# APPENDIX 1

# THE SUMMATIVE SCORES

| No | II-A | II-B | II-C |
|----|------|------|------|
| 1 | 74 | 98 | 70 |
| 2 | 62 | 76 | 68 |
| 3 | 64 | 78 | 76 |
| 4 | 76 | 78 | 96 |
| 5 | 78 | 54 | 80 |
| 6 | 88 | 54 | 56 |
| 7 | 52 | 68 | 80 |
| 8 | 98 | 100 | 56 |
| 9 | 96 | 84 | 68 |
| 10 | 78 | 92 | 70 |
| 11 | 76 | 76 | 90 |
| 12 | 94 | 70 | 70 |
| 13 | 98 | 56 | 98 |
| 14 | 64 | 56 | 46 |
| 15 | 64 | 76 | 56 |
| 16 | 78 | 70 | 80 |
| 17 | 76 | 64 | 70 |
| 18 | 88 | 64 | 70 |
| 19 | 40 | 78 | 70 |
| 20 | 65 | 68 | 70 |
| 21 | 78 | 80 | 76 |
| 22 | 84 | 86 | 60 |
| 23 | 76 | 82 | 76 |
| 24 | 98 | 76 | 56 |
| 25 | 70 | 56 | 100 |
| 26 | 88 | 88 | 70 |
| 27 | 70 | 70 | 100 |
| 28 | 70 | 86 | 90 |
| 29 | 90 | 84 | 88 |
| 30 | 70 | 56 | 96 |
| 31 | 72 | 92 | 80 |
| 32 | 74 | 76 | |
| 33 | | | |

# APPENDIX 2

# THE CALCULATION OF SUMMATIVE TEST

# USING T-TEST AMONG THE THREE GROUPS

*T-test between class II-A and class II-B*

*\* Independent T-Test*

**Group Statistics**

| | Kelas | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| TAS | II-A | 32 | 76.53 | 13.517 | 2.389 |
| | II-B | 32 | 74.75 | 12.889 | 2.278 |

**Independent Samples Test**

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | 95% Confidence Interval of the Difference | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | Lower | Upper |
| TAS | Equal variances assumed | .010 | .922 | .539 | 62 | .591 | 1.781 | 3.302 | -4.819 | 8.381 |
| | Equal variances not assumed | | | .539 | 61.860 | .591 | 1.781 | 3.302 | -4.819 | 8.382 |

*.The mean difference is significant at the .05 level.

Sig. (2-tailed) > 0.05
0.591 > 0.05
(No significance difference between the means of the two classes)

*T-test between class II-B and class II-C*

*\* Independent T-Test*

**Group Statistics**

| | Kelas | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| TAS | II-B | 32 | 74.75 | 12.889 | 2.278 |
| | II-C | 31 | 75.23 | 14.364 | 2.580 |

**Independent Samples Test**

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
| | | | | | | | | | 95% Confidence Interval of the Difference | |
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | Lower | Upper |
|---|---|---|---|---|---|---|---|---|---|---|
| TAS | Equal variances assumed | .303 | .584 | -.138 | 61 | .890 | -.476 | 3.436 | -7.346 | 6.395 |
| | Equal variances not assumed | | | -.138 | 59.828 | .891 | -.476 | 3.442 | -7.361 | 6.409 |

*.The mean difference is significant at the .05 level.

Sig. (2-tailed) > 0.05
0.890 > 0.05
(No significance difference between the means of the two classes)

*T-test between class II-A and class II-C*

*\* Independent T-Test*

**Group Statistics**

| | Kelas | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| TAS | II-A | 32 | 76.53 | 13.517 | 2.389 |
| | II-C | 31 | 75.23 | 14.364 | 2.580 |

**Independent Samples Test**

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
| | | | | | | | | | 95% Confidence Interval of the Difference | |
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | Lower | Upper |
|---|---|---|---|---|---|---|---|---|---|---|
| TAS | Equal variances assumed | .362 | .550 | .372 | 61 | .711 | 1.305 | 3.513 | -5.719 | 8.330 |
| | Equal variances not assumed | | | .371 | 60.478 | .712 | 1.305 | 3.516 | -5.727 | 8.338 |

*.The mean difference is significant at the .05 level.

Sig. (2-tailed) > 0.05
0.711 > 0.05
(No significance difference between the means of the two classes)

# APPENDIX 3

## TRY OUT AND THE PRETEST POSTTEST

**TRY OUT**

Section One

Match the pictures with the words on the right.
Write the letter in the right place.

1. _____     a. a skirt

2. _____     b. trousers

3. _____     c. a shirt

4. _____     d. shoes

5. _____     e. a cap

6. _____     f. socks

7. _____  g. shorts

8. _____  h. a tie

9. _____  i. a t-shirt

10. _____  j. glasses

These are short

Section Two
Write the words to the correct pictures.

1.  h_ _ _.

2.  e _ _.

3.  n _ _ _.

4.  c _ _ _.

5.  e _ _.

6.  m _ _ _ _.

7.  s _ _ _ _ _ _.

8.  c _ _ _ _.

9.  e _ _ _ _.

10.  s _ _ _ _ _.

11.  h _ _ _.

12.  f _ _ _ _ _.

13.  k _ _ _.

14.  f _ _ _.

15.  h _ _ _.

Fill in the blanks with the correct answers in the box.

1.



I _____ in the swimming pool.

2.



I _____ to the teacher.

3.



I _____.

4.



I _____ my hands.

5.



I _____ a ball.

| listen | | swim |
|---|---|---|
| | wash | throw |
| | run | |

**PRETEST POSTTEST**

Name      : _____
Class     : _____
Day, Date : _____

Section One
Match the pictures with the words on the right.
Write the letter in the right place.

1.            _____          a. a skirt
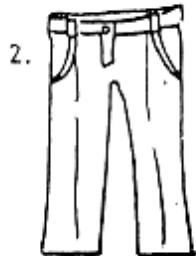
2.            _____          b. trousers

3.            _____          c. a shirt

4.            _____          d. shoes

5.            _____          e. a cap

6.            _____          f. socks

7.     \_\_\_\_\_     g. shorts

8.     \_\_\_\_\_     h. a tie

9.     \_\_\_\_\_     i. a t-shirt

10.     \_\_\_\_\_     j. glasses

**Section Two**
Write the words to the correct pictures.

1.   h\_ \_ \_.
2.   e \_ \_ \_ .
3.   n \_ \_ \_ .
4.   c \_ \_ \_ .
5.   e \_ \_ .
6.   m \_ \_ \_ \_ .
7.   s \_ \_ \_ \_ \_ \_ \_ .
8.   c \_ \_ \_ \_ \_ .
9.   e \_ \_ \_ \_ \_ .
10.   s \_ \_ \_ \_ \_ \_ \_ .
11.   h \_ \_ \_ .
12.   f \_ \_ \_ \_ \_ .
13.   k \_ \_ \_ .

