Appendix 1

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

	Experimental Group 5A									
	Evaluator 1									
	Pre-test score					**Post test 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**

Appendix 2

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

	Experimental Group 5A									
	Evaluator 2									
	Pre test score					Post test 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**

Appendix 3

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

	Experimental Group 5A									
	Evaluator 3									
	Pre-test					Post test				
	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**

Appendix 4

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

	Experimental Group 5A									
	Result from 3 evaluators									
	Pre-test					Post-test				
	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**

Appendix 5

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

	Control group B									
	Evaluator 1									
	Pre-test score					**Post test 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

Appendix 6

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

	Control group B									
	Evaluator 2									
	Pre test score					Post test 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

Appendix 7

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

	Control group B									
	Evaluator 3									
	Pre-test					Post test				
	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

Appendix 8

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

	Scores from Sound recordings										
	Control Group B										
	Result from 3 evaluators										
	Pre-test					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 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**								

Appendix 9

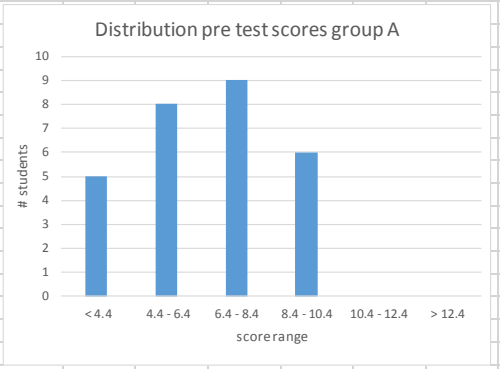
Frequency table calculations pre treatment scores Group A

Average scores all evaluators

Pre test

	Ranked scores		average over all score								
	group A	kelas	1	2	3	4	5	6	7	8	9	10
Student A9	4.0	1	1	0	0	0	0	0	0	0	0	0
Student A10	4.0	1	1	0	0	0	0	0	0	0	0	0
Student A20	4.0	1	1	0	0	0	0	0	0	0	0	0
Student A3	4.3	1	1	0	0	0	0	0	0	0	0	0
Student A2	4.7	1	1	0	0	0	0	0	0	0	0	0
Student A21	4.7	2	0	1	0	0	0	0	0	0	0	0
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
Student A19	6.0	2	0	1	0	0	0	0	0	0	0	0
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
Student A14	8.0	3	0	0	1	0	0	0	0	0	0	0
Student A15	8.0	3	0	0	1	0	0	0	0	0	0	0
Student A16	8.0	3	0	0	1	0	0	0	0	0	0	0
Student A26	8.0	3	0	0	1	0	0	0	0	0	0	0
Student A23	9.0	3	0	0	1	0	0	0	0	0	0	0
Student A7	9.3	3	0	0	1	0	0	0	0	0	0	0
Student A18	9.3	3	0	0	1	0	0	0	0	0	0	0
Student A12	9.7	3	0	0	1	0	0	0	0	0	0	0
Student A22	9.7	3	0	0	1	0	0	0	0	0	0	0
Student A24	10.3	4	0	0	0	1	0	0	0	0	0	0
Student A27	10.3	4	0	0	0	1	0	0	0	0	0	0
Student A28	10.3	4	0	0	0	1	0	0	0	0	0	0
Student A6	10.7	4	0	0	0	1	0	0	0	0	0	0
Student A13	11.0	4	0	0	0	1	0	0	0	0	0	0
Student A11	12.0	4	0	0	0	1	0	0	0	0	0	0
	Freqency		**5**	**8**	**9**	**6**	**0**	**0**	**0**	**0**	**0**	**0**

kelas	batas bawah	batas atas
1	0	4.400
2	4.401	6.400
3	6.401	8.400
4	8.401	10.400
5	10.401	12.400
6	12.401	14.400
7	14.401	16.400
8	16.401	18.400
9	18.401	20.000

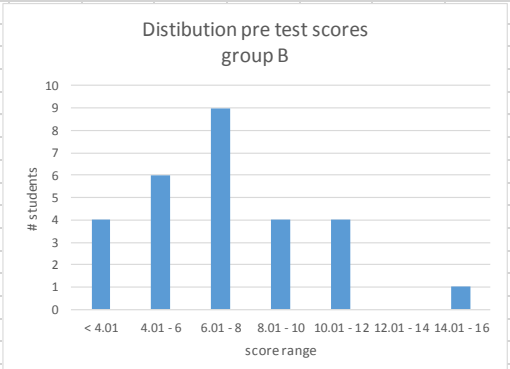


Frequency table calculations pre treatment scores Group B

Pre test

	group B	kelas	1	2	3	4	5	6	7	8	9	10
Student B1	4.0	1	1	0	0	0	0	0	0	0	0	0
Student B6	4.0	1	1	0	0	0	0	0	0	0	0	0
Student B11	4.0	1	1	0	0	0	0	0	0	0	0	0
Student B24	4.0	1	1	0	0	0	0	0	0	0	0	0
Student B7	4.3	2	0	1	0	0	0	0	0	0	0	0
Student B8	5.0	2	0	1	0	0	0	0	0	0	0	0
Student B28	5.0	2	0	1	0	0	0	0	0	0	0	0
Student B16	5.7	2	0	1	0	0	0	0	0	0	0	0
Student B18	5.7	2	0	1	0	0	0	0	0	0	0	0
Student B10	6.0	2	0	1	0	0	0	0	0	0	0	0
Student B9	6.3	3	0	0	1	0	0	0	0	0	0	0
Student B25	6.3	3	0	0	1	0	0	0	0	0	0	0
Student B4	6.7	3	0	0	1	0	0	0	0	0	0	0
Student B14	6.7	3	0	0	1	0	0	0	0	0	0	0
Student B13	7.0	3	0	0	1	0	0	0	0	0	0	0
Student B3	7.0	3	0	0	1	0	0	0	0	0	0	0
Student B19	7.0	3	0	0	1	0	0	0	0	0	0	0
Student B20	8.0	3	0	0	1	0	0	0	0	0	0	0
Student B22	8.0	3	0	0	1	0	0	0	0	0	0	0
Student B21	9.0	4	0	0	0	1	0	0	0	0	0	0
Student B26	9.0	4	0	0	0	1	0	0	0	0	0	0
Student B15	9.3	4	0	0	0	1	0	0	0	0	0	0
Student B2	9.7	4	0	0	0	1	0	0	0	0	0	0
Student B5	10.3	5	0	0	0	0	1	0	0	0	0	0
Student B17	10.3	5	0	0	0	0	1	0	0	0	0	0
Student B23	10.7	5	0	0	0	0	1	0	0	0	0	0
Student B27	11.0	5	0	0	0	0	1	0	0	0	0	0
Student B12	15.3	7	0	0	0	0	0	0	1	0	0	0
			4	**6**	**9**	**4**	**4**	**0**	**1**	**0**	**0**	**0**

kelas	batas baw	batas atas		
1	0	4.00	< 4.01	< 4.4
2	4.01	6.00	4.01 - 6	4.4 - 6.4
3	6.01	8.00	6.01 - 8	6.4 - 8.4
4	8.01	10.00	8.01 - 10	8.4 - 10.4
5	10.01	12.00	10.01 - 12	10.4 - 12.4
6	12.01	14.00	12.01 - 14	> 12.4
7	14.01	16.00	14.01 - 16	
8	16.01	18.00	16.01 - 18	
9	18.01	20.00	18.01 - 20	



Appendix 10

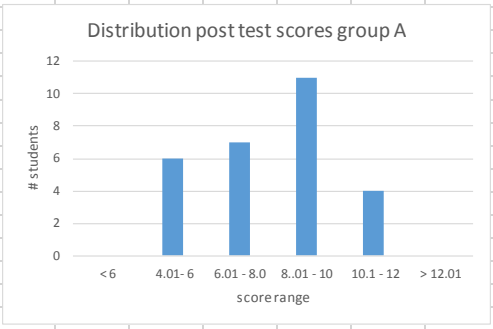
Frequency table calculations post treatment scores Group A

