Evaluation of Sound Recordings Pre-test and Post-test Scores of Experimental Group Evaluator 1

	Experin	nental (Group 54	4							
				Ev	aluator	1					
	Pre-tes	t score			1	1	Post tes	<mark>st score</mark>			
	Prono	Gram	Vocab	Fluen	Score		Prono	Gram	Vocab	Fluen	Score
Student A1	1	2	2	1	6		1	3	3	3	10
Student A2	1	1	1	1	4		3	3	2	2	10
Student A3	1	2	1	1	5		2	3	2	2	9
Student A4	1	1	2	2	6		4	3	3	3	13
Student A5	1	1	2	2	6		1	2	3	2	8
Student A6	1	3	3	3	10		4	3	4	3	14
Student A7	3	2	3	3	11		3	2	3	4	12
Student A8	2	2	2	2	8		4	3	3	3	13
Student A9	1	1	1	1	4		1	2	2	2	7
Student A10	1	1	1	1	4		1	2	2	2	7
Student A11	3	3	3	3	12		3	3	3	3	12
Student A12	3	2	2	3	10		3	4	3	3	13
Student A13	3	3	3	3	12		3	3	3	4	13
Student A14	1	2	3	3	9		1	3	2	2	8
Student A15	1	2	3	2	8		2	4	3	3	12
Student A16	3	3	2	2	10		3	3	4	3	13
Student A17	1	2	2	2	7		2	3	2	2	9
Student A18	2	3	3	3	11		3	3	4	3	13
Student A19	1	1	2	2	6		4	4	3	4	15
Student A20	1	1	1	1	4		3	2	1	2	8
Student A21	2	1	1	1	5		2	2	1	2	7
Student A22	3	3	2	2	10		3	3	3	3	12
Student A23	2	3	2	2	9		4	4	3	3	14
Student A24	2	3	3	3	11		4	4	4	3	15
Student A25	1	2	3	2	8		3	4	3	4	14
Student A26	2	2	2	2	8		4	3	3	3	13
Student A27	2	3	3	3	11		3	3	3	3	12
Student A28	3	3	3	3	12		4	4	3	3	14
Total	49	58	61	59	227		78	85	78	79	320
Averages	1.8	2.1	2.2	2.1	8.1		2.8	3.0	2.8	2.8	11.4

Evaluation of Sound Recordings Pre-test and Post-test Scores of Experimental Group Evaluator 2

	Experin	nental (Group 54	4							
					E	valuator	· 2				
	Pre tes	t score					Post tes	st score			
	Prono	Gram	Vocab	Fluen	Score		Prono	Gram	Vocab	Fluen	Score
Student A1	1	2	1	1	5		1	2	3	3	9
Student A2	1	2	1	1	5		3	3	3	3	12
Student A3	1	1	1	1	4		2	2	2	2	8
Student A4	1	1	1	2	5		3	3	3	3	12
Student A5	2	1	2	2	7		1	2	2	2	7
Student A6	1	3	3	3	10		3	3	3	3	12
Student A7	2	2	2	3	9		2	3	3	3	11
Student A8	1	2	1	1	5		3	3	3	3	12
Student A9	1	1	1	1	4		1	2	2	2	7
Student A10	1	1	1	1	4		1	2	2	2	7
Student A11	3	3	3	3	12		3	3	3	3	12
Student A12	3	2	2	2	9		3	2	4	3	12
Student A13	3	2	2	2	9		3	3	3	3	12
Student A14	1	2	3	2	8		2	2	3	2	9
Student A15	1	2	3	3	9		2	4	3	3	12
Student A16	3	2	2	1	8		3	3	2	3	11
Student A17	1	2	2	2	7		2	3	2	2	9
Student A18	2	2	2	1	7		3	3	3	3	12
Student A19	1	1	2	2	6		3	3	2	3	11
Student A20	1	1	1	1	4		2	2	1	2	7
Student A21	2	1	1	1	5		1	2	2	2	7
Student A22	3	2	2	2	9		3	3	2	3	11
Student A23	2	3	2	2	9		3	3	3	3	12
Student A24	2	2	2	3	9		4	3	2	2	11
Student A25	1	2	2	2	7		3	3	2	4	12
Student A26	2	2	2	2	8		3	3	2	2	10
Student A27	3	2	2	2	9		2	2	3	3	10
Student A28	3	2	3	2	10		4	3	3	2	12
Total	49	51	52	51	203		69	75	71	74	289
Averages	1.8	1.8	1.9	1.8	7.3		2.5	2.7	2.5	2.6	10.3

Evaluation of Sound Recordings Pre-test and Post-test Scores of Experimental Group Evaluator 3

	Experin	mental (Group 54	4							
					E	valuator	•3				
	Pre-tes	t					Post tes	st			
	Prono	Gram	Vocab	Fluen	Score		Prono	Gram	Vocab	Fluen	Score
Student A1	2	2	1	1	6		1	3	3	2	9
Student A2	1	1	2	1	5		3	3	2	2	10
Student A3	1	1	1	1	4		2	3	3	3	11
Student A4	1	1	1	1	4		3	3	3	1	10
Student A5	1	1	2	2	6		2	2	2	2	8
Student A6	2	3	4	3	12		3	3	3	3	12
Student A7	2	2	2	2	8		2	2	3	3	10
Student A8	2	2	1	1	6		3	3	3	3	12
Student A9	1	1	1	1	4		2	2	2	2	8
Student A10	1	1	1	1	4		1	2	2	2	7
Student A11	3	3	3	3	12		3	3	3	3	12
Student A12	3	2	2	3	10		3	3	3	3	12
Student A13	3	3	3	3	12		3	4	3	3	13
Student A14	1	2	2	2	7		2	2	3	2	9
Student A15	1	2	2	2	7		3	3	3	3	12
Student A16	1	1	2	2	6		3	3	3	3	12
Student A17	1	2	2	1	6		2	3	2	1	8
Student A18	2	2	3	3	10		3	3	3	2	11
Student A19	1	1	2	2	6		3	3	3	3	12
Student A20	1	1	1	1	4		3	2	1	2	8
Student A21	1	1	1	1	4		2	2	2	2	8
Student A22	3	2	3	2	10		2	3	3	3	11
Student A23	2	3	2	2	9		4	4	3	3	14
Student A24	2	3	3	3	11		4	3	3	3	13
Student A25	1	2	2	2	7		3	3	3	3	12
Student A26	2	2	2	2	8		3	3	3	3	12
Student A27	2	3	3	3	11		3	3	3	3	12
Student A28	3	2	2	2	9		3	3	3	3	12
Total	47	52	56	53	208		74	79	76	71	300
Averages	1.7	1.9	2.0	1.9	7.4		2.6	2.8	2.7	2.5	10.7

The Result from 3 Evaluators Pre-test and Post-test Scores of Experimental Group

	Experin	nental (Group 54	1							
							-				
	_				Result fi	rom 3 ev		-			
	Pre-tes	t				1	Post-te:	st			
	Prono	Gram	Vocab	Fluen	Score		Prono	Gram	Vocab	Fluen	Score
Student A1	1.3	2.0	1.3	1.0	5.7		1.0	2.7	3.0	2.7	9.3
Student A2	1.0	1.3	1.3	1.0	4.7		3.0	3.0	2.3	2.3	10.7
Student A3	1.0	1.3	1.0	1.0	4.3		2.0	2.7	2.3	2.3	9.3
Student A4	1.0	1.0	1.3	1.7	5.0		3.3	3.0	3.0	2.3	11.7
Student A5	1.3	1.0	2.0	2.0	6.3		1.3	2.0	2.3	2.0	7.7
Student A6	1.3	3.0	3.3	3.0	10.7		3.3	3.0	3.3	3.0	12.7
Student A7	2.3	2.0	2.3	2.7	9.3		2.3	2.3	3.0	3.3	11.0
Student A8	1.7	2.0	1.3	1.3	6.3		3.3	3.0	3.0	3.0	12.3
Student A9	1.0	1.0	1.0	1.0	4.0		1.3	2.0	2.0	2.0	7.3
Student A10	1.0	1.0	1.0	1.0	4.0		1.0	2.0	2.0	2.0	7.0
Student A11	3.0	3.0	3.0	3.0	12.0		3.0	3.0	3.0	3.0	12.0
Student A12	3.0	2.0	2.0	2.7	9.7		3.0	3.0	3.3	3.0	12.3
Student A13	3.0	2.7	2.7	2.7	11.0		3.0	3.3	3.0	3.3	12.7
Student A14	1.0	2.0	2.7	2.3	8.0		1.7	2.3	2.7	2.0	8.7
Student A15	1.0	2.0	2.7	2.3	8.0		2.3	3.7	3.0	3.0	12.0
Student A16	2.3	2.0	2.0	1.7	8.0		3.0	3.0	3.0	3.0	12.0
Student A17	1.0	2.0	2.0	1.7	6.7		2.0	3.0	2.0	1.7	8.7
Student A18	2.0	2.3	2.7	2.3	9.3		3.0	3.0	3.3	2.7	12.0
Student A19	1.0	1.0	2.0	2.0	6.0		3.3	3.3	2.7	3.3	12.7
Student A20	1.0	1.0	1.0	1.0	4.0		2.7	2.0	1.0	2.0	7.7
Student A21	1.7	1.0	1.0	1.0	4.7		1.7	2.0	1.7	2.0	7.3
Student A22	3.0	2.3	2.3	2.0	9.7		2.7	3.0	2.7	3.0	11.3
Student A23	2.0	3.0	2.0	2.0	9.0		3.7	3.7	3.0	3.0	13.3
Student A24	2.0	2.7	2.7	3.0	10.3		4.0	3.3	3.0	2.7	13.0
Student A25	1.0	2.0	2.3	2.0	7.3		3.0	3.3	2.7	3.7	12.7
Student A26	2.0	2.0	2.0	2.0	8.0		3.3	3.0	2.7	2.7	11.7
Student A27	2.3	2.7	2.7	2.7	10.3		2.7	2.7	3.0	3.0	11.3
Student A28	3.0	2.3	2.7	2.3	10.3		3.7	3.3	3.0	2.7	12.7
Total	48.3	53.7	56.3	54.3	212.7		73.7	79.7	75.0	74.7	303.0
Averages	1.7	1.9	2.0	1.9	7.6		2.6	2.8	2.7	2.7	10.8

Evaluation of Sound Recordings Pre-test and Post-test Scores of Control Group Evaluator 1

	Control	l group l	B								
				E	valuator 1	1					
	Pre-tes	t score					Post tes	st score			
	Prono	Gram	Vocab	Fluen	Score		Prono	Gram	Vocab	Fluen	Score
Student B 1	1	1	1	1	4		3	2	2	1	8
Student B 2	2	3	3	2	10		2	3	3	2	10
Student B 3	1	3	1	2	7		2	2	2	2	8
Student B 4	1	2	2	2	7		3	3	3	1	10
Student B 5	2	3	3	3	11		2	3	3	3	11
Student B 6	1	1	1	1	4		1	2	2	1	6
Student B 7	1	2	1	1	5		1	2	1	1	5
Student B 8	1	1	2	1	5		2	2	2	1	7
Student B 9	1	2	2	2	7		1	2	2	2	7
Student B 10	1	2	2	1	6		1	3	2	2	8
Student B 11	1	1	1	1	4		2	3	3	2	10
Student B 12	2	4	5	5	16		4	4	5	5	18
Student B 13	1	2	2	2	7		2	3	3	2	10
Student B 14	1	2	2	2	7		2	2	2	2	8
Student B 15	1	2	2	3	8		1	2	2	1	6
Student B 16	1	1	2	1	5		2	2	2	1	7
Student B 17	2	3	3	3	11		4	3	3	4	14
Student B 18	1	1	2	2	6		2	3	2	2	9
Student B 19	1	2	2	2	7		2	2	2	2	8
Student B 20	1	3	3	1	8		1	2	3	3	9
Student B 21	1	2	3	3	9		1	2	3	3	9
Student B 22	1	2	2	3	8		1	2	2	3	8
Student B 23	4	3	1	3	11		3	3	2	3	11
Student B 24	1	1	1	1	4		1	1	1	1	4
Student B 25	1	2	2	2	7		2	2	3	2	9
Student B 26	1	3	3	3	10		3	3	3	3	12
Student B 27	2	3	3	3	11		2	3	3	3	11
Student B 28	1	2	1	1	5		3	3	2	2	10
Total	36.0	59.0	58.0	57.0	210.0		56.0	69.0	68.0	60.0	253.0
Averages	1.3	2.1	2.1	2.0	7.5		2.0	2.5	2.4	2.1	9.0

Evaluation of Sound Recordings Pre-test and Post-test Scores of Control Group Evaluator 2

	Control	l group l	В								
					E	valuator	· 2				
	Pre test	t score					Post tes	st score			
	Prono	Gram	Vocab	Fluen	Score		Prono	Gram	Vocab	Fluen	Score
Student B 1	1	1	1	1	4		3	1	2	1	7
Student B 2	2	3	2	2	9		1	3	3	2	9
Student B 3	1	3	2	1	7		2	2	2	1	7
Student B 4	1	2	2	1	6		3	3	2	2	10
Student B 5	2	3	2	2	9		2	3	2	2	9
Student B 6	1	1	1	1	4		1	1	2	1	5
Student B 7	1	1	1	1	4		1	2	1	1	5
Student B 8	1	2	1	1	5		2	2	2	1	7
Student B 9	1	2	2	1	6		1	2	2	2	7
Student B 10	1	2	2	1	6		2	3	2	2	9
Student B 11	1	1	1	1	4		2	2	3	2	9
Student B 12	2	4	5	4	15		4	5	5	5	19
Student B 13	1	3	2	1	7		2	2	3	2	9
Student B 14	2	2	2	1	7		2	2	2	2	8
Student B 15	2	3	2	3	10		1	2	2	1	6
Student B 16	1	1	2	1	5		2	2	2	2	8
Student B 17	2	3	2	3	10		4	3	3	3	13
Student B 18	1	2	2	1	6		2	2	2	2	8
Student B 19	1	2	2	2	7		1	2	2	3	8
Student B 20	1	2	3	2	8		1	2	3	3	9
Student B 21	1	2	3	3	9		2	2	3	3	10
Student B 22	1	2	2	3	8		1	2	2	3	8
Student B 23	3	3	2	3	11		3	3	3	3	12
Student B 24	1	1	1	1	4		1	1	1	1	4
Student B 25	1	2	2	1	6		2	2	3	3	10
Student B 26	1	3	3	3	10		3	3	3	3	12
Student B 27	2	3	3	3	11		3	3	3	3	12
Student B 28	1	2	1	1	5		2	3	2	3	10
Total	37.0	61.0	56.0	49.0	203.0		2.0	2.3	2.4	2.2	8.9
Averages	1.3	2.2	2.0	1.8	7.3		2.0	2.3	2.4	2.2	8.9

Evaluation of Sound Recordings Pre-test and Post-test Scores of Control Group Evaluator 3

	Control	group]	B								
					E	<mark>valuator</mark>	•3				
	Pre-tes	t					Post tes	st			
	Prono	Gram	Vocab	Fluen	Score		Prono	Gram	Vocab	Fluen	Score
Student B 1	1	1	1	1	4		3	2	2	1	8
Student B 2	2	3	3	2	10		1	3	3	2	9
Student B 3	1	3	2	1	7		2	2	1	2	7
Student B 4	1	2	2	2	7		3	3	2	1	9
Student B 5	2	3	3	3	11		3	4	3	3	13
Student B 6	1	1	1	1	4		1	1	1	1	4
Student B 7	1	1	1	1	4		1	2	1	1	5
Student B 8	1	2	1	1	5		1	1	2	1	5
Student B 9	1	2	2	1	6		1	2	2	2	7
Student B 10	1	2	2	1	6		1	3	3	2	9
Student B 11	1	1	1	1	4		2	2	3	2	9
Student B 12	2	4	5	4	15		4	4	5	5	18
Student B 13	1	3	2	1	7		2	2	3	2	9
Student B 14	2	2	1	1	6		2	2	2	2	8
Student B 15	2	3	2	3	10		1	2	2	1	6
Student B 16	1	2	2	2	7		2	2	2	2	8
Student B 17	2	3	3	2	10		3	3	3	3	12
Student B 18	1	1	2	1	5		3	3	2	2	10
Student B 19	1	2	2	2	7		1	2	2	2	7
Student B 20	1	2	3	2	8		1	2	3	3	9
Student B 21	1	2	3	3	9		1	2	3	3	9
Student B 22	1	2	2	3	8		2	3	2	3	10
Student B 23	3	3	1	3	10		3	3	2	3	11
Student B 24	1	1	1	1	4		1	1	1	1	4
Student B 25	1	2	2	1	6		2	2	2	2	8
Student B 26	1	2	2	2	7		3	3	3	3	12
Student B 27	2	3	3	3	11		3	3	3	3	12
Student B 28	1	2	1	1	5		3	3	3	2	11
Total	37.0	60.0	56.0	50.0	203.0		56.0	67.0	66.0	60.0	249.0
Averages	1.3	2.1	2.0	1.8	7.3		2.0	2.4	2.4	2.1	8.9

The Result from 3 Evaluators Pre-test and Post-test Scores of Control Group

	Scores	from So	und reco	ordings							
	G (16										
	Control C	Froup B			Decult	from 3 eva	huotom				
	Pre-test				Kesut		Post-test				
5B	Prono	Gram	Vocab	Fluen	Total		Prono	Gram	Vocab	Fluen	Total
Student B1	1.0	1.0	1.0	1.0	4.0		3.0	1.7	2.0	1.0	7.7
Student B1 Student B2	2.0	3.0	2.7	2.0	9.7		1.3	3.0	3.0	2.0	9.3
Student B3	1.0	3.0	1.7	1.3	7.0		2.0	2.0	1.7	1.7	7.3
Student B5	1.0	2.0	2.0	1.7	6.7		3.0	3.0	2.3	1.3	9.7
Student B5	2.0	3.0	2.7	2.7	10.3		2.3	3.3	2.7	2.7	11.0
Student B6	1.0	1.0	1.0	1.0	4.0		1.0	1.3	1.7	1.0	5.0
Student B7	1.0	1.3	1.0	1.0	4.3		1.0	2.0	1.0	1.0	5.0
Student B8	1.0	1.7	1.3	1.0	5.0		1.7	1.7	2.0	1.0	6.3
Student B9	1.0	2.0	2.0	1.3	6.3		1.0	2.0	2.0	2.0	7.0
Student B10	1.0	2.0	2.0	1.0	6.0		1.3	3.0	2.3	2.0	8.7
Student B11	1.0	1.0	1.0	1.0	4.0		2.0	2.3	3.0	2.0	9.3
Student B12	2.0	4.0	5.0	4.3	15.3		4.0	4.3	5.0	5.0	18.3
Student B13	1.0	2.7	2.0	1.3	7.0		2.0	2.3	3.0	2.0	9.3
Student B14	1.7	2.0	1.7	1.3	6.7		2.0	2.0	2.0	2.0	8.0
Student B15	1.7	2.7	2.0	3.0	9.3		1.0	2.0	2.0	1.0	6.0
Student B16	1.0	1.3	2.0	1.3	5.7		2.0	2.0	2.0	1.7	7.7
Student B17	2.0	3.0	2.7	2.7	10.3		3.7	3.0	3.0	3.3	13.0
Student B18	1.0	1.3	2.0	1.3	5.7		2.3	2.7	2.0	2.0	9.0
Student B19	1.0	2.0	2.0	2.0	7.0		1.3	2.0	2.0	2.3	7.7
Student B20	1.0	2.3	3.0	1.7	8.0		1.0	2.0	3.0	3.0	9.0
Student B21	1.0	2.0	3.0	3.0	9.0		1.3	2.0	3.0	3.0	9.3
Student B22	1.0	2.0	2.0	3.0	8.0		1.3	2.3	2.0	3.0	8.7
Student B23	3.3	3.0	1.3	3.0	10.7		3.0	3.0	2.3	3.0	11.3
Student B24	1.0	1.0	1.0	1.0	4.0		1.0	1.0	1.0	1.0	4.0
Student B25	1.0	2.0	2.0	1.3	6.3		2.0	2.0	2.7	2.3	9.0
Student B26	1.0	2.7	2.7	2.7	9.0		3.0	3.0	3.0	3.0	12.0
Student B27	2.0	3.0	3.0	3.0	11.0		2.7	3.0	3.0	3.0	11.7
Student B28	1.0	2.0	1.0	1.0	5.0		2.7	3.0	2.3	2.3	10.3
Total	36.7	60.0	56.7	52.0	205.3		56.0	67.0	67.0	60.7	250.7
Averages	1.31	2.14	2.02	1.86	7.33		2.0	2.4	2.4	2.2	9.0
N =	N =	28									

