

APPENDIX A

Appendix 1

VOCABULARY TEST (Pretest and Posttest)

Choose A, B, C or D as the best answer

1. Rina is _____ television with her brother.
a. playing b. flying c. watching d. reading

2. Rio : Hi Rina, what are you doing?
Rina : I am _____ milk.
a. eating b. playing c. writing d. drinking

3. Now my mother is _____ food in the kitchen.
a. working b. cooking c. studying d. playing

4. Tina is _____ a book now.
a. reading b. cooking c. drinking d. eating

5. I have a ball. I want to _____.
a. play guitar b. play football c. play piano d. play see-saw

6. My father is not _____ at the office right now.
a. playing football b. cooking c. sleeping d. working

7. Anna is _____ in the swimming pool now.
a. drinking b. reading c. swimming d. watching

8. Father : It is 11 p.m now. Where is Hanna?
Mother : Hanna is _____ in her bedroom.
a. cooking b. sleeping c. swimming d. washing

9. Arnold is _____ his kite with his friends.
 a. reading b. drinking c. listening d. flying
10. I am _____ a letter for my uncle in the village.
 a. writing b. studying c. swimming d. watching
11. I feel cold, I want to wear _____.
 a. shorts b. a jacket c. high heels d. a cap
12. When I go to school, I must wear _____.
 a. black shoes b. a blouse c. boots d. a t-shirt

13. What is it?



- a. a skirt
 b. a t-shirt
 c. a cap
 d. a blouse

14. What are they?



- a. socks
 b. boots
 c. high heels
 d. sandals

15. What is it?



- a. a jacket
 b. a cap
 c. a t-shirt
 d. a skirt

16. What are they?



- a. sandals
- b. shoes
- c. high heels
- d. boots

17. What is it?



- a. a blouse
- b. a cap
- c. a skirt
- d. a jacket

18. I wear white _____ and black shoes to go to school.

- a. jeans
- b. t-shirt
- c. a cap
- d. socks

19. I want to wear _____ in my head.

- a. boots
- b. jeans
- c. a cap
- d. sandals

20. My sister looks taller when she wears _____.

- a. skirt
- b. high heels
- c. a cap
- d. socks

21. The soup is _____ because it is too much salt.

- a. salty
- b. sweet
- c. hot
- d. cold

22. Amir : Why is the juice so _____?

Rina : Maybe because there is too much sugar in the juice.

- a. bitter
- b. spicy
- c. sweet
- d. sour

23. I don't like _____ food with a lot of chilies.
a. sweet b. spicy c. bitter d. salty
24. I don't like lemon, because it is so _____
a. sour b. sweet c. salty d. bitter
25. I like ice cream, ice cream is so _____.
a. spicy b. bitter c. sour d. creamy
26. I want to drink a glass of _____ water with a lot of ice.
a. sweet b. salty c. hot d. cold
27. My mother has just made some fried chickens. They are still _____.
a. cold b. hot c. spicy d. sweet
28. I want to buy a _____ cup of coffee not the big one.
a. big b. small c. tall d. short
29. A _____ burger usually is more expensive than the small burger.
a. tall b. short c. big d. small
30. Wow, I like this food. It is so _____.
a. delicious b. bad c. true d. wrong

ANSWER KEY**Choose A, B, C or D as the best answer**

1. c. Watching
2. d. Drinking
3. b. Cooking
4. a. Reading
5. b. Playing Football
6. d. Working
7. c. Swimming
8. b. Sleeping
9. d. Flying
10. a. Writing
11. b. A Jacket
12. a. Black Shoes
13. b. A T-Shirt
14. b. Boots
15. d. A Skirt
16. a. Sandals
17. b. A Cap
18. d. Socks
19. c. A Cap
20. b. High Heels
21. a. Salty
22. c. Sweet
23. b. Spicy
24. a. Sour
25. d. Creamy
26. d. Cold
27. b. Hot
28. b. Small
29. c. Big
30. a. Delicious

Appendix 2

LESSON PLAN I Experimental Group Colored Pictures

Subject	: English
Topic	: On-Going Activities (verb)
Language component	: Vocabulary
Time allocation	: 1 X 35'
Meeting	: I

Basic Competence:

- Students are able to understand the verbs expressing the on-going activities in the pictures

Achievement Indicators:

- Students are able to mention the verbs expressing the on-going activities in the pictures shown by the teacher.
- Students are able to translate the verbs expressing the on-going activities in the pictures shown by the teacher in Indonesian.

Teaching Learning Activities:

	Teacher	Students	Time allocation
Pre activities	Greets the students	Respond to the teacher's greeting	1 minute
	Gives triggering questions about students' activities in daily life	Answers teacher's questions	1 minute
	Introduces the pictures	Listen to the teacher	1 minute
Whilst activities	Shows the pictures and tells the activity in the pictures	Watch and listen to the teacher	5 minutes

	Asks the students to repeat the activity in the pictures	Repeat after the teacher	8 minutes
	Translates the activity in the pictures using native language	Listen to the teacher	5 minutes
	Makes sentences using the verbs	Listen to the teacher	2 minutes
Post activities	Asks the students to do exercise as the follow-up activity	Do the exercise	8 minutes
	Gives some clues about certain verbs and asks students to guess the verbs	Listen and try to guess of the verbs	2 minutes
	Reviews the topic, ends the class and says good bye	Listen to the teacher and say good bye	2 minutes

Materials:

- Flash cards of colored verb expressing on-going activities

References:

- English textbook entitled “English For Real Communication” published by Grasindo.
- www.google.com

TEACHER’S NOTE

Stages	Scaffolding	Students’ responses
Pre Activities	<p>Teacher greets students: Good morning, students. How are you today? (Distributes students’ handouts)</p> <p>Teacher gives triggering questions: What are you doing now? Ok, and what is your friend</p>	<p>Good morning, ma’am. Fine, thank you Thank you, ma’am</p> <p>I am writing ma’am. I am sitting</p>

	<p>doing?</p> <p>Now, we will learn about on-going activities.</p> <p>I have some pictures about on-going activities for you.</p>	<p>Yes, ma'am.</p>
<p>Whilst Activities</p>	<p>Teacher shows the pictures and tells the activity in the pictures:</p> <p>I have some pictures, I want to show you one by one kids.</p> <p>(Singing)</p> <p>(Swimming)</p> <p>(Watching TV)</p> <p>(Eating chocolate)</p> <p>(Drinking milk)</p> <p>(Cooking fried rice)</p> <p>(Sleeping)</p> <p>(Working)</p> <p>(Listening to music)</p> <p>(Reading a novel)</p> <p>(Studying)</p> <p>(Writing a homework)</p> <p>(Playing football)</p> <p>(Playing a see-saw)</p> <p>(flying kite)</p> <p>Ok, now I want you to repeat what I am saying. Understand class???</p> <p>Teacher asks the students to repeat the activity in the pictures:</p> <p>You repeat this word (showing the word on the picture)</p> <p>Singing</p> <p>Swimming</p> <p>Watching TV</p> <p>Eating chocolate</p> <p>Drinking milk</p> <p>Cooking fried rice</p>	<p>Yes ma'am.</p> <p>Watch and listen to the teacher</p> <p>Yes, ma'am</p> <p>Yes, ma'am</p> <p>Singing</p> <p>Swimming</p> <p>Watching TV</p> <p>Eating chocolate</p> <p>Drinking milk</p> <p>Cooking fried rice</p>