Average scores all evaluators

Post test

	Ranked scores		average over all score									
	group A	kelas	1	2	3	4	5	6	7	8	9	10
Student A10	7.0	3	0	0	1	0	0	0	0	0	0	0
Student A9	7.3	3	0	0	1	0	0	0	0	0	0	0
Student A21	7.3	3	0	0	1	0	0	0	0	0	0	0
Student A5	7.7	3	0	0	1	0	0	0	0	0	0	0
Student A20	7.7	3	0	0	1	0	0	0	0	0	0	0
Student A14	8.7	3	0	0	1	0	0	0	0	0	0	0
Student A17	8.7	4	0	0	0	1	0	0	0	0	0	0
Student A1	9.3	4	0	0	0	1	0	0	0	0	0	0
Student A3	9.3	4	0	0	0	1	0	0	0	0	0	0
Student A2	10.7	4	0	0	0	1	0	0	0	0	0	0
Student A7	11.0	4	0	0	0	1	0	0	0	0	0	0
Student A22	11.3	4	0	0	0	1	0	0	0	0	0	0
Student A27	11.3	4	0	0	0	1	0	0	0	0	0	0
Student A26	11.7	5	0	0	0	0	1	0	0	0	0	0
Student A4	11.7	5	0	0	0	0	1	0	0	0	0	0
Student A11	12.0	5	0	0	0	0	1	0	0	0	0	0
Student A15	12.0	5	0	0	0	0	1	0	0	0	0	0
Student A16	12.0	5	0	0	0	0	1	0	0	0	0	0
Student A18	12.0	5	0	0	0	0	1	0	0	0	0	0
Student A8	12.3	5	0	0	0	0	1	0	0	0	0	0
Student A12	12.3	5	0	0	0	0	1	0	0	0	0	0
Student A25	12.7	5	0	0	0	0	1	0	0	0	0	0
Student A28	12.7	5	0	0	0	0	1	0	0	0	0	0
Student A6	12.7	5	0	0	0	0	1	0	0	0	0	0
Student A13	12.7	6	0	0	0	0	0	1	0	0	0	0
Student A19	12.7	6	0	0	0	0	0	1	0	0	0	0
Student A24	13.0	6	0	0	0	0	0	1	0	0	0	0
Student A23	13.3	6	0	0	0	0	0	1	0	0	0	0
	Freqency		**0**	**0**	**6**	**7**	**11**	**4**	**0**	**0**	**0**	**0**

kelas untuk frequency table		
kelas	batas bawah	batas atas
1	0.00	4.00
2	4.01	6.00
3	6.01	8.00
4	8.01	10.00
5	10.01	12.00
6	12.01	14.00
7	14.01	16.00
8	16.01	18.00
9	18.01	20.00
	< 6	
	4.01- 6	
	6.01 - 8.0	
	8..01 - 10	
	10.1 - 12	
	> 12.01	

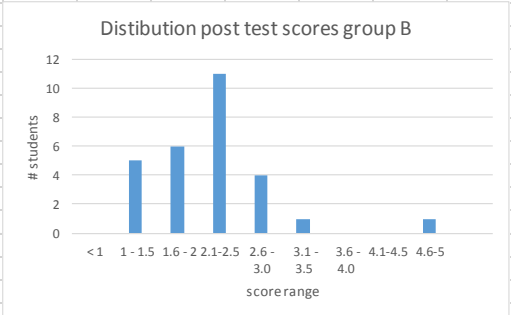


Frequency table calculations post treatment scores Group B

Average scores all evaluators

	group B	kelas	1	2	3	4	5	6	7	8	9	10
Student B24	4.0	2	0	1	0	0	0	0	0	0	0	0
Student B6	5.0	2	0	1	0	0	0	0	0	0	0	0
Student B7	5.0	2	0	1	0	0	0	0	0	0	0	0
Student B15	6.0	2	0	1	0	0	0	0	0	0	0	0
Student B8	6.3	3	0	0	1	0	0	0	0	0	0	0
Student B9	7.0	3	0	0	1	0	0	0	0	0	0	0
Student B3	7.3	3	0	0	1	0	0	0	0	0	0	0
Student B19	7.7	3	0	0	1	0	0	0	0	0	0	0
Student B1	7.7	3	0	0	1	0	0	0	0	0	0	0
Student B16	7.7	3	0	0	1	0	0	0	0	0	0	0
Student B14	8.0	3	0	0	1	0	0	0	0	0	0	0
Student B10	8.7	4	0	0	0	1	0	0	0	0	0	0
Student B22	8.7	4	0	0	0	1	0	0	0	0	0	0
Student B18	9.0	4	0	0	0	1	0	0	0	0	0	0
Student B20	9.0	4	0	0	0	1	0	0	0	0	0	0
Student B25	9.0	4	0	0	0	1	0	0	0	0	0	0
Student B2	9.3	4	0	0	0	1	0	0	0	0	0	0
Student B21	9.3	4	0	0	0	1	0	0	0	0	0	0
Student B11	9.3	4	0	0	0	1	0	0	0	0	0	0
Student B13	9.3	4	0	0	0	1	0	0	0	0	0	0
Student B4	9.7	4	0	0	0	1	0	0	0	0	0	0
Student B28	10.3	5	0	0	0	0	1	0	0	0	0	0
Student B5	11.0	5	0	0	0	0	1	0	0	0	0	0
Student B23	11.3	5	0	0	0	0	1	0	0	0	0	0
Student B27	11.7	5	0	0	0	0	1	0	0	0	0	0
Student B26	12.0	5	0	0	0	0	1	0	0	0	0	0
Student B17	13.0	6	0	0	0	0	0	1	0	0	0	0
Student B12	18.3	9	0	0	0	0	0	0	0	0	1	0
			0	**4**	**7**	**10**	**5**	**1**	**0**	**0**	**1**	**0**

kela	batas baw	batas atas
1	0	4
2	4.01	6
3	6.01	8
4	8.01	10
5	10.01	12
6	12.01	14
7	14.01	16
8	16.01	18
9	18.01	20



Appendix 11

t-Test: Paired Two Sample for Means

Post <-> Pre test group A

	Variable 1	*Variable 2*
Mean	10,82142857	7,595238
Variance	4,17680776	6,068783
Observations	28	28
Pearson Correlation	0,695409893	
Hypothesized Mean Difference	0	
df	27	
t Stat	9,4793711	
P(T<=t) one-tailed	2,20729E-10	
t Critical one-tailed	1,703288446	
P(T<=t) two-tailed	4,41458E-10	
t Critical two-tailed	2,051830516	

$$t = \frac{\overline{x_1} - \overline{x_2}}{\sqrt{\frac{{S_1}^2}{N_1} + \frac{{S_2}^2}{N_2}}}$$

Scores	
Post	Pre
9,3	5,7
10,7	4,7
9,3	4,3
11,7	5,0
7,7	6,3
12,7	10,7
11,0	9,3
12,3	6,3
7,3	4,0
7,0	4,0
12,0	12,0
12,3	9,7
12,7	11,0
8,7	8,0
12,0	8,0
12,0	8,0
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

Appendix 12

t-Test: Paired Two Sample for Means

Post <-> Pre test group B

	Variable 1	*Variable 2*
Mean	8,952380952	7,33333333
Variance	8,063492063	7,30864198
Observations	28	28
Pearson Correlation	0,793905589	
Hypothesized Mean Diff	0	
df	27	
t Stat	4,802	
P(T<=t) one-tail	2,59209E-05	
t Critical one-tail	1,703	
P(T<=t) two-tail	5,18419E-05	
t Critical two-tail	2,051830516	

$$t = \frac{\overline{x_1} - \overline{x_2}}{\sqrt{\frac{{S_1}^2}{N_1} + \frac{{S_2}^2}{N_2}}}$$

Scores	
Post	**Pre**
7,7	4,0
9,3	9,7
7,3	7,0
9,7	6,7
11,0	10,3
5,0	4,0
5,0	4,3
6,3	5,0
7,0	6,3
8,7	6,0
9,3	4,0
18,3	15,3
9,3	7,0
8,0	6,7
6,0	9,3
7,7	5,7
13,0	10,3
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