15.   h \_ \_ \_

53

53
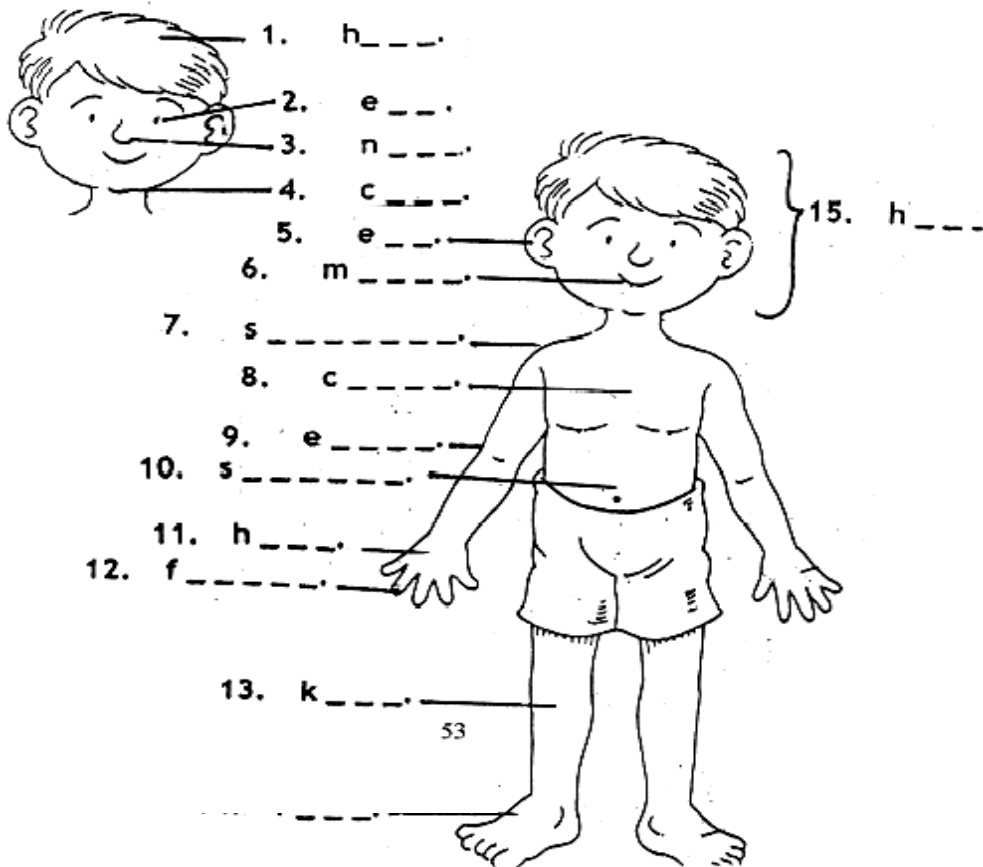
## Section Three

Fill in the blanks with the correct answers in the box.

1.

I _____ in the swimming pool.

2.

I _____ to the teacher.

3.

I _____.

4.

I _____ my hands.

5.
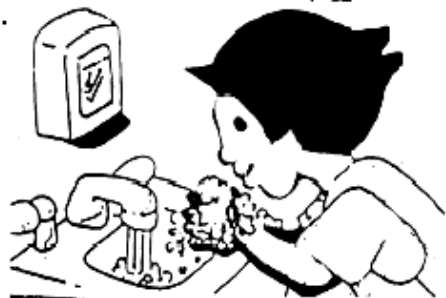
I _____ a ball.

| listen | | swim |
|--------|------|------|
| | wash | throw |
| | run | |

# ANSWER SHEET

Section One

1. d. shoes
2. b. trousers
3. e. a cap
4. a. a skirt
5. c. a shirt
6. g. shorts
7. f. socks
8. j. glasses
9. h. a tie
10. i. a t-shirt

Section Two
1. hair
2. eye
3. nose
4. chin
5. ear
6. mouth
7. shoulder
8. chest
9. elbow
10. stomach
11. hand
12. finger
13. knee
14. food
15. head

Section Three
1. swim
2. listen
3. run
4. wash
5. throw

# APPENDIX 4

# THE CALCULATION OF THE RELIABILITY

**Section one**

| No | x | α | α² |
|----|----|-------|-------|
| 1 | 10 | 4,44 | 19,71 |
| 2 | 9 | 3,44 | 11,83 |
| 3 | 9 | 3,44 | 11,83 |
| 4 | 8 | 2,44 | 5,95 |
| 5 | 8 | 2,44 | 5,95 |
| 6 | 7 | 1,44 | 2,07 |
| 7 | 7 | 1,44 | 2,07 |
| 8 | 7 | 1,44 | 2,07 |
| 9 | 7 | 1,44 | 2,07 |
| 10 | 7 | 1,44 | 2,07 |
| 11 | 6 | 0,44 | 0,19 |
| 12 | 6 | 0,44 | 0,19 |
| 13 | 6 | 0,44 | 0,19 |
| 14 | 6 | 0,44 | 0,19 |
| 15 | 6 | 0,44 | 0,19 |
| 16 | 6 | 0,44 | 0,19 |
| 17 | 6 | 0,44 | 0,19 |
| 18 | 5 | -0,56 | 0,31 |
| 19 | 5 | -0,56 | 0,31 |
| 20 | 5 | -0,56 | 0,31 |
| 21 | 5 | -0,56 | 0,31 |
| 22 | 5 | -0,56 | 0,31 |
| 23 | 5 | -0,56 | 0,31 |
| 24 | 5 | -0,56 | 0,31 |
| 25 | 4 | -1,56 | 2,43 |
| 26 | 4 | -1,56 | 2,43 |
| 27 | 4 | -1,56 | 2,43 |
| 28 | 3 | -2,56 | 6,55 |
| 29 | 3 | -2,56 | 6,55 |
| 30 | 2 | -3,56 | 12,67 |
| 31 | 1 | -4,56 | 20,79 |

| 32 | 1 | -4,56 | 20,79 |
|---|---|---|---|
| | $\sum x = 178$ | $\sum \alpha = 0,08$ | $\sum \alpha^2 = 143,76$ |