	<p>Sleeping Working Listening to music Reading a novel Studying Writing a homework Playing football Playing see-saw Flying kite</p> <p>Teacher translates the activity in the pictures using native language:</p> <p>I know you all know the pictures, right? What is singing? Singing itu menyanyi What about swimming? Berenang Watching TV? Menonton tv Eating chocolate? Makan coklat Drinking itu minum Cooking fried rice, memasak nasi goreng Sleeping itu tidur Working? Ya, bekerja Listening to music, mendengarkan musik Reading a novel, membaca novel Studying? Iya belajar. Writing a homework menulis PR Playing football ya bermain sepak bola Playing see-saw, bermain jungkat-jungkit Flying kite, menerbangkan layang-layang</p>	<p>Sleeping Working Listening to music Reading a novel Studying Writing a homework Playing football This is playing see-saw This is flying kite</p> <p>Yes, ma'am</p> <p>Menyanyi</p> <p>Berenang</p> <p>Menonton TV Makan coklat Minum Memasak nasi goreng</p> <p>Tidur Bekerja Mendengarkan musik</p> <p>Membaca novel Belajar Menulis PR Bermain sepak bola</p> <p>Bermain jungkat-jungkit Menerbangkan layang-layang</p>
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	<p>Teacher make sentences using the verbs: Kalau menonton tv, you can say, I am watching tv Kalau lagi berenang bagaimana? I am swimming now Kalau lagi memasak? I am cooking</p>	Listen to the teacher
<p>Post activities</p>	<p>Teacher asks the students to do exercise as the follow-up activity: Ok students, now you can do the exercise. You answer all the question on your paper. (Monitoring the students)</p> <p>Teacher gives some clues about certain verbs and asks students to guess the verbs: Now I ask you, if are in the swimming pool, you are? Good, if you sit in front of TV, you are? Yes very good. The last, if I have ball, I want?</p> <p>Teacher reviews the topic, ends the class and says good bye: Well done, students. What have we learnt to day? What are they? Now the time is over so thank you for today. Have a nice day and goodbye.</p>	<p>Yes ma'am</p> <p>(Do the exercise)</p> <p>Swimming ma'am</p> <p>Watching TV ma'am</p> <p>Playing football ma'am</p> <p>Verbs ma'am Swimming, reading, drinking...</p> <p>Good bye ma'am</p>

STUDENT'S WORKSHEET

Translate the following pictures into bahasa Indonesia.

<p>Singing</p> 	<p>Cooking</p> 	<p>Studying</p> 
<p>Swimming</p> 	<p>Sleeping</p> 	<p>Writing</p> 
<p>Watching</p> 	<p>Working</p> 	<p>Playing football</p> 
<p>Eating</p> 	<p>Listening</p> 	<p>Playing see-saw</p> 
<p>Drinking</p> 	<p>Reading</p> 	<p>Flying kite</p> 

1. Complete the sentences with the words from the box.

listening flying climbing sleeping swimming doing
 studying writing drinking reading watching singing



1. I am a comic.



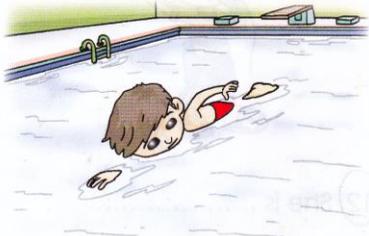
2. I am a kite.



3. He is a letter.



4. She is



5. He is



6. Nadia isher homework.

ANSWER KEY

Translate the following pictures into bahasa Indonesia.

Menyanyi	Memasak nasi goreng	Belajar
Berenang	Tidur	Menulis PR
Menonton TV	Bekerja	Bermain sepak bola
Makan coklat	Mendengarkan musik	Bermain jungkat-jungkit
Minum	Membaca novel	Menerbangkan layang-layang

Complete the sentences with the words from the box

1. Reading
2. Flying
3. Writing
4. Sleeping
5. Swimming
6. Studying

Appendix 3

LESSON PLAN II Experimental Group Colored Pictures

Subject	: English
Topic	: Clothes (noun)
Language component	: Vocabulary
Time allocation	: 1 X 35'
Meeting	: II

Basic Competence:

- Students are able to understand the nouns about clothing items in the pictures

Achievement Indicators:

- Students are able to mention the nouns about clothing items in pictures shown by the teacher
- Students are able to translate the nouns about clothing items pictures shown by the teacher in Indonesian

Teaching Learning Activities:

	Teacher	Students	Time allocation
Pre activities	Greets the students	Respond to the teacher's greeting	1 minute
	Gives triggering questions about students' favorite clothes	Answers teacher's questions	1 minute
	Introduces the pictures	Listen to the teacher	1 minute
Whilst activities	Shows the pictures and tells the clothes in pictures	Watch and listen to the teacher	5 minutes

	Asks the students to repeat the clothe in the pictures	Repeat after the teacher	8 minutes
	Translates the clothe in the pictures using native language	Listen to the teacher	5 minutes
	Makes sentences using the nouns	Listen to the teacher	2 minutes
Post activities	Asks the students to do exercise as the follow-up activity	Do the exercise	8 minutes
	Gives some clues about certain nouns and asks students to guess the nouns	Listen and try to guess the nouns	2 minutes
	Reviews the topic, ends the class and says good bye	Listen to the teacher and say good bye	2 minutes

Materials:

- Flash cards of colored nouns of clothing items.

References:

- English textbook entitled “English For Real Communication” published by Grasindo.
- www.google.com

TEACHER'S NOTE

Stages	Scaffolding	Students' responses
<p>Pre Activities</p>	<p>Teacher greets students: Good morning, students. How are you today? (Distributes students' handouts)</p> <p>Teacher gives triggering questions: Do you have favorite clothe (baju)? Ok and what is your favorite clothe? Nice, now we will learn about noun of clothes. I have some pictures of clothes for you.</p>	<p>Good morning, ma'am. Fine, thank you. Thank you, ma'am.</p> <p>Yes ma'am.</p> <p>Boots, Jacket, etc</p> <p>Yes, ma'am.</p>
<p>Whilst Activities</p>	<p>Teacher shows the pictures and tells the clothe in the pictures: I have some pictures, I want to show you one by one kids. These are... (green sandals) This is a... (black jacket) This is a... (blue blouse) This is a... (brown skirt) This is a... (pink dress) These are... (black shoes) These are... (blue jeans) This is a... (yellow t-shirt) These are... (white socks) These are... (purple trousers) These are... (white high heels) This is a... (black belt) These are... (orange shorts) These are... (brown boots) This is... (red cap)</p>	<p>Yes ma'am.</p> <p>Watch and listen to the teacher</p>