Appendix 13

t-Test: Two-Sample Assuming Equal Variances

Comparing gain group A <-> gain group B

	Variable 1	*Variable 2*
Mean	3,23	1,62
Variance	3,243239271	3,182833627
Observations	28	28
Pooled Variance	3,213036449	
Hypothesized Mean D	0	
df	54	
t Stat	3,355	
P(T<=t) one-tail	0,00072939	
t Critical one-tail	1,673564906	
P(T<=t) two-tail	0,00145878	
t Critical two-tail	2,005	

$$t=\frac{\bar{X}_1-\bar{X}_2}{\sqrt{\left(\frac{(N_1-1)S_1^2+(N_2-1)S_2^2}{N_1+N_2-2}\right)\left(\frac{1}{N_1}+\frac{1}{N_2}\right)}}$$

Gains	
group A	group B
3,7	3,7
6,0	-0,3
5,0	0,3
6,7	3,0
1,3	0,7
2,0	1,0
1,7	0,7
6,0	1,3
3,3	0,7
3,0	2,7
0,0	5,3
2,7	3,0
1,7	2,3
0,7	1,3
4,0	-3,3
4,0	2,0
2,0	2,7
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

Appendix 14

t-Test: Paired Two Sample for Means

	Pronunciation improvement group A		Grammar improvement group A		Vocabulary improvement group A		Fluency improvement group 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 for Means

	Pronunciation improvement group B		Grammar improvement group B		Vocabulary improvement group B		Fluency improvement group B	
	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 Assuming Equal Variances

	Pronunciation improvement group A <-> group B		Grammar improvement group A <-> group B		Vocabulary improvement group A <-> group B		Fluency improvement 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 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	

Appendix 15

t-Test: Paired Two Sample for Means

	Post <-> Pre test group A		Post <-> Pre test group B		Comparing gain group 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 Differen	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 for Means

	Comparing pronun. group A < - > group B		Comparing grammar group A < - > group B		Comparing vocab group A < - > group B		comparing fluency 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	0,6666667	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	
t Critical two-tail	2,0048793		2,0048793		2,0048793		2,004879	

Appendix 16

t-table

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

Appendix 17

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

Appendix 18

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

Appendix 19

The Treatment of Experimental and Control Group

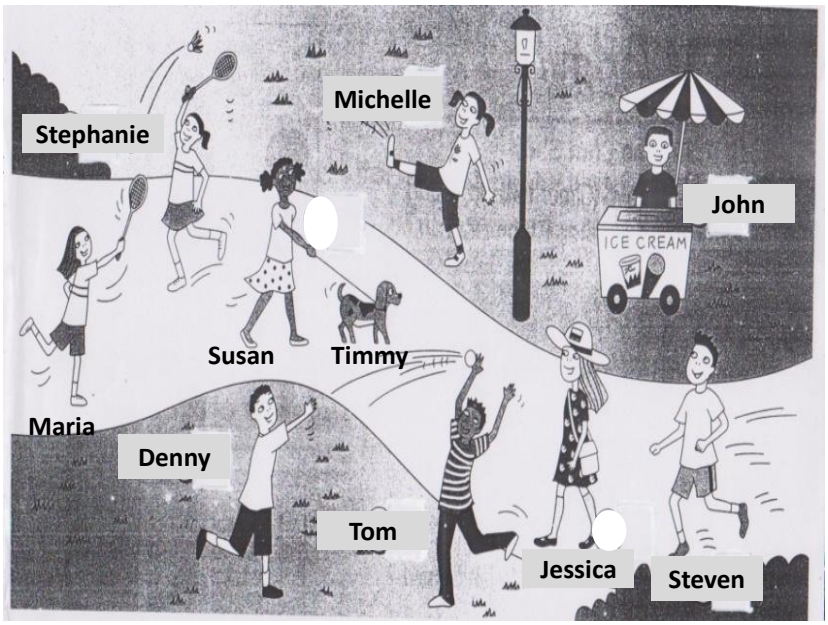
Elicitation Technique (Experimental Group/5A)	Drilling Technique (Control Group/5B)
• Teacher elicits students of new vocabularies by asking easy questions. • Some students answer it • Teacher writes down the new vocabulary on the board • Teacher shows several pictures of activities • Teacher asks students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

Appendix 20

The Picture for Pre-test and Post-test

(Taken from the fifth grade workbook, Our Discovery Island)

Test-takers see:



Test-takers say: These people were enjoying the weekend yesterday.

1. (point to the picture in general) Where were they?
2. (point to the racket) What's this?
3. (point to the umbrella) What's this?
4. (point to the girl's bag) What's this?
5. (point to the balls) How many balls are there in the picture?
6. (point to the ice cream) What is your favourite ice cream flavour?
7. (point to the Susan's dog) What's Susan's dog name?
8. (point to Jessica's socks) What's the colour of Jessica's socks?
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?

Appendix 21

Test and Evaluation Procedures

Test procedures

1. 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
3. 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

1. 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.
4. 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.

Appendix 22

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**

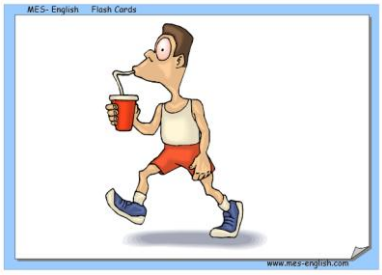
Standard Competence	Grammar and Speaking
Basic Competence	Simple Past – Irregular Simple Past Verb
Indicators of Competence	Identify when to use Simple Past (affirmative)
A. Objectives	**Grammar** • Students are able to make sentences using the correct form of simple verbs. **Speaking** • Students are 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

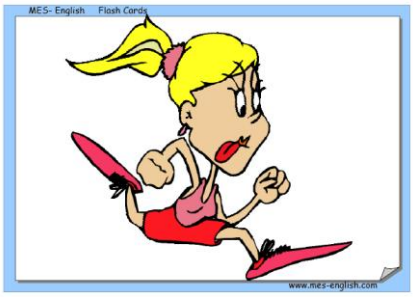
Teacher's Note - Treatment 1

Elicitation Technique (Experimental Group/5A)	Drilling Technique (Control Group/5B)
Pre-Instructional Activities: • 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.	**Pre-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).	**Whilst Instructional Activities** • 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 Ss: They ate noodles yesterday T: He rode a bicycle this morning. Ss: 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. Tom? Ss: Tom read a book last week.

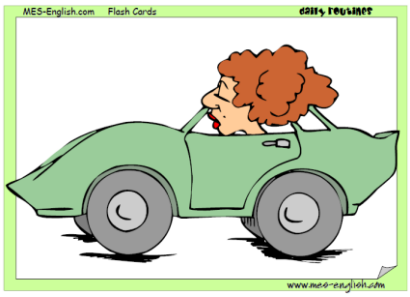
	• Teacher asks students to say it once more (chorally and individually).
Post Instructional Activities • Students do the picture exercises • Fill in the blanks with the simple past form of the irregular verbs • Teacher checks together with students and writes down all the answers on the board. • Teacher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

