2.	Podcasts have stories that are able to make listeners predict the end of the continuation of the message or history.					
3.	The podcast contains expressions/ utterances that can help listeners understand the speaker's attitude and purpose in the story being told.					
4.	The words contained in this episode have a broader meaning so that they can help listeners to deduce the meaning of unknown words from the context.					
5.	The audio in the created podcast can train listeners to summarize messages or information contained in the podcast being produced.					
6.	There is a causal relationship and comparison relations in the podcast produced.					
7.	Produced podcasts can help listeners to understand the function of words or phrases in context.					
8.	The stories featured in this podcast contain words and phrases that can help listeners transfer information to pictures, maps, tables, or diagrams.					

9.	The story packaged in podcast can help listeners to listen and construct statements according to the message.					
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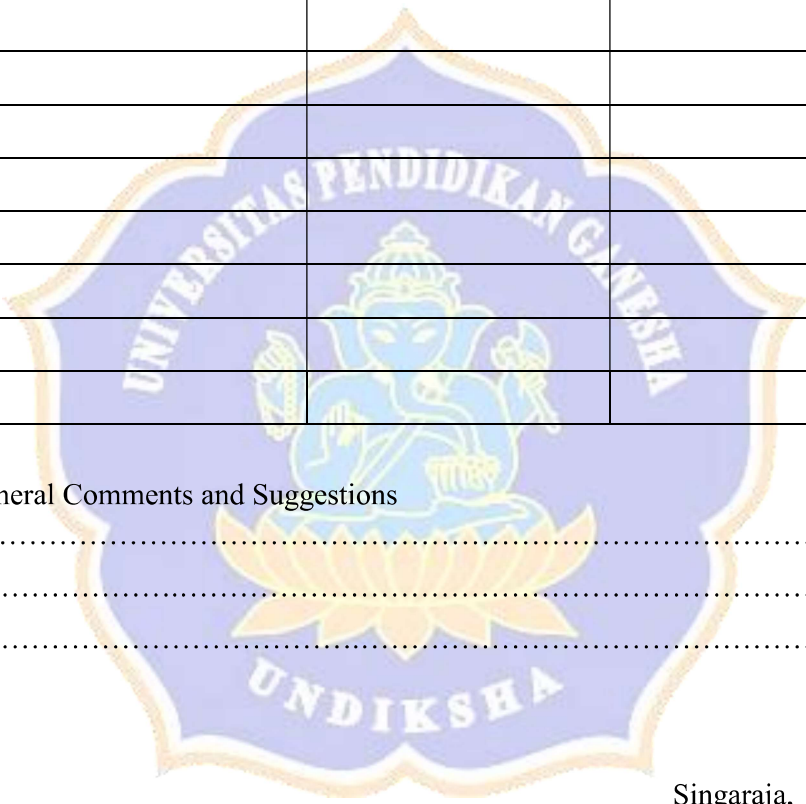
Note: 1). Poor, 2). Below Average, 3). Average, 4). Good. 5). Excellent.

**B. Suggestions for Improvement**

No	Revised section	Reason for revision	improvement suggestions

**C. General Comments and Suggestions**

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



Singaraja,  
 Judge

Name  
 NIP.



## Appendix 6. Result of The Content Validity and Quality Judgment

### Product Quality Test Questionnaire

#### Model assessment based on the needs.

Content Validity form for Judge I : Prof.Dra. Luh Putu Artini, M.A., Ph.D.

No	Criteria	Scoring Scale				
		1	2	3	4	5
10.	Podcasts are made in such a way that they convey specific facts, details, and information to listeners.					√
11.	Podcasts have stories that are able to make listeners predict the end of the continuation of the message or history.					√
12.	The podcast contains expressions/ utterances that can help listeners understand the speaker's attitude and purpose in the story being told.					√
13.	The words contained in this episode have a broader meaning so that they can help listeners to deduce the meaning of unknown words from the context.				√	
14.	The audio in the created podcast can train listeners to summarize messages or information contained in the podcast being produced.					√
15.	There is a causal relationship and comparison relations in the podcast produced.				√	
16.	Produced podcasts can help listeners to understand the function of words or phrases in context.					√
17.	The stories featured in this podcast contain words and phrases that can help listeners transfer information to pictures, maps, tables, or diagrams.					√



18.	The story packaged in podcast can help listeners to listen and construct statements according to the message.				√	
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Note: 1). Poor, 2). Below Average, 3). Average, 4). Good. 5). Excellent.

**D. Suggestions for Improvement**

No	Revised section	Reason for revision	Improvement suggestions

**E. General Comments and Suggestions**

All are good, just need to reconsider about the number of new words to be inserted into each unit. This comment does not mean that you need to revise the product but to be written as the slight weakness of the research (not planning the number of new words to be introduced).

