TABLES

A. THE CALCULATION OF TAKING GROUPS AS SAMPLE OF THE EXPERIMENT

Table 1.1 The Sample Students' Scores Based on the Mid Test

No	XA	XA ²	ХВ	XB ²	XC	XC ²
1	89	7921	73	5329	66	4356
2	85	7225	88	7744	90	8100
3	68	4624	95	9025	75	5625
4	69	4761	94	8836	68	4624
5	65	4225	85	7225	75	5625
6	69	4761	70	4900	93	8649
7	80	6400	83	6889	80	6400
8	71	5041	76	5776	87	7569
9	70	4900	95	9025	69	4761
10	79	6241	93	8649	88	7744
11	73	5329	73	5329	75	5625
12	77	5929	88	7744	95	9025
13	95	9025	62	3844	82	6724
14	86	7396	92	8464	82	6724
15	92	8464	79	6241	73	5329
16	84	7056	76	5776	82	6724
17	87	7569	59	3481	83	6889
18	75	5625	83	6889	79	6241
19	86	7396	81	6561	94	8836
20	79	6241	72	5184	93	8649
21	87	7569	58	3364	82	6724
22	75	5625	92	8464	80	6400
23	89	7921	69	4761	83	6889
24	Ι	_	_	_	58	3364
25		-	—	—	66	4356
ΣX	1830	147244	1836	149500	1998	161952
n	23		23		25	
_						
Х	79,57		79,83		79,92	
SD	8,63		11,56		9,73	

Test of Hypothesis of Class 3A and 3B:

1. Ho: $\mu A = \mu B$, there is no significant difference between group A and B.

Ha: $\mu A \neq \mu B$, there is significant difference between group A and B.

- 2. t-test, where df = nA + nB 2 = 44t (5%/2) = 2,021
- 3. Calculation for t-observation (t_o) :

A: Class 3A

$$\overline{X} = \frac{\sum x}{n} = 79,57$$
 $n = 23$

$$S = \frac{n \cdot \sum x^2 - (\sum x)^2}{n (n-1)} = 8,63$$

B: Class 3B

$$\overline{X} = \frac{\sum x}{n} = 79,83$$
 $n = 23$

S =
$$\underline{n \cdot \sum x^2 - (\sum x)^2}_{n (n-1)}$$
 = 11,56

$$t_{0} = \frac{\overline{X} A - \overline{X} B}{\sqrt{(nA-1) SA^{2} + (nB-1) SB^{2}} \qquad 1 + 1}$$

$$nA + nB - 2 \qquad nA \qquad nB$$

4. Conclusion:

Because | t-observation | is 0,085 < t (5%/2) so Ho is accepted. Hence, there is no significant difference between group A and B.

Test of Hypothesis of Class 3A and 3C:

1. Ho: $\mu A = \mu B$, there is no significant difference between group A and B.

Ha: $\mu A \neq \mu B,$ there is significant difference between group A and B.

2. t-test, where df = nA + nB - 2 = 46

t (5%/2) = 2,021

3. Calculation for t-observation (t_o) :

A: Class 3A $\sum x$ $\bar{X} = ---- = 79,57$ n = 23n S = $\underline{n \cdot \sum x^2 - (\sum x)^2}_{n (n-1)} = 8,63$ B: Class 3C $\sum x$ $\overline{X} = \frac{1}{n} = 79,92$ n = 25 $\frac{n \cdot \sum x^2 - (\sum x)^2}{n (n-1)} = 9,73$ S = $\overline{X} A - \overline{X} B$ = -0,134 $t_0 =$ $\sqrt{(nA-1)SA^2 + (nB-1)SB^2}$ 1 + 1 nA + nB - 2nA nΒ

4. Conclusion:

Because | t-observation | is 0,134 < t (5%/2) so Ho is accepted. Hence, there is no significant difference between group A and B.

Test of Hypothesis of Class 3B and 3C:

1. Ho: $\mu A = \mu B$, there is no significant difference between group A and B.

Ha: $\mu A \neq \mu B,$ there is significant difference between group A and B.

- 2. t-test, where df = nA + nB 2 = 46t (5%/2) = 2,021
- 3. Calculation for t-observation (\mathbf{t}_o) :

A: Class 3B

$$\sum x$$

 $\overline{X} = \frac{1}{n} = 79,83$ $n = 23$
 $S = n \cdot \sum x^2 - (\sum x)^2 = 11,56$
B: Class 3C
 $\sum x$
 $\overline{X} = \frac{1}{n} = 79,92$ $n = 25$
 $S = n \cdot \sum x^2 - (\sum x)^2 = 9,73$
 $t_0 = \frac{\overline{X} A - \overline{X} B}{\sqrt{(nA-1) SA^2 + (nB-1) SB^2} - \frac{1}{1} + \frac{1}{1}}$
 $nA + nB - 2$ $nA - nB$

4. Conclusion:

Because | t-observation | is 0,03 < t (5%/2) so Ho is accepted. Hence, there is no significant difference between group A and B.

B. THE CALCULATION OF TRY-OUT RELIABILITY

Table 1.2 A Scoring Matrix Based on the Students' Scores of the Try-Out Test

B. THE CALCULATION OF TRY-OUT RELIABILITY

Table 1.2 A Scoring Matrix Based on the Students' Scores of the Try-Out Test

No	No of												N	umb	er of	iten	ns								1							Total	(A)
	Students	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	X	X2
1	23	1	1	1	1	1	1	1	1	0	0	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	26	676
2	11	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	0	25	625
3	. 1	0	1	1	1	1	1	1	0	0	0	1	1	0	1	1	1	1	1	0	1	1	1	1	1	0	0	1	1	1	1	22	484
4	3	0	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	0	0	1	0	1	1	1	0	1	1	0	21	441
5	2	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	0	0	1	0	1	1	1	0	1	1	1	0	0	1	0	21	441
6	16	1	0	1	0	1	1	1	1	0	0	1	1	0	1	0	0	0	1	0	0	1	1	1	1	1	0	0	1	1	0	19	361
7	19	0	0	1	1	1	1	1	1	0	1	1	0	0	1	0	1	1	0	1	0	1	1	1	0	0	0	1	1	1	0	18	324
8	8	0	1	1	1	0	0	1	1	0	1	1	0	1	1	1	1	0	0	0	0	0	1	0	1	1	0	1	0	1	0	16	256
9	17	0	0	1	1	1	1	0	0	1	1	1	1	1	0	0	0	1	1	0	0	0	1	0	1	0	0	0	1	1	0	15	225
10	12	0	0	0	1	1	0	1	1	1	0	0	0	0	1	1	0	1	1	0	0	1	1	0	1	1	0	0	0	1	0	14	196
11	15	1	1	1	0	0	1	1	0	0	0	1	0	1	1	1	0	0	0	1	0	0	1	0	1	0	0	0	1	1	0	14	196
12	18	0	0	1	1	0	0	1	0	0	0	1	0	0	1	0	1	1	1	0	1	0	1	0	1	0	0	0	1	1	0	13	169
13	6	0	0	0	1	0	0	0	1	1	0	0	0	0	1	0	1	1	0	0	1	0	1	1	0	0	0	1	0	1	1	12	144
14	14	0	0	0	1	0	1	1	1	0	0	0	1	0	1	0	0	0	0	0	0	1	1	1	0	0	0	1	1	1	0	12	144
15	21	0	1	0	1	0	0	0	0	1	0	1	0	1	0	1	0	1	0	0	0	0	1	1	0	0	0	1	1	1	0	12	144
16	10	0	1	0	1	0	0	1	0	1	0	1	0	0	1	1	0	0	0	0	0	1	1	0	0	0	0	0	1	1	0	11	121
17	13	0	1	1	0	1	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	1	1	0	0	0	1	1	1	0	10	100
18	22	1	0	0	0	0	1	0	0	0	0	1	0	0	1	0	1	1	0	0	0	0	1	0	0	0	0	0	1	1	0	9	81
19	9	0	0	0	1	0	0	0	1	0	0	1	1	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	1	1	0	8	.64
20	5	0	0	0	1	0	0	1	0	1	0	1	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	7	49
21	20	0	0	0	1	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	1	1	0	7	49
22	4	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	1	1	0	0	1	0	0	0	0	6	36
23	7	0	0	0	0	0	1	1	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	16
	Total (B)	6	10	12	17	9	12	15	10	9	6	17	10	6	18	12	8	12	12	4	6	9	20	8	12	7	5	9	16	21	3		
																													Jun	lah		322	5342
																													Mea	n		14	
																													SD		-	6.16	