Appendix 9	
e treatment scores Group A	

Pre test	res all ev •																		
FIE les							- 11 -		_	_			lialaa.uut		a stable				
	Ranked	SCOLE	25	aver	age	over	ans	score					kelas unt	uk frequer	cy table				
	group A	elas	1	2	3	4	5	6	7	8	9	10	kelas	bawah	batas atas				
tudent A9	4.0		1	0	0	0	0	0	0	0	0	0	1						
tudent A10	4.0		1	0	0	0	0	0	0	0	0	0	2						
tudent A20	4.0		1	0	0	0	0	0	0	0	0	0	3						
tudent A3	4.3		1	0	0	0	0	0	0	0	0	0	4						
itudent A2	4.7		1	0	0	0	0	0	0	0	0	0							
tudent A21	4.7		0	1	0	0	0	0	0	0	0	0							
itudent A4	5.7		0	1	0	0	0	0	0	0	0	0	3						
itudent A19	6.0		0	1	0	0	0	0	0	0	0	0							
itudent A5	6.3		0	1	0	0	0	0	0	0	0	0		20.101	201000				
tudent A8	6.3		0	1	0	0	0	0	0	0	0	0							
tudent A17	6.7		0	1	0	0	0	0	0	0	0	0							
tudent A25	7.3	2	0	1	0	0	0	0	0	0	0	0							
tudent A14	8.0	3	0	0	1	0	0	0	0	0	0	0		Dist	ribution	pre test s	cores g	roup A	
tudent A15	8.0	3	0	0	1	0	0	0	0	0	0	0	10						
tudent A16	8.0		0	0	1	0	0	0	0	0	0	0	9						
tudent A26	8.0		0	0	1	0	0	0	0	0	0	0	8						
Student A23	9.0		0	0	1	0	0	0	0	0	0	0	7						
Student A7	9.3		0	0	1	0	0	0	0	0	0	0	ents e						
tudent A18	9.3		0	0	1	0	0	0	0	0	0	0	students						
Student A12	9.7		0	0	1	0	0	0	0	0	0	0	# 4	_					
Student A22	10.3		0	0	0	1	0	0	0	0	0	0	3	_					
itudent A24	10.3		0	0	0	1	0	0	0	0	0	0	2						
itudent A28	10.3		0	0	0	1	0	0	0	0	0	0	1						
tudent A6	10.7	4	0	0	0	1	0	0	0	0	0	0	0	< 4.4	4.4 - 6.4	6.4 - 8.4	8.4 - 10.4	10.4 - 12.4	> 12.4
tudent A13	11.0	4	0	0	0	1	0	0	0	0	0	0		\$ 4.4	4.4 0.4	scorer		10.4 12.4	- 12.4
tudent A11	12.0	4	0	0	0	1	0	0	0	0	0	0				500101	unge		
	Freqe		5	8	9	6	0	0	0	0	0	0							
		ency											scores Gro	up B					
Freque	ncy ta	ble	e ca	lcu	ulat	tio	ns	pre	e ti	ea	ıtn	nent	scores Gro	up B					
Freque Pre test	ncy ta	ency ble	2 Ca	2	ula 1	tio 4	ns	pre 6	e ti 7	ea 8	1 tm 9	nent							
Freque	ncy ta t group B 4.0	ency ble	2 Ca	2 0	ula t 3	<u>4</u> 0	ns 5 0	pr 6 0	e ti 7	ea 8	9 0	<u>10</u>	kelas batas bav	v batas atas					
Freque	ncy ta group B 4.0 4.0	ency ble	2 Ca	2 0 0	ula 1	4 0 0	ns 5 0 0	pre 6 0	e t i 7 0 0	° ea 8 0	9 0 0	10 0	kelas batas bav	v batas atas) 4.00)	< 4.01		<4.4	
Freque Pre test tudent B1 tudent B6 tudent B11	ncy ta group B 4.0 4.0 4.0	ency elas 1 1	2 Ca 1 1 1 1	2 0 0	Jla 1 3 0 0	4 0 0	ns 5 0 0	6 0 0	2 ti 7 0 0	8 0 0 0	9 0 0	10 0 0	kelas batas bav 1 (2 4.02	v batas atas) 4.00 1 6.00		4.01 - 6		4.4 - 6.4	
Freque Pre test Student B1 Student B6 Student B11 Student B24	ncy ta group B 4.0 4.0 4.0 4.0 4.0 4.0	ency elas	1 1 1 1 1 1	2 0 0 0 0	Jla 1 3 0 0 0 0	4 0 0 0 0	ns 5 0 0 0 0	6 0 0 0	7 0 0 0 0	8 0 0 0 0	9 0 0 0	10 0 0 0	kelas batas baw 1 (2 4.02 3 6.02	v batas atas) 4.00 6.00		4.01 - 6 6.01 - 8		4.4 - 6.4 6.4 - 8.4	
Freque Pre test itudent B1 itudent B6 itudent B11 itudent B24 itudent B7	ncy ta group B 4.0 4.0 4.0 4.0 4.0 4.0 4.0 4.0 4.3	ency ble 1 1 1 2	2 Ca	2 0 0 0 1	3 0 0 0 0 0	4 0 0 0 0 0	5 0 0 0 0 0	6 0 0 0 0	e ti 7 0 0 0 0 0	8 0 0 0 0 0 0	9 0 0 0 0	10 0 0 0 0	kelas batas bava 1 () 2 4.00 3 6.00 4 8.00	v batas atas 0 4.00 6.00 8.00		4.01 - 6 6.01 - 8 8.01 - 10		4.4 - 6.4 6.4 - 8.4 8.4 - 10.4	
Freque Pretest itudent B1 itudent B6 itudent B11 itudent B24 itudent B7 itudent B8	ncy ta group B 4.0 4.0 4.0 4.0 4.0 4.0	ency ble 1 1 1 2 2	1 1 1 1 1 1	2 0 0 0 0	Jla 1 3 0 0 0 0	4 0 0 0 0	ns 5 0 0 0 0	6 0 0 0	7 0 0 0 0	8 0 0 0 0	9 0 0 0	10 0 0 0	kelas batas baw 1 (2 4.02 3 6.02	v batas atas 0 4.00 6.00 1 8.00 1 10.00 1 12.00	Image: state	4.01 - 6 6.01 - 8		4.4 - 6.4 6.4 - 8.4	
Freque Pretest tudent B1 tudent B1 tudent B11 tudent B24 tudent B28 tudent B28	ncy ta group B 4.0 4.0 4.0 4.0 4.0 4.0 4.0 4.3 5.0	ency ble elas 1 1 1 1 2 2 2	1 1 1 1 1 1 0 0	2 0 0 0 0 1 1	3 0 0 0 0 0 0 0	4 0 0 0 0 0 0 0	5 0 0 0 0 0 0 0 0 0	6 0 0 0 0 0 0	7 0 0 0 0 0 0 0 0	8 0 0 0 0 0 0 0 0 0	9 0 0 0 0 0 0 0	10 0 0 0 0 0 0	kelas batas bau 1 (0 2 4.00 3 6.00 4 8.00 5 10.00	v batas ata: 0 4.00 6.00 10.00 12.00 14.00	Image: Second	4.01 - 6 6.01 - 8 8.01 - 10 10.01 - 12		4.4 - 6.4 6.4 - 8.4 8.4 - 10.4 10.4 - 12.4	
Freques Pretest tudent B1 tudent B6 tudent B11 tudent B24 tudent B7 tudent B28 tudent B28 tudent B16	ncy ta group B 4.0 4.0 4.0 4.0 4.0 4.0 4.3 5.0 5.0	ency ble 1 1 1 1 2 2 2 2 2	1 1 1 1 1 1 0 0 0	2 0 0 0 1 1 1	3 0 0 0 0 0 0 0 0	4 0 0 0 0 0 0 0 0 0	5 0 0 0 0 0 0 0 0 0 0 0 0	6 0 0 0 0 0 0 0	7 0 0 0 0 0 0 0 0 0 0	8 0 0 0 0 0 0 0 0 0 0 0 0 0	9 0 0 0 0 0 0 0	10 0 0 0 0 0 0 0 0	kelas batas bau 1 (2 4.0; 3 6.0; 4 8.0; 5 10.0; 6 12.0;	v batas atas 0 4.00 1 6.00 1 8.00 1 10.00 1 12.00 1 14.00 1 6.00		4.01 - 6 6.01 - 8 8.01 - 10 10.01 - 12 12.01 - 14		4.4 - 6.4 6.4 - 8.4 8.4 - 10.4 10.4 - 12.4	
Freque Pretest tudent B1 tudent B24 tudent B24 tudent B28 tudent B28 tudent B18	ncy ta group B 4.0 4.0 4.0 4.0 4.0 4.0 5.0 5.0 5.7	ency ble 1 1 1 2 2 2 2 2 2 2	1 1 1 1 1 1 0 0 0 0 0	2 0 0 0 1 1 1 1 1	3 0 0 0 0 0 0 0 0 0 0 0 0	4 0 0 0 0 0 0 0 0 0 0 0 0	5 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	6 0 0 0 0 0 0 0 0 0 0	7 0 0 0 0 0 0 0 0 0 0 0 0 0	8 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	9 0 0 0 0 0 0 0 0 0 0 0 0	10 0 0 0 0 0 0 0 0 0 0 0	kelas batas bav 1 (2 4.0: 3 6.0: 5 10.0: 6 12.0: 7 14.0:	v batas ata: 0 4.000 1 6.000 1 10.000 1 12.000 1 14.000 1 16.000 1 18.000		4.01 - 6 6.01 - 8 8.01 - 10 10.01 - 12 12.01 - 14 14.01 - 16		4.4 - 6.4 6.4 - 8.4 8.4 - 10.4 10.4 - 12.4	
Freque Pretest itudent B1 itudent B6 itudent B11 itudent B24 itudent B7 itudent B8 itudent B18 itudent B18 itudent B18	ncy ta group B 4.0 4.0 4.0 4.0 4.0 5.0 5.0 5.0 5.7 5.7	ency ble 1 1 1 1 2 2 2 2 2 2 2 2 2 2 2	1 1 1 1 1 1 0 0 0 0 0 0 0	2 0 0 0 1 1 1 1 1 1	3 0 0 0 0 0 0 0 0 0 0 0 0 0 0	4 0 0 0 0 0 0 0 0 0 0 0 0 0 0	5 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	6 0 0 0 0 0 0 0 0 0 0 0 0 0 0	e t 7 0 0 0 0 0 0 0 0 0 0 0 0	8 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	9 0 0 0 0 0 0 0 0 0 0 0 0	10 0 0 0 0 0 0 0 0 0 0 0 0 0 0	kelas batas baw 1 0 2 4.02 3 6.02 4 8.02 5 10.02 6 12.02 7 14.02 8 16.02	v batas ata: 0 4.000 1 6.000 1 10.000 1 12.000 1 14.000 1 16.000 1 18.000		4.01 - 6 6.01 - 8 8.01 - 10 10.01 - 12 12.01 - 14 14.01 - 16 16.01 - 18		4.4 - 6.4 6.4 - 8.4 8.4 - 10.4 10.4 - 12.4	
Freques itudent B1 itudent B6 itudent B111 itudent B124 itudent B124 itudent B16 itudent B18 itudent B18 itudent B18 itudent B19 itudent B19	ncy ta group B 4.0 4.0 4.0 4.0 4.0 4.0 5.0 5.0 5.0 5.7 5.7 6.0 6.3 6.3	ency ble 1 1 1 1 1 2 2 2 2 2 2 2 2 3 3 3	1 1 1 1 1 1 1 0 0 0 0 0 0 0 0 0 0 0 0 0	2 0 0 0 1 1 1 1 1 1 1 0 0	3 0 0 0 0 0 0 0 0 0 0 0 0 0 0 1 1	4 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	5 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	6 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	7 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	8 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	9 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	10 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	kelas batas baw 1 0 2 4.02 3 6.02 4 8.02 5 10.02 6 12.02 7 14.02 8 16.02	v batas atas) 4.00 6.00 10.00 12.00 14.00 16.00 18.00 20.00		4.01 - 6 6.01 - 8 8.01 - 10 10.01 - 12 12.01 - 14 14.01 - 16 16.01 - 18 18.01 - 20		4.4 - 6.4 6.4 - 8.4 8.4 - 10.4 10.4 - 12.4 > 12.4	
Freques Pretest itudent B1 itudent B6 itudent B11 itudent B124 itudent B18 itudent B18 itudent B18 itudent B18 itudent B18 itudent B19 itudent B19 itudent B25 itudent B4	ncy ta group B 4.0 4.0 4.0 4.3 5.0 5.0 5.7 5.7 6.0 6.3 6.3 6.3 6.7	ency ble 1 1 1 1 2 2 2 2 2 2 2 3 3 3 3 3	1 1 1 1 1 1 1 0 0 0 0 0 0 0 0 0 0 0 0 0	2 0 0 0 1 1 1 1 1 1 1 0 0 0 0	3 0 0 0 0 0 0 0 0 0 0 0 0 0 0 1 1 1	4 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	5 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	6 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	7 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	8 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	9 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	10 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	kelas batas baw 1 0 2 4.02 3 6.02 4 8.02 5 10.02 6 12.02 7 14.02 8 16.02	v batas atas) 4.00 6.00 10.00 12.00 14.00 16.00 18.00 20.00	Distibutio	4.01 - 6 6.01 - 8 8.01 - 10 10.01 - 12 12.01 - 14 14.01 - 16 16.01 - 18 18.01 - 20	st score	4.4 - 6.4 6.4 - 8.4 8.4 - 10.4 10.4 - 12.4 > 12.4	
Freques Pretest tudent 81 tudent 86 tudent 811 tudent 824 tudent 828 tudent 818 tudent 818 tudent 818 tudent 810 tudent 84 tudent 84	ncy ta group B 4.0 4.0 4.0 4.0 4.0 4.0 5.0 5.0 5.0 5.7 6.0 6.3 6.3 6.3 6.7 6.7	ency ble 1 1 1 1 2 2 2 2 2 2 3 3 3 3 3 3 3 3	1 1 1 1 1 1 1 1 1 1 1 1 1 1 0 0 0 0 0 0	2 0 0 0 1 1 1 1 1 1 1 1 0 0 0 0 0 0	3 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 1 1 1 1	4 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	5 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	6 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	2 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	8 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	9 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	10 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	kelas batas baw 1 0 2 4.02 3 6.02 4 8.02 5 10.02 6 12.02 7 14.02 8 16.02	v batas atas) 4.00 6.00 10.00 12.00 14.00 16.00 18.00 20.00	Distibutio	4.01 - 6 6.01 - 8 8.01 - 10 10.01 - 12 12.01 - 14 14.01 - 16 16.01 - 18 18.01 - 20	st score	4.4 - 6.4 6.4 - 8.4 8.4 - 10.4 10.4 - 12.4 > 12.4	
Freques Pretesi tudent 81 tudent 86 tudent 811 tudent 824 tudent 828 tudent 818 tudent 818 tudent 819 tudent 89 tudent 89 tudent 814 tudent 814	ncy ta group B 4.0 4.0 4.0 4.0 4.0 4.0 4.0 4.0 4.0 4.0	ency ble 1 1 1 1 1 2 2 2 2 2 2 2 2 2 2 2 2 2 3 3 3 3	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	2 0 0 0 0 1 1 1 1 1 1 1 1 0 0 0 0 0 0 0	3 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 1 1 1 1	4 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	5 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	6 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	2 ti 7 0 0 0 0 0 0 0 0 0 0 0 0 0	8 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	9 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	10 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	kelas batas baw 1 () 2 4.0: 3 6.0: 5 10.0: 6 12.0: 7 14.0: 8 16.0: 9 18.0:	v batas atas) 4.00 6.00 10.00 12.00 14.00 16.00 18.00 20.00	Distibutio	4.01 - 6 6.01 - 8 8.01 - 10 10.01 - 12 12.01 - 14 14.01 - 16 16.01 - 18 18.01 - 20	st score	4.4 - 6.4 6.4 - 8.4 8.4 - 10.4 10.4 - 12.4 > 12.4	
Freques by tudent B1 tudent B1 tudent B2 tudent B24 tudent B24 tudent B24 tudent B28 tudent B28 tudent B28 tudent B10 tudent B10 tudent B4 tudent B13 tudent B13 tudent B13	ncy ta group B 4.0 4.0 4.0 4.0 4.0 4.0 5.0 5.0 5.7 5.7 6.0 6.3 6.3 6.3 6.3 6.7 6.7 7.0 7.0	Ency Elas 1 1 1 1 2 2 2 2 2 2 2 2 2 2 2 2 2 3 3 3 3	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	2 0 0 0 0 1 1 1 1 1 1 1 1 1 0 0 0 0 0 0	3 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 1 1 1 1	4 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	5 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	6 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	2 ti 2 0 0 0 0 0 0 0 0 0 0 0 0 0	8 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	9 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	10 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	kelas batas bav 1 () 2 4.00 3 6.00 4 8.00 5 10.00 6 12.00 7 14.00 8 16.00 9 18.00 10 9 10 9	v batas atas) 4.00 6.00 10.00 12.00 14.00 16.00 18.00 20.00	Distibutio	4.01 - 6 6.01 - 8 8.01 - 10 10.01 - 12 12.01 - 14 14.01 - 16 16.01 - 18 18.01 - 20	st score	4.4 - 6.4 6.4 - 8.4 8.4 - 10.4 10.4 - 12.4 > 12.4	
Freques vudent B1 tudent B1 tudent B24 tudent B24 tudent B24 tudent B28 tudent B28 tudent B16 tudent B18 tudent B18 tudent B19 tudent B3 tudent B3 tudent B3 tudent B19	ncy ta group B 4.0 4.0 4.0 4.0 4.0 4.0 5.0 5.7 5.7 6.0 5.7 6.0 6.3 6.3 6.3 6.3 6.7 7.0 7.0 7.0 7.0	ency ble 1 1 1 1 1 1 2 2 2 2 2 2 2 2 2 2 3 3 3 3	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	2 0 0 0 0 1 1 1 1 1 1 1 1 1 1 1 0 0 0 0	3 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	4 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	5 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	6 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	2 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	8 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	9 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	10 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	kelas batas bav 1 () 2 4.02 3 6.02 4 8.02 5 10.02 6 12.02 7 14.01 8 16.02 9 18.02 10 - 9 18.02 10 - 9 18.02 10 - 9 18.02 10 - 9 18.02 10 - 9 - 10 - 9 - 10 - 9 - 10 - 9 - 8 -	v batas atas) 4.00 6.00 10.00 12.00 14.00 16.00 18.00 20.00	Distibutio	4.01 - 6 6.01 - 8 8.01 - 10 10.01 - 12 12.01 - 14 14.01 - 16 16.01 - 18 18.01 - 20	st score	4.4 - 6.4 6.4 - 8.4 8.4 - 10.4 10.4 - 12.4 > 12.4	
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	Ranked s	cores		ave	rage	ove	r all	scor	e					kelas unti	uk frequen	cy table				
	group A	kelas	1	2	3	4	5	6	7	8	9	10		kelas	batas bawah	batas atas				
Student A10	7.0	3	0	0	1	0	0	0	0	0	0	0		1	0.00	4.00				
Student A9	7.3	3	0	0	1	0	0	0	0	0	0	0		2		6.00				
Student A21	7.3	3	0	0	1	0	0	0	0	0	0	0		3		8.00				
Student A5	7.7	3	0	0	1	0	0	0	0	0	0	0		4		10.00				
Student A20	7.7	3	0	0	1	0	0	0	0	0	0	0		5		12.00				
tudent A14	8.7	3	0	0	1	0	0	0	0	0	0	0		6		14.00				_
tudent A17	8.7	4	0	0	0	1	0	0	0	0	0	0		7		16.00				_
tudent A1	9.3	4	0	0	0	1	0	0	0	0	0	0		8		18.00				_
Student A3	9.3	4	0	0	0	1	0	0	0	0	0	0		9		20.00				_
tudent A2	10.7	4	0	0	0	1	0	0	0	0	0	0			< 6					
itudent A7	11.0	4	0	0	0	1	0	0	0	0	0	0			4.01-6					-
itudent A22	11.3	4	0	0	0	1	0	0	0	0	0	0			6.01 - 8.0				_	
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itudent A4	11.7														~ 12.01					_
tudent A11	12.0	5	0	0	0	0	1	0	0	0	0	0	_					1		
tudent A15	12.0	5	0	0	0	0	1	0	0	0	0	0	_		Distr	ibution p	osttest	scores	group A	
tudent A16	12.0	5	0	0	0	0	1	0	0	0	0	0	_	1	2				-	
tudent A18	12.0	5	0	0	0	0	1	0	0	0	0	0	_							
tudent A8	12.3	5	0	0	0	0	1	0	0	0	0	0		1	0					
tudent A12	12.3	5	0	0	0	0	1	0	0	0	0	0		N.	8			_		
tudent A25	12.7	5	0	0	0	0	1	0	0	0	0	0	_	ent						
tudent A28	12.7	5	0	0	0	0	1	0	0	0	0	0		tud	6					
tudent A6	12.7	5	0	0	0	0	1	0	0	0	0	0	_		4	_	_	_		
tudent A13	12.7	6	0	0	0	0	0	1	0	0	0	0	_							
	12.7	6	0	0	0	0	0	1	0	0	0	0			2					
tudent A19	12.7												_							
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t-Test: Paired Two Sample for Mean	3			
Post <-> Pre test group A			Score	es
	Variable 1	Variable 2	Post	Pre
Mean	10,82142857	7,595238	9,3	5,7
Variance	4,17680776	6,068783	10,7	4,7
Observations	28	28	9,3	4,3
Pearson Correlation	0,695409893		11,7	5,0
Hypothesized Mean Difference	0		7,7	6,3
df	27		12,7	10,7
t Stat	9,4793711		11,0	9,3
P(T<=t) one-tailed	2,20729E-10		12,3	6,3
t Critical one-tailed	1,703288446		7,3	4,0
P(T<=t) two-tailed	4,41458E-10		7,0	4,0
t Critical two-tailed	2,051830516		12,0	12,0
			12,3	9,7
	_		12,7	11,0
$t = \frac{\overline{x_1} - \overline{x_2}}{\left \frac{S_1^2}{X_1^2} + \frac{S_2^2}{X_2^2}\right }$	2		8,7	8,0
· · ·	2		12,0	8,0
$ S_1^2 = S_1^2$	S ₂ ²		12,0	8,0
$\overline{N_1}$ +	$\overline{N_2}$		8,7	6,7
γ	<u> </u>		12,0	9,3
			12,7	6,0
			7,7	4,0
			7,3	4,7
			11,3	9,7
			13,3	9,0
			13,0	10,3
			12,7	7,3
			11,7	8,0
			11,3	10,3
			12,7	10,3

