No	Pertanyaan	Ya	Tidak
1.	Apakah kamu suka membuat mainan dari *dough*?		
2.	Apakah kamu suka menggambar dan mewarnai?		
3.	Apakah kamu suka dibacakan cerita oleh papa/mama?		
4.	Apakah kamu lebih bisa mengerti pelajaran kalau ibu/bapak guru menuliskannya di papan?		
5.	Apakah kamu lebih bisa mengerti pelajaran kalau ibu/bapak guru memberikan games?		
6.	Apakah kamu lebih bisa mengerti pelajaran kalau ibu/bapak guru menjelaskannya tanpa menuliskan di papan?		
7.	Apakah kamu suka berolahraga?		
8.	Apakah kamu suka mendengarkan lagu?		
9.	Apakah kamu suka menonton TV?		
10.	Apakah kamu tidak suka kalau di kelas teman-teman jalan-jalan atau berlari-lari?		
11.	Apakah kamu tidak suka kalau teman-teman ramai waktu pelajaran?		
12.	Apakah kamu tidak suka kalau kursi dan meja di kelas tidak rapi.		
13.	Apakah kamu lebih suka membaca buku pelajaran ketika menghafal ?		
14.	Apakah kamu lebih suka membaca buku keras-keras ketika menghafal?		
15.	Apakah kamu mengerjakan soal-soal latihan agar cepat menghafal pelajaran?		
16.	Apakah kamu tidak suka duduk berlama-lama?		
17.	Apakah kamu lebih suka bercerita daripada menulis?		
18.	Apakah kamu suka membaca buku?		

-QUESTIONNAIRE-

Additional question:

Ketika belajar "preposition" kamu paling suka kalau:

a. Bu Guru menunjukkan gambar-gambar
b. Bu Guru menjelaskan arti preposition saja
c. Bu Guru menyuruh kamu bergerak sesuai preposition yang disebutkan Bu Guru

APPENDIX 2

Table 2.1

The Result of Questionnaire of Pilot Group

Students' Numbers	Question Number:(Visual)							Total	Question Number : (Auditory)							Total	Question Number : (Kinesthetic)							Total	Classification
	1	2	3	4	5	6	7		8	9	10	11	12	13	14		15	16	17	18	19	20	21		
1.	√		√		√			3	√		√	√	√		√	5		√			√		√	3	Auditory
2.	√	√	√	√	√	√	√	7		√		√	√	√	√	5	√		√	√	√	√		5	Visual
3.	√	√		√		√	√	5	√	√	√	√		√		5			√				√	2	Visual*
4.	√	√	√		√	√	√	6	√		√		√		√	5	√	√				√		3	Visual
5.	√		√	√		√		4	√			√	√		√	4		√		√	√			3	Visual*
6.	√	√	√			√		4		√				√		2	√	√	√	√	√		√	6	Kinesthetic
7.	√	√	√	√	√	√	√	7	√		√		√		√	4	√		√		√		√	4	Visual
8.		√	√	√	√	√	√	6		√		√	√	√		4			√	√	√			3	Visual
9.	√	√	√	√	√	√	√	7	√		√		√		√	4	√	√	√	√	√	√	√	7	Kinesthetic*
10.	√	√	√	√		√	√	6	√	√		√	√	√		5	√	√		√		√	√	5	Visual
11.		√	√		√	√	√	5	√				√			2	√	√			√	√		4	Visual
12.	√	√	√	√	√	√		6		√	√	√	√		√	5	√		√		√			3	Visual
13.		√	√	√	√		√	5	√	√	√	√	√	√	√	7		√				√		2	Auditory
14.	√		√			√	√	4		√		√	√			3	√	√	√		√	√	√	6	Kinesthetic
15.	√	√	√	√	√	√	√	7	√		√		√	√	√	5		√		√	√	√		4	Visual
16.	√	√	√	√	√	√	√	7		√	√	√	√		√	5	√	√		√	√	√	√	6	Visual
17.	√	√	√	√			√	6	√		√	√				3			√		√	√		3	Visual
18.		√	√		√	√		4	√			√				2	√	√	√	√		√	√	6	Kinesthetic
19.	√		√	√		√	√	5		√	√	√	√	√	√	6	√		√		√			3	Auditory

**) Those students had 2 dominant learning styles. Therefore, their one most dominant learning style was determined by the additional question.*

Students'	Question Number:(Visual)	Total	Question Number : (Auditory)	Total	Question Number : (Kinesthetic)	Total	Classification

Table 2.2

The Result of Questionnaire of Experimental Group

	1	2	3	4	5	6	7		8	9	10	11	12	13	14		15	16	17	18	19	20	21		
1.	√	√	√	√	√	√	√	7		√	√		√	√	√	5	√	√		√			√	4	Visual
2.		√	√	√		√	√	5	√			√	√			3	√		√		√	√		4	Visual
3.	√	√		√		√		4	√	√	√	√	√	√		6			√	√		√		3	Auditory
4.	√	√	√	√	√		√	6	√	√		√			√	4	√	√	√	√			√	5	Visual
5.	√		√			√		3	√		√		√			3		√	√	√	√	√	√	6	Kinesthetic
6.	√	√	√		√			4	√		√	√		√	√	5		√			√	√		3	Auditory
7.	√	√	√	√	√	√	√	7		√		√	√		√	4	√	√	√		√		√	5	Visual
8.			√		√		√	3	√		√	√		√		4	√	√	√	√	√	√	√	7	Kinesthetic
9.	√		√		√	√	√	5	√	√		√	√	√	√	6		√	√	√				3	Auditory
10.		√		√	√	√	√	5			√	√	√			3	√		√	√	√	√		5	Kinesthetic*
11.	√	√	√	√	√	√	√	7	√	√		√		√	√	5	√	√		√	√	√		5	Visual
12.	√	√	√	√	√	√	√	7			√		√	√	√	5			√	√	√	√		4	Visual
13.	√		√	√	√	√	√	6			√	√				2	√		√		√	√	√	5	Visual
14.	√	√	√	√		√	√	6	√	√			√	√		4		√			√	√		3	Visual
15.	√	√	√	√		√	√	6			√	√	√		√	4		√		√	√		√	4	Visual
16.	√			√		√		3		√	√	√	√	√	√	6		√			√			2	Auditory
17.	√	√	√	√	√	√	√	7	√		√				√	3	√	√	√	√	√	√		6	Visual
18.	√		√	√			√	4	√	√	√	√	√	√	√	7	√		√		√	√	√	5	Auditory

**) Those students had 2 dominant learning styles. Therefore, their one most dominant learning style was determined by the additional question.*

Students' Numbers	Question Number:(Visual)							Total	Question Number : (Auditory)							Total	Question Number : (Kinesthetic)							Total	Classification
	1	2	3	4	5	6	7		8	9	10	11	12	13	14		15	16	17	18	19	20	21		
1.	√	√	√	√	√	√	√	7	√		√		√	√		4	√					√		2	Visual
2.	√	√	√	√		√		5	√	√		√	√	√	√	6		√		√	√	√		4	Auditory

Table 2.3

The Result of Questionnaire of Control Group

3.	√		√		√	√	√	5			√	√			√	3		√	√	√	√	√	√	6	Kinesthetic
4.	√	√	√	√		√	√	6	√	√	√	√	√	√		6	√	√		√		√		4	Visual*
5.	√	√	√	√	√	√	√	7			√		√		√	3		√	√		√	√	√	5	Visual
6.	√	√	√	√	√			5	√			√				2	√			√		√		4	Visual
7.		√	√	√		√	√	5		√			√	√		3	√	√	√	√	√	√	√	7	Kinesthetic
8.	√		√	√	√		√	5	√		√	√		√	√	5	√		√		√		√	4	Auditory*
9.	√	√		√	√		√	5		√		√	√			3		√	√	√	√	√		5	Kinesthetic *
10.	√	√	√	√	√	√	√	7	√		√	√	√	√		5	√		√	√	√		√	5	Visual
11.	√		√			√		3		√	√		√		√	4	√	√	√		√	√		5	Kinesthetic
12.	√	√	√	√		√		5	√	√	√	√	√	√		6	√		√	√	√			4	Auditory
13.	√	√	√	√	√	√	√	7	√		√		√	√		4		√		√		√	√	4	Visual
14.		√	√	√	√		√	5	√	√		√			√	4	√	√			√	√		4	Visual
15.	√		√	√	√	√	√	6	√		√		√		√	4			√	√	√	√	√	5	Visual
16.		√	√	√				3	√	√	√	√	√	√	√	7	√	√		√	√	√		5	Auditory
17.	√	√	√	√	√	√	√	7		√		√				2			√		√	√		3	Visual
18.	√		√	√	√		√	5	√		√		√		√	4		√			√	√	√	4	Visual

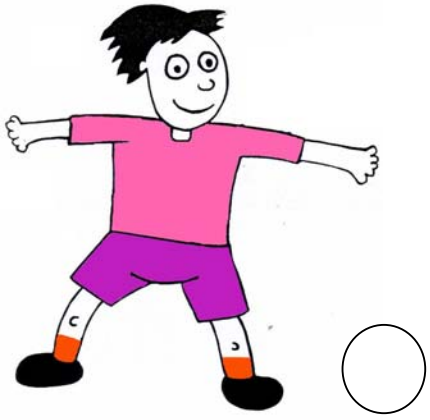
**) Those students had 2 dominant learning styles. Therefore, their one most dominant learning style was determined by the additional question.*

APPENDIX 3

Name: ……..

Class: I - …… no……..

I. **Look at the pictures and fill in the blanks the color of Peter's clothes!**

Monday and Tuesday	Wednesday and Thursday	Friday and Saturday
		

Peter is my friend. He studies at Sunshine Elementary School. He wears uniform when he goes to school. On Mondays and Tuesdays, he wears a (1)……. shirt, (2)……. pants, and …… shoes.