Total scores	(∑x)	: 322		
Total scores squared	$(\sum x^2)$: 5342		
Total number of	(n)	: 23		
Total number of		(K)	: 30	

Mean:
$$\overline{X} = \sum_{n} \frac{x}{n}$$

= $\frac{322}{23} = 14$

Standard Deviation:

$$S = \frac{n \cdot \sum x^2 - (\sum x)^2}{n (n - 1)}$$
$$S = \frac{23 \cdot 5342 - (322)^2}{23 (23 - 1)}$$

K-R Formula:

R = 1 -
$$\frac{M (K - M)}{K (S)^2}$$

R = 1 - $\frac{14 (30 - 14)}{30 (6, 16)^2}$
= 0,80

The reliability coefficient of the Try-Out Test is 0,80.

C. THE CALCULATION OF THE DIFFICULTY AND DISCRIMINATION INDICES OF THE TRY-OUT TEST

Item	Difficulty	Interpretation	Discrimination	Interpretation
Number	Index		Index	
1	0,26	difficult	0,50	good
2	0,43	moderate	0,50	good
3	0,52	moderate	1	excellent
4	0,74	easy	0,33	satisfactory
5	0,39	moderate	0,83	excellent
6	0,52	moderate	0,33	satisfactory
7	0,65	moderate	0,33	satisfactory
8	0,43	moderate	0,50	good
9	0,39	moderate	0,33	satisfactory
10	0,26	difficult	0,50	good
11	0,74	easy	0,50	good
12	0,43	moderate	0,67	good
13	0,26	difficult	0,33	satisfactory
14	0,78	easy	0,50	good
15	0,52	moderate	0,33	satisfactory
16	0,35	moderate	0,33	satisfactory
17	0,52	moderate	0,67	good
18	0,52	moderate	0,50	good
19	0,17	difficult	0,33	satisfactory
20	0,26	difficult	0,67	good
21	0,39	moderate	0,50	good
22	0,87	easy	0,50	good
23	0,35	moderate	0,33	satisfactory
24	0,52	moderate	1	excellent
25	0,30	moderate	0,83	excellent
26	0,22	difficult	0,50	good
27	0,39	moderate	0,50	good
28	0,70	moderate	0,33	satisfactory
29	0,91	easy	0,33	satisfactory
30	0,13	difficult	0,33	satisfactory

Table 1.3 The Difficulty and Discrimination Indices of the Try-Out Test

D. THE DISTRACTOR ANALYSIS OF THE TRY-OUT TEST

No of			Correct			
items	Α	В	С	D	_	Answer
1	0,26	0,13	0,39	0,22	_	А
2	0,39	0,43	0,09	0,09	-	В
3	0,17	0,13	0,52	0,17	١	С
4	0,09	0,04	0,13	0,74	_	D
5	0,04	0,39	0,30	0,26	I	В
6	0,09	0,22	0,17	0,52		D
7	0,22	0,04	0,65	0,09	I	С
8	0,35	0,43	0,09	0,13	-	В
9	0,22	0,04	0,35	0,39	١	D
10	0,30	0,26	0,17	0,26	-	D
11	0,74	0,09	0,13	0,04		А
12	0,13	0,26	0,43	0,17	١	С
13	0,22	0,26	0,35	0,17	_	В
14	0,04	0,78	0,04	0,13	-	В
15	0,52	0,13	0,26	0,09	-	А

Table 1.4 The Calculation of the Multiple Choice Options

Notes:

Calculation of each option: <u>Number of responses</u> Number of testees

- : no answer

E. THE CALCULATION OF PRE-TEST SCORES

Table 1.5 The Results of Pre-Test

Pre-Test

No	Expreim	ental Group	Control 0	Group		
	Х	X ²	Х	X ²		
1	-	_	9	81		
2	14	196	13	169		
3	7	49	20	400		
4	8	64	7	49		
5	14	196	11	121		
6	19	361	5	25		
7	12	144	14	196		
8	13	169	10	100		
9	8	64	18	324		
10	20	400	16	256		
11	9	81	9	81		
12	16	256	15	225		
13	13	169	2	4		
14	18	324	15	225		
15	7	49	13	169		
16	15	225	11	121		
17	10	100	9	81		
18	8	64	17	289		
19	14	196	19	361		
20	13	169	15	225		
21	17	289	5	25		
22	14	196	18	324		
23	11	121	6	36		
24	5	25	_	-		
25	_	_	_	_		
∑x	285	3907	277	3887		
x	12,39		12,04		Notes:	
SD	4,13		5,00		X	: Students' scores
					\mathbf{x}^{2}	: Students' scores square

Number 1, 25 (experimental) were dropped from the sample because they received no pre-test and post-test.

Test of Hypothesis:

- 1. Ho: $\mu A = \mu B$, there is no significant difference between group A and B. Ha: $\mu A > \mu B$, the mean score of group A is greater than group B.
- 2. t-test, where df = nA + nB 2 = 44t (5%) = 1,684
- 3. Calculation for t-observation (t_0) :

A: Experimental Group

$$X = \sum_{n} \frac{x}{n} = 12,39$$
 $n = 23$

$$S = \frac{n \cdot \sum x^{2} - (\sum x)^{2}}{n (n-1)} = 4,13$$

B: Control Group

$$X = \sum_{n} \frac{x}{n} = 12,04$$
 $n = 23$

S =
$$\underline{n} \cdot \underline{\sum x^2 - (\sum x)^2}_{n (n-1)} = 5,00$$

$$t_{0} = \frac{\bar{X} A - \bar{X} B}{\sqrt{(nA-1) SA^{2} + (nB-1) SB^{2}} \frac{1}{1} + \frac{1}{nA}} = 0,255$$

$$nA + nB - 2 \qquad nA \qquad nB$$

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4. Conclusion:

Because | t-observation | is 0,255 < t (5%) so Ho is accepted. In other words, before the experiment is given, there is no significant difference between the experimental and the control groups.

F. THE CALCULATION OF POST-TEST SCORES

Table 1.6 The Results of Post-Test

Post-Test

	Experime	ental	Control					
No	Group		Group					
	Х	X ²	Х	X ²				
1	_	_	12	144				
2	19	361	16	256				
3	21	441	24	576				
4	17	289	15	225				
5	20	400	15	225				
6	23	529	10	100				
7	21	441	17	289				
8	20	400	17	289				
9	12	144	21	441				
10	23	529	21	441				
11	14	196	16	256				
12	24	576	20	400				
13	18	324	7	49				
14	20	400	24	576				
15	10	100	16	256				
16	19	361	15	225				
17	15	225	10	100				
18	16	256	23	529				
19	20	400	21	441				
20	16	256	15	225				
21	20	400	7	49				
22	16	256	22	484				
23	21	441	10	100				
24	17	289	—	-				
25	_	_	_	-				
ΣX	422	8014	374	6676				
x	18,35		16,26					

Notes:

X : Students' scores

x² : Students' scores squared

Number 1, 25 (experimental) were dropped from the sample because they received no pre-test and post-test.

