

APPENDICES

Appendix I

Translation of Qur'an

No	Name of The Surah	Indonesia	English
1	Al-Hadid verse 25	Sungguh, Kami benar-benar telah mengutus rasul-rasul Kami dengan bukti-bukti yang nyata dan Kami menurunkan bersama mereka kitab dan neraca (keadilan) agar manusia dapat berlaku adil. Kami menurunkan besi yang mempunyai kekuatan hebat dan berbagai manfaat bagi manusia agar Allah mengetahui siapa yang menolong (agama)-Nya dan rasul-rasul-Nya walaupun (Allah) tidak dilihatnya. Sesungguhnya Allah Mahakuat lagi Mahaperkasa.	Indeed, We sent Our messengers with clear proofs, and with them We sent down the Scripture and the balance 'of justice' so that people may administer justice. And We sent down iron with its great might, benefits for humanity, and means for Allah to prove who 'is willing to' stand up for Him and His messengers without seeing Him. Surely Allah is All-Powerful, Almighty.

Appendix II

Narrative Frame :

The outline for a brief tale about how your use of text-to-speech has affected your process of creating listening materials is provided below. First, read the frame and consider how it applies to your experience of using text-to-speech for creating listening materials. Afterwards, fill in the blanks to create a comprehensive story!






The first step to prepare for using TTS is to prepare a script that will be inputted into the TTS software, the first thing I do _____
 and then after that _____
 after those are finished, next I decide to _____
 and lastly, i _____
 and those are my process of my scripting before I put said script into TTS software.





After finishing the script, I proceed to input said script into TTS. The first step for me is to _____
 And then, when that's done, I _____
 After that's done _____
 And lastly, i _____
 And after this, the text-to-speech is ready to be used in classroom.


*Appendix III***Interview Guideline**

No	Interview Questions	Participant's Response
1	How do you feel about using Text-to-speech technology as a learning tool as a whole? please elaborate.	
2	Can you use TTS to listen to any text or topic you desire? If not, then please elaborate.	
3	Can you adjust the reading speed to suit the students freely when using TTS? If not, then please elaborate.	
4	Can you easily store or save any audio text that has been processed using TTS for future use? If not, then please elaborate.	
5	Can you facilitate listening materials freely (as in not limited to a certain subjects or topics) when using TTS? If not, then please elaborate.	
6	Do you feel that the voice produced by TTS is too robotic? If so, then do you think it has an impact on the overall quality of the listening materials produced? If not, then please elaborate.	

Appendix IV

DATE	NOTES	SIGNATURE
11th June 2022 (ibu raida)	<ul style="list-style-type: none"> - No subject of research in qualitative - No descriptive qualitative, elaborate - Definition of key terms must contain what is in the title (in order) - Space 2 - No Indonesian research on theory - Lampiran tidak termasuk halaman - Must talk about the point first on the beginning of chapter i - Use and instead of & - Background uses past tense - No "will" after proposal - CAR, Narrative inquiry or case study as options 	
September 13 th 2023 (Ibu Raida)	<ul style="list-style-type: none"> - Fixing Chapter 2 - Consulting about field research of case study 	
October 24 th 2023 (Ibu Hidayah)	<ul style="list-style-type: none"> - Consulting about interview guidelines and about case study 	
November 1st 2023 (Ibu Raida)	<ul style="list-style-type: none"> - Consulting and fixing interview guidelines (questions should relate to a theory, Taken from Mulyono 2016's paper) - Processing the research permit 	
February 26 th 2024 (Ibu Hidayah)	<ul style="list-style-type: none"> - Thesis bootcamp events - Changes in research design, from case study to narrative inquiry - Changing research designs to narrative inquiry 	

<p>February 27th 2024 (Ibu Raida)</p>	<ul style="list-style-type: none"> - Changing the scope of the research, focusing more on teacher instead of students. - Thesis bootcamp events - Consulting about the changes in research design - Worked on chapter 3 - Worked on technique of data collections - Worked on data analysis 	
<p>February 28th 2024 (Thesis bootcamp)</p>	<ul style="list-style-type: none"> - Proofreading to delete any case study references - Expand on chapter 3 	
<p>February 29th 2024 (Ibu Hidayah)</p>	<ul style="list-style-type: none"> - Revise chapter 3 - Revise theory - Revise formatting - Revise chapter 2 	
<p>May 8th 2024 (Ibu Hidayah)</p>	<ul style="list-style-type: none"> - Consulting about chapter 4 - Revise findings (add introductory paragraph to each main talking points) - Expand on each definitions - Change the formatting into an a,b,c,d format - Consulting about discussion part. 	
<p>May 10th 2024 (Ibu Raida)</p>	<ul style="list-style-type: none"> - Expand on Definition of key terms - Elaborate each talking points more in theory about teaching listening with TTS - Fixed some error in research place 	