On Wednesdays and Thursdays, he wears a (4)……. shirt, (5) …… pants, and (6) …… shoes.

He has a sport time on Fridays and Saturdays. He

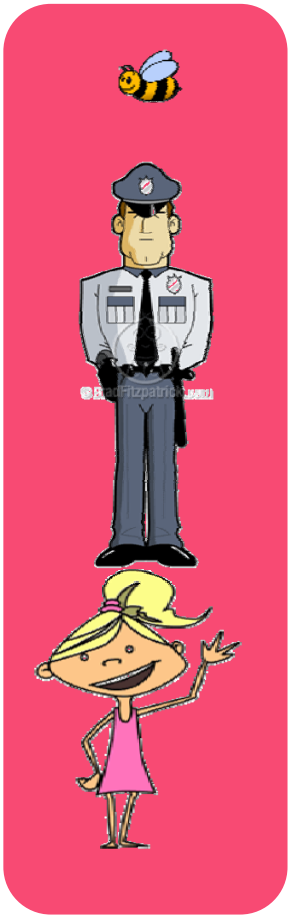
likes playing football very much. When he plays a football, he wears a (7)…….shirt, (8)……..shorts, and (9) ……socks, and (10) ……shoes.

All of Peter's uniforms are so great!

red	**yellow**	**green**	**blue**	**brown**
purple	**pink**	**black**	**gray**	**orange**

II. Choose the size of these things:

True or false? Tick the correct box!



11. The girl is fat

12. The caterpillar is small.

13. The boy is tall.

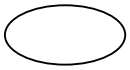
14. The giraffe is short.

15. The cat is thin.

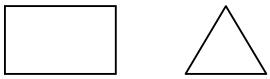
16. The cow is fat.

17. The elephant is small.

18. The bird is big.

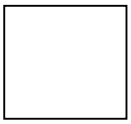


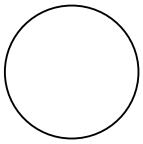
19. The policeman is short.



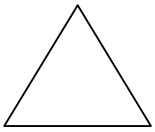
20. The bee is small.

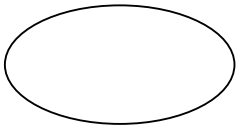
III. What shape it is?

21.  It is a _____

22.  It is a _____

23.  It is a _____

24.  It is a _____

25.  It is an _____

triangle
oval
rectangle
square
circle

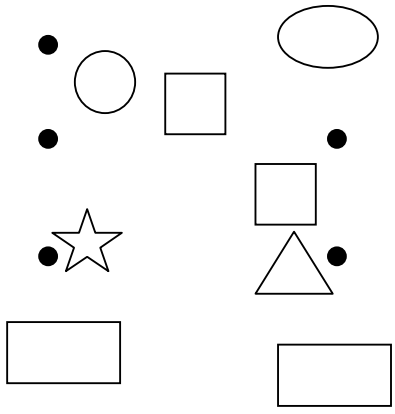
IV. I It is an _____ ture!

26. I have a triangle and a star.

27. These are a circle and an oval.

28. Victor draws an oval and a square.

29. There are two squares.



30. Jack has a rectangle and a triangle.

Students' Number	Number of Item																													Total of Correct Answer (x)
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
13	■	■		■	■	■	■	■	■		■	■	■	■	■	■		■	■	■	■		■	■	■	■	■	■		■	25
5	■	■	■	■	■		■		■	■	■		■	■	■	■	■		■	■	■	■	■	■	■	■	■	■	■		25
10	■	■	■	■	■	■	■	■	■	■	■			■	■	■	■		■	■		■		■	■		■	■		■	23
16	■	■	■	■	■	■	■	■	■	■		■	■	■	■	■	■		■		■		■		■		■	■	■		23
1	■	■	■	■	■		■		■	■		■	■	■	■	■	■	■	■	■		■		■		■		■	■	■	23
14	■	■	■			■		■	■	■		■	■	■	■	■	■	■	■	■	■	■	■	■		■				■	22
3	■	■		■	■	■	■	■		■	■		■		■				■		■	■	■		■	■	■		■	■	21

APPENDIX 4

Table 4.1 The Result of the Try-out Test

8	■	■	■	■	■	■			■	■		■		■	■		■		■		■	■		■	■		■		■		20
13	■	■			■	■		■	■	■		■	■		■		■	■	■			■		■	■	■		■		■	■	20
2	■	■			■	■	■	■		■	■							■		■			■	■		■		■	■	■	18
11	■	■		■	■	■			■	■				■	■	■	■				■			■	■	■	■				16
19	■	■	■		■				■			■	■	■		■			■			■	■		■	■	■				15
12		■	■	■	■				■	■			■	■		■				■			■	■		■				■	14
4	■		■	■	■	■	■	■				■			■			■		■				■	■					■	14
6	■	■			■		■			■	■	■	■	■		■		■					■	■	■						13
17	■				■		■	■					■			■		■	■			■				■	■	■			■	12
7		■		■	■			■	■	■			■		■			■	■			■			■				■	■	12
15	■	■	■				■		■	■						■				■		■			■				■		11
9	■			■		■		■			■					■	■					■			■		■			■		10
																														x	17.74
																														$\sum x$	337
																														$\sum x^2$	6437
																														s.d.	5.05

Test of reliability

R = $\left[1 - \right.$ $\left. \right]$

$$= \frac{30}{29}\left(1 - \frac{17.74 \times 12.26}{30 \times 5.05^2}\right)$$

= 0.74

The reliability coefficient of the try-out test is **0.74**.

APPENDIX 5

THE TABLE OF STUDENTS' REGULAR TEST SCORE

Table 5.1 The Regular Test Score of Visual Learners

Pilot Group			Experimental Group			Control Group		
ID	Mark (x)	x^2	ID	Mark (x)	x^2	ID	Mark (x)	x^2
2	7.8	60.84	1	7.8	60.84	1	6.5	42.25
3	9.7	94.09	2	10	100	4	7	49
4	7.2	51.84	4	10	100	5	8.5	72.25
5	10	100	7	6.5	42.25	6	10	100
7	8.0	64	11	6.5	42.25	10	6.5	42.25
8	8.7	75.69	12	7.4	54.76	13	6.5	42.25
10	10	100	13	8.6	73.96	14	10	10
11	8.1	65.61	14	9.8	96.04	15	9	81
12	7.8	60.84	15	7	49	17	10	100
15	6.5	42.25	17	10	100	18	7.8	60.84
16	9.5	90.25						
17	7.6	57.76						
∑x	100.9	863.17	∑x	83.6	719.1	∑x	81.8	689.84
x	8.41		x	8.36		x	8.18	

Table 5.2 The The Regular Test Score of Auditory Learners

Pilot Group			Experimental Group			Control Group		
ID	Mark (x)	x^2	ID	Mark (x)	x^2	ID	Mark (x)	x^2
1	10	100	3	10	100	2	9.2	84.64
13	10	100	6	8	64	8	7.2	51.84
19	8.1	65.61	9	7	49	12	9.5	90.25
			16	9.3	86.49	16	7.8	60.84
			18	7	49			
∑x	28.1	265.61	∑x	41.3	384.49	∑x	33.7	287.57
x	9.37		x	8.26		x	8.425	

Table 5.3 The The Regular Test Score of Kinesthetic Learners

Pilot Group			Experimental Group			Control Group		
ID	Mark (x)	x^2	ID	Mark (x)	x^2	ID	Mark (x)	x^2
6	7.8	60.84	5	9	81	3	8	64
9	6.5	42.25	7	7.8	60.84	7	7	49
14	8.6	73.96	10	6.8	46.24	9	10	100
18	8.8	77.44				11	8.2	67.24
∑x	31.7	254.49	∑x	23.6	188.08	∑x	33.2	280.24
x	7.925		x	7.87		x	8.3	

Table 5.4 The The Regular Test Score of the Students in general

Learning Style	Pilot Group	Experimental Group	Control Group
	Score (x)	Score (x)	Score (x)
Visual	100.9	83.6	81.8
Auditory	28.1	41.3	33.7
Kinesthetic	31.7	23.6	33.2
TOTAL (∑x)	160.7	148.5	148.7
$\bar{x}$	8.46	8.25	8.26

TEST OF HYPOTHESIS OF THE REGULAR TEST SCORE OF THE STUDENTS IN GENERAL

I. PILOT GROUP – EXPERIMENTAL GROUP

1. Formulating the hypothesis of analyzing the data:

   Ho : μA=μB, there is no significant difference between the students in pilot group and experimental group in general.

   Ha : μA>μB, there is a significant difference between the students in pilot group and experimental group in general.

   T-test where df= nA+nB – 2 = 19+18 -2 =35

   t(5%) = 1.684

2. Calculation for t-observation (to):

   Pilot Group

   $\bar{x} = \frac{\sum \bar{x}}{n}$ = 8.46

   s.d. = $\sqrt{\frac{n.\sum x^2 - (\sum x)^2}{n\,(n-1)}}$

   =1.157

   Experimental Group

   $\bar{x} = \frac{\sum \bar{x}}{n}$ = 8.25

   s.d. = $\sqrt{\frac{n.\sum x^2 - (\sum x)^2}{n\,(n-1)}}$

   = 1.34

3. Calculating the standard scores (to) using the formula as follows:

$$to = \frac{\bar{X}A - \bar{X}B}{\sqrt{\frac{(nA-1)SA^2+(nB-1)SB^2}{nA+nB-2}\left(\frac{1}{nA}+\frac{1}{nB}\right)}}$$

= 0.51

4. Conclusion

Because | t-observation | is 0.51 < t(5%), Ho is accepted and Ha is rejected. It means that there is no significant difference between the students in pilot group and experimental group in general.

