

Appendix 1 (Reading and Vocabulary Test Score)

No.	3-A	3-B	3-C
1.	69	100	89
2.	89	100	95
3.	100	79	100
4.	100	89	99
5.	70	100	100
6.	100	100	98
7.	88	100	100
8.	80	99	99
9.	88	79	100
10.	85	98	69
11.	88	97	69
12.	100	89	90
13.	88	97	88
14.	99	89	90
15.	70	88	80
16.	100	70	100
17.	89	99	89
18.	65	69	100
19.	80	100	
20.	65		
21.	99		
22.	90		

Appendix 2A (Data Analysis of Reading and Vocabulary Test Score)

Oneway

Descriptives

MARK

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	M
					Lower Bound	Upper Bound		
3A	22	86.45	12.188	2.598	81.05	91.86	65	
3B	19	91.68	10.435	2.394	86.65	96.71	69	
3C	18	91.94	10.207	2.406	86.87	97.02	69	
Total	59	89.81	11.178	1.455	86.90	92.73	65	

Appendix 2B Homogeneity (Data Analysis of Reading and Vocabulary Test Score)

Test of Homogeneity of Variances

MARK

Levene			
Statistic	df1	df2	Sig.
.446	2	56	.642

This analysis is to determine whether the variances of the population are different or not (Pratisto, 2004:51). The hypotheses proposed are:

- When H_0 is accepted, it means that the population has the same variances.
- When H_a is accepted, it means that the population does not have the same variances.

The basic of decision making are:

- If the probability (sig.) is higher than 0.05, H_0 is accepted.
- If the probability (sig.) is lower than 0.05, H_0 is rejected.

The class analyzed are 3-A, 3-B, and 3-C. Since the probability (0.642) is higher than 0.05, then H_0 is accepted. It means that the population has the same variances.

Appendix 2C Anova (Data Analysis of Reading and Vocabulary Test Score)

ANOVA

MARK

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	396.445	2	198.222	1.620	.207
Within Groups	6850.504	56	122.330		
Total	7246.949	58			

This analysis is to determine whether the population have the same mean scores or not (Pratisto; 2004:51). The hypotheses proposed are:

- When H_0 is accepted, it means that the population has the same mean scores.
- When H_a is accepted, it means that the population does not have the same mean scores.

The basic of the decision making are:

- If $F < F_{table}$ or the probability (sig.) > 0.05 , H_0 is accepted.
- If $F > F_{table}$ or the probability (sig.) < 0.05 , H_0 is rejected.
- F_{table} at 5% level of significance is determined with:
 - degrees of freedom of numerator (df) = $k-1 = 3-1 = 2$
 - degrees of denominator = $n-k = 59-3 = 56$
 - where n: amount of sample, k: amount of category

The result of $F_{table 0.05 (2; 56)}$ is 3.15.

The class analyzed are 3-A, 3-B, and 3-C. Since F (1.620) is lower than the F_{table} (3.15) and the probability (0.207) is higher than 0.05, H_0 is accepted. It means that the mean scores of the classes are the same.

Appendix 3A (Lesson Plan of the Experimental Group, 1st treatment)

LESSON PLAN

(The 1st Treatment of the Experimental Group)

Subject	: English
Skills	: Listening, Vocabulary and Pronunciation
Theme/Topic	: Daily Activities
Class	: Elementary School Grade 3
Semester	: 1
Time Allocated	: 35 minutes

A. Competence

1 Basic Competence

- Build up vocabulary relating to daily activities
- Understand the meaning of the action verbs.
- Using pronunciation correctly.

2 Achievement Indicators

Vocabulary

Students are able to:

- Know the meaning of the verbs relating to daily activities

Listening

Students are able to:

- Act out the action verbs.

Pronunciation

Students are able to:

- Pronounce the action verbs relating to daily activities.

B. Learning Materials

- Pictures of daily activities taken from Active English 3.
- Vocabularies (action verb): 1. Get up

2. Make the bed
3. Sweep the floor
4. Take a bath
5. Eat the breakfast
6. Drink a glass of milk
7. Feed the pet
8. Go to school
9. Wash the dishes
10. Put the garbage in the bin
11. Watch the television
12. Study
13. Sleep

C. Technique and Learning Activities

- 1 Technique
 - Total Physical Response (TPR) method
- 2 Teaching and Learning Activities

Stages	Activities	
	Teacher	Students
Pre-Instructional Activities	<ul style="list-style-type: none"> • Greets the students. • Asks some triggering questions to the students 	<ul style="list-style-type: none"> • Respond to the greeting. • Answer the triggering questions.
Whilst-Instructional Activities	<ul style="list-style-type: none"> • Introduces the things that are used for the lesson. • Asks the students to listen to the teacher's instructions 	<ul style="list-style-type: none"> • Listen to the teacher instruction. • Imitate the teacher's

	<ul style="list-style-type: none"> • Asks the students to imitate the teacher's action (one action at a time). • Asks the students to repeat the action several times. • Asks some students to be volunteers to come forward and give some instructions. • Asks the students to do the sequence actions. • Asks some volunteers to do the sequence actions. 	<p>action.</p> <ul style="list-style-type: none"> • Repeat the action several times. • The volunteers do the instruction. • Do the sequence actions.
Post-Instructional Activities	<ul style="list-style-type: none"> • Asks the students to do the exercise (match the words in the column A with the picture in the column B). 	<ul style="list-style-type: none"> • Do the exercise.

D. Assessment

- Students are asked to match the words in the column A with the picture in the column B.

E. REFERENCES

- Kusuma Ida Dewi, Djatmika and Agus Dwi Priyanto. 2007. Active English 3. Solo. PT Tiga Serangkai Pustaka Mandiri.

Appendix 3B (Lesson Plan of the Experimental Group, 2nd Treatment)

LESSON PLAN

(The 2nd Treatment of the Experimental Group)

Subject	: English
Skills	: Listening, Vocabulary and Pronunciation
Theme/Topic	: Taking a Bath
Class	: Elementary School Grade 3
Semester	: 1
Time Allocated	: 35 minutes

A. Competence

1 Basic Competence

- Build up vocabulary relating to the activities of taking a bath.
- Understand the meaning of the action verbs.
- Using pronunciation correctly.

2 Achievement Indicators

Vocabulary

Students are able to:

- Know the meaning of the verbs relating to the activities of taking a bath.