The Flashcards for Presentation – treatment 1

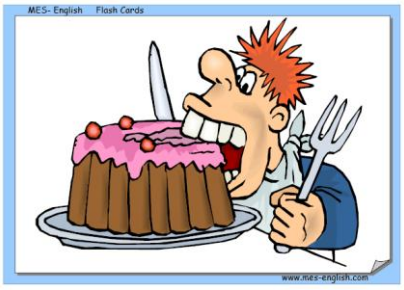


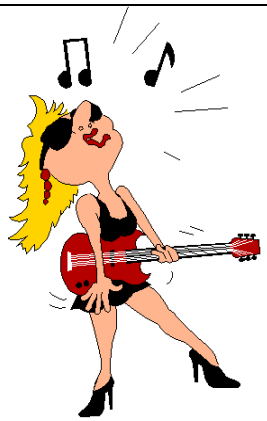

MES- English Flash Cards
www.mes-english.com

MES- English Flash Cards
ZZZ
www.mes-english.com


MES-English.com Flash Cards
daily routines
www.mes-english.com

MES- English Flash Cards
www.mes-english.com


MES- English Flash Cards
www.mes-english.com



Lesson Plan – treatment 2

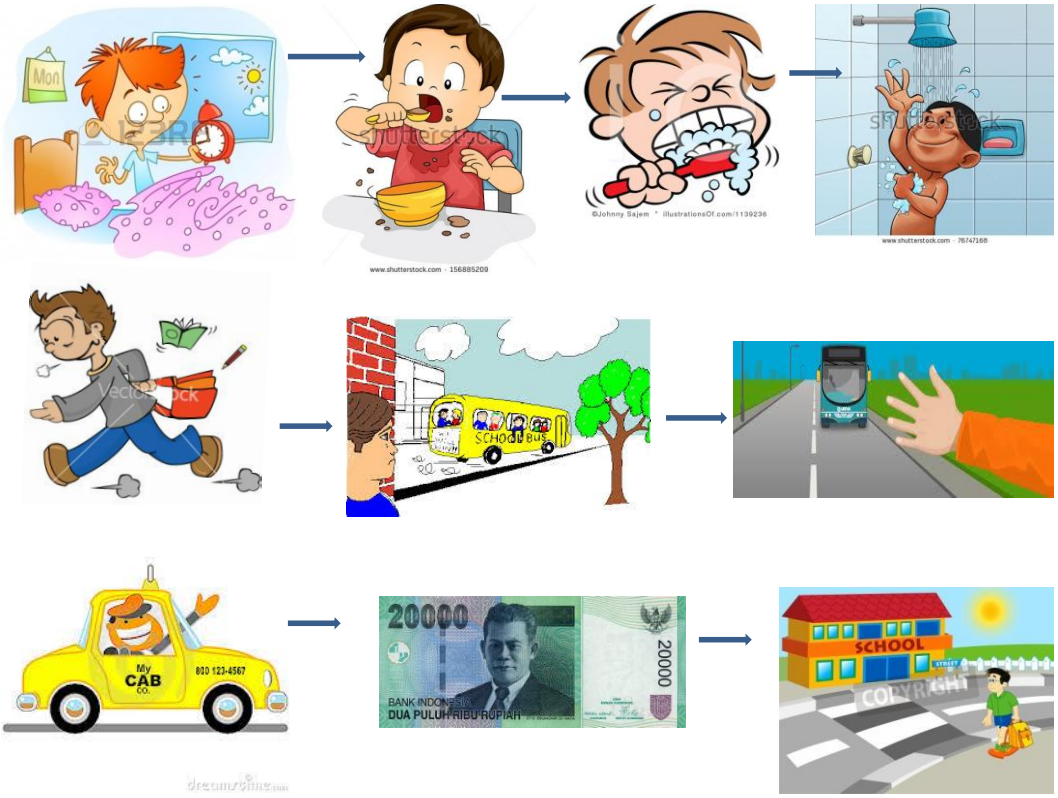
Subject: English	**Treatment: 2**
Theme: Coming late to school	**Day/Date: Tuesday, 11 March 2014 (5B)**
Grade/Semester: 5/2	**Day/Date: Thursday, 13 March 2014 (5A)**
Academic Year: 2014-2015	**Time Allocation: 35 minutes**

Standard Competence	Grammar and Speaking
Basic Competence	Simple Past – Regular and Irregular Simple Past Verb
Indicators of Competence	Identify how to use Simple Past (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: Greetings	**Pre-Instructional Activities:** Greetings
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.	**Warmer** • 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 • 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.	**Whilst Instructional Activities** • 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. • Teacher asks students to say it chorally and individually.

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. **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.	**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. • 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 √ (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.


Mon
SCHOOL BUS
My CAB Co.
803 123-4567
20000
BANK INDONESIA
DUA PULUH RIBU RUPIAH
SCHOOL

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 Competence	Identify how to use "to be" in Simple Past (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** • 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

Teacher's Note – treatment 3

Elicitation Technique (Experimental Group/5A)	Drilling Technique (Control Group/5B)
Pre-Instructional Activities: Greetings	**Pre-Instructional Activities:** Greetings
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.	**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, etc.
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 ☺ 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	**Whilst Instructional Activities** • 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 ☺ 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).

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 √ (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 √ (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 Competence	Identify when to use Simple Past verb and 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: Greetings: Good morning / good afternoon	**Pre-Instructional Activities:** Greetings: Good morning / good afternoon
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.**	**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, 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) • 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	***Triggering Questions (Scaffolding)*** • 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? • 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	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 kind. Nice? • 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 T: Was Janice's first day at school scary? Ss: yes, it was T: Were there a lot of big children? Ss: yes, there were T: Were the lessons easy? Ss: no, it wasn't T: was her teacher kind? Ss: yes, she/he was T: was he happy? Ss: No, she wasn't	**Whilst Instructional Activities** T: Was Janice's first day at school scary? T: yes, it was Ss: yes, it was T: Were there a lot of big children? T: Yes, there were Ss: yes, there were T: Were the lessons easy? T: No, it wasn't. it was difficult. Ss: No, it wasn't. it was difficult T: was her teacher kind? T: Yes, she/he was Ss: yes, she/he was
Post Instructional Activities Exercise page 71 part 10 and 11 (Our Discovery Island, 5 workbook, Ice Island, John Wiltshier)	**Post Instructional Activities** Exercise page 71 part 10 and 11. (Our Discovery Island, 5 workbook, Ice Island, John Wiltshier)

BIBLIOGRAPHY:

Arikunto, S. (2002). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka cipta.As cited in Didit linguist (Didit Kurniadi, S.Pd) at 11:53 AM Thursday, July 4, 2013 http://diditlinguist.blogspot.com/2013/07/teaching-vocabulary-by-using-pictures.html retrieved dated 17 april 2014, at 8:28

Beh, Y. (1997). *Current Research in Southeast Asia.* RELC Journal, 28(1), 175-179.*books.google.co.uk/books?isbn=0521429684*

Brown, H. D. (1994). *Teaching by principles: An Interactive Approach to Language Pedagogy.* Englewood Cliffs, NJ: Prentice Hall Regents.

Case, A. 2008. http://www.usingenglish.com/articles/advantages-disadvantages-eliciting-in-efl-classroom.html retrieved December 2008. accessed at 13 April 2014 at 20:10

Celce-Murcia, M. (1991). *Teaching English as a Second or Foreign Language (2nd Edition), 126. Heinle & Heinle Publishers, Boston, Massachusetts 02116.*

Chaney, A. L. (1998). Burke, *Teaching Oral Communication in Grades K-8.* Boston: Allyn and Bacon.

Cobuild, C. (2003). *Advanced Learner's English Dictionary* (4th edn.) Great Britain: Harpercollins Publishers.

Darn, S. 2008. Asking *Questions. The BBC and British Council.* http://www.teachingenglish.org.uk/articles/asking-questions.

Doff, A. (1988). *Teach English: A training course for teachers*. Cambridge: Cambridge University Press p. 159 – 166.

Exley, B. (2005). Learner Characteristics of 'Asian' EFL Students: Exceptions to the 'Norm'. In Young, Janelle, Eds. *Proceedings Pleasure Passion Provocation. Joint National Conference AATE & ALEA 2005*, pages 1-16, Gold Coast, Australia. Retrieved on 17 April 2014

Fulcher, G. (2003). *Testing Second Language Speaking. Applied Linguistics and Language Study.* Pearson Education Limited. Britain.

Gebhard, J. G. (2000). *Teaching English as a Foreign or Second Language.* Michigan: University of Michigan.

Hadley, A. O. (2001). *Teaching Language in Context 3rd edition*. Heinle & Heinle. Boston, USA

Harmer, J. (2001), *The Practice of English Language Teaching (3rd edition)*. Harlow: Pearson Education Limited. Longman. London.

Harmer, J. (2007) *The Practice of English Language Teaching*. Harlow: Pearson Education Limited

Harris, David P. 1969. *Testing English as a second language*. London: Mc.Graw-Hill Book Company

Haycraft, J. (1978). *An Introduction to English Language Teaching*. Longman Group Ltd. England. Retrieved from http://teffl.wordpress.com/2010/06/13/drilling/. Posted on June 13, 2010 at 10:49 p.m. in Teaching Method and Approach. Accessed dated 4 April 2014 at 12:41 p.m.

