

APPENDICES

APPENDIX 1**THE CALCULATION OF THE THIRD GRADE FINAL ENGLISH TEST SCORES**

NO	XA	XA ²	XB	XB ²	XC	XC ²
1	60	321.13	40	1089	53	318.27
2	80	4.33	85	144	63	61.47
3	100	487.53	85	144	63	61.47
4	90	145.93	90	289	53	318.27
5	40	1437.93	100	729	70	0.71
6	60	321.13	70	9	66	23.43
7	100	487.53	75	4	73	4.67
8	90	145.93	95	484	53	318.27
9	90	145.93	75	4	73	4.67
10	80	4.33	100	729	86	229.83
11	90	145.93	90	289	53	318.27
12	90	145.93	100	729	70	0.71
13	100	487.53	85	144	36	1213.83
14	90	145.93	100	729	96	633.03
15	90	145.93	100	729	43	775.07
16	90	145.93	85	144	70	0.71
17	100	487.53	30	1849	90	367.11
18	90	145.93	30	1849	80	83.91
19	70	62.73	50	529	50	434.31
20	60	321.13	90	289	50	434.31
21	90	145.93	25	2304	70	0.71
22	100	487.53	95	484	93	491.07
23	90	145.93	45	784	80	83.91
24	40	1437.93	75	4	90	367.11
25	50	779.53	90	289	80	83.91
26	70	62.73	95	484	76	26.63
27	80	4.33	75	4	86	229.83
28	60	321.13	70	9	80	83.91
29	70	62.73	50	529	93	491.07
30	60	321.13	45	784	96	633.03
31	100	487.53	50	529	76	26.63
32	100	487.53	90	289	93	491.07
33	100	487.53	85	144	70	0.71
34	80	4.33	90	289	56	220.23
35	70	62.73	80	49	63	61.47
36	80	4.33	75	4	30	1667.91
37	100	487.53	45	784	73	4.67
38	90	145.93	100	729	80	83.91
39	80	4.33	100	729	96	633.03
40	70	62.73	70	9	36	1213.83

41	90	145.93	84	121	90	367.11
42	100	487.53	82	81	73	4.67
43	60	321.13	72	1	53	318.27
44	88	101.61	66	49	93	491.07
45	38	1593.61	76	9		
46	66	142.09	30	1849		
47	68	98.41	84	121		
48	86	65.29	38	1225		
49	50	779.53	24	2401		
50	22	3127.05	80	49		
51	48	895.21	100	729		
52	100	487.53	70	9		
53	74	15.37	38	1225		
$\sum x$	4130	19999.89	3869	28004	3117	13678.08
N	53		53		44	
\bar{x}	77.92		73		70.84	
SD	19.43		22.99		17.63	

Test of hypothesis :

1. $H_0 : \mu_A = \mu_B$

There is no significant difference between the means of the groups.

$H_a : \mu_A > \mu_B$

There is a significant difference between the means of the groups.

2. T-test where $df = n_A + n_B - 2 = 104$, $t_{(.05)} = 2.000$

3. The calculation for t-observation:

A: SDK Yoh. Gabriel

Class IV A

$$\bar{x} = \frac{\sum x}{n} = 77.92 \quad ; n = 53$$

$$SD = \sqrt{\frac{\sum (x - \bar{x})^2}{n}} = 19.43$$

B: SDK Yoh. Gabriel

Class IV B

$$\bar{x} = \frac{\sum x}{n} = 73 \quad ; n = 53$$

$$SD = \sqrt{\frac{\sum (x - \bar{x})^2}{n}} = 22.99$$

$$T_o = \frac{\bar{x}_A - \bar{x}_B}{\sqrt{\frac{(n_A - 1)S_A^2 + (n_B - 1)S_B^2}{n_A + n_B - 2} \left(\frac{1}{n_A} + \frac{1}{n_B} \right)}} = 1.19$$

4. Conclusion

Because t-observation is $1.19 < t_{(.05/2)}$ so H_0 is accepted. The writer can conclude that there is no significant difference between class IV A SDK Yohannes Gabriel and class IV B SDK Yohannes Gabriel

Test of hypothesis :

1. $H_0 : \mu_A = \mu_B$

There is no significant difference between the means of the groups.

$H_a : \mu_A > \mu_B$

There is a significant difference between the means of the groups.

2. T-test where $df = n_A + n_B - 2 = 95$, $t(.05) = 2.000$

3. The calculation for t-observation:

A: SDK Yoh. Gabriel

Class IV B

$$\bar{x} = \frac{\sum x}{n} = 73 : n = 53$$

$$SD = \sqrt{\frac{\sum (x - \bar{x})^2}{n}} = 22.99$$

B: SDK St. Theresia II

Class IV B

$$\bar{x} = \frac{\sum x}{n} = 70.84 : n = 44$$

$$SD = \sqrt{\frac{\sum (x - \bar{x})^2}{n}} = 17.63$$

$$T_o = \frac{\bar{x}_A - \bar{x}_B}{\sqrt{\frac{(n_A - 1)S_A^2 + (n_B - 1)S_B^2}{n_A + n_B - 2} \left(\frac{1}{n_A} + \frac{1}{n_B} \right)}} = 0.51$$

4. Conclusion

Because t-observation is $0.51 < t_{(0.05/2)}$ so H_0 is accepted. The writer can conclude that there is no significant difference between class IV B SDK Yohannes Gabriel and class IV B SDK St. Theresia II

Test of hypothesis :

1. $H_0 : \mu_A = \mu_B$

There is no significant difference between the means of the groups.

$H_a : \mu_A > \mu_B$

There is a significant difference between the means of the groups.

