APPENDIX 1

Table 1
THE CALCULATION OF TAKING GROUPS AS THE SAMPLE OF THE EXPERIMENT

The sample students' scores based on their latest summative scores

NO	CLASS IA	CLASS IB	CLASS IC	TOTAL
1	100	92	100	
2	55	96	98	
3	100	90	99,5	
4	100	100	99,5	
5	100	96	98	
6	100	100	100	
7	90	100	90	
8	100	72	100	
9	100	100	100	
10	100	100	75	
11	75	96	100	
12	100	100	90	
13	65	92	98	
14	100	100	100	
15	93	99	40	
16	99	86	100	
17	100	100	97	
18	94	100	89	
19	100	96	100	
20	98	92	100	
21	90	92	98	
22	100	96	100	
23	96	100	96	
24	82	96	100	
25	100	88	98	
26	100	94	100	
27	100	100	92	
28	100	100	100	
29	100	92	90	
30	96	92	99,5	
31	100	100	99,5	
32	98	100	97	
33	97	92	99	
34	97	99	100	
35	100	90	100	
36	100	100	100	

	CLASS IA	CLASS IB	CLASS IC	TOTAL
J (sum)	**3425**	**3438**	**3443**	**10306**
J^2	**11730625**	**11819844**	**11854249**	**35404718**
Mean	**95,1388**	**95,5**	**95,6388**	**-**
Variance	**8899,69**	**8898,69**	**9002,93**	**26801,31**
n	**36**	**36**	**36**	**108**

n : Number of students in each group = 36
N : The total number of students in all groups = 108
K : Number of groups = 3

ANOVA TABLE

Source of variation	Sum of Squares (SS)	dF	Mean of Square (MS)	f calculation	f critical (table)
Between groups (Py)	4,795	2	2,3975	0,02812518	3,07
Within groups (Ey)	8950, 612	105	85,2439		
Total	8955,407	107	87,6414		

$$dF(betweengroups) = K - 1 = 2$$
$$dF(withingroups) = \sum(n-1) = (n_A - 1) + (n_B - 1) + (n_C - 1) = 105$$

$$CF = \frac{J^2 total}{Ntotal} = \frac{(10306)^2}{108} = 983459{,}593$$

$$SS(betweengroups) = \left(\frac{\left(\sum {x_A}^2\right)}{n_A} + \frac{\left(\sum {x_B}^2\right)}{n_B} + \frac{\left(\sum {x_C}^2\right)}{n_C} \right) - CF = 4{,}795$$
$$SS(total) = \left(\sum {x_A}^2 + \sum {x_B}^2 + \sum {x_C}^2\right) - CF = 8955{,}407$$

$$MS(betweengroups) = \frac{SS(Py)}{dF(Py)} = \frac{4{,}795}{2} = 2{,}3975$$

$$MS(withingroups) = \frac{SS(Ey)}{dF(Ey)} = \frac{8950{,}612}{105} = 85{,}2439$$

$$f_{calculation} = \frac{MS(Py)}{MS(Ey)} = 0{,}02812518$$

Note : if f calculation > f table (5%) so there is a significant difference
Hypothesis :
f calculation < f table (5%)
0,02812518 < 3,07
Because f calculation < f table (5%) so Ho is accepted
Therefore, there is no significant difference between groups.

Table 2
T-TEST TRIANGULATION CALCULATION BETWEEN THE EXPERIMENTAL GROUP AND THE CONTROL GROUP

NO	CLASS IA (Control group)	X^2	CLASS IC (Experimental group)	X^2
1	100	10000	100	10000
2	55	3025	98	9604
3	100	10000	99,5	9900,25
4	100	10000	99,5	9900,25
5	100	10000	98	9604
6	100	10000	100	10000
7	90	8100	90	8100
8	100	10000	100	10000
9	100	10000	100	10000
10	100	10000	75	5625
11	75	5625	100	10000
12	100	10000	90	8100
13	65	4225	98	9604
14	100	10000	100	10000
15	93	8649	40	1600
16	99	9801	100	10000
17	100	10000	97	9409
18	94	8836	89	7921
19	100	10000	100	10000
20	98	9604	100	10000
21	90	8100	98	9604
22	100	10000	100	10000
23	96	9216	96	9216
24	82	6724	100	10000
25	100	10000	98	9604
26	100	10000	100	10000
27	100	10000	92	8464
28	100	10000	100	10000
29	100	10000	90	8100
30	96	9216	99,5	9900,25
31	100	10000	99,5	9900,25
32	98	9604	97	9409
33	97	9409	99	9801
34	97	9409	100	10000
35	100	10000	100	10000
36	100	10000	100	10000
Total (Σ)	3425	329543	3443	333366
$(\Sigma x)^2$	11730625	-	11854249	-
Mean	95,1388		95,6388	
n	36		36	

1. Ha: μA > μB : There is a significant difference between the groups
   Ho: μA = μB : There is no significant difference between the groups

2. dF = nA + nB – 2 = 70
   t (5%) = 1,671

3. Calculation of t-observation (τ_o):
   EXPERIMENTAL GROUP (class 1C)

$$X = \frac{\sum x}{n} = \frac{3443}{36} = 95,6388 \qquad n = 36$$

$$SD_A = \sqrt{\frac{n\sum x^2 - (\sum x)^2}{n(n-1)}} = \sqrt{\frac{12001176 - 11854249}{1260}} = 10,79$$

   CONTROL GROUP (class 1A)

$$X_B = \frac{\sum x}{n} = \frac{3425}{36} = 95,1388 \qquad n = 36$$

$$SD_B = \sqrt{\frac{n\sum x^2 - (\sum x)^2}{n(n-1)}} = \sqrt{\frac{11863548 - 11730625}{1260}} = 10,27$$

$$\tau o = \frac{X_A - X_B}{\sqrt{\frac{(n_A - 1)SD^2A + (n_B - 1)SD^2B}{n_A + n_B - 2}\left(\frac{1}{n_A} + \frac{1}{n_B}\right)}} = \frac{0,5}{\sqrt{0,585}} = 0,6537$$

   Where : X : Mean
   SD : The Standard Deviation
   n : The number of students
   Σx : The total sum of the samples' scores

4. Conclusion
   τ-obtained < τ-table (5%)
   0,6537 < 1,671
   Because τ-obtained < τ-table (5%) so Ho is accepted
   Hence there is no significant difference between both groups.
   Thus, the groups have the same level of vocabulary competence and it is valid to be used for the experiment.