Heaton, J. B. 1990. *Classroom Testing.* Longman Group UK Limited.

Hill, D. A. 1990. *Visual Impact: Creative language learning through pictures.* Essex: Longman Group UK Limited, 1990. ISBN 0-582-03765-4

Knowles, L. (1983). *Encouraging Talk*. Methuen & Co. NY.

Kombercová, A. 2006. *Testing Speaking.* University of Pardubice. Faculty of Arts and Philosophy. Department of English and American Studies.

Lado, Robert. (1964). *Language Teaching a Scientific Approach*. Language. Oxford American English, 1983.

Lavadenz, M. (2010). *From Theory to Practice for Teachers of English Learners*. The CATESOL Journal 22.1 • 2010/201. *Loyola Marymount University*

Lewis, R. (1996). Indonesian Students' Learning Styles. *EA Journal*, 14(2) 27-32.

Lightbown, P. M. and Spada, N. (2006). *How Languages are Learned*: Oxford Handbooks for Language Teachers 3rd edn. Oxford: Oxford University Press

Longman's Dictionary on Language Teaching Language Teaching and Applied Linguistics, (Jack Richards & Richard Schmidt, fourth edition, 2010, p 191)

Nunan, D. 2003. *Practical English Language Teaching.* Mc Graw-hill Avenue of the American, New York, NY10020.

Nunan D. & Bailey K. M. 2009. *Exploring Second Language Classroom Researc - A Comprehensive Guide.* Boston: Heinle Cengange Learning.

Richards, J. C., & Renandya, W. A. (2002). *Methodology in Language Teaching* (eds.). Cambridge: Cambridge University Press.

Richards, J. C., & Rodgers, T. S. (2001). *Approaches and Methods in Language Teaching. (2nd edition).* New York: Cambridge University Press.

Septy, A. P. (2000). *Assumptions and evidences about introducing English in Indonesian primary school. LCS Article.* Retrieved 20/05/2009.

Stevick, E. W. 1982. *Teaching and Learning Languages.* London: Cambridge University Press

Sujana, I. M. 2000. Assessing Oral Proficiency**:** *Problems and Suggestions for Elicitation techniques.*http://www.imadesujana.com/index.php?option=com_content&view=article&id=70:technique-speaking. Retrieved: 8 February 2014.

Underhill, N. 1987. *Testing Spoken Language*: a handbook of oral testing techniques. Cambridge: CUP.

Wicaksani, W. A. 2013. *English Language Teaching Forum.* Journal of English Language Teaching 2 (1) (2013). http://journal.unnes.ac.id/sju/index.php/elt

Wiltshier, J. 2012. *Our Discovery Island 5*. Workbook Ice Island. Pearson Education Limited 2012

Wray, David. and Medwell, Jane. 1994. *Teaching Primary English: The State of The Art*. New York: Routledge.

Appendix 1

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

	Experimental Group 5A									
	Evaluator 1									
	Pre-test score					**Post test 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**

Appendix 2

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

	Experimental Group 5A									
	Evaluator 2									
	Pre test score					Post test 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**

Appendix 3

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

	Experimental Group 5A									
	Evaluator 3									
	Pre-test					Post test				
	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**

Appendix 4

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

	Experimental Group 5A									
	Result from 3 evaluators									
	Pre-test					Post-test				
	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**

Appendix 5

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

	Control group B									
	Evaluator 1									
	Pre-test score					**Post test 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

Appendix 6

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

	Control group B									
	Evaluator 2									
	Pre test score					Post test 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

Appendix 7

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

	Control group B									
	Evaluator 3									
	Pre-test					Post test				
	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

Appendix 8

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

	Scores from Sound recordings										
	Control Group B										
						Result from 3 evaluators					
	Pre-test					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 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**								

Appendix 9

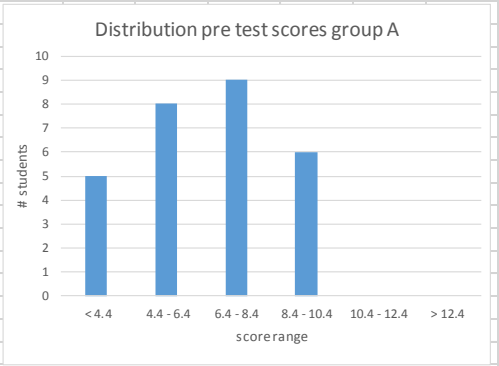
Frequency table calculations pre treatment scores Group A

Average scores all evaluators

Pre test

	Ranked scores		average over all score								
	group A	kelas	1	2	3	4	5	6	7	8	9	10
Student A9	4.0	1	1	0	0	0	0	0	0	0	0	0
Student A10	4.0	1	1	0	0	0	0	0	0	0	0	0
Student A20	4.0	1	1	0	0	0	0	0	0	0	0	0
Student A3	4.3	1	1	0	0	0	0	0	0	0	0	0
Student A2	4.7	1	1	0	0	0	0	0	0	0	0	0
Student A21	4.7	2	0	1	0	0	0	0	0	0	0	0
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
Student A19	6.0	2	0	1	0	0	0	0	0	0	0	0
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
Student A14	8.0	3	0	0	1	0	0	0	0	0	0	0
Student A15	8.0	3	0	0	1	0	0	0	0	0	0	0
Student A16	8.0	3	0	0	1	0	0	0	0	0	0	0
Student A26	8.0	3	0	0	1	0	0	0	0	0	0	0
Student A23	9.0	3	0	0	1	0	0	0	0	0	0	0
Student A7	9.3	3	0	0	1	0	0	0	0	0	0	0
Student A18	9.3	3	0	0	1	0	0	0	0	0	0	0
Student A12	9.7	3	0	0	1	0	0	0	0	0	0	0
Student A22	9.7	3	0	0	1	0	0	0	0	0	0	0
Student A24	10.3	4	0	0	0	1	0	0	0	0	0	0
Student A27	10.3	4	0	0	0	1	0	0	0	0	0	0
Student A28	10.3	4	0	0	0	1	0	0	0	0	0	0
Student A6	10.7	4	0	0	0	1	0	0	0	0	0	0
Student A13	11.0	4	0	0	0	1	0	0	0	0	0	0
Student A11	12.0	4	0	0	0	1	0	0	0	0	0	0
	Freqency		**5**	**8**	**9**	**6**	**0**	**0**	**0**	**0**	**0**	**0**

kelas	batas bawah	batas atas
1	0	4.400
2	4.401	6.400
3	6.401	8.400
4	8.401	10.400
5	10.401	12.400
6	12.401	14.400
7	14.401	16.400
8	16.401	18.400
9	18.401	20.000