**The reliability test of section one**

Calculation

$M = \dfrac{\sum x}{n}$

$M = \dfrac{178}{32}$

$\quad = 5,56$

$\alpha = x - M$

Example $= 10 - 5,56$

$\qquad = 4,44$

$X^2 = \dfrac{\sum \alpha^2}{n}$

$\quad = \dfrac{143,76}{32}$

$\quad = 4,49$

$$r = \frac{N}{N-1}\left(1 - \frac{M(N-M)}{NX^2}\right)$$

$$= \frac{10}{10-1}\left(1 - \frac{5,56(10-5,56)}{10(4,49)^2}\right)$$

$$= 0,97$$

Where: r : reliability

N : number of items

M : mean score

$X^2$ : Standard deviation

**Section two**

| No | x | α | α² |
|---|---|---|---|
| 1 | 12 | 3,94 | 15,52 |
| 2 | 12 | 3,94 | 15,52 |
| 3 | 12 | 3,94 | 15,52 |
| 4 | 11 | 2,94 | 8,64 |
| 5 | 11 | 2,94 | 8,64 |
| 6 | 10 | 1,94 | 3,76 |
| 7 | 10 | 1,94 | 3,76 |
| 8 | 10 | 1,94 | 3,76 |
| 9 | 9 | 0,94 | 0,88 |
| 10 | 9 | 0,94 | 0,88 |
| 11 | 9 | 0,94 | 0,88 |
| 12 | 9 | 0,94 | 0,88 |
| 13 | 9 | 0,94 | 0,88 |
| 14 | 9 | 0,94 | 0,88 |
| 15 | 8 | -0,06 | 0,0036 |
| 16 | 8 | -0,06 | 0,0036 |
| 17 | 8 | -0,06 | 0,0036 |
| 18 | 8 | -0,06 | 0,0036 |
| 19 | 8 | -0,06 | 0,0036 |
| 20 | 7 | -1,06 | 1,12 |
| 21 | 7 | -1,06 | 1,12 |
| 22 | 7 | -1,06 | 1,12 |
| 23 | 7 | -1,06 | 1,12 |
| 24 | 7 | -1,06 | 1,12 |
| 25 | 7 | -1,06 | 1,12 |
| 26 | 6 | -2,06 | 4,24 |
| 27 | 6 | -2,06 | 4,24 |
| 28 | 6 | -2,06 | 4,24 |
| 29 | 5 | -3,06 | 9,36 |
| 30 | 5 | -3,06 | 9,36 |
| 31 | 4 | -4,06 | 16,46 |
| 32 | 2 | -6,06 | 36,72 |
| | $\sum x = 258$ | $\sum \alpha = 0,08$ | $\sum \alpha^2 = 171,758$ |

**The reliability test of section two**

Calculation

M $= \dfrac{\sum x}{n}$

M $= \dfrac{258}{32}$

$= 8, 06$

$\alpha = x - M$

Example $= 12 - 8, 06$

$= 3, 94$

$X^2 = \dfrac{\sum \alpha^2}{n}$

$= \dfrac{171, 75}{32}$

$= 5, 37$

$$r = \dfrac{N}{N-1}\left(1 - \dfrac{M(N-M)}{NX^2}\right)$$

$$= \dfrac{15}{15-1}\left(1 - \dfrac{8,06(15-8,06)}{15(5,37)^2}\right)$$

$= 0, 93$

Where: r : reliability

N : number of items

M : mean score

$X^2$ : Standard deviation

**Section three**

| No | x | α | α² |
|----|----|------|--------|
| 1 | 5 | 2,91 | 8,46 |
| 2 | 5 | 2,91 | 8,46 |
| 3 | 5 | 2,91 | 8,46 |
| 4 | 4 | 1,91 | 3,64 |
| 5 | 4 | 1,91 | 3,64 |
| 6 | 4 | 1,91 | 3,64 |
| 7 | 4 | 1,91 | 3,64 |
| 8 | 3 | 0,91 | 0,82 |
| 9 | 3 | 0,91 | 0,82 |
| 10 | 3 | 0,91 | 0,82 |
| 11 | 2 | -0,09 | 0,0081 |
| 12 | 2 | -0,09 | 0,0081 |
| 13 | 2 | -0,09 | 0,0081 |
| 14 | 2 | -0,09 | 0,0081 |
| 15 | 2 | -0,09 | 0,0081 |
| 16 | 2 | -0,09 | 0,0081 |
| 17 | 2 | -0,09 | 0,0081 |
| 18 | 2 | -0,09 | 0,0081 |
| 19 | 1 | -1,09 | 1,18 |
| 20 | 1 | -1,09 | 1,18 |
| 21 | 1 | -1,09 | 1,18 |
| 22 | 1 | -1,09 | 1,18 |
| 23 | 1 | -1,09 | 1,18 |
| 24 | 1 | -1,09 | 1,18 |
| 25 | 1 | -1,09 | 1,18 |
| 26 | 1 | -1,09 | 1,18 |
| 27 | 1 | -1,09 | 1,18 |
| 28 | 1 | -1,09 | 1,18 |
| 29 | 1 | -1,09 | 1,18 |
| 30 | 0 | -2,09 | 4,36 |
| 31 | 0 | -2,09 | 4,36 |
| 32 | 0 | -2,09 | 4,36 |
| | $\sum x = 67$ | $\sum α = 0,12$ | $\sum α² = 68,52$ |

**The reliability test of section three**

Calculation

M $= \dfrac{\sum x}{n}$

M $= \dfrac{67}{32}$

$= 2, 09$

$\alpha = x - M$

Example $= 5 - 2, 09$

$= 2, 91$

$X^2 = \dfrac{\sum \alpha^2}{n}$

$= \dfrac{68, 52}{32}$

$= 2, 14$

$$r = \dfrac{N}{N-1}\left(1 - \dfrac{M(N-M)}{NX^2}\right)$$

$$= \dfrac{5}{5-1}\left(1 - \dfrac{2,09(5-2,09)}{5(2,14)^2}\right)$$

$= 0, 93$

Where: r : reliability

N : number of items

M : mean score

$X^2$ : Standard deviation

# APPENDIX 5

# THE CALCULATION OF ITEM DIFFICULTY AND DISCRIMINATION INDEX

## ITEM DIFFICULTY

**Section one**

| No | Right answer | Wrong answer | IF | Interpretation |
|----|----|----|----|----|
| 1 | 19 | 13 | 0.59 | Moderate |
| 2 | 13 | 19 | 0.40 | Moderate |
| 3 | 24 | 8 | 0.75 | Easy |
| 4 | 17 | 15 | 0.53 | Moderate |
| 5 | 12 | 20 | 0.37 | Moderate |
| 6 | 13 | 19 | 0.40 | Moderate |
| 7 | 19 | 13 | 0.59 | Moderate |
| 8 | 18 | 14 | 0.56 | Moderate |
| 9 | 23 | 9 | 0.71 | Easy |
| 10 | 20 | 12 | 0.62 | Moderate |