2. T-test where $df = n_A + n_B - 2 = 95$, $t(.05) = 2.000$

3. The calculation for t-observation:

A: SDK Yoh. Gabriel

Class IV A

$$\bar{x} = \frac{\sum x}{n} = 77.92 \quad : n = 53$$

$$SD = \sqrt{\frac{\sum (x - \bar{x})^2}{n}} = 19.43$$

B: SDK St. Theresia II

Class IV B

$$\bar{x} = \frac{\sum x}{n} = 70.84 \quad : n = 44$$

$$SD = \sqrt{\frac{\sum (x - \bar{x})^2}{n}} = 17.63$$

$$T_o = \frac{\bar{x}_A - \bar{x}_B}{\sqrt{\frac{(n_A - 1)S_A^2 + (n_B - 1)S_B^2}{n_A + n_B - 2} \left(\frac{1}{n_A} + \frac{1}{n_B} \right)}} = 1.85$$

4. Conclusion

Because t-observation is $1.85 < t_{(.05/2)}$ so H_0 is accepted. The writer can conclude that there is no significant difference between class IV A SDK

Yohannes Gabriel and class IV B SDK St. Theresia II

APPENDIX 2**THE CALCULATION OF THE TRY OUT RELIABILITY**

No	ODD (X)	EVEN (Y)	x	y	X ²	Y ²	Xy
1.	10	10	+4.1	+2.5	16.81	6.25	+10.25
2.	10	10	+4.1	+2.5	16.81	6.25	+10.25
3.	9	10	+3.1	+2.5	9.61	6.25	+7.75
4.	10	9	+4.1	+1.5	16.81	2.25	+6.15
5.	9	10	+3.1	+2.5	9.61	6.25	+7.75
6.	9	10	+3.1	+2.5	9.61	6.25	+7.75
7.	9	10	+3.1	+2.5	9.61	6.25	+7.75
8.	8	10	+2.1	+2.5	4.41	6.25	+5.25
9.	8	9	+2.1	+1.5	4.41	2.25	+3.15
10.	7	10	+1.1	+2.5	1.21	6.25	+2.75
11.	9	8	+3.1	+0.5	9.61	0.25	+1.55
12.	9	8	+3.1	+0.5	9.61	0.25	+1.55
13.	8	9	+2.1	+1.5	4.41	2.25	+3.15
14.	9	8	+3.1	+0.5	9.61	0.25	+1.55
15.	8	8	+2.1	+0.5	4.41	0.25	+1.05
16.	6	10	+0.1	+2.5	0.01	6.25	+0.25
17.	7	9	+1.1	+1.5	1.21	2.25	+1.65
18.	7	8	+1.1	+0.5	1.21	0.25	+0.55
19.	7	8	+1.1	+0.5	1.21	0.25	+0.55
20.	7	8	+1.1	+0.5	1.21	0.25	+0.55
21.	6	9	+0.1	+1.5	0.01	2.25	+0.15
22.	6	9	+0.1	+1.5	0.01	2.25	+0.15
23.	5	8	-0.9	+0.5	0.81	0.25	-0.45
24.	4	9	-1.9	+1.5	3.61	2.25	-2.85
25.	7	6	+1.1	-1.5	1.21	2.25	-1.65
26.	4	9	-1.9	+1.5	3.61	2.25	-2.85
27.	4	9	-1.9	+1.5	3.61	2.25	-2.85
28.	7	6	+1.1	-1.5	1.21	2.25	-1.65
29.	5	7	-0.9	-0.5	0.81	0.25	+0.45
30.	4	8	-1.9	+0.5	3.61	0.25	-0.95
31.	4	7	-1.9	-0.5	3.61	0.25	+0.95
32.	4	7	-1.9	-0.5	3.61	0.25	+0.95
33.	5	5	-0.9	-2.5	0.81	6.25	+2.25
34.	4	6	-1.9	-1.5	3.61	2.25	+2.85
35.	5	5	-0.9	-2.5	0.81	6.25	+2.25
36.	3	6	-2.9	-1.5	8.41	2.25	+4.35
37.	3	6	-2.9	-1.5	8.41	2.25	+4.35
38.	4	5	-1.9	-2.5	3.61	6.25	+4.75
39.	2	7	-3.9	-0.5	15.21	0.25	+1.95

40.	4	3	-1.9	-4.5	3.61	20.25	+8.55
41.	2	3	-3.9	-4.5	15.21	20.25	+17.55
42.	0	4	-5.9	-3.5	34.81	12.25	+20.65
43.	1	2	-4.9	-5.5	24.01	30.25	+26.95
44.	1	2	-4.9	-5.5	24.01	30.25	+26.95
Total	260	330	0.0	0.0	309.64	223	207.25
\bar{x}	5.9	7.5					
S	2.65	2.25					

THE CALCULATION OF THE TRY OUT RELIABILITY

$$\bar{X}_x = \frac{\sum X}{N} = 5.9 \quad ; N=44$$

$$\bar{X}_y = \frac{\sum X}{N} = 7.5 \quad ; N=44$$

$$S_x = \sqrt{\frac{\sum (X - \bar{X})^2}{N}} = 2.65$$

$$S_y = \sqrt{\frac{\sum (X - \bar{X})^2}{N}} = 2.25$$

$$r_{xy} = \frac{\sum xy}{N S_x S_y} = +0.79$$

Where: r_{xy} = correlation between X and Y
 X = deviation of an X score from the mean of X scores
 Y = deviation of a corresponding Y from the mean of the Y scores
 $\sum xy$ = sum of all the products of deviations, each x deviation times its corresponding y deviation
 S_x and S_y = standard deviation of the sample distributions of X and Y scores

Spearman-Brown Prophecy formula

$$r_{xx} = \frac{nr}{(n-1)r + 1} = 0.88$$

Where: r_{xx} = full-test reliability
 r = correlation between two test parts
 n = number of times the test length is to be increased