Listening

Students are able to:

- Act out the action verbs.

Pronunciation

Students are able to:

- Pronounce the action verbs relating to the activities of taking a bath.

B. Learning Materials

- Pictures of the activities relating to taking a bath taken from Active English 3.

- Vocabularies (verb action):
 1. Take a bath
 2. Open the clothes
 3. Wash the hand
 4. Shampoo the hair
 5. Rub the body
 6. Wash the face
 7. Brush the teethes
 8. Dry the body
 9. Get dressed
 10. Comb the hair

C. Technique and Learning Activities

- 1 Technique
 - Total Physical Response (TPR) method
- 2 Teaching and Learning Activities

Stages	Activities	
	Teacher	Students
Pre-Instructional Activities	<ul style="list-style-type: none"> • Greets the students. • Asks some triggering questions to the students 	<ul style="list-style-type: none"> • Respond to the greeting. • Answer the triggering questions.
Whilst-Instructional Activities	<ul style="list-style-type: none"> • Introduces the things that are used for the lesson. • Asks the students to listen to the teacher's instructions • Asks the students to 	<ul style="list-style-type: none"> • Listen to the teacher instruction. • Imitate the teacher's action.

	<p>imitate the teacher's action (one action at a time).</p> <ul style="list-style-type: none"> • Asks the students to repeat the action several times. • Asks some students to be volunteers to come forward and give some instructions. • Asks the students to do the sequence actions. • Asks some volunteers to do the sequence actions. 	<ul style="list-style-type: none"> • Repeat the action several times. • The volunteers do the instruction. • Do the sequence actions.
<p>Post-Instructional Activities</p>	<ul style="list-style-type: none"> • Asks the students to do the exercise (match the words in the column A with the picture in the column B). 	<ul style="list-style-type: none"> • Do the exercise.

D. Assessment

- Students are asked to match the words in the column A with the picture in the column B.

E. REFERENCES

- Kusuma Ida Dewi, Djatmika and Agus Dwi Priyanto. 2007. Active English 3. Solo. PT Tiga Serangkai Pustaka Mandiri.

Appendix 3C (Lesson Plan of the Experimental Group, 3rd Treatment)

LESSON PLAN

(The 3rd Treatment of the Experimental Group)

Subject	: English
Skills	: Listening, Vocabulary and Pronunciation
Theme/Topic	: Physical Education
Class	: Elementary School Grade 3
Semester	: 1
Time Allocated	: 35 minutes

A. Competence

1 Basic Competence

- Build up vocabulary relating to physical education.
- Understand the meaning of the action verbs.
- Using pronunciation correctly.

2 Achievement Indicators

Vocabulary

Students are able to:

- Know the meaning of the verbs relating to physical education.

Listening

Students are able to:

- Act out the action verbs.

Pronunciation

Students are able to:

- Pronounce the action verbs relating to physical education.

B. Learning Materials

- Pictures of the activities of physical education taken from Active English 3.
- Vocabularies (action verb): 1. Stand up

2. Exercise
3. Bend to the left and right
4. Lift the arms up
5. Wave the hand
6. Clap the hands
7. Turn the head to the left and right
8. Stamp the left and right feet
9. Jump
10. Run

C. Technique and Learning Activities

1 Technique

- Total Physical Response (TPR) method

2 Teaching and Learning Activities

Stages	Activities	
	Teacher	Students
Pre-Instructional Activities	<ul style="list-style-type: none"> • Greets the students. • Asks some triggering questions to the students 	<ul style="list-style-type: none"> • Respond to the greeting. • Answer the triggering questions.
Whilst-Instructional Activities	<ul style="list-style-type: none"> • Introduces the things that are used for the lesson. • Asks the students to listen to the teacher's instructions • Asks the students to imitate the teacher's 	<ul style="list-style-type: none"> • Listen to the teacher instruction. • Imitate the teacher's action.

	<p>action (one action at a time).</p> <ul style="list-style-type: none"> • Asks the students to repeat the action several times. • Asks some students to be volunteers to come forward and give some instructions. • Asks the students to do the sequence actions. • Asks some volunteers to do the sequence actions. 	<ul style="list-style-type: none"> • Repeat the action several times. • The volunteers do the instruction. • Do the sequence actions.
<p>Post- Instructional Activities</p>	<ul style="list-style-type: none"> • Asks the students to do the exercise (match the words in the column A with the picture in the column B). 	<ul style="list-style-type: none"> • Do the exercise.

D. Assessment

- Students are asked to match the words in the column A with the picture in the column B.

E. REFERENCES

- Kusuma Ida Dewi, Djatmika and Agus Dwi Priyanto. 2007. Active English 3. Solo. PT Tiga Serangkai Pustaka Mandiri.

Appendix 4A (Lesson Plan of the Control Group, 1st Treatment)

LESSON PLAN

(The 1st Treatment of the Control Group)

Subject	: English
Skills	: Reading, Vocabulary and Pronunciation
Theme/Topic	: Daily Activities
Class	: Elementary School Grade 3
Semester	: 1
Time Allocated	: 35 minutes

A. Competence

1 Basic Competence

- Build up vocabulary related to daily activities
- Getting information from the reading passage
- Using pronunciation correctly

2 Achievement Indicators

Vocabulary

Students are able to:

- Mention verbs related to daily activities
- Know the meaning of the words related to daily activities

Reading

Students are able to:

- Comprehend the content of the reading passage
- Translate the reading passage into Indonesian

Pronunciation

Students are able to:

- Pronounce the verbs related to daily activities

B. Learning Materials

- Reading passage entitled “Tom’s Daily Activities”.
- Vocabularies (action verb):
 1. Get up
 2. Make the bed
 3. Sweep the floor
 4. Take a bath
 5. Eat the breakfast
 6. Drink a glass of milk
 7. Feed the pet
 8. Go to school
 9. Wash the dishes
 10. Put the garbage in the bin
 11. Watch the television
 12. Study
 13. Sleep

C. Technique and Learning Activities

- 1 Technique
 - Word List
- 2 Teaching and Learning Activities

Stages	Activities	
	Teacher	Students
Pre-Instructional Activities	<ul style="list-style-type: none"> • Greets the students. • Asks some triggering questions to the students. 	<ul style="list-style-type: none"> • Respond to the greeting. • Answer the triggering questions.
Whilst-Instructional Activities	<ul style="list-style-type: none"> • Distributes the students’ worksheet. • Asks the students to read the passage entitled “Tom’s Morning Activities” in silent. 	<ul style="list-style-type: none"> • Get the students’ worksheet. • Read the passage in silent.