II. PILOT GROUP – CONTROL GROUP

1. Formulating the hypothesis of analyzing the data:

Ho : μA=μB, there is no significant difference between the visual learners in pilot group and experimental group.

Ha : μA>μB, there is a significant difference between the visual learners in pilot group and experimental group.

2. T-test where df= nA+nB – 2 = 19+18 -2 =35

t(5%) = 1.684

3. Calculation for t-observation (to):

Pilot Group

$$\bar{x} = \frac{\sum x}{n} = 8.46$$

$$\text{s.d.} = \sqrt{\frac{n.\sum x^2 - (\sum x)^2}{n\,(n-1)}}$$

=1.159

Control Group

$$\bar{x} = \frac{\sum x}{n} = 8.26$$

$$\text{s.d.} = \sqrt{\frac{n.\sum x^2 - (\sum x)^2}{n\,(n-1)}}$$

= 1.311

4. Calculating the standard scores (to) using the formula as follows:

$$to = \frac{\bar{X}A - \bar{X}B}{\sqrt{\frac{(nA-1)SA^2 + (nB-1)SB^2}{nA+nB-2}\left(\frac{1}{nA} + \frac{1}{nB}\right)}}$$

= 0.488

5. Conclusion

Because | t-observation | is 0.488 < t(5%) , Ho is accepted and Ha is rejected. It means that there is no significant difference between the visual learners in pilot group and experimental group.

III. EXPERIMENTAL – CONTROL GROUP

1. Formulating the hypothesis of analyzing the data:

Ho : μA=μB, there is no significant difference between the visual learners in pilot group and experimental group.

Ha : μA>μB, there is a significant difference between the visual learners in pilot group and experimental group.

2. T-test where df= nA+nB – 2 = 18+18-2 =34

t(5%) = 1.684

3. Calculation for t-observation (to):

Experimental Group

$$\bar{x} = \frac{\sum x}{n} = 8.25$$

$$\text{s.d.} = \sqrt{\frac{n.\sum x^2 - (\sum x)^2}{n\,(n-1)}}$$

$$= 1.34$$

Control Group

$$\bar{x} = \frac{\sum x}{n} = 8.26$$

$$\text{s.d.} = \sqrt{\frac{n.\sum x^2 - (\sum x)^2}{n\,(n-1)}}$$

$$= 1.311$$

4. Calculating the standard scores (to) using the formula as follows:

$$to = \frac{\bar{X}A - \bar{X}B}{\sqrt{\frac{(nA-1)SA^2 + (nB-1)SB^2}{nA+nB-2}\left(\frac{1}{nA} + \frac{1}{nB}\right)}}$$

$$= 0.023$$

5. Conclusion

Because | t-observation | is 0.023 < t(5%) , Ho is accepted and Ha is rejected. It means that there is no significant difference between the visual learners in pilot group and experimental group.

TEST OF HYPOTHESIS OF THE REGULAR TEST SCORE OF VISUAL LEARNERS

PILOT GROUP – EXPERIMENTAL GROUP

9. Formulating the hypothesis of analyzing the data:

   Ho : μA=μB, there is no significant difference between the visual learners in pilot group and experimental group.

   Ha : μA>μB, there is a significant difference between the visual learners in pilot group and experimental group.

10. T-test where df= nA+nB – 2 = 12+10 -2 =20

    t(5%) = 1.725

11. Calculation for t-observation (to):

    Pilot Group

$$\bar{x} = \frac{\sum \bar{x}}{n} = 8.41$$

$$\text{s.d.} = \sqrt{\frac{n.\sum x^2 - (\sum x)^2}{n\,(n-1)}}$$

    =1.159

    Experimental Group

$$\bar{x} = \frac{\sum \bar{x}}{n} = 8.36$$

$$\text{s.d.} = \sqrt{\frac{n.\sum x^2 - (\sum x)^2}{n\,(n-1)}}$$

    = 1.498

12. Calculating the standard scores (to) using the formula as follows:

to = $\frac{\bar{X}A - \bar{X}B}{\sqrt{\frac{(nA-1)SA^2+(nB-1)SB^2}{nA+nB-2}\left(\frac{1}{nA}+\frac{1}{nB}\right)}}$

= 0.088

13. Conclusion

Because | t-observation | is 0.088 < t(5%), Ho is accepted and Ha is rejected. It means that there is no significant difference between the visual learners in pilot group and experimental group.

I. PILOT GROUP – CONTROL GROUP

1. Formulating the hypothesis of analyzing the data:

   Ho : μA=μB, there is no significant difference between the visual learners in pilot group and control group.

   Ha : μA>μB, there is a significant difference between the visual learners in pilot group and control group.

2. T-test where df= nA+nB – 2 = 12+10 -2 =20

   t(5%/2) = 1.725

3. Calculation for t-observation (to):

   Pilot Group

   $\bar{x} = \frac{\sum x}{n}$ = 8.41

   s.d. = $\sqrt{\frac{n.\sum x^2 - (\sum x)^2}{n\,(n-1)}}$ =1.159

Experimental Group

$$\bar{x} = \frac{\sum x}{n} = 8.18$$

s.d. =

$$= \sqrt{\frac{n.\sum x^2 - (\sum x)^2}{n(n-1)}} \quad 1.517$$

4. Calculating the standard scores (to) using the formula as follows:

$$to = \frac{\bar{X}A - \bar{X}B}{\sqrt{\frac{(nA-1)SA^2+(nB-1)SB^2}{nA+nB-2} \quad \frac{1}{nA}+\frac{1}{nB}}}$$

= 0.404

5. Conclusion

Because | t-observation | is 0.404 < t(5%) , Ho is accepted and Ha is rejected. It means that there is no significant difference between the visual learners in pilot group and control group.

II. EXPERIMENTAL GROUP – CONTROL GROUP

1. Formulating the hypothesis of analyzing the data:

Ho : μA=μB, there is no significant difference between the visual learners in experimental group and control group.

Ha : μA>μB, there is a significant difference between the visual learners in experimental group and control group.

2. T-test where df= nA+nB – 2 = 10+10 -2 =18

t(5%) = 1.734

3. Calculation for t-observation (to):

Experimental Group

$\bar{x} = \frac{\sum x}{n} = 8.36$

s.d. = $\sqrt{\frac{n.\sum x^2 - (\sum x)^2}{n\,(n-1)}}$ =1.498

Control Group

$\bar{x} = \frac{\sum x}{n} = 8.18$

s.d. =

= $\sqrt{\frac{n.\sum x^2 - (\sum x)^2}{n\,(n-1)}}$ 1.517

4. Calculating the standard scores (to) using the formula as follows:

to = $\frac{\bar{X}A - \bar{X}B}{\sqrt{\frac{(nA-1)SA^2+(nB-1)SB^2}{nA+nB-2}\left(\frac{1}{nA}+\frac{1}{nB}\right)}}$

= 0.267

5. Conclusion

Because | t-observation | is 0.267 < t(5%) , Ho is accepted and Ha is rejected. It means that there is no significant difference between the visual learners in experimental group and control group.

TEST OF HYPOTHESIS OF THE REGULAR TEST SCORE OF AUDITORY LEARNERS

I. PILOT GROUP – EXPERIMENTAL GROUP

1. Formulating the hypothesis of analyzing the data:

   Ho : μA=μB, there is no significant difference between the auditory learners in pilot group and experimental group.

   Ha : μA>μB, there is a significant difference between the auditory learners in pilot group and experimental group.

2. T-test where df= nA+nB – 2 = 3+5 -2 =6

   t(5%) = 1.943

3. Calculation for t-observation (to):

   Pilot Group

   $\bar{x} = \frac{\sum x}{n}$ = 9.37

   s.d. = $\sqrt{\frac{n.\sum x^2 - (\sum x)^2}{n\,(n-1)}}$

   =1.097

   Experimental Group

   $\bar{x} = \frac{\sum x}{n}$ = 8.26

   s.d. = $\sqrt{\frac{n.\sum x^2 - (\sum x)^2}{n\,(n-1)}}$

   = 1.356

4. Calculating the standard scores (to) using the formula as follows:

to = $$\frac{\bar{X}A-\bar{X}B}{\sqrt{\frac{(nA-1)SA^2+(nB-1)SB^2}{nA+nB-2}\left(\frac{1}{nA}+\frac{1}{nB}\right)}}$$

= 1.191

5. Conclusion

Because | t-observation | is 1.191 < t(5%), Ho is accepted and Ha is rejected. It means that there is no significant difference between the auditory learners in pilot group and experimental group.

II. PILOT GROUP – CONTROL GROUP

1. Formulating the hypothesis of analyzing the data:

Ho : μA=μB, there is no significant difference between the auditory learners in pilot group and control group.

Ha : μA>μB, there is a significant difference between the auditory learners in pilot group and control group.

2. T-test where df= nA+nB – 2 = 3+4 -2 =5

t(5%) = 2.015

3. Calculation for t-observation (to):

Pilot Group

$\bar{x} = \frac{\sum x}{n}$ = 9.37

s.d. = $\sqrt{\frac{n.\sum x^2 - (\sum x)^2}{n(n-1)}}$

=1.097

Control Group

$$\bar{x} = \frac{\sum x}{n} = 8.425$$

$$\text{s.d.} = \sqrt{\frac{n.\sum x^2 - (\sum x)^2}{n\,(n-1)}}$$

= 1.105

4. Calculating the standard scores (to) using the formula as follows:

$$to = \frac{\bar{X}A - \bar{X}B}{\sqrt{\frac{(nA-1)SA^2+(nB-1)SB^2}{nA+nB-2}\left(\frac{1}{nA}+\frac{1}{nB}\right)}}$$

= 1.123

5. Conclusion

Because | t-observation | is 1.123 < t(5%), Ho is accepted and Ha is rejected. It means that there is no significant difference between the auditory learners in pilot group and control group.