G. THE CALCULATION OF GAIN DIFFERENCE **BETWEEN THE PRE-TEST AND THE POST-TEST SCORES**

Table 1.7 The Gain Difference between the Pre-Test and the Post-Test

No	Experimental Group		Control Group	
	X	X ²	X	X ²
1	_	_	3	9
2	5	25	3	9
3	14	196	4	16
4	9	81	8	64
5	6	36	4	16
6	4	16	5	25
7	9	81	3	9
8	7	49	7	49
9	4	16	3	9
10	3	9	5	25
11	5	25	7	49
12	8	64	5	25
13	5	25	5	25
14	2	4	9	81
15	3	9	3	9
16	4	16	4	16
17	5	25	1	1
18	8	64	6	36
19	6	36	2	4
20	3	9	0	0
21	3	9	2	4
22	2	4	4	16
23	10	100	4	16
24	12	144	_	_
25	_	_	_	_
Σx	137	1043	97	513
_				
X	5,96		4,22	
SD	3,21		2,17	

Gain Score

Notes:

Х : Students' scores

: Students' scores squared

 X^2

Number 1, 25 (experimental) were dropped from the sample because they received no pre-test and post-test.

Test of Hypothesis:

- 1. Ho: $\mu A = \mu B$, there is no significant difference between group A and B. Ha: $\mu A > \mu B$, the mean score of group A is greater than group B.
- 2. t-test, where df = nA + nB 2 = 44t (5%) = 1,684
- 3. Calculation for t-observation (t_o) :

A: Experimental Group

$$^{-}X = \sum_{n} \frac{\sum x}{n} = 5,96$$
 $n = 23$

S =
$$\underline{n \cdot \sum x^2 - (\sum x)^2}_{n (n-1)}$$
 = 3,21

B: Control Group

$$\begin{array}{rcl} -X &=& \sum x \\ n &= 4,22 \\ n &= 23 \end{array}$$

S =
$$\underline{n \cdot \sum x^2 - (\sum x)^2}_{n (n-1)} = 2,17$$

_

$$t_{0} = \underbrace{\begin{array}{c} XA - XB \\ \sqrt{(nA-1)SA^{2} + (nB-1)SB^{2}} & 1 + 1 \\ nA + nB - 2 & nA & nB \end{array}} = 2,122$$

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4. Conclusion:

Because | t-observation | is 2,122 > t (5%) so Ho is rejected. Hence, the difference between groups is significant and video can improve the students' vocabulary achievement better than without video.

H. CRITICAL VALUES OF THE t DISTRIBUTION

Table 1.8 Critical Values of the **t** Distribution

APPENDIX 2

THE TRY-OUT TEST

A. THE PROBLEM SHEET OF THE TRY-OUT TEST

				Name :
				Class/No:
				Result:
I.	C	Choose the right answ	er.	
	1.	What does your father do? He pictures.	e is a	He paints many
		a. Painter c. Dr	awing	
		b. Dancer	d. Pa	aint
	2.	My brother likes to his	bicyc	le everyday.
		a. drive	c. ta	ake
		b. ride	d. ro	W
	3.	My uncle lives in the villag	ge. He	farms everyday. He is a
		a. Police officer	c. Fa	armer
		b. Cook	d. Da	ancer
	4.	Gina and I always to so	chool	by bus.
		a. walk	c. dı	rive
		b. ride	d.go	
	5.	I want to potato.		
		a. drink	c.rc	511
		b. plant	d. pı	ıt
	6.	Tony likes to eat becau	use it	is healthy.
		a. candies c. le	af	
		b. chocolate	d. ca	arrot

7. I want to be a because I like to make bread. a. Cook c. Baker b. Farmer d. Dancer 8. My mothera car to go to the supermarket. a. rides c. rolls b. drives d. puts 9. I'm hungry. I want to eat soup. a. cucumber c. cabbage d. corn b. apple 10. A boat captain is the boat. a. rolling c. running d. rowing b. riding 11. Ben likes to He wants to be a dancer. a. dance c. jump b. act d. walk 12. I need a to bring all these cupboards. a. tricycle c. truck b. bicycle d. bus 13. My mother likes to eat because it is delicious. She usually eats it as "Lalapan". a. onion c. spinach b. cucumber d. peas 14. I go to Japan by a. bicylce c. truck b. airplane d. car 15. are small and delicious. The color is green. My aunt usually puts them in the soup. a. Peas c. Spinach b. Cucumber d. Corn

II. Arrange the scrambled letters below into good words start with the bold letter.



III. Fill in the blanks with the appropriate

words from the box below.

a. a cook	c. drives	e. a scholar	g. rides	i.	act
b. planting	d. spinach	f. a bicycle	h. carrots	j.	cooking

- 21. Michael studies everyday. He wants to be
- 22. Popeye likes to eat because it makes him strong.
- 23. has two wheels.
- 24. Tania likes to She wants to play in 'Apa Artinya Cinta'.
- 25. My mother is spaghetti.
- 26. David works at Ramayana restaurant. He makes delicious food. He is

.....

- 27. My little brother his tricycle everyday.
- 28. My father is a pilot. He the airplane.
- 29. A rabbit likes to eat
- 30. Gina is onions at her yard.

B. THE PROBLEM SHEET OF THE TRY-OUT TEST

(THE REVISION)

		Name :
		Class/No:
		Result:
I. Choose th	e right an	nswer.
1. What does your	father do? H	e is a He paints many
pictures.		
a. Painter	с.	Drawing
b. Dancer		d. Paint
2. My brother lik	es to his	bicycle everyday.
a. drive		c. take
b. ride		d. row
3. My uncle lives	in the villa	ge. He farms everyday. He is a
a. Police of:	ficer	c. Farmer
b. Cook		d. Dancer
4. Gina and I alw	ays to s	chool by bus.
a. walk		c. drive
b. run		d. go
5. I want to	… potato.	
a. farm		c. roll
b. plant		d. put
6. Tony likes to	eat beca	use it is healthy.
a. candies	с.	leaf
b. chocolate		d. carrot
7. I want to be a	because	I like to make bread.
a. Cook		c. Baker
b. Scholar	d.	Dancer

8. My mothera car to go to the supermarket. a. rides c. rolls b. drives d. puts 9. I'm hungry. I want to eat soup. a. cucumber c. cabbage b. carrot d. corn 10. A boat captain is the boat. c. running a. rolling b. riding d. rowing 11. Ben likes to He wants to be a dancer. a. dance c. jump b. act d. sing 12. I need a to bring all these cupboards. a. tricycle c. truck b. bicycle d. bus 13. My mother likes to eat because it is delicious. She usually eats it as "Lalapan". c. spinach a. onion b. cucumber d. peas 14. I go to Japan by a. train c. bus b. airplane d. car 15. are small and delicious. The color is green. My aunt usually puts them in the soup. a. Peas c. Spinach b. Cucumber d. Corn

II. Arrange the scrambled letters below into good words start with the bold letter.



III.Fill in the blanks with the appropriate words from the box below.

a.	a farmer	f. spinach
b.	a cook	g. a scholar
с.	onion	h. cooking
d.	act	i. a baker
e.	dance	j. baking

21. Michael studies everyday. He wants to be

- 22. David works at Ramayana restaurant. He makes delicious food. He is
- 23. Popeye likes to eat because it makes him strong.
- 24. Tania likes to She wants to play in "Apa Artinya Cinta".
- 25. My mother is spaghetti.