	<ul style="list-style-type: none"> • Reads the reading passage loudly and ask the students to repeat after the teacher (one sentence at a time). • Lists the verbs that are related to the reading passage on the white board. • Translates the verbs into Indonesian. • Asks the students to pronounce the words. • Asks the students to translate the reading passage into Indonesian. 	<ul style="list-style-type: none"> • Listen to the teacher first then read the reading passage after the teacher (one sentence at a time). • Listen to the teacher explanation. • Pronounce the words. • Translate the reading passage into Indonesian.
Post-Instructional Activities	<ul style="list-style-type: none"> • Asks the students to do the exercise (match the words in the column A with the picture in the column B). 	<ul style="list-style-type: none"> • Do the exercise.

D. Assessment

- Students are asked to match the words in the column A with the picture in the column B

E. REFERENCES

- Kusuma Ida Dewi, Djatmika and Agus Dwi Priyanto. 2007. Active English 3. Solo. PT tiga serangkai Pustaka Mandiri.

Appendix 4B (Lesson Plan of the Control Group, 2nd Treatment)

LESSON PLAN

(The 2nd Treatment of the Control Group)

Subject	: English
Skills	: Reading, Vocabulary and Pronunciation
Theme/Topic	: Taking a Bath
Class	: Elementary School Grade 3
Semester	: 1
Time Allocated	: 35 minutes

A. Competence

1 Basic Competence

- Build up vocabulary related to the activities of taking a bath.
- Getting information from the reading passage
- Using pronunciation correctly

2 Achievement Indicators

Vocabulary

Students are able to:

- Mention verbs related to the activities of taking a bath.
- Know the meaning of the words related to the activities of taking a bath.

Reading

Students are able to:

- Comprehend the content of the reading passage
- Translate the reading passage into Indonesian

Pronunciation

Students are able to:

- Pronounce the verbs related to the activities of taking a bath.

B. Learning Materials

- Reading passage entitled “Taking a bath”.
- Vocabularies (verb action):
 1. Take a bath
 2. Open the clothes
 3. Wash the hand
 4. Shampoo the hair
 5. Rub the body
 6. Wash the face
 7. Brush the teethes
 8. Dry the body
 9. Get dressed
 10. Comb the hair

C. Technique and Learning Activities

- 1 Technique
 - Word List
- 2 Teaching and Learning Activities

Stages	Activities	
	Teacher	Students
Pre-Instructional Activities	<ul style="list-style-type: none"> • Greets the students. • Asks some triggering questions to the students. 	<ul style="list-style-type: none"> • Respond to the greeting. • Answer the triggering questions.
Whilst-Instructional Activities	<ul style="list-style-type: none"> • Distributes the students' worksheet. • Asks the students to read the passage entitled “Taking a bath” in silent. • Reads the reading passage loudly and ask 	<ul style="list-style-type: none"> • Get the students' worksheet. • Read the passage in silent. • Listen to the teacher first then read the

	<p>the students to repeat after the teacher (one sentence at a time).</p> <ul style="list-style-type: none"> • Lists the verbs that are related to the reading passage on the white board. • Translates the verbs into Indonesian. • Asks the students to pronounce the words. • Asks the students to translate the reading passage into Indonesian. 	<p>reading passage after the teacher (one sentence at a time).</p> <ul style="list-style-type: none"> • Listen to the teacher explanation. • Pronounce the words. • Translate the reading passage into Indonesian.
<p>Post- Instructional Activities</p>	<ul style="list-style-type: none"> • Asks the students to do the exercise (match the words in the column A with the picture in the column B). 	<ul style="list-style-type: none"> • Do the exercise.

D. Assessment

- Students are asked to match the words in the column A with the picture in the column B

E. REFERENCES

- Kusuma Ida Dewi, Djatmika and Agus Dwi Priyanto. 2007. Active English 3. Solo. PT Tiga Serangkai Pustaka Mandiri.

Appendix 4C (Lesson Plan of the Control Group, 3rd Treatment)

LESSON PLAN

(The 3rd Treatment of the Control Group)

Subject	: English
Skills	: Reading, Vocabulary and Pronunciation
Theme/Topic	: Physical Education
Class	: Elementary School Grade 3
Semester	: 1
Time Allocated	: 35 minutes

A. Competence

1 Basic Competence

- Build up vocabulary related to physical education.
- Getting information from the reading passage
- Using pronunciation correctly

2 Achievement Indicators

Vocabulary

Students are able to:

- Mention verbs related to physical education.
- Know the meaning of the words related to physical education.

Reading

Students are able to:

- Comprehend the content of the reading passage
- Translate the reading passage into Indonesian

Pronunciation

Students are able to:

- Pronounce the verbs related to the topic.

B. Learning Materials

- Reading passage entitled “Physical Education”.
- Vocabularies (action verb):
 1. Stand up
 2. Exercise
 3. Bend to the left and right
 4. Lift the arms up
 5. Wave the hand
 6. Clap the hands
 7. Turn the head to the left and right
 8. Stamp the left and right feet
 9. Jump
 10. Run

C. Technique and Learning Activities

- 1 Technique
 - Word List
- 2 Teaching and Learning Activities

Stages	Activities	
	Teacher	Students
Pre-Instructional Activities	<ul style="list-style-type: none"> • Greets the students. • Asks some triggering questions to the students. 	<ul style="list-style-type: none"> • Respond to the greeting. • Answer the triggering questions.
Whilst-Instructional Activities	<ul style="list-style-type: none"> • Distributes the students’ worksheet. • Asks the students to read the passage entitled “Physical Education” in silent. • Reads the reading passage loudly and ask the students to repeat 	<ul style="list-style-type: none"> • Get the students’ worksheet. • Read the passage in silent. • Listen to the teacher first then read the reading passage after

	<p>after the teacher (one sentence at a time).</p> <ul style="list-style-type: none"> • Lists the verbs that are related to the reading passage on the white board. • Translates the verbs into Indonesian. • Asks the students to pronounce the words. • Asks the students to translate the reading passage into Indonesian. 	<p>the teacher (one sentence at a time).</p> <ul style="list-style-type: none"> • Listen to the teacher explanation. • Pronounce the words. • Translate the reading passage into Indonesian.
<p>Post-Instructional Activities</p>	<ul style="list-style-type: none"> • Asks the students to do the exercise (match the words in the column A with the picture in the column B). 	<ul style="list-style-type: none"> • Do the exercise.