III. EXPERIMENTAL GROUP – CONTROL GROUP

1. Formulating the hypothesis of analyzing the data:

Ho : μA=μB, there is no significant difference between the auditory learners in pilot group and control group.

Ha : μA>μB, there is significant difference between the auditory learners in pilot group and control group.

2. t-test where df= nA+nB – 2 = 5+4 -2 =7

t(5%) = 1.895

3. Calculation for t-observation (to):

Experimental Group

$\bar{x} = \frac{\sum x}{n}$ = 8.26

s.d. = $\sqrt{\frac{n.\sum x^2 - (\sum x)^2}{n(n-1)}}$

=1.356

Control Group

$\bar{x} = \frac{\sum x}{n}$ = 8.425

s.d. = $\sqrt{\frac{n.\sum x^2 - (\sum x)^2}{n(n-1)}}$

= 1.105

4. Calculating the standard scores (to) using the formula as follows:

to = $\frac{\bar{X}A - \bar{X}B}{\sqrt{\frac{(nA-1)SA^2+(nB-1)SB^2}{nA+nB-2}\left(\frac{1}{nA}+\frac{1}{nB}\right)}}$

= 0.196

5. Conclusion

Because | t-observation | is 0.196 < t(5%), Ho is accepted and Ha is rejected. It means that there is no significant difference between the auditory learners in pilot group and control group.

TEST OF HYPOTHESIS OF THE REGULAR TEST SCORE OF KINESTHETIC LEARNERS

I. PILOT GROUP – EXPERIMENTAL GROUP

1. Formulating the hypothesis of analyzing the data:

   Ho : μA=μB, there is no significant difference between the kinesthetic learners in pilot group and experimental group.

   Ha : μA>μB, there is a significant difference between the kinesthetic learners in pilot group and experimental group.

2. T-test where df= nA+nB – 2 = 4+3 -2 =5

   t(5%) = 2.015

3. Calculation for t-observation (to):

   Pilot Group

   $\bar{x} = \frac{\sum x}{n}$ = 7.925

   s.d. = $\sqrt{\frac{n.\sum x^2 - (\sum x)^2}{n\,(n-1)}}$

   =1.044

   Experimental Group

   $\bar{x} = \frac{\sum x}{n}$ = 7.87

   s.d. = $\sqrt{\frac{n.\sum x^2 - (\sum x)^2}{n\,(n-1)}}$

   = 1.101

4. Calculating the standard scores (to) using the formula as follows:

to = $$\frac{\bar{X}A-\bar{X}B}{\sqrt{\frac{(nA-1)SA^2+(nB-1)SB^2}{nA+nB-2}\left(\frac{1}{nA}+\frac{1}{nB}\right)}}$$

= 0.068

5. Conclusion

   Because | t-observation | is 0.068 < t(5%), Ho is accepted and Ha is rejected. It means that there is no significant difference between the kinesthetic learners in pilot group and experimental group.

II. PILOT GROUP – CONTROL GROUP

1. Formulating the hypothesis of analyzing the data:

   Ho : μA=μB, there is no significant difference between the kinesthetic learners in pilot group and control group.

   Ha : μA>μB, there is a significant difference between the kinesthetic learners in pilot group and control group.

2. T-test where df= nA+nB – 2 = 4+4 -2 =6

   t(5%) = 1.943

3. Calculation for t-observation (to):

   Pilot Group

   $\bar{x} = \frac{\sum x}{n}$ = 7.925

   s.d. = $\sqrt{\frac{n.\sum x^2 - (\sum x)^2}{n\,(n-1)}}$

   =1.044

Control Group

$$\bar{x} = \frac{\sum x}{n} = 8.3$$

$$\text{s.d.} = \sqrt{\frac{n.\sum x^2 - (\sum x)^2}{n\,(n-1)}}$$

= 1.248

4. Calculating the standard scores (to) using the formula as follows:

$$to = \frac{\bar{X}A - \bar{X}B}{\sqrt{\frac{(nA-1)SA^2+(nB-1)SB^2}{nA+nB-2}\left(\frac{1}{nA}+\frac{1}{nB}\right)}}$$

= 0.461

5. Conclusion

Because | t-observation | is 0.461 < t(5%), Ho is accepted and Ha is rejected. It means that there is no significant difference between the kinesthetic learners in pilot group and control group.

III. EXPERIMENTAL GROUP – CONTROL GROUP

1. Formulating the hypothesis of analyzing the data:

Ho : μA=μB, there is no significant difference between the kinesthetic learners in experimental group and control group.

Ha : μA>μB, there is a significant difference between the kinesthetic learners in experimental group and control group.

2. T-test where df= nA+nB – 2 = 4+4 -2 =6

t(5%) = 1.943

3. Calculation for t-observation (to):

Experimental Group

$\bar{x} = \frac{\sum x}{n}$ = 7.87

s.d. = $\sqrt{\frac{n.\sum x^2 - (\sum x)^2}{n\,(n-1)}}$

=1.101

Control Group

$\bar{x} = \frac{\sum x}{n}$ = 8.3

s.d. $\sqrt{\frac{n.\sum x^2 - (\sum x)^2}{n\,(n-1)}}$ =

= 1.248

4. Calculating the standard scores (to) using the formula as follows:

to = $\frac{\bar{X}A - \bar{X}B}{\sqrt{\frac{(nA-1)SA^2+(nB-1)SB^2}{nA+nB-2}\left(\frac{1}{nA}+\frac{1}{nB}\right)}}$

= 0.473

5. Conclusion

   Because | t-observation | is 0.473 < t(5%) , so Ho is accepted and Ha is rejected. It means that there is no significant difference between the kinesthetic learners in experimental group and the control group.

APPENDIX 6

THE RESULT OF THE PRE-TEST

Table 6.1 The Result of the Pre-test of Visual Learners

Students' ID	Experimental Group		Students' ID	Control Group	
	Correct Answers (x)	x^2		Correct Answers (x)	x^2
1	**18**	**324**	1	**8**	**64**
2	**23**	**529**	4	**13**	**169**
4	**21**	**441**	5	**19**	**361**
7	**7**	**49**	6	**22**	**484**
11	**10**	**100**	10	**8**	**64**
12	**11**	**121**	13	**10**	**100**
13	**18**	**324**	14	**26**	**676**
14	**19**	**361**	15	**20**	**400**
15	**14**	**196**	17	**21**	**441**
17	**20**	**400**	18	**15**	**225**
$\sum x$	**161**	**2845**	$\sum x$	**162**	**2984**
$\bar{x}$	**16.1**		$\bar{x}$	**16.2**	

Table 6.2 The Result of the Pre-test of Auditory Learners

Students' ID	Experimental Group		Students' ID	Control Group	
	Correct Answers (x)	x^2		Correct Answers (x)	x^2
3	**19**	**361**	2	**21**	**441**
6	**17**	**289**	8	**15**	**225**
9	**10**	**100**	12	**21**	**441**
16	**21**	**441**	16	**11**	**121**
18	**12**	**144**			
$\sum x$	**79**	**1335**	$\sum x$	**68**	**1228**
$\bar{x}$	**15.8**		$\bar{x}$	**17**	

Table 6.3 The Result of the Pre-test of Kinesthetic Learners

Students' ID	Experimental Group		Students' ID	Control Group	
	Correct Answers (x)	x^2		Correct Answers (x)	x^2
5	**19**	**361**	3	**16**	**256**
8	**12**	**144**	7	**14**	**196**
10	**10**	**100**	9	**24**	**576**
			11	**19**	**361**
$\sum x$	**41**		$\sum x$	**73**	**1389**
$\bar{x}$	**13.67**		$\bar{x}$	**18.25**	

Table 6.4 The Result of the Pre-test of in general

Learning Style	Experimental Group	Learning Style	Control Group
	Correct Answer (x)		Correct Answer (x)
Visual	**161**	**Visual**	**162**
Auditory	**79**	**Auditory**	**68**
Kinesthetic	**41**	**Kinesthetic**	**73**
TOTAL ($\sum x$)	**281**	**TOTAL ($\sum x$)**	**303**
$\bar{x}$	**15.61**	$\bar{x}$	**16.83**

TEST OF HYPOTHESIS OF PRE-TEST OF THE STUDENTS IN GENERAL

1. Formulating the hypothesis of analyzing the data:

   Ho : μA=μB, there is no significant difference between the students' pre-test score in experimental group and the control group in general.

   Ha : μA>μB, there is a significant difference between the students' pre-test score in experimental group and the control group in general.

2. T-test where df= nA+nB – 2 = 18+18 -2 =34

   t(5%) = 1.684

3. Calculation for t-observation (to):

   Experimental Group

   $\bar{x} = \frac{\sum x}{n}$ = 15.61

   s.d. =

   = $\sqrt{\frac{n.\sum x^2 - (\sum x)^2}{n\,(n-1)}}$ 4.84

   Control Group

   $\bar{x}$ = = 16.83

   s.d. = $\frac{\sum x}{n}$

   = $\sqrt{\frac{n.\sum x^2 - (\sum x)^2}{n\,(n-1)}}$ 5.43

4. Calculating the standard scores (to) using the formula as follows:

to = $\frac{\bar{X}A - \bar{X}B}{\sqrt{\frac{(nA-1)SA^2+(nB-1)SB^2}{nA+nB-2}\left(\frac{1}{nA}+\frac{1}{nB}\right)}}$

= 0.72

5. Conclusion

   Because | t-observation | is 0.728 < t(5%), Ho is accepted and Ha is rejected. It means that there is no significant difference between the kinesthetic learners in pilot group and experimental group.