APPENDIX 3

TEACHING MATERIALS

A. LESSON PLAN OF THE 1ST TREATMENT FOR THE EXPERIMENTAL GROUP

LESSON PLAN

Subject: EnglishLanguage Skill: Integrated skillLanguage Component: VocabularyTheme: OccupationClass: Elementary School Third YearSemester: 2Time Allocation: 1 x 35 minutes

A. Competence

1. Basic Competence:

Students broaden their vocabularies related to "Occupation".

2. Achievement Indicators:

Listening:

- \checkmark Students are able to understand the utterances in the film.
- \checkmark Students are able to understand the meaning of the vocabulary.

Speaking:

- 云 Students are able to spell the vocabulary correctly.
- \mathfrak{A} Students are able to pronounce the vocabulary correctly.

Reading:

 \checkmark Students are able to understand the sentences written on the worksheet.

Writing:

 \checkmark Students are able to write the vocabulary correctly.

B. Learning Material

- \checkmark VCD about Occupation
- 𝒴 Students' Worksheet

C. Teaching and Learning Activities

- 1. Technique
 - S Repetition Drill
 - $\boldsymbol{\mathscr{D}}$ Question and Answer
- 2. Class Activities

No.	Skill/Subskill	Procedures	Activities	Note	Time
1.	Listening,	Pre-activity	The students are asked to answer	Ι	3'
	Speaking		some triggering questions orally.		
2.	Listening,	Whilst-	• The students are asked to watch the	G	5'
	Speaking,	activities	film twice.		
	Reading		• The students are asked to spell and	G	4'
			pronounce the vocabulary given in		
			the film.		
			• The students are asked to guess	G	5'
			orally the meaning of the		
			vocabulary based on the film and		
			then discuss it together with the		
			teacher.		
			• The students are asked to read	G	3'
			aloud the handout distributed by		
			the teacher.		
			• The students are asked to repeat	G	3'
			the correct pronunciation after the		
			teacher.		
3.	Listening,	Post-activities	• The students are asked to spell,	I/G	5'
	Speaking,		pronounce, and give the meaning		
	Reading,		of the vocabulary given orally		
	Writing		without looking at the film and		
			handout.		
			• The students are asked to do the	Ι	7'
			assessment, such as: filling in the		

	blanks with the words provided in	
	the box.	

Notes:

I : Individual

G : Group

D. Media

- S VCD Player
- S VCD about Occupation

B. TEACHER'S NOTE OF THE 1ST TREATMENT FOR THE EXPERIMENTAL GROUP

TEACHER'S NOTE

Theme : Occupation

Class : Elementary School Third Grade

Time : 1 x 35 minutes

I. Learning Outcomes

Students are able to:

- 1. Understand the utterances in the film.
- 2. Understand the meaning of the vocabulary.
- 3. Spell the vocabulary correctly.
- 4. Pronounce the vocabulary correctly.
- 5. Understand the sentences written on the worksheet.
- 6. Write the vocabulary correctly.

II. Pre-Instructional Activities

The teacher asks the students to answer the following questions orally.

- 1. Do you know the meaning of Occupation?
- 2. What is the meaning of Occupation in Indonesian?
- 3. Can you give me the example of Occupation?
- 4. What is your father's/mother's occupation?

III. Whilst-Instructional Activities

Ask the students to:

- 1. Watch the film twice.
- 2. Spell and pronounce the vocabulary given in the film.
- 3. Guess orally the meaning of the vocabulary based on the film and then discuss it together with the teacher.
- 4. Read aloud the handout distributed by the teacher.
- 5. Repeat the correct pronunciation after the teacher.

IV. Post-Instructional Activities

- 1. Ask the students to spell, pronounce, and give the meaning of the vocabulary given orally by the teacher without looking at the film and handout.
- 2. Ask the students to fill in the blanks with the words provided in the box.

C. TEACHING MATERIAL OF THE 1ST TREATMENT FOR THE EXPERIMENTAL GROUP

STUDENTS' WORKSHEET

Theme : Occupation Class : Elementary School Third Grade Semester : 2 Time : 1 x 35 minutes

I. Material:

Pronounce the following sentences correctly

The <u>baker</u> is <u>rolling</u> the dough. A <u>police officer</u> is <u>driving</u> the car. A <u>boat captain</u> is <u>rowing</u> the boat. An <u>astronaut blasts off</u> to the out of space. A <u>dancer dances</u> beautifully. A <u>scholar studies</u> A <u>farmer farms</u> An <u>actor acts</u> What do you want to be? I want to be a <u>painter</u>. Who is in the kitchen? The <u>cook</u> The cook is cooking fish.

Pronounce and spell the following list of words correctly

Baker		Rolling the dough
Police officer		Driving the police car
Cook		Cooking fish
Boat captain		Rowing the boat
Astronaut		Blast off to the out of space
Dancer		Dance
Scholar	Study	
Farmer		Farm
Actor		Act
Painter		Paint

Fill in the blanks with the appropriate words from the box below.

- 1. Tony studies everyday. He wants to be
- 2. My uncle always goes to the field. He everyday. He is
- 3. Shannon makes delicious food. She is Japanese food, Chinese food, Italian food, and Indonesian food. She is
- 4. My mother makes many beautiful pictures. She likes to She is
- 5. I want to be because I like the sea.
- 6. David likes to He wants to play in Tersanjung 6. He wants to be

act	farms	paint	an actor	a painter
a scholar	cooking	a boat captain	a farmer	a cook

II. Key Answer:

- 1. A scholar
- 2. Farms, a farmer
- 3. Cooking, a cook
- 4. Paint, a painter
- 5. A boat captain
- 6. Act, an actor

D. LESSON PLAN OF THE 1ST TREATMENT FOR THE CONTROL GROUP

LESSON PLAN

Subject : English Language Skill : Integrated skill

Language Component	: Vocabulary
Theme	: Occupation
Class	: Elementary School Third Year
Semester	: 2
Time Allocation : 1 x 3	5 minutes

A. Competence

1. Basic Competence:

Students broaden their vocabularies related to "Occupation".

2. Achievement Indicators:

Listening:

 \checkmark Students are able to understand the utterances which are spoken by the teacher.

Speaking:

- \checkmark Students are able to spell the vocabulary correctly.
- \mathfrak{A} Students are able to pronounce the vocabulary correctly.

Reading:

 \checkmark Students are able to understand the sentences written on the worksheet.

 \checkmark Students are able to understand the vocabulary.

- Writing:
- \mathfrak{A} Students are able to write the vocabulary correctly.