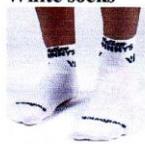
	<p>Ok, now I want you to repeat what I am saying. Understand class???</p> <p>Teacher asks the students to repeat the clothe in the pictures:</p> <p>You repeat this word (showing the word on the picture)</p> <p>These are green sandals This is a black jacket This is a blue blouse This is a brown skirt This is a pink dress These are black shoes These are blue jeans This is yellow t-shirt These are white socks These are purple trousers These are white high heels This is a black belt These are orange shorts These are brown boots This is a red cap</p> <p>Teacher translates the clothe in the pictures using native language:</p> <p>I know now all of you know the pictures already, right? What are sandals? Ini sandal. What is jacket? Jaket And what is blouse (showing picture of blouse)? Yes, baju atasan What is skirt (showing picture of skirt)? Skirt itu Rok, untuk perempuan Kalau Dress (showing picture of dress)? Yes, dress adalah gaun.</p>	<p>Yes, ma'am.</p> <p>Yes, ma'am.</p> <p>Green sandals Black jacket Blue blouse Brown skirt Pink dress Black shoes Blue jeans Yellow t-shirt White socks Purple trousers White high heels Black belt Orange shorts Brown boots Red cap</p> <p>Yes, ma'am.</p> <p>Sandal Jaket</p> <p>Baju</p> <p>Rok</p> <p>Gaun</p>
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	<p>What about shoes (showing picture of shoes)? Kalau ini (showing picture of jeans)? Jeans T-shirt (showing picture of t-shirt)? T-shirt itu kaos. Socks (showing picture of socks)? Socks itu kaos kaki Apa ini (showing picture of trousers)? Trousers adalah celana panjang dari kain. Nah, kalau ini (showing picture of high heels)? High heels itu sepatu hak tinggi. Belt (showing picture of belt) adalah ikat pinggang Nah kalau shorts (showing picture of shorts)? Shorts adalah celana pendek. Kalau boots (showing picture of boots)? Boots itu sepatu panjang, boots. (showing picture of cap) kalau cap? Topi.</p> <p>Teacher make sentences using the nouns (clothes): Kalau cuaca dingin kalian bisa memakai jaket, you can say, I feel cold (dingin), I want to wear a jacket Kalau cuaca panas, memakai topi. I want to wear a cap in my head (kepala) When I go to school, I must wear black shoes and white socks. High heels, my sister looks taller (lebih tinggi) if she wears high heels.</p>	<p>Sepatu. Jeans Kaos Kaos kaki Celana panjang Sepatu hak tinggi Ikat pinggang Celana pendek Boot. Topi. Listen to the teacher</p>
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<p>Post activities</p>	<p>Teacher asks the students to do exercise as the follow-up activity: Ok students, now you can do the exercise. You answer all the question on your paper. (Monitoring the students)</p> <p>Teacher gives some clues about certain nouns and asks students to guess the nouns: Now Mister ask you, if feel hot, panas matahari (and show a gesture of avoiding sun shine), you will wear? Good, if you go to school, before you wear shoes, you must wear? Yes very good. The last, if I feel cold, I will wear? Yes very good.</p> <p>Teacher reviews the topic, ends the class and says good bye: Well done, students. What have we learnt to day? What are they? Now the time is over so thank you for today. Have a nice day and goodbye.</p>	<p>Yes ma'am. (Do the exercise)</p> <p>A cap.</p> <p>Socks</p> <p>Jacket</p> <p>Clothes ma'am.</p> <p>T-shirt, skirt, jeans, and so on..</p> <p>Good bye ma'am.</p>
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STUDENT'S WORKSHEET

Translate the following pictures into bahasa Indonesia.

<p>Green sandals</p>  <p>_____</p>	<p>Black jacket</p>  <p>_____</p>	<p>Blue blouse</p>  <p>_____</p>
<p>Brown skirt</p>  <p>_____</p>	<p>Pink dress</p>  <p>_____</p>	<p>Black shoes</p>  <p>_____</p>
<p>Blue jeans</p>  <p>_____</p>	<p>Yellow t-shirt</p>  <p>_____</p>	<p>White socks</p>  <p>_____</p>
<p>Purple trousers</p>  <p>_____</p>	<p>White high heels</p>  <p>_____</p>	<p>Black belt</p>  <p>_____</p>
<p>Orange shorts</p>  <p>_____</p>	<p>Brown boots</p>  <p>_____</p>	<p>Red cap</p>  <p>_____</p>

Complete the sentence with the correct words.

31. I feel cold, I want to wear _____.



32. When I go to school, I must wear _____.



33. I wear white _____ before I wear black shoes to go to school.



34. Wow, my sister will look taller if she wears _____.



35. This is a green _____.



ANSWER KEY

Translate the following pictures into bahasa Indonesia.

Sandal	Jaket	Baju
Rok	Gaun	Sepatu
Jeans	Kaos	Kaos kaki
Celana panjang	Sepatu hak tinggi	Ikat pinggan
Celana pendek	Sepatu panjang	Topi

Complete the sentence with the correct words.

1. A jacket
2. Black shoes
3. Socks
4. High heels
5. T-shirt

Appendix 4

LESSON PLAN III Experimental Group Colored Pictures

Subject	: English
Topic	: Food and Drinks (adjective)
Language component	: Vocabulary
Time allocation	: 1 X 35'
Meeting	: III

Basic Competence:

- Students are able to understand the adjectives of food and drinks in the pictures

Achievement Indicators:

- Students are able to mention adjectives of food and drinks in the pictures shown by the teacher
- Students are able to translate adjectives of food and drinks in the pictures shown by the teacher in Indonesian

Teaching Learning Activities:

	Teacher	Students	Time allocation
Pre activities	Greets the students	Respond to the teacher's greeting	1 minute
	Gives triggering questions about students' favorite food and drinks	Answers teacher's questions	1 minute
	Introduces the pictures	Listen to the teacher	1 minute
Whilst activities	Shows the pictures and tells the adjectives of food and drinks in pictures	Watch and listen to the teacher	5 minutes

	Asks the students to repeat the food and drinks in the pictures	Repeat after the teacher	8 minutes
	Translates the adjectives in the pictures using native language	Listen to the teacher	5 minutes
	Makes sentences using the adjectives	Listen to the teacher	2 minutes
Post activities	Asks the students to do exercise as the follow-up activity	Do the exercise	8 minutes
	Gives some clues about certain adjectives and asks students to guess the adjectives	Listen and try to guess the adjectives	2 minutes
	Reviews the topic, ends the class and says good bye	Listen to the teacher and say good bye	2 minutes

Materials:

- Flash cards of colored Food and Drinks.

References:

- English textbook entitled “English For Real Communication” published by Grasindo.
- www.google.com

TEACHER'S NOTE

Stages	Scaffolding	Students' responses
Pre Activities	<p>Teacher greets students: Good morning, students. How are you today?</p> <p>(Distributes students' handouts)</p> <p>Teacher gives triggering questions: Do you have favorite Food and Drinks (makanan dan minuman)? Ok and what is your favorite food? And what is your favorite drink? Nice, now we will learn about adjective of food and drinks. I have some pictures of food and drinks for you.</p>	<p>Good morning, ma'am. Fine, thank you. Thank you, ma'am.</p> <p>Yes ma'am. Burger, pizza, etc. Juice, ice cream, etc.</p> <p>Yes, ma'am.</p>
Whilst Activities	<p>Teacher shows the pictures and tells the adjectives of food and drinks in the pictures: I have some pictures, I want to show you one by one kids. This is... (Spicy noodle) This is... (Spicy pizza) This is... (Salty chicken soup) This is... (Salty french fries) This is... (Sweet strawberry juice) This is... (Sweet candy) This is... (Bitter coffee) This is... (Sour lemon tea) This is... (Creamy vanilla ice cream) This is... (Hot tea) This is... (Cold water)</p>	<p>Yes ma'am.</p> <p>Watch and listen to the teacher</p>