t-Test: Paired Two Samp	e for Means			
Post <-> Pre test g	group B		Sco	ores
	Variable 1	Variable 2	Post	Pre
Mean	8,952380952	7,33333333	7,7	4,0
Variance	8,063492063	7,30864198	9,3	9,7
Observations	28	28	7,3	7,0
Pearson Correlation	0,793905589		9,7	6,7
Hypothesized Mean Diff	0		11,0	10,3
df	27		5,0	4,0
t Stat	4,802		5,0	4,3
P(T<=t) one-tail	2,59209E-05		6,3	5,0
t Critical one-tail	1,703		7,0	6,3
P(T<=t) two-tail	5,18419E-05		8,7	6,0
t Critical two-tail	2,051830516		9,3	4,0
			18,3	15,3
			9,3	7,0
$\overline{x_1}$	$-\overline{x_2}$		8,0	6,7
t = -			6,0	9,3
S ₁ ²	$\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+\frac{s_{2}^{2}}{1+s_$		7,7	5,7
$\frac{-1}{N}$	$-+\frac{-2}{N}$		13,0	10,3
\sqrt{N}	N 2		9,0	5,7
•			7,7	7,0
			9,0	8,0
			9,3	9,0
			8,7	8,0
			11,3	10,7
		4,0	4,0	
			9,0	6,3
			12,0	9,0
			11,7	11,0
			10,3	5,0

Comparing gain	group A <->	gain group B	Ga	ins
	Variable 1	Variable 2	group A	group B
Mean	3,23	1,62	3,7	3,7
Variance	3,243239271	3,182833627	6,0	-0,3
Observations	28	28	5,0	0,3
Pooled Variance	3,213036449		6,7	3,0
Hypothesized Mean [0		1,3	0,7
df	54		2,0	1,0
t Stat	3,355		1,7	0,7
P(T<=t) one-tail	0,00072939		6,0	1,3
t Critical one-tail	1,673564906		3,3	0,7
P(T<=t) two-tail	0,00145878		3,0	2,7
t Critical two-tail	2,005		0,0	5,3
			2,7	3,0
	XX.		1,7	2,3
<i>t</i> =	12		0,7	1,3
((N -1)S ² +	(N -1)S ²)	1 1	4,0	-3,3
$\sqrt{\frac{(N_1-1)S_1^2}{N_1+1}}$			4,0	2,0
11 N.+I	N2 N		2,0	2,7
	- <u>2</u> /\	1 2/	2,7	3,3
			6,7	0,7
			3,7	1,0
			2,7	0,3
			1,7	0,7
			4,3	0,7
			2,7	0,0
			5,3	2,7
			3,7	3,0
			1,0	0,7
			2,3	5,3

t-Test: Paired Two Sample fo									
	Pronunc		Gram			Vocak	-	Flue	-
	improve	ment	improv	ement		improv	ement	improv	ement
	group	Aα	grou	ip A		grou	ıp A	grou	ір А
	Variable 1	Variable 2	Variable 1	Variable 2		Variable 1	Variable 2	Variable 1	Variable 2
Mean	2,6309524	1,72619	2,8452381	1,916667		2,678571	2,011905	2,666667	1,940476
Variance	0,702381	0,5848	0,2591123	0,457819		0,300265	0,481335	0,271605	0,477807
Observations	28	28	28	28		28	28	28	28
Pearson Correlation	0,4079627		0,5944235			0,659924		0,548327	
Hypothesized Mean Difference	0		0			0		0	
df	27		27			27		27	
t Stat	5,4763829		8,8612634			6,668627		6,455251	
P(T<=t) one-tail	4,247E-06		8,885E-10			1,85E-07		3,22E-07	
t Critical one-tail	1,7032884		1,7032884			1,703288		1,703288	
P(T<=t) two-tail	8,493E-06		1,777E-09			3,71E-07		6,43E-07	
t Critical two-tail	2,0518305		2,0518305			2,051831		2,051831	
t-Test: Paired Two Sample fo	or Means								
	Pronunc	iation	Gram	nmar		Vocat	oulary	Flue	ncy
	improve	ment	improv	ement		improv	ement	improv	ement
	group	ъB	grou	ір В		grou	ир В	grou	ір В
	Variable 1	Variable 2	Variable 1	Variable 2		Variable 1	Variable 2	Variable 1	Variable 2
N 4					_				
Mean	2	,	2,3928571	2,142857		2,392857	2,02381	 2,166667	1,857143
Variance	0,7489712	0,3204	0,4942681	0,60435	_	0,601264	0,773075	0,868313	0,834803
Observations	28	28	28	28	_	28	28	28	28
Pearson Correlation	0,4284353		0,7217595		_	0,818743		0,758863	
Hypothesized Mean Differer	0		0		_	0		0 27	
df	27		27		_	27			
t Stat	4,5331359		2,3772174			3,845077		 2,554975	
P(T<=t) one-tail	5,338E-05		0,0123946		_	0,000333		0,008285	
t Critical one-tail	1,7032884		1,7032884		_	1,703288		1,703288	
P(T<=t) two-tail	0,0001068		0,0247892			0,000666		0,01657	
t Critical two-tail	2,0518305		2,0518305			2,051831		2,05183	
t-Test: Two-Sample Assumin	g Equal Vari	ances							
	_				_				
	Pronunc		Gram			Vocat		Flue	•
	improve		improvem			improv		improv	
	group A <->	group B	A <-> g	roup B		group A <-	Service of the ser	group A <-	> group B
	Variable 1	Variable 2	Variable 1	Variable 2		Variable 1	Variable 2	Variable 1	Variable 2
Mean	0,9047619	0,69048	0,9285714	0,25		0,666667	0,369048	0,72619	0,309524
Variance	0,7642563	0,64962	0,3074662	0,309671		0,279835	0,257937	0,35435	0,410935
Observations	28	28	28	28		28	28	28	28
Pooled Variance	0,7069371		0,3085685			0,268886		0,382643	
Hypothesized Mean Differer	0		0			0		0	
df	54		54			54		54	
t Stat	0,9536013		4,5707114			2,147537		2,520323	
P(T<=t) one-tail	0,1722674		1,435E-05			0,018128		0,007356	
t Critical one-tail	1,6735649		1,6735649			1,673565		1,673565	
P(T<=t) two-tail	0,3445348		2,869E-05			0,036256		0,014713	
t Critical two-tail	2,0048793		2,0048793			2,004879		2,004879	

t-Test: Paired Two Sample fo	or Means									
						Comparing	gain group			
	Post <-> Pre te	st group A	Post <-> Pre t	est group B		Group A <	-> group B			
	Variable 1	Variable 2	Variable 1	Variable 2		Variable 1	Variable 2			
Mean	10,821429	7,59524	8,952381	7,333333		3,2261905	1,61904762			
Variance	4,1768078	6,06878	8,0634921	7,308642		3,2432393	3,18283363			
Observations	28	28	28	28		28	28			
Pearson Correlation	0,6954099		0,7939056			3,2130364				
Hypothesized Mean Differer	0		0			0				
df	27		27			54				
t Stat	9,4793711		4,8021052			3,354754				
P(T<=t) one-tail	2,207E-10		2,592E-05			0,0007294				
t Critical one-tail	1,7032884		1,7032884			1,6735649				
P(T<=t) two-tail	4,415E-10		5,184E-05			0,0014588				
t Critical two-tail	2,0518305		2,0518305			2,004879				
t-Test: Paired Two Sample fo	or Means									
	Comparing	pronun.	Comparing	grammar		Comparing	vocab		comparing	fluency
	group A < - > g	roup B	group A < - >	roup A < - > group B group A < - > group B group A		group A < - >				
	Variable 1	Variable 2	Variable 1	Variable 2		Variable 1	Variable 2		Variable 1	Variable 2
Mean	0,9047619	0,69048	0,9285714	0,25		0,6666667	0,36904762		0,72619	0,309524
Variance	0,7642563	0,64962	0,3074662	0,309671		0,2798354	0,25793651		0,35435	0,410935
Observations	28	28	28	28		28	28		28	28
Pearson Correlation	0,7069371		0,3085685			0,2688859			0,382643	
Hypothesized Mean Difference	0		0			0			0	
df	54		54			54			54	
t Stat	0,9536013		4,5707114			2,1475372			2,520323	
P(T<=t) one-tail	0,1722674		1,435E-05			0,0181282			0,007356	
t Critical one-tail	1,6735649		1,6735649			1,6735649			1,673565	
P(T<=t) two-tail	0,3445348		2,869E-05			0,0362563			0,014713	

Appendix	16
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<u>t-table</u>					
one-tailed	0,05	0,025	0,01	0,005	0,001
two-tailed	0,10	0,05	0,02	0,01	0,002
df		-	-		
1	6,314	12,706	31,821	63,657	318,310
2	2,920	4,303	6,965	9,925	22,326
3	2,353	3,182	4,541	5,841	10,213
4	2,132	2,776	3,747	4,604	7,173
5	2,015	2,571	3,365	4,032	5,893
6	1,943	2,447	3,143	3,707	5,208
7	1,895	2,365	2,998	3,499	4,785
8	1,86	2,306	2,896	3,355	4,501
9	1,833	2,262	2,821	3,250	4,297
10	1,812	2,228	2,764	3,169	4,144
11	1,796	2,201	2,718	3,106	4,025
12	1,782	2,179	2,681	3,055	3,930
13	1,771	2,160	2,650	3,012	3,852
14	1,761	2,145	2,624	2,977	3,787
15	1,753	2,131	2,602	2,947	3,733
16	1,746	2,120	2,583	2,921	3,686
17	1,74	2,110	2,567	2,898	3,646
18	1,734	2,101	2,552	2,878	3,610
19	1,729	2,093	2,539	2,861	3,579
20	1,725	2,086	2,528	2,845	3,552
21	1,721	2,080	2,518	2,831	3,527
22	1,717	2,074	2,508	2,819	3,505
23	1,714	2,069	2,500	2,807	3,485
24	1,711	2,064	2,492	2,797	3,467
25	1,708	2,060	2,485	2,787	3,450
26	1,706	2,056	2,479	2,779	3,435
27	1,703	2,052	2,473	2,771	3,421
28	1,701	2,048	2,467	2,763	3,408
29	1,699	2,045	2,462	2,756	3,396
		1			
30	1,697	2,042	2,457	2,750	3,385
40	1,684	2,021	2,423	2,704	3,307
60	1,671	2,000	2,390	2,660	3,232
120	1,658	1,980	2,358	2,617	3,160
inf	1,645	1,960	2,326	2,576	3,090

Rubric Assessment Based On David P. Harris (modified)

Pronunciation

Assessment	Score
Pronunciation almost as good as native speaker	5
Correct pronunciation with hardly any accent	4
Understandable but accent quite noticeable	3
Pronunciation problem necessitates careful listening	2
Very difficult to understand because of wrong pronunciation	1
Does not/hardly speak at all	0

Grammar

Assessment	Score
No grammatical mistakes at all can be heard	5
Very few mistakes noticeable, grammar is correct >90%	4
Mistakes in grammar are less than 25%	3
Half or more of the grammar is not correct	2
Most grammar and structure is wrong >80%	1
Does not/hardly speak at all	0

Vocabulary

Assessment	Score
All words used are correct, student shows rich vocabulary	5
Words come out quite naturally and easily	4
Student sometimes hesitates as if looking for words	3
Wrong words are used, the speaking is halting because of lack of vocabulary	2
Vocabulary is very limited, student cannot express his/her thoughts easily	1
Does not/hardly speak at all	0

Fluency

Assessment	Score
Student speaks fluently and at a natural speed	5
Close to fluent and natural speaking	4
The speed is almost normal and pauses are few	3
The speaking is hesitant and too slow	2
Long silences and signs of uncertainty and/or uses Indonesian	1
Does not/hardly speak at all	0

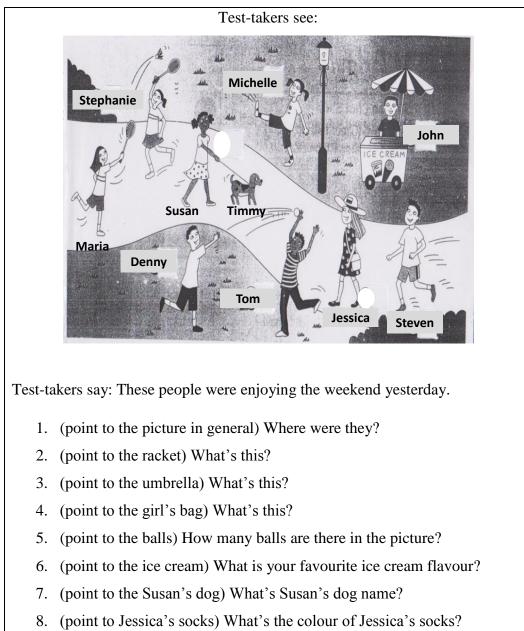
The schedule of Pre-test, Treatments, and Post-test

No	Date	Time	Class	Kind
1	7 Feb 2014	11.00 - 15.00	Private class	Try-out
2	21 Feb 2014	11.00 - 12.00	5B (control group)	Pre-test
3	25 Feb 2014	12.30 - 13.30	5A (exp. group)	Pre-test
4	4 March 2014	11.00 - 11.30	5B (control group)	Treatment 1 (Drilling) Topic: Irregular Past Simple Verbs
5	6 March 2014	9.35 - 10.05	5A (exp. Group)	Treatment 1 (elicitation) Topic: Irregular Past Simple Verbs
6	11 March 2014	11.00 - 11.30	5B (control group)	Treatment 2 (Drilling) Topic: Regular and Irregular Past Simple Verbs
7	13 March 2014	9.35 - 10.05	5A (exp. Group)	Treatment 2(elicitation) Topic: Regular and Irregular Past Simple
8	18 March 2014	11.00 - 11.30	5B (control group)	Treatment 3 (Drilling) Topic: feeling
9	20 March 2014	9.35 - 10.05	5A (exp. Group)	Treatment 3(elicitation) Topic: feeling
10	1 April 2014	11.00 - 11.30	5B (control group)	Treatment 4 (Drilling) Topic: to be – past simple
11	11 April 2014	9.35 - 10.05	5A (exp. Group)	Treatment 4(elicitation) Topic: to be – past simple
12	11 April 2014	11.00 - 12.00	5A (Exp. Group)	Post-test
13	22 April 2014	12.30 - 13.30	5 B (Control Group)	Post-test

The Treatment of Experimental and Control Group

Elicitation Technique	Drilling Technique
(Experimental Group/5A)	(Control Group/5B)
• Teacher elicits students of new	• Teacher writes down on board
vocabularies by asking easy	several vocabularies in English
questions.	• Teacher tells the meaning of the
• Some students answer it	vocabularies by translating them
• Teacher writes down the new	into Indonesian
vocabulary on the board	• Teacher drills students by
• Teacher shows several pictures of	reading the vocabularies and
activities	repeated by the students
• Teacher asks students to describe it	• Students repeat after the teacher
• Teacher elicits students the context	• Teacher shows several pictures
of the picture, what they see in the	of activities
picture, the activities in the picture	• Teacher says what activities they
and other things that can be asked	are and students repeat after the
to students.	teacher
• Miming is the last thing to do to	• Teacher does the drilling at least
raise the students' voice.	4 times maximally
	• Teacher does miming and says
	what he/she mimes then repeated
	by the students

The Picture for Pre-test and Post-test (Taken from the fifth grade workbook, Our Discovery Island)



- 9. (point to Jessica's head) What did Jessica wear on her head
- 10. Tell me what the people did in the park yesterday(point to each picture)
- 11. How did they feel in the park?
- 12. What did you do after school yesterday?

Test and Evaluation Procedures

Test procedures

- Each test session was carried out by 4 persons, the researcher and three assistants. All assistant test takers were last year students of the English section of the Teacher Training and Education Faculty of Widya Mandala Catholic University in Surabaya.
- 2. Each student was tested individually by one of these 4 persons
- The test was done in a separate room, not in the classroom, not in front of the classmates.
- 4. Each student had to write his/her name in the attendance list
- 5. The speaking of each student was recorded by a computer using Audacity software, the students were given a headset to improve the recording quality
- 6. The student's speaking test was recorded for maximal 3 minutes in a digital sound file with their name based on the attendance list.
- 7. When the speaking test was done, all the recording's results were collected and sent to all evaluators

Evaluation procedure

- All evaluators were last year students of the English section of the Teacher Training and Education Faculty of Windy Mandala Catholic University in Surabaya.
- 2. Each evaluator listened to all the sound files and gave a score per aspect (pronunciation, grammar, vocabulary and fluency); all three evaluators applied the same modified Harris Davis rating scale; the scores were collected on pre-printed score lists and sent back to the researcher
- 3. The results from each evaluator was keyed in by the researcher scores in a Microsoft Excel sheet as shown in appendix 1,2.3 & 5,6,7.
- The total score per student and the average scores of all there evaluators (appendix 4 and 8) as well as the graphs are also produced by using Microsoft Excel.