APPENDIX 3**THE CALCULATION OF DIFFICULTY INDEX AND ITEM DISCRIMINATION**

ITEM NUMBER	DIFFICULTY INDEX	INTERPRETATION	ITEM DISCRIMINATION	INTERPRETATION
1	0.75	M	0.5	V
2	0.80	E	0.64	V
3	0.5	M	0.28	M
4	0.68	M	0.36	R
5	0.34	D	0.36	R
6	0.89	E	0.29	M
7	0.66	M	0.86	V
8	0.75	M	0.57	V
9	0.61	M	0.79	V
10	0.59	M	0.72	V
11	0.52	M	0.65	V
12	0.82	E	0.43	V
13	0.59	M	0.5	V
14	0.52	M	0.21	M
15	0.66	M	0.64	V
16	0.84	E	0.64	V
17	0.64	M	0.64	V
18	0.89	E	0.29	M
19	0.64	M	0.64	V
20	0.75	M	0.64	V
	Formula: $IF = \frac{NC}{NT}$		Formula: $ID = IF_{Upper} - IF_{Lower}$	

Criteria for Difficulty Index:

D : Difficult items

M : Moderate items

E : Easy items

Criteria for Item Discrimination:

V : Very good items

R : Reasonable items

M : Marginal items

P : Poor item

The Formula of the Difficult Index:

$$IF = \frac{NC}{NT}$$

Where:

IF : Item Facility (Difficulty)

NC : Number of students answering correctly

NT : Number of students taking the test

The Criteria of level of difficulty (Brown, 1996:64)

IF Index	Interpretation	Code
0.00 – 0.35	Very difficult items	D
0.35 – 0.75	Moderate items	M
0.75 – 1.00	Very easy items	E

The Formula of the Item Discrimination:

$$ID = IF_{Upper} - IF_{Lower}$$

Where:

ID : Item Discrimination for an individual item

IF_{Upper} : Item Facility for the upper group on the whole test

IF_{Lower} : Item Facility for the lower group on the whole test

The Criteria of the level of the index discrimination

ID Index	Interpretation	Code
0.40 - up	Very good items	V
0.30 - 0.39	Reasonably items	R
0.20 - 0.29	Marginal items	M
Below - 0.19	Poor items	P

APPENDIX 4**THE CALCULATION OF THE TWO MEANS POST TEST**

NO	XA	XA ²	XB	XB ²
1	35	2057.53	80	113.85
2	55	643.13	60	87.05
3	90	92.93	35	1178.55
4	80	0.1296	65	18.75
5	90	92.93	35	1178.55
6	55	643.13	70	0.45
7	100	385.73	55	205.35
8	85	21.53	80	113.85
9	90	92.93	50	373.65
10	35	2057.53	55	205.35
11	90	92.93	75	32.15
12	95	214.33	95	658.95
13	90	92.93	85	245.55
14	95	214.33	70	0.45
15	100	385.73	80	113.85
16	85	21.53	60	87.05
17	100	385.73	70	0.45
18	95	214.33	45	591.95
19	85	21.53	80	113.85
20	90	92.93	90	427.25
21	100	385.73	50	373.65
22	80	0.1296	95	658.95
23	95	214.33	80	113.85
24	85	21.53	85	245.55
25	80	0.1296	45	591.95
26	80	0.1296	100	30.67
27	75	28.73	60	87.05
28	85	21.53	95	658.95
29	40	1628.93	95	658.95
30	85	21.53	90	427.25
31	70	107.33	90	427.25
32	95	214.33	50	373.65
33	90	92.93	95	658.95
34	90	92.93	75	32.15
35	90	92.93	65	18.75
36	60	414.53	65	18.75
37	55	643.13	35	1178.55
38	75	28.73	75	32.15
39	75	28.73	80	113.85
40	80	0.1296	60	87.05

41	95	214.33	65	18.75
42	80	0.1296	65	18.75
43	75	28.73	50	373.65
44	85	21.53	80	113.85
45	55	643.13	85	245.55
46	85	21.53	45	591.95
47	100	385.73	85	245.55
48	75	28.73	55	205.35
49	80	0.1296	35	1178.55
50	55	643.13	85	245.55
51	80	0.1296	35	1178.55
52	55	235.93	100	30.67
53	85	21.53	-	-
54	90	92.93	-	-
55	90	92.93	-	-
$\sum x$	4420	14292.75	3605	16981.54
N	55		52	
\bar{x}	80.36		69.33	
SD	16.12		18.07	

Test of hypothesis :

1. $H_0 : \mu_A = \mu_B$

There is no significant difference between the means of the groups.

$H_a : \mu_A > \mu_B$

There is a significant difference between the means of the groups.

2. T-test where $df = n_A + n_B - 2 = 105$, $t(.05) = 2.000$

3. The calculation for t-observation:

A: The Control Group

SDK Yoh. Gabriel

Class IV A

$$\bar{x} = \frac{\sum x}{n} = 80.36 \quad : n = 55$$

$$SD = \sqrt{\frac{\sum (x - \bar{x})^2}{n}} = 16.12$$

B: The Experimental Group

SDK Yoh. Gabriel

Class IV B

$$\bar{x} = \frac{\sum x}{n} = 69.33 \quad : n = 52$$

$$SD = \sqrt{\frac{\sum (x - \bar{x})^2}{n}} = 18.07$$

$$T_o = \frac{\bar{x}_A - \bar{x}_B}{\sqrt{\frac{(n_A - 1)S_A^2 + (n_B - 1)S_B^2}{n_A + n_B - 2} \left(\frac{1}{n_A} + \frac{1}{n_B} \right)}} = 3.35$$

4. Conclusion

Because t-observation is $3.35 > t_{(0.05/2)}$ so H_0 is rejected. The writer can conclude that there is a significant difference between class IV A SDK Yohannes Gabriel and class IV B SDK Yohannes Gabriel.

APPENDIX 5

DAILY ACTIVITIES

A. Vocabulary

Give the correct meanings!