TEST OF HYPOTHESIS OF PRE-TEST OF VISUAL LEARNERS

1. Formulating the hypothesis of analyzing the data:

   Ho : μA=μB, there is no significant difference between the visual learners' pre-test score in experimental group and the control group.

   Ha : μA>μB, there is a significant difference between the visual learners' pre-test score in experimental group and the control group.

T-test where df= nA+nB – 2 = 10+10 -2 =18

t(5%) = 1.734

2. Calculation for t-observation (to):

   Experimental Group

$$\bar{x} = \frac{\sum x}{n} = 16.1$$

s.d. = $\sqrt{\frac{n.\sum x^2 - (\sum x)^2}{n\,(n-1)}}$

=5.3

Control Group

$$\bar{x} = \frac{\sum x}{n} = 16.2$$

s.d. = $\sqrt{\frac{n.\sum x^2 - (\sum x)^2}{n\,(n-1)}}$

= 6.32

3. Calculating the standard scores (to) using the formula as follows:

$$to = \frac{\bar{X}A - \bar{X}B}{\sqrt{\frac{(nA-1)SA^2+(nB-1)SB^2}{nA+nB-2}\left(\frac{1}{nA}+\frac{1}{nB}\right)}}$$

= 0.038

4. Conclusion

   Because | t-observation | is 0.038 < t(5%) , Ho is accepted and Ha is rejected. It means that there is no significant difference between the visual learners' pre-test score in experimental group and the control group.

THE TEST OF HYPOTHESIS OF PRE-TEST OF AUDITORY LEARNERS

1. Formulating the hypothesis of analyzing the data:

   Ho : μA=μB, there is no significant difference between the auditory learners' pre-test score in experimental group and the control group.

   Ha : μA>μB, there is a significant difference between the auditory learners' pre-test score in experimental group and the control group.

2. T-test where df= nA+nB – 2 = 5+4 -2 =7

   t(5%) = 1.895

3. Calculation for t-observation (to):

   Experimental Group

   $\bar{x} = \frac{\sum x}{n}$ = 15.8

   s.d. = $\sqrt{\frac{n.\sum x^2 - (\sum x)^2}{n\,(n-1)}}$

   = 4.658

   Control Group

   $\bar{x} = \frac{\sum x}{n}$ = 17

   s.d. = $\sqrt{\frac{n.\sum x^2 - (\sum x)^2}{n\,(n-1)}}$

   = 4.90

4. Calculating the standard scores (to) using the formula as follows:

to = $$\frac{\bar{X}A-\bar{X}B}{\sqrt{\frac{(nA-1)SA^2+(nB-1)SB^2}{nA+nB-2}\left(\frac{1}{nA}+\frac{1}{nB}\right)}}$$

= 0.375

5. Conclusion

   Because | t-observation | is 0.375 < t(5%) , Ho is accepted and Ha is rejected. It means that there is no significant difference between the auditory learners' pre-test score in experimental group and the control group.

THE TEST OF HYPOTHESIS OF PRE-TEST OF KINESTHETIC LEARNERS

1. Formulating the hypothesis of analyzing the data:

   Ho : μA=μB, there is no significant difference between the kinesthetic learners' pre-test score in experimental group and the control group.

   Ha : μA>μB, there is a significant difference between the kinesthetic learners' pre-test score in experimental group and the control group.

2. T-test where df= nA+nB – 2 = 3+4 -2 =5

   t(5%) = 2.015

3. Calculation for t-observation (to):

   Experimental Group

   $\bar{x} = \frac{\sum x}{n}$ = 13.67

   s.d. = $\sqrt{\frac{n.\sum x^2 - (\sum x)^2}{n(n-1)}}$

   = 4.726

   Control Group

   $\bar{x} = \frac{\sum x}{n}$ = 18.25

   s.d. = $\sqrt{\frac{n.\sum x^2 - (\sum x)^2}{n(n-1)}}$

   = 4.349

4. Calculating the standard scores (to) using the formula as follows:

to = $$\frac{\bar{X}A-\bar{X}B}{\sqrt{\frac{(nA-1)SA^2+(nB-1)SB^2}{nA+nB-2}\left(\frac{1}{nA}+\frac{1}{nB}\right)}}$$

= 1.331

5. Conclusion

   Because | t-observation | is 1.331 < t(5%) , Ho is accepted and Ha is rejected. It means that there is no significant difference between the auditory learners' pre-test score in experimental group and the control group.

APPENDIX 7

THE RESULT OF THE POST TEST AND THE GAIN SCORE

Table 7.1 The Result of the Post-test of Visual Learners

Students' ID	Experimental Group			x^2	Students' ID	Control Group			x^2
	Pre-test	Post-test	Gain Score (x)			Pre-test	Post-test	Gain Score (x)	
1	**18**	**24**	**6**	**36**	1	**8**	**18**	**10**	**100**
2	**23**	**30**	**7**	**49**	4	**13**	**19**	**6**	**36**
4	**21**	**30**	**9**	**81**	5	**19**	**26**	**7**	**49**
7	**7**	**19**	**12**	**144**	6	**22**	**30**	**8**	**64**
11	**10**	**20**	**10**	**100**	10	**8**	**17**	**9**	**81**
12	**11**	**20**	**9**	**81**	13	**10**	**18**	**8**	**64**
13	**18**	**26**	**8**	**64**	14	**26**	**30**	**4**	**16**
14	**19**	**30**	**11**	**121**	15	**20**	**27**	**7**	**49**
15	**14**	**22**	**8**	**64**	17	**21**	**27**	**6**	**36**
17	**20**	**28**	**8**	**64**	18	**15**	**21**	**6**	**36**
$\sum x$			**88**	**804**	$\sum x$			**71**	**531**
$\bar{x}$			**8.8**		$\bar{x}$			**7.1**	

Table 7.2 The Result of the Post-test of Auditory Learners

Students' ID	Experimental Group			x^2	Students' ID	Control Group			x^2
	Pre-test	Post-test	Gain Score (x)			Pre-test	Post-test	Gain Score (x)	
3	**19**	**26**	**7**	**49**	2	**21**	**28**	**7**	**49**
6	**17**	**26**	**9**	**81**	8	**15**	**22**	**7**	**49**
9	**10**	**21**	**11**	**121**	12	**21**	**26**	**5**	**25**
16	**21**	**28**	**7**	**49**	16	**11**	**16**	**5**	**25**
18	**12**	**20**	**8**	**64**					
$\sum x$			**42**	**364**	$\sum x$			**24**	**148**
$\bar{x}$			**8.4**		$\bar{x}$			**6**	

Table 7.3 The Result of the Post-test of Kinesthetic Learners

Students' ID	Experimental Group			x^2	Students' ID	Control Group			x^2
	Pre-test	Post-test	Gain Score (x)			Pre-test	Post-test	Gain Score (x)	
5	**19**	**27**	**8**	**64**	3	**16**	**22**	**6**	**36**
8	**12**	**22**	**10**	**100**	7	**14**	**23**	**9**	**81**
10	**10**	**17**	**7**	**49**	9	**24**	**30**	**6**	**36**
					11	**19**	**26**	**7**	**49**
∑x			**25**	**213**	**∑x**			**28**	**202**
$\bar{x}$			**8.3**		$\bar{x}$			**7**	

Table 7.4 The Result of the Post-test of the Students in general

Learning Style	Experimental Group			Learning Style	Control Group		
	Pre-test	Post-test	Gain Score (x)		Pre-test	Post-test	Gain Score (x)
Visual	**161**	**249**	**88**	**Visual**	**162**	**233**	**71**
Auditory	**79**	**121**	**42**	**Auditory**	**68**	**92**	**24**
Kinesthetic	**41**	**66**	**25**	**Kinesthetic**	**73**	**101**	**28**
TOTAL (∑x)	**281**	**436**	**155**	**TOTAL (∑x)**			**123**
$\bar{x}$			**8.61**	$\bar{x}$			**6.83**

TEST OF HYPOTHESIS OF THE POST TEST OF THE STUDENTS IN GENERAL

1. Formulating the hypothesis of analyzing the data:

   Ho : μA=μB, there is no significant difference between the auditory learners who are taught vocabulary by using "Dora the Explorer" video series and the visual learners who are taught vocabulary by using pictures.

   Ha : μA>μB, there is a significant difference between the auditory learners who are taught vocabulary by using "Dora the Explorer" video series and the visual learners who are taught vocabulary by using pictures.

2. T-test where df= nA+nB – 2 = 18+18 -2 = 34

   t(5%) = 1.684

3. Calculation for t-observation (to):

   Experimental Group

   $\bar{x} = \frac{\sum x}{n}$ = 8.61

   s.d. = $\sqrt{\frac{n.\sum x^2 - (\sum x)^2}{n\,(n-1)}}$

   = 1.649

   Control Group

   $\bar{x} = \frac{\sum x}{n}$ = 6.83

   s.d. = $\sqrt{\frac{n.\sum x^2 - (\sum x)^2}{n\,(n-1)}}$

   = 1.543

4. Calculating the standard scores (to) using the formula as follows:

$$to = \frac{\bar{X}A - \bar{X}B}{\sqrt{\frac{(nA-1)SA^2+(nB-1)SB^2}{nA+nB-2}\left(\frac{1}{nA}+\frac{1}{nB}\right)}}$$

$= 2.428$

5. Conclusion

Because | t-observation | is 3.358 > t(5%), Ha is accepted Ho is rejected. Therefore, there is a significant difference between the students who are taught vocabulary by using “Dora the Explorer” video series and those who are taught vocabulary by using pictures in general.

TEST OF HYPOTHESIS OF THE POST TEST OF VISUAL LEARNERS

1. Formulating the hypothesis of analyzing the data:

   Ho : μA=μB, there is no significant difference between the visual learners who are taught vocabulary by using "Dora the Explorer" video series and the visual learners who are taught vocabulary by using pictures.