**Section two**

| No | Right answer | Wrong answer | IF | Interpretation |
|----|----|----|----|----|
| 1 | 16 | 16 | 0.5 | Moderate |
| 2 | 15 | 17 | 0.46 | Moderate |
| 3 | 16 | 16 | 0.5 | Moderate |
| 4 | 19 | 13 | 0.59 | Moderate |
| 5 | 20 | 12 | 0.62 | Moderate |
| 6 | 16 | 16 | 0.5 | Moderate |
| 7 | 17 | 15 | 0.53 | Moderate |
| 8 | 19 | 13 | 0.59 | Moderate |
| 9 | 15 | 17 | 0.46 | Moderate |
| 10 | 16 | 16 | 0.5 | Moderate |
| 11 | 19 | 13 | 0.59 | Moderate |
| 12 | 19 | 13 | 0.59 | Moderate |
| 13 | 18 | 14 | 0.56 | Moderate |
| 14 | 13 | 19 | 0.40 | Moderate |
| 15 | 20 | 12 | 0.62 | Moderate |

**Section three**

| No | Right answer | Wrong answer | IF | Interpretation |
|----|--------------|--------------|------|----------------|
| 1 | 8 | 24 | 0.25 | Difficult |
| 2 | 14 | 18 | 0.43 | Moderate |
| 3 | 14 | 18 | 0.43 | Moderate |
| 4 | 14 | 18 | 0.43 | Moderate |
| 5 | 17 | 15 | 0.53 | Moderate |

$$IF = \frac{ncorrect}{ntotal}$$

Where:   IF                    : Item Facility

N correct      : number of pupils answering correctly

N total         : number of pupils taking the test

**The Criteria of the Level of Difficulty**

| IF Index | Interpretation |
|----------|----------------|
| 0.00 – 0.14 | Very difficult item |
| 0.15 – 0.29 | Difficult item |
| 0.30 – 0.70 | Moderate item |
| 0.71 – 0.85 | Easy item |
| 0.86 – 1.00 | Very easy item |

# DISCRIMINATION INDEX

**Section one**

| No. | Ru | Rl | D | Interpretation |
|---|---|---|---|---|
| 1 | 14 | 5 | 0.28 | Satisfactory |
| 2 | 10 | 3 | 0.21 | Satisfactory |
| 3 | 16 | 8 | 0.25 | Satisfactory |
| 4 | 12 | 5 | 0.21 | Satisfactory |
| 5 | 10 | 2 | 0.25 | Satisfactory |
| 6 | 11 | 2 | 0.28 | Satisfactory |
| 7 | 13 | 6 | 0.21 | Satisfactory |
| 8 | 15 | 3 | 0.37 | Satisfactory |
| 9 | 17 | 6 | 0.34 | Satisfactory |
| 10 | 15 | 5 | 0.31 | Satisfactory |

**Section two**

| No. | Ru | Rl | D | Interpretation |
|---|---|---|---|---|
| 1 | 12 | 4 | 0.25 | Satisfactory |
| 2 | 12 | 3 | 0.28 | Satisfactory |
| 3 | 14 | 2 | 0.37 | Satisfactory |
| 4 | 16 | 3 | 0.40 | Good |
| 5 | 18 | 2 | 0.50 | Good |
| 6 | 15 | 1 | 0.43 | Good |
| 7 | 12 | 5 | 0.21 | Satisfactory |
| 8 | 14 | 5 | 0.28 | Satisfactory |
| 9 | 13 | 2 | 0.34 | Satisfactory |
| 10 | 15 | 1 | 0.43 | Good |
| 11 | 13 | 6 | 0.21 | Satisfactory |
| 12 | 16 | 3 | 0.40 | Good |
| 13 | 16 | 2 | 0.43 | Good |
| 14 | 10 | 3 | 0.21 | Satisfactory |
| 15 | 15 | 5 | 0.31 | Satisfactory |

**Section three**

| No | Ru | Rl | D | Interpretation |
|----|-----|-----|------|----------------|
| 1 | 8 | 0 | 0.25 | Satisfactory |
| 2 | 11 | 3 | 0.25 | Satisfactory |
| 3 | 13 | 1 | 0.37 | Satisfactory |
| 4 | 12 | 2 | 0.31 | Satisfactory |
| 5 | 15 | 2 | 0.40 | Good |

$$D = \frac{R_u - R_L}{n}$$

Where: D : item discrimination power

Ru : number of upper group pupils who give correct answer

$R_L$ : number of lower group pupils who give correct answer

n : number of students

The Criteria of the Item Discrimination

| Discrimination Power | Interpretation |
|----------------------|----------------|
| 0.00-0.19 | Poor |
| 0.20-0.39 | Satisfactory |
| 0.40-0.69 | Good |
| 0.70- 1.00 | Excellent |

# APPENDIX 6

# LESSON PLAN FOR TREATMENTS IN

# EXPERIMENTAL AND CONTROL GROUPS

**Treatment 1**

Lesson Plan (for experimental group)

Subject    : English
Topic     : Clothes
Language component : Vocabulary
Educational Level : Elementary School
Grade/ Semester : II/ II
Time Allocation  : 2 x 35 minutes

A. COMPETENCE:
 1. Basic Competence:
  Students are able to comprehend the name of clothes in English that are mentioned by the teacher
 2. Achievement Indicators:
  Students are able to identify the picture of clothes
  Students are able to answer "matching the picture and its name" exercise

B. LEARNING MATERIALS: (See Students' Worksheet)

C. TECHNIQUES:
 Direct command
 Role Reversal

D. TEACHING AND LEARNING ACTIVITIES: (see the following page)

E. ASSESSMENT:
 Students are asked to identify the picture of clothes, and answer "matching the picture and its name" exercise

F. REFERENCES:
 Herrera, Mario, Barbara Hojel. 1998. *Balloons: Teacher's Edition 1*. New York: Addison Wesley Longman
 Herrera, Mario, Barbara Hojel. 1998. *Balloons: Teacher's Edition 2*. New York: Addison Wesley Longman
 Pictures are taken from Picture Dictionary by Miss Gaby