Table 3
THE CALCULATION OF 1st TRY OUT TEST (Students' scoring matrix)

No	Students' number	Number of items															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
1	28																
2	26																
3	14																
4	10																
5	15																
6	18																
7	5																
8	6																
9	13																
10	19																
11	23																
12	31																
13	32																
14	11																
15	24																
16	25																
17	29																
18	33																
	Correct answer (U)	15	15	7	7	9	14	14	14	15	10	14	14	12	5	12	
19	34																
20	9																
21	30																
22	12																
23	16																
24	17																
25	21																
26	22																
27	35																
28	20																
29	36																
30	1																
31	2																
32	8																
33	27																
34	3																
35	4																
36	7																
	Correct answer (L)	4	11	3	6	1	3	8	10	9	6	10	9	12	3	6	

No	Students' number	Number of items															Total (X)
		16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
1	28																21
2	26																21
3	14																21
4	10																21
5	15																20
6	18																20
7	5																19
8	6																19
9	13																19
10	19																18
11	23																18
12	31																18
13	32																18
14	11																17
15	24																17
16	25																16
17	29																16
18	33																16
	Correct answer (U)	18	17	11	5	5	16	7	10	7	10	6	11	13	16	6	
19	34																16
20	9																15
21	30																15
22	12																14
23	16																14
24	17																14
25	21																13
26	22																13
27	35																13
28	20																12
29	36																11
30	1																11
31	2																10
32	8																10
33	27																8
34	3																8
35	4																7
36	7																5
	Correct answer (L)	16	14	6	5	4	12	2	10	2	10	3	8	1	11	4	

correct answer **wrong answer** **X = total number of correct answers**

Table 4
THE CALCULATION OF ITEM DIFFICULTY AND THE DISCRIMINATION POWER OF THE 1st TRY OUT TEST

Number of Items	Item Difficulty	Interpretation	Discrimination Power	Interpretation
1	0,53	Moderate	0,61	Good
2	0,72	Easy	0,22	Satisfactory
3	0,28	Difficult	0,22	Satisfactory
4	0,36	Moderate	0,05	Poor
5	0,28	Difficult	0,44	Good
6	0,47	Moderate	0,61	Good
7	0,61	Moderate	0,33	Satisfactory
8	0,69	Moderate	0,22	Satisfactory
9	0,67	Moderate	0,33	Satisfactory
10	0,44	Moderate	0,22	Satisfactory
11	0,67	Moderate	0,22	Satisfactory
12	0,64	Moderate	0,28	Satisfactory
13	0,67	Moderate	0	Poor
14	0,22	Difficult	0,11	Poor
15	0,50	Moderate	0,33	Satisfactory
16	0,94	Easy	0,11	Poor
17	0,86	Easy	0,17	Poor
18	0,47	Moderate	0,28	Satisfactory
19	0,28	Difficult	0	Poor
20	0,25	Difficult	0,05	Poor
21	0,78	Easy	0,22	Satisfactory
22	0,25	Difficult	0,28	Satisfactory
23	0,56	Moderate	0	Poor
24	0,25	Difficult	0,28	Satisfactory
25	0,56	Moderate	0	Poor
26	0,25	Difficult	0,17	Poor
27	0,53	Moderate	0,17	Poor
28	0,39	Moderate	0,67	Good
29	0,75	Easy	0,28	Satisfactory
30	0,28	Difficult	0,11	Poor

Item Difficulty

$$IF = \frac{N_{correct}}{N_{total}}$$

Where IF : Item Facility

$N_{correct}$: Number of pupils answering correctly
N_{total} : Number of pupils taking the test
Ru : Number of upper pupils answering correctly
R_L : Number of lower pupils answering correctly
½ N : One half of total number of pupils

Discrimination Power

$$D = \frac{Ru - R_L}{½\ N}$$

Table 5
THE CALCULATION OF THE 2nd TRY OUT TEST (Students' scoring matrix)

No	Students' number	Number of items															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
1	28																
2	26																
3	14																
4	10																
5	15																
6	18																
7	5																
8	6																
9	13																
10	19																
11	23																
12	31																
13	32																
14	11																
15	24																
16	25																
17	29																
18	33																
	Correct answer (U)	15	15	7	7	9	14	14	14	15	10	14	14	12	6	12	
19	34																
20	9																
21	30																
22	12																
23	16																
24	17																
25	21																
26	22																
27	35																
28	20																
29	36																
30	1																
31	2																
32	8																
33	27																
34	3																
35	4																
36	7																
	Correct answer (L)	4	11	3	6	1	3	8	10	9	6	10	9	12	5	6	

No	Students' number	Number of items															X
		16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
1	28																22
2	26																22
3	14																21
4	10																20
5	15																20
6	18																20
7	5																20
8	6																19
9	13																19
10	19																19
11	23																18
12	31																18
13	32																18
14	11																18
15	24																17
16	25																17
17	29																16
18	33																16
	Correct answer (U)	13	17	11	10	8	16	7	10	7	10	6	11	13	16	8	
19	34																15
20	9																15
21	30																14
22	12																14
23	16																13
24	17																13
25	21																13
26	22																12
27	35																12
28	20																11
29	36																11
30	1																11
31	2																10
32	8																10
33	27																7
34	3																7
35	4																7
36	7																5
	Correct answer (L)	8	13	6	5	3	12	2	10	2	10	2	8	1	11	4	

correct answer wrong answer X = total number of correct answers

Table 6
THE CALCULATION OF ITEM DIFFICULTY AND THE DISCRIMINATION POWER OF THE 2nd TRY OUT TEST

Number of Items	Item Difficulty	Interpretation	Discrimination Power	Interpretation
1	0,53	Moderate	0,61	Good
2	0,72	Easy	0,22	Satisfactory
3	0,28	Difficult	0,22	Satisfactory
4	0,36	Moderate	0,05	Poor
5	0,28	Difficult	0,44	Good
6	0,47	Moderate	0,61	Good
7	0,61	Moderate	0,33	Satisfactory
8	0,69	Moderate	0,22	Satisfactory
9	0,67	Moderate	0,33	Satisfactory
10	0,44	Moderate	0,22	Satisfactory
11	0,67	Moderate	0,22	Satisfactory
12	0,64	Moderate	0,28	Satisfactory
13	0,67	Moderate	0	Poor
14	0,31	Moderate	0,05	Poor
15	0,50	Moderate	0,33	Satisfactory
16	0,58	Moderate	0,28	Satisfactory
17	0,83	Easy	0,22	Satisfactory
18	0,47	Moderate	0,28	Satisfactory
19	0,42	Moderate	0,28	Satisfactory
20	0,30	Moderate	0,28	Satisfactory
21	0,78	Easy	0,22	Satisfactory
22	0,25	Difficult	0,28	Satisfactory
23	0,56	Moderate	0	Poor
24	0,25	Difficult	0,28	Satisfactory
25	0,56	Moderate	0	Poor
26	0,22	Difficult	0,22	Satisfactory
27	0,53	Moderate	0,17	Poor
28	0,39	Moderate	0,67	Good
29	0,75	Easy	0,28	Satisfactory
30	0,33	Moderate	0,22	Satisfactory

Item Difficulty

$$IF = \frac{N_{correct}}{N_{total}}$$

Where IF : Item Facility
$N_{correct}$: Number of pupils answering correctly
N_{total} : Number of pupils taking the test
Ru : Number of upper pupils answering correctly
R_L : Number of lower pupils answering correctly
½ N : One half of total number of pupils