	<p>This is... (Big burger) This is... (Small burger) Ok, now I want you to repeat what I am saying. Understand class???</p> <p>Teacher asks the students to repeat the food and drinks in the pictures: You repeat this word (showing the word on the picture) Spicy noodle Spicy pizza Salty chicken soup Salty french fries Sweet strawberry juice Sweet candy Bitter coffee Sour lemon tea Creamy vanilla ice cream</p> <p>Hot tea Cold water Big burger Small burger</p> <p>Teacher translates the adjectives using native language: I know you all know the pictures, right? What is spicy? Spicy itu pedas Kalau noodle? Itu mie Kalau pizza? pizza What about salty? Asin Nah kalau salty soup? Sup asin Salty french fries? Kentang goreng asin Siapa yang tahu sweet? Manis Kalau sweet strawberry juice? Jus strawberry manis Kalau sweet candy? Permen</p>	<p>Yes, ma'am</p> <p>Yes, ma'am Spicy noodle Spicy pizza Salty chicken soup Salty french fries Sweet strawberry juice Sweet candy Bitter coffee Sour lemon tea Creamy vanilla ice cream cream Hot tea Cold water Big burger Small burger</p> <p>Yes, ma'am</p> <p>Pedas Mie Pizza Asin Sup asin Kentang goreng asin Manis Jus strawberry manis</p>
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	<p>manis Kalau bitter? Bitter itu pahit Bitter coffee? Kopi pahit What is sour? Sour itu asam Kalau sour lemon tea? Teh lemon asam Creamy ada yang tahu? Creamy itu kental Creamy ice cream? Es krim kental Hot? Panas. Kalau hot tea? The panas Cold? Cold itu dingin Cold water? Air dingin Small burger? Burger kecil Big burger? Burger besar</p> <p>Teacher make sentences using the adjectives: Makanan pedas dengan banyak cabai bisa bilang: “spicy food with a lot of chilies” Kalau minum jus tapi jusnya terlalu manis, you can say: “The juice is so sweet”. Kalau pahit, ada minuman yang pahit seperti kopi. Kopi itu pahit. Jadi bisa bilang, “The coffee is bitter” Kalau sup ayam banyak garamnya, pasti asin. Bisa bilang, “This soup is salty” Kalau asam, nah buah lemon itu kan asam. “This lemon is sour”</p>	<p>Permen manis</p> <p>Pahit Kopi pahit Asam Teh lemon asam</p> <p>Kental</p> <p>Es krim kental Teh panas</p> <p>Dingin Air dingin Burger kecil Burger besar</p> <p>Listen to the teacher</p>
<p>Post activities</p>	<p>Teacher asks the students to do exercise as the follow-up activity: Ok students, now you can do the exercise. You answer all the question on your paper. (Monitoring the students) Teacher gives some clues about</p>	<p>Yes ma'am (Do the exercise)</p>

	<p>certain adjectives and asks students to guess the adjectives: Now I ask you, if the juice is too much sugar, atau gula, you can say? Good, if the soup is too much salt? Yes very good. The last, if i drink coffee. Coffee is?</p> <p>Teacher reviews the topic, ends the class and says good bye: Well done, students. What have we learnt to day? What are they? Now the time is over so thank you for today. Have a nice day and goodbye.</p>	<p>Sweet Salty</p> <p>Bitter</p> <p>Adjectives ma'am</p> <p>Sweet, salty, spicy, bitter, etc.</p> <p>Good bye ma'am</p>
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STUDENT'S WORKSHEET

Translate the following pictures into bahasa Indonesia.

<p>Spicy noodle</p>  <p>_____</p>	<p>Spicy pizza</p>  <p>_____</p>	<p>Salty chicken soup</p>  <p>_____</p>
<p>Salty french fries</p>  <p>_____</p>	<p>Sweet strawberry juice</p>  <p>_____</p>	<p>Sweet candy</p>  <p>_____</p>
<p>Bitter coffee</p>  <p>_____</p>	<p>Sour lemon tea</p>  <p>_____</p>	<p>Creamy ice cream</p>  <p>_____</p>
<p>Hot tea</p>  <p>_____</p>	<p>Cold water</p>  <p>_____</p>	<p>Big and small burger</p>  <p>_____</p>

Complete the sentence with the correct words.

1. The soup is _____ because there is too much salt.



2. This is a _____ pizza with a lot of chilies.



3. I don't like lemon tea because it is _____.



4. This is _____ tea and this is _____ water with ice.



5. This is a _____ burger and this is a _____ burger.



ANSWER KEY

Translate the following pictures into bahasa Indonesia.

Mie pedas	Pizza pedas	Sup ayam asin
Ketang goreng asin	Jus strowberi manis	Permen manis
Kopi pahit	Teh lemon asam	Es krim kental
Teh panas	Air dingin	Burger besar dan kecil

Complete the sentence with the correct words.

1. Salty
2. Spicy
3. Sour
4. Hot, Cold
5. Small, Big

Appendix 5

LESSON PLAN IV

Control Group

Storytelling

Subject	: English
Topic	: On-Going Activities (verb)
Language component	: Vocabulary
Time allocation	: 1 X 35'
Meeting	: I

Basic Competence:

- Students are able to understand the verbs expressing on-going activities in the story

Achievement Indicators:

- Students are able to mention the verbs expressing the on-going activities in the story told by the teacher
- Students are able to translate the verbs expressing the on-going activities in the story told by the teacher in Indonesian

Teaching Learning Activities:

	Teacher	Students	Time allocation
Pre activities	Greets the students	Respond to the teacher's greeting	1 minute
	Gives triggering questions about students' activities in daily life	Answers teacher's questions	1 minute
	Introduces the title of the story	Listen to the teacher	1 minute
Whilst activities	Tells the story using gestures and facial expressions	Watch and listen to the teacher	5 minutes

	Asks the students to repeat selected words from the story	Repeat after the teacher	8 minutes
	Translates the selected words using native language	Listen to the teacher	5 minutes
	Makes sentences using the verbs	Listen to the teacher	2 minutes
Post activities	Asks the students to do exercise as the follow-up activity	Do the exercise	8 minutes
	Gives some clues about certain verbs and asks students to guess the verbs	Listen and try to guess the verbs	2 minutes
	Reviews the topic, ends the class and says good bye	Listen to the teacher and say good bye	2 minutes

Materials:

- A story about verb expressing on-going activities untitled "What Are They Doing?".

References:

- www.google.com

TEACHER'S NOTE

Stages	Scaffolding	Students' responses
Pre Activities	Teacher greets students: Good morning, students. How are you today? (Distributes students' handouts)	Good morning, ma'am. Fine, thank you. Thank you, ma'am.

	<p>Teacher gives triggering questions: What are you doing now? Ok, and what is your friend doing? Now, we will learn about on-going activities. I have a story about on-going activities for you. The title is “What Are They Doing?”</p>	<p>I am writing ma’am.. I am sitting.</p> <p>Yes, ma’am</p>
<p>Whilst Activities</p>	<p>Teacher tells the story using gestures and facial expressions: Now I will tell the story. The title is “What Are They Doing?”. It is about Mira and her family. (telling the story by using gestures and facial expressions) Ok, now I want you to repeat what i am saying. Understand class?</p> <p>Teacher asks the students to repeat the name of the gestures and expressions: You repeat this word (showing gestures and facial expressions) Singing Swimming Watching TV Eating chocolate Drinking milk Cooking fried rice Sleeping Working Listening to music</p>	<p>Yes ma’am</p> <p>Watch and listen to the teacher</p> <p>Yes, ma’am</p> <p>Yes, ma’am.</p> <p>Singing Swimming Watching TV Eating chocolate Drinking milk Cooking fried rice Sleeping Working Listening to music</p>

	<p>Reading a novel Studying Writing a homework Playing football Playing see-saw Flying kite</p> <p>Teacher translates the selected words using native language: I know you all know the activities, right? What is it (gesture of singing)? menyanyi. What about this (gesture of swimming)? Berenang And (gesture of watching TV)? Menonton tv (Gesture of eating chocolate)? Makan coklat When I do this (gesture of drinking), minum (Gesture of cooking fried rice), memasak nasi goreng (Gesture of sleeping) ini tidur (Gesture of working)? Ya, working itu bekerja (Gesture of listening to music), mendengarkan musik (Gesture of reading a novel), membaca novel (Gesture of studying)? (Gesture of writing a homework), ini menulis PR (Gesture of playing football), ya bermain sepak bola (Gesture of playing see-saw), ini bermain jungkat-jungkit (gesture of flying kite), ini menerbangkan layang-layang</p>	<p>Reading a novel Studying Writing a homework Playing football playing see-saw flying kite</p> <p>Yes, ma'am.</p> <p>Menyanyi Berenang Menonton TV Makan coklat Minum Memasak nasi goreng Tidur Bekerja Mendengarkan musik Membaca novel Belajar Menulis PR Bermain sepak bola Bermain jungkat-jungkit Menerbangkan layang-layang</p>
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	<p>Teacher makes sentences using the nouns: Kalau menonton tv, you can say, I am watching tv. Kalau lagi berenang bagaimana? I am swimming now. Kalau lagi memasak? I am cooking.</p>	<p>Listen to the teacher</p>
<p>Post activities</p>	<p>Teacher asks the students to do exercise as the follow-up activity: Ok students, now you can do the exercise. You answer all the question on your paper (Monitoring the students)</p> <p>Teacher gives some clues about certain verb and asks students to guess the verbs: Now I ask you, if are in the swimming pool (and show a gesture of swimming), you are? Good, if you sit in front of TV (and show a gesture of watching TV), you are? Yes very good. The last, if I have ball, I want (show gesture of playing football)?</p> <p>Teacher reviews the topic, ends the class and says good bye: Well done, students. What have we learnt to day? What are they? Now the time is over so thank you for today. Have a nice day and goodbye.</p>	<p>Yes ma'am. (Do the exercise)</p> <p>Swimming ma'am.</p> <p>Watching TV ma'am.</p> <p>Playing football ma'am.</p> <p>Verbs ma'am. Swimming, reading, drinking...</p> <p>Good bye ma'am.</p>

STUDENT'S WORKSHEET

What Are They Doing?