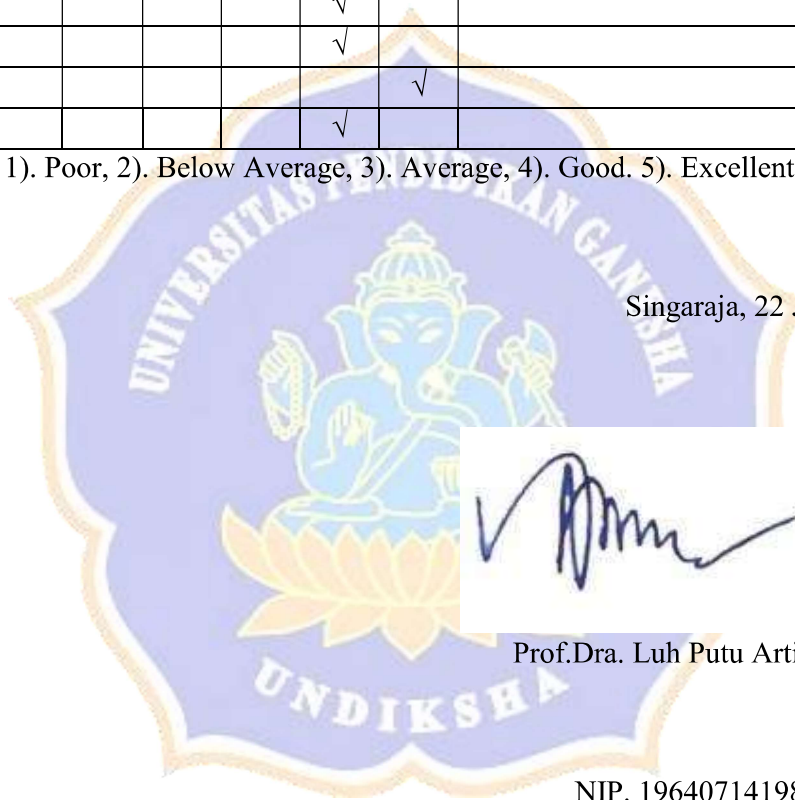
### Media Expert Evaluation Sheet

#### A. Model assessment based on the criteria of the media.

Media Validity form for Judge I :Prof.Dra. Luh Putu Artini, M.A., Ph.D.

Number of items	Scoring scales					Notes
	1	2	3	4	5	
1				√		
2					√	
3					√	
4					√	
5				√		
6				√		
7					√	
8				√		

Note: 1). Poor, 2). Below Average, 3). Average, 4). Good, 5). Excellent.



Singaraja, 22 Juni 2023

Judge I

Prof.Dra. Luh Putu Artini, M.A.,

Ph.D.

NIP. 196407141988102001

## Product Quality Test Questionnaire

### Model assessment based on the needs.

Content Validity form for Judge II : Made Hery Santosa, S.Pd, M.Pd., Ph.D.

No	Criteria	Scoring Scale				
		1	2	3	4	5
19.	Podcasts are made in such a way that they convey specific facts, details, and information to listeners.					✓
20.	Podcasts have stories that are able to make listeners predict the end of the continuation of the message or history.					✓
21.	The podcast contains expressions/ utterances that can help listeners understand the speaker's attitude and purpose in the story being told.					✓
22.	The words contained in this episode have a broader meaning so that they can help listeners to deduce the meaning of unknown words from the context.				✓	
23.	The audio in the created podcast can train listeners to summarize messages or information contained in the podcast being produced.					✓
24.	There is a causal relationship and comparison relations in the podcast produced.				✓	
25.	Produced podcasts can help listeners to understand the function of words or phrases in context.					✓
26.	The stories featured in this podcast contain words and phrases that can help listeners transfer information to pictures, maps, tables, or diagrams.					✓

27.	The story packaged in podcast can help listeners to listen and construct statements according to the message.					✓
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Note: 1). Poor, 2). Below Average, 3). Average, 4). Good. 5). Excellent.

**F. Suggestions for Improvement**

No	Revised section	Reason for revision	improvement suggestions

**G. General Comments and Suggestions**

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

Singaraja, 22 June 2023

Judge



Made Hery Santosa, Ph.D.

NIP. 197910232003121001

## Media Expert Evaluation Sheet

### Model assessment based on the criteria of the media

Media Validity form for Judge II : Made Hery Santosa, S.Pd, M.Pd., Ph.D.

Number of items	Scoring scales					Notes
	1	2	3	4	5	
1					√	
2				√		
3					√	
4					√	
5					√	
6					√	
7					√	
8				√		

Note: 1). Poor, 2). Below Average, 3). Average, 4). Good, 5). Excellent.

#### A. Suggestions for Improvement

No	Revised section	Reason for revision	improvement suggestions

**B. General Comments and Suggestions**

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

Singaraja, 18 June 2023

Judge,



Made Hery Santosa  
NIP. 197910232003121001



## Appendix 7. Final Product