WORD	MEANING
Get up	
Wash	
Sweep	
Take a bath	
Brush	
Wear	
Comb	
Eat	
Go	
Face	
Floor	
Teeth	
Clothes	
Breakfast	

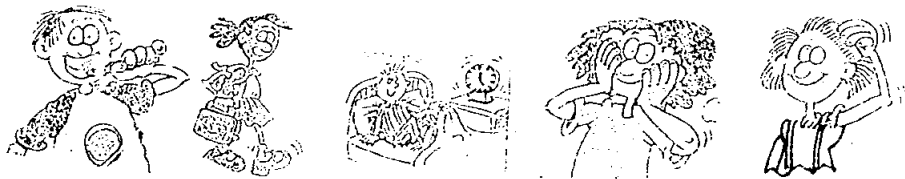
B. Reading Passage:

Ani's Activities

Ani is a student. She always gets up at five o'clock every morning. Then she washes her face and sweeps the floor. She also brushes her teeth when she takes a bath. After that she wears her clothes and combs her hair. She eats her breakfast, before she goes to school at six thirty. She is a diligent girl.

C. Exercise

I. Arrange these pictures into good order!



II. Fill in the blanks with appropriate words!

1. Ani always.....at five o'clock every morning.
2. After she washes her face, she.....the floor.
3. She.....her teeth when she takes a bath.
4. She.....her clothes and combs her hair.
5. Ani.....to school at six thirty.

LESSON PLAN

Level of Education : Elementary School
Subject : English
Theme : Verbs
Sub Theme : Daily Activities
Class/ Semester/Grp : IV/1/Ctrl
Time allocation : 45 minutes.

I. General Instructional Objective (GIO):

- Students are able to understand about the verbs used in daily activities stated in the word list.

II. Specific Instructional Objective (SIO):

- Students are able to give the correct meanings toward the vocabulary list.
- Students are able to arrange the pictures into good order.
- Students are able to fill in the blanks with the appropriate words based on the reading passage.

III. Teaching Materials:

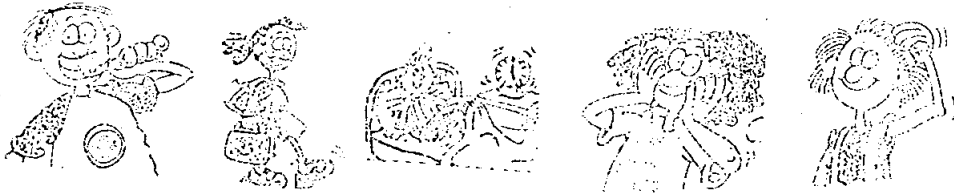
A. Give the correct meaning of each word!

WORD	MEANING
Get up	
Wash	
Sweep	
Take a bath	
Brush	
Wear	
Comb	
Eat	
Go	
Face	
Floor	
Teeth	
Clothes	

Breakfast	
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B. Reading Passage:**Ani's Activities**

Ani is a student. She always gets up at five o'clock every morning. Then she washes her face and sweeps the floor. She also brushes her teeth when she takes a bath. After that she wears her clothes and combs her hair. She eats her breakfast, before she goes to school at six thirty. She is a diligent girl.

C. Exercise**I. Arrange these pictures into good order!****II. Fill in the blanks with appropriate words!**

1. Ani always.....at five o'clock every morning.
2. After she washes her face, she.....the floor.
3. She.....her teeth when she takes a bath.
4. She.....her clothes and combs her hair.
5. Ani.....to school at six thirty.

IV. Teaching Learning Activities

- Method : Communicative Approach
Translation

a. Pre-instructional Activity

- Greeting the students.

b. Whilst-instructional Activities

- Asking the students to listen carefully to the teacher, when she reads the words in the word list.

- Asking the students to repeat after her.
- Asking the students to give the correct meanings to the word list.
- Asking the students to memorize the words in the word list.
- Asking the students the meanings of the words.
- Asking the students to listen carefully to the teacher, when she reads the reading passage.
- Asking some of the students to read the reading passage.
- Asking the students to arrange the pictures into good order.

c. Post-instructional Activity

- Asking the students to fill in the blanks with appropriate words based on the reading passage.

V. Media and Sources

a. Media : Cartoon
Board marker
Handouts

b. Sources :

VI. Time Allocation

Pre activity : 5 minutes
Whilst activities : 30 minutes
Post activity : 10 minutes
-----+
45 minutes

VII. Evaluation

- Answer Key

A. The meaning of the words:

WORD	MEANING
Get up	Bangun
Wash	Mencuci
Sweep	Menyapu
Take a bath	Mandi
Brush	Menyikat
Wear	Memakai
Comb	Menyisir

Eat	Makan
Go	Pergi
Face	Wajah
Floor	Lantai
Teeth	Gigi
Clothes	Baju
Breakfast	Sarapan

C. C-D-A-E-B

- D.1. Gets up
 2. Sweeps
 3. Brushes
 4. Wear
 5. Go

APPENDIX 6

DAILY ACTIVITIES

A. Reading Passage:

Ani's Activities

Ani is a student. She always gets up at five o'clock every morning. Then she washes her face and sweeps the floor. She also brushes her teeth when she takes a bath. After that she wears her clothes and combs her hair. She eats her breakfast, before she goes to school at six thirty. She is a diligent girl.

B. Exercise

I. Arrange these pictures into good order!



II. Fill in the blanks with appropriate words!

1. Ani always.....at five o'clock every morning.
2. After she washes her face, she.....the floor.
3. She.....her teeth when she takes a bath.
4. She.....her clothes and combs her hair.
5. Ani.....to school at six thirty.