Hallo, my name is Mira. My hobbies are **singing**, **swimming** in the swimming pool and **watching** cartoon films. I have 2 older sisters, Nadia and Jenny. They are very beautiful. I also have one younger brother, Rio. He is very cute and active. I love my family very much.

At the moment, I am **eating** chocolate and **drinking** milk in the living room. My mother is **cooking** fried rice for my daddy in the kitchen right now. My daddy likes to eat fried rice so much. But, he is still **sleeping** in the bedroom now. He is not **working** today.

There are Nadia's friends in her bedroom. They are **listening** to their favorite music and also **reading** a novel. While my second sister, Jenny is **studying** in her bedroom now. She is **writing** her homework. She is a very diligent student. She always gets good marks in school. She is a senior high school student.

My brother, Rio, is playing with Steve, Lia and Mira now. Rio is **playing football** with his friends but Lia and Mira are **playing a see-saw**. Meanwhile, Steve is **flying his kite** with his friends. They are playing together happily.

Translate the following words into bahasa Indonesia.

Singing = _____ Listening = _____

Swimming = _____ Reading = _____

Watching = _____ Studying = _____

Eating = _____ Writing = _____

Drinking = _____ Playing football = _____

Cooking = _____ Playing a see-saw = _____

Sleeping = _____ Flying kite = _____

Working = _____

Answer the following questions.

1. What are Mira's hobbies? _____
2. What is Mira's mother doing now? _____
3. Where is Mira's daddy sleeping? _____
4. What is Jenny doing now? _____
5. Rio is _____

ANSWER KEY

Translate the following words into bahasa Indonesia.

Menyanyi	Mendengarkan
Berenang	Membaca
Menonton	Belajar
Makan	Menulis
Minum	Bermain sepak bola
Memasak	Bermain jungkat-jungkit
Tidur	Menerbangkan layang-layang
Bekerja	

Answer the following questions.

1. Mira's hobbies are singing, swimming in the swimming pool and watching cartoon films.
2. Mira's mother is cooking fried rice for my daddy in the kitchen right now.
3. Mira's daddy is still sleeping in the bedroom now.
4. Jenny is studying and writing her homework in her bedroom now.
5. Rio is playing football with his friends.

Appendix 6

LESSON PLAN V

Control Group

Storytelling

Subject	: English
Topic	: Clothes (noun)
Language component	: Vocabulary
Time allocation	: 1 X 35'
Meeting	: II

Basic Competence:

- Students are able to understand the nouns about clothing items in the story

Achievement Indicators:

- Students are able to mention the nouns about clothing items in the story told by the teacher
- Students are able to translate the nouns about clothing items in the story told by the teacher in Indonesian

Teaching Learning Activities:

	Teacher	Students	Time allocation
Pre activities	Greets the students	Respond to the teacher's greeting	1 minute
	Gives triggering questions about students' favorite clothes	Answers teacher's questions	1 minute
	Introduces the title of the story	Listen to the teacher	1 minute
Whilst activities	Tells the story using gestures and facial expressions	Watch and listen to the teacher	5 minutes

	Asks the students to repeat selected words from the story	Repeat after the teacher	8 minutes
	Translates the selected words using native language	Listen to the teacher	5 minutes
	Makes sentences using the nouns	Listen to the teacher	2 minutes
Post activities	Asks the students to do exercise as the follow-up activity	Do the exercise	8 minutes
	Gives some clues about certain nouns and asks students to guess the nouns	Listen and try to guess the nouns	2 minutes
	Reviews the topic, ends the class and says good bye.	Listen to the teacher and say good bye	2 minutes

Materials:

- A story about noun of clothing items untitled "Clothes for my Family?".

References:

- www.google.com

TEACHER'S NOTE

Stages	Scaffolding	Students' responses
Pre Activities	Teacher greets students: Good morning, students. How are you today? (Distributes students' handouts)	Good morning, sir. Fine, thank you

	<p>Teacher gives triggering questions: Do you have favorite clothe (baju)? Ok and what is your favorite clothe? Nice, now we will learn about noun of clothes. I have a story about clothes for you. The title is “Clothes For My Family”.</p>	<p>Yes ma’am. Boots, Jacket, etc Yes, ma’am.</p>
<p>Whilst Activities</p>	<p>Teacher tells the story using gestures and facial expression: Now mister will tell the story. The tittle is “Clothes For My Family”. It is about Nadia and family.</p> <p>(telling the story by using gestures and facial expressions) Ok, now I want you to repeat what I am saying. Understand class???</p> <p>Teacher asks the students to repeat the name of the gestures and expressions: You repeat this word (showing gestures and facial expressions) Green sandals A black jacket A blue blouse A brown skirt A pink dress Black shoes Blue jeans A yellow t-shirt White socks Purple trousers White high heels A black belt Orange shorts Brown boots A red cap</p>	<p>Yes ma’am.</p> <p>Watch and listen to the teacher Yes ma’am.</p> <p>Yes ma’am. Green sandals A black jacket A blue blouse A brown skirt A pink dress Black shoes Blue jeans A yellow t-shirt White socks Purple trousers White high heels A black belt Orange shorts Brown boots A red cap</p>

	<p>Teacher translates the selected words using native language: I know now all of you know the pictures already, right? What are sandals? Ini sandal. What is jacket (gesture of wearing jacket)? Jaket And what is blouse? Do you know blouse? Yes, baju atasan What is skirt (gesture of wearing ekirt)? Skirt itu Rok, untuk perempuan Kalau Dress? Yes, dress adalah gaun. What about shoes? What are they? Yang kalian pakai sekarang. Ya benar sepatu. Kalau jeans? Jeans itu celana jeans. T-shirt? T-shirt itu kaos. Socks? Socks itu kaos kaki Apa itu trousers? Trousers adalah celana panjang dari kain. Nah, kalau high heels? High heels adalah sepatu hak tinggi. Belt adalah ikat pinggang Nah kalau shorts? Shorts adalah celana pendek. (Gesture of showing the shape of shorts) Kalau boots? Boots itu sepatu panjang, boots. (Gesture of wearing a cap) kalau cap? Topi. Teacher makes sentences using the nouns: Kalau cuaca dingin kalian bisa memakai jaket, you can say, I feel cold (dingin), I want to wear a jacket Kalau cuaca panas, memakai topi. I want to wear a cap in my head (kepala)</p>	<p>Yes, ma'am. Sandal Jaket Baju atasan perempuan Rok Gaun. Sepatu. Jeans Kaos. Kaos kaki. Celana panjang. Sepatu hak tinggi. Ikat pinggang. Celana pendek Sepatu panjang. Topi. Listen to the teacher</p>
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	<p>When I go to school, I must wear black shoes and white socks. High heels, my sister looks taller (lebih tinggi) if she wears high heels.</p>	
Post activities	<p>Teacher asks the students to do exercise as the follow-up activity: Ok students, now you can do the exercise. You answer all the question on your paper. (Monitoring the students)</p> <p>Teacher gives some clues about certain nouns and asks students to guess the nouns: Now I ask you, if feel hot, panas matahari (and show a gesture of avoiding sun shine), you will wear? Good, if you go to school, before you wear black shoes, you must wear? Yes very good. The last, if I feel cold, mister will wear? if my sister looks taller, she wears? Yes very good.</p> <p>Teacher reviews the topic, ends the class and says good bye: Well done, students. What have we learnt to day? What are they? Now the time is over so thank you for today. Have a nice day and goodbye.</p>	<p>Yes ma'am.</p> <p>(Do the exercise)</p> <p>A cap.</p> <p>White socks</p> <p>Jacket</p> <p>High heels</p> <p>Clothes ma'am.</p> <p>T-shirt, skirt, jeans, and so on..</p> <p>Good bye ma'am.</p>