Teaching and learning activities

| Stages | Activities | | Time allocation |
| | Teacher | Students | |
|---|---|---|---|
| Pre teaching activities | ▪ Greets the students | ▪ Respond the greeting | 1' |
| | ▪ Asks triggering questions related with the topic | ▪ Answer the triggering questions | 3' |
| | ▪ Tells the students that they are going to learn the name of clothes in English | ▪ Listen to the teacher's explanation | 1' |
| | ▪ Writes the topic "Clothes" on the white board | ▪ See the topic written on the white board | 1' |
| Whilst teaching activities | ▪ Pastes the picture of clothes with its name on the white board | ▪ Sit nicely until the teacher finishes to paste all the pictures | 2' |
| | ▪ Touches each picture and tells the name of the cloth | ▪ Pay attention to the teacher's explanation | 3' |
| | ▪ Repeats the action above three times | ▪ Pay attention to the teacher's explanation | 6' |
| | ▪ Introduces one command to the students (please, touch the picture of ...!) | ▪ Pay attention to the teacher's explanation | 3' |
| | ▪ Models the command | ▪ Imitate the teacher | 2' |
| | ▪ Asks five of the students to respond the teacher's commands in front of the class | ▪ Go in front of the class and respond to the teacher's commands | 8' |
| | ▪ Asks the students to command her to touch the picture of clothes | ▪ Give commands to the teacher | 6' |
| Post teaching activities | ▪ Distributes the handouts to the students | ▪ Get the handouts | 2' |
| | ▪ Reviews the lesson by reading the handout loudly | ▪ Read the handout silently | 5' |
| | ▪ Distributes the students' worksheets | ▪ Get the worksheets | 2' |
| | ▪ Asks the students to do the exercise | ▪ Do the exercise individually | 15' |
| | ▪ Checks the answer together | ▪ Correct their mistakes | 10' |

Lesson Plan (for control group)

Subject : English
Topic : Clothes
Language component : Vocabulary
Educational Level : Elementary School
Grade/ Semester : II/ II
Time Allocation : 2 x 35 minutes

A. COMPETENCE:
   1. Basic Competence:
      Students are able to comprehend the name of clothes in English that are mentioned by the teacher
   2. Achievement Indicators:
      Students are able to identify the picture of clothes
      Students are able to answer "matching the picture and its name" exercise

B. LEARNING MATERIALS: (See Students' Worksheet)

C. TECHNIQUES:
   Word list
   Memorization

D. TEACHING AND LEARNING ACTIVITIES: (see the following page)

E. ASSESSMENT:
   Students are asked to identify the picture of clothes, and answer "matching the picture and its name" exercise

F. REFERENCES:
   Herrera, Mario, Barbara Hojel. 1998. *Balloons: Teacher's Edition 1*. New York: Addison Wesley Longman
   Herrera, Mario, Barbara Hojel. 1998. *Balloons: Teacher's Edition 2*. New York: Addison Wesley Longman
   Pictures are taken from Picture Dictionary by Miss Gaby

Teaching and learning activities

| Stages | Activities | | Time allocation |
| --- | --- | --- | --- |
| | Teacher | Students | |
| Pre teaching activities | ▪ Greets the students | ▪ Respond the greeting | 1' |
| | ▪ Asks triggering questions related with the topic | ▪ Answer the triggering questions | 3' |
| | ▪ Tells the students that they are going to learn the name of clothes in English | ▪ Listen to the teacher's explanation | 1' |
| | ▪ Writes the topic "Clothes" on the white board | ▪ See the topic written on the white board | 1' |
| Whilst teaching activities | ▪ Gives the students a word list of clothes by writing it on the white board | ▪ Sit nicely until the teacher finishes to write the wordlist on the white board | 3' |
| | ▪ Asks the students to copy the wordlist | ▪ Copy the wordlist | 5' |
| | ▪ Reads aloud the wordlist | ▪ Listen to the teacher carefully | 2' |
| | ▪ Asks the students to read the wordlist loudly | ▪ Read the wordlist loudly together | 4' |
| | ▪ Asks the students to memorize the wordlist | ▪ Memorize the wordlist | 10 |
| | ▪ Erases the translation of the clothes | ▪ Still memorize the wordlist | 5' |
| | ▪ Asks the students to read the name of the clothes and translate it in Indonesian | ▪ Read the name of clothes with its translation | 2' |
| | ▪ Repeat the activity above twice | ▪ Read the name of clothes with its translation twice | 4' |
| Post teaching activities | ▪ Reviews the lesson by reading the wordlist loudly | ▪ Read the wordlist silently | 3' |
| | ▪ Distributes the students' worksheets | ▪ Get the worksheets | 1' |
| | ▪ Asks the students to do the exercise | ▪ Do the exercise individually | 15' |
| | ▪ Checks the answer together | ▪ Correct their mistakes | 10' |

## CLOTHES

1. = a t-shirt

2. = a skirt

3. = a tie

4. = a cap

5. = a shirt

6. = shoes

7. = trousers

8. = glasses

9. = socks

10. = shorts

## CLOTHES

1. a t-shirt = sebuah kaos.

2. a skirt = sebuah rok.

3. a tie = sebuah dasi.

4. a cap = sebuah topi.

5. a shirt = sebuah kemeja.

6. shoes = sepatu.

7. trousers = celana panjang.

8. glasses = kaca mata.

9. socks = kaos kaki.

10. shorts = celana pendek.

**STUDENT'S WORKSHEET**

**Draw a line to the correct name**

1.   a. a shirt

2.   b. a tie

3.   c. a t-shirt

4.   d. a cap

5.   e. a skirt

6.   f. socks

7.   g. glasses

8. 

h. shoes

9.   i. shorts

10.   j. trousers

**ANSWER SHEET**

1. d. a cap
2. g. glasses
3. a. a shirt
4. h. shoes
5. b. a tie
6. c. a t-shirt
7. i. shorts
8. f. socks
9. e. a skirt
10. j. trousers

**Treatment 2**

Lesson Plan (for experimental group)

Subject              : English
Topic                : Parts of the Body
Language component : Vocabulary
Educational Level   : Elementary School
Grade/ Semester    : II/ II
Time Allocation     : 2 x 35 minutes

A. COMPETENCE:
1. Basic Competence:
   Students are able to comprehend the parts of the body in English
2. Achievement Indicators:
   Students are able to identify the parts of the body by touching their parts of their body depends on the teacher's instruction
   Students are able to answer "writing the name of the body parts" exercise

B. LEARNING MATERIALS: (See Students' Worksheet)

C. TECHNIQUES:
   Direct command
   Role Reversal

D. TEACHING AND LEARNING ACTIVITIES: (see the following page)

E. ASSESSMENT:
   Students are asked to identify the parts of their body, and answer "writing the name of the body parts" exercise