<p>May 17th 2024 (Ibu Raida)</p>	<ul style="list-style-type: none">- Fixes writings to be more formal (No more “you”s)- Consulting about discussion - Finished all of the chapters- Revise abstracts- Change the quotation format- Get the approval sheet signed- Get the approval sheet stamped by the faculty	
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Appendix V



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
ANTASARI BANJARMASIN
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI TADRIS BAHASA INGGRIS
 Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin 70235
 Telepon (0511) 3253939 Faksimile (0511) 3274492
 Email: thi@uin-antasari.ac.id Web: fit.uin-antasari.ac.id

Nomor : - Banjarmasin, 2022
 Lampiran : 1 Berkas Proposal
 Hal : Mohon Persetujuan Judul Proposal

Kepada Yth.

Ketua Jurusan Tadris Bahasa Inggris

Di -

Tempat

Assalamu 'alaikum Warahmatullahi Wabarakatuh

Saya yang bertanda tangan dibawah ini:

Nama : Dandi Khasim

NIM : 190101030886

Fakultas : Tarbiyah dan Keguruan

Jurusan : Tadris Bahasa Inggris

Memohon kepada Ibu untuk dapat menerima proposal skripsi saya yang berjudul:

**THE UTILIZATION OF TEXT-TO-SPEECH TECHNOLOGY IN
 CREATING LISTENING MATERIALS**

Demikian permohonan ini disampaikan, besar harapan agar Ibu berkenan menerimanya.

Walaikumsalam Warahmatullahi Wabarakatuh

Mengetahui:

Dosen Penasehat Akademik

Drs. Saadillah M.Pd
 NIP. 196405201992031006

Pemohon

Dandi Khasim
 NIM. 190101030886

Appendix VI



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI ANTASARI
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI TADRIS BAHASA INGGRIS**

Antasari Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin Telepon (0511) 3253939 Faksimile (0511) 3274492
Web: www.ftk.iain-antasari.ac.id

Banjarmasin, 1 Juni 2022

**UNDANGAN SEMINAR
PROPOSAL SKRIPSI**

Kepada Yth.

Dr. Hj. Raida Asfihana, M. Pd

Di-
Banjarmasin

Assalamu'alaikum Wr. Wb.

Mengingat pentingnya pokok-pokok pikiran, saran dan masukan dari Bapak/Ibu/Sdr (i) dalam rangka penyusunan skripsi, maka kepada Bapak/Ibu/Sdr (i) diharapkan kesediaannya menghadiri kegiatan seminar desain proposal skripsi yang Insya Allah akan dilaksanakan pada:

Hari/tanggal : Jum'at, 3 Juni 2022
Waktu : 14.00 – 16.30 WITA
Tempat : Online
Pengaji/NIM : Dandi Khasim / 190101030886

Demikian undangan ini disampaikan, atas perhatiannya diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.



Ketua,

Aifah Linda Sari, M.Pd
NIP 198711102015032004

Appendix VII



UIN
ANTASARI

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI ANTASARI
FAKULTAS TARBIYAH DAN KEGURUAN
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Web: www.ftk.iain-antasari.ac.id

Banjarmasin, 1 Juni 2022

**UNDANGAN SEMINAR
PROPOSAL SKRIPSI**

Kepada Yth.

Hidayah Nor, M. Pd

Di-

Banjarmasin

Assalamu'alaikum Wr. Wb.

Meningat pentingnya pokok-pokok pikiran, saran dan masukan dari Bapak/Ibu/Sdr (i) dalam rangka penyusunan skripsi, maka kepada Bapak/Ibu/Sdr (i) diharapkan kesediaannya menghadiri kegiatan seminar desain proposal skripsi yang Insya Allah akan dilaksanakan pada:

Hari/tanggal : Jum'at, 3 Juni 2022
Waktu : 14.00 – 16.30 WITA
Tempat : Online
Pengaji/NIM : Dandi Khasim / 190101030886

Demikian undangan ini disampaikan, atas perhatiannya diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.