B. Learning Material

Students' Worksheet

C. Teaching and Learning Activities

- 1. Technique
 - S Repetition Drill
 - $\boldsymbol{\varnothing}$ Question and Answer

2. Class Activities

Students are asked to:

No.	Skill/Subskill	Procedures	Activities	Note	Time
1.	Listening,	Pre-activity	The students are asked to answer	Ι	3'
	Speaking		some triggering questions orally.		
2.	Listening,	Whilst-	• The students are asked to read the	G	2'

	Speaking,	activities	handout distributed by the teacher		
	Reading		silently.		
			• The students are asked to read	G	4'
			aloud the handout.		
			• The students are asked to repeat		
			the correct pronunciation after the	G	3'
			teacher.		
			• The students are asked to spell		
			and pronounce the vocabulary		
			given on the worksheet.	G	6'
			• The students are asked to		
			memorize the vocabulary and its		
			meaning in Indonesian.		
			meaning in Indonesian.	G	5'
3.	Listening,	Post-activities	The students are asked to spell,	G I/G	5' 5'
3.	Listening, Speaking,	Post-activities	 The students are asked to spell, pronounce, and give the meaning 	G I/G	5' 5'
3.	Listening, Speaking, Reading, Writing	Post-activities	 The students are asked to spell, pronounce, and give the meaning of the vocabulary given orally 	G I/G	5' 5'
3.	Listening, Speaking, Reading, Writing	Post-activities	 The students are asked to spell, pronounce, and give the meaning of the vocabulary given orally without looking at the worksheet. 	G I/G	5' 5'
3.	Listening, Speaking, Reading, Writing	Post-activities	 The students are asked to spell, pronounce, and give the meaning of the vocabulary given orally without looking at the worksheet. The students are asked to do the 	G I/G	5' 5'
3.	Listening, Speaking, Reading, Writing	Post-activities	 The students are asked to spell, pronounce, and give the meaning of the vocabulary given orally without looking at the worksheet. The students are asked to do the assessment, such as: filling in the 	G I/G	5' 5'
3.	Listening, Speaking, Reading, Writing	Post-activities	 The students are asked to spell, pronounce, and give the meaning of the vocabulary given orally without looking at the worksheet. The students are asked to do the assessment, such as: filling in the blanks with the words provided in 	G I/G I	5' 5' 7'
3.	Listening, Speaking, Reading, Writing	Post-activities	 meaning in Indonesian. The students are asked to spell, pronounce, and give the meaning of the vocabulary given orally without looking at the worksheet. The students are asked to do the assessment, such as: filling in the blanks with the words provided in the box. 	G I/G I	5' 5' 7'
3.	Listening, Speaking, Reading, Writing	Post-activities	 The students are asked to spell, pronounce, and give the meaning of the vocabulary given orally without looking at the worksheet. The students are asked to do the assessment, such as: filling in the blanks with the words provided in the box. 	G I/G I	5' 5' 7'

Notes:

I : Individual

G : Group

E. TEACHER'S NOTE OF THE 1ST TREATMENT FOR THE CONTROL GROUP

TEACHER'S NOTE

Theme : Occupation

Class : Elementary School Third Grade

Time : 1 x 35 minutes

I. Learning Outcomes

Students are able to:

- 1. Understand the utterances which are spoken by the teacher.
- 2. Spell the vocabulary correctly.
- 3. Pronounce the vocabulary correctly.
- 4. Understand the sentences written on the worksheet.
- 5. Understand the vocabulary.
- 6. Write the vocabulary correctly.

II. Pre-Instructional Activities

The teacher asks the students to answer the following questions orally.

- 1. Do you know the meaning of Occupation?
- 2. What is the meaning of Occupation in Indonesian?
- 3. Can you give me the example of Occupation?
- 4. What is your father's/mother's occupation?

III. Whilst-Instructional Activities

Ask the students to:

- 1. Read the handout distributed by the teacher silently.
- 2. Read aloud the handout.
- 3. Repeat the correct pronunciation after the teacher.
- 4. Spell and pronounce the vocabulary given on the worksheet.
- 5. Memorize the vocabulary and its meaning in Indonesian.

IV. Post-Instructional Activities

1. Ask the students to spell, pronounce, and give the meaning of the vocabulary given orally by the teacher without looking at the worksheet.

2. Ask the students to fill in the blanks with the words provided in the box.

F. TEACHING MATERIAL OF THE 1ST TREATMENT FOR THE CONTROL GROUP

STUDENTS' WORKSHEET

Theme : Occupation Class : Elementary School Third Grade Semester : 2 Time : 1 x 35 minutes

I. Material:

Pronounce the following sentences correctly

The <u>baker</u> is <u>rolling</u> the dough. A <u>police officer</u> is <u>driving</u> the car. A <u>boat captain</u> is <u>rowing</u> the boat. An <u>astronaut blasts off</u> to the out of space. A <u>dancer dances</u> beautifully. A <u>scholar studies</u> A <u>farmer farms</u> An <u>actor acts</u> What do you want to be? I want to be a <u>painter</u>. Who is in the kitchen? The <u>cook</u> The <u>cook</u> is <u>cooking</u> fish.

Pronounce and spell the following list of words correctly

Baker	: Tukang roti		Rolling the dough	: Menggiling adonan
Police officer	: Polisi		Driving the police ca	ar : Mengendarai mobil polisi
Cook	: Koki		Cooking fish :	Memasak ikan
Boat captain	: Kapten pera	ihu R	owing the boat	: Mendayung perahu
Astronaut	: Astronot		Blast off to the out o	of space: Meluncur keluar
				angkasa
Dancer	: Penari	Dance	:	Menari
Scholar : Sarjan	a Study		: Belajar	
Farmer	: Petani	Farm	:	Bertani
Actor	: Artis/	А	ct :	Berakting
]	Pemain film			

Painter : Peluki	Paint	: Melukis
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Fill in the blanks with the appropriate words from the box below.

- 1. Tony studies everyday. He wants to be
- 2. My uncle always goes to the field. He everyday. He is
- 3. Shannon makes delicious food. She is Japanese food, Chinese food, Italian food, and Indonesian food. She is
- 4. My mother makes many beautiful pictures. She likes to She is
- 5. I want to be because I like the sea.
- 6. David likes to He wants to play in Tersanjung 6. He wants to be

act	farms	paint	an actor	a painter
a scholar	cooking	boat captain	a farmer	a cook

II. Key Answer:

- 1. A scholar
- 2. Farms, a farmer
- 3. Cooking, a cook
- 4. Paint, a painter
- 5. A boat captain
- 6. Act, an actor

G. LESSON PLAN OF THE 2ND TREATMENT FOR THE EXPERIMENTAL GROUP

LESSON PLAN

Subject: EnglishLanguage Skill: Integrated skillLanguage Component: VocabularyTheme: VehiclesClass: Elementary School Third YearSemester: 2Time Allocation : 1 x 35 minutes

A. Competence

1. <u>Basic Competence:</u>

Students broaden their vocabularies related to "Vehicles".

2. Achievement Indicators:

Listening:

- \checkmark Students are able to understand the utterances in the film.
- \checkmark Students are able to understand the meaning of the vocabulary.

Speaking:

- \mathfrak{S} Students are able to spell the vocabulary correctly.
- \mathfrak{A} Students are able to pronounce the vocabulary correctly.

Reading:

 \checkmark Students are able to understand the sentences written on the worksheet.

Writing:

 \checkmark Students are able to write the vocabulary correctly.