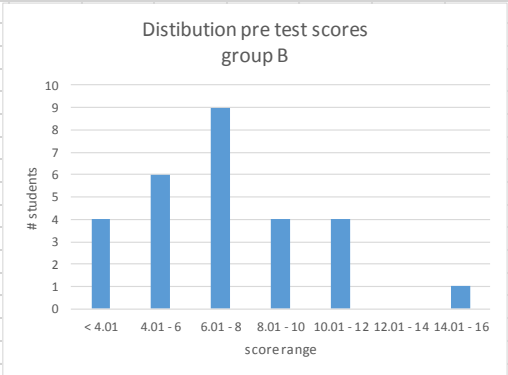


Frequency table calculations pre treatment scores Group B

Pre test

	group B	kelas	1	2	3	4	5	6	7	8	9	10
Student B1	4.0	1	1	0	0	0	0	0	0	0	0	0
Student B6	4.0	1	1	0	0	0	0	0	0	0	0	0
Student B11	4.0	1	1	0	0	0	0	0	0	0	0	0
Student B24	4.0	1	1	0	0	0	0	0	0	0	0	0
Student B7	4.3	2	0	1	0	0	0	0	0	0	0	0
Student B8	5.0	2	0	1	0	0	0	0	0	0	0	0
Student B28	5.0	2	0	1	0	0	0	0	0	0	0	0
Student B16	5.7	2	0	1	0	0	0	0	0	0	0	0
Student B18	5.7	2	0	1	0	0	0	0	0	0	0	0
Student B10	6.0	2	0	1	0	0	0	0	0	0	0	0
Student B9	6.3	3	0	0	1	0	0	0	0	0	0	0
Student B25	6.3	3	0	0	1	0	0	0	0	0	0	0
Student B4	6.7	3	0	0	1	0	0	0	0	0	0	0
Student B14	6.7	3	0	0	1	0	0	0	0	0	0	0
Student B13	7.0	3	0	0	1	0	0	0	0	0	0	0
Student B3	7.0	3	0	0	1	0	0	0	0	0	0	0
Student B19	7.0	3	0	0	1	0	0	0	0	0	0	0
Student B20	8.0	3	0	0	1	0	0	0	0	0	0	0
Student B22	8.0	3	0	0	1	0	0	0	0	0	0	0
Student B21	9.0	4	0	0	0	1	0	0	0	0	0	0
Student B26	9.0	4	0	0	0	1	0	0	0	0	0	0
Student B15	9.3	4	0	0	0	1	0	0	0	0	0	0
Student B2	9.7	4	0	0	0	1	0	0	0	0	0	0
Student B5	10.3	5	0	0	0	0	1	0	0	0	0	0
Student B17	10.3	5	0	0	0	0	1	0	0	0	0	0
Student B23	10.7	5	0	0	0	0	1	0	0	0	0	0
Student B27	11.0	5	0	0	0	0	1	0	0	0	0	0
Student B12	15.3	7	0	0	0	0	0	0	1	0	0	0
			4	**6**	**9**	**4**	**4**	**0**	**1**	**0**	**0**	**0**

kelas	batas baw	batas atas		
1	0	4.00	< 4.01	< 4.4
2	4.01	6.00	4.01 - 6	4.4 - 6.4
3	6.01	8.00	6.01 - 8	6.4 - 8.4
4	8.01	10.00	8.01 - 10	8.4 - 10.4
5	10.01	12.00	10.01 - 12	10.4 - 12.4
6	12.01	14.00	12.01 - 14	> 12.4
7	14.01	16.00	14.01 - 16	
8	16.01	18.00	16.01 - 18	
9	18.01	20.00	18.01 - 20	



Appendix 10

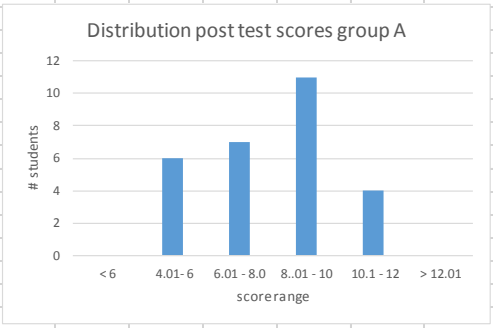
Frequency table calculations post treatment scores Group A

Average scores all evaluators

Post test

	Ranked scores		average over all score									
	group A	kelas	1	2	3	4	5	6	7	8	9	10
Student A10	7.0	3	0	0	1	0	0	0	0	0	0	0
Student A9	7.3	3	0	0	1	0	0	0	0	0	0	0
Student A21	7.3	3	0	0	1	0	0	0	0	0	0	0
Student A5	7.7	3	0	0	1	0	0	0	0	0	0	0
Student A20	7.7	3	0	0	1	0	0	0	0	0	0	0
Student A14	8.7	3	0	0	1	0	0	0	0	0	0	0
Student A17	8.7	4	0	0	0	1	0	0	0	0	0	0
Student A1	9.3	4	0	0	0	1	0	0	0	0	0	0
Student A3	9.3	4	0	0	0	1	0	0	0	0	0	0
Student A2	10.7	4	0	0	0	1	0	0	0	0	0	0
Student A7	11.0	4	0	0	0	1	0	0	0	0	0	0
Student A22	11.3	4	0	0	0	1	0	0	0	0	0	0
Student A27	11.3	4	0	0	0	1	0	0	0	0	0	0
Student A26	11.7	5	0	0	0	0	1	0	0	0	0	0
Student A4	11.7	5	0	0	0	0	1	0	0	0	0	0
Student A11	12.0	5	0	0	0	0	1	0	0	0	0	0
Student A15	12.0	5	0	0	0	0	1	0	0	0	0	0
Student A16	12.0	5	0	0	0	0	1	0	0	0	0	0
Student A18	12.0	5	0	0	0	0	1	0	0	0	0	0
Student A8	12.3	5	0	0	0	0	1	0	0	0	0	0
Student A12	12.3	5	0	0	0	0	1	0	0	0	0	0
Student A25	12.7	5	0	0	0	0	1	0	0	0	0	0
Student A28	12.7	5	0	0	0	0	1	0	0	0	0	0
Student A6	12.7	5	0	0	0	0	1	0	0	0	0	0
Student A13	12.7	6	0	0	0	0	0	1	0	0	0	0
Student A19	12.7	6	0	0	0	0	0	1	0	0	0	0
Student A24	13.0	6	0	0	0	0	0	1	0	0	0	0
Student A23	13.3	6	0	0	0	0	0	1	0	0	0	0
	Freqency		**0**	**0**	**6**	**7**	**11**	**4**	**0**	**0**	**0**	**0**

kelas untuk frequency table		
kelas	batas bawah	batas atas
1	0.00	4.00
2	4.01	6.00
3	6.01	8.00
4	8.01	10.00
5	10.01	12.00
6	12.01	14.00
7	14.01	16.00
8	16.01	18.00
9	18.01	20.00
	< 6	
	4.01- 6	
	6.01 - 8.0	
	8..01 - 10	
	10.1 - 12	
	> 12.01	

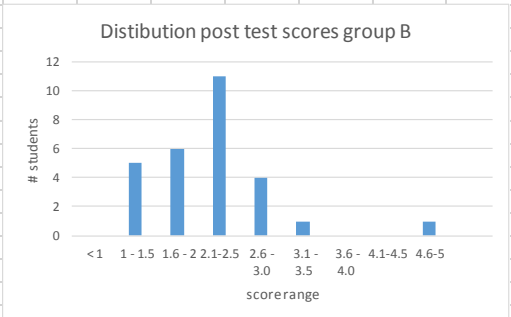


Frequency table calculations post treatment scores Group B

Average scores all evaluators

	group B	kelas	1	2	3	4	5	6	7	8	9	10
Student B24	4.0	2	0	1	0	0	0	0	0	0	0	0
Student B6	5.0	2	0	1	0	0	0	0	0	0	0	0
Student B7	5.0	2	0	1	0	0	0	0	0	0	0	0
Student B15	6.0	2	0	1	0	0	0	0	0	0	0	0
Student B8	6.3	3	0	0	1	0	0	0	0	0	0	0
Student B9	7.0	3	0	0	1	0	0	0	0	0	0	0
Student B3	7.3	3	0	0	1	0	0	0	0	0	0	0
Student B19	7.7	3	0	0	1	0	0	0	0	0	0	0
Student B1	7.7	3	0	0	1	0	0	0	0	0	0	0
Student B16	7.7	3	0	0	1	0	0	0	0	0	0	0
Student B14	8.0	3	0	0	1	0	0	0	0	0	0	0
Student B10	8.7	4	0	0	0	1	0	0	0	0	0	0
Student B22	8.7	4	0	0	0	1	0	0	0	0	0	0
Student B18	9.0	4	0	0	0	1	0	0	0	0	0	0
Student B20	9.0	4	0	0	0	1	0	0	0	0	0	0
Student B25	9.0	4	0	0	0	1	0	0	0	0	0	0
Student B2	9.3	4	0	0	0	1	0	0	0	0	0	0
Student B21	9.3	4	0	0	0	1	0	0	0	0	0	0
Student B11	9.3	4	0	0	0	1	0	0	0	0	0	0
Student B13	9.3	4	0	0	0	1	0	0	0	0	0	0
Student B4	9.7	4	0	0	0	1	0	0	0	0	0	0
Student B28	10.3	5	0	0	0	0	1	0	0	0	0	0
Student B5	11.0	5	0	0	0	0	1	0	0	0	0	0
Student B23	11.3	5	0	0	0	0	1	0	0	0	0	0
Student B27	11.7	5	0	0	0	0	1	0	0	0	0	0
Student B26	12.0	5	0	0	0	0	1	0	0	0	0	0
Student B17	13.0	6	0	0	0	0	0	1	0	0	0	0
Student B12	18.3	9	0	0	0	0	0	0	0	0	1	0
			0	**4**	**7**	**10**	**5**	**1**	**0**	**0**	**1**	**0**

kela	batas baw	batas atas
1	0	4
2	4.01	6
3	6.01	8
4	8.01	10
5	10.01	12
6	12.01	14
7	14.01	16
8	16.01	18
9	18.01	20