Ketua,

[Signature]
Afifah Linda Sari, M.Pd
NIP 198711102015032004

*Appendix VIII***R1****Narrative Frame :**

The outline for a brief tale about how your use of text-to-speech has affected your process of creating listening materials is provided below. First, read the frame and consider how it applies to your experience of using text-to-speech for creating listening materials. Afterwards, fill in the blanks to create a comprehensive story!

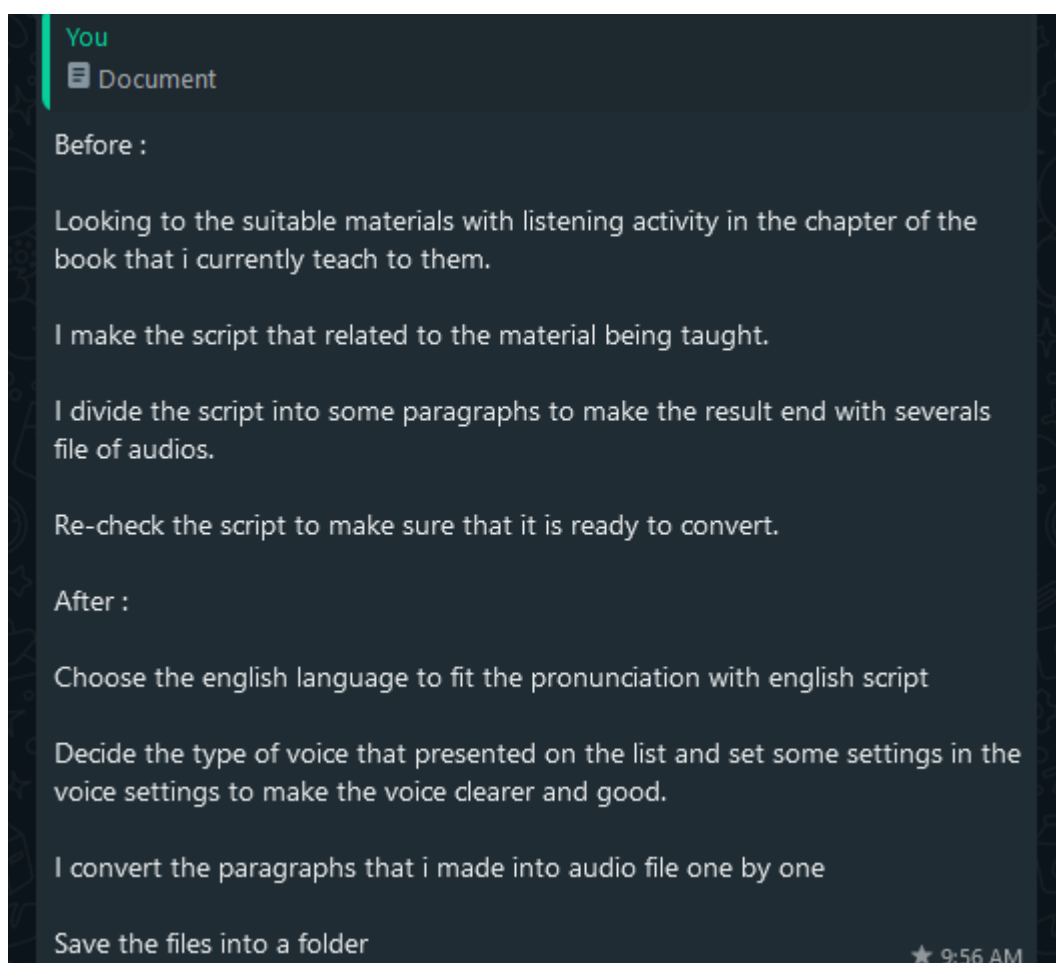
The first step to prepare for using TTS is to prepare a script that will be inputted into the TTS software, the first thing I do is looking for the suitable materials with listening activity in the chapter of the book that I currently teach them. and then after that I make the script that related to the material being taught. after those are finished, next I decide to divide the script into some paragraph to make sure the results end with several file of audios. And lastly, I re-check the script to make sure that it is ready to convert. and those are my process of my scripting before I put said script into TTS software.

After finishing the script, I proceed to input said script into TTS. The first step for me is to, choose the English language to fit the pronunciation with English script.