D. Assessment

- Students are asked to match the words in the column A with the picture in the column B

E. REFERENCES

- Kusuma Ida Dewi, Djatmika and Agus Dwi Priyanto. 2007. Active English 3. Solo. PT Tiga Serangkai Pustaka Mandiri.

**Appendix 5A (Students' Worksheet and Answer Key of Experimental Group,
1st Treatment)**

Daily Activities

(Experimental Group, 1st Treatment)

Name :

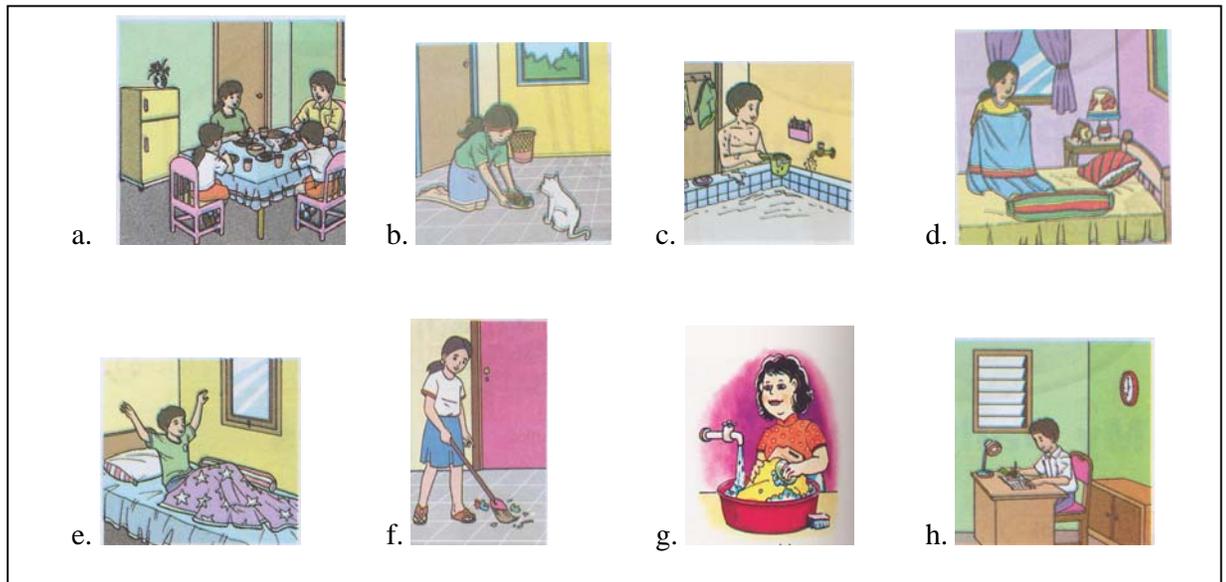
Class :/.....

Match the words in the box A with the picture in the box B.

A

- | |
|--|
| <ol style="list-style-type: none">1. Get up2. Wash the dishes3. Sweep the floor4. Make the bed5. Study6. Take a bath7. Feed the pet8. Eat the breakfast |
|--|

B



ANSWER KEY

Student's Worksheet

- | | |
|----------------------|---|
| 1. Get up | E |
| 2. Wash the dishes | G |
| 3. Sweep the floor | F |
| 4. Make the bed | D |
| 5. Study | H |
| 6. Take a bath | C |
| 7. Feed the pet | B |
| 8. Eat the breakfast | A |

**Appendix 5B (Students' Worksheet and Answer Key of Experimental Group,
2nd Treatment)**

Taking a bath

(Experimental Group, 2nd Treatment)

Name :

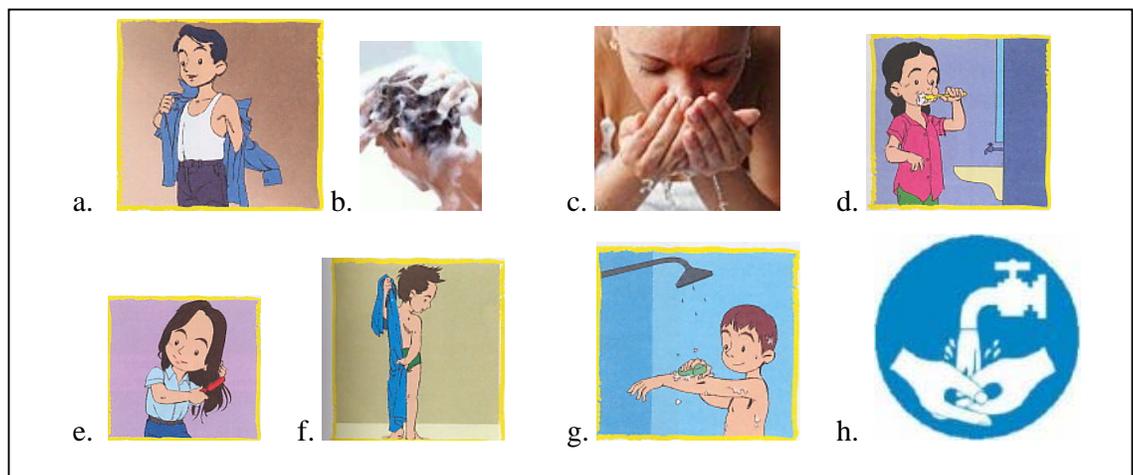
Class :/.....

Match the words in the box A with the picture in the box B.