Appendix 11

t-Test: Paired Two Sample for Means

Post <-> Pre test group A

	Variable 1	*Variable 2*
Mean	10,82142857	7,595238
Variance	4,17680776	6,068783
Observations	28	28
Pearson Correlation	0,695409893	
Hypothesized Mean Difference	0	
df	27	
t Stat	9,4793711	
P(T<=t) one-tailed	2,20729E-10	
t Critical one-tailed	1,703288446	
P(T<=t) two-tailed	4,41458E-10	
t Critical two-tailed	2,051830516	

$$t = \frac{\overline{x_1} - \overline{x_2}}{\sqrt{\frac{{S_1}^2}{N_1} + \frac{{S_2}^2}{N_2}}}$$

Scores	
Post	Pre
9,3	5,7
10,7	4,7
9,3	4,3
11,7	5,0
7,7	6,3
12,7	10,7
11,0	9,3
12,3	6,3
7,3	4,0
7,0	4,0
12,0	12,0
12,3	9,7
12,7	11,0
8,7	8,0
12,0	8,0
12,0	8,0
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

Appendix 12

t-Test: Paired Two Sample for Means

Post <-> Pre test group B

	Variable 1	*Variable 2*
Mean	8,952380952	7,33333333
Variance	8,063492063	7,30864198
Observations	28	28
Pearson Correlation	0,793905589	
Hypothesized Mean Diff	0	
df	27	
t Stat	4,802	
P(T<=t) one-tail	2,59209E-05	
t Critical one-tail	1,703	
P(T<=t) two-tail	5,18419E-05	
t Critical two-tail	2,051830516	

$$t = \frac{\overline{x_1} - \overline{x_2}}{\sqrt{\frac{{S_1}^2}{N_1} + \frac{{S_2}^2}{N_2}}}$$

Scores	
Post	**Pre**
7,7	4,0
9,3	9,7
7,3	7,0
9,7	6,7
11,0	10,3
5,0	4,0
5,0	4,3
6,3	5,0
7,0	6,3
8,7	6,0
9,3	4,0
18,3	15,3
9,3	7,0
8,0	6,7
6,0	9,3
7,7	5,7
13,0	10,3
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

Appendix 13

t-Test: Two-Sample Assuming Equal Variances

Comparing gain group A <-> gain group B

	Variable 1	*Variable 2*
Mean	3,23	1,62
Variance	3,243239271	3,182833627
Observations	28	28
Pooled Variance	3,213036449	
Hypothesized Mean D	0	
df	54	
t Stat	3,355	
P(T<=t) one-tail	0,00072939	
t Critical one-tail	1,673564906	
P(T<=t) two-tail	0,00145878	
t Critical two-tail	2,005	

$$t=\frac{\bar{X}_1-\bar{X}_2}{\sqrt{\left(\frac{(N_1-1)S_1^2+(N_2-1)S_2^2}{N_1+N_2-2}\right)\left(\frac{1}{N_1}+\frac{1}{N_2}\right)}}$$

Gains	
group A	group B
3,7	3,7
6,0	-0,3
5,0	0,3
6,7	3,0
1,3	0,7
2,0	1,0
1,7	0,7
6,0	1,3
3,3	0,7
3,0	2,7
0,0	5,3
2,7	3,0
1,7	2,3
0,7	1,3
4,0	-3,3
4,0	2,0
2,0	2,7
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

Appendix 14

t-Test: Paired Two Sample for Means

	Pronunciation improvement group A		Grammar improvement group A		Vocabulary improvement group A		Fluency improvement group 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 for Means

	Pronunciation improvement group B		Grammar improvement group B		Vocabulary improvement group B		Fluency improvement group B	
	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 Assuming Equal Variances

	Pronunciation improvement group A <-> group B		Grammar improvement group A <-> group B		Vocabulary improvement group A <-> group B		Fluency improvement 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 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	

Appendix 15

t-Test: Paired Two Sample for Means

	Post <-> Pre test group A		Post <-> Pre test group B		Comparing gain group 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 for Means

	Comparing pronun. group A < - > group B		Comparing grammar group A < - > group B		Comparing vocab group A < - > group B		comparing fluency 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	0,6666667	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	
t Critical two-tail	2,0048793		2,0048793		2,0048793		2,004879	

Appendix 16

t-table

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

Appendix 17

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

Appendix 18

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

Appendix 19

The Treatment of Experimental and Control Group

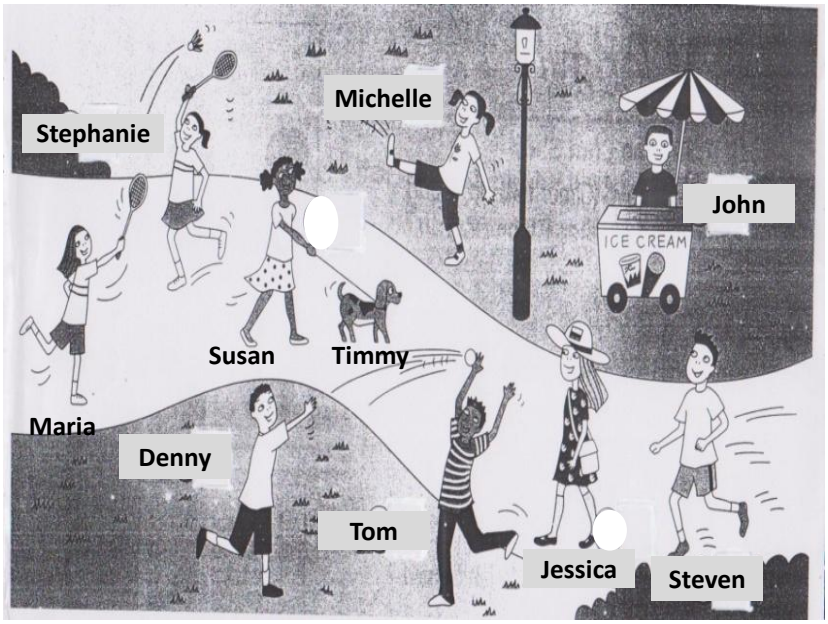
Elicitation Technique (Experimental Group/5A)	Drilling Technique (Control Group/5B)
• Teacher elicits students of new vocabularies by asking easy questions. • Some students answer it • Teacher writes down the new vocabulary on the board • Teacher shows several pictures of activities • Teacher asks students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

Appendix 20

The Picture for Pre-test and Post-test

(Taken from the fifth grade workbook, Our Discovery Island)

Test-takers see:



Test-takers say: These people were enjoying the weekend yesterday.

1. (point to the picture in general) Where were they?
2. (point to the racket) What's this?
3. (point to the umbrella) What's this?
4. (point to the girl's bag) What's this?
5. (point to the balls) How many balls are there in the picture?
6. (point to the ice cream) What is your favourite ice cream flavour?
7. (point to the Susan's dog) What's Susan's dog name?
8. (point to Jessica's socks) What's the colour of Jessica's socks?
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?

Appendix 21

Test and Evaluation Procedures

Test procedures

1. 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
3. 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

1. 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.
4. 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.