Discrimination Power

$$D = \frac{Ru - R_L}{½\ N}$$

Table 7
THE CALCULATION OF RELIABILITY KR-21 FROM THE 2nd TRY OUT

No	X	X^2
1	22	484
2	22	484
3	21	441
4	20	400
5	20	400
6	20	400
7	20	400
8	19	361
9	19	361
10	19	361
11	18	324
12	18	324
13	18	324
14	18	324
15	17	289
16	17	289
17	16	256
18	16	256
19	15	225
20	15	225
21	14	196
22	14	196
23	13	169
24	13	169
25	13	169
26	12	144
27	12	144
28	11	121
29	11	121
30	11	121
31	10	100
32	10	100
33	7	49
34	7	49
35	7	49
36	5	25
Total (Σ)	540	8850
n	36	
Mean	15	
Variance	239,00463	

$$\text{Mean (M)} = \frac{\Sigma x}{n} = \frac{540}{36} = 15$$

$$\text{Variance (V)} = \frac{\Sigma x^2}{n} - \Sigma x^2/n$$

$$= 8850 - \frac{245,833333}{36}$$

$$= 239,00463$$

KR-21 FORMULA

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

$$= \frac{30}{}\left(1 - \frac{15\,(30-15)}{7170,1389}\right)$$

$$= 1,03\ (1 - 0,03138015)$$

$$= 0,997$$

Where r : reliability
n : number of subjects
V : variance
K : number of items
M : mean

Table 8
THE CALCULATION OF POST TEST SCORES

NO	Experimental Group (IC)		Control Group (IA)	
	X_A	X^2A	X_C	X^2C
1	28	784	16	256
2	23	529	15	225
3	27	729	16	256
4	26	676	23	529
5	25	625	16	256
6	22	484	20	400
7	28	784	24	576
8	21	441	8	64
9	23	529	15	225
10	25	625	17	289
11	24	576	20	400
12	23	529	20	400
13	28	784	21	441
14	27	729	20	400
15	26	676	19	361
16	29	841	8	64
17	20	400	10	100
18	14	196	15	225
19	30	900	15	225
20	25	625	21	441
21	20	400	17	289
22	17	289	16	256
23	29	841	20	400
24	29	841	19	361
25	22	484	22	484
26	30	900	17	289
27	15	225	19	361
28	29	841	23	529
29	28	784	20	400
30	23	529	10	100
31	29	841	12	144
32	28	784	12	144
33	30	900	13	169
34	28	784	14	196
35	29	841	25	625
36	16	256	20	400
Total	896	23002	618	11280
Mean	24,8888	-	17,1666	-
SD	4,4770	-	4,3784	-
N	36	-	36	-

TEST OF HYPOTHESIS

1. Ha: μA > μB : There is a significant difference between the groups
   Ho: μA = μB : There is no significant difference between the groups

2. dF = nA + nB – 2 = 70
   t (5%) = 1,671

3. Calculation of t-observation (τ_o):
   EXPERIMENTAL GROUP

$$X_A = \frac{\sum x}{n} = 24{,}8888 \qquad n = 36$$

$$SD_A = \sqrt{\frac{n\sum x^2 - (\sum x)^2}{n(n-1)}} = 4{,}4770$$

   CONTROL GROUP

$$X_B = \frac{\sum x}{n} = 17{,}1666 \qquad n = 36$$

$$SD_B = \sqrt{\frac{n\sum x^2 - (\sum x)^2}{n(n-1)}} = 4{,}3784$$

$$\tau o = \frac{X_A - X_B}{\sqrt{\frac{(n_A-1)SD^2A + (n_B-1)SD^2B}{n_A + n_B - 2}\left(\frac{1}{n_A} + \frac{1}{n_B}\right)}} = 5{,}2972$$

   Where : X : Mean
   SD : The Standard Deviation
   n : The number of students
   Σx : The total sum of the samples' scores

4. Conclusion
   τ-obtained > τ-table (5%)
   5,2972 > 1,671
   Because τ-obtained > τ-table (5%) so Ha is accepted
   Hence there is a significant difference between both groups and that group C (experimental group) is greater.
   It meant that the experimental group achievement (class 1C) is higher than the control group achievement (class 1A).

APPENDIX 2

LESSON PLAN

Experimental Group

Subject : English
Topic : Fruits
Language component : Vocabulary
Time allocation : 1 X 30'
Meeting : I

Basic Competence:

- Students are able to understand names of fruits

Achievement Indicators:

- Students are able to mention the names of fruits based on the pictures shown by the teacher orally
- Students are able to guess the names of the fruits based on the clue(s) given by the teacher
- Students are able to guess the names of the fruits based on their friends' drawing

Teaching Learning activities:

	Teacher	Students	Time allocation
Pre activities	Greets the students	Respond to the teacher's greeting	2 minutes
	Gives triggering questions about students' favorite fruits	Answer teacher's questions	3 minutes
Whilst activities	Introduces the names of fruits using flashcards	Listen to the teacher	5 minutes
	Asks students to give the names of the fruits based on the pictures shown by the teacher	Give the answer	3 minutes
	Asks some students to highlight certain fruits given by the teacher and others try to guess them	Some students draw the pictures and others try to guess the names of the fruits	8 minutes
	Sticks the picture on the board and starts playing a guessing game	Listen to the teacher	1 minute

	Gives some clues about certain fruits and asks students to try to guess the names of the fruits	Listen and try to guess the name of the fruit	4 minutes
Post activities	Reviews the names of the fruits using flashcards	Listen to the teacher	3 minutes
	Says good bye	Say good bye	1 minute

Materials:

- Flash cards of coloured fruits
- Whiteboard
- Marker

References:

www.google.com

STUDENT'S WORKSHEET

Note: The teacher does not give any worksheet to the students to keep the class concentration in track. Teacher keeps the interaction between her and the students by asking questions. The questions are listed below.

Pre activities

- Do you like fruits?
- What fruits do you know?

Whilst activities

- (Teacher shows each picture of the fruits to the students and asks them to name it)
  "What is this picture?" (orange)
  "What is this picture?" (apple)
  "What is this picture?" (mangosteen)
  "What is this picture?" (grape)
  "What is this picture?" (lemon)
  "What is this picture?" (tomato)
  "What is this picture?" (strawberry)
  "What is this picture?" (cherry)
  "What is this picture?" (jackfruit)
  "What is this picture?" (pineapple)
  "What is this picture?" (star fruit)
- (Teacher asks certain students to highlight certain fruits on the board and other students try to guess them) – Teacher tells the instruction by whispering
  "Highlight this picture (pineapple)"
  "Highlight this picture (orange)"
  "Highlight this picture (tomato)"
  "Highlight this picture (grape)"
  "Highlight this picture (lemon)"
  "Highlight this picture (cherry)"
  "Highlight this picture (apple)"

- (Teacher chooses some students to come in front and pick up the picture mentioned by the teacher)
  "Which picture is jackfruit?"
  "Which picture is star fruit?"
  "Which picture is grape?"
  "Which picture is tomato?"
  "Which picture is lemon?"
  "Which picture is mangosteen?"
  "Which picture is pineapple?"
  "Which picture is strawberry?"

Post activities

- I am big. I am sweet. I am green outside and red inside. What am I?
- I am small. I am red. I am sweet. I am on a cake. What am I?
- I am big. I am yellow. I have sharp hair. My hair is green. What am I?
- I am small. I am round. My color is orange. What am I?
- I am small. I am sweet. My color is purple. What am I?

TEACHER'S NOTE

A. BASIC COMPETENCE

Students are able to understand names of fruits

B. TEACHING-LEARNING ACTIVITIES

Pre activities

- Greets the students
  - Good morning, students!
  - How are you today?
- Gives triggering questions
  - Do you like fruits?
  - What fruits do you know?

Whilst activities

- Introduces names of fruits to the students using flash cards
  - "Students, today we will learn about some fruits. First of all, I want you to just see the pictures, listen and then repeat after me. Ready?"