LESSON PLAN TEACHER'S NOTES PICTURES AND FLASHCARDS STUDENT'S EXERCISES

Lesson Plan - Treatment 1

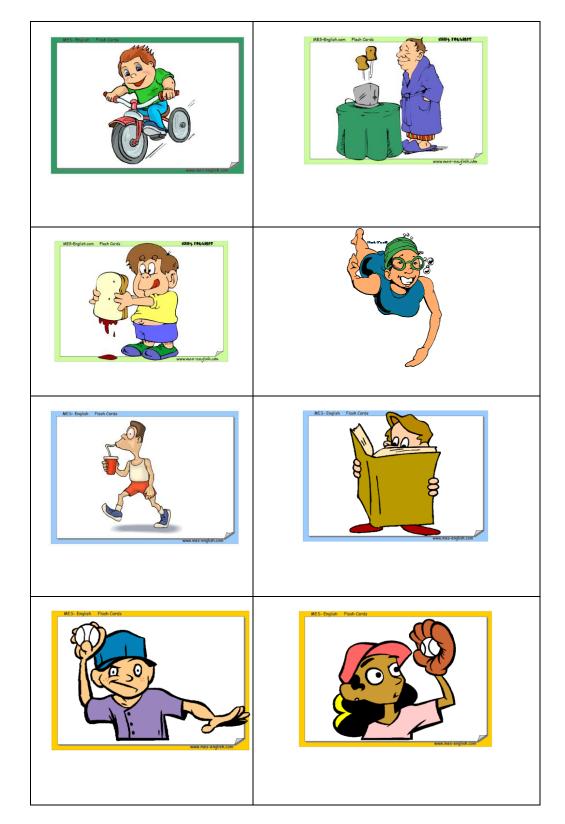
Subject: English	Treatment: 1
Theme: Last Weekend Activities	Day/Date: Tuesday, 4 March 2014 (5A)
Grade/Semester: 5/2	Day/Date: Thursday, 6 March 2014 (5B)
Academic Year: 2014-2015	Time Allocation: 35 minutes

Standard Competence	Grammar and Speaking	
Basic Competence	Simple Past – Irregular Simple Past Verb	
Indicators of	Identify when to use Simple Past (affirmative)	
Competence		
A. Objectives	Grammar	
	• Students are able to make sentences using the correct form of simple verbs.	
	Speaking	
	 Students are able to explain what they did last weekend. 	
	 Students are able to describe what people did in a picture. 	
B. Materials	Pictures in power point slides, worksheet with	
	pictures,	
C. Learning Activity	Pre-Instructional Activity	
	 Asking the students activities last weekend 	
	Whilst Instructional Activity	
	• Showing the students several pictures	
	Asking the students what activities are	
	shown in the pictures.	
	• Presentation – irregular simple past verbs.	
	Post Instructional Activity	
	Giving the students the picture exercise of	
	simple past.	
D. Resources	www.mes-english.com	
	www.englishwsheet.com	
E. Technique	Elicitation technique/Experimental class Drilling technique/Control class	

Teacher's Note - Treatment 1

Elicitation Technique (Experimental Group/5A)	Drilling Technique (Control Group/5B)
Pre-Instructional Activities:	Pre-Instructional Activities:
 Teacher elicits students how their last weekend was. How was your weekend? Teacher elicits their activities on their last weekend. What did you do on your last weekend? Swimming, playing football, etc. Whilst Instructional Activities 	 Teacher asks students whether they were happy on their last weekend was. Were you happy on your last weekend? Teacher asks an activity what they did last weekend. Did you go swimming? etc. Whilst Instructional Activities
 Teacher elicits students what they did last weekend. Students answer it and teacher writes all their activities on white board. Teacher elicits students more activities by doing miming and students answer. (Miming: watch football on TV, listen to music, play a kite, sleep, eat noodles, swim, ride a bicycle etc.) Teacher writes "YESTERDAY" on the board Teacher elicits students by showing several pictures of people's activities using power point slides. Students respond: He rode a bicycle yesterday, they ate noodles two days ago, She drank orange juice last night, the girl read a book this last week, Shinta swam in a swimming pool last Sunday, the man made his breakfast this morning. Teacher asks students to say it once more (chorally and individually). 	 Teacher writes down on the board the common activities of what people do on weekend (present simple verbs). Teacher writes "YESTERDAY" and drills students to repeat after the teacher the simple present verbs and the simple past verbs. E.g: ride – rode, sleep – slept, write – wrote etc. Teacher shows pictures and says the activity. Students repeat after her. Repetition drill. T. They ate noodles yesterday S: They ate noodles yesterday T. He rode a bicycle this morning. The substitution drill T. I drank orange juice last night, He? Ss: He drank orange juice last night. T. John read a book last week.

	 Teacher asks students to say it once more (chorally and individually).
Post Instructional Activities	Post Instructional Activities
 Students do the picture exercises Fill in the blanks with the simple past form of the irregular verbs Teacher checks together with students and writes down all the answers on the board. 	 Students do the picture exercises Fill in the blanks with the simple past form of the irregular verbs Teacher checks together with students and writes down all the answers on the board.
 Teacher gives feedback 	 Teacher gives feedback



The Flashcards for Presentation – treatment 1



Lesson Plan – treatment 2

Subject: English	Treatment: 2	
Theme: Coming late to school	Day/Date: Tuesday, 11 March 2014 (5B)	
Grade/Semester: 5/2	er: 5/2 Day/Date: Thursday, 13 March 2014 (5A)	
Academic Year: 2014-2015	Time Allocation: 35 minutes	

Standard Competence	Grammar and Speaking	
Basic Competence	Simple Past – Regular and Irregular Simple Past	
	Verb	
Indicators of	Identify how to use Simple Past	
Competence	(affirmative, negative and question)	
A. Objectives	Grammar	
	 Students are able to make sentences using 	
	the correct form of simple verbs in	
	affirmative, negative and question sentences.	
	Speaking	
	 Students are able to describe a picture. 	
	 Students are able to make question and 	
	answer.	
B. Materials	Pictures in power point slides, worksheet with	
	pictures,	
C. Learning Activity	Pre-Instructional Activity	
	• Asking the students the time they wake up	
	every morning.	
	Whilst Instructional Activity	
	 Showing students some pictures 	
	 Asking students to describe the activities in 	
	the pictures.	
	 Presentation – regular and irregular simple 	
	past verbs.	
	 Giving the students the picture worksheet 	
	and make questions from the picture then	
	answer the question based on the picture.	
	Post Instructional Activity	
	 Giving assignment to write down the 	
	students' activities at home after school	
	yesterday.	
D. Resources	www.google.com	
E. Technique	Elicitation technique/Experimental class	
	Drilling technique/Control class	

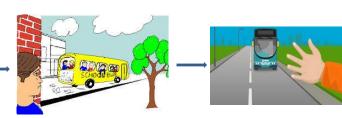
Teacher's Note - Treatment 2

Elicitation Technique (Experimental Group/5A)	Drilling Technique (Control Group/5B)
Pre-Instructional Activities:	Pre-Instructional Activities:
Greetings	Greetings
Warmer	Warmer
 Teacher divides the class into 4 groups Teacher says several simple present verbs and each group should guess the simple past verbs. The verbs are : Ride, drive, eat, run, sleep, watch, listen, go, drink, give, speak, swim, sing, make, catch, take, play etc. 	 Divide the class into 4 groups Teacher says several simple present verbs and each group should guess the simple past verbs. The verbs are : Ride, drive, eat, run, sleep, watch, listen, go, drink, give, speak, swim, sing, make, catch, take, play etc.
Whilst Instructional Activities	Whilst Instructional Activities
 Teacher elicits students what time they woke up this morning. Who came late to school this morning? Teacher shows a picture of a boy wakes up at 8 a.m. Teacher elicits students to describe the picture and says "this morning". Students say: The boy woke up at 8 a.m. this morning. Teacher shows other pictures and sticks them on the board: A boy (Roger)/wake up at 8 a.m./ – have breakfast/quickly– brush his teeth – take a shower – go to school - miss the school bus – stop a bus – call a taxi - pay Rp. 20.000,- – come late to school. Teacher elicits students by pointing to each picture and students make sentences. Roger woke up at 8 a.m. this morning. He had breakfast quickly. 	 Teacher asks students what time they woke up this morning. Who came late to school this morning? Teacher shows the pictures in the slide. Teacher describes the pictures and students repeat after the teacher. Repetition Drilling T: A boy (Roger) woke up 8 a.m. this morning Ss: A boy (Roger) woke up 8 a.m. this morning T: He had breakfast quickly. Ss: He had breakfast quickly T: He brushed his teeth, he took a shower . He went to school. He missed the school bus. He stopped a bus. He called a taxi. He paid Rp. 20.000, He came late to school.

 He brushed his teeth. He took a shower. He went to school. He missed the school bus. He stopped the bus. The bus didn't stop. He called a taxi and paid Rp. 20.000, He came late to school. Teacher asks students to say it chorally and individually. 	 The Expansion Drill T: Roger woke up at 8 a.m. this morning. Ss: Roger woke up at 8 a.m. this morning. T: He had breakfast quickly Ss: He had breakfast quickly T: Roger woke up at 8 a.m. this morning. He had breakfast
 Making questions: Teacher elicits students to make a question. Teacher writes √ (Yes) and X (No). Teacher shows a picture (Roger/wake up at 8 a.m.) and says "ask me about Roger". Students respond: Did he wake up at 8 a.m. this morning? Students answer: Yes, he did. He woke up at 8 a.m. this morning. etc. Teacher shows pictures (miss the school bus and a taxi) and asks students a question. T: Did he miss the school bus? Ss: Yes, he did. He missed the school bus. T: Did he catch the school bus? Ss: No, he didn't. He didn't catch the school bus. T: Did he go to school by school bus? Ss: No, he didn't. He went to school by taxi. 	 quickly. Ss: Roger woke up at 8 a.m. this morning. He had breakfast quickly. T: He brushed his teeth. Ss: He brushed his teeth. T: Roger woke up at 8 a.m. this morning. He had breakfast quickly. He brushed his teeth. Ss: Roger woke up at 8 a.m. this morning. He had breakfast quickly. He brushed his teeth, Etc. Making questions The Question and Answer Drill Teacher writes V (Yes, he did) and X (No, he didn't). Teacher shows a picture (Roger/wake up at 8 a.m. and makes a question then students answer it. T: Did he wake up at 8 a.m. this morning? Yes? Ss: Yes, he did. T: Did he catch the school bus? No? Ss: No, he didn't.













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Lesson Plan – treatment 3

Subject: English	Treatment: 3
Theme: My Favorite Subject in the last Semester.	Day/Date: Tuesday, 18 March 2014 (5B)
Grade/Semester: 5/2	Day/Date: Thursday, 20 March 2014 (5A)
Academic Year: 2014-2015	Time Allocation: 35 minutes

Standard Commetance	Crammar and Snaaking	
Standard Competence	Grammar and Speaking	
Basic Competence	Simple Past – to be	
Indicators of	Identify how to use "to be" in Simple Past	
Competence	(affirmative, negative and question)	
A. Objectives	Grammar	
	 Students are able to make sentences using the correct form of to be of simple past verbs in affirmative, negative and question sentences. Speaking Students are able to describe feeling. Students are able to make question. 	
B. Materials	Pictures in power point slides, worksheet with pictures	
C. Learning Activity	Pre-Instructional Activity	
C. Learning Activity	 Asking students all the subjects they have in school Whilst Instructional Activity Asking students their favorite subject this year and last year. Asking students to give the reason based on their feeling. Presentation – expressing the feeling using miming and pictures Showing students the picture of feeling Asking students to make a sentence about their feeling to the subject and make questions. Post Instructional Activity Giving assignment to students writing about 	
	students' favorite subject of last year and this year, expressing their feeling about the	

	subject, the teacher, the class etc.	
D. Resources	www.google.com	
E. Technique	Elicitation technique/Experimental class	
	Drilling technique/ Control class	

Elicitation Technique Drilling Technique		
(Experimental Group/5A)	(Control Group/5B)	
Pre-Instructional Activities:	Pre-Instructional Activities:	
Greetings	Greetings	
Warmer:	Warmer:	
 Teacher does miming of face expression. Teacher divides the class into groups. Each group guesses the right expression that teacher mimes. The group who got the highest score is the winner. The feeling expression (adjectives): Interesting, exciting, difficult, boring, easy, scary, fun etc. 	 Teacher does miming of face expression. Teacher divides the class into groups. Each group guesses the right expression that teacher mimes. The group who got the highest score is the winner. The feeling expression (adjectives): Interesting, exciting, difficult, boring, easy, scary, etc. 	
Whilst Instructional Activities	Whilst Instructional Activities	
 Teacher elicits students to mention all subjects they have in this semester. Teacher wrote all the subjects on the white board Teacher asks students which one their favorite subject was for last year and this year Teacher gave example by drawing a happy face ⁽ⁱ⁾ at English subject. Students express their feeling when they see the happy face. Teacher elicits students any other feelings using miming. Students guess feeling expression from the pictures. Students make a sentence of the subjects and pictures for this year and last year. Teacher differentiates a sentence for this year and last year. Teacher focuses on the to be of 	 Teacher writes all the subjects on the board and writes the year (last year and this year). Teacher asks students to pronounce it well repeat after the teacher. Teacher draws a happy face ⁽²⁾ next to English subject. Teacher says: English is interesting. Teacher reads it and students repeat after the teacher Teacher writes all the feeling expression next to each subject. Teacher drills students to repeat after her sentences for this year - to be of present tense. (Repetition Drill and substitution drill). Teacher drills students to repeat after her sentences for last year - to be of present tense. (Repetition Drill and substitution drill). 	

Teacher's Note – 1	treatment 3
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present tense and past tense (am, is, are, and was, were)

- Students make a sentence from the subject and the feeling.
- Teacher elicits students to give a reason why (expressing their feeling).
- Teacher asks students to make a question from the sentence they make.
- Teacher elicits students to make students from any other subjects.
- Teacher points to each subject and elicit students to express their feelings
- Ss: Chinese is challenging, Science is interesting, Chinese is exciting, mathematics is difficult, moral is boring etc.

Making questions:

- Teacher elicits students to make a question.
- Teacher writes V (Yes) and X (No).
- Teacher shows pictures of feeling expression and subject
- Students make sentences based on the expression pictures
- Teacher elicits students to make the affirmative, question, and answer.

- Teacher drills students any other feelings using pictures.
- Teacher makes sentences based on the pictures of feeling expression and students repeat after the teacher.
- Teacher differentiates a sentence for this year and last year.
- Teacher focuses on the to be of present tense and past tense (am, is, are, and was, were)
- Teacher makes a sentence from the subject and the feeling.
- Teacher makes a question from the sentence and students repeat after her.
- Teacher drills students to make sentence from any other subjects.
- Ss: Chinese is challenging, Science is interesting, Chinese is exciting, mathematics is difficult, moral is boring etc.

Making questions:

- Teacher elicits students to make a question.
- Teacher writes V (Yes) and X (No).
- Teacher shows pictures of feeling expression and subject
- Students make sentences based on the expression pictures Teacher elicits students to make the affirmative, question, and answer.

Lesson Plan – treatment 4

Subject: English	Treatment: 4
Theme: First Day at School	Day/Date: Tuesday, 1 April 2014 (5B)
Grade/Semester: 5/2	Day/Date: Thursday, 4 April 2014 (5A)
Academic Year: 2014-2015	Time Allocation: 35 minutes

Standard Competence	Grammar and Speaking
Basic Competence	Simple Past – Adjectives
Indicators of	Identify when to use Simple Past verb and
Competence	adjectives
A. Objectives	Grammar
	 Students are able to make sentences using the correct form of past simple verbs and adjectives Speaking Students are able to describe what they feel on the first day at school Students are able to make questions.
B. Materials	Pictures in power point slides, worksheet with pictures,
C. Learning Activity	Pre-Instructional Activity
	 Asking the students feeling on their first day at school Whilst Instructional Activity Showing the students a picture of a girl, a teacher, and some students. Asking the students what activities and feeling shown in the pictures. Presentation – asking questions. Post Instructional Activity Giving the students a picture of feeling expression.
D. Resources	www.kids-pages.com
E. Technique	Elicitation technique/Experimental class Drilling technique/Control class

Teacher's Notes – treatment 4

Elicitation Technique (Experimental Group)	Drilling Technique (Control Group)
Pre-Instructional Activities:	Pre-Instructional Activities:
Greetings: Good morning / good	Greetings: Good morning / good
afternoon	afternoon
Warmer:	Warmer:
Teacher says a sentence and students say the feeling that they have learned before. 1. when you watch horror film, you feel scared 2. I don't like the lesson, it is boring 3. 1 + 1 = 2, that is easy 4. 20x15+35:4=, that is difficult 5. I watched Mr. Bean last night, he was so funny 6. I got a chocolate from my boyfriend on Valentine day, it was so romantic 7. I like English so much, I want to study again and again. English is interesting 8. I just ran 100 km, I am so tired .	Teacher says a sentence and students say the feeling that they have learned before 1. when you watch horror film, you feel scared 2. I don't like the lesson, it is boring 3. 1 + 1 = 2, that is easy 4. 20x15+35:4=, that is difficult 5. I watched Mr. Bean last night, e was so funny 6. I got a chocolate from my boyfriend on Valentine day, it was so romantic 7. I like English so much, I want to study again and again. English is interesting 8. I just ran 100 km, I am so tired .
Triggering Questions (Scaffolding)	Triggering Questions (Scaffolding)
 Teacher shows a picture of a sad girl Teacher elicits students her feeling. Teacher elicits students why the girl is sad. Teacher said that it was Janice's first day at school yesterday. Teacher asked students how they feel on their first day at school. Students answered: sad, happy, exciting, interesting, scared. Teacher elicits students by asking some questions and students answer. T: How did she feel on her first day 	 Teacher shows a picture of a sad girl Teacher said "Yesterday was Janice's first day at school" Teacher asks students how they feel on their first day at school. Were you happy on the first day at school? Yes, I was Were you sad on the first day at school? Yes, I was / No, I wasn't. Teacher says the following sentences and repeats after the students. T: Janice was so scared and sad on her first day at school. Changed

at school?	into I:
• Ss: scary, sad.	 I was so scared and sad on my
• T: why?	first day at school.
• Teacher shows big children picture	• T: Why?
 Ss: because there were many big 	 Teacher shows big children
children	picture
• T: How was the lesson?	• T: because there were many big
 Ss: The lesson was difficult 	children
• T: the teacher?	 Ss: because there were many big
 Ss: the teacher was 	children
kind/friendly/nice.	• T: How was the lesson?
• Teacher writes some information	• T: difficult.
next to the teacher: scary, sad,	• Ss: the lesson was difficult. easy?
many big children, lesson/difficult,	• Ss: the lesson was easy.
teacher/kind, friendly/nice.	• T: How was the teacher?.
 Teacher asked students to say it 	• T: the teacher was kind. Nice?
chorally and individually	• Ss: the teacher was nice.
	Teacher writes some information
	next to the teacher: scary, sad,
	many big children,
	lesson/difficult, teacher/kind,
	friendly.
	• Teacher asks students to say it
	chorally and individually
Whilst Instructional Activities	Whilst Instructional Activities
T: Was Janice's first day at school	T: Was Janice's first day at school
scary?	scary?
Ss: yes, it was	T: yes, it was
T: Were there a lot of big children?	Ss: yes, it was
Ss: yes, there were	T: Were there a lot of big children?
T: Were the lessons easy?	T: Yes, there were
Ss: no, it wasn't	Ss: yes, there were
T: was her teacher kind?	T: Were the lessons easy?
Ss: yes, she/he was	T: No, it wasn't. it was difficult.
T: was he happy?	Ss: No, it wasn't. it was difficult
Ss: No, she wasn't	T: was her teacher kind?
	T: Yes, she/he was
	Ss: yes, she/he was
Post Instructional Activities	Post Instructional Activities
Exercise page 71 part 10 and 11	Exercise page 71 part 10 and 11.
(Our Discovery Island, 5 workbook, Ice	(Our Discovery Island, 5 workbook,
Island, John Wiltshier)	Ice Island, John Wiltshier)

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Evaluation of Sound Recordings Pre-test and Post-test Scores of Experimental Group Evaluator 1