Appendix 22

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**

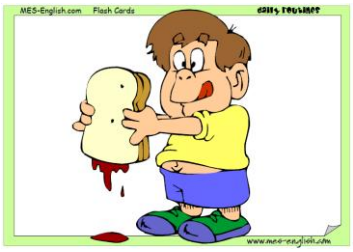
Standard Competence	Grammar and Speaking
Basic Competence	Simple Past – Irregular Simple Past Verb
Indicators of Competence	Identify when to use Simple Past (affirmative)
A. Objectives	**Grammar** • Students are able to make sentences using the correct form of simple verbs. **Speaking** • Students are 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

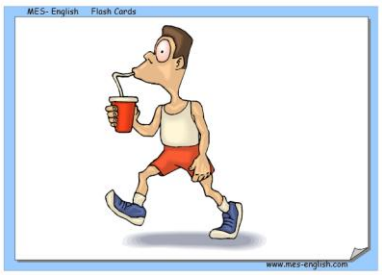
Teacher's Note - Treatment 1

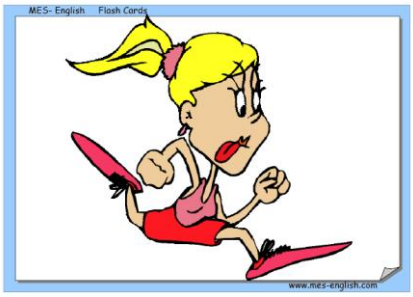
Elicitation Technique (Experimental Group/5A)	Drilling Technique (Control Group/5B)
Pre-Instructional Activities: • Teacher elicits students how their last weekend was. • How was your weekend? • Teacher elicits their activities on their last weekend. • What did you do on your last weekend? • Swimming, playing football, etc.	**Pre-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).	**Whilst Instructional Activities** • 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 Ss: They ate noodles yesterday T: He rode a bicycle this morning. Ss: 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. Tom? Ss: Tom 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	**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

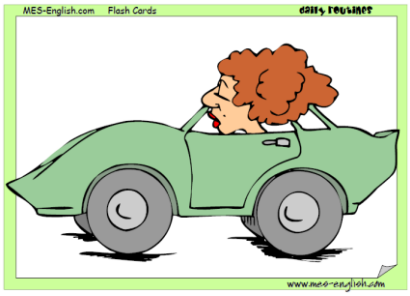
The Flashcards for Presentation – treatment 1





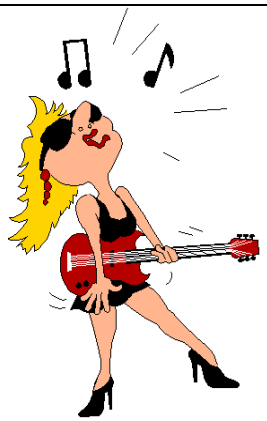

MES- English Flash Cards
www.mes-english.com

MES- English Flash Cards
ZZZ
www.mes-english.com


MES-English.com Flash Cards
daily routines

MES- English Flash Cards
www.mes-english.com

MES- English Flash Cards
www.mes-english.com



Lesson Plan – treatment 2

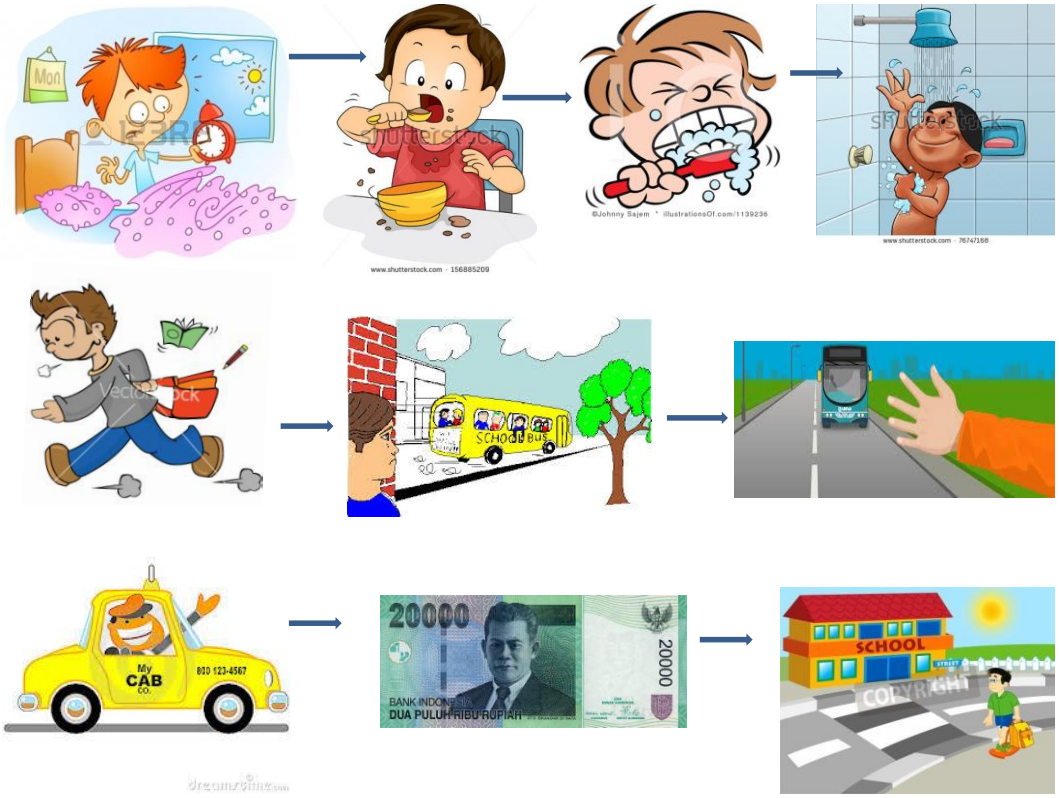
Subject: English	**Treatment: 2**
Theme: Coming late to school	**Day/Date: Tuesday, 11 March 2014 (5B)**
Grade/Semester: 5/2	**Day/Date: Thursday, 13 March 2014 (5A)**
Academic Year: 2014-2015	**Time Allocation: 35 minutes**

Standard Competence	Grammar and Speaking
Basic Competence	Simple Past – Regular and Irregular Simple Past Verb
Indicators of Competence	Identify how to use Simple Past (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: Greetings	**Pre-Instructional Activities:** Greetings
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.	**Warmer** • 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 • 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.	**Whilst Instructional Activities** • 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. • Teacher asks students to say it chorally and individually.

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. **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.	**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. • 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 √ (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.


Mon
SCHOOL BUS
My CAB Co.
803 123-4567
20000
BANK INDONESIA
DUA PULUH RIBU RUPIAH
20000
SCHOOL

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 Competence	Identify how to use "to be" in Simple Past (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** • 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

Teacher's Note – treatment 3

Elicitation Technique (Experimental Group/5A)	Drilling Technique (Control Group/5B)
Pre-Instructional Activities: Greetings	**Pre-Instructional Activities:** Greetings
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.	**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, etc.
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 ☺ 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	**Whilst Instructional Activities** • 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 ☺ 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).

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 √ (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 √ (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 Competence	Identify when to use Simple Past verb and 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: Greetings: Good morning / good afternoon	**Pre-Instructional Activities:** Greetings: Good morning / good afternoon
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.** ***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	**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, 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)*** • 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.

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 kind. Nice? • 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 T: Was Janice's first day at school scary? Ss: yes, it was T: Were there a lot of big children? Ss: yes, there were T: Were the lessons easy? Ss: no, it wasn't T: was her teacher kind? Ss: yes, she/he was T: was he happy? Ss: No, she wasn't	**Whilst Instructional Activities** T: Was Janice's first day at school scary? T: yes, it was Ss: yes, it was T: Were there a lot of big children? T: Yes, there were Ss: yes, there were T: Were the lessons easy? T: No, it wasn't. it was difficult. Ss: No, it wasn't. it was difficult T: was her teacher kind? T: Yes, she/he was Ss: yes, she/he was
Post Instructional Activities Exercise page 71 part 10 and 11 (Our Discovery Island, 5 workbook, Ice Island, John Wiltshier)	**Post Instructional Activities** Exercise page 71 part 10 and 11. (Our Discovery Island, 5 workbook, Ice Island, John Wiltshier)