    (Teacher shows the pictures and asks the students to repeat after her in mentioning the names of the fruits shown – apple, orange, grape, pineapple, mangosteen, lemon, strawberry, cherry, tomato, jackfruit, star fruit)
- Asks students to give the names of the fruit based on the picture shown
  - "Students, now I want you to pay attention to the pictures I'm going to show you. I will turn over the cards and your job is to mention the names of the fruits you see. Ready?"

    (Teacher turns over the cards and students mention the names of the fruits they see – orange, apple, mangosteen, grape, lemon, tomato, strawberry, cherry, jackfruit, pineapple, and star fruit)
- Asks certain students to highlight fruits on the whiteboard and others try to guess them.

- "Students, now I will choose some of you to come in front and highlightt some unclear fruits on the whiteboard. Others try to guess what the fruits are. Ready?"

  (Teacher chooses some students and asks them to draw the fruits on the whiteboard while other students try to guess them. Students are asked to draw pineapple, orange, tomato, grape, lemon, cherry, and apple)

- Asks certain students to pick up the right fruit based on the teacher's instruction
  - "Students, now I will choose some of you to come in front and pick up the picture I want. Ready?"

    (Teacher asks some students to come in front and pick up the picture asked by the teacher – the fruits are jackfruit, star fruit, grape, tomato, lemon, mangosteen, pineapple, and strawberry)

Post activities

- Plays a guessing game
  - I am big. I am sweet. I am green outside and red inside. What am I?
    (A watermelon)
  - I am small. I am red. I am sweet. I am on a cake. What am I?
    (A cherry)
  - I am big. I am yellow. I have sharp hair. My hair is green. What am I?
    (A pineapple)
  - I am small. I am round. My color is orange. What am I?
    (An orange)
  - I am small. I am sweet. My color is purple. What am I?
    (A grape)
- Reviews the names of the fruits using flash cards – (apple, orange, grape, pineapple, mangosteen, lemon, strawberry, cherry, tomato, jackfruit, star fruit)

LESSON PLAN

Experimental Group

Subject : English
Topic : Animals
Language component : Vocabulary
Time allocation : 1 X 30'
Meeting : II

Basic Competence:

- Students are able to understand names of animals

Achievement Indicators:

- Students are able to mention the names of animals based on the pictures shown by the teacher orally
- Students are able to guess the names of the animals based on the clue(s) given by the teacher
- Students are able to guess the names of the animals based on their friends' drawing

Teaching Learning activities:

	Teacher	Students	Time allocation
Pre activities	Greets the students	Respond to the teacher's greeting	2 minutes
	Gives triggering questions about animals in the forest and in the sea	Answer teacher's questions	3 minutes
Whilst activities	Introduces the names of the sea animals and forest animals using flashcards	Listen to the teacher	5 minutes
	Asks students to give the names of the sea animals and forest animals based on the pictures shown by the teacher	Give the answer	3 minutes
	Asks some students to highlight certain animals given by the teacher and others try to guess them	Some students draw the pictures and others try to guess the names of the animals	8 minutes
	Sticks the picture on the board and starts playing	Listen to the teacher	1 minute

	a guessing game		
	Gives some clues about certain animals and asks students to try to guess the names of the animals	Listen and try to guess the names of the animals	4 minutes
Post activities	Reviews the names of the animals using flashcards	Listen to the teacher	3 minutes
	Says good bye	Say good bye	1 minute

Materials:

- Flash cards of coloured animals in the sea and in the forest
- Whiteboard
- Marker

References:

www.google.com

STUDENT'S WORKSHEET

Note: The teacher does not give any worksheet to the students to keep the class concentration in track. Teacher keeps the interaction between her and the students by asking questions. The questions are listed below.

Pre activities

- What sea animals do you know?
- What forest animals do you know?

Whilst activities

- (Teacher shows each picture of the animals to the students and asks them to name it)
  "What is this picture?" (tiger)
  "What is this picture?" (giraffe)
  "What is this picture?" (lion)
  "What is this picture?" (seahorse)
  "What is this picture?" (polar bear)
  "What is this picture?" (shark)
  "What is this picture?" (deer)
  "What is this picture?" (whale)
  "What is this picture?" (rhino)
  "What is this picture?" (spider)
  "What is this picture?" (elephant)
- (Teacher asks certain students to highlight certain fruits given by the teacher and other students try to guess them) – Teacher tells the instruction by whispering
  "Highlight this picture (polar bear)"
  "Highlight this picture (seahorse)"
  "Highlight this picture (whale)"
  "Highlight this picture (spider)"
  "Highlight this picture (elephant)"
  "Highlight this picture (lion)"
  "Highlight this picture (giraffe)"

- (Teacher chooses some students to come in front and pick up the picture mentioned by the teacher)
  "Which picture is giraffe?"
  "Which picture is tiger?"
  "Which picture is shark?"
  "Which picture is rhino?"
  "Which picture is deer?"
  "Which picture is tiger?"
  "Which picture is whale?"
  "Which picture is elephant?"

Post activities

- I am big. I have big ears. I have long nose. What am I?
- I am big. I can run fast. I have black stripes. What am I?
- I am small. I have web. I have eight legs. What am I?
- I am big. I have sharp teeth. I have long hair on my head. What am I?
- I am tall. I have brown spots. I have a long neck. What am I?

TEACHER'S NOTE

A. BASIC COMPETENCE

Students are able to understand names of animals

B. TEACHING-LEARNING ACTIVITIES

Pre activities

- Greet the students
  - Good morning, students!
  - How are you today?
- Give triggering questions
  - What sea animals do you know?
  - What forest animals do you know?

Whilst activities

- Introduces names of animals to the students using flash cards
  - "Students, today we will learn about some animals in the sea and in the forest. First of all, I want you to just see to the pictures shown, listen and repeat after me. Ready?"

    (Teacher shows the pictures of the animals and asks them to repeat after her in mentioning the names of them – shark, whale, seahorse, spider, deer, polar bear, rhino, elephant, giraffe, tiger, and lion)
- Asks students to give the names of the animals based on the picture shown by the teacher
  - "Students, now I will turn over the cards and I want you to pay attention and give the names of the animals you see. Ready?"

    (Teacher turns over the cards and students give the names of the animals they see – tiger, giraffe, lion, seahorse, polar bear, shark, deer, whale, rhino, spider, and elephant)
- Asks certain students to highlight animals given by the teacher on the whiteboard and others try to guess them

- "Students, now I will choose some of you to come in front and highlight some animals on the board. Others try to guess what animals they are. Ready?"

  (Teacher chooses some students and asks them to draw some animals asked by the teacher – polar bear, seahorse, whale, spider, elephant, lion, and giraffe)

- Asks certain students to pick up the right animal based on the teacher's instruction
  - "Students, now I will choose some of you to come in front and pick up the right animal I asked you. Ready?"