F. REFERENCES:
   Suyanto, Kasihani K.E., Sri Rachmajanti, and Lestari Rahayu. 2007. *Learning by Doing 2: Buku Pelajaran Bahasa Inggris untuk SD*. Bandung: Grafindo Media Pratama.
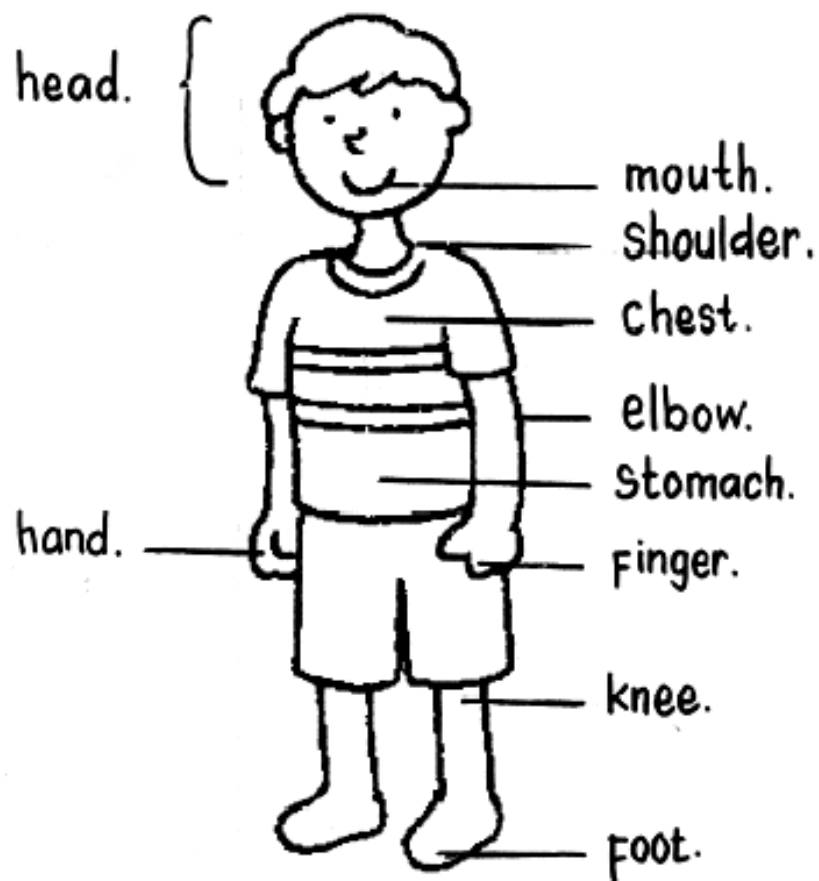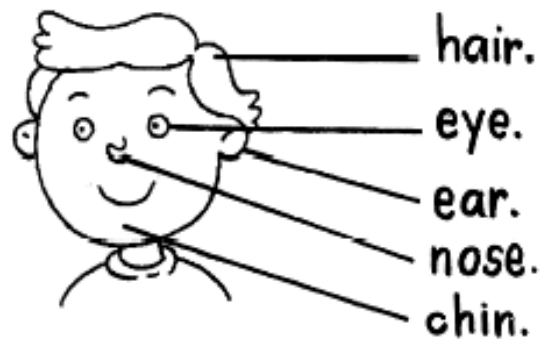   Pictures are taken from Picture Dictionary by Miss Gaby

Teaching and learning activities

| Stages | Activities | | Time allocation |
|---|---|---|---|
| | Teacher | Students | |
| Pre teaching activities | ▪ Greets the students | ▪ Respond the greeting | 1' |
| | ▪ Asks triggering questions related with the topic | ▪ Answer the triggering questions | 3' |
| | ▪ Tells the students that they are going to learn about parts of the body | ▪ Listen to the teacher's explanation | 1' |
| | ▪ Writes the topic "Parts of the Body" on the white board | ▪ See the topic written on the white board | 1' |
| Whilst teaching activities | ▪ Demonstrates parts of the body by touching her own body and pronouncing the vocabulary | ▪ Pay attention to the teacher's explanation | 2' |
| | ▪ Asks the students to touch their body parts depend on the teacher's instruction | ▪ Touch their body parts based on the teacher's instruction | 3' |
| | ▪ Repeats the action above three times | ▪ Touch their body parts based on the teacher's instruction | 6' |
| | ▪ Divides the students into groups according to the row where they sit | ▪ Sit nicely on their seats | 3' |
| | ▪ Asks each group to have a representative | ▪ Choose the representative | 2' |
| | ▪ Whispers at least four vocabularies of body parts to the representative of a group then asks him/her to perform the words by touching his/her body parts while other members guess the name of the body parts | ▪ Listen to the teacher and guess the parts of the body which are touched by the representative | 5' |
| | ▪ Repeats the step above until each group has its turn | ▪ Listen to the teacher and guess the parts of the body which are touched by the representative | 9' |

| Post teaching activities | ▪ Distributes the handouts to the students | ▪ Get the handouts | 2' |
|---|---|---|---|
| | ▪ Reviews the lesson by reading the handout loudly | ▪ Read the handout silently | 5' |
| | ▪ Distributes the students' worksheets | ▪ Get the worksheets | 2' |
| | ▪ Asks the students to do the exercise | ▪ Do the exercise individually | 15' |
| | ▪ Checks the answer together | ▪ Correct their mistakes | 10' |

Lesson Plan (for control group)

Subject                : English
Topic                   : Parts of the Body
Language component : Vocabulary
Educational Level  : Elementary School
Grade/ Semester     : II/ II
Time Allocation     : 2 x 35 minutes

A. COMPETENCE:
1. Basic Competence:
Students are able to comprehend the parts of the body in English
2. Achievement Indicators:
Students are able to memorize the parts of the body in English
Students are able to write the name of the body parts
Students are able to answer "writing the name of the body parts" exercise

B. LEARNING MATERIALS: (See Students' Worksheet)

C. TECHNIQUES:
Word list
Memorization

D. TEACHING AND LEARNING ACTIVITIES: (see the following page)

E. ASSESSMENT:
Students are asked to memorize the parts of the body, and answer "writing the name of the body parts" exercise

F. REFERENCES:
Suyanto, Kasihani K.E., Sri Rachmajanti, and Lestari Rahayu. 2007. *Learning by Doing 2: Buku Pelajaran Bahasa Inggris untuk SD*. Bandung: Grafindo Media Pratama.
Pictures are taken from Picture Dictionary by Miss Gaby

Teaching and learning activities

| Stages | Activities | | Time allocation |
|---|---|---|---|
| | Teacher | Students | |
| Pre teaching activities | ▪ Greets the students | ▪ Respond the greeting | 1' |
| | ▪ Asks triggering questions related with the topic | ▪ Answer the triggering questions | 3' |
| | ▪ Tells the students that they are going to learn the parts of the body in English | ▪ Listen to the teacher's explanation | 1' |
| | ▪ Writes the topic "Parts of the body" on the white board | ▪ See the topic written on the white board | 1' |
| Whilst teaching activities | ▪ Gives the students a word list of parts of the body by writing it on the white board | ▪ Sit nicely until the teacher finishes to write the wordlist on the white board | 3' |
| | ▪ Asks the students to copy the wordlist | ▪ Copy the wordlist | 5' |
| | ▪ Reads aloud the wordlist | ▪ Listen to the teacher carefully | 2' |
| | ▪ Asks the students to read the wordlist loudly | ▪ Read the wordlist loudly together | 4' |
| | ▪ Asks the students to memorize the wordlist | ▪ Memorize the wordlist | 10 |
| | ▪ Erases the translation of parts of the body | ▪ Still memorize the wordlist | 5' |
| | ▪ Asks the students to read the name of body parts and translate it in Indonesian | ▪ Read the name of body parts with its translation | 2' |
| | ▪ Repeat the activity above twice | ▪ Read the name of body parts with its translation twice | 4' |
| Post teaching activities | ▪ Reviews the lesson by reading the wordlist loudly | ▪ Read the wordlist silently | 3' |
| | ▪ Distributes the students' worksheets | ▪ Get the worksheets | 1' |
| | ▪ Asks the students to do the exercise | ▪ Do the exercise individually | 15' |
| | ▪ Checks the answer together | ▪ Correct their mistakes | 10' |

## PARTS OF THE BODY

hair.
eye.
ear.
nose.
chin.

head.

mouth.
Shoulder.
Chest.
elbow.
Stomach.
Finger.

hand.