B. Learning Material

- S VCD about Vehicles
- Students' Worksheet

C. Teaching and Learning Activities

- 1. Technique
 - S Repetition Drill

$\boldsymbol{\mathscr{D}}$ Question and Answer

2. Class Activities

No.	Skill/Subskill	Procedures	Activities	Note	Time
1.	Listening,	Pre-activity	The students are asked to answer	Ι	3'
	Speaking		some triggering questions orally.		
2.	Listening,	Whilst-	• The students are asked to watch the	G	5'
	Speaking,	activities	film twice.		
	Reading		• The students are asked to spell and	G	4'
			pronounce the vocabulary given in		
			the film.		
			• The students are asked to guess	G	5'
			orally the meaning of the		
			vocabulary based on the film and		
			then discuss it together with the		
			teacher.		
			• The students are asked to read	G	3'
			aloud the handout distributed by		
			the teacher.		
			• The students are asked to repeat	G	3'
			the correct pronunciation after the		
			teacher.		
3.	Listening,	Post-activities	• The students are asked to spell,	I/G	5'
	Speaking,		pronounce, and give the meaning		
	Reading,		of the vocabulary given orally		
	Writing		without looking at the film and		
			handout.		
			• The students are asked to do the	Ι	7'
			assessment, such as: filling in the		
			blanks with the words provided in		
			the box and answering the		
			questions based on the clues		
			(guessing)		
			(Barrosing).		

D. Media

- S VCD Player
- S VCD about Vehicles

H. TEACHER'S NOTE OF THE 2ND TREATMENT FOR THE EXPERIMENTAL GROUP

TEACHER'S NOTE

Theme : Vehicles

Class : Elementary School Third Grade

Time : 1 x 35 minutes

I. Learning Outcomes

Students are able to:

- 1. Understand the utterances in the film.
- 2. Understand the meaning of the vocabulary.
- 3. Spell the vocabulary correctly.
- 4. Pronounce the vocabulary correctly.
- 5. Understand the sentences written on the worksheet.
- 6. Write the vocabulary correctly.

II. Pre-Instructional Activities

The teacher asks the students to answer the following questions orally.

- 1. What is the meaning of vehicles in Indonesian?
- 2. Give the examples of vehicles that you know!
- 3. What kind of vehicle do you use to go to school everyday?

III. Whilst-Instructional Activities

Ask the students to:

- 1. Watch the film twice.
- 2. Spell and pronounce the vocabulary given in the film.
- 3. Guess orally the meaning of the vocabulary based on the film and then discuss it together with the teacher.
- 4. Read aloud the handout distributed by the teacher.
- 5. Repeat the correct pronunciation after the teacher.

IV. Post-Instructional Activities

- 1. Ask the students to spell, pronounce, and give the meaning of the vocabulary given orally by the teacher without looking at the film and the handout.
- 2. Ask the students to fill in the blanks with the words provided in the box.
- 3. Ask the students to answer the questions based on the clues.

G. TEACHING MATERIAL OF THE 2ND TREATMENT FOR THE EXPERIMENTAL GROUP

STUDENTS' WORKSHEET

Theme	: Vehicles
Class	: Elementary School Third Grade
Semester	: 2
Time	: 1 x 35 minutes

I. Material:

Pronounce the following sentences correctly

Hans cannot <u>drive a car</u>.
Hans cannot <u>ride a motorcycle</u>.
Hans cannot <u>ride a bicycle</u>.
Hans can <u>ride a tricycle</u>.
Hans is so young. He just can <u>ride a tricycle</u>.
Wolfi cannot <u>drive a car</u>.
Wolfi cannot <u>ride a motorcycle</u>.
Wolfi can <u>ride a bicycle</u>. He <u>rides a bicycle</u> to school.

Pronounce and spell the following list of words correctly

Α	car	Drive	
Α	motorcycle		Ride
A	bicycle		cannot
Α	tricycle		can
Α	truck		
Ar	n airplane		

Fill in the blanks with the appropriate words from the box below.

airplane	a truck	rides	a motorcycle	a tricycle
drives	car	a bicycle	go	a bus

- 1. My brother is 3 years old. He always his tricycle everyday.
- 2. Mr. Mahfud a car everyday to go to the office.
- 3. have two wheels.
- 4. I to Singapore by
- 5. I need to bring all these cupboards.
- 6. has three wheels.

Answer the following questions based on the clues.

 It has two wheels. It is faster than bicycle. What vehicle is it?
 It is big. It has eight wheels. What vehicle is it?
 It has four wheels. My father always drives it. What vehicle is it?

II. Answer Key:

- 1. rides
- 2. drives

- 1. It is a motorcycle.
- 2. It is a truck.

3. It is a car.

- 3. A motorcycle, a bicycle
- 4. go, airplane
- 5. A truck
- 6. A tricycle

H. LESSON PLAN OF THE 2ND TREATMENT FOR THE CONTROL GROUP

LESSON PLAN

Subject	: English
Language Skill : Integra	ated skill
Language Component	: Vocabulary
Theme	: Vehicles
Class	: Elementary School Third Year
Semester	: 2

Time Allocation : 1 x 35 minutes

A. Competence

1. Basic Competence:

Students broaden their vocabularies related to "Vehicles".

2. Achievement Indicators:

Listening:

 \checkmark Students are able to understand the utterances which are spoken by the teacher.

Speaking:

- \mathfrak{S} Students are able to spell the vocabulary correctly.
- \checkmark Students are able to pronounce the vocabulary correctly.

Reading:

- \checkmark Students are able to understand the sentences written on the worksheet.
- \checkmark Students are able to understand the vocabulary.

Writing:

 \checkmark Students are able to write the vocabulary correctly.

B. Learning Material

Students' Worksheet

C. Teaching and Learning Activities

1. Technique

- S Repetition Drill
- \mathcal{S} Question and Answer

2. Class Activities

No.	Skill/Subskill	Procedures	Activities	Note	Time
1.	Listening,	Pre-activity	The students are asked to answer	Ι	3'
	Speaking		some triggering questions orally.		
2.	Listening,	Whilst-	• The students are asked to read the	G	2'
	Speaking,	activities	handout distributed by the teacher		
	Reading		silently.		
			• The students are asked to read	G	4'
			aloud the handout.		
			• The students are asked to repeat		
			the correct pronunciation after the	G	3'
			teacher.		
			• The students are asked to spell		
			and pronounce the vocabulary		
			given on the worksheet.	G	6'
			• The students are asked to		
			memorize the vocabulary and its		
			meaning in Indonesian.		
				G	5'
3.	Listening,	Post-activities	• The students are asked to spell,	I/G	5'
	Speaking,		pronounce, and give the meaning		
	Reading, Writing		of the vocabulary given orally		
			without looking at the worksheet.		
			• The students are asked to do the		
			assessment, such as: filling in the		
			blanks with the words provided in	Ι	7'
			the box and answering the		
			questions based on the clues		
			(guessing).		

I. TEACHER'S NOTE OF THE 2ND TREATMENT FOR THE CONTROL GROUP

TEACHER'S NOTE

Theme : Vehicles

Class : Elementary School Third Grade

Time : 1 x 35 minutes

I. Learning Outcomes

Students are able to:

- 1. Understand the utterances which are spoken by the teacher.
- 2. Spell the vocabulary correctly.
- 3. Pronounce the vocabulary correctly.
- 4. Understand the sentences written on the worksheet.
- 5. Understand the vocabulary.
- 6. Write the vocabulary correctly.

II. Pre-Instructional Activities

The teacher asks the students to answer the following questions orally.

- 1. What is the meaning of vehicles in Indonesian?
- 2. Give the examples of vehicles that you know!
- 3. What kind of vehicle do you use to go to school everyday?

III. Whilst-Instructional Activities

Ask the students to:

- 1. Read the handout distributed by the teacher silently.
- 2. Read aloud the handout.
- 3. Repeat the correct pronunciation after the teacher.
- 4. Spell and pronounce the vocabulary given on the worksheet.
- 5. Memorize the vocabulary and its meaning in Indonesian.