	Experin	mental (Group 5A	4							
				Ev	aluator	1					
	Pre-tes	t score				_	Post tes	st score			
	Prono	Gram	Vocab	Fluen	Score		Prono	Gram	Vocab	Fluen	Score
Student A1	1	2	2	1	6		1	3	3	3	10
Student A2	1	1	1	1	4		3	3	2	2	10
Student A3	1	2	1	1	5		2	3	2	2	9
Student A4	1	1	2	2	6		4	3	3	3	13
Student A5	1	1	2	2	6		1	2	3	2	8
Student A6	1	3	3	3	10		4	3	4	3	14
Student A7	3	2	3	3	11		3	2	3	4	12
Student A8	2	2	2	2	8		4	3	3	3	13
Student A9	1	1	1	1	4		1	2	2	2	7
Student A10	1	1	1	1	4		1	2	2	2	7
Student A11	3	3	3	3	12		3	3	3	3	12
Student A12	3	2	2	3	10		3	4	3	3	13
Student A13	3	3	3	3	12		3	3	3	4	13
Student A14	1	2	3	3	9		1	3	2	2	8
Student A15	1	2	3	2	8		2	4	3	3	12
Student A16	3	3	2	2	10		3	3	4	3	13
Student A17	1	2	2	2	7		2	3	2	2	9
Student A18	2	3	3	3	11		3	3	4	3	13
Student A19	1	1	2	2	6		4	4	3	4	15
Student A20	1	1	1	1	4		3	2	1	2	8
Student A21	2	1	1	1	5		2	2	1	2	7
Student A22	3	3	2	2	10		3	3	3	3	12
Student A23	2	3	2	2	9		4	4	3	3	14
Student A24	2	3	3	3	11		4	4	4	3	15
Student A25	1	2	3	2	8		3	4	3	4	14
Student A26	2	2	2	2	8		4	3	3	3	13
Student A27	2	3	3	3	11		3	3	3	3	12
Student A28	3	3	3	3	12		4	4	3	3	14
Total	49	58	61	59	227		78	85	78	79	320
Averages	1.8	2.1	2.2	2.1	8.1		2.8	3.0	2.8	2.8	11.4

Evaluation of Sound Recordings Pre-test and Post-test Scores of Experimental Group Evaluator 2

	Experi	Experimental Group 5A									
					E	valuator	2				
	Pre tes	t score					Post te	<mark>st score</mark>			
	Prono	Gram	Vocab	Fluen	Score		Prono	Gram	Vocab	Fluen	Score
Student A1	1	2	1	1	5		1	2	3	3	9
Student A2	1	2	1	1	5		3	3	3	3	12
Student A3	1	1	1	1	4		2	2	2	2	8
Student A4	1	1	1	2	5		3	3	3	3	12
Student A5	2	1	2	2	7		1	2	2	2	7
Student A6	1	3	3	3	10		3	3	3	3	12
Student A7	2	2	2	3	9		2	3	3	3	11
Student A8	1	2	1	1	5		3	3	3	3	12
Student A9	1	1	1	1	4		1	2	2	2	7
Student A10	1	1	1	1	4		1	2	2	2	7
Student A11	3	3	3	3	12		3	3	3	3	12
Student A12	3	2	2	2	9		3	2	4	3	12
Student A13	3	2	2	2	9		3	3	3	3	12
Student A14	1	2	3	2	8		2	2	3	2	9
Student A15	1	2	3	3	9		2	4	3	3	12
Student A16	3	2	2	1	8		3	3	2	3	11
Student A17	1	2	2	2	7		2	3	2	2	9
Student A18	2	2	2	1	7		3	3	3	3	12
Student A19	1	1	2	2	6		3	3	2	3	11
Student A20	1	1	1	1	4		2	2	1	2	7
Student A21	2	1	1	1	5		1	2	2	2	7
Student A22	3	2	2	2	9		3	3	2	3	11
Student A23	2	3	2	2	9		3	3	3	3	12
Student A24	2	2	2	3	9		4	3	2	2	11
Student A25	1	2	2	2	7		3	3	2	4	12
Student A26	2	2	2	2	8		3	3	2	2	10
Student A27	3	2	2	2	9		2	2	3	3	10
Student A28	3	2	3	2	10		4	3	3	2	12
Total	49	51	52	51	203		69	75	71	74	289
Averages	1.8	1.8	1.9	1.8	7.3		2.5	2.7	2.5	2.6	10.3

Evaluation of Sound Recordings Pre-test and Post-test Scores of Experimental Group Evaluator 3

	Experin	Experimental Group 5A									
					E	valuator	• 3				
	Pre-tes	t					Post tes	st			
	Prono	Gram	Vocab	Fluen	Score		Prono	Gram	Vocab	Fluen	Score
Student A1	2	2	1	1	6		1	3	3	2	9
Student A2	1	1	2	1	5		3	3	2	2	10
Student A3	1	1	1	1	4		2	3	3	3	11
Student A4	1	1	1	1	4		3	3	3	1	10
Student A5	1	1	2	2	6		2	2	2	2	8
Student A6	2	3	4	3	12		3	3	3	3	12
Student A7	2	2	2	2	8		2	2	3	3	10
Student A8	2	2	1	1	6		3	3	3	3	12
Student A9	1	1	1	1	4		2	2	2	2	8
Student A10	1	1	1	1	4		1	2	2	2	7
Student A11	3	3	3	3	12		3	3	3	3	12
Student A12	3	2	2	3	10		3	3	3	3	12
Student A13	3	3	3	3	12		3	4	3	3	13
Student A14	1	2	2	2	7		2	2	3	2	9
Student A15	1	2	2	2	7		3	3	3	3	12
Student A16	1	1	2	2	6		3	3	3	3	12
Student A17	1	2	2	1	6		2	3	2	1	8
Student A18	2	2	3	3	10		3	3	3	2	11
Student A19	1	1	2	2	6		3	3	3	3	12
Student A20	1	1	1	1	4		3	2	1	2	8
Student A21	1	1	1	1	4		2	2	2	2	8
Student A22	3	2	3	2	10		2	3	3	3	11
Student A23	2	3	2	2	9		4	4	3	3	14
Student A24	2	3	3	3	11		4	3	3	3	13
Student A25	1	2	2	2	7		3	3	3	3	12
Student A26	2	2	2	2	8		3	3	3	3	12
Student A27	2	3	3	3	11		3	3	3	3	12
Student A28	3	2	2	2	9		3	3	3	3	12
Total	47	52	56	53	208		74	79	76	71	300
Averages	1.7	1.9	2.0	1.9	7.4		2.6	2.8	2.7	2.5	10.7

The Result from 3 Evaluators Pre-test and Post-test Scores of Experimental Group

	Experin	mental (Group 54	4							
					-		-				
					Result fi	rom 3 ev		-			
	Pre-tes	t	1	1		r	Post-te:	st	1	1	
	Prono	Gram	Vocab	Fluen	Score		Prono	Gram	Vocab	Fluen	Score
Student A1	1.3	2.0	1.3	1.0	5.7		1.0	2.7	3.0	2.7	9.3
Student A2	1.0	1.3	1.3	1.0	4.7		3.0	3.0	2.3	2.3	10.7
Student A3	1.0	1.3	1.0	1.0	4.3		2.0	2.7	2.3	2.3	9.3
Student A4	1.0	1.0	1.3	1.7	5.0		3.3	3.0	3.0	2.3	11.7
Student A5	1.3	1.0	2.0	2.0	6.3		1.3	2.0	2.3	2.0	7.7
Student A6	1.3	3.0	3.3	3.0	10.7		3.3	3.0	3.3	3.0	12.7
Student A7	2.3	2.0	2.3	2.7	9.3		2.3	2.3	3.0	3.3	11.0
Student A8	1.7	2.0	1.3	1.3	6.3		3.3	3.0	3.0	3.0	12.3
Student A9	1.0	1.0	1.0	1.0	4.0		1.3	2.0	2.0	2.0	7.3
Student A10	1.0	1.0	1.0	1.0	4.0		1.0	2.0	2.0	2.0	7.0
Student A11	3.0	3.0	3.0	3.0	12.0		3.0	3.0	3.0	3.0	12.0
Student A12	3.0	2.0	2.0	2.7	9.7		3.0	3.0	3.3	3.0	12.3
Student A13	3.0	2.7	2.7	2.7	11.0		3.0	3.3	3.0	3.3	12.7
Student A14	1.0	2.0	2.7	2.3	8.0		1.7	2.3	2.7	2.0	8.7
Student A15	1.0	2.0	2.7	2.3	8.0		2.3	3.7	3.0	3.0	12.0
Student A16	2.3	2.0	2.0	1.7	8.0		3.0	3.0	3.0	3.0	12.0
Student A17	1.0	2.0	2.0	1.7	6.7		2.0	3.0	2.0	1.7	8.7
Student A18	2.0	2.3	2.7	2.3	9.3		3.0	3.0	3.3	2.7	12.0
Student A19	1.0	1.0	2.0	2.0	6.0		3.3	3.3	2.7	3.3	12.7
Student A20	1.0	1.0	1.0	1.0	4.0		2.7	2.0	1.0	2.0	7.7
Student A21	1.7	1.0	1.0	1.0	4.7		1.7	2.0	1.7	2.0	7.3
Student A22	3.0	2.3	2.3	2.0	9.7		2.7	3.0	2.7	3.0	11.3
Student A23	2.0	3.0	2.0	2.0	9.0		3.7	3.7	3.0	3.0	13.3
Student A24	2.0	2.7	2.7	3.0	10.3		4.0	3.3	3.0	2.7	13.0
Student A25	1.0	2.0	2.3	2.0	7.3		3.0	3.3	2.7	3.7	12.7
Student A26	2.0	2.0	2.0	2.0	8.0		3.3	3.0	2.7	2.7	11.7
Student A27	2.3	2.7	2.7	2.7	10.3		2.7	2.7	3.0	3.0	11.3
Student A28	3.0	2.3	2.7	2.3	10.3		3.7	3.3	3.0	2.7	12.7
Total	48.3	53.7	56.3	54.3	212.7		73.7	79.7	75.0	74.7	303.0
Averages	1.7	1.9	2.0	1.9	7.6		2.6	2.8	2.7	2.7	10.8

Evaluation of Sound Recordings Pre-test and Post-test Scores of Control Group Evaluator 1

	Control	group	B								
				E	valuator i	1					
	Pre-tes	t score					Post tes	st score			
	Prono	Gram	Vocab	Fluen	Score		Prono	Gram	Vocab	Fluen	Score
Student B 1	1	1	1	1	4		3	2	2	1	8
Student B 2	2	3	3	2	10		2	3	3	2	10
Student B 3	1	3	1	2	7		2	2	2	2	8
Student B 4	1	2	2	2	7		3	3	3	1	10
Student B 5	2	3	3	3	11		2	3	3	3	11
Student B 6	1	1	1	1	4		1	2	2	1	6
Student B 7	1	2	1	1	5		1	2	1	1	5
Student B 8	1	1	2	1	5		2	2	2	1	7
Student B 9	1	2	2	2	7		1	2	2	2	7
Student B 10	1	2	2	1	6		1	3	2	2	8
Student B 11	1	1	1	1	4		2	3	3	2	10
Student B 12	2	4	5	5	16		4	4	5	5	18
Student B 13	1	2	2	2	7		2	3	3	2	10
Student B 14	1	2	2	2	7		2	2	2	2	8
Student B 15	1	2	2	3	8		1	2	2	1	6
Student B 16	1	1	2	1	5		2	2	2	1	7
Student B 17	2	3	3	3	11		4	3	3	4	14
Student B 18	1	1	2	2	6		2	3	2	2	9
Student B 19	1	2	2	2	7		2	2	2	2	8
Student B 20	1	3	3	1	8		1	2	3	3	9
Student B 21	1	2	3	3	9		1	2	3	3	9
Student B 22	1	2	2	3	8		1	2	2	3	8
Student B 23	4	3	1	3	11		3	3	2	3	11
Student B 24	1	1	1	1	4		1	1	1	1	4
Student B 25	1	2	2	2	7		2	2	3	2	9
Student B 26	1	3	3	3	10		3	3	3	3	12
Student B 27	2	3	3	3	11		2	3	3	3	11
Student B 28	1	2	1	1	5		3	3	2	2	10
Total	36.0	59.0	58.0	57.0	210.0		56.0	69.0	68.0	60.0	253.0
Averages	1.3	2.1	2.1	2.0	7.5		2.0	2.5	2.4	2.1	9.0

Evaluation of Sound Recordings Pre-test and Post-test Scores of Control Group Evaluator 2

	Contro	Control group B									
					E	valuator	· 2				
	Pre tes	t score					Post tes	st score			
	Prono	Gram	Vocab	Fluen	Score		Prono	Gram	Vocab	Fluen	Score
Student B 1	1	1	1	1	4		3	1	2	1	7
Student B 2	2	3	2	2	9		1	3	3	2	9
Student B 3	1	3	2	1	7		2	2	2	1	7
Student B 4	1	2	2	1	6		3	3	2	2	10
Student B 5	2	3	2	2	9		2	3	2	2	9
Student B 6	1	1	1	1	4		1	1	2	1	5
Student B 7	1	1	1	1	4		1	2	1	1	5
Student B 8	1	2	1	1	5		2	2	2	1	7
Student B 9	1	2	2	1	6		1	2	2	2	7
Student B 10	1	2	2	1	6		2	3	2	2	9
Student B 11	1	1	1	1	4		2	2	3	2	9
Student B 12	2	4	5	4	15		4	5	5	5	19
Student B 13	1	3	2	1	7		2	2	3	2	9
Student B 14	2	2	2	1	7		2	2	2	2	8
Student B 15	2	3	2	3	10		1	2	2	1	6
Student B 16	1	1	2	1	5		2	2	2	2	8
Student B 17	2	3	2	3	10		4	3	3	3	13
Student B 18	1	2	2	1	6		2	2	2	2	8
Student B 19	1	2	2	2	7		1	2	2	3	8
Student B 20	1	2	3	2	8		1	2	3	3	9
Student B 21	1	2	3	3	9		2	2	3	3	10
Student B 22	1	2	2	3	8		1	2	2	3	8
Student B 23	3	3	2	3	11		3	3	3	3	12
Student B 24	1	1	1	1	4		1	1	1	1	4
Student B 25	1	2	2	1	6		2	2	3	3	10
Student B 26	1	3	3	3	10		3	3	3	3	12
Student B 27	2	3	3	3	11		3	3	3	3	12
Student B 28	1	2	1	1	5		2	3	2	3	10
Total	37.0	61.0	56.0	49.0	203.0		2.0	2.3	2.4	2.2	8.9
Averages	1.3	2.2	2.0	1.8	7.3		2.0	2.3	2.4	2.2	8.9

Evaluation of Sound Recordings Pre-test and Post-test Scores of Control Group Evaluator 3

	Contro	group]	B								
					E	<mark>valuator</mark>	•3				
	Pre-tes	t	-		-		Post tes	st			
	Prono	Gram	Vocab	Fluen	Score		Prono	Gram	Vocab	Fluen	Score
Student B 1	1	1	1	1	4		3	2	2	1	8
Student B 2	2	3	3	2	10		1	3	3	2	9
Student B 3	1	3	2	1	7		2	2	1	2	7
Student B 4	1	2	2	2	7		3	3	2	1	9
Student B 5	2	3	3	3	11		3	4	3	3	13
Student B 6	1	1	1	1	4		1	1	1	1	4
Student B 7	1	1	1	1	4		1	2	1	1	5
Student B 8	1	2	1	1	5		1	1	2	1	5
Student B 9	1	2	2	1	6		1	2	2	2	7
Student B 10	1	2	2	1	6		1	3	3	2	9
Student B 11	1	1	1	1	4		2	2	3	2	9
Student B 12	2	4	5	4	15		4	4	5	5	18
Student B 13	1	3	2	1	7		2	2	3	2	9
Student B 14	2	2	1	1	6		2	2	2	2	8
Student B 15	2	3	2	3	10		1	2	2	1	6
Student B 16	1	2	2	2	7		2	2	2	2	8
Student B 17	2	3	3	2	10		3	3	3	3	12
Student B 18	1	1	2	1	5		3	3	2	2	10
Student B 19	1	2	2	2	7		1	2	2	2	7
Student B 20	1	2	3	2	8		1	2	3	3	9
Student B 21	1	2	3	3	9		1	2	3	3	9
Student B 22	1	2	2	3	8		2	3	2	3	10
Student B 23	3	3	1	3	10		3	3	2	3	11
Student B 24	1	1	1	1	4		1	1	1	1	4
Student B 25	1	2	2	1	6		2	2	2	2	8
Student B 26	1	2	2	2	7		3	3	3	3	12
Student B 27	2	3	3	3	11		3	3	3	3	12
Student B 28	1	2	1	1	5		3	3	3	2	11
Total	37.0	60.0	56.0	50.0	203.0		56.0	67.0	66.0	60.0	249.0
Averages	1.3	2.1	2.0	1.8	7.3		2.0	2.4	2.4	2.1	8.9

The Result from 3 Evaluators Pre-test and Post-test Scores of Control Group

	Scores	from So	und reco	ordings							
	Control (Froup B									
					Result	from 3 eva					
	Pre-test	1	I			1	Post-test		r		
5B	Prono	Gram	Vocab	Fluen	Total		Prono	Gram	Vocab	Fluen	Total
Student B1	1.0	1.0	1.0	1.0	4.0		3.0	1.7	2.0	1.0	7.7
Student B2	2.0	3.0	2.7	2.0	9.7		1.3	3.0	3.0	2.0	9.3
Student B3	1.0	3.0	1.7	1.3	7.0		2.0	2.0	1.7	1.7	7.3
Student B4	1.0	2.0	2.0	1.7	6.7		3.0	3.0	2.3	1.3	9.7
Student B5	2.0	3.0	2.7	2.7	10.3		2.3	3.3	2.7	2.7	11.0
Student B6	1.0	1.0	1.0	1.0	4.0		1.0	1.3	1.7	1.0	5.0
Student B7	1.0	1.3	1.0	1.0	4.3		1.0	2.0	1.0	1.0	5.0
Student B8	1.0	1.7	1.3	1.0	5.0		1.7	1.7	2.0	1.0	6.3
Student B9	1.0	2.0	2.0	1.3	6.3		1.0	2.0	2.0	2.0	7.0
Student B10	1.0	2.0	2.0	1.0	6.0		1.3	3.0	2.3	2.0	8.7
Student B11	1.0	1.0	1.0	1.0	4.0		2.0	2.3	3.0	2.0	9.3
Student B12	2.0	4.0	5.0	4.3	15.3		4.0	4.3	5.0	5.0	18.3
Student B13	1.0	2.7	2.0	1.3	7.0		2.0	2.3	3.0	2.0	9.3
Student B14	1.7	2.0	1.7	1.3	6.7		2.0	2.0	2.0	2.0	8.0
Student B15	1.7	2.7	2.0	3.0	9.3		1.0	2.0	2.0	1.0	6.0
Student B16	1.0	1.3	2.0	1.3	5.7		2.0	2.0	2.0	1.7	7.7
Student B17	2.0	3.0	2.7	2.7	10.3		3.7	3.0	3.0	3.3	13.0
Student B18	1.0	1.3	2.0	1.3	5.7		2.3	2.7	2.0	2.0	9.0
Student B19	1.0	2.0	2.0	2.0	7.0		1.3	2.0	2.0	2.3	7.7
Student B20	1.0	2.3	3.0	1.7	8.0		1.0	2.0	3.0	3.0	9.0
Student B21	1.0	2.0	3.0	3.0	9.0		1.3	2.0	3.0	3.0	9.3
Student B22	1.0	2.0	2.0	3.0	8.0		1.3	2.3	2.0	3.0	8.7
Student B23	3.3	3.0	1.3	3.0	10.7		3.0	3.0	2.3	3.0	11.3
Student B24	1.0	1.0	1.0	1.0	4.0		1.0	1.0	1.0	1.0	4.0
Student B25	1.0	2.0	2.0	1.3	6.3		2.0	2.0	2.7	2.3	9.0
Student B26	1.0	2.7	2.7	2.7	9.0		3.0	3.0	3.0	3.0	12.0
Student B27	2.0	3.0	3.0	3.0	11.0		2.7	3.0	3.0	3.0	11.7
Student B28	1.0	2.0	1.0	1.0	5.0		2.7	3.0	2.3	2.3	10.3
Total	36.7	60.0	56.7	52.0	205.3		56.0	67.0	67.0	60.7	250.7
Averages	1.31	2.14	2.02	1.86	7.33		2.0	2.4	2.4	2.2	9.0
N =	N =	28									