A

1. Rub the body
2. Comb the hair
3. Wash the face
4. Shampoo the hair
5. Wash the hand
6. Dry the body
7. Brush the teeth
8. Get dressed

B



ANSWER KEY

Student's Worksheet

- | | |
|---------------------|---|
| 1. Rub the body | G |
| 2. Comb the hair | E |
| 3. Wash the face | C |
| 4. Shampoo the hair | B |
| 5. Wash the hand | H |
| 6. Dry the body | F |
| 7. Brush the teeth | D |
| 8. Get dressed | A |

**Appendix 5C (Students' Worksheet and Answer Key of Experimental Group,
3rd Treatment)**

**Physical Education
(Experimental Group, 3rd Treatment)**

Name :

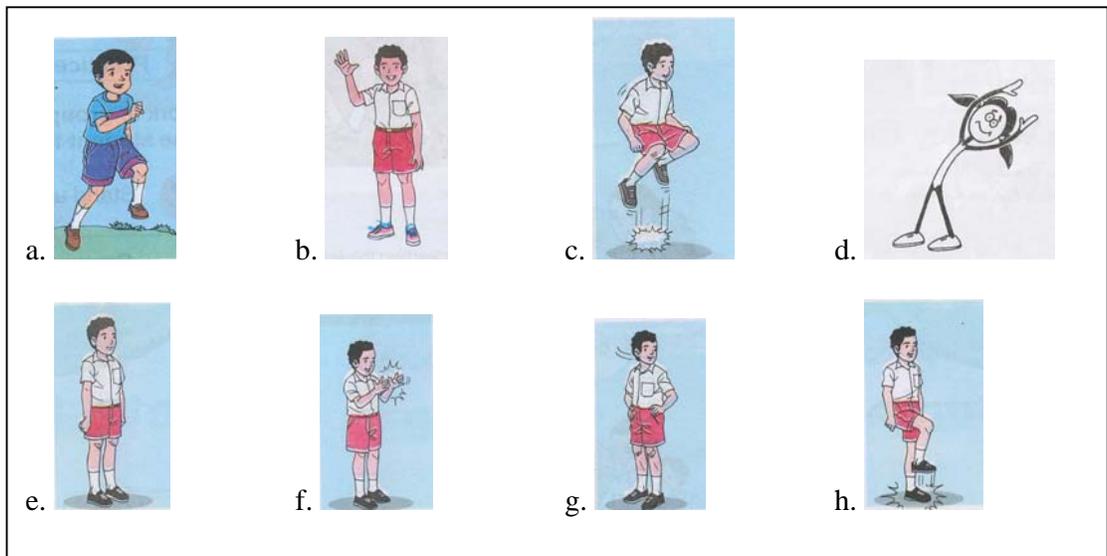
Class :/.....

Match the words in the box A with the meaning in the box B.

A

1. Clap the hands
2. Run
3. Stamp the right foot
4. Turn the head to the left
5. Stand up
6. Bend to the right
7. Wave the hand
8. Jump

B



ANSWER KEY

Student's Worksheet

- | | |
|------------------------------|---|
| 1. Clap the hands | F |
| 2. Run | A |
| 3. Stamp the right feet | H |
| 4. Turn the head to the left | G |
| 5. Stand up | E |
| 6. Bend to the right | D |
| 7. Wave the hand | B |
| 8. Jump | C |

Appendix 6A (Students' Worksheet and Answer Key of Control Group, 1st Treatment)

Tom's Daily Activities

(Control Group, 1st Treatment)

Tom is a student. He always gets up at five o'clock in the morning. Then he makes the bed, sweeps the floor and takes a bath. After that, he eats his breakfast, drinks a glass of milk, feeds his pet and goes to the school. At one o'clock in the afternoon, Tom goes home. Then he has lunch and helps his mother to wash the dishes and puts the garbage in the bin. At six o'clock in the evening, he has dinner and watches the television with his family. Next Tom studies, and then he goes to bed. Tom is a smart student.

Exercise

Match the words in the box A with the picture in the box B.

A

1. Get up
2. Wash the dishes
3. Sweep the floor
4. Make the bed
5. Study
6. Take a bath
7. Feed the pet
8. Eat the breakfast

b. 	b. 	c. 	d. 
e. 	f. 	g. 	h. 

ANSWER KEY

Student's Worksheet

- | | |
|----------------------|---|
| 1. Get up | E |
| 2. Wash the dishes | G |
| 3. Sweep the floor | F |
| 4. Make the bed | D |
| 5. Study | H |
| 6. Take a bath | C |
| 7. Feed the pet | B |
| 8. Eat the breakfast | A |

Appendix 6B (Students' Worksheet and Answer Key of Control Group, 2nd Treatment)

Taking a bath

(Control Group, 2nd Treatment)

Mary is a student. She usually gets up at five o'clock in the morning and goes to the bathroom to take a bath. In the bathroom, she opens her clothes and washes her hands. Then she takes a shampoo and shampoos her hair. She rubs her body with soap and washes her face with facial foam. She doesn't forget to brush her teeth. After that she dries her body with a towel, gets dressed and combs her hair. Mary looks beautiful.

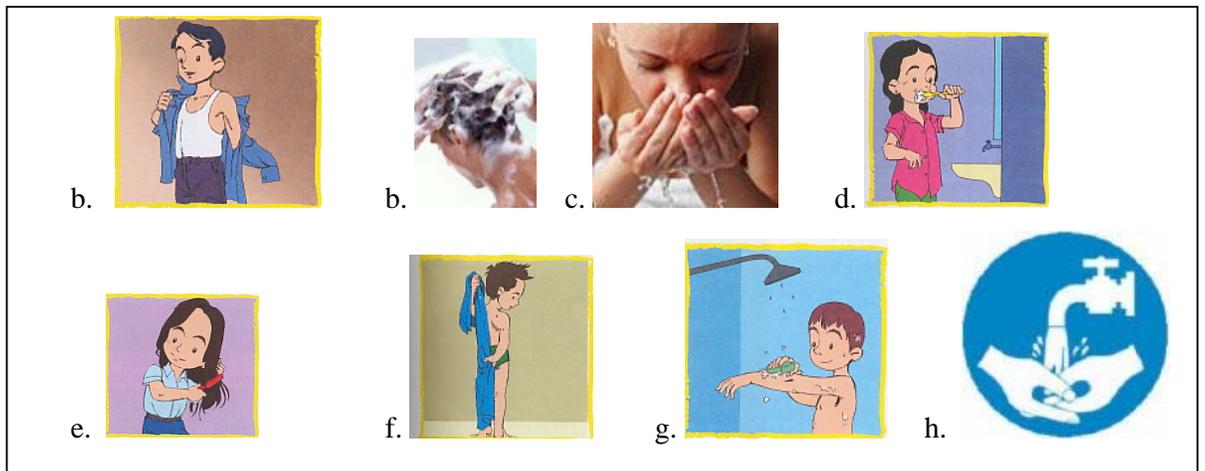
Exercise

Match the words in the box A with the meaning in the box B.