STUDENT'S WORKSHEET

Clothes for My Family

Hello, I am Steve. I am 10 years old. I am an elementary school student. I live in Surabaya with my family. My grandfather and grandmother live in Jakarta. They are very kind to me. They always make me happy and buy me things. At the moment, my grandfather is shopping for **clothes** for my family.

A black jacket with a tiger picture and **a pair of green sandals** are for my father, Mr. Rahmat. My grandfather knows that my father likes tiger. **A blue blouse** and **brown skirt** are for my mother, Mrs. Rahmat. While, my aunty, Mrs. Rudi gets **a pink dress** and my uncle, Mr. Rudi gets **a pair of black shoes** and **blue jeans**. They really like the clothes.

My sister, Lisa gets **a yellow t-shirt** with hello kitty picture and **a pair of white socks**. She is happy and thanks our grandfather. **Pair of purple trousers** and **white high heels** are for my second sister, Susan. She likes to wear trousers and high heels. She loves them so much.

A black belt and **a pair of orange shorts** with a batman picture are for my brother, Anton. I get **a pair of brown boots** and **a red cap** with ball pictures. My grandfather knows what I like. I really love the boots and cap. We all are very happy to get clothes from grandfather. We will wear the clothes soon.

Translate the following words into bahasa Indonesia.

- | | |
|-----------------------|--------------------------|
| Black jacket = _____ | Yellow t-shirt = _____ |
| Green sandals = _____ | White socks = _____ |
| Blue blouse = _____ | Purple trousers = _____ |
| Brown skirt = _____ | White high heels = _____ |
| Pink dress = _____ | Black belt = _____ |
| Black shoes = _____ | Orange shorts = _____ |
| Blue jeans = _____ | Brown boots = _____ |
| | Red cap = _____ |

Match the clothes and the owners.

<input type="radio"/> purple trousers	<input type="radio"/>	<input type="radio"/> brown boots
<input type="radio"/> red cap	<input type="radio"/>	<input type="radio"/> white high heels
<input type="radio"/> black belt	<input type="radio"/>	<input type="radio"/> green sandals
<input type="radio"/> blue jeans	<input type="radio"/>	<input type="radio"/> yellow t-shirt
<input type="radio"/> white socks	<input type="radio"/>	<input type="radio"/> orange shorts
<input type="radio"/> black jacket	<input type="radio"/>	<input type="radio"/> black shoes
<input type="radio"/> brown skirt	<input type="radio"/>	<input type="radio"/> blue blouse
<input type="radio"/> black socks	<input type="radio"/>	<input type="radio"/> pink dress

<input type="radio"/>	Mr. Rahmat	<input type="radio"/>
<input type="radio"/>	Mrs. Rahmat	<input type="radio"/>
<input type="radio"/>	Mr. Rudi	<input type="radio"/>
<input type="radio"/>	Mrs. Rudi	<input type="radio"/>
<input type="radio"/>	Lisa	<input type="radio"/>
<input type="radio"/>	Susan	<input type="radio"/>
<input type="radio"/>	Steve	<input type="radio"/>
<input type="radio"/>	Anton	<input type="radio"/>

ANSWER KEY

Translate the following words into bahasa Indonesia.

Jaket hitam

Sandal hijau

Baju terusan biru

Rok coklat

Gaun merah muda

Sepatu hitam

Jeans biru

Kaos kuning

Kaos kaki putih

Celana panjang ungu

Sepatu hak tinggi putih

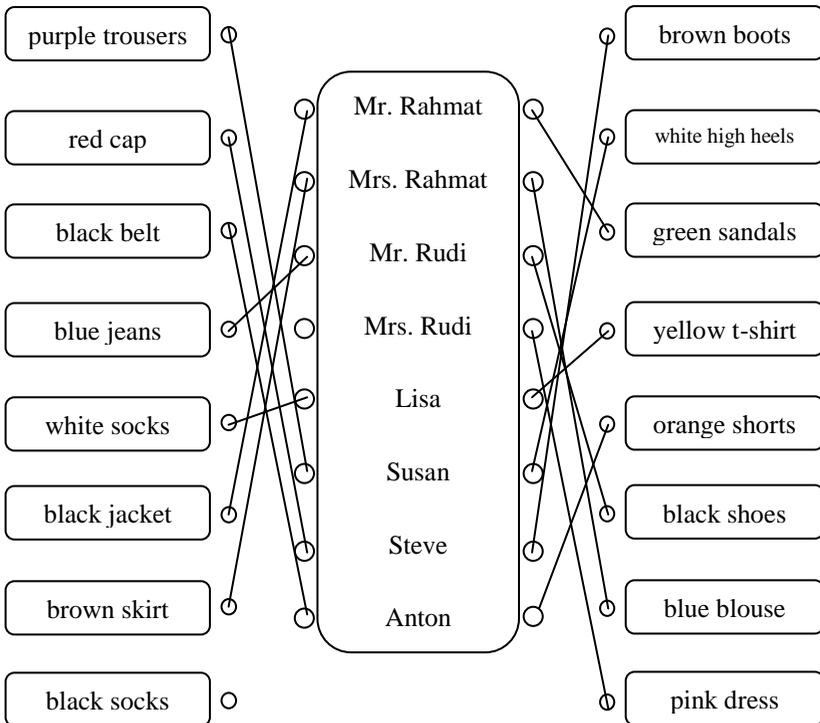
Ikat pinggang hitam

Celana pendek oranye

Boot coklat

Topi merah

Match the clothes and the owners.



Appendix 7**LESSON PLAN VI****Control Group****Storytelling**

Subject	: English
Topic	: Food and Drinks (adjective)
Language component	: Vocabulary
Time allocation	: 1 X 35'
Meeting	: III

Basic Competence:

- Students are able to understand the adjectives of food and drinks in the story

Achievement Indicators:

- Students are able to mention adjectives of food and drinks in the story told by the teacher
- Students are able to translate adjectives of food and drinks in the story told by the teacher in Indonesian

Teaching Learning Activities:

	Teacher	Students	Time allocation
Pre activities	Greets the students	Respond to the teacher's greeting	1 minute
	Gives triggering questions about students' favorite food and drinks	Answers teacher's questions	1 minute
	Introduces the title of the story	Listen to the teacher	1 minute
Whilst activities	Tells the story using gestures and facial expressions	Watch and listen to the teacher	5 minutes

	Asks the students to repeat selected words from the story	Repeat after the teacher	8 minutes
	Translates the selected words using native language	Listen to the teacher	5 minutes
	Makes sentences using the adjectives	Listen to the teacher	2 minutes
Post activities	Asks the students to do exercise as the follow-up activity	Do the exercise	8 minutes
	Gives some clues about certain adjectives and asks students to guess the adjectives	Listen and try to guess the adjectives	2 minutes
	Reviews the topic, ends the class and says good bye	Listen to the teacher and say good bye	2 minutes

Materials:

- A story about adjectives of food and drinks untitled "Dinner in the Restaurant".