Appendi	x 9
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Dro toci		luat		_															
Pre tes	1						الم						lialas unt						
	Ranked	core	25	avei	age	over	all	score	:				kelas unt	uk frequen	cy table				
	group A	las	1	2	3	4	5	6	7	8	9	10	kelas	bawah	batas atas				
Student A9	4.0	1	1	0	0	0	0	0	0	0	0		1						
Student A10	4.0	1	1	0	0	0	0	0	0	0	0	0	2	1					
Student A20	4.0	1	1	0	0	0	0	0	0	0	0	0	3		8.400				
Student A3	4.3	1	1	0	0	0	0	0	0	0	0	0	4		10.400				
Student A2	4.7	1	1	0	0	0	0	0	0	0	0	0	5		12.400				
Student A21	4.7	2	0	1	0	0	0	0	0	0	0	0	e		14.400				
Student A4	5.0	2	0	1	0	0	0	0	0	0	0	0							
Student A1	5.7	2	0	1	0	0	0	0	0	0	0	0	8	1				_	
Student A19	6.0	2	0	1	0	0	0	0	0	0	0	0	9	18.401	20.000				
Student A5	6.3	2	0	1	0	0	0	0	0	0	0	0							
Student A8	6.3	2	0	1	0	0	0	0	0	0	0	0						_	
Student A17	6.7	2	0	1	0	0	0	0	0	0	0	0							
Student A25	7.3	2	0	1	0	0	0	0	0	0	0	0		Dist	ibution r	ore test s	corese	roup A	
Student A14	8.0	3	0	0	1	0	0	0	0	0	0	0	10	2.00	in a ciorri		00.002		
Student A15	8.0	3	0	0	1	0	0	0	0	0	0	0	9						
Student A16	8.0	3	0	0	1	0	0	0	0	0	0	0	8						
Student A26	8.0	3 3	0	0	1	0	0	0	0	0	0	0	7						
Student A23	9.0		_			_		_	_										
Student A7	9.3	3	0	0	1	0	0	0	0	0	0	0	students						
Student A18 Student A12	9.3	3 3	0	0		0	0	0	0	0	0	0	struct						
	9.7		-		1	-		0	0	0	0	0	# 4						
Student A22	9.7	3 4	0	0	1	0	0	0	0	0	0	0	3						
Student A24	10.3	4	0	0	_				-				2	_	_	_			
Student A27	10.3	4	0	_	0	1	0	0	0	0	0	0	1	_					
Student A28	10.3	_	_	0	0	1	0	0	0	0	0	0	0						
Student A6	10.7 11.0	4	0	0	0	1	0	0	0	0	0	0		< 4.4	4.4 - 6.4	6.4 - 8.4	8.4 - 10.4	10.4 - 12.4	> 12.4
	11.0	4	U	0	U	1	0	U	U	0	0	0				scorera	ange		
Student A13		Δ	0	0	0	1	0	0	0	0	0	0					0.		
Student A11	12.0 Freqe		0 5 Ca	0 8	0 9 10	1 6 tio	0 0 ns	0 0 pr	o o e ti	0 0 rea	o o	0 0 1ent	scores Gro	up B					
Freque	12.0 Freqe	ncy	5	8	9	6	0	0	0	0	0	0	scores Gro	up B					
Freque	12.0 Freqe	ncy ble	5	8	9	6	0	0	0	0	0	0	scores Gro	up B					
Freque Pre test	12.0 Freqe ncy ta	ncy ble	5 Ca	8 IC	9 ulat	6 tio	o ns	o pr	o e ti	o rea	o atn 9	0 nent	scores Gro						
Freque Pre tes	12.0 Freqe ncy ta	ncy ble	5 Ca	8 1 Cu 2	9 Jla 1	6 tio 4	0 ns	0 pr	0 e ti 7	0 rea	o atn 9	0 nent		v batas atas		< 4.01		<4.4	
Freque Pre test Student B1 Student B6	12.0 Freqe ncy tal	ncy ble	5 Ca	8 1 2 0	9 Jla 1 3 0	6 tio 4 0	0 ns 5 0	0 pr 6 0	0 e ti 7 0	0 rea 8 0	0 atm 9 0	0 nent	kelas batas bav	v batas atas 0 4.00				< 4.4 4.4 - 6.4	
Freque Freque Pre test Student B1 Student B1 Student B1	12.0 Freqe ncy tal group B 4.0 4.0	elas 1 1 1	5 Ca	8 1Cu 2 0 0	9 11a1 3 0 0	6 tio 4 0 0	0 ns 5 0 0	0 pr 6 0	0 e ti 7 0 0	0 rea 8 0	0 atm 9 0	0 nent	kelas batas bav	/ batas atas 4.00 6.00		< 4.01		_	
Freque Pre tesi Student B1 Student B1 Student B11 Student B24	12.0 Freqe ncy tal group B 4.0 4.0 4.0	elas 1 1	5 CC2 1 1 1 1 1	8 1 1 2 0 0 0 0	9 11a1 3 0 0 0	6 tio 4 0 0	0 ns 5 0 0	0 pr 6 0 0 0	0 e ti 7 0 0 0	0 *ea 8 0 0	0 atm 9 0 0 0	0 nent	kelas batas bav 1 (2 4.01	/ batas atas 4.00 6.00 8.00		< 4.01 4.01 - 6		4.4 - 6.4	
Freque Freque Fretesi Student B1 Student B1 Student B1 Student B24 Student B7	12.0 Freqe	elas 1 1 1 1 2 2	5 CC2 1 1 1 1 1 1 1 0 0	8 1 1 2 0 0 0 0 0 1 1	9 Jla 1 3 0 0 0	6 tio 0 0 0 0 0 0	0 ns 5 0 0 0 0 0 0 0 0	0 pr 6 0 0 0 0 0	0 e ti 7 0 0 0 0	0 rea 8 0 0 0 0	0 3 1 9 0 0 0 0 0	0 nent	kelas batas bav 1 (1) 2 4.01 3 6.01 4 8.01 5 10.01	batas atas 4.00 6.00 8.00 10.00 12.00		< 4.01 4.01 - 6 6.01 - 8		4.4 - 6.4 6.4 - 8.4 8.4 - 10.4 10.4 - 12.4	
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Average sco			_												roup A					
Post te	st																			
	Ranked	cores	_	avei	rage	ove	r all	scor	e	_	_			kelas unti	uk freguen	cy table				
										_	_				batas					
	group A	kelas	1	2	3	4	5	6	7	8	9	10		kelas	bawah	batas atas				
Student A10	7.0	3	0	0	1		0		0	0	0	0		1		4.00				
tudent A9	7.3	3	0	0	1	0	0	0	0	0	0	0		2		6.00				
tudent A21	7.3	3	0	0	1	0	0		0	0	0	0		3		8.00				
tudent A5	7.7	3	0	0	1	0	0		0	0	0	0	_	4		10.00			_	_
tudent A20	7.7	3	0	0	1	0	0	0	0	0	0	0	_	5		12.00			_	_
tudent A14	8.7	3	0	0	1	0	0	0	0	0	0	0	_	6		14.00			_	_
tudent A17	8.7	4	0	0	0	1	0	0	0	0	0	0	_	7		16.00			_	_
tudent A1	9.3	4	0	0	0	1	0		0	0	0	0		8		18.00				
tudent A3	9.3	4	0	0	0	1	0	0	0	0	0	0		9		20.00				
tudent A2	10.7	4	0	0	0	1	0	0	0	0	0	0	_		< 6				_	_
tudent A7	11.0	4	0	0	0	1	0	0	0	0	0	0			4.01-6					
tudent A22	11.3	4	0	0	0		0		0	0	0	0			6.01 - 8.0				_	
tudent A27	11.3	4	0	0	0	1	0	0	0	0	0	0			801 - 10					
tudent A26	11.7	5	0	0	0	0	1	0	0	0	0	0			10.1 - 12					
tudent A4	11.7	5	0	0	0	0	1	0	0	0	0	0	_		> 12.01					_
tudent A11	12.0	5	0	0	0	0	1	0	0	0	0	0	_							1
tudent A15	12.0	5	0	0	0		1	0	0	0	0	0	_		Distr	ibution p	ost test	scores	groun A	
tudent A16	12.0	5	0	0	0	0	1	0	0	0	0	0	_	L .				500105	0. o o b U	-
tudent A18	12.0	5	0	0	0	0	1	0	0	0	0	0		1	.2			_		
tudent A8	12.3	5	0	0	0	0	1	0	0	0	0	0		1	.0			_		
tudent A12	12.3	5	0	0	0	0	1	0	0	0	0	0			8					
tudent A25	12.7	5	0	0	0	0	1	0	0	0	0	0		ents	8		-			
tudent A28	12.7	5	0	0	0	0	1	0	0	0	0	0		students	6		_	_		
tudent A6	12.7	5	0	0	0	0	1	0	0	0	0	0			4					
tudent A13	12.7	6	0	0	0	0	0	1	0	0	0	0			-					
tudent A19	12.7	6	0	0	0	0	0	1	0	0	0	0			2				_	
tudent A24	13.0	6	0	0	0	0	0	1	0	0	0	0								
											0	0			0					
tudent A23	13.3	6	0	0	0		0	1	0	0	0	0		-	< 6	4.01-6	6.01 - 8.0	801 - 10	10.1 - 12	> 12.01
	Freq	ency	0	0	6	0 7	11	1 4	0 0	0 0	0 0	0 0	ent so		-		6.01 - 8.0 score		10.1 - 12	> 12.01
reque	Freq ency ta	ency ble	o ca	0	6	0 7	11	1 4	0 0	0 0	0 0	0 0	ent sc		< 6				10.1 - 12	> 12.01
Freque	Freq ency ta	ency ble	o ca	0	6	0 7	11	1 4	0 0	0 0	0 0	0 0	ent sc		< 6				10.1 - 12	> 12.01
Freque Average sco	Freq ency ta	iency ble	0 Ca	٥ ادى	6 Ila	0 7 tio	11 ns	1 4 po	0 0 st	0 0 tre	o o eat	0 0 me		ores G	< 6				10.1 - 12	> 12.01
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Freque average sco tudent B24 tudent B6 tudent B7	Freq ency ta pres all ev group B 4.0 5.0	ency ble valuato kelas 2 2	0 Ca ors 1 0 0	0 Icu 2 1 1	6 11a 3 0 0	0 7 tio	11 ns 5 0	1 4 po 6 0 0	0 0 5t 7 0 0	0 0 tre 8 0 0	0 0 eat 9 0	0 0 me	kela 1	batas baw 0 4.01	< 6 roup B batas atas 4 6				10.1 - 12	> 12.01
Freque werage sco tudent B24 tudent B6 tudent B7 tudent B15	Freq ency ta pres all ev group B 4.0 5.0 5.0	kelas 2 2	0 Ca ors 1 0 0 0 0	0 1 1 1 1	6 11a 3 0 0	0 7 tio 4 0 0	11 ns 5 0 0 0 0	1 4 po 6 0 0 0 0	0 0 st 7 0 0 0	0 0 tre 8 0 0	0 0 2 2 3 9 0 0 0 0	0 0 10 0 0 0	kela 1 2	batas baw 0 4.01 6.01	< 6 roup B batas atas 4 6 8					> 12.01
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tudent 824 tudent 86 tudent 86 tudent 87 tudent 815 tudent 83 tudent 83 tudent 819 tudent 810 tudent 811 tudent 810 tudent 822 tudent 822 tudent 821 tudent 821 tudent 811 tudent 811 tudent 813 tudent 813 tudent 85	Freq group B 4.0 5.0 6.0 6.3 7.0 7.3 7.7 7.7 7.7 7.7 8.0 8.7 9.0 9.0 9.0 9.3 9.3 9.3 9.3 9.3 9.3 9.7 10.3 11.0	ency ble valuato kelas 2 2 2 2 2 2 2 2 2 2 2 3 3 3 3 3 3 3 3	0 Ca ors 1 0 0 0 0 0 0 0 0 0 0 0 0 0	0 1 1 1 1 1 1 1 1 1 1 1 1 0 0 0 0 0 0 0 0 0 0 0 0 0	6 3 0 0 0 0 1 1 1 1 1 1 1 1 1 1 1 1 1 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 7 7 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	11 5 0 0 0 0 0 0 0 0 0 0 0 0 0	1 4 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 5 5 5 5 5 5 5 5 5 5 5 5 5	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 2 3 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	kela 1 2 3 4 5 6 7 8	batas baw 0 4.01 6.01 12.01 14.01 16.01 18.01 16.01 18.01 16.01 18.01 18.01 18.01 18.01 18.01 18.01 18.01 18.01 18.01 18.01 19.0 19.0 19.0 19.0 19.0 19.0 19.0 1	<6 iroup B / batas atas 4 6 8 10 12 14 4 16 18 20 Distib		score	range		
tudent 824 tudent 824 tudent 86 tudent 85 tudent 83 tudent 83 tudent 819 tudent 810 tudent 814 tudent 814 tudent 818 tudent 822 tudent 821 tudent 821 tudent 811 tudent 813 tudent 813 tudent 813 tudent 824	Freq group B 4.0 5.0 6.0 6.3 7.0 7.3 7.7 7.7 7.7 8.0 8.7 9.0 9.0 9.3 9.3 9.3 9.3 9.3 9.3 9.3 9.3	ency ble aluato 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3	0 Ca Drs 1 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 2 1 1 1 1 1 1 1 1 1 1 1 1 1	6 3 0 0 0 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	0 7 7 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	11 ns 5 0 0 0 0 0 0 0 0 0 0 0 0 0	1 4 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 5 5 5 5 5 5 5 5 5 5 5 5 5	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	9 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	kela 1 2 3 4 5 6 7 8	batas baw 0 4.01 6.01 12.01 14.01 16.01 18.01 16.01 18.01 16.01 18.01 18.01 18.01 18.01 18.01 18.01 18.01 18.01 18.01 18.01 19.0 19.0 19.0 19.0 19.0 19.0 19.0 1	<6 iroup B / batas atas 4 6 8 10 12 14 4 16 18 20 Distib		score	a.1 3.6 4.0	roup B	
tudent B24 tudent B24 tudent B3 tudent B15 tudent B15 tudent B3 tudent B3 tudent B10 tudent B10 tudent B10 tudent B11 tudent B22 tudent B22 tudent B23 tudent B21 tudent B11 tudent B13 tudent B13 tudent B21 tudent B21 tudent B23 tudent B23 tudent B23 tudent B23 tudent B23 tudent B23	Free group B 4.0 5.0 6.0 6.3 7.0 7.3 7.7 7.7 8.0 8.7 9.0 9.0 9.0 9.3 9.3 9.3 9.3 9.3 9.3 9.3 9.3 9.3 11.0	ency ble 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3	0 Ca Drs 1 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 1 1 1 1 1 1 1 1 1 1 1 1 1	6 3 0 0 0 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	0 7 7 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	11 ns 5 0 0 0 0 0 0 0 0 0 0 0 0 0	1 4 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 5 5 5 5 5 5 5 5 5 5 5 5 5	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 10 0 0 0 0 0 0 0 0 0 0 0 0 0	kela 1 2 3 4 5 6 7 8	batas baw 0 4.01 6.01 12.01 14.01 16.01 18.01 16.01 18.01 16.01 18.01 18.01 18.01 18.01 18.01 18.01 18.01 18.01 18.01 18.01 19.0 19.0 19.0 19.0 19.0 19.0 19.0 1	<6 iroup B / batas atas 4 6 8 10 12 14 4 16 18 20 Distib		score	a.1 3.6 4.0	roup B	
tudent 824 tudent 824 tudent 86 tudent 87 tudent 815 tudent 81 tudent 81 tudent 810 tudent 810 tudent 810 tudent 810 tudent 820 tudent 822 tudent 821 tudent 811 tudent 813 tudent 813 tudent 823 tudent 823 tudent 823 tudent 823 tudent 823 tudent 823 tudent 823 tudent 823 tudent 823 tudent 824	Free rocy ta group B 4.0 5.0 5.0 6.0 6.3 7.0 7.7 7.7 7.7 8.0 8.7 9.0 9.0 9.0 9.3 9.3 9.3 9.3 9.3 9.3 9.3 9.3	ency ble kelas 2 2 2 2 3 3 3 3 3 3 3 3 3 3 3 4 4 4 4 4	0 Ca prs 1 0 0 0 0 0 0 0 0 0 0 0 0 0	0 1 1 1 1 1 1 1 1 1 1 1 1 1	6 3 0 0 0 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	0 7 7 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	11 ns 5 0 0 0 0 0 0 0 0 0 0 0 0 0	1 4 90 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 5 5 5 5 5 5 5 5 5 5 5 5 5	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	9 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	kela 1 2 3 4 5 6 7 8	batas baw 0 4.01 6.01 12.01 14.01 16.01 18.01 16.01 18.01 16.01 18.01 18.01 18.01 18.01 18.01 18.01 18.01 18.01 18.01 18.01 19.0 19.0 19.0 19.0 19.0 19.0 19.0 1	<6 iroup B / batas atas 4 6 8 10 12 14 4 16 18 20 Distib		score	a.1 3.6 4.0	roup B	
verage sco udent B24 udent B26 udent B15 udent B15 udent B3 udent B3 udent B19 udent B10 udent B14 udent B14 udent B12 udent B22 udent B22 udent B23 udent B21 udent B11 udent B13 udent B13 udent B21 udent B23 udent B23 udent B23 udent B23 udent B23	Free group B 4.0 5.0 6.0 6.3 7.0 7.3 7.7 7.7 8.0 8.7 9.0 9.0 9.0 9.3 9.3 9.3 9.3 9.3 9.3 9.3 9.3 9.3 11.0	ency ble 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3	0 Ca Drs 1 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 1 1 1 1 1 1 1 1 1 1 1 1 1	6 3 0 0 0 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	0 7 7 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	11 ns 5 0 0 0 0 0 0 0 0 0 0 0 0 0	1 4 90 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 5 5 5 5 5 5 5 5 5 5 5 5 5	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 10 0 0 0 0 0 0 0 0 0 0 0 0 0	kela 1 2 3 4 5 6 7 8	batas baw 0 4.01 6.01 12.01 14.01 16.01 18.01 16.01 18.01 16.01 18.01 18.01 18.01 18.01 18.01 18.01 18.01 18.01 18.01 18.01 19.0 19.0 19.0 19.0 19.0 19.0 19.0 1	<6 iroup B / batas atas 4 6 8 10 12 14 4 16 18 20 Distib		score	a.1 3.6 4.0	roup B	

t-Test: Paired Two Sample for Mean	s			
Post <-> Pre test group A			Score	es
	Variable 1	Variable 2	 Post	Pre
Mean	10,82142857	7,595238	9,3	5,7
Variance	4,17680776	6,068783	10,7	4,7
Observations	28	28	9,3	4,3
Pearson Correlation	0,695409893		11,7	5,0
Hypothesized Mean Difference	0		7,7	6,3
df	27		12,7	10,7
t Stat	9,4793711		11,0	9,3
P(T<=t) one-tailed	2,20729E-10		12,3	6,3
t Critical one-tailed	1,703288446		7,3	4,0
P(T<=t) two-tailed	4,41458E-10		7,0	4,0
t Critical two-tailed	2,051830516		12,0	12,0
	-		12,3	9,7
$\overline{\mathbf{x}} = \overline{\mathbf{x}}$	_		12,7	11,0
$t = \frac{x_1 - x_2}{x_1 - x_2}$	2		8,7	8,0
v	2		12,0	8,0
$t = \frac{\overline{x_1} - \overline{x_2}}{\left \frac{S_1^2}{X_1^2} + S_2^2\right }$	5_2^{-1}		12,0	8,0
$\overline{N_1}$ $\overline{N_1}$	N_2		8,7	6,7
			12,0	9,3
			12,7	6,0
			7,7	4,0
			7,3	4,7
			11,3	9,7
			13,3	9,0
			13,0	10,3
			12,7	7,3
			11,7	8,0
			11,3	10,3
			12,7	10,3