C. Sing a song entitled:

This is the Way

This is the way we get up from bed
Get up from bed. Get up from bed
This is the way we get up from bed
So early in the morning

This is the way we wash our face
Wash our face. Wash our face
This is the way we wash our face
So early in the morning

This the way we sweep the floor
Sweep the floor. Sweep the floor
This is the way we sweep the floor
So early in the morning

(Change the activities by using the following activities)

- *This is the way we take a bath
- *This is the way we brush our teeth
- *This is the way we wear our clothes
- *This is the way we comb our hair
- *This is the way we eat our bread
- *This is the way we go to school

LESSON PLAN

Level of Education	: Elementary School
Subject	: English
Theme	: Verbs
Sub Theme	: Daily Activities
Class/ Semester/Grp	: IV/1/Exp
Time allocation	: 45 minutes.

I. General Instructional Objective (GIO):

- Students are able to understand about the verbs used in daily activities, which are learnt through song entitled: This is the way.

II. Specific Instructional Objective (SIO):

- Students are able to arrange the pictures into good order.
- Students are able to fill in the blanks with the appropriate words based on the reading passage.
- Students are able to sing a song about verbs.
- Students are able to act out the actions based on the song.
- Students are able to act out the actions and sing a song.

III. Teaching Materials:

A. Reading Passage:

Ani's Activities

Ani is a student. She always gets up at five o'clock every morning. Then she washes her face and sweeps the floor. She also brushes her teeth when she takes a bath. After that she wears her clothes and combs her hair. She eats her breakfast, before she goes to school at six thirty. She is a diligent girl.

B. Exercise

I. Arrange these pictures into good order!



II. Fill in the blanks with appropriate words!

1. Ani always.....at five o'clock every morning.
2. After she washes her face, she.....the floor.
3. She.....her teeth when she takes a bath.
4. She.....her clothes and combs her hair.
5. Ani.....to school at six thirty.

C. Sing a song entitled:

This is the Way

This is the way we get up from bed
Get up from bed. Get up from bed
This is the way we get up from bed
So early in the morning

This is the way we wash our face
Wash our face. Wash our face
This is the way we wash our face
So early in the morning

This the way we sweep the floor
Sweep the floor. Sweep the floor
This is the way we sweep the floor
So early in the morning

(Change the activities by using the following activities)

*This is the way we take a bath

- *This is the way we brush our teeth
- *This is the way we wear our clothes
- *This is the way we comb our hair
- *This is the way we eat our bread
- *This is the way we go to school

IV. Teaching Learning Activities

- Method : Total Physical Response
- a. Pre-instructional Activity
 - Greeting the students.
- b. Whilst-instructional Activities
 - Asking the students to listen carefully to the teacher, when she reads the reading passage.
 - Asking the students to read the reading passage.
 - Asking the students to arrange some pictures into good order.
 - Asking the students to fill in the blanks with the appropriate words based on the reading passage.
 - Asking the students to listen and watch carefully to the teacher, when she sings the song and acts out the actions
 - Asking the students to imitate what their teacher is doing.
 - Asking the students to act out the actions without singing the song. The teacher will sing it for them.
- c. Post-instructional Activity
 - Asking the students to sing it and act out the actions.

V. Media and Sources

- a. Media : Cartoon
Board marker
Handouts
- b. Sources :
Walt Disney Records Cassette. Birthday songs: Games & Fun for your Party. 1997. Sony Music

VI. Time Allocation

Pre activity	: 10 minutes
Whilst activities	: 25 minutes
Post activity	: 10 minutes
	-----+
	45 minutes

VII. Evaluation

*** Answer Key**

B. C-D-A-E-B

- C. 1. Gets up
2. Sweeps
3. Brushes
4. Washes
5. Goes

APPENDIX 7

PARTS OF BODY

A. Vocabulary

Give the correct meanings!

WORD	MEANING
Show	
Have	
See	
Use	
Head	
Eye	
Ear	
Mouth	
Nose	
Shoulder	
Knee	
Toe	

B. Dialogue

John's Body

John is a five-year old child and his mother is asking him about parts of his body.

Mother: "John, can show me your head?"

John : "Here, Mom! This is my head.

I have two big eyes. I can see you with my eyes, Mom".

Mother: "How many ears do you have?"

John : "I have two ears. Right and left.

I can hear you with my ears, Mom".

Mother: "What else can you find in your face, John?"

John : "I have one nose and one mouth. I use my mouth to speak and to eat".

Mother: "Very good, John.

Now, show me your shoulders!"

John : "Here, Mom!"

Mother: "Hmmm..... now show me your knees!"

John : " Here, Mom! I have two knees".

Mother: " Yes, you are right again!

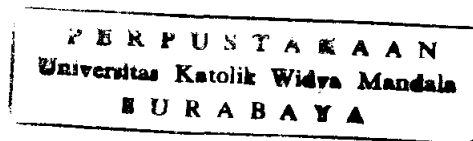
Hmmm, what about your toes?

John : " Here, Mom! I have ten toes on my feet".

C. Exercise

Answer these questions!

1. What does John have in his face?
2. How many eyes does John have in his face?
3. Can he hear with his mouth?
4. What is a mouth used for?
5. How many toes does he have?



LESSON PLAN

Level of Education	: Elementary School
Subject	: English
Theme	: Verbs
Sub Theme	: Parts of Body
Class/ Semester/Grp	: IV/1/Ctrl
Time allocation	: 45 minutes.

I. General Instructional Objective (GIO):

- Students are able to understand about verbs used in the word list.

II. Specific Instructional Objective (SIO):

- Students are able to give the correct meanings toward the vocabulary list.
- Students are able to answer some questions about the dialogue

III. Teaching Materials:

A. Give the correct meanings!

WORD	MEANING
Show	
Have	
See	
Use	
Head	
Eye	
Ear	
Mouth	
Nose	
Shoulder	
Knee	
Toe	

B. Dialogue

John's Body

John is a five-year old child and his mother is asking him about parts of his body.

Mother: " John , can show me your head?"