   Ha : μA>μB, there is a significant difference between the visual learners who are taught vocabulary by using "Dora the Explorer" video series and the visual learners who are taught vocabulary by using pictures.

2. T-test where df= nA+nB – 2 = 10+10 =18

   t(5%) = 1.734

3. Calculation for t-observation (to):

   Experimental Group

   $\bar{x} = \frac{\sum x}{n}$ = 8.8

   s.d. = $\sqrt{\frac{n.\sum x^2 - (\sum x)^2}{n(n-1)}}$

   = 1.814

   Control Group

   $\bar{x} = \frac{\sum x}{n}$ = 7.1

   s.d. = $\sqrt{\frac{n.\sum x^2 - (\sum x)^2}{n(n-1)}}$

   = 1.729

4. Calculating the standard scores (to) using the formula as follows:

to = $$\frac{\bar{X}A-\bar{X}B}{\sqrt{\frac{(nA-1)SA^2+(nB-1)SB^2}{nA+nB-2}\left(\frac{1}{nA}+\frac{1}{nB}\right)}}$$

= 2.145

5. Conclusion

Because | t-observation | is 2.145 > t(5%) , Ha is accepted and Ho is rejected. Therefore, there is a significant difference between the visual learners who are taught vocabulary by using “Dora the Explorer” video series and the visual learners who are taught vocabulary by using pictures.

TEST OF HYPOTHESIS OF THE POST TEST OF AUDITORY LEARNERS

1. Formulating the hypothesis of analyzing the data:

   Ho : μA=μB, there is no significant difference between the auditory learners who are taught vocabulary by using "Dora the Explorer" video series and the visual learners who are taught vocabulary by using pictures.

   Ha : μA>μB, there is a significant difference between the auditory learners who are taught vocabulary by using "Dora the Explorer" video series and the visual learners who are taught vocabulary by using pictures.

2. T-test where df= nA+nB – 2 = 5+4 -2 = 7

   t(5%) = 1.895

3. Calculation for t-observation (to):

   Experimental Group

   $\bar{x} = \frac{\sum x}{n}$ = 8.4

   s.d. =

   = $\sqrt{\frac{n.\sum x^2 - (\sum x)^2}{n\,(n-1)}}$ 1.673

   Control Group

   $\bar{x} = \frac{\sum x}{n} = 6$

   s.d. =

   = $\sqrt{\frac{n.\sum x^2 - (\sum x)^2}{n\,(n-1)}}$ 1.155

4. Calculating the standard scores (to) using the formula as follows:

to = $$\frac{\bar{X}A-\bar{X}B}{\sqrt{\frac{(nA-1)SA^2+(nB-1)SB^2}{nA+nB-2}\left(\frac{1}{nA}+\frac{1}{nB}\right)}}$$

= 2.428

5. Conclusion

Because | t-observation | is 2.428 > t(5%) , Ha is accepted and Ho is rejected. Therefore, there is a significant difference between the auditory learners who are taught vocabulary by using “Dora the Explorer” video series and the visual learners who are taught vocabulary by using pictures.

TEST OF HYPOTHESIS OF THE POST TEST OF KINESTHETIC LEARNERS

1. Formulating the hypothesis of analyzing the data:

   Ho : μA=μB, there is no significant difference between the kinesthetic learners who are taught vocabulary by using "Dora the Explorer" video series and the visual learners who are taught vocabulary by using pictures.

   Ha : μA>μB, there is a significant difference between the kinesthetic learners who are taught vocabulary by using "Dora the Explorer" video series and the visual learners who are taught vocabulary by using pictures.

2. T-test where df= nA+nB – 2 = 3+4 -2 = 5

   t(5%) = 2.015

3. Calculation for t-observation (to):

   Experimental Group

   $\bar{x} = \frac{\sum x}{n}$ = 8.3

   s.d. =

   = $\sqrt{\frac{n.\sum x^2 - (\sum x)^2}{n(n-1)}}$ 1.528

   Control Group

   $\bar{x}$ = = 7

   s.d. $\frac{\sum x}{n}$ =

   = $\sqrt{\frac{n.\sum x^2 - (\sum x)^2}{n(n-1)}}$ 1.41

4. Calculating the standard scores (to) using the formula as follows:

to = $\frac{\bar{X}A - \bar{X}B}{\sqrt{\frac{(nA-1)SA^2+(nB-1)SB^2}{nA+nB-2}\left(\frac{1}{nA}+\frac{1}{nB}\right)}}$

= 1.167

5. Conclusion

Because | t-observation | is 1.167 < t(5%) , Ho is accepted and Ha is rejected. Therefore, there is no significant difference between the kinesthetic learners who are taught vocabulary by using “Dora the Explorer” video series and the visual learners who are taught vocabulary by using pictures.

APPENDIX 8

LESSON PLAN EXPERIMENTAL GROUP

TREATMENT I

Subject	: English
Skills	: Listening, Speaking, Reading, Writing
Language Components	: Vocabulary, Pronunciation
Topic	: Color
Education level	: Elementary School
Class/Semester	: I/ 1
Time Allocation	: 1x 30 minutes

A. BASIC COMPETENCE

Students are able to know the vocabulary of the colors.

B. ACHIEVEMENT INDICATORS

Listening : Students are able to understand the color uttered in the video**.**

Speaking : Students are able to answer the teacher's question orally.

Reading : Students are able to read the instruction.

Writing : Students are able to write the vocabularies in the correct spelling.

Pronunciation : Students are able to pronounce the vocabularies correctly.

Vocabulary : Students are able to identify the color.

C. LEARNING MATERIAL

- video
- student's worksheet

D. TECHNIQUE

- repetition drill
- question and answer

E. CLASS ACTIVITY

No.	Procedures	Skill / Sub Skill	Activities	Time
1.	Pre-Instructional Activities	Listening , Speaking	The students are asked to answer the triggering questions orally.	1’
2.	Whilst Instructional Activities	Listening, Vocabulary	The students are asked to watch “Dora the Explorer” video series twice. (The students are asked to guess the meaning of the vocabulary in the video and discuss it with the teacher) (The students are asked to repeat the pronunciation after the teacher.)	17’
3.		Listening, Speaking, Vocabulary		
4.		Pronunciation		
5.		Vocabulary, Writing	The students are asked to spell and pronounce the vocabulary in the handout loudly.	2’
6.		Vocabulary and Pronunciation	The teacher asks the students to read aloud the handout given by the teacher and give the meaning in Indonesian.	2’
7.		Reading, writing, vocabulary.	The students are asked to do the worksheet.	5’

8	Post-Instructional Activities	Speaking, pronunciation, vocabulary, listening.	***Post Instructional Activities*** The students are asked to pronounce, spell and give the meaning of the vocabulary given	3’

TEACHER'S NOTE

I. PRE-INSTRUCTIONAL ACTIVITIES

- The teacher asks the students to answer the triggering questions:
  a. Have you ever seen the rainbow?
  b. What colors of the rainbow that you know?

II. WHILST-INSTRUCTIONAL ACTIVITIES

The teacher:

a. plays the video while pausing it when the vocabularies taught appear.
   (The teacher asks the students to guess the meaning of the vocabulary in the video and discuss it with the teacher).
b. The students are asked to repeat the pronunciation after the teacher.
c. The students are asked to spell and pronounce the vocabulary in the handout loudly.
d. The teacher asks the students to read aloud the handout given by the teacher and give the meaning in Indonesian.
e. The students are asked to do the worksheet.

III. POST INSTRUCTIONAL ACTIVITIES

The teacher asks the students to pronounce and give the meaning of the vocabularies given.

LESSON PLAN EXPERIMENTAL GROUP

TREATMENT II

Subject	: English
Skills	: Listening, Speaking, Reading, Writing
Language Components	: Vocabulary, Pronunciation
Topic	: Shape
Education level	: Elementary School
Class/Semester	: I/ 1
Time Allocation	: 1x 30 minutes

A. BASIC COMPETENCE

Students are able to know the vocabulary of the shapes.

B. ACHIEVEMENT INDICATORS

Listening : Students are able to understand the shapes uttered in the video**.**

Speaking : Students are able to answer the teacher's question orally.

Reading : Students are able to read the instruction.

Writing : Students are able to write the vocabularies in the correct spelling.

Pronunciation : Students are able to pronounce the vocabularies correctly.

Vocabulary : Students are able to identify the shape.

C. LEARNING MATERIAL

a. video
b. student's worksheet

D. TECHNIQUE

a. repetition drill
b. question and answer

E. CLASS ACTIVITY

No.	Procedures	Skill / Sub Skill	Activities	Time
1.	Pre-Instructional Activities	Listening , Speaking	The students are asked to answer the triggering questions orally.	1’
2.	Whilst Instructional Activities	Listening, Vocabulary	The students are asked to watch “Dora the Explorer” video series twice. (The students are asked to guess the meaning of the vocabulary in the video and discuss it with the teacher) (The students are asked to repeat the pronunciation after the teacher.)	17’
3.		Listening, Speaking, Vocabulary		
4.		Pronunciation		
5.		Vocabulary, Writing	The students are asked to spell and pronounce the vocabulary in the handout loudly.	2’
6.		Vocabulary and Pronunciation	The teacher asks the students to read aloud the handout given by the teacher and give the meaning in Indonesian.	2’
7.		Reading, writing, vocabulary.	The students are asked to do the worksheet.	5’
8	Post-Instructional	Speaking, pronunciation,	***Post Instructional Activities*** The students are asked to	3’

	Activities	vocabulary, listening.	pronounce, spell and give the meaning of the vocabulary given	

TEACHER'S NOTE

I. PRE-INSTRUCTIONAL ACTIVITIES

- The teacher asks the students to answer the triggering questions:
    - Do you know the meaning of the shape?
    - Look at this shape! (the teacher draws the picture of circle). Can anyone mention things in the classroom that have the same shape like this?
    - How about this? (the teacher draws the picture of rectangle). Can you find things that have the same shape like it?