IV. Post-Instructional Activities

- 1. Ask the students to spell, pronounce, and give the meaning of the vocabulary given orally by the teacher without looking at the worksheet.
- 2. Ask the students to fill in the blanks with the words provided in the box.
- 3. Ask the students to answer the questions based on the clues.

J. TEACHING MATERIAL OF THE 2ND TREATMENT FOR THE CONTROL GROUP

STUDENTS' WORKSHEET

Theme	: Vehicles
Class	: Elementary School Third Grade
Semester	:2
Time	: 1 x 35 minutes

I. Material:

Pronounce the following sentences correctly

Hans cannot drive a car. Hans cannot ride a motorcycle. Hans cannot ride a bicycle. Hans can ride a tricycle. Hans is so young. He just can ride a tricycle. Wolfi cannot drive a car. Wolfi cannot ride a motorcycle. Wolfi can ride a bicycle. He rides a bicycle to school.

Pronounce and spell the following list of words correctly

A	car : se	ebı	ıah mobil	Drive	:	mengendarai	
A	motorcycle	e:	sebuah sepeda		Ride	: naik	
			motor				
A	bicycle		: sebuah sepeda			cannot :	tidak bisa
			roda dua				
A	tricycle	:	sebuah sepeda		can	: bisa	
			roda tiga				
A	truck		: sebuah truk				
Ar	n airplane	:	sebuah pesawat t	cerbang	J		

Fill in the blanks with the appropriate words from the box below.

airplane	a truck	rides	a motorcycle	a tricycle
drives	car	a bicycle	go	a bus

- 1. My brother is 3 years old. He always his tricycle everyday.
- 2. Mr. Mahfud a car everyday to go to the office.
- 3. have two wheels.
- 4. I to Singapore by
- 5. I need to bring all these cupboards.
- 6. has three wheels.

Answer the following questions based on the clues.

 It has two wheels. It is faster than bicycle. What vehicle is it?
 It is big. It has eight wheels. What vehicle is it?
 It has four wheels. My father always drives it. What vehicle is it?

II. Answer Key:

- 1. rides
- 2. drives

- 1. It is a motorcycle.
- 2. It is a truck.

3. It is a car.

- 3. A motorcycle, a bicycle
- 4. go, airplane
- 5. A truck
- 6. A tricycle

K. LESSON PLAN OF THE 3RD TREATMENT FOR THE EXPERIMENTAL GROUP

LESSON PLAN

Subject: EnglishLanguage Skill: Integrated skillLanguage Component: VocabularyTheme: VegetablesClass: Elementary School Third YearSemester: 2Time Allocation : 1 x 35 minutes

A. Competence

1. Basic Competence:

Students broaden their vocabularies related to "Vegetables".

2. Achievement Indicators:

Listening:

- \checkmark Students are able to understand the utterances in the film.
- \checkmark Students are able to understand the meaning of the vocabulary.

Speaking:

- \checkmark Students are able to spell the vocabulary correctly.
- \mathfrak{A} Students are able to pronounce the vocabulary correctly.

Reading:

 \checkmark Students are able to understand the sentences written on the worksheet.

Writing:

 \checkmark Students are able to write the vocabulary correctly.

B. Learning Material

- S VCD about Vegetables
- Students' Worksheet

C. Teaching and Learning Activities

- 1. Technique
 - S Repetition Drill

$\boldsymbol{\mathscr{D}}$ Question and Answer

2. Class Activities

No.	Skill/Subskill	Procedures	Activities	Note	Time
1.	Listening,	Pre-activity	The students are asked to answer	Ι	3'
	Speaking		some triggering questions orally.		
2.	Listening,	Whilst-	• The students are asked to watch the	G	5'
	Speaking,	activities	film twice.		
	Reading		• The students are asked to spell and	G	4'
			pronounce the vocabulary given in		
			the film.		
			• The students are asked to guess	G	3'
			orally the meaning of the		
			vocabulary based on the film and		
			then discuss it together with the		
			teacher.		
			• The students are asked to read	G	3'
			aloud the handout distributed by		
			the teacher.		
			• The students are asked to repeat	G	2'
			the correct pronunciation after the		
			teacher.		
3.	Listening,	Post-activities	• The students are asked to spell,	I/G	5'
	Speaking,		pronounce, and give the meaning		
	Reading,		of the vocabulary given orally		
	Writing		without looking at the film and		
			handout.		
			• The students are asked to do the	Ι	10'
			assessment, such as: filling in the		
			blanks with the words provided in		
			the box, answering the questions		
			based on the clues (guessing), and		
			arranging scrambled letters start		
			with the bold letter correctly.		

D. Media

- S VCD Player
- Style VCD about Vegetables

L. TEACHER'S NOTE OF THE 3RD TREATMENT FOR THE EXPERIMENTAL GROUP

TEACHER'S NOTE

Theme : Vegetables

Class : Elementary School Third Grade

Time : 1 x 35 minutes

I. Learning Outcomes

Students are able to:

- 1. Understand the utterances in the film.
- 2. Understand the meaning of the vocabulary.
- 3. Spell the vocabulary correctly.
- 4. Pronounce the vocabulary correctly.
- 5. Understand the sentences written on the worksheet.
- 6. Write the vocabulary correctly.

II. Pre-Instructional Activities

The teacher asks the students to answer the following questions orally.

- 1. What is the meaning of vegetables in Indonesian?
- 2. Give the examples of vegetables that you know!
- 3. What vegetables do you like?

III. Whilst-Instructional Activities

Ask the students to:

- 1. Watch the film twice.
- 2. Spell and pronounce the vocabulary given in the film.
- 3. Guess orally the meaning of the vocabulary based on the film and then discuss it together with the teacher.
- 4. Read aloud the handout distributed by the teacher.
- 5. Repeat the correct pronunciation after the teacher.

IV. Post-Instructional Activities

1. Ask the students to spell, pronounce, and give the meaning of the vocabulary given orally by the teacher without looking at the film and the handout.

- 2. Ask the students to fill in the blanks with the words provided in the box.
- 3. Ask the students to answer the questions based on the clues.
- 4. Ask the students to arrange the scrambled letters start with the bold letter correctly.

M.TEACHING MATERIAL OF THE 3RD TREATMENT FOR THE EXPERIMENTAL GROUP

STUDENTS' WORKSHEET

Theme : Vegetables Class : Elementary School Third Grade Semester : 2 Time : 1 x 35 minutes

I. Material:

Pronounce the following sentences correctly

How to <u>plant</u> the <u>cabbage seed</u>? Put the seed on the ground, pat the seed, and water them. What <u>vegetable</u> is it? It is a <u>carrot</u>. What <u>vegetable</u> is it? It is a <u>potato</u>. What <u>vegetable</u> is it? It is a <u>onion</u>. What <u>vegetable</u> is it? It is a <u>cucumber</u>. What <u>vegetable</u> is it? It is a <u>cabbage</u>. Donald is <u>hungry</u>. Gus is <u>hungry</u>. Gus is <u>eating corn</u>. Gus is <u>eating peas</u>.

Pronounce and spell the following list of words correctly

How to <u>plant</u> the <u>cabbage seed</u>? Put the seed on the ground Pat the seed Water them Vegetable A carrot A potato An onion A cucumber A cabbage Spinach Radish Hungry Eat Corn Peas

Fill in the blanks with the appropriate words from the box below.

Corn	Hungry	Spinach	Cucumbers
Vegetables	Delicious	Plants	Carrots

- 1. Popeye likes to eat because it makes him strong.
- 2. Debby flowers at her yard.
- 3. Rabbit likes to eat
- 4. Peas, cucumber, and carrot are
- 5. Ben is He wants to eat corn soup.