References:

- English textbook entitled "English For Real Communication" published by Grasindo.
- www.google.com

TEACHER'S NOTE

Stages	Scaffolding	Students' responses
Pre Activities	<p>Teacher greets students: Good morning, students. How are you today? (Distributes students' handouts)</p> <p>Teacher gives triggering questions: Do you have favorite Food and Drinks? Ok and what is your favorite food? And what is your favorite drink? Nice, now we will learn about adjectives of food and drinks. I have a story about food and drinks for you. The title is "Dinner in the Restaurant".</p>	<p>Good morning, ma'am. Fine, thank you. Thank you, ma'am.</p> <p>Yes ma'am. Burger, pizza, etc. Juice, ice cream, etc.</p> <p>Yes, ma'am.</p>
Whilst Activities	<p>Teacher tells the story using gestures and facial expressions: Now I will tell the story. The title is "Dinner in The Restaurant". It is about Romi and his family.</p> <p>(telling the story by using gestures and facial expressions)</p> <p>Ok, now I want you to repeat what I am saying. Understand class???</p> <p>Teacher asks the students to repeat the name of the gestures and expressions: You repeat this word (showing gestures and facial expressions) Spicy noodle Spicy pizza</p>	<p>Yes ma'am.</p> <p>Watch and listen to the teacher</p> <p>Yes, ma'am.</p> <p>Yes, ma'am Spicy noodle Spicy pizza</p>

<p>Salty chicken soup Salty french fries Sweet strawberry juice Sweet candy Bitter coffee Sour lemon tea Creamy vanilla ice cream Hot tea Cold water Big burger Small burger</p> <p>Teacher translates the adjectives using native language: I know you all know the pictures, right? What is spicy? Spicy itu pedas Kalau noodle? Itu mie Kalau pizza? pizza What about salty? Asin Nah kalau salty soup? Sup asin Salty french fries? Kentang goreng asin Siapa yang tahu sweet? Manis Kalau sweet strawberry juice? Jus strawberry manis Kalau sweet candy? Permen manis Kalau bitter? Bitter itu pahit Bitter coffee? Kopi pahit What is sour? Sour itu asam sour lemon tea? Teh lemon asam Creamy ada yang tahu? Creamy itu kental Creamy vanilla ice cream? Es krim vanilla kental Hot? Panas. Kalau hot tea? The panas Cold? Cold itu dingin Cold water? Air dingin Small burger? Burger kecil Big burger? Burger besar</p>	<p>Salty chicken soup Salty french fries Sweet strawberry juice Sweet candy Bitter coffee Sour lemon tea Creamy vanilla ice cream Hot tea Cold water Big burger Small burger</p> <p>Yes, ma'am</p> <p>Pedas Mie Pizza Asin Sup asin Kentang goreng asin Manis Jus strawberry manis Permen manis Pahit Kopi pahit Asam Teh lemon asam Kental Es krim vanilla kental The panas Dingin Air dingin Burger kecil Burger besar</p>
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	<p>Teacher make sentences using the adjectives: Makanan pedas dengan banyak cabai bisa bilang: “spicy food with a lot of chilies” Kalau minum jus tapi jusnya terlalu manis, you can say: “The juice is so sweet”. Kalau ada minuman yang pahit seperti kopi. Kopi itu pahit. Jadi bisa bilang, “The coffee is bitter” Kalau sup ayam banyak garamnya, pasti asin. Bisa bilang, “This soup is salty” Kalau asam, nah buah lemon itu kan asam. Bisa bilang, “This lemon is sour”</p>	Listen to the teacher
<p>Post activities</p>	<p>Teacher asks the students to do exercise as the follow-up activity: Ok students, now you can do the exercise. You answer all the question on your paper. (Monitoring the students)</p> <p>Teacher gives some clues about certain adjectives and asks students to guess the adjectives: Now I ask you, if the juice is too much sugar, atau gula, you can say? Good, if the soup is too much salt? Yes very good. The last, if I drink coffee. Coffee is?</p> <p>Teacher reviews the topic, ends the class and says good bye: Well done, students. What have we learnt to day? What are they? Now the time is over so thank you for today. Have a nice day and goodbye.</p>	<p>Yes ma’am (Do the exercise)</p> <p>Sweet Salty Bitter</p> <p>Adjectives ma’am Sweet, salty, spicy, bitter, etc. Good bye ma’am</p>

STUDENT'S WORKSHEET

Dinner in the Restaurant

Hello, my name is Romi. I am 10 years old. Yesterday I went to a restaurant named Deliso. I went there with my big family in the evening. The restaurant is not far from my house. We went together by car.

In the restaurant, we ordered a lot of food and drinks. My grandfather and grandmother ordered a cup of **hot tea** and **spicy noodle**. They liked the noodle, it was so **delicious**. My parents also ordered **spicy noodle** and a **small cup of coffee**. My parents do not like a big cup of coffee because the big one is too much for them. They said that the coffee is **bitter**, so they put some sugar in it. They did not like **bitter coffee**.

My two sisters ordered **pizza**, **sweet strawberry juice** and **creamy vanilla ice cream**. They said that the pizza was so **spicy**. There were too much chilies and pepper on the pizza. They do not really like a spicy food with a lot of chilies. But they liked the juice and ice cream. The strawberry juice was so **sweet** and the vanilla ice cream is so **creamy**. They like to eat sweet food like juice, candy and donuts.

Meanwhile, my little brother ordered a **big burger** and **ice lemon tea**. Unfortunately, the lemon tea was so **sour**. He also added some sugar in the lemon tea like my parents did. The last, I ordered a bowl of **chicken soup**, **salty french fries** and **cold water**. I was also not lucky last night; the soup was a little bit **salty**. I guess there was too much salt in the soup that I ordered. I did not finish the soup but for the fried fries was fine.

Translate the following words into bahasa Indonesia.

Spicy noodle = _____

Sour lemon tea = _____

Spicy pizza = _____

Creamy ice cream = _____

Salty chicken soup = _____

Hot tea = _____

Salty french fries = _____

Cold water = _____

Sweet strawberry juice = _____

Big burger = _____

Sweet candy = _____

Small burger = _____

Bitter coffee = _____

Answer the following questions.

1. I don't like _____ chicken soup because it is too much salt.
2. My sisters ordered pizza with too much pepper chilies on it. They don't like _____ food.
3. My brother doesn't like ice lemon tea. Because lemon is so _____.
4. I don't like hot water. I like _____ water with ice.
5. Wow, my brother ordered _____ burger. He doesn't like the small one.

ANSWER KEY

Translate the following words into bahasa Indonesia.

Mie pedas

Teh lemon asam

Pizza pedas

Es krim kental

Sup ayam asin

Teh panas

Ketang goreng asin

Air dingin

Jus strowberi manis

Burger besar

Permen manis

Burger kecil

Kopi pahit

Answer the following questions.