II. WHILST-INSTRUCTIONAL ACTIVITIES

The teacher:

a. plays the video while pausing it when the vocabularies taught appear.

   (The teacher asks the students to guess the meaning of the vocabulary in the video and discuss it with the teacher).

b. The students are asked to repeat the pronunciation after the teacher.
c. The students are asked to spell and pronounce the vocabulary in the handout loudly.
d. The teacher asks the students to read aloud the handout given by the teacher and give the meaning in Indonesian.
e. The students are asked to do the worksheet.

III. POST INSTRUCTIONAL ACTIVITIES

The teacher asks the students to pronounce and give the meaning of the vocabularies given.

LESSON PLAN EXPERIMENTAL GROUP

TREATMENT III

Subject : English
Skills : Listening, Speaking, Reading, Writing
Language Components : Vocabulary, Pronunciation
Topic : Size
Education level : Elementary School
Class/Semester : I/ 1
Time Allocation : 1x 30 minutes

A. BASIC COMPETENCE

Students are able to know the vocabulary of the size.

B. ACHIEVEMENT INDICATORS

Listening : Students are able to understand the size uttered in the video**.**
Speaking : Students are able to answer the teacher's question orally.
Reading : Students are able to read the instruction.
Writing : Students are able to write the vocabularies in the correct spelling.
Pronunciation : Students are able to pronounce the vocabularies correctly.
Vocabulary : Students are able to identify the size.

C. LEARNING MATERIAL

a. video
b. student's worksheet

D. TECHNIQUE

a. repetition drill
b. question and answer

E. CLASS ACTIVITY

No.	Procedures	Skill / Sub	Activities	Time

		Skill		
1.	Pre-Instructional Activities	Listening , Speaking	The students are asked to answer the triggering questions orally.	1’
2.	Whilst Instructional Activities	Listening, Vocabulary	The students are asked to watch “Dora the Explorer” video series twice. (The students are asked to guess the meaning of the vocabulary in the video and discuss it with the teacher) (The students are asked to repeat the pronunciation after the teacher.)	17’
3.		Listening, Speaking, Vocabulary		
4.		Pronunciation		
5.		Vocabulary, Writing	The students are asked to spell and pronounce the vocabulary in the handout loudly.	2’
6.		Vocabulary and Pronunciation	The teacher asks the students to read aloud the handout given by the teacher and give the meaning in Indonesian.	2’
7.		Reading, writing, vocabulary.	The students are asked to do the worksheet.	5’
8	Post-Instructional	Speaking, pronunciation, vocabulary,	***Post Instructional Activities*** The students are asked to pronounce, spell and give the	3’

	Activities	listening.	meaning of the vocabulary given	

TEACHER'S NOTE

I. PRE-INSTRUCTIONAL ACTIVITIES

- The teacher asks the students to answer the triggering questions:
    - Do you know the meaning of the size?
    - Can anyone mention the size of an elephant?
    - Can anyone mention the size of an ant?

II. WHILST-INSTRUCTIONAL ACTIVITIES

The teacher:

a. plays the video while pausing it when the vocabularies taught appear.
   (The teacher asks the students to guess the meaning of the vocabulary in the video and discuss it with the teacher).
b. The students are asked to repeat the pronunciation after the teacher.
c. The students are asked to spell and pronounce the vocabulary in the handout loudly.
d. The teacher asks the students to read aloud the handout given by the teacher and give the meaning in Indonesian.
e. The students are asked to do the worksheet.

III. POST INSTRUCTIONAL ACTIVITIES

The teacher asks the students to pronounce and give the meaning of the vocabularies given.

APPENDIX 9

LESSON PLAN CONTROL GROUP

TREATMENT I

Subject	: English
Skills	: Listening, Speaking, Reading, Writing
Language Components	: Vocabulary, Pronunciation
Topic	: Color
Education level	: Elementary School
Class/Semester	: I/ 1
Time Allocation	: 1x 30 minutes

F. BASIC COMPETENCE

Students are able to know the vocabulary of the colors.

G. ACHIEVEMENT INDICATORS

Listening : Students are able to get the teacher's explanation.

Speaking : Students are able to answer the teacher's question orally.

Reading : Students are able to read the instruction.

Writing : Students are able to write the vocabularies in the correct spelling.

Pronunciation : Students are able to pronounce the vocabularies correctly.

Vocabulary : Students are able to identify the color.

H. LEARNING MATERIAL

- Picture
- student's worksheet

I. TECHNIQUE

- repetition drill
- question and answer

J. CLASS ACTIVITY

No.	Procedures	Skill / Sub Skill	Activities	Time
1.	Pre-Instructional Activities	Listening , Speaking	***Pre Instructional Activities*** The students are asked to answer the triggering questions orally.	1’
2.	Whilst Instructional Activities	Listening, Vocabulary	***Whilst Instructional Activities*** The students are asked to listen to the teacher’s explanation about the lesson. The teacher uses picture.	17’
3.		Listening, Speaking, Vocabulary	The students are asked to read the hand-out silently.	
4.		Pronunciation	The students are asked to repeat the pronunciation after the teacher.	
5.		Vocabulary, Writing	The students are asked to spell and pronounce the vocabulary in the handout loudly.	2’
6.		Vocabulary and Pronunciation	The teacher asks the students to read aloud the handout given by the teacher and give the meaning in Indonesian.	2’
7.		Reading, writing,	The students are asked to do the worksheet.	5’

		vocabulary.		
8	Post-Instructional Activities	Speaking, pronunciation, vocabulary, listening.	The students are asked to pronounce, spell and give the meaning of the vocabulary given	3’

TEACHER'S NOTE

IV. PRE-INSTRUCTIONAL ACTIVITIES

- The teacher asks the students to answer the triggering questions:
  c. Do you like baloons?
  d. What colors of baloons that you like?

V. WHILST-INSTRUCTIONAL ACTIVITIES

The teacher:

a. The students are asked to listen to the teacher's explanation about the lesson. The teacher uses picture.
b. The students are asked to read the hand out silently.
e. The students are asked to repeat the pronunciation after the teacher.
f. The students are asked to spell and pronounce the vocabulary in the handout loudly.
g. The teacher asks the students to read aloud the handout given by the teacher and give the meaning in Indonesian.
h. The students are asked to do the worksheet.

VI. POST INSTRUCTIONAL ACTIVITIES

The teacher asks the students to pronounce and give the meaning of the vocabulary given.

LEARNING MATERIAL

red

green

yellow

purple

blue

pink

black

grey

orange

brown

LESSON PLAN CONTROL GROUP

TREATMENT II

Subject	: English
Skills	: Listening, Speaking, Reading, Writing
Language Components	: Vocabulary, Pronunciation
Topic	: Shape
Education level	: Elementary School
Class/Semester	: I/ 1
Time Allocation	: 1x 30 minutes

K. BASIC COMPETENCE

Students are able to know the vocabulary of the colors.

L. ACHIEVEMENT INDICATORS

Listening : Students are able to get the teacher's explanation.

Speaking : Students are able to answer the teacher's question orally.

Reading : Students are able to read the instruction.

Writing : Students are able to write the vocabularies in the correct spelling.

Pronunciation : Students are able to pronounce the vocabularies correctly.

Vocabulary : Students are able to identify the shape.

M. LEARNING MATERIAL

- Picture
- student's worksheet

N. TECHNIQUE

- repetition drill
- question and answer

O. CLASS ACTIVITY

No.	Procedures	Skill / Sub Skill	Activities	Time
1.	Pre-Instructional Activities	Listening , Speaking	***Pre Instructional Activities*** The students are asked to answer the triggering questions orally.	1’
2.	Whilst Instructional Activities	Listening, Vocabulary	***Whilst Instructional Activities*** The students are asked to listen to the teacher’s explanation about the lesson. The teacher uses picture.	17’
3.		Listening, Speaking, Vocabulary	The students are asked to read the hand-out silently.	
4.		Pronunciation	The students are asked to repeat the pronunciation after the teacher.	
5.		Vocabulary, Writing	The students are asked to spell and pronounce the vocabulary in the handout loudly.	2’
6.		Vocabulary and Pronunciation	The teacher asks the students to read aloud the handout given by the teacher and give the meaning in Indonesian.	2’
7.		Reading, writing,	The students are asked to do the worksheet.	5’

		vocabulary.		
8	Post-Instructional Activities	Speaking, pronunciation, vocabulary, listening.	The students are asked to pronounce, spell and give the meaning of the vocabulary given	3’

TEACHER'S NOTE

I. PRE-INSTRUCTIONAL ACTIVITIES

- The teacher asks the students to answer the triggering questions:
  - Do you know the meaning of the shape?
  - Look at this shape! (the teacher draws the picture of circle). Can anyone mention things in the classroom that have the same shape like this?
  - How about this? (the teacher draws the picture of rectangle). Can you find things that have the same shape like it?