    (Teacher chooses some students to come in front and asks them to pick up the right animals – teacher asks the students to pick up giraffe, tiger, shark, rhino, deer, tiger, whale, and elephant)

Post activities

- Plays a guessing game
  - I am big. I have big ears. I have long nose. What am I?
    (An elephant)
  - I am big. I can run fast. I have black stripes. What am I?
    (A zebra)
  - I am small. I have web. I have eight legs. What am I?
    (A spider)
  - I am big. I have sharp teeth. I have long hair on my head. What am I?
    (A lion)
  - I am tall. I have brown spots. I have a long neck. What am I?
    (A giraffe)
- Reviews the names of animals using flash cards – (shark, whale, seahorse, spider, deer, polar bear, rhino, elephant, giraffe, tiger, and lion)

LESSON PLAN

Experimental Group

Subject : English
Topic : Activities
Language component : Vocabulary
Time allocation : 1 X 30'
Meeting : III

Basic Competence:

- Students are able to understand some activities

Achievement Indicators:

- Students are able to mention kinds of activities based on the pictures shown by the teacher orally
- Students are able to guess the activities performed by other students
- Students are able to perform certain activities given by the teacher in front of the class

Teaching Learning activities:

	Teacher	Students	Time allocation
Pre activities	Greets the students	Respond to the teacher's greeting	2 minutes
	Gives triggering questions about students' activities	Answer teacher's questions	3 minutes
Whilst activities	Introduces some activities using flashcards	Listen to the teacher	5 minutes
	Asks students to mention the activities based on the pictures shown by the teacher	Give the answer	3 minutes
	Gives students some examples on how to perform each activity	Pay attention on the teacher's performance	3 minutes
	Performs some activities and asks students to guess the names of the activities	Pay attention on the performance and guess the activities	5 minutes
	Asks some students to perform the activities in front and others try to	Some students perform in front and others try to guess the activities	5 minutes

	guess the names of the activities		
Post activities	Reviews the names of the activities using flashcards	Listen to the teacher	3 minutes
	Says good bye	Say good bye	1 minute

Materials:

- Flash cards of coloured activities

References:

www.google.com

STUDENT'S WORKSHEET

Note: The teacher does not give any worksheet to the students to keep the class concentration in track. Teacher keeps the interaction between her and the students by asking questions. The questions are listed below.

Pre activities

- Do you know cooking? Who likes cooking?
- Do you know dancing? Who likes dancing?

Whilst activities

- (Teacher shows each picture of activities to the students and asks them to name it)
  "What is this picture?" (swimming)
  "What is this picture?" (cooking)
  "What is this picture?" (digging)
  "What is this picture?" (watering)
  "What is this picture?" (singing)
  "What is this picture?" (dancing)
  "What is this picture?" (eating)
  "What is this picture?" (drinking)
  "What is this picture?" (sleeping)
  "What is this picture?" (running)
- (Teacher asks students to give the name of the gestures performed by the teacher)
  cooking, sleeping, eating, digging, watering, swimming, and running
  "What is this?" (cooking)
  "What is this?" (sleeping)
  "What is this?" (eating)
  "What is this?" (digging)
  "What is this?" (watering)
  "What is this?" (swimming)
  "What is this?" (running)

Post activities

- (Teacher chooses some students to come in front and perform certain gestures asked by the teacher. Other students try to guess them)

  "What is she doing?" (drinking)

  "What is she doing?" (singing)

  "What is he doing?" (dancing)

  "What is he doing?" (running)

  "What is she doing?" (sleeping)

  "What is he doing?" (watering)

  "What is she doing?" (cooking)

TEACHER'S NOTE

A. BASIC COMPETENCE

Students are able to understand names of activities

B. TEACHING-LEARNING ACTIVITIES

Pre activities

- Greets the students
  - Good morning, students!
  - How are you today?
- Give triggering questions
  - Do you know cooking? Who likes cooking?
  - Do you know dancing? Who likes dancing?

Whilst activities

- Introduces names of activities to the students using flashcards
  - "Students, today we will learn some names of activities. First, I want you to look at the pictures I will show to you, listen, and repeat after me. Ready?"

    (Teacher shows the pictures of activities to the students and asks them to repeat after her in mentioning them – cooking, eating, drinking, running, sleeping, watering, digging, singing, dancing, and swimming)
- Asks students to give the names of the activities based on the pictures shown by the teacher
  - "Students, now I will turn over the cards and I want you to pay attention and your job is to give the names of the pictures you see. Ready?"

    (Teacher turns over the cards and asks the students to give the names of the pictures they see – swimming, cooking, digging, watering, singing, dancing, eating, drinking, sleeping, and running)
- Gives some examples on how to perform the activities

- "Students, now I want you to see the body gestures of the activities in the pictures that you have seen earlier. I want you to pay attention to the gestures and try to do it with me. Ready?"

  (Teacher shows the gestures of each activity and asks the students to imitate her)

- Asks the students to give the names of activities based on the teacher's performance
  - "Students, now I want you to see the gestures that I make and you have to give the names of the activities that you see. Ready?"

    (Teacher performs some gestures of the activities and asks the students to give the name of the activity they see – cooking, sleeping, eating, digging, watering, swimming, and running)

Post activities

- Plays a guessing game (certain students are asked to perform some activities in front and others try to guess them – drinking, singing, dancing, running, sleeping, watering, and cooking)
- Reviews the names of activities using flashcards (cooking, eating, drinking, running, sleeping, watering, digging, singing, dancing, and swimming)

LESSON PLAN

Control Group

Subject : English
Topic : Fruits
Language component : Vocabulary
Time allocation : 1 X 30'
Meeting : I

Basic Competence:

- Students are able to understand names of fruits

Achievement Indicators:

- Students are able to mention the names of fruits asked by the teacher in an oral way and in a written way
- Students are able to match the names of fruits with the English translation

Teaching Learning activities:

	Teacher	Students	Time allocation
Pre Activities	Greets the students	Respond to the teacher's greeting	2 minutes
	Gives triggering questions about students' favorite fruits	Answer teacher's questions	3 minutes
Whilst activities	Introduces the names of fruits using a chart of word translations of fruits	Listen to the teacher	5 minutes
	Asks students to write the names of fruits along with the Indonesian translations in their notebooks	Write the names of fruits along with the Indonesian translations in their notebooks	5 minutes
	Asks students to answer the teacher's questions about the names of fruits given in an oral way	Give the answers orally	5 minutes
	Asks some students to do the fruit matching exercise in the chart on the board	Some students do the matching exercise on the board	5 minutes

Post activities	Reviews the names of the fruits using a chart of word translations of fruits	Listen to the teacher	4 minutes
	Says good bye	Say good bye	1 minute

Materials:

- A chart of a word translation of fruits
- A chart of fruit matching exercise
- Whiteboard
- Marker

References:

www.google.com

A chart of word translation of fruits

Strawberry = Stroberi

Pineapple = Nanas

Apple = Apel

Cherry = Ceri

Tomato = Tomat

Lemon = Lemon

Grape = Anggur

Mangosteen = Manggis

Starfruit = Belimbing

Jackfruit = Nangka

STUDENT'S WORKSHEET

Note: The teacher does not give any worksheet to the students to keep the class concentration in track. Teacher keeps the interaction between her and the students by asking questions. The questions are listed below.

Pre activities

- Do you like fruits?
- What fruits do you like best?