A

1. Rub the body
2. Comb the hair
3. Wash the face
4. Shampoo the hair
5. Wash the hand
6. Dry the body
7. Brush the teeth
8. Get dressed

B



b. 

b. 

c. 

d. 

e. 

f. 

g. 

h. 

ANSWER KEY

Student's Worksheet

- | | |
|---------------------|---|
| 1. Rub the body | G |
| 2. Comb the hair | E |
| 3. Wash the face | C |
| 4. Shampoo the hair | B |
| 5. Wash the hand | H |
| 6. Dry the body | F |
| 7. Brush the teeth | D |
| 8. Get dressed | A |

Appendix 6C (Students' Worksheet and Answer Key of Control Group, 3rd Treatment)

**Physical Education
(Control Group, 3rd Treatment)**

Today is Friday; the lesson begins with physical education. The teacher is Mr. Jusuf. He asks the students to change their clothes and go to the field. First, the students stand up in the middle of the field and do some exercises. Then they bend to the left and right. After that they lift their arms up, wave their hands and clap their hands. Next, they turn their head to the left and right, stamp their left and right feet, and then they jump. Finally they run around the field.

Exercise

Match the words in the box A with the picture in the box B.

A

1. Clap the hands
2. Run
3. Stamp the right feet
4. Turn the head to the left
5. Stand up
6. Bend to the right
7. Wave the hand
8. Jump

B

			
a.	b.	c.	d.
			
e.	f.	g.	h.

ANSWER KEY

Student's Worksheet

- | | |
|------------------------------|---|
| 1. Clap the hands | F |
| 2. Run | A |
| 3. Stamp the right feet | H |
| 4. Turn the head to the left | G |
| 5. Stand up | E |
| 6. Bend to the right | D |
| 7. Wave the hand | B |
| 8. Jump | C |

- a. make the dishes
- b. lay the dishes
- c. wash the dishes
- d. bring the dishes



5. We should twice a day.
- a. go to bath
 - b. wash the dishes
 - c. brush the teeth
 - d. take a bath



6. Tono is his head to the left and right.
- a. bending
 - b. turning
 - c. stamping
 - d. waving



7. "Ok students, now"
- a. clap your hands
 - b. wave your hands
 - c. stamp your hand
 - d. lift your hands



8. Dave every day.

- a. brushes his hair
- b. dries his hair
- c. rubs his hair
- d. shampoos his hair



9. The students around the field at the moment.
- a. are playing
 - b. are running
 - c. are turning
 - d. are standing



10. After taking a bath, Lisa always.....
- a. combs her hair
 - b. washes her hair
 - c. cleans her hair
 - d. rubs her hair

11. Pauline and sweeps the floor every morning.



- a. cleans the bed
- b. makes the bed
- c. rubs the bed
- d. sweeps the bed



12. The students..... in the middle of the field.
- a. sit down
 - b. sit up
 - c. stand up
 - d. lift up



13. Mary is..... her body to the right at present.

- a. bending
- b. jumping
- c. stamping
- d. lifting

14. Thomas usually at six o'clock in the morning.



- a. sleeps
- b. gets up
- c. goes to bed
- d. makes the bed



15. The boy always and runs around the yard.

- a. stands up
- b. jumps
- c. claps
- d. sits

16. After taking a bath, Felix usually.....his body with towel.



- a. rubs
- b. cleans
- c. get dressed
- d. dries



17. Diana her face with “Biore” every day.

- a. rubs
- b. washes
- c. brushes
- d. dries



18. We must hard.

- a. study
- b. sleep
- c. stand
- d. get



19. Anton to Rina now.

- a. is clapping his hand
- b. is waving his hand
- c. is clapping his foot
- d. is waving his foot

20. After taking a bath, Simon usually his clothes by himself.



- a. makes
- b. uses
- c. get dressed
- d. opens

21. The students do some every monday.



- a. exercises
- b. sports
- c. dances
- d. jumps

22. Martin usually before she goes to the bed.



- a. eats the vegetables
- b. eats the fruits
- c. drinks a glass of milk
- d. drinks a glass of tea

23. Don't forget to..... before we eat our breakfast.



- a. wash our faces
- b. wash our hands
- c. wash our teethes
- d. wash our body

24. the garbage in the garbage bin is a health habit.



- a. Put
- b. Throw
- c. Take
- d. Keep

25. I always my breakfast with my family.



- a. drink
- b. eat
- c. make
- d. take



26. Herry his body with a soap every day.

- a. rubs
- b. brushes
- c. sweeps
- d. dries



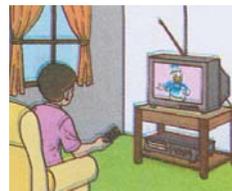
27. Mitha loves her cat very much, she it twice a day.

- a. eats
- b. gives food
- c. feeds
- d. foods



28. Don't late at night.

- a. sleep
- b. get up
- c. take a nap
- d. wake up



29. Jerry always with his sister.

- a. looks the television
- b. sees the television
- c. watches the television
- d. shows the television



30. Bobby every morning to keep his body healthy.

- a. plays
- b. runs
- c. stamps
- d. stands

ANSWER KEY

(Try Out)

- | | |
|-------|-------|
| 1. C | 16. D |
| 2. A | 17. B |
| 3. A | 18. A |
| 4. C | 19. B |
| 5. D | 20. C |
| 6. B | 21. A |
| 7. A | 22. C |
| 8. D | 23. B |
| 9. B | 24. A |
| 10. A | 25. B |
| 11. B | 26. A |
| 12. C | 27. C |
| 13. A | 28. A |
| 14. B | 29. C |
| 15. B | 30. B |

Appendix 8 (The Reliability of the Try Out)

x	f	d	d ²	fd ²	fx
25	2	5	25	50	50
23	3	3	9	27	69
22	2	2	4	8	44
21	4	1	1	4	84
20	2	0	0	0	40
18	3	-2	4	12	54
17	2	-3	9	18	34
12	1	-8	64	64	12
	n = 19			$\sum fd^2 = 183$	$\sum fx = 387$

$$R = \frac{K}{K-1} \left[1 - \frac{M(K-M)}{K.V} \right]$$

$$M = \frac{\sum fx}{n} = \frac{387}{19} = 20,368$$

$$R = \frac{30}{30-1} \left[1 - \frac{20,638(30-20,638)}{30 \times 9,632} \right]$$

$$V = \frac{\sum fd^2}{n} = \frac{183}{19} = 9,632$$

$$R = 1,034 \left[1 - \frac{20,638 \times 9,362}{288,96} \right]$$

$$R = 1,034 \left[1 - \frac{193,213}{288,96} \right]$$

$$R = 1,034 \cdot [1 - 0,669]$$

$$R = 1,034 \times 0,331$$

$$R = 0,342$$

$$r_{\text{table}} = 0,316$$

The test is reliable since its reliability (0.342) is higher than the r_{table} (0.316).