t-Test: Paired Two Sampl				
Post <-> Pre test §				ores
	Variable 1	Variable 2	Post	Pre
Mean	8,952380952	7,33333333	7,7	4,0
Variance	8,063492063	7,30864198	9,3	9,7
Observations	28	28	7,3	7,0
Pearson Correlation	0,793905589		9,7	6,7
Hypothesized Mean Diff	0		11,0	10,3
df	27		5,0	4,0
t Stat	4,802		5,0	4,3
P(T<=t) one-tail	2,59209E-05		6,3	5,0
t Critical one-tail	1,703		7,0	6,3
P(T<=t) two-tail	5,18419E-05		8,7	6,0
t Critical two-tail	2,051830516		9,3	4,0
			18,3	15,3
			9,3	7,0
$\overline{x_1}$	$-\overline{x_2}$		8,0	6,7
t =			6,0	9,3
S_1^2	S_{2}^{2} S_{2}^{2}		7,7	5,7
	$-+\frac{-2}{N}$		13,0	10,3
$\sqrt{N1}$	N 2		9,0	5,7
			7,7	7,0
			9,0	8,0
			9,3	9,0
			8,7	8,0
			11,3	10,7
			4,0	4,0
			9,0	6,3
			12,0	9,0
			11,7	11,0
			10,3	5,0

t-Test: Two-Sample As Comparing gain			Ga	ins
	Variable 1	Variable 2	group A	group B
Mean	3,23	1,62	3,7	3,7
Variance	3,243239271	3,182833627	6,0	-0,3
Observations	28	28	5,0	0,3
Pooled Variance	3,213036449		6,7	3,0
Hypothesized Mean [0		1,3	0,7
df	54		2,0	1,0
t Stat	3,355		1,7	0,7
P(T<=t) one-tail	0,00072939		6,0	1,3
t Critical one-tail	1,673564906		3,3	0,7
P(T<=t) two-tail	0,00145878		3,0	2,7
t Critical two-tail	2,005		0,0	5,3
			2,7	3,0
	XX.		1,7	2,3
t=	12		0,7	1,3
((N -1)S ² +	(N -1)S ²)/	1 1	4,0	-3,3
	$(12^{-1}) 2$		4,0	2,0
1 N.+I	N2 N		2,0	2,7
	- <u>2</u> /\	-1 -2/	2,7	3,3
			6,7	0,7
			3,7	1,0
			2,7	0,3
			1,7	0,7
			4,3	0,7
			2,7	0,0
			5,3	2,7
			3,7	3,0
			1,0	0,7
			2,3	5,3

t-Test: Paired Two Sample fo								
	Pronunc		Gram		Vocat	-	Flue	•
	improve		improv			ement	improv	
	group	A	grou	рA	grou	ap A	grou	ip A
	Variable 1	Variable 2	Variable 1	Variable 2	Variable 1	Variable 2	Variable 1	Variable 2
Mean	2,6309524	1,72619	2,8452381	1,916667	2,678571	2,011905	2,666667	1,940476
Variance	0,702381	0,5848	0,2591123	0,457819	0,300265	0,481335	0,271605	0,477807
Observations	28	28	28	28	28	28	28	28
Pearson Correlation	0,4079627		0,5944235		0,659924		0,548327	
Hypothesized Mean Difference	0		0		0		0	
df	27		27		27		27	
t Stat	5,4763829		8,8612634		6,668627		6,455251	
P(T<=t) one-tail	4,247E-06		8,885E-10		1,85E-07		3,22E-07	
t Critical one-tail	1,7032884		1,7032884		1,703288		1,703288	
P(T<=t) two-tail	8,493E-06		1,777E-09		3,71E-07		6,43E-07	
t Critical two-tail	2,0518305		2,0518305		2,051831		2,051831	
	,		_,		_,		 _,	
t-Test: Paired Two Sample fo	r Means							
	Pronunc	iation	Gram	ımar	Vocak	oulary	Flue	ncv
	improve		improv		improv	-	improv	•
	group		grou		grou		grou	
				-		-		-
	Variable 1	Variable 2	Variable 1	Variable 2	Variable 1	Variable 2	Variable 1	Variable 2
Mean	2	1,30952	2,3928571	2,142857	2,392857	2,02381	2,166667	1,857143
Variance	0,7489712	0,3204	0,4942681	0,60435	0,601264	0,773075	0,868313	0,834803
Observations	28	28	28	28	28	28	28	28
Pearson Correlation	0,4284353		0,7217595		0,818743		0,758863	
Hypothesized Mean Differen	0		0		0		0	
df	27		27		27		27	
t Stat	4,5331359		2,3772174		3,845077		2,554975	
P(T<=t) one-tail	5,338E-05		0,0123946		0,000333		0,008285	
t Critical one-tail	1,7032884		1,7032884		1,703288		1,703288	
P(T<=t) two-tail	0,0001068		0,0247892		0,000666		0,01657	
t Critical two-tail	2,0518305		2,0518305		2,051831		2,05183	
t-Test: Two-Sample Assumin	g Equal Vari	ances						
	Pronunc	iation	Gram	mar	Vocab	oulary	Flue	ncy
	improve	ment	improvem	ent group	improv	ement	improv	ement
	group A <->	group B	A <-> g		group A <-		group A <-	> group B
) (a sia bia d	Variable 2	Variable 1	Variable 2) (a sia b la d	Variable 2	Variable 1	Maniahla 2
N 4	Variable 1				Variable 1			Variable 2
Mean	0,9047619		0,9285714	0,25	 0,666667	0,369048	0,72619	0,309524
Variance	0,7642563	0,64962	0,3074662	0,309671	0,279835	0,257937	0,35435	0,410935
Observations	28	28	28	28	28	28	28	28
Pooled Variance	0,7069371		0,3085685		0,268886		0,382643	
Hypothesized Mean Differen	0		0		0		0	
df	54		54		54		54	
t Stat	0,9536013		4,5707114		2,147537		2,520323	
P(T<=t) one-tail	0,1722674		1,435E-05		0,018128		0,007356	
t Critical one-tail	1,6735649		1,6735649		1,673565		1,673565	
P(T<=t) two-tail	0,3445348		2,869E-05		0,036256		0,014713	
t Critical two-tail	2,0048793		2,0048793		2,004879		2,004879	

	or Means								
					Comparing	gain group			
	Post <-> Pre te	st group A	Post <-> Pre t	est group B	Group A <	->group B			
	Variable 1	Variable 2	Variable 1	Variable 2	Variable 1	Variable 2			
Mean	10,821429	7,59524	8,952381	7,333333	3,2261905	1,61904762			
Variance	4,1768078	6,06878	8,0634921	7,308642	3,2432393	3,18283363			
Observations	28	28	28	28	28	28			
Pearson Correlation	0,6954099		0,7939056		3,2130364				
Hypothesized Mean Differer	0		0		0				
df	27		27		54				
t Stat	9,4793711		4,8021052		3,354754				
P(T<=t) one-tail	2,207E-10		2,592E-05		0,0007294				
t Critical one-tail	1,7032884		1,7032884		1,6735649				
P(T<=t) two-tail	4,415E-10		5,184E-05		0,0014588				
t Critical two-tail	2,0518305		2,0518305		2,004879				
t-Test: Paired Two Sample fo	or Means								
	Comparing	pronun.	Comparing	grammar	Comparing	vocab	com	paring	fluency
	Comparing group A < - > g		Comparing group A < - >	-	Comparing group A < - > g				fluency group B
				-			group		
Mean	group A < - > g	roup B Variable 2	group A < - >	group B	group A < - > g Variable 1	roup B	group Varia	A < - >	group B Variable 2
Mean Variance	group A < - > g Variable 1	roup B Variable 2 0,69048	group A < - > Variable 1	group B Variable 2 0,25	group A < - > g Variable 1 0,6666667	roup B Variable 2	group Varia 0,7	A < - > ble 1	group B Variable 2 0,309524
	group A < - > g Variable 1 0,9047619	roup B Variable 2 0,69048	group A < - > Variable 1 0,9285714	group B Variable 2 0,25	group A < - > g Variable 1 0,6666667	roup B Variable 2 0,36904762	group Varia 0,7	A < - > Ible 1 2619	group B Variable 2 0,309524
Variance	group A < - > g Variable 1 0,9047619 0,7642563	roup B Variable 2 0,69048 0,64962	group A < - > Variable 1 0,9285714 0,3074662	group B Variable 2 0,25 0,309671	group A < - > g Variable 1 0,66666667 0,2798354	roup B Variable 2 0,36904762 0,25793651	group Varia 0,7 0,3	A < - > ible 1 72619 85435	group B Variable 2 0,309524 0,410935
Variance Observations	group A < - > g Variable 1 0,9047619 0,7642563 28	roup B Variable 2 0,69048 0,64962	group A < - > Variable 1 0,9285714 0,3074662 28	group B Variable 2 0,25 0,309671	group A < - > g Variable 1 0,66666667 0,2798354 28	roup B Variable 2 0,36904762 0,25793651	group Varia 0,7 0,3	A < - > 72619 85435 28	group B Variable 2 0,309524 0,410935
Variance Observations Pearson Correlation	group A < - > g Variable 1 0,9047619 0,7642563 28 0,7069371	roup B Variable 2 0,69048 0,64962	group A < - > Variable 1 0,9285714 0,3074662 28 0,3085685	group B Variable 2 0,25 0,309671	group A < - > g Variable 1 0,66666667 0,2798354 28 0,2688859	roup B Variable 2 0,36904762 0,25793651	group Varia 0,7 0,3	A < - > 2619 35435 28 32643	group B Variable 2 0,309524 0,410935
Variance Observations Pearson Correlation Hypothesized Mean Difference	group A < - > g Variable 1 0,9047619 0,7642563 28 0,7069371 0	roup B Variable 2 0,69048 0,64962	group A < - > Variable 1 0,9285714 0,3074662 28 0,3085685 0	group B Variable 2 0,25 0,309671	group A < - > g Variable 1 0,6666667 0,2798354 28 0,2688859 0	roup B Variable 2 0,36904762 0,25793651	group Varia 0,7 0,3	A < - > able 1 72619 85435 28 82643 0	group B Variable 2 0,309524 0,410935
Variance Observations Pearson Correlation Hypothesized Mean Difference df	group A < - > g Variable 1 0,9047619 0,7642563 28 0,7069371 0 54	roup B Variable 2 0,69048 0,64962	group A < - > Variable 1 0,9285714 0,3074662 28 0,3085685 0 0 54	group B Variable 2 0,25 0,309671	group A < - > g Variable 1 0,6666667 0,2798354 28 0,2688859 0 54	roup B Variable 2 0,36904762 0,25793651	group Varia 0,7 0,3 0,38 2,52	A < - > bble 1 72619 85435 28 82643 0 54	group B Variable 2 0,309524 0,410935
Variance Observations Pearson Correlation Hypothesized Mean Difference df t Stat	group A < - > g Variable 1 0,9047619 0,7642563 28 0,7069371 0 54 0,9536013	roup B Variable 2 0,69048 0,64962	group A < -> Variable 1 0,9285714 0,3074662 28 0,3085685 0,00 54 4,5707114	group B Variable 2 0,25 0,309671	group A < - > g Variable 1 0,66666667 0,2798354 28 0,2688859 0 54 2,1475372	roup B Variable 2 0,36904762 0,25793651	group Varia 0,7 0,3 0,38 2,52 0,00	A < - > ble 1 72619 5435 28 32643 0 54 20323	group B Variable 2 0,309524 0,410935
Variance Observations Pearson Correlation Hypothesized Mean Difference df t Stat P(T<=t) one-tail	group A < - > g Variable 1 0,9047619 0,7642563 28 0,7069371 0 54 0,9536013 0,1722674	roup B Variable 2 0,69048 0,64962	group A < - > Variable 1 0,9285714 0,3074662 28 0,3085685 0 0 54 4,5707114 1,435E-05	group B Variable 2 0,25 0,309671	group A < - > g Variable 1 0,6666667 0,2798354 28 0,2688859 0 54 2,1475372 0,0181282	roup B Variable 2 0,36904762 0,25793651	group Varia 0,7 0,3 0,38 2,52 0,00 1,67	A < - > ble 1 72619 85435 28 82643 0 54 20323 07356	group B Variable 2 0,309524 0,410935

Appendix	16
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<u>t-table</u>					
one-tailed	0,05	0,025	0,01	0,005	0,001
two-tailed	0,10	0,05	0,02	0,01	0,002
df					
1	6,314	12,706	31,821	63,657	318,310
2	2,920	4,303	6,965	9,925	22,326
3	2,353	3,182	4,541	5,841	10,213
4	2,132	2,776	3,747	4,604	7,173
5	2,015	2,571	3,365	4,032	5,893
6	1,943	2,447	3,143	3,707	5,208
7	1,895	2,365	2,998	3,499	4,785
8	1,86	2,306	2,896	3,355	4,501
9	1,833	2,262	2,821	3,250	4,297
10	1,812	2,228	2,764	3,169	4,144
11	1,796	2,201	2,718	3,106	4,025
12	1,782	2,179	2,681	3,055	3,930
13	1,771	2,160	2,650	3,012	3,852
14	1,761	2,145	2,624	2,977	3,787
15	1,753	2,131	2,602	2,947	3,733
16	1,746	2,120	2,583	2,921	3,686
17	1,74	2,110	2,567	2,898	3,646
18	1,734	2,101	2,552	2,878	3,610
19	1,729	2,093	2,539	2,861	3,579
20	1,725	2,086	2,528	2,845	3,552
21	1,721	2,080	2,518	2,831	3,527
22	1,717	2,074	2,508	2,819	3,505
23	1,714	2,069	2,500	2,807	3,485
24	1,711	2,064	2,492	2,797	3,467
25	1,708	2,060	2,485	2,787	3,450
26	1,706	2,056	2,479	2,779	3,435
27	1,703	2,052	2,473	2,771	3,421
28	1,701	2,048	2,467	2,763	3,408
29	1,699	2,045	2,462	2,756	3,396
30	1,697	2,042	2,457	2,750	3,385
40	1,684	2,021	2,423	2,704	3,307
60	1,671	2,000	2,390	2,660	3,232
120	1,658	1,980	2,358	2,617	3,160
inf	1,645	1,960	2,326	2,576	3,090

Rubric Assessment Based On David P. Harris (modified)

Pronunciation

Assessment	Score
Pronunciation almost as good as native speaker	5
Correct pronunciation with hardly any accent	4
Understandable but accent quite noticeable	3
Pronunciation problem necessitates careful listening	2
Very difficult to understand because of wrong pronunciation	1
Does not/hardly speak at all	0

Grammar

Assessment	Score
No grammatical mistakes at all can be heard	5
Very few mistakes noticeable, grammar is correct >90%	4
Mistakes in grammar are less than 25%	3
Half or more of the grammar is not correct	2
Most grammar and structure is wrong >80%	1
Does not/hardly speak at all	0

Vocabulary

Assessment	Score
All words used are correct, student shows rich vocabulary	5
Words come out quite naturally and easily	4
Student sometimes hesitates as if looking for words	3
Wrong words are used, the speaking is halting because of lack of vocabulary	2
Vocabulary is very limited, student cannot express his/her thoughts easily	1
Does not/hardly speak at all	0

Fluency

Assessment	Score
Student speaks fluently and at a natural speed	5
Close to fluent and natural speaking	4
The speed is almost normal and pauses are few	3
The speaking is hesitant and too slow	2
Long silences and signs of uncertainty and/or uses Indonesian	1
Does not/hardly speak at all	0

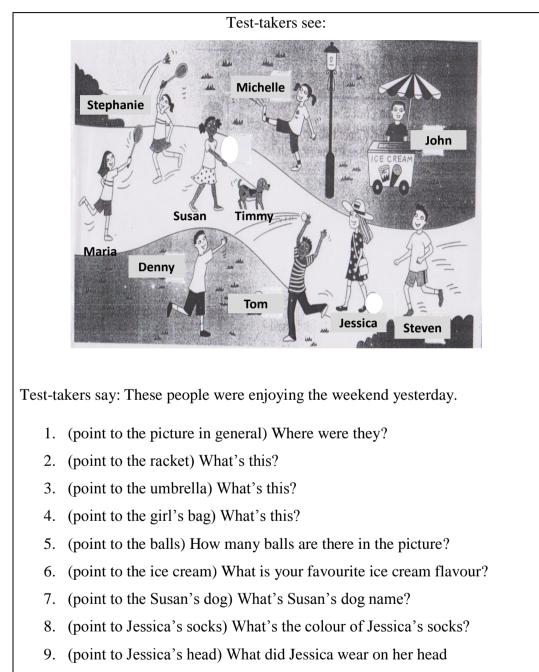
The schedule of Pre-test, Treatments, and Post-test

No	Date	Time	Class	Kind
1	7 Feb 2014	11.00 - 15.00	Private class	Try-out
2	21 Feb 2014	11.00 - 12.00	5B (control group)	Pre-test
3	25 Feb 2014	12.30 - 13.30	5A (exp. group)	Pre-test
4	4 March 2014	11.00 - 11.30	5B (control group)	Treatment 1 (Drilling) Topic: Irregular Past Simple Verbs
5	6 March 2014	9.35 - 10.05	5A (exp. Group)	Treatment 1 (elicitation) Topic: Irregular Past Simple Verbs
6	11 March 2014	11.00 - 11.30	5B (control group)	Treatment 2 (Drilling) Topic: Regular and Irregular Past Simple Verbs
7	13 March 2014	9.35 - 10.05	5A (exp. Group)	Treatment 2(elicitation) Topic: Regular and Irregular Past Simple
8	18 March 2014	11.00 - 11.30	5B (control group)	Treatment 3 (Drilling) Topic: feeling
9	20 March 2014	9.35 - 10.05	5A (exp. Group)	Treatment 3(elicitation) Topic: feeling
10	1 April 2014	11.00 - 11.30	5B (control group)	Treatment 4 (Drilling) Topic: to be – past simple
11	11 April 2014	9.35 - 10.05	5A (exp. Group)	Treatment 4(elicitation) Topic: to be – past simple
12	11 April 2014	11.00 - 12.00	5A (Exp. Group)	Post-test
13	22 April 2014	12.30 - 13.30	5 B (Control Group)	Post-test

The Treatment of Experimental and Control Group

Elicitation Technique	Drilling Technique
(Experimental Group/5A)	(Control Group/5B)
• Teacher elicits students of new	• Teacher writes down on board
vocabularies by asking easy	several vocabularies in English
questions.	• Teacher tells the meaning of the
• Some students answer it	vocabularies by translating them
• Teacher writes down the new	into Indonesian
vocabulary on the board	• Teacher drills students by
• Teacher shows several pictures of	reading the vocabularies and
activities	repeated by the students
• Teacher asks students to describe it	• Students repeat after the teacher
• Teacher elicits students the context	• Teacher shows several pictures
of the picture, what they see in the	of activities
picture, the activities in the picture	• Teacher says what activities they
and other things that can be asked	are and students repeat after the
to students.	teacher
• Miming is the last thing to do to	• Teacher does the drilling at least
raise the students' voice.	4 times maximally
	• Teacher does miming and says
	what he/she mimes then repeated
	by the students

The Picture for Pre-test and Post-test (Taken from the fifth grade workbook, Our Discovery Island)



- 10. Tell me what the people did in the park yesterday(point to each picture)
- 11. How did they feel in the park?
- 12. What did you do after school yesterday?