John : " Here, Mom! This is my head.

I have two big eyes. I can see you with my eyes, Mom".

Mother: " How many ears do you have?"

John : " I have two ears. Right and left.

I can hear you with my ears, Mom".

Mother: " What else can you find in your face, John?"

John : " I have one nose and one mouth. I use my mouth to speak and to eat".

Mother: " Very good, John.

Now, show me your shoulders!"

John : " Here, Mom!"

Mother: " Hmmm.....now show me your knees!"

John : " Here, Mom! I have two knees".

Mother: " Yes, you are right again!

Hmmm, what about your toes?

John : " Here, Mom! I have ten toes on my feet".

C. Exercise

Answer these questions!

1. What does John have in his face?
2. How many eyes does John have in his face?
3. Can he hear with his mouth?
4. What is a mouth used for?
5. How many toes does he have?

IV. Teaching Learning Activities

- Method : Communicative Approach
Translation

a. Pre-instructional Activity

- Greeting the students.

b. Whilst-instructional Activities

- Asking the students to listen carefully to the teacher when she reads the words in the word list.
- Asking the students to repeat after her.
- Asking the students to give the correct meanings to the words.
- Asking the students to memorize the words in the word list.
- Asking the students the meanings of the words.
- Asking the students to listen carefully when the teacher reads the dialogue.
- Asking some of the students to read the dialogue.

Post-instructional Activity

- Asking the students to answer some questions about the dialogue.

V. Media and Sources

a. Media : Cartoon
Board marker
Handouts

b. Sources :

VI. Time Allocation

Pre activity : 10 minutes
Whilst activities : 25 minutes
Post activity : 10 minutes
-----+
45 minutes

VII. Evaluation

- Answer Key

A. The meaning of the words:

WORD	MEANING
Show	Menunjukkan
Have	Mempunyai

See	Melihat
Use	Memakai
Head	Kepala
Eye	Mata
Ear	Telinga
Mouth	Mulut
Nose	Hidung
Shoulder	Bahu
Knee	Lutut
Toe	Jari kaki

- B. 1. He has two eyes, one nose, and one mouth
 2. Two eyes
 3. No, he can not
 4. It is used to speak and to eat
 5. Ten toes.

APPENDIX 8

PARTS OF BODY

A. Dialogue

John's Body

John is a five-year old child and his mother is asking him about parts of his body.

Mother: "John, can show me your head?"

John : "Here, Mom! This is my head.

I have two big eyes. I can see you with my eyes, Mom".

Mother: "How many ears do you have?"

John : "I have two ears. Right and left.

I can hear you with my ears, Mom".

Mother: "What else can you find in your face, John?"

John : "I have one nose and one mouth. I use my mouth to speak and to eat".

Mother: "Very good, John. Now, show me your shoulders!"

John : "Here, Mom!"

Mother: "Hmmm.....now show me your knees!"

John : "Here, Mom! I have two knees".

Mother: "Yes, you are right again!

Hmmm,what about your toes?

John : "Here, Mom! I have ten toes on my feet".

B. Exercise

Answer these questions!

1. What does John have in his face?
2. How many eyes does John have in his face?
3. Can he hear with his mouth?
4. What is a mouth used for?
5. How many toes does he have?

C. Sing a song entitled:

Head, Shoulders, Knees and Toes

Head, shoulders, knees and toes

Knees and toes. Knees and toes

Head, shoulders, knees and toes

Eyes, ears, mouth, nose

LESSON PLAN

Level of Education	: Elementary School
Subject	: English
Theme	: Verbs
Sub Theme	: Parts of Body
Class/ Semester/Grp	: IV/1/Exp
Time allocation	: 45 minutes.

I. General Instructional Objective (GIO):

- Students are able to understand about verbs used in a dialogue, which are also learnt through song entitled: Parts of Body

II. Specific Instructional Objective (SIO):

- Students are able to answer some questions based on the dialogue.
- Students are able to sing a song about verbs.
- Students are able to act out the actions based on the song.
- Students are able to sing the song and act out the actions.

III. Teaching Materials:

A. Dialogue

John's Body

John is a five-year old child and his mother is asking him about parts of his body.

Mother: " John, can show me your head?"

John : " Here, Mom! This is my head.

I have two big eyes. I can see you with my eyes, Mom".

Mother: " How many ears do you have?"

John : " I have two ears. Right and left.

I can hear you with my ears, Mom".

Mother: " What else can you find in your face, John?"

John : " I have one nose and one mouth. I use my mouth to speak

and to eat".
 Mother: " Very good, John.
 Now, show me your shoulders!"
 John : " Here, Mom!"
 Mother: " Hmmm..... now show me your knees!"
 John : " Here, Mom! I have two knees".
 Mother: " Yes, you are right again!
 Hmmm,what about your toes?
 John : " Here, Mom! I have ten toes on my feet".

B. Exercise

Answer these questions!

1. What does John have in his face?
2. How many eyes does John have in his face?
3. Can he hear with his mouth?
4. What is a mouth used for?
5. How many toes does he have?

C. Sing a song entitled:

Head, Shoulders, Knees and Toes

Head, shoulders, knees and toes
 Knees and toes. Knees and toes
 Head, shoulders, knees and toes
 Eyes, ears, mouth, nose

IV. Teaching Learning Activities

- Method : Communicative Approach
- a. Pre-instructional Activity
 - Greeting the students.
 - b. Whilst-instructional Activities
 - Asking the students to listen carefully to the teacher when she reads the dialogue.
 - Asking some of the students to read the dialogue.
 - Asking the students to answer some questions based on the dialogue.

- Asking the students to listen and watch carefully to the teacher, when she sings the song and acts out the actions
- Asking the students to imitate what their teacher is doing.
- Asking the students to act out the actions without singing the song. The teacher will sing it for them.

c. Post-instructional Activity

- Asking the students to sing the song and act out the actions.