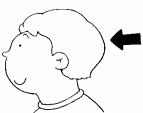knee.

Foot.

**STUDENT'S WORDLIST (CONTROL GROUP)**
## PARTS OF THE BODY

1.  Hair      : rambut.

2.  Eye      : mata.

3.  Nose      : hidung.

4.  Chin      : dagu.

5.  Head      : kepala.

6.  Ear      : telinga.

7.  Mouth      : mulut.

8.  Shoulder      : bahu.

9.  Chest      : dada.

10. Elbow      : siku tangan.

11. Stomach      : perut.

12. Hand      : tangan.

13. Finger      : jari tangan.

14. Knee      : lutut.

15. Foot      : kaki.

**STUDENT'S WORKSHEET**

**Write the name of these body parts.**

1.            h _ _ _

2.            f _ _ _

3.            s _ _ _ _ _ _ _

4.            k _ _ _

5.            e _ _

6.            e _ _ _ _

7.            e _ _

8.            f _ _ _ _ _

9.            h _ _ _

10.           n _ _ _

**ANSWER SHEET**

1. hand
2. foot
3. shoulder
4. knee
5. ear
6. elbow
7. eye
8. finger
9. hair
10. nose

**Treatment 3**

Lesson Plan (for experimental group)

Subject : English
Topic : Action Words (Present Simple)
Language component : Vocabulary
Educational Level : Elementary School
Grade/ Semester : II/ II
Time Allocation : 2 x 35 minutes

A. COMPETENCE:
   1. Basic Competence:
      Students are able to comprehend the meaning of action words in English
   2. Achievement Indicators:
      Students are able to act out the action words and phrases
      Students are able to write the action words

B. LEARNING MATERIALS: (See Students' Worksheet)

C. TECHNIQUES:
   Direct command
   Role Reversal

D. TEACHING AND LEARNING ACTIVITIES: (see the following page)

E. ASSESSMENT:
   Students are asked to act out the action words, and answer "filling the blanks with the correct action words" exercise

F. REFERENCES:
   Herrera, Mario, Barbara Hojel. 1998. *Balloons: Teacher's Edition 1*. New York: Addison Wesley Longman
   Herrera, Mario, Barbara Hojel. 1998. *Balloons: Teacher's Edition 2*. New York: Addison Wesley Longman
   Pictures are taken from Picture Dictionary by Miss Gaby

Teaching and learning activities

| Stages | Activities | | Time allocation |
| --- | --- | --- | --- |
| | Teacher | Students | |
| Pre teaching activities | ▪ Greets the students<br>▪ Asks triggering questions related with the topic<br>▪ Tells the students that they are going to learn about action words (present simple form)<br>▪ Writes the topic "Action Words" on the white board | ▪ Respond the greeting<br>▪ Answer the triggering questions<br>▪ Listen to the teacher's explanation<br>▪ See the topic written on the white board | 1'<br><br>3'<br><br><br>1'<br><br><br><br>1' |
| Whilst teaching activities | ▪ Acts out the action words and pronounces the vocabulary<br>▪ Asks the students to imitate her actions<br>▪ Repeats the action above three times<br>▪ Divides the students into groups according to the row where they sit<br>▪ Asks each group to have a representative<br>▪ Whispers at least two vocabularies of action words to the representative of a group then asks him/her to perform the words by acting out<br>▪ Repeats the step above until each group has its turn | ▪ Pay attention to the teacher's explanation<br>▪ Imitate the teacher's actions<br>▪ Acts out based on the teacher's instructions<br>▪ Sit nicely on their seats<br>▪ Choose the representative<br>▪ Listen to the teacher and guess the action words which are acted out by the representative<br>▪ Listen to the teacher and guess the action words which are acted out by the representative | 2'<br><br><br>3'<br><br>6'<br><br>3'<br><br><br>2'<br><br>5'<br><br><br><br><br><br>9' |
| Post teaching activities | ▪ Distributes the handouts to the students<br>▪ Reviews the lesson by reading the handout loudly | ▪ Get the handouts<br>▪ Read the handout silently | 2'<br><br>5' |

| | | | |
|---|---|---|---|
| | ▪ Distributes the students' worksheets | ▪ Get the worksheets | 2' |
| | ▪ Asks the students to do the exercise | ▪ Do the exercise individually | 15' |
| | ▪ Checks the answer together | ▪ Correct their mistakes | 10' |

Lesson Plan (for control group)

Subject            : English
Topic              : Action Words (Present Simple)
Language component : Vocabulary
Educational Level  : Elementary School
Grade/ Semester    : II/ II
Time Allocation    : 2 x 35 minutes

A.  COMPETENCE:
    1.  Basic Competence:
        Students are able to comprehend the meaning of action words
    2.  Achievement Indicators:
        Students are able to memorize the action words and phrases
        Students are able to write the action words

B.  LEARNING MATERIALS: (See Students' Worksheet)

C.  TECHNIQUES:
    Word list
    Memorization

D.  TEACHING AND LEARNING ACTIVITIES: (see the following page)

E.  ASSESSMENT:
    Students are asked to memorize the action words, and answer "filling the blanks with the correct action words" exercise

F.  REFERENCES:
    Herrera, Mario, Barbara Hojel. 1998. *Balloons: Teacher's Edition 1*. New York: Addison Wesley Longman
    Herrera, Mario, Barbara Hojel. 1998. *Balloons: Teacher's Edition 2*. New York: Addison Wesley Longman
    Pictures are taken from Picture Dictionary by Miss Gaby