Test and Evaluation Procedures

Test procedures

- Each test session was carried out by 4 persons, the researcher and three assistants. All assistant test takers were last year students of the English section of the Teacher Training and Education Faculty of Widya Mandala Catholic University in Surabaya.
- 2. Each student was tested individually by one of these 4 persons
- The test was done in a separate room, not in the classroom, not in front of the classmates.
- 4. Each student had to write his/her name in the attendance list
- 5. The speaking of each student was recorded by a computer using Audacity software, the students were given a headset to improve the recording quality
- 6. The student's speaking test was recorded for maximal 3 minutes in a digital sound file with their name based on the attendance list.
- 7. When the speaking test was done, all the recording's results were collected and sent to all evaluators

Evaluation procedure

- All evaluators were last year students of the English section of the Teacher Training and Education Faculty of Windy Mandala Catholic University in Surabaya.
- 2. Each evaluator listened to all the sound files and gave a score per aspect (pronunciation, grammar, vocabulary and fluency); all three evaluators applied the same modified Harris Davis rating scale; the scores were collected on pre-printed score lists and sent back to the researcher
- 3. The results from each evaluator was keyed in by the researcher scores in a Microsoft Excel sheet as shown in appendix 1,2.3 & 5,6,7.
- The total score per student and the average scores of all there evaluators (appendix 4 and 8) as well as the graphs are also produced by using Microsoft Excel.

LESSON PLAN TEACHER'S NOTES PICTURES AND FLASHCARDS STUDENT'S EXERCISES

Lesson Plan - Treatment 1

Subject: English	Treatment: 1
Theme: Last Weekend Activities	Day/Date: Tuesday, 4 March 2014 (5A)
Grade/Semester: 5/2	Day/Date: Thursday, 6 March 2014 (5B)
Academic Year: 2014-2015	Time Allocation: 35 minutes

Standard Competence	Grammar and Speaking	
Basic Competence	Simple Past – Irregular Simple Past Verb	
Indicators of	Identify when to use Simple Past (affirmative)	
Competence		
A. Objectives	Grammar	
	 Students are able to make sentences using the correct form of simple verbs. 	
	Speaking	
	 Students are able to explain what they did last weekend. 	
	 Students are able to describe what people did in a picture. 	
B. Materials	Pictures in power point slides, worksheet with	
	pictures,	
C. Learning Activity	Pre-Instructional Activity	
	• Asking the students activities last weekend	
	Whilst Instructional Activity	
	• Showing the students several pictures	
	 Asking the students what activities are shown in the pictures. 	
	 Presentation – irregular simple past verbs. 	
	Post Instructional Activity	
	• Giving the students the picture exercise of	
	simple past.	
D. Resources	www.mes-english.com	
	www.englishwsheet.com	
E. Technique	Elicitation technique/Experimental class	
	Drilling technique/Control class	

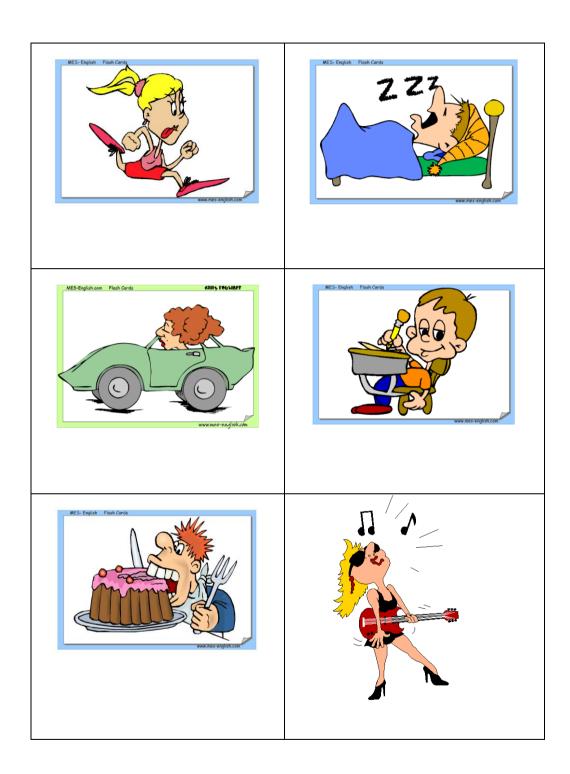
Teacher's Note - Treatment 1

Elicitation Technique (Experimental Group/5A)	Drilling Technique (Control Group/5B)
Pre-Instructional Activities:	Pre-Instructional Activities:
 Teacher elicits students how their last weekend was. How was your weekend? Teacher elicits their activities on their last weekend. What did you do on your last weekend? Swimming, playing football, etc. Whilst Instructional Activities 	 Teacher asks students whether they were happy on their last weekend was. Were you happy on your last weekend? Teacher asks an activity what they did last weekend. Did you go swimming? etc. Whilst Instructional Activities
 Teacher elicits students what they did last weekend. Students answer it and teacher writes all their activities on white board. Teacher elicits students more activities by doing miming and students answer. (Miming: watch football on TV, listen to music, play a kite, sleep, eat noodles, swim, ride a bicycle etc.) Teacher writes "YESTERDAY" on the board Teacher elicits students by showing several pictures of people's activities using power point slides. Students respond: He rode a bicycle yesterday, they ate noodles two days ago, She drank orange juice last night, the girl read a book this last week, Shinta swam in a swimming pool last Sunday, the man made his breakfast this morning. Teacher asks students to say it once more (chorally and individually). 	 Teacher writes down on the board the common activities of what people do on weekend (present simple verbs). Teacher writes "YESTERDAY" and drills students to repeat after the teacher the simple present verbs and the simple past verbs. E.g: ride – rode, sleep – slept, write – wrote etc. Teacher shows pictures and says the activity. Students repeat after her. Repetition drill. They ate noodles yesterday S: They ate noodles yesterday T: He rode a bicycle this morning. The substitution drill I drank orange juice last night, He? Ss: He drank orange juice last night. T: John read a book last week.

 Teacher asks students to say it once more (chorally and individually).
Post Instructional Activities
 Students do the picture exercises Fill in the blanks with the simple past form of the irregular verbs Teacher checks together with students and writes down all the answers on the board. Teacher gives feedback

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The Flashcards for Presentation – treatment 1



Lesson Plan – treatment 2

Subject: English	Treatment: 2
Theme: Coming late to school	Day/Date: Tuesday, 11 March 2014 (5B)
irade/Semester: 5/2 Day/Date: Thursday, 13 March 2014 (5/	
Academic Year: 2014-2015	Time Allocation: 35 minutes

Standard Competence	Grammar and Speaking	
Basic Competence	Simple Past – Regular and Irregular Simple Past	
	Verb	
Indicators of	Identify how to use Simple Past	
Competence	(affirmative, negative and question)	
A. Objectives	Grammar	
	 Students are able to make sentences using the correct form of simple verbs in affirmative, negative and question sentences. Speaking Students are able to describe a picture. Students are able to make question and 	
	answer.	
B. Materials	Pictures in power point slides, worksheet with pictures,	
C. Learning Activity	Pre-Instructional Activity	
	 pictures, Pre-Instructional Activity Asking the students the time they wake up every morning. Whilst Instructional Activity Showing students some pictures Asking students to describe the activities in the pictures. Presentation – regular and irregular simple past verbs. Giving the students the picture worksheet and make questions from the picture then answer the question based on the picture. Post Instructional Activity Giving assignment to write down the students' activities at home after school 	
D. Resources	yesterday. www.google.com	
E. Technique	Elicitation technique/Experimental class Drilling technique/Control class	

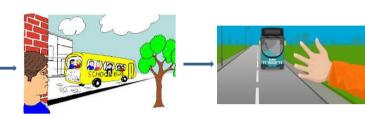
Teacher's Note - Treatment 2

Elicitation Technique	Drilling Technique
(Experimental Group/5A)	(Control Group/5B)
Pre-Instructional Activities:	Pre-Instructional Activities:
Greetings	Greetings
Warmer	Warmer
 Teacher divides the class into 4 groups Teacher says several simple present verbs and each group should guess the simple past verbs. The verbs are : Ride, drive, eat, run, sleep, watch, listen, go, drink, give, speak, swim, sing, make, catch, take, play etc. 	 Divide the class into 4 groups Teacher says several simple present verbs and each group should guess the simple past verbs. The verbs are : Ride, drive, eat, run, sleep, watch, listen, go, drink, give, speak, swim, sing, make, catch, take, play etc.
Whilst Instructional Activities	Whilst Instructional Activities
 Teacher elicits students what time they woke up this morning. Who came late to school this morning? Teacher shows a picture of a boy wakes up at 8 a.m. Teacher elicits students to describe the picture and says "this morning". Students say: The boy woke up at 8 a.m. this morning. Teacher shows other pictures and sticks them on the board: A boy (Roger)/wake up at 8 a.m./ – have breakfast/quickly– brush his teeth – take a shower – go to school - miss the school bus – stop a bus – call a taxi - pay Rp. 20.000,- – come late to school. Teacher elicits students by pointing to each picture and students make sentences. Roger woke up at 8 a.m. this morning. He had breakfast quickly. 	 Teacher asks students what time they woke up this morning. Who came late to school this morning? Teacher shows the pictures in the slide. Teacher describes the pictures and students repeat after the teacher. Repetition Drilling T: A boy (Roger) woke up 8 a.m. this morning Ss: A boy (Roger) woke up 8 a.m. this morning T: He had breakfast quickly. Ss: He had breakfast quickly T: He brushed his teeth, he took a shower . He went to school. He missed the school bus. He stopped a bus. He called a taxi. He paid Rp. 20.000, He came late to school.

 He brushed his teeth. He took a shower. He went to school. He missed the school bus. He stopped the bus. The bus didn't stop. He called a taxi and paid Rp. 20.000, He came late to school. Teacher asks students to say it chorally and individually. 	 The Expansion Drill T: Roger woke up at 8 a.m. this morning. Ss: Roger woke up at 8 a.m. this morning. T: He had breakfast quickly Ss: He had breakfast quickly T: Roger woke up at 8 a.m. this morning. He had breakfast quickly.
 Making questions: Teacher elicits students to make a question. Teacher writes V (Yes) and X (No). Teacher shows a picture (Roger/wake up at 8 a.m.) and says "ask me about Roger". Students respond: Did he wake up at 8 a.m. this morning? Students answer: Yes, he did. He woke up at 8 a.m. this morning. etc. Teacher shows pictures (miss the school bus and a taxi) and asks students a question. T: Did he miss the school bus? Ss: Yes, he did. He missed the school bus. T: Did he catch the school bus? Ss: No, he didn't. He didn't catch the school bus. T: Did he go to school by school bus? Ss: No, he didn't. He went to school by taxi. 	 Ss: Roger woke up at 8 a.m. this morning. He had breakfast quickly. T: He brushed his teeth. Ss: He brushed his teeth. T: Roger woke up at 8 a.m. this morning. He had breakfast quickly. He brushed his teeth. Ss: Roger woke up at 8 a.m. this morning. He had breakfast quickly. He brushed his teeth, Etc. Making questions The Question and Answer Drill Teacher writes V (Yes, he did) and X (No, he didn't). Teacher shows a picture (Roger/wake up at 8 a.m. and makes a question then students answer it. T: Did he wake up at 8 a.m. this morning? Yes? Ss: Yes, he did. T: Did he catch the school bus? No? Ss: No, he didn't.













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Lesson Plan – treatment 3

Subject: English	Treatment: 3
Theme: My Favorite Subject in the last Semester.	Day/Date: Tuesday, 18 March 2014 (5B)
Grade/Semester: 5/2	Day/Date: Thursday, 20 March 2014 (5A)
Academic Year: 2014-2015	Time Allocation: 35 minutes

Standard Competence	Grammar and Speaking	
Basic Competence	Simple Past – to be	
Indicators of	Identify how to use "to be" in Simple Past	
Competence	(affirmative, negative and question)	
A. Objectives	Grammar	
	 Students are able to make sentences using the correct form of to be of simple past verbs in affirmative, negative and question sentences. Speaking Students are able to describe feeling. Students are able to make question. 	
B. Materials	Pictures in power point slides, worksheet with	
	pictures	
C. Learning Activity	Pre-Instructional Activity	
C. Learning Activity	 Asking students all the subjects they have in school Whilst Instructional Activity Asking students their favorite subject this year and last year. Asking students to give the reason based on their feeling. Presentation – expressing the feeling using miming and pictures Showing students the picture of feeling Asking students to make a sentence about their feeling to the subject and make questions. Post Instructional Activity Giving assignment to students writing about students' favorite subject of last year and this 	

	subject, the teacher, the class etc.	
D. Resources	www.google.com	
E. Technique	Elicitation technique/Experimental class	
	Drilling technique/ Control class	

Elicitation Technique	Drilling Technique
(Experimental Group/5A)	(Control Group/5B)
Pre-Instructional Activities:	Pre-Instructional Activities:
Greetings	Greetings
Warmer:	Warmer:
 Teacher does miming of face expression. Teacher divides the class into groups. Each group guesses the right expression that teacher mimes. The group who got the highest score is the winner. The feeling expression (adjectives): Interesting, exciting, difficult, boring, easy, scary, fun etc. 	 Teacher does miming of face expression. Teacher divides the class into groups. Each group guesses the right expression that teacher mimes. The group who got the highest score is the winner. The feeling expression (adjectives): Interesting, exciting, difficult, boring, easy, scary, etc.
Whilst Instructional Activities	Whilst Instructional Activities
 Teacher elicits students to mention all subjects they have in this semester. Teacher wrote all the subjects on the white board Teacher asks students which one their favorite subject was for last year and this year Teacher gave example by drawing a happy face ⁽ⁱ⁾ at English subject. Students express their feeling when they see the happy face. Teacher elicits students any other feelings using miming. Students guess feeling expression from the pictures. Students make a sentence of the subjects and pictures for this year and last year. Teacher differentiates a sentence for this year and last year. Teacher focuses on the to be of 	 Teacher writes all the subjects on the board and writes the year (last year and this year). Teacher asks students to pronounce it well repeat after the teacher. Teacher draws a happy face ⁽³⁾ next to English subject. Teacher says: English is interesting. Teacher reads it and students repeat after the teacher Teacher writes all the feeling expression next to each subject. Teacher drills students to repeat after her sentences for this year - to be of present tense. (Repetition Drill and substitution drill). Teacher drills students to repeat after her sentences for last year - to be of present tense. (Repetition Drill and substitution drill).

Teacher's Note – treatment 3

present tense and past tense (am, is, are, and was, were)

- Students make a sentence from the subject and the feeling.
- Teacher elicits students to give a reason why (expressing their feeling).
- Teacher asks students to make a question from the sentence they make.
- Teacher elicits students to make students from any other subjects.
- Teacher points to each subject and elicit students to express their feelings
- Ss: Chinese is challenging, Science is interesting, Chinese is exciting, mathematics is difficult, moral is boring etc.

Making questions:

- Teacher elicits students to make a question.
- Teacher writes V (Yes) and X (No).
- Teacher shows pictures of feeling expression and subject
- Students make sentences based on the expression pictures
- Teacher elicits students to make the affirmative, question, and answer.

- Teacher drills students any other feelings using pictures.
- Teacher makes sentences based on the pictures of feeling expression and students repeat after the teacher.
- Teacher differentiates a sentence for this year and last year.
- Teacher focuses on the to be of present tense and past tense (am, is, are, and was, were)
- Teacher makes a sentence from the subject and the feeling.
- Teacher makes a question from the sentence and students repeat after her.
- Teacher drills students to make sentence from any other subjects.
- Ss: Chinese is challenging, Science is interesting, Chinese is exciting, mathematics is difficult, moral is boring etc.

Making questions:

- Teacher elicits students to make a question.
- Teacher writes V (Yes) and X (No).
- Teacher shows pictures of feeling expression and subject
- Students make sentences based on the expression pictures Teacher elicits students to make the affirmative, question, and answer.

Lesson Plan – treatment 4

Subject: English	Treatment: 4
Theme: First Day at School	Day/Date: Tuesday, 1 April 2014 (5B)
Grade/Semester: 5/2	Day/Date: Thursday, 4 April 2014 (5A)
Academic Year: 2014-2015	Time Allocation: 35 minutes

Standard Competence	Grammar and Speaking	
Basic Competence	Simple Past – Adjectives	
Indicators of	Identify when to use Simple Past verb and	
Competence	adjectives	
A. Objectives	Grammar	
	 Students are able to make sentences using the correct form of past simple verbs and adjectives Speaking Students are able to describe what they feel on the first day at school Students are able to make questions. 	
B. Materials	Pictures in power point slides, worksheet with pictures,	
C. Learning Activity	Pre-Instructional Activity	
	 Pre-Instructional Activity Asking the students feeling on their first day at school Whilst Instructional Activity Showing the students a picture of a girl, a teacher, and some students. Asking the students what activities and feeling shown in the pictures. Presentation – asking questions. Post Instructional Activity Giving the students a picture of feeling expression. 	
D. Resources	www.kids-pages.com	
E. Technique	Elicitation technique/Experimental class Drilling technique/Control class	

Teacher's Notes – treatment 4

Elicitation Technique	Drilling Technique
(Experimental Group)	(Control Group)
Pre-Instructional Activities:	Pre-Instructional Activities:
Greetings: Good morning / good	Greetings: Good morning / good
afternoon	afternoon
Warmer:	Warmer:
Teacher says a sentence and students say the feeling that they have learned before. 1. when you watch horror film, you feel scared 2. I don't like the lesson, it is boring 3. 1 + 1 = 2, that is easy 4. 20x15+35:4=, that is difficult 5. I watched Mr. Bean last night, he was so funny 6. I got a chocolate from my boyfriend on Valentine day, it was so romantic 7. I like English so much, I want to study again and again. English is interesting 8. I just ran 100 km, I am so tired.	Teacher says a sentence and students say the feeling that they have learned before 1. when you watch horror film, you feel scared 2. I don't like the lesson, it is boring 3. 1 + 1 = 2, that is easy 4. 20x15+35:4=, that is difficult 5. I watched Mr. Bean last night, e was so funny 6. I got a chocolate from my boyfriend on Valentine day, it was so romantic 7. I like English so much, I want to study again and again. English is interesting 8. I just ran 100 km, I am so tired.
Triggering Questions (Scaffolding)	<i>Triggering Questions (Scaffolding)</i>Teacher shows a picture of a sad
 Teacher shows a picture of a sad girl Teacher elicits students her feeling. Teacher elicits students why the girl is sad. Teacher said that it was Janice's first day at school yesterday. Teacher asked students how they feel on their first day at school. Students answered: sad, happy, exciting, interesting, scared. Teacher elicits students by asking some questions and students 	 girl Teacher said "Yesterday was Janice's first day at school" Teacher asks students how they feel on their first day at school. Were you happy on the first day at school? Yes, I was Were you sad on the first day at school? Yes, I was / No, I wasn't. Teacher says the following sentences and repeats after the students. T: Janice was so scared and sad on her first day at school.

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 answer. T: How did she feel on her first day at school? Ss: scary, sad. T: why? Teacher shows big children picture Ss: because there were many big children T: How was the lesson? Ss: The lesson was difficult T: the teacher? Ss: the teacher was kind/friendly/nice. Teacher writes some information next to the teacher: scary, sad, many big children, lesson/difficult, teacher/kind, friendly/nice. Teacher asked students to say it chorally and individually 	 Changed into I: I was so scared and sad on my first day at school. T: Why? Teacher shows big children picture T: because there were many big children Ss: because there were many big children T: How was the lesson? T: difficult. Ss: the lesson was difficult. easy? Ss: the lesson was easy. T: How was the teacher?. T: the teacher was nice. Teacher writes some information next to the teacher: scary, sad, many big children, lesson/difficult, teacher/kind, friendly. Teacher asks students to say it
Whilst Instructional Activities	chorally and individually Whilst Instructional Activities
T: Was Janice's first day at school	T: Was Janice's first day at school
scary?	scary?
Ss: yes, it was	T: yes, it was
T: Were there a lot of big children?	Ss: yes, it was
Ss: yes, there were	T: Were there a lot of big children?
T: Were the lessons easy?	T: Yes, there were
Ss: no, it wasn't	Ss: yes, there were
T: was her teacher kind? Ss: yes, she/he was	T: Were the lessons easy? T: No, it wasn't. it was difficult.
T: was he happy?	Ss: No, it wasn't. it was difficult
Ss: No, she wasn't	T: was her teacher kind?
	T: Yes, she/he was
	Ss: yes, she/he was
Post Instructional Activities	Post Instructional Activities
Exercise page 71 part 10 and 11	Exercise page 71 part 10 and 11.
(Our Discovery Island, 5 workbook,	(Our Discovery Island, 5 workbook,
Ice Island, John Wiltshier)	Ice Island, John Wiltshier)