Answer the following questions based on the clues.

1.	It is round. Its color is brown.
	What vegetable is it?
2.	It is long. Its color is white.
	What vegetable is it?
3.	It is long. Its color is green.
	What vegetable is it?
4.	It is small. Its color is green.
	What vegetable is it?

Arrange the scrambled letters below start with the bold letter.

1. b - a - b - a - C - e - g	:
2. $d - a - s - h - i - \mathbf{R}$:
3. $\dot{i} - n - \mathbf{O} - n - o$:
4. $o - t - a - \mathbf{P} - o - t$:

II. Answer Key:

- 1. Spinach
- 2. Plants
- 3. Carrots
- 4. Vegetables
- 5. Hungry
- 1. It is a potato.
- 2. It is a radish.
- 3. It is a cucumber.
- 4. It is a pea.
- 1. Cabbage
- 2. Radish
- 3. Onion
- 4. Potato

N. LESSON PLAN OF THE 3RD TREATMENT FOR THE CONTROL GROUP

LESSON PLAN

Subject: EnglishLanguage Skill: Integrated skillLanguage Component: VocabularyTheme: VegetablesClass: Elementary School Third YearSemester: 2Time Allocation : 1 x 35 minutes

A. Competence

1. Basic Competence:

Students broaden their vocabularies related to "Vegetables".

2. Achievement Indicators:

Listening:

 \checkmark Students are able to understand the utterances which are spoken by the teacher.

Speaking:

- \checkmark Students are able to spell the vocabulary correctly.
- \mathfrak{A} Students are able to pronounce the vocabulary correctly.

Reading:

- \checkmark Students are able to understand the sentences written on the worksheet.
- \checkmark Students are able to understand the vocabulary.

Writing:

 \checkmark Students are able to write the vocabulary correctly.

B. Learning Material

Students' Worksheet

C. Teaching and Learning Activities

- 1. Technique
 - S Repetition Drill
 - 𝒴 Question and Answer

2. Class Activities

No.	Skill/Subskill	Procedures	Activities	Note	Time
1.	Listening,	Pre-activity	The students are asked to answer	Ι	3'
	Speaking		some triggering questions orally.		
2.	Listening,	Whilst-	• The students are asked to read the	G	2'
	Speaking,	activities	handout distributed by the teacher		
	Reading		silently.		
			• The students are asked to read	G	3'
			aloud the handout.		
			• The students are asked to repeat		
			the correct pronunciation after the	G	3'
			teacher.		
			• The students are asked to spell		
			and pronounce the vocabulary		
			given on the worksheet.	G	5'
			• The students are asked to		
			memorize the vocabulary and its		
			meaning in Indonesian.		
				G	4'
3.	Listening,	Post-activities	• The students are asked to spell,	I / G	5'
	Speaking,		pronounce, and give the meaning		
	Reading, Writing		of the vocabulary given orally		
			without looking at the worksheet.		
			• The students are asked to do the		
			assessment, such as: filling in the		
			blanks with the words provided in	Ι	10'
			the box, answering the questions		
			based on the clues (guessing), and		
			arranging scrambled letters start		
			with the bold letter correctly.		

O. TEACHER'S NOTE OF THE 3RD TREATMENT FOR THE CONTROL GROUP

TEACHER'S NOTE

Theme : Vegetables

Class : Elementary School Third Grade

Time : 1 x 35 minutes

I. Learning Outcomes

Students are able to:

- 1. Understand the utterances which are spoken by the teacher.
- 2. Spell the vocabulary correctly.
- 3. Pronounce the vocabulary correctly.
- 4. Understand the sentences written on the worksheet.
- 5. Understand the vocabulary.
- 6. Write the vocabulary correctly.

II. Pre-Instructional Activities

The teacher asks the students to answer the following questions orally.

- 1. What is the meaning of vegetables in Indonesian?
- 2. Give the examples of vegetables that you know!
- 3. What vegetables do you like?

III. Whilst-Instructional Activities

Ask the students to:

- 1. Read the handout distributed by the teacher silently.
- 2. Read aloud the handout.
- 3. Repeat the correct pronunciation after the teacher.
- 4. Spell and pronounce the vocabulary given on the worksheet.
- 5. Memorize the vocabulary and its meaning in Indonesian.

IV. Post-Instructional Activities

1. Ask the students to spell, pronounce, and give the meaning of the vocabulary given orally by the teacher without looking at the worksheet.

- 2. Ask the students to fill in the blanks with the words provided in the box.
- 3. Ask the students to answer the questions based on the clues.
- 4. Ask the students to arrange the scrambled letters start with the bold letter correctly.

P. TEACHING MATERIAL OF THE 3RD TREATMENT FOR THE CONTROL GROUP

STUDENTS' WORKSHEET

Theme : Vegetables Class : Elementary School Third Grade Semester : 2 Time : 1 x 35 minutes

I. Material:

Pronounce the following sentences correctly

How to <u>plant</u> the <u>cabbage seed</u>? Put the seed on the ground, pat the seed, and water them. What <u>vegetable</u> is it? It is a <u>carrot</u>. What <u>vegetable</u> is it? It is a <u>potato</u>. What <u>vegetable</u> is it? It is a <u>onion</u>. What <u>vegetable</u> is it? It is a <u>cucumber</u>. What <u>vegetable</u> is it? It is a <u>cabbage</u>. Donald is <u>hungry</u>. Gus is <u>hungry</u>. Gus is <u>eating corn</u>. Gus is eating peas.

Pronounce and spell the following list of words correctly

How to <u>plant</u> the <u>cas</u>	obage <u>seed</u> ? : E	Bagaimana menanam benih
		Kubis?
Put the seed on the	ground : I	aruh benih di tanah.
Pat the seed		: Tepuk-tepuk benihnya
Water them	: 5	Sirami mereka.
Vegetable :	sayuran	
A carrot :	sebuah wortel	
A potato :	sebuah kentang	
An onion :	sebuah bawang m	nerah
A cucumber : sebual	n ketimun	

A cabbage	:	sebuah kubis
Spinach	:	bayam
Radish	:	lobak
Hungry	:	lapar
Eat	:	makan
Corn	:	jagung
Peas	:	kacang polong

Fill in the blanks with the appropriate words from the box below.

Corn	Hungry	Spinach	Cucumbers
Vegetables	Delicious	Plants	Carrots

- 1. Popeye likes to eat because it makes him strong.
- 2. Debby flowers at her yard.
- 3. Rabbit likes to eat
- 4. Peas, cucumber, and carrot are
- 5. Ben is He wants to eat corn soup.

Answer the following questions based on the clues.

1.	It is round. Its color is brown.
	What vegetable is it?
2.	It is long. Its color is white.
	What vegetable is it?
3.	It is long. Its color is green.
	What vegetable is it?
4.	It is small. Its color is green.
	What vegetable is it?

Arrange the scrambled letters below start with the bold letter.

1. b - a - b - a - C - e - g	:
2. $d - a - s - h - i - \mathbf{R}$:
3. $\dot{i} - n - \mathbf{O} - n - o$:
4. $o - t - a - \mathbf{P} - o - t$:

II. Answer Key:

- 1. Spinach
- 2. Plants
- 3. Carrots
- 4. Vegetables
- 5. Hungry
- 1. It is a potato.
- 2. It is a radish.
- 3. It is a cucumber.
- 4. It is a pea.
- 1. Cabbage
- 2. Radish
- 3. Onion
- 4. Potato