Teaching and learning activities

| Stages | Activities | | Time allocation |
|---|---|---|---|
| | Teacher | Students | |
| Pre teaching activities | ▪ Greets the students | ▪ Respond the greeting | 1' |
| | ▪ Asks triggering questions related with the topic | ▪ Answer the triggering questions | 3' |
| | ▪ Tells the students that they are going to learn the action words | ▪ Listen to the teacher's explanation | 1' |
| | ▪ Writes the topic "Action Words" on the white board | ▪ See the topic written on the white board | 1' |
| Whilst teaching activities | ▪ Gives the students a word list of parts of action words by writing it on the white board | ▪ Sit nicely until the teacher finishes to write the wordlist on the white board | 3' |
| | ▪ Asks the students to copy the wordlist | ▪ Copy the wordlist | 5' |
| | ▪ Reads aloud the wordlist | ▪ Listen to the teacher carefully | 2' |
| | ▪ Asks the students to read the wordlist loudly | ▪ Read the wordlist loudly together | 4' |
| | ▪ Asks the students to memorize the wordlist | ▪ Memorize the wordlist | 10 |
| | ▪ Erases the translation of action words | ▪ Still memorize the wordlist | 5' |
| | ▪ Asks the students to read the name of action words and translate it in Indonesian | ▪ Read the action words with its translation | 2' |
| | ▪ Repeat the activity above twice | ▪ Read the action words with its translation twice | 4' |
| Post teaching activities | ▪ Reviews the lesson by reading the wordlist loudly | ▪ Read the wordlist silently | 3' |
| | ▪ Distributes the students' worksheets | ▪ Get the worksheets | 1' |
| | ▪ Asks the students to do the exercise | ▪ Do the exercise individually | 15' |
| | ▪ Checks the answer together | ▪ Correct their mistakes | 10' |

## ACTION WORDS

1.      swim

2.      read

3.      listen

4.      write

5.      throw

6.      wash
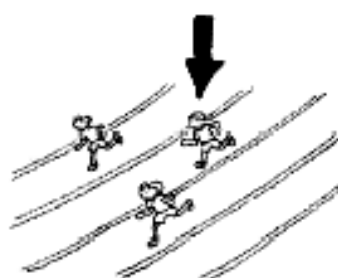
7. run

8. walk

**STUDENT'S WORDLIST (CONTROL GROUP)**

## ACTION WORDS

1. swim          : berenang.
2. read          : membaca.
3. listen        : mendengarkan.
4. write         : menulis.
5. throw         : melempar.
6. wash          : mencuci.
7. run           : berlari.
8. walk          : berjalan.

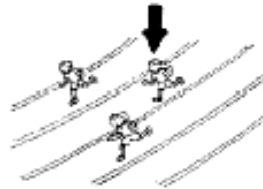## STUDENT'S WORKSHEET

**Fill in the blanks with the correct answers in the cloud.**

1. I _____ .

2. I _____ to the teacher.

3. I _____ .

4. I _____ my hands.
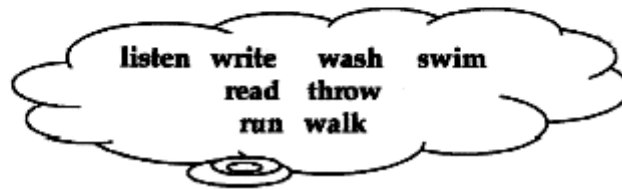
5. I _____ a paper.

6. I _____ a book.

7. I _____ a letter.

8.          I _____ around the school.

listen   write    wash    swim
read   throw
run   walk

**ANSWER SHEET**

1. swim
2. listen
3. run
4. wash
5. throw
6. read
7. write
8. walk

# APPENDIX 7

# PRETEST, POSTTEST AND GAIN SCORES

| No | Experimental Group | | | Control Group | | |
|---|---|---|---|---|---|---|
| | Pretest | Posttest | Gain | Pretest | Posttest | Gain |
| 1 | 49 | 60 | 11 | 8 | 35 | 27 |
| 2 | 55 | 82 | 27 | 25 | 40 | 15 |
| 3 | 13 | 38 | 25 | 50 | 69 | 19 |
| 4 | 56 | 86 | 30 | 86 | 100 | 14 |
| 5 | 56 | 88 | 32 | 33 | 61 | 28 |
| 6 | 48 | 92 | 44 | 15 | 17 | 2 |
| 7 | 51 | 47 | -4 | 74 | 92 | 18 |
| 8 | 69 | 84 | 15 | 29 | 56 | 27 |
| 9 | 37 | 98 | 61 | 56 | 72 | 16 |
| 10 | 61 | 85 | 24 | 49 | 66 | 17 |
| 11 | 55 | 82 | 27 | 63 | 56 | -7 |
| 12 | 80 | 73 | -7 | 46 | 63 | 17 |
| 13 | 49 | 96 | 47 | 62 | 29 | -33 |
| 14 | 51 | 64 | 13 | 26 | 12 | -14 |
| 15 | 66 | 84 | 18 | 16 | 61 | 45 |
| 16 | 19 | 12 | -7 | 31 | 66 | 35 |
| 17 | 66 | 76 | 10 | 47 | 39 | -8 |
| 18 | 68 | 100 | 32 | 29 | 39 | 10 |
| 19 | 74 | 100 | 26 | 34 | 68 | 34 |
| 20 | 63 | 92 | 29 | 12 | 55 | 43 |
| 21 | 47 | 84 | 37 | 34 | 61 | 27 |
| 22 | 48 | 88 | 40 | 63 | 80 | 17 |
| 23 | 37 | 100 | 63 | 49 | 28 | -21 |
| 24 | 68 | 74 | 6 | 22 | 84 | 62 |
| 25 | 76 | 66 | -10 | 51 | 70 | 19 |
| 26 | 48 | 80 | 32 | 10 | 66 | 56 |
| 27 | 56 | 88 | 32 | 54 | 87 | 33 |
| 28 | 86 | 92 | 6 | 58 | 67 | 9 |
| 29 | 12 | 66 | 54 | 5 | 55 | 50 |
| 30 | 55 | 76 | 21 | 66 | 78 | 12 |
| | **1619** | **2353** | **734** | **1203** | **1772** | **569** |

| | 53.96 | 78.43 | 24.46 | 40.1 | 59.06 | 18.96 |
|---|---|---|---|---|---|---|

# APPENDIX 8

# THE CALCULATION OF GAIN SCORE

**Group Statistics**

| | CLASS | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| SCORE | E | 30 | 24,4667 | 19,1180 | 3,4905 |
| | C | 30 | 18,9667 | 21,7834 | 3,9771 |

**Independent Samples Test**

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | 95% Confidence Interval of the Difference | |
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | Lower | Upper |
| SCORE | Equal variances assumed | ,115 | ,735 | 1,039 | 58 | ,303 | 5,5000 | 5,2915 | -5,0922 | 16,0922 |
| | Equal variances not assumed | | | 1,039 | 57,039 | ,303 | 5,5000 | 5,2915 | -5,0960 | 16,0960 |

T-observation is 1,039.

T-table is 1,697.

There is no significant difference, because t-observation < t-table.