1. Salty
2. Spicy
3. Sour
4. Cold
5. Big

Appendix 8

Vocabulary Lists

Verbs (ing)	Nouns	Adjectives
Singing	Sandals	Spicy
Swimming	A jacket	Salty
Watching	A blouse	Sweet
Eating	A skirt	Bitter
Drinking	A dress	Sour
Cooking	Shoes	Creamy
Sleeping	Jeans	Hot
Working	A t-shirt	Cold
Listening	Socks	Big
Reading	Trousers	Small
Studying	High heels	
Writing	A belt	
Playing	Shorts	
Playing	Boots	
Flying	A cap	

APPENDIX B

Appendix 9

TABLE OF MIDTERM TEST

Student No.	3A	3B	3C				
1	87	76	95	21	76	97	97
2	69	87	70	22	72	72	97
3	77	57	86	23	63	86	89
4	60	73	89	24	68	61	100
5	92	88	85	25	81	88	71
6	93	90	88	26	89	60	83
7	59	94	84	27	91	75	84
8	89	70	91	28	80	86	80
9	90	97	56	29	98	93	76
10	92	92	85	30	83	84	93
11	85	98	70	31	93	43	59
12	81	85	85	32	100	95	87
13	80	85	60	33	60	98	90
14	75	91	99	34	85	97	77
15	86	94	95	35	82	98	71
16	91	80	82	36	81	93	94
17	77	94	85	37	87	100	
18	77	92	64	38		98	
19	66	86	84	39		77	
20	96	77	93	TOTAL	3011	3307	2994
				n	37	39	36
					81.37	84.79	83.16

Anova: Single Factor

Source of Variation	df	MS	F	P-value	F crit
Between Groups	2	110,8263	0,770	0,465	3,079
Within Groups	109	143,9088			
Total	111				

SUMMARY

Groups	Count	Sum	Average	Variance
Column 1	37	3011	81,37838	121,1862
Column 2	39	3307	84,79487	173,9042
Column 3	36	2994	83,16667	134,7143

Appendix 10

TRY OUT RELIABILITY

Student No.	X	X ²			
1	30	900		20	529
2	22	484		21	625
3	28	784		22	729
4	20	400		23	81
5	21	441		24	676
6	23	529		25	225
7	12	144		26	400
8	23	529		27	484
9	14	196		28	841
10	23	529		29	529
11	0	0		30	196
12	29	841		31	121
13	12	144		32	484
14	27	729		33	784
15	26	676		34	529
16	21	441		35	289
17	24	576		36	729
18	16	256		37	196
19	26	676		TOTAL	772 17722
				n	36
					21.44

The calculation of Try Out reliability

$$M = \frac{\sum x}{n} = 21.44$$

$$V = \frac{n \cdot \sum x^2 - (\sum x)^2}{n(n-1)} = 33.3$$

$$K = 30$$

KR-21 Formula

$$r = \frac{k}{k-1} \left(1 - \frac{M(K-M)}{KV} \right)$$

$$= 0.84 \text{ (Very high)}$$

Appendix 11

ITEM DIFFICULTY

$$p_i = \frac{A_i}{N_i}$$

Question no.	Right answer	Wrong answer	IF	Interpretation
1	30	6	0,833	Easy
2	32	4	0,889	Easy
3	32	4	0,889	Easy
4	33	3	0,917	Easy
5	36	0	1	Too Easy
6	23	13	0,639	Moderate
7	29	7	0,806	Easy
8	31	5	0,861	Easy
9	21	15	0,583	Moderate
10	19	17	0,528	Moderate
11	29	7	0,806	Easy
12	23	13	0,639	Moderate
13	21	15	0,583	Moderate
14	33	3	0,917	Easy
15	23	13	0,639	Moderate
16	34	2	0,944	Easy
17	30	6	0,833	Easy
18	11	25	0,306	Difficult
19	29	7	0,806	Easy
20	21	15	0,583	Moderate
21	16	20	0,444	Difficult
22	21	15	0,583	Moderate
23	25	11	0,694	Moderate
24	9	27	0,25	Difficult
25	29	7	0,806	Easy
26	28	8	0,778	Easy
27	23	13	0,639	Moderate
28	28	8	0,778	Easy
29	24	12	0,667	Moderate
30	29	7	0,806	Easy

Appendix 12

ITEM DISCRIMINATION

$$D = (UG - LG) / n$$

Question no.	Right upper	Right lower	D	Interpretation
1	18	12	0,333	Good
2	18	14	0,222	Marginal
3	18	14	0,222	Marginal
4	18	15	0,167	Poor
5	18	18	0	Poor
6	14	9	0,278	Marginal
7	18	11	0,389	Good
8	17	14	0,167	Poor
9	16	5	0,611	Excellent
10	13	6	0,389	Good
11	17	12	0,278	Marginal
12	15	8	0,389	Good
13	16	5	0,611	Excellent
14	18	15	0,167	Poor
15	15	8	0,389	Good
16	18	16	0,111	Poor
17	18	12	0,333	Good
18	7	4	0,167	Poor
19	18	11	0,389	Good
20	13	8	0,278	Marginal
21	12	4	0,444	Excellent
22	15	6	0,5	Excellent
23	17	8	0,5	Excellent
24	6	3	0,167	Poor
25	16	13	0,167	Poor
26	17	11	0,333	Good
27	13	10	0,167	Poor
28	16	12	0,222	Marginal
29	15	10	0,278	Marginal
30	18	11	0,389	Good

Appendix 13

THE SCORES EXPERIMENTAL GROUP (Colored pictures technique)

Student	Pre test	Post test	Gain Score
1	13	19	6
2	22	28	6
3	16	22	6
4	22	23	1
5	25	29	4
6	23	25	2
7	17	24	7
8	17	22	5
9	25	29	4
10	21	27	6
11	17	25	8
12	18	23	5
13	9	14	5
14	18	24	6
15	16	22	6
16	27	29	2
17	20	24	4
18	18	23	5
19	26	27	1

20	22	25	3
21	17	26	9
22	25	27	2
24	16	22	6
25	22	25	3
26	21	26	5
27	27	30	3
28	26	27	1
29	21	28	7
30	20	24	4
31	19	23	4
32	30	30	0
33	13	21	8
34	19	27	8
35	22	28	6
36	23	29	6
37	28	29	1
TOTAL	741	906	165
n	36		
	20,58	25,17	4,58

*Without student no. 23

Appendix 14

THE SCORES CONTROL GROUP (Storytelling technique)

Student	Pre test	Post test	Gain Score
1	20	23	3
2	25	28	3
3	8	16	8
4	20	21	1
5	19	20	1
6	21	24	3
7	16	29	13
8	16	21	5
9	27	29	2
10	17	28	11
11	25	27	2
12	17	19	2
13	27	29	2
14	25	29	4
15	22	27	5
16	26	26	0
17	23	27	4
18	25	27	2
20	16	23	7

21	25	29	4
22	17	23	6
23	21	28	7
24	9	17	8
25	17	29	12
26	16	19	3
27	19	20	1
29	23	28	5
30	19	24	5
32	18	21	3
33	25	29	4
34	25	28	3
35	26	30	4
36	20	25	5
37	27	30	3
38	29	30	1
39	18	20	2
TOTAL	749	903	154
n	36		
	20,81	25,08	4,28

*Without student no 19, 28 & 31

Appendix 15

T-Test: Two-Sample Assuming Equal Variances (Gain scores between Experimental and Control group)

$$\tau_0 = \frac{\bar{Xa} - \bar{Xb}}{\sqrt{\frac{(n_a - 1)SD^2 + (n_b - 1)SD^2 B}{n_a + n_b - 2} \left(\frac{1}{n_a} + \frac{1}{n_b}\right)}}$$

	<i>Experimental group</i>	<i>Control group</i>
Mean	4,583333333	4,277777778
Variance	5,335714286	9,520634921
Observations	36	36
Pooled Variance	7,428174603	
Hypothesized Mean Difference	0	
df	70	
t Stat	0,475647683	
P(T<=t) one-tail	0,317903215	
t Critical one-tail	1,66691448	
P(T<=t) two-tail	0,63580643	
t Critical two-tail	1,994437086	

The standard deviation (SD)

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

Variance Experimental	5,335714
SD	2,309917

Variable Control	9,520635
SD	3,085553

Since, the σ obtained (0,475) < σ table (1.666), the null hypothesis was accepted; the posttest mean scores between the two groups were not significantly different.