Appendix 9 (The Difficulty Index of the Try Out)

	FV	Difficulty Index		FV	Difficulty Index
1.	$FV = \frac{3}{19} = 0.158$	D	16.	$FV = \frac{6}{19} = 0.316$	A
2.	$FV = \frac{11}{19} = 0.579$	A	17.	$FV = \frac{13}{19} = 0.684$	A
3.	$FV = \frac{19}{19} = 1$	VE	18.	$FV = \frac{15}{19} = 0.789$	E
4.	$FV = \frac{15}{19} = 0.789$	E	19.	$FV = \frac{13}{19} = 0.684$	A
5.	$FV = \frac{14}{19} = 0.737$	E	20.	$FV = \frac{15}{19} = 0.789$	E
6.	$FV = \frac{8}{19} = 0.421$	A	21.	$FV = \frac{5}{19} = 0.263$	D
7.	$FV = \frac{18}{19} = 0.947$	VE	22.	$FV = \frac{15}{19} = 0.789$	E
8.	$FV = \frac{18}{19} = 0.947$	VE	23.	$FV = \frac{16}{19} = 0.842$	E
9.	$FV = \frac{18}{19} = 0.947$	VE	24.	$FV = \frac{8}{19} = 0.421$	A
10.	$FV = \frac{18}{19} = 0.947$	VE	25.	$FV = \frac{16}{19} = 0.842$	E
11.	$FV = \frac{2}{19} = 0.105$	VD	26.	$FV = \frac{6}{19} = 0.316$	A
12.	$FV = \frac{18}{19} = 0.947$	VE	27.	$FV = \frac{6}{19} = 0.316$	A
13.	$FV = \frac{9}{19} = 0.473$	A	28.	$FV = \frac{14}{19} = 0.737$	E
14.	$FV = \frac{18}{19} = 0.947$	VE	29.	$FV = \frac{16}{19} = 0.842$	E
15.	$FV = \frac{18}{19} = 0.947$	VE	30.	$FV = \frac{16}{19} = 0.842$	E

Average of difficulty index = $20,368/30 = 0.679$

Index difficulty (FV)	Interpretation
.00 - .14	(VD) very difficult
.15 - .29	(D) difficult
.30 - .70	(A) acceptable
.71 - .85	(E) easy
.86 - 1.00	(VE) very easy

Appendix 10 (The Discrimination Power of the Try Out)

	D	DP		D	DP
1.	$D = \frac{1-0}{5} = 0.2$	S	16.	$D = \frac{3-1}{5} = 0.4$	VE
2.	$D = \frac{4-3}{5} = 0.2$	S	17.	$D = \frac{4-2}{5} = 0.4$	VE
3.	$D = \frac{5-5}{5} = 0$	L	18.	$D = \frac{4-3}{5} = 0.2$	S
4.	$D = \frac{4-4}{5} = 0$	L	19.	$D = \frac{5-1}{5} = 0.8$	VE
5.	$D = \frac{5-2}{5} = 0.6$	VE	20.	$D = \frac{4-4}{5} = 0$	L
6.	$D = \frac{3-1}{5} = 0.4$	VE	21.	$D = \frac{3-0}{5} = 0.6$	VE
7.	$D = \frac{5-4}{5} = 0.2$	S	22.	$D = \frac{5-2}{5} = 0.6$	VE
8.	$D = \frac{4-5}{5} = -0.2$	L	23.	$D = \frac{5-4}{5} = 0.2$	S
9.	$D = \frac{5-4}{5} = 0.2$	S	24.	$D = \frac{3-1}{5} = 0.4$	VE
10.	$D = \frac{5-4}{5} = 0.2$	S	25.	$D = \frac{4-4}{5} = 0$	L
11.	$D = \frac{0-0}{5} = 0$	L	26.	$D = \frac{3-1}{5} = 0.4$	VE
12.	$D = \frac{5-4}{5} = 0.2$	S	27.	$D = \frac{3-3}{5} = 0$	L
13.	$D = \frac{3-4}{5} = -0.2$	L	28.	$D = \frac{5-1}{5} = 0.8$	VE
14.	$D = \frac{5-5}{5} = 0$	L	29.	$D = \frac{5-3}{5} = 0.4$	VE
15.	$D = \frac{5-4}{5} = 0.2$	S	30.	$D = \frac{4-3}{5} = 0.2$	S

Discrimination Index (D)

-1.00 until +.19

+ .20 until +.39

+ .40 until +1.00

Interpretation

(L) low

(S) satisfactory

(VE) very effective

Appendix 11 (The Validity of the Test Item)

The Materials (Vocabularies) Given in Treatments for Experimental and Control Group	The Materials (Vocabularies) Given in Posttest for Experimental and Control Group
<ol style="list-style-type: none"> 1. Get up 2. Make the bed 3. Sweep the floor 4. Take a bath 5. Eat the breakfast 6. Drink a glass of milk 7. Feed the pet 8. Go to school 9. Wash the dishes 10. Put the Garbage in the bin 11. Watch the television 12. Study 13. Sleep 14. Open the clothes 15. Wash the hand 16. Shampoo the hair 17. Rub the body 18. Wash the face 	<ol style="list-style-type: none"> 1. Sweep the floor 2. Stamp the right feet 3. Wash the dishes 4. Take a bath 5. Turn the head to the left 6. Bend to the right 7. Dry the body 8. Wash the face 9. Wave the hand 10. Get dressed 11. Exercise 12. Drink a glass of milk 13. Wash the hand 14. Put the garbage in the bin 15. Eat the breakfast 16. Rub the body 17. Fed the pet 18. Sleep

<p>19. Brush the teethes</p> <p>20. Dry the body</p> <p>21. Get dressed</p> <p>22. Comb the hair</p> <p>23. Stand up</p> <p>24. Exercise</p> <p>25. Bend to the left</p> <p>26. Bend to the right</p> <p>27. Lift the arms up</p> <p>28. Wave the hand</p> <p>29. Clap the hands</p> <p>30. Turn the head to the left</p> <p>31. Turn the head to the right</p> <p>32. Stamp the left feet</p> <p>33. Stamp the right feet</p> <p>34. Jump</p> <p>35. Run</p>	<p>19. Watch the television</p> <p>20. Run</p>
---	--

Appendix 12 (The Posttest and Answer Key)

Name :

Class :/.....