Whilst activities

Teacher asks students to answer the questions about fruits

- What is "mangosteen" in Indonesia?
- What is "grape" in Indonesia?
- What is "pineapple" in Indonesia?
- What is "star fruit" in Indonesia?
- What is "jackfruit" in Indonesia?
- What is "strawberry" in Indonesia?
- What is "cherry" in Indonesia?
- What is "belimbing" in English?
- What is "tomat" in English?
- What is "nangka" in English?
- What is "jeruk" in English?
- What is "manggis" in English?
- What is "apel" in English?

Teacher asks the students to do the fruit matching exercise in the chart on the board

A chart of fruit matching exercise

Stroberi	○	○	Lemon
Apel	○	○	Jackfruit
Anggur	○	○	Cherry
Tomat	○	○	Apple
Lemon	○	○	Mangosteen
Nanas	○	○	Starfruit
Ceri	○	○	Tomato
Manggis	○	○	Grape
Belimbing	○	○	Pineapple
Nangka	○	○	Strawberry

TEACHER'S NOTE

A. BASIC COMPETENCE

Students are able to understand names of fruits

B. TEACHING-LEARNING ACTIVITIES

Pre activities

- Greets the students
  - Good morning, students!
  - How are you today?
- Gives triggering questions
  - Do you like fruits?
  - What fruits do you like best?

Whilst activities

- Introduces the names of fruits to the students using a chart of word translations of fruits
  - "Students, today we will learn about some names of fruits. Please look at the chart on the board. I will read them and I want you to repeat after me. Ready?"
- Asks students to write the names of fruits along with the Indonesian translations into their notebook
  - "Students, now I want you to take out you notebooks and write these names of fruits along with the Indonesian translations in your notebook. Do it now."
- Asks students to answer the teacher's questions about fruits
  - What is "mangosteen" in Indonesia? (manggis)
  - What is "grape" in Indonesia? (anggur)
  - What is "pineapple" in Indonesia? (nanas)
  - What is "star fruit" in Indonesia? (belimbing)
  - What is "jackfruit" in Indonesia? (nangka)
  - What is "strawberry" in Indonesia? (stroberi)
  - What is "cherry" in Indonesia? (ceri)

- What is “belimbing” in English? (star fruit)
- What is “tomat” in English? (tomato)
- What is “nangka” in English? (jackfruit)
- What is “jeruk” in English? (orange)
- What is “manggis” in English? (mangosteen)
- What is ”apel” in English? (apple)

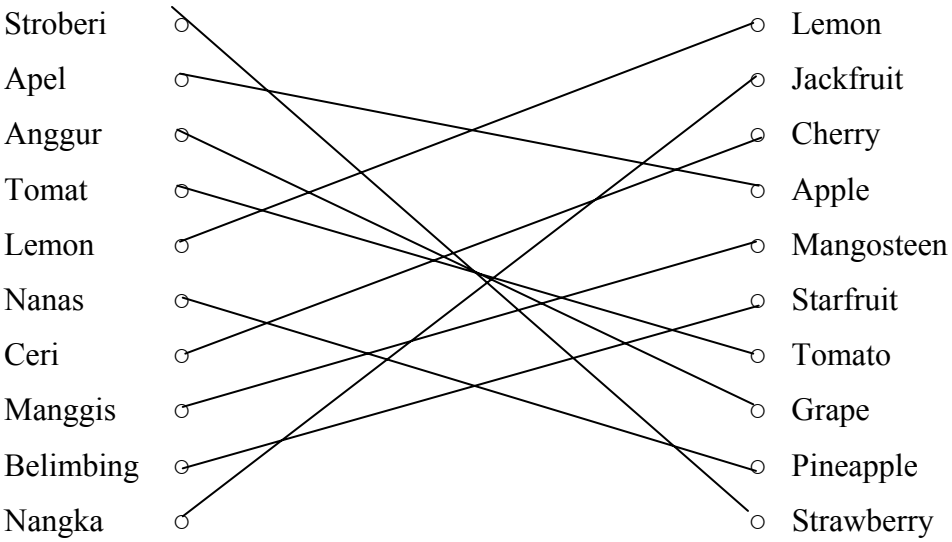
- Asks the students to do the fruit matching exercise in the chart on the board
  - “Students, now I have an exercise for you. You can see on the board that there is a chart of fruit matching exercise. I will choose some of you to come in front and do the exercise. Ready?”

Post activities

- Reviews the names of fruits using a chart of word translations of fruits

ANSWER KEY

A chart of fruit matching exercise



LESSON PLAN

Control Group

Subject : English
Topic : Animals
Language component : Vocabulary
Time allocation : 1 X 30'
Meeting : II

Basic Competence:

- Students are able to understand names of animals

Achievement Indicators:

- Students are able to answer the names of animals asked by the teacher in an oral way and in a written way
- Students are able to match the names of animals with the English translation

Teaching Learning activities:

	Teacher	Students	Time allocation
Pre Activities	Greets the students	Respond to the teacher's greeting	2 minutes
	Gives triggering questions about animals in the forest and in the sea	Answer teacher's questions	3 minutes
Whilst activities	Introduces the names of animals using a chart of word translations of animals in the sea and in the forest	Listen to the teacher	5 minutes
	Asks students to write the names of the sea and forest animals along with the Indonesian translations in their notebooks	Write the names of the sea and forest animals along with the Indonesian translations in their notebooks	5 minutes
	Asks students to answer the teacher's questions about the names of animals in an oral way	Give the answers orally	5 minutes
	Asks some students to do the animal matching exercise in the chart on the board	Some students do the matching exercise on the board	5 minutes

Post activities	Reviews names of animals using a chart of word translations of animals in the sea and in the forest	Listen to the teacher	4 minutes
	Says good bye	Say good bye	1 minute

Materials:

- A chart of word translations of animals
- A chart of animal matching exercise
- Whiteboard
- Marker

References:

www.google.com

A chart of word translations of animals

Lion = Singa

Tiger = Harimau

Giraffe = Jerapah

Elephant = Gajah

Seahorse = Kuda laut

Rhino = Badak

Whale = Paus

Deer = Rusa

Shark = Hiu

Polar bear = Beruang kutub

Laba-laba = Spider

STUDENT'S WORKSHEET

Note: The teacher does not give any worksheet to the students to keep the class concentration in track. Teacher keeps the interaction between her and the students by asking questions. The questions are listed below.

Pre activities

- Do you know some animals in the sea?
- Do you know some animals in the forest?

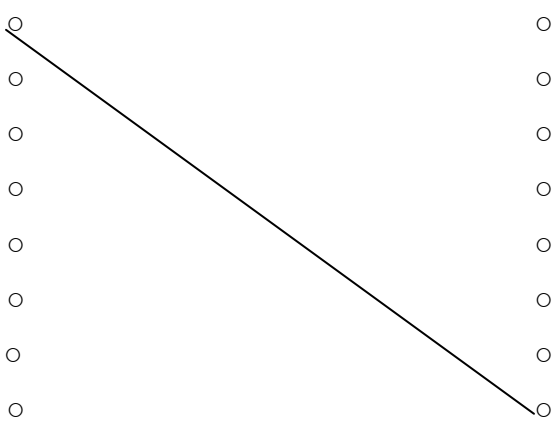
Whilst activities

Teacher asks students to answer the questions about animals

- What is "giraffe" in Indonesia?
- What is "rhino" in Indonesia?
- What is "tiger" in Indonesia?
- What is "deer" in Indonesia?
- What is "whale" in Indonesia?
- What is "lion" in Indonesia?
- What is "singa" in English?
- What is "kuda laut" in English?
- What is "beruang kutub" in English?
- What is "badak" in English?
- What is "jerapah" in English?
- What is "laba-laba" in English?
- What is "hiu" in English?