And then, when that's done, I decide the type of voice that presented on the list and set some settings in the voice settings to make the voice clearer and good.

After that's done I convert the paragraphs that I made into audio file one by one.

And lastly, I save the files into a folder. And after this, the text-to-speech is ready to be used in classroom.

Appendix IX

*Appendix X***Interview Guideline**

No	Interview Questions	Participant's Response
1	How do you feel about using Text-to-speech technology as a learning tool as a whole? please elaborate.	I dont use the text to speech as a whole. I use it when i want to make my time more effective and efficient. I use the text to speech, if i found some students still lacking of pronunciations that i already taught before, while i make myself focus on teaching something else and they can use the TTS if they have some struggle in pronouncing some words.
2	Can you use TTS to listen to any text or topic you desire? If not, then please elaborate.	Yes, sometimes i make my own topic.
3	Can you adjust the reading speed to suit the students freely when using TTS? If not, then please elaborate.	Yes, gladly the TTS generator i use is able to adjust some settings.
4	Can you easily store or save any audio text that has been processed using TTS for future use? If not, then please elaborate.	yes, i make and prepare the audios days before i use in the class
5	Can you facilitate listening materials freely (as in not limited to a certain subjects or topics) when using TTS? If not, then please elaborate.	yes, of course. It can be used as freely as i want.

6	Do you feel that the voice produced by TTS is too robotic? If so, then do you think it has an impact on the overall quality of the listening materials produced? If not, then please elaborate.	No, The produced voice is surprisingly extraordinary natural and doesn't sound like a robot. It will be good when used because clear sound helps a lot in practice.
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Appendix XI

You

Document

1. I dont use the text to speech as a whole. I use it when i want to make my time more effective and efficient. I use the text to speech, if i found some students still lacking of pronunciations that i already taught before, while i make myself focus on teaching something else and they can use the TTS if they have some struggle in pronouncing some words.
2. Yes, sometimes i make my own topic.
3. Yes, gladly the TTS generator i use is able to adjust some settings.
4. yes, i make and prepare the audios days before i use in the class.
5. yes, of course. It can be used as freely as i want.
6. No, The produced voice is surprisingly extraordinary natural and doesn't sound like a robot. It will be good when used because clear sound helps a lot in practice.

Appendix XII

Kompetensi Dasar
3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait fairytales, pendek dan sederhana, sesuai dengan konteks penggunaannya.
4.7 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis, sangat pendek dan sederhana, terkait fairytales.
Tujuan Pembelajaran
<ul style="list-style-type: none"> • Mengidentifikasi isi cerita teks fairytales yang didengar atau dibaca dengan tepat.
<ul style="list-style-type: none"> • Membacakan dongeng dengan ucapan, dan tekanan kata yang benar.
<ul style="list-style-type: none"> • Mengidentifikasi informasi rinci dari isi teks yang sedang dibacakan dengan tepat
<ul style="list-style-type: none"> • Menyebutkan bagian-bagian cerita yang memuat pesan yang disebutkan dengan baik dan benar.

Appendix XIII

The Legend Of Bawang Merah And Bawang Putih

Once upon a time there lived a rich widow who had two children: Bawang Putih and Bawang Merah. Bawang Putih was her step daughter. Bawang Putih was a good child, while Bawang Merah was lazy.

One day Bawang Putih washed her stepmother's cloth, but the cloth was washed away in the river. Bawang Putih continued down the river until she finally met an old woman who found the cloth. The old woman would return the cloth on the condition that Bawang Putih had to help her work.

Bawang Putih helped her work. The old woman gave two gifts to choose: a small pumpkin or a large pumpkin. Then Bawang Putih took the small one.

Coming home with a small pumpkin, her stepmother grabbed the pumpkin and slammed it angrily. It turned out that the pumpkin contained gold, gems and diamonds.

The stepmother then told Bawang Merah to do as Bawang Putih did, to wash the cloth in the river. Until finally met the old woman. But Bawang Merah didn't want to help her and asked for a big pumpkin. At home she split the large pumpkin which turned out to be a poisonous snake and scorpions. Soon they realized their bad deeds.

Appendix XIV

The Legend Of Sura And Baya

A long time ago, there were two animals , Sura and Baya. Sura was the name of a shark and Baya was a crocodile. They lived in a sea.

Once Sura and Baya were looking for some food. Suddenly , Baya saw a goat under the tree. "Yummy , This is my lunch" , said Baya.