Choose the correct answer!



1. Rini usually the floor every morning.
- | | |
|-----------|-----------|
| a. mops | c. sweeps |
| b. cleans | d. washes |



2. John is his right foot now.
- | | |
|-------------|------------|
| a. stamping | c. bending |
| b. clapping | d. running |



3. Mary helps her mother toevery day.
- | | |
|---------------------|---------------------|
| a. clean the dishes | c. wash the dishes |
| b. brush the dishes | d. rinse the dishes |



4. We should twice a day.
- a. go to bath
 - b. wash the dishes
 - c. brush the teeth
 - d. take a bath



5. Tono is his head to the left and right.
- a. bending
 - b. turning
 - c. stamping
 - d. waving



6. Santi is..... her body to the right at present.
- a. bending
 - b. turning
 - c. moving
 - d. lifting

7. After taking a bath, Felix usually.....his body with towel.



- a. rubs
- b. cleans
- c. get dressed
- d. dries



8. Diana her face with “Biore” every day.
- a. rubs
 - b. washes
 - c. brushes
 - d. dries



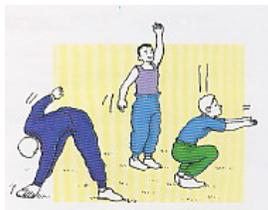
9. Anton to Rina now.
- a. is clapping his hand
 - b. is waving his hand
 - c. is clapping his foot
 - d. is waving his foot

10. After taking a bath, Simon usually his clothes by himself.



- a. takes
- b. uses
- c. get dressed
- d. opens

11. The students do some every monday.



- a. exercises
- c. dances

b. sports

d. jumps



12. Martin usually before she goes to the bed.

a. eats the vegetables

c. drinks a glass of milk

b. eats the fruits

d. drinks a glass of coffee



13. Don't forget to..... before we eat our breakfast.

a. wash our faces

c. wash our teethes

b. wash our hands

d. wash our body

14. the garbage in the garbage bin is a health habit.

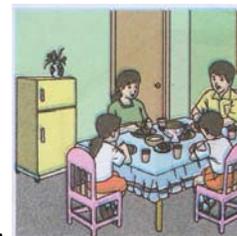


a. Put

c. Take

b. Throw

d. Keep



15. I always my breakfast with my family.

- a. do
- b. have
- c. make
- d. take



16. Herry his body with a soap every day.

- a. rubs
- b. brushes
- c. sweeps
- d. dries



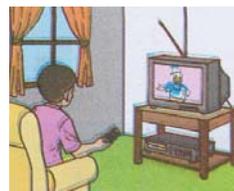
17. Mitha loves her cat very much, she it twice a day.

- a. gives feed
- b. gives food
- c. feeds
- d. foods



18. Don't late at night.

- a. sleep
- b. get up
- c. take a nap
- d. wake up



19. Jerry always with his sister.

- a. looks the television
- b. sees the television
- c. watches the television
- d. shows the television



20. Bobby every morning to keep his body healthy.
- a. plays
 - b. runs
 - c. stamps
 - d. stands

ANSWER KEY

(Posttest)

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

Appendix 13 (The Calculation of Posttest Scores)

THE CALCULATION OF MEAN SCORES

No	Word List		TPR	
	A	A ²	B	B ²
1	65	4225	70	4900
2	55	3025	75	5625
3	40	1600	60	3600
4	75	5625	55	3025
5	60	3600	80	6400
6	70	4900	60	3600
7	65	4225	40	1600
8	60	3600	75	5625
9	65	4225	70	4900
10	60	3600	45	2025
11	50	2500	45	2025
12	45	2025	60	3600
13	60	3600	65	4225
14	45	2025	75	5625
15	55	3025	50	2500
16	60	3600	60	3600
17	60	3600	70	4900
18	55	3025	55	3025
19	50	2500	-	-
20	55	3025	-	-
21	60	3600	-	-
22	60	3600	-	-
Total	1150	67550	1110	70800
n	22		18	
Mean	52.27		61.67	
S	8.27		11.76	

The Hypotheses of the Mean Scores of Posttest

1. The hypotheses are:

- $H_0: \mu_A = \mu_B$, means that there is no significant difference between the mean score of the control group (A) and the mean score of the experimental group (B)

- $H_a: \mu_A < \mu_B$, means that the mean score of posttest of the control group (A) is lower than the mean score of posttest of the experimental group (B)

2. t_{table} is (0.05, df), where $df = n_A + n_B - 2$

$$= 22 + 18 - 2$$

$$= 38$$

t_{table} is (0.05, 38) = 1.6860

3. Calculation for t-observation (to):

A: the control group (3-C)

$$\bar{x}_A = \frac{\sum x}{n} = \frac{1150}{22} = 52.27$$

$$s_A = \sqrt{\frac{n \cdot \sum x^2 - (\sum x)^2}{n \cdot (n-1)}} = 18.82$$

B: the experimental group (3-A)

$$\bar{x}_B = \frac{\sum x}{n} = \frac{1110}{18} = 61.67$$

$$s_B = \sqrt{\frac{n \cdot \sum x^2 - (\sum x)^2}{n \cdot (n-1)}} = 9.57$$

$$t_0 = \frac{\bar{X}_A - \bar{X}_B}{\sqrt{\frac{(n_A - 1)S^2_A + (n_B - 1)S^2_B}{n_A + n_B - 2} \left(\frac{1}{n_A} + \frac{1}{n_B} \right)}} = 1.85$$

4. Conclusion

t-observation ($t_o = 1.85$) is greater than t_{table} (1.6860) so H_0 is rejected and H_a is accepted.

It means that there is a significant difference in the vocabulary achievement between the experimental and the control group.