Teacher asks the students to do the animal matching exercise in the chart on the board

A chart of animal matching exercise



Jerapah	○	○ Deer
Singa	○	○ Whale
Kuda laut	○	○ Tiger
Hiu	○	○ Elephant
Badak	○	○ Lion
Paus	○	○ Seahorse
Beruang kutub	○	○ Shark
Harimau	○	○ Giraffe
Rusa	○	○ Polar bear
Gajah	○	○ Rhino
Laba-laba	○	○ Spider

TEACHER"S NOTE

A. BASIC COMPETENCE

Students are able to understand names of animals

B. TEACHING-LEARNING ACTIVITIES

Pre activities

- Greets the students
  - Good morning, students!
  - How are you today?
- Gives triggering questions
  - Do you know some animals in the sea?
  - Do you know some animals in the forest?

Whilst activities

- Introduces names of animals to the students using a chart of word translations of animals in the sea and in the forest
  - "Students, today we will learn about some names of animals in the sea and in the forest. Please look at the chart on the board. I will read them and I want you to repeat after me. Ready?"
- Asks students to write the names of animals along with the Indonesian translations into their notebook
  - "Students, now I want you to take out you notebooks and write these names of animals along with the Indonesian translations in your notebook. Do it now."
- Ask students to answer the teacher's questions about animals
  - What is "giraffe" in Indonesia? (jerapah)
  - What is "rhino" in Indonesia? (badak)
  - What is "tiger" in Indonesia? (harimau)
  - What is "deer" in Indonesia? (rusa)
  - What is "whale" in Indonesia? (paus)
  - What is "lion" in Indonesia? (singa)
  - What is "singa" in English? (lion)

- What is “kuda laut” in English? (seahorse)
- What is “beruang kutub” in English? (polar bear)
- What is “badak” in English? (rhino)
- What is “jerapah” in English? (giraffe)
- What is “laba-laba” in English? (spider)
- What is “hiu” in English? (shark)

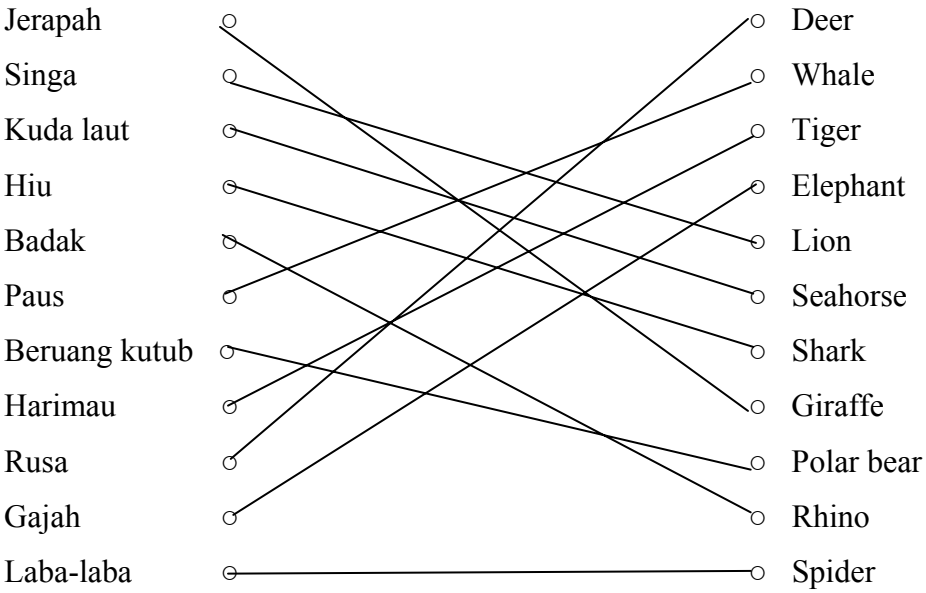
- Asks the students to do the animal matching exercise in the chart on the board
  - “Students, now I have an exercise for you. You can see on the board that there is a chart of animal matching exercise. I will choose some of you to come in front and do the exercise. Ready?”

Post activities

- Reviews the names of animals using a chart of word translations of animals

ANSWER KEY

A chart of animal matching exercise



LESSON PLAN

Control Group

Subject : English
Topic : Activities
Language component : Vocabulary
Time allocation : 1 X 30'
Meeting : III

Basic Competence:

- Students are able to understand names of activities

Achievement Indicators:

- Students are able to answer the names of activities asked by the teacher in an oral way and in a written way
- Students are able to match the names of activities with the English translation

Teaching Learning activities:

	Teacher	Students	Time allocation
Pre Activities	Greets the students	Respond to the teacher's greeting	2 minutes
	Gives triggering questions about students' activities	Answer the teacher's questions	3 minutes
Whilst activities	Introduces the names of activities using a chart of word translations of activities	Listen to the teacher	5 minutes
	Asks students to write the names of activities along with the Indonesian translations in their notebooks	Write the names of activities along with the Indonesian translations in their notebooks	5 minutes
	Asks students to answer the teacher's questions about names of activities in an oral way	Give the answer orally	5 minutes
	Asks some students to do the matching exercise about the names of activities in the chart on the board	Some students do the matching exercise on the board	5 minutes

Post activities	Reviews names of activities using a chart of word translations of activities	Listen to the teacher	4 minutes
	Says good bye	Say good bye	1 minute

Materials:

- A chart of word translations of activities
- A chart of a matching exercise about the names of activities
- Whiteboard
- Marker

References:

www.google.com

A chart of word translations of activities

Dancing	=	Menari
Singing	=	Menyanyi
Eating	=	Makan
Drinking	=	Minum
Sleeping	=	Tidur
Digging	=	Menggali
Cooking	=	Memasak
Swimming	=	Berenang
Watering	=	Menyiram
Running	=	Berlari

STUDENT'S WORKSHEET

Note: The teacher does not give any worksheet to the students to keep the class concentration in track. Teacher keeps the interaction between her and the students by asking questions. The questions are listed below.

Pre activities

- Do you know cooking? Who likes cooking?
- Do you know dancing? Who likes dancing?