II. WHILST-INSTRUCTIONAL ACTIVITIES

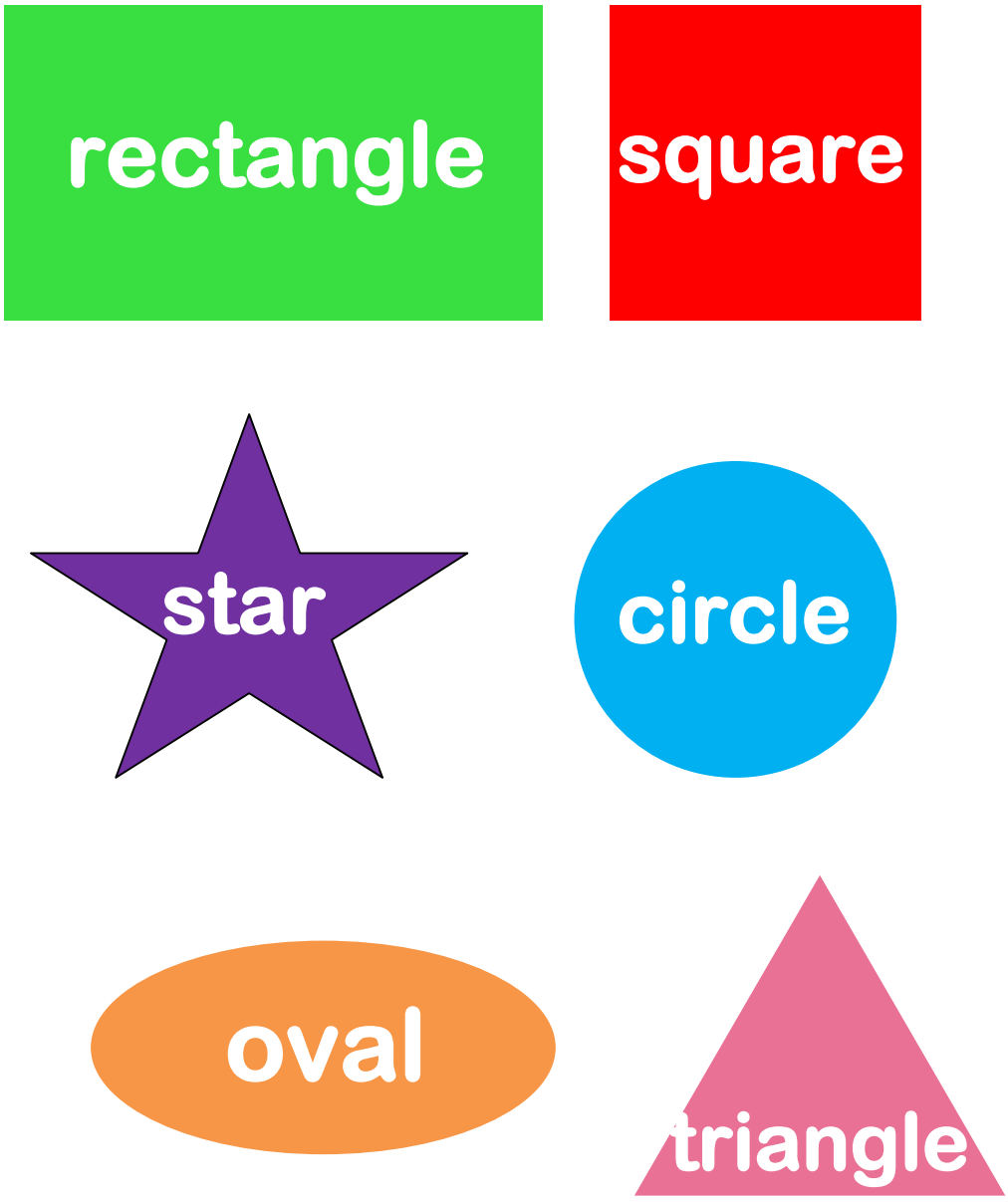
The teacher:

a. The students are asked to listen to the teacher's explanation about the lesson. The teacher uses picture.
b. The students are asked to read the hand out silently.
c. The students are asked to repeat the pronunciation after the teacher.
d. The students are asked to spell and pronounce the vocabulary in the handout loudly.
e. The teacher asks the students to read aloud the handout given by the teacher and give the meaning in Indonesian.
f. The students are asked to do the worksheet.

VII. POST INSTRUCTIONAL ACTIVITIES

The teacher asks the students to pronounce and give the meaning of the vocabulary given.

LEARNING MATERIAL



LESSON PLAN CONTROL GROUP

TREATMENT III

Subject	: English
Skills	: Listening, Speaking, Reading, Writing
Language Components	: Vocabulary, Pronunciation
Topic	: Size
Education level	: Elementary School
Class/Semester	: I/ 1
Time Allocation	: 1x 30 minutes

A. BASIC COMPETENCE

Students are able to know the vocabulary of the size.

B. ACHIEVEMENT INDICATORS

Listening : Students are able to get the teacher's explanation.

Speaking : Students are able to answer the teacher's question orally.

Reading : Students are able to read the instruction.

Writing : Students are able to write the vocabularies in the correct spelling.

Pronunciation : Students are able to pronounce the vocabularies correctly.

Vocabulary : Students are able to identify the size.

C. LEARNING MATERIAL

a. Picture
b. student's worksheet

D. TECHNIQUE

a. repetition drill
b. question and answer

E. CLASS ACTIVITY

No.	Procedures	Skill / Sub Skill	Activities	Time
1.	Pre-Instructional Activities	Listening , Speaking	***Pre Instructional Activities*** The students are asked to answer the triggering questions orally.	1’
2.	Whilst Instructional Activities	Listening, Vocabulary	***Whilst Instructional Activities*** The students are asked to listen to the teacher’s explanation about the lesson. The teacher uses picture.	17’
3.		Listening, Speaking, Vocabulary	The students are asked to read the hand-out silently.	
4.		Pronunciation	The students are asked to repeat the pronunciation after the teacher.	
5.		Vocabulary, Writing	The students are asked to spell and pronounce the vocabulary in the handout loudly.	2’
6.		Vocabulary and Pronunciation	The teacher asks the students to read aloud the handout given by the teacher and give the meaning in Indonesian.	2’
7.		Reading, writing,	The students are asked to do the worksheet.	5’

		vocabulary.		
8	Post-Instructional Activities	Speaking, pronunciation, vocabulary, listening.	The students are asked to pronounce, spell and give the meaning of the vocabulary given	3’

TEACHER’S NOTE

I. PRE-INSTRUCTIONAL ACTIVITIES

- The teacher asks the students to answer the triggering questions:
  - Do you know the meaning of the size?
  - Can anyone mention the size of an elephant?
  - Can anyone mention the size of an ant?

II. WHILST-INSTRUCTIONAL ACTIVITIES

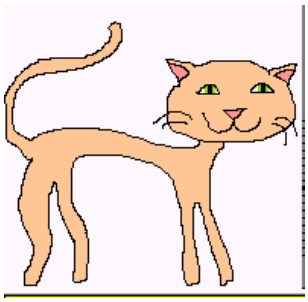
The teacher:

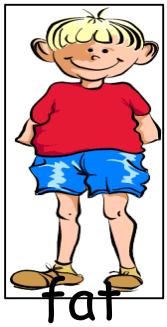
a. The students are asked to listen to the teacher's explanation about the lesson. The teacher uses picture.
b. The students are asked to read the hand out silently.
c. The students are asked to repeat the pronunciation after the teacher.
d. The students are asked to spell and pronounce the vocabulary in the handout loudly.
e. The teacher asks the students to read aloud the handout given by the teacher and give the meaning in Indonesian.
f. The students are asked to do the worksheet.

III. POST INSTRUCTIONAL ACTIVITIES

The teacher asks the students to pronounce and give the meaning of the vocabulary given.

LEARNING MATERIAL





fat

short

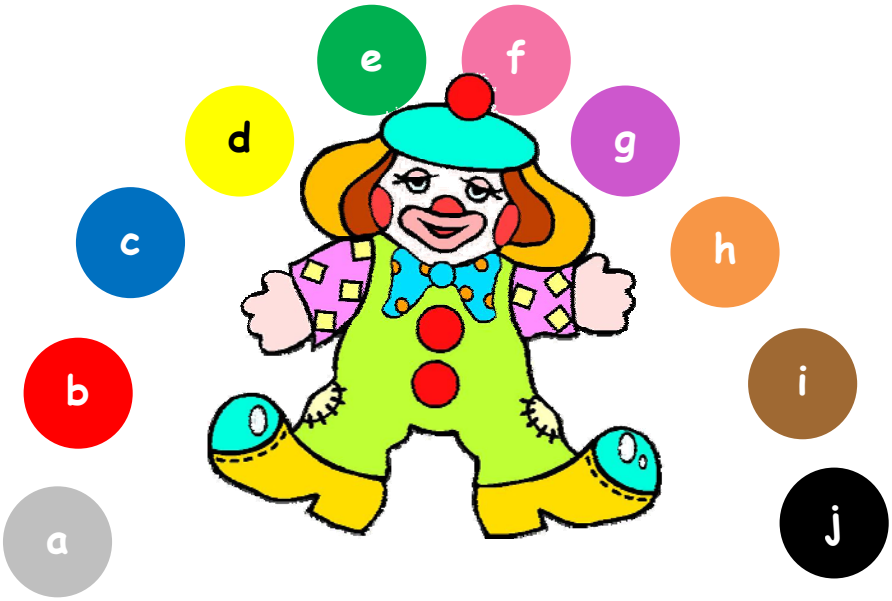
small

big

APPENDIX 10

WORKSHEET

What are the colors of the clown's balls?



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

black yellow

purple green red

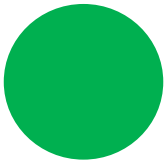
brown orange grey

blue pink

WORKSHEET

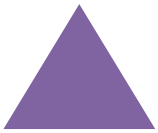
What shape are these?

1.  _ _ _ _ _ _ _ _ _

2.  _ _ _ _ _

3. _ _ _ _

4.  _ _ _ _ _ _

5.  _ _ _ _ _ _ _

6.  _ _ _ _

oval triangle circle square

rectangle star

WORKSHEET

Unscramble the letters!

1. f-t-a = ...

2. b-g-i = ...

3. t-n-i-h = ...

4. s-o-h-t-r = ...

5. t-l-a-l = ...

6. s-a-m-l-l =.....

a. big	b. small	c. tall
d. short	e. thin	f. fat