V. Media and Sources

a. Media : Cartoon
Board marker
Handouts

b. Sources :

VI. Time Allocation

Pre activity	: 10 minutes
Whilst activities	: 25 minutes
Post activity	: 10 minutes
	-----+
	45 minutes

VII. Evaluation

• **Answer Key**

- C. 1. He has two eyes, one nose and one mouth.
2. He has two eyes
3. No, he cannot
4. It is used for speaking and eating
5. He has ten toes

APPENDIX 9

PHYSICAL EDUCATION

A. Vocabulary

Give the correct meanings!

WORD	MEANING
Follow	
Hands up	
Hands down	
Wave	
Bend	
Turn right	
Turn left	
Jump up	
Jump down	
Turn around	

B. Reading Passage

Physical Education

Today is Tuesday. The lesson begins with physical education. All of the students are in the field now. They wear sport clothes. Mr. Ahmad is our sport teacher. He teaches us how to do the warming up. He says:

- “ Okay students, follow me!”
- “ Hands up.....one....two....three....four....five....six....seven.....”
- “ Okay, hands down”.
- “ Now, wave your hands and bend your knees. One...two...three...
...four....five....six....seven.....”
- “ Good. Now turn your body to the right. One...two...three...four...
...five...six...seven....”
- “ Turn your body to the left. One...two...three...four...five....six...
...seven.....”
- “ Now change. Jump up and down. One...two...three...four...five...
...six...seven...eight...nine...ten....”
- “ The last exercise, turn around to the left. Turn around to the right”.
- “ Do it once again”.
- “Very good students. Now, you can play volley ball”.

C. Exercise

Arrange these sentences into good order!

1. lesson-begins-the-education-with-physical
2. field-are-in-the-they-now
3. your-wave-bend-and-knees-your-hands
4. to-right-the-now-your-turn-body
5. play-the-football-in-field-students-the

LESSON PLAN

Level of Education	: Elementary School
Subject	: English
Theme	: Verbs
Sub Theme	: Physical Education
Class/ Semester/Grp	: IV/1/Ctrl
Time allocation	: 45 minutes.

I. General Instructional Objective (GIO):

- Students are able to understand about verbs used in the word list.

II. Specific Instructional Objective (SIO):

- Students are able to give the correct meanings toward the words in the vocabulary list.
- Students are able to arrange the words into good order.

III. Teaching Materials:

A. Give the correct meanings!

WORD	MEANING
Follow	
Hands up	
Hands down	
Wave	
Bend	
Turn right	
Turn left	
Jump up	
Jump down	
Turn around	

B. Reading Passage

Physical Education

Today is Tuesday. The lesson begins with physical education. All of the students are in the field now. They wear sport clothes. Mr. Ahmad is our sport teacher. He teaches us how to do the warming up. He says:

“Okay students, follow me!”

“Hands up.....one....two....three....four....five....six....seven.....”

“Okay, hands down”.

“Now, wave your hands and bend your knees. One...two...three...
...four....five....six....seven.....”

“Good. Now turn your body to the right. One...two...three...four...
...five...six...seven.....”

“Turn your body to the left. One...two...three...four...five....six...
...seven.....”

“Now change. Jump up and down. One...two...three...four...five...
...six...seven...eight...nine...ten....”

“The last exercise, turn around to the left. Turn around to the right”.

“Do it once again”.

“Very good students. Now, you can play volley ball”.

C. Exercise

Arrange these sentences into good order!

1. lesson-begins-the-education-with-physical
2. field-are-in-the-they-now
3. your-wave-bend-and-knees-your-hands
4. to-right-the-now-your-turn-body
5. play-the-football-in-field-students-the

IV. Teaching Learning Activities

Method : Communicative Approach
Translation

a. Pre-instructional Activity

- Greeting the students.

b. Whilst-instructional Activities

- Asking the students to listen carefully to the teacher, when she reads the words in the word list.
- Asking the students to repeat after her.
- Asking the students to give the correct meanings to the words in the word list.
- Asking the students to memorize the words.
- Asking the students to listen carefully to the teacher, when she reads the reading passage.
- Asking some of the students to read the reading passage.

c. Post-instructional Activity

- Asking the students to arrange the words into good order.

V. Media and Sources

a. Media : Cartoon
Board marker
Handouts

b. Sources :

VI. Time Allocation

Pre activity : 10 minutes
Whilst activities : 25 minutes
Post activity : 10 minutes
-----+
45 minutes

VII. Evaluation

- Answer Key

A. The correct meanings!

WORD	MEANING
Follow	Mengikuti
Hands up	Mengangkat tangan
Hands down	Menurunkan tangan
Wave	Melambaikan tangan
Bend	Menekuk
Turn right	Belok kekanan

Turn left	Belok kekiri
Jump up	Melompat
Jump down	Berjongkok
Turn around	Berputar

- C. 1. The lesson begins with physical education.
 2. They are in the field now.
 3. Wave your hands and bend your knees.
 4. Now turn your body to the right.
 5. The students play football in the field.

APPENDIX 10

PHYSICAL EDUCATION

A. Reading Passage

Physical Education

Today is Tuesday. The lesson begins with physical education. All of the students are in the field now. They wear sport clothes. Mr. Ahmad is our sport teacher. He teaches us how to do the warming up. He says:

“Okay students, follow me!”

“Hands up.....one....two....three....four....five....six....seven.....”

“Okay, hands down”.

“Now, wave your hands and bend your knees. One...two...three...
...four....five....six....seven.....”

“Good. Now turn your body to the right. One...two...three... four...
...five...six...seven.....”

“Turn your body to the left. One...two...three... four... five....six...
...seven.....”

“Now change. Jump up and down. One...two...three... four... five...
...six...seven...eight...nine...ten....”

“The last exercise, turn around to the left. Turn around to the right”.