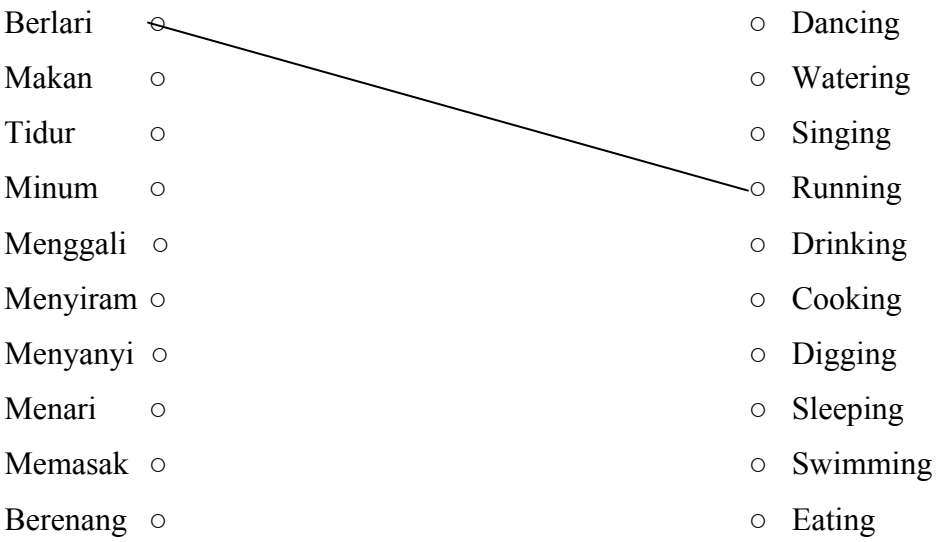
Whilst activities

Teacher asks students to answer the questions about activities

- What is "dancing" in Indonesia?
- What is "singing" in Indonesia?
- What is "running" in Indonesia?
- What is "digging" in Indonesia?
- What is "swimming" in Indonesia?
- What is "watering" in Indonesia?
- What is "makan" in English?
- What is "minum" in English?
- What is "tidur" in English?
- What is "memasak" in English?
- What is "berlari" in English?
- What is "menari" in English?
- What is "menyanyi" in English?

Teacher asks the students to do the activity matching exercise in the chart on the board

A chart of activity matching exercise



TEACHER'S NOTE

A. BASIC COMPETENCE

Students are able to understand names of activities

B. TEACHING-LEARNING ACTIVITIES

Pre activities

- Greets the students
  - Good morning, students!
  - How are you today?
- Gives triggering questions
  - Do you know cooking? Who likes cooking?
  - Do you know dancing? Who likes dancing?

Whilst activities

- Introduces names of activities to the students using a poster of a word translation of activities
  - "Students, today we will learn about some names of activities. Please look at the chart on the board. I will read them and I want you to repeat after me. Ready?"
- Asks students to write the names of activities into their notebook
  - "Students, now I want you to take out you notebooks and write these names of activities along with the Indonesian translations in your notebook. Do it now."
- Asks students to answer the teacher's questions about activities
  - What is "dancing" in Indonesia? (menari)
  - What is "singing" in Indonesia? (menyanyi)
  - What is "running" in Indonesia? (berlari)
  - What is "digging" in Indonesia? (menggali)
  - What is "swimming" in Indonesia? (berenang)
  - What is "watering" in Indonesia? (menyiram)
  - What is "makan" in English? (eating)

- What is “minum” in English? (drinking)
- What is “tidur” in English? (sleeping)
- What is “memasak” in English? (cooking)
- What is “berlari” in English? (running)
- What is “menari” in English? (dancing)
- What is “menyanyi” in English? (singing)

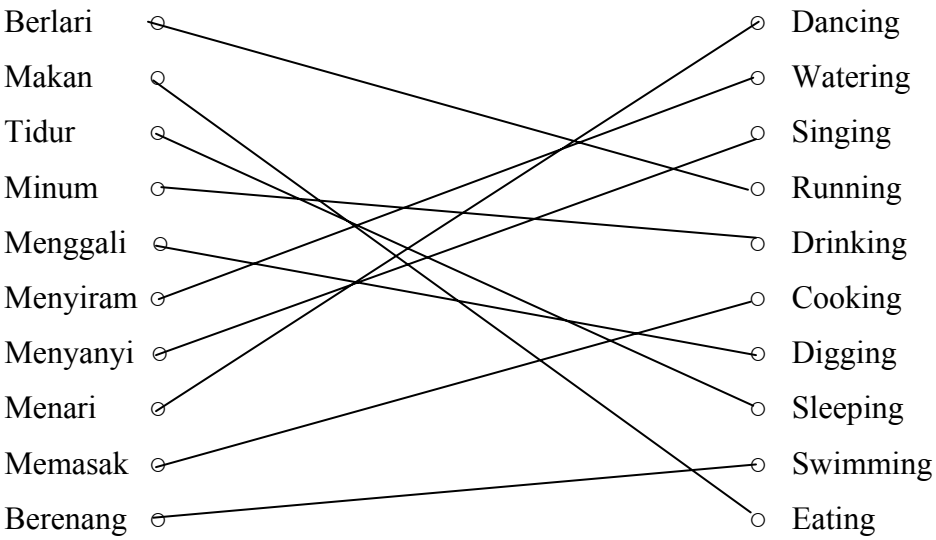
- Asks the students to do the activity matching exercise in the chart on the board
  - “Students, now I have an exercise for you. You can see on the board that there is a chart of activity matching exercise. I will choose some of you to come in front and do the exercise. Ready?”

Post activities

- Reviews the names of activities using a chart of word translation of activities

ANSWER KEY

A chart of activity matching exercise



APPENDIX 3

VOCABULARY TEST

(Experimental Group + Control Group)

Name :
Class :

I Circle the correct answer! (*Lingkari jawaban yang benar*)

Example : Jeruk =
a. Orange c. Banana
b. Apple d. Grape

1. Nanas =

a. Pineapple c. Orange
b. Lemon d. Banana

2. Anggur =

a. Strawberry c. Apple
b. Mangosteen d. Grape

3. Badak =

a. Elephant c. Rhino
b. Bear d. Deer

4. Hiu =

a. Seahorse c. Whale
b. Shark d. Turtle

5. Paus =

a. Shark
c. Whale
b. Seahorse
d. Jellyfish

6. Makan =

a. Drinking
c. Sleeping
b. Eating
d. Planting

7. Berenang =

a. Singing
c. Swimming
b. Sleeping
d. Digging

8. Menari =

a. Jumping
c. Dancing
b. Digging
d. Drinking

9. Menyanyi =

a. Singing
c. Dancing
b. Playing
d. Swimming

10. Minum =

a. Drinking
c. Eating
b. Cooking
d. Digging

II Match! (*Pasangkan*)

Example : Snake ○ ——————————— ○ Ular

1. Mangosteen ○ ○ Menggali
2. Tomato ○ ○

3. Apple ○ ○ Tidur
4. Lemon ○ ○

5. Lion ○ ○

6. Spider ○ ○

7. Tiger ○ ○ Tomat
8. Sleeping ○ ○

9. Watering ○ ○ Singa
10. Digging ○ ○ Apel

III Choose the right answer from the box. (*Pilih jawaban benar dari dalam kotak*)

Example : = Monkey

1. Stroberi =
2. =

3. Ceri =
4. =

5. Kuda laut =
6. =

7. Jerapah =
8. =

9. Memasak =
10. =

Starfruit
Jackfruit
Polar bear
Cooking
Seahorse
Strawberry
Giraffe
Deer
Running
Cherry
~~Monkey~~

ANSWER KEY

Vocabulary Test

I
1. a Pineapple
2. d Grape
3. c Rhino
4. b Shark
5. c Whale
6. b Eating
7. c Swimming
8. c Dancing
9. a Singing
10. a Drinking

II
1. Manggis
2. Tomat
3. Apel
4. Lemon
5. Singa
6. Laba-laba
7. Harimau
8. Tidur
9. Menyiram
10. Menggali

III
1. Strawberry
2. Star fruit
3. Cherry
4. Jackfruit
5. Seahorse
6. Deer
7. Giraffe
8. Polar bear
9. Cooking
10. Running