"No way! This is my lunch , You are greedy" ,said Sura.Then they fought for the goat. After several hours , They were very tired.

Feeling tired of fighting , they lived in the different places. Sura lived in the water and Baya lived on the land. The border was the beach , so they would never fight again.

One day , Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise.

They fought again. They both hit each other. Sura bit Baya's tail. Baya did the same thing to Sura. He bit very hard until Sura finally gave up and went back to the sea. Baya was happy.

Appendix XV

The screenshot displays the ElevenLabs Text-to-Speech web application. The interface is divided into several sections:

- Header:** "Text to Sound Effects is now live" with a close button.
- Speech Synthesis:** A section with a "SIMPLE" and "ADVANCED" toggle. Below it, a subtitle reads: "Unleash the power of our cutting-edge technology to generate realistic, captivating speech in a wide range of languages."
- Navigation:** "TEXT TO SPEECH" and "SPEECH TO SPEECH" tabs. A "Quota remaining: 6,712" indicator is visible.
- Text Input:** The title "The Legend Of Bawang Merah And Bawang Putih" is entered. The text area contains the story: "Once upon a time there lived a rich widow who had two children: Bawang Putih and Bawang Merah. Bawang Putih was her step daughter. Bawang Putih was a good child, while Bawang Merah was lazy. One day Bawang Putih washed her stepmother's cloth, but the cloth was washed away in the river. Bawang Putih continued down the river until she finally met an old woman who found the cloth. The old woman would return the cloth on the condition that Bawang Putih had to help her work. Bawang Putih helped her work. The old woman gave two gifts to choose: a small pumpkin or a".
- Settings Panel:**
 - Model:** "Eleven Multilingual v2" is selected, with a description: "Our state of the art multilingual speech synthesis model, able to generate life-like speech in 29 languages." Language options include English, Japanese, Chinese, and +26 more.
 - Stability:** A slider ranging from "More variable" to "More stable".
 - Similarity:** A slider ranging from "Low" to "High".
- Generation:** A dropdown menu shows "Domi" and a character count "1153 / 5000". A "Generate speech" button is present.
- Player:** A play button and a progress bar showing "0:00 / 1:16".

Appendix XVI

The screenshot displays the Eleven Labs web interface for text-to-speech synthesis. At the top, a notification banner reads "Text to Sound Effects is now live". The main heading is "Speech Synthesis" with a sub-description: "Unleash the power of our cutting-edge technology to generate realistic, captivating speech in a wide range of languages." There are "SIMPLE" and "ADVANCED" tabs, with "ADVANCED" selected.

The interface is split into two main sections: "TEXT TO SPEECH" and "SPEECH TO SPEECH". The "TEXT TO SPEECH" section shows a story titled "The Legend Of Sura And Baya". The text is as follows:

A long time ago, there were two animals, Sura and Baya. Sura was the name of a shark and Baya was a crocodile. They lived in a sea.

Once Sura and Baya were looking for some food. Suddenly, Baya saw a goat under the tree. "Yummy, This is my lunch", said Baya.

"No way! This is my lunch, You are greedy", said Sura. Then they fought for the goat. After several hours, They were very tired.

Below the text, there is a voice selection dropdown set to "Domi" and a "Generate speech" button. A quota indicator shows "Quota remaining: 6,712" and "982 / 5000".

The "SETTINGS" panel on the right includes:

- Model:** Eleven Multilingual v2. Description: "Our state of the art multilingual speech synthesis model, able to generate life-like speech in 29 languages." Language options: English, Japanese, Chinese, +26 more.
- Stability:** A slider ranging from "More variable" to "More stable".
- Similarity:** A slider ranging from "Low" to "High".

At the bottom, there is a play button, a progress bar showing "0:00 / 1:16", and download and refresh icons.

CURRICULUM VITAE

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9. Organization/Work Experience :
 - a. 2017-2019 : Member of English Club of SMAN 1 Kusan Hilir
10. Academic Achievement :
11. Non-Academic Achievement :
12. List of Scientific Works :
 - a. EFL STUDENTS' PERCEPTION OF ONLINE-BASED
TEACHING PRACTICE DURING COVID-19 PANDEMIC
(<https://globets.org/journal/index.php/IJETS/article/view/74>)

Banjarmasin, May 21st 2024

Dandi Khasim