“Do it once again”.

“Very good students. Now, you can play volley ball”.

B. Exercise

Arrange these sentences into good order!

1. lesson-begins-the-education-with-physical
2. field-are-in-the-they-now
3. your-wave-bend-and-knees-your-hands
4. to-right-the-now-your-turn-body
5. play-the-football-in-field-students-the

C. Sing a song entitled:

Follow Me

Follow me. Follow me.

Hands up. Hands up.

Follow me. Follow me.

Hands down. Hands down.

Follow me. Follow me.

Wave your hands.

Follow me. Follow me.

Bend your knees.

Follow me. Follow me.

Turn right. Turn right.

Follow me. Follow me.

Turn left. Turn left.

Follow me. Follow me.

Jump up and down

Follow me. Follow me

Turn around.

LESSON PLAN

Level of Education	: Elementary School
Subject	: English
Theme	: Verbs
Sub Theme	: Physical Education
Class/ Semester/Grp	: IV/1/Ctrl
Time allocation	: 45 minutes.

I. General Instructional Objective (GIO):

- Students are able to understand about verbs used in the reading passage, which is also learnt through song entitled: Follow me

II. Specific Instructional Objective (SIO):

- Students are able to arrange the words into good order.
- Students are able to sing a song about verbs.
- Students are able to act out the actions without singing the song. The teacher will sing it for them.
- Students are able to sing the song and act out the actions.

III. Teaching Materials:

A. Reading Passage

Physical Education

Today is Tuesday. The lesson begins with physical education. All of the students are in the field now. They wear sport clothes. Mr. Ahmad is our sport teacher. He teaches us how to do the warming up. He says:

“Okay students, follow me!”

“Hands up..... one....two....three....four....five....six....seven.....”

“Okay, hands down”.

“Now, wave your hands and bend your knees. One... two... three...
...four....five....six....seven.....”

“Good. Now turn your body to the right. One... two... three... four...

... five... six... seven....”

“ Turn your body to the left. One... two... three... four... five.... six...
... seven.....”

“ Now change. Jump up and down. One... two... three... four... five...
... six... seven... eight... nine... ten....”

“ The last exercise, turn around to the left. Turn around to the right”.

“ Do it once again”.

“Very good students. Now, you can play volley ball”.

B. Exercise

Arrange these sentences into good order!

1. lesson-begins-the-education-with-physical
2. field-are-in-the-they-now
3. your-wave-bend-and-knees-your-hands
4. to-right-the-now-your-turn-body
5. play-the-football-in-field-students-the

C. Sing a song entitled:

Follow Me

Follow me. Follow me.

Hands up. Hands up.

Follow me. Follow me.

Hands down. Hands down.

Follow me. Follow me.

Wave your hands.

Follow me. Follow me.

Bend your knees.

Follow me. Follow me.

Turn right. Turn right.

Follow me. Follow me.

Turn left. Turn left.

Follow me. Follow me.

Jump up and down

Follow me. Follow me

Turn around.

IV. Teaching Learning Activities

Method : Total Physical Response

a. Pre-instructional Activity

- Greeting the students.

b. Whilst-instructional Activities

- Asking the students to listen carefully to the teacher, when she reads the reading passage.
- Asking some of the students to read the reading passage.
- Asking the students to arrange the words into good order.
- Asking the students to listen and watch carefully to the teacher, when she sings the song and acts out the actions.
- Asking the students to imitate what their teacher is doing.
- Asking the students to act out the actions without singing the song. The teacher will sing it for them

c. Post-instructional Activity

- Asking the students to sing the song and act out the actions.

V. Media and Sources

a. Media : Cartoon

Board marker

Handouts

b. Sources :

VI. Time Allocation

Pre activity : 10 minutes

Whilst activities : 25 minutes

Post activity : 10 minutes

-----+
45 minutes

VII. Evaluation

- **Answer Key**

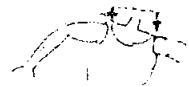
- C. 1. The lesson begins with physical education.
2. They are in the field now.
3. Wave your hands and bend your knees.
4. Now turn your body to the right.
5. The students play football in the field.

APPENDIX 11

POST TEST

I. Answer these questions by choosing the correct answer.

1. Billy puts his hat on his.....
 a. shoulders b. feet c. head
2. We have ten.....
 a. hands b. teeth c. toes
3. The girl.....down.
 a. stands b. runs c. jumps
4. I put myup
 a. hand b. foot c. head
5. The ballerina.....to the right.
 a. turn b. sweep c. wake
6. I use my.....to hear.
 a. hair b. eye c. ear
7. This is my.....
 a. shoulders b. head c. feet
8. The boy.....up.
 a. sleeps b. jumps c. runs
9. The boy falls. His.....is hurt.
 a. shoulder b. knee c. toe



10. Mother: "Tino,.....your breakfast before you go to school".

Tino : "Alright Mom".

a. drink

b. eat

c. comb



11. Mrs. Chen holds the broom with her.....

a. eye

b. hand

c. foot



12. He puts his.....

a. foot up

b. hand up

c. head



13. The students.....uniform (seragam) to school.

a. wash

b. wear

c. take



14. You.....your hand, when you say goodbye.

a. wave

b. wash

c. hit

15. Amir.....around the circle.

a. stands

b. jumps

c. runs



16. Mother: ".....your teeth before you sleep".

Nina : "O.K. Mom!".

a. brush

b. read

c. take



17. Mrs. Harry always.....her hair before she goes to the office.

a. sits

b. gets

c. combs



18.your face with ~~✓~~ soap!

a. go

b. brush

c. wash



19. I.....a bath twice a day.

a. run

b. take

c. comb



20. We.....sandwiches as our breakfast.

a. wash

b. go

c. eat



PERPUSTAKAAN
Universitas Katolik Widya Mandala
SURABAYA