

## APPENDICES

**APPENDIX 1**

**STUDENTS' ENGLISH GRADE IN THE PREVIOUS SEMESTER  
REPORT BOOK**

NO.	CLASS 2-4	CLASS 2-5	CLASS 2-6	CLASS 2-7	CLASS 2-8
1	5	6	6	8	6
2	6	6	5	7	5
3	6	4	6	5	7
4	4	5	6	5	7
5	6	5	6	6	7
6	6	8	6	6	6
7	6	6	5	7	4
8	7	4	7	5	7
9	5	6	6	6	6
10	7	6	9	5	7
11	7	6	6	6	6
12	6	6	5	5	6
13	6	6	7	6	6
14	6	5	6	6	7
15	7	7	7	6	6
16	5	8	8	6	6
17	6	6	8	6	5
18	6	6	6	7	7
19	7	6	5	5	6
20	5	6	6	7	6
21	6	6	6	6	7
22	7	5	6	5	6
23	7	7	5	8	6
24	7	5	6	6	7
25	7	7	7	8	7
26	5	6	7	6	6
27	7	8	7	6	8
28	6	7	5	6	5
29	7	8	6	7	7
30	7	6	6	7	6
31	7	7	6	6	7
32	7	7	6	6	8
33	7	8	6	7	7
34	6	6	6	7	7
35	7	8	7	7	
<b>Total</b>	<b>219</b>	<b>219</b>	<b>218</b>	<b>218</b>	<b>217</b>
<b>N</b>	<b>35</b>	<b>35</b>	<b>35</b>	<b>35</b>	<b>34</b>
<b>Mean</b>	<b>6.25714286</b>	<b>6.25714286</b>	<b>6.22857143</b>	<b>6.22857143</b>	<b>6.38235294</b>

STUDENTS' ENGLISH GRADE IN THE PREVIOUS  
SEMESTER REPORT BOOK

KELAS 2-4		
EXPERIMENTAL GROUP		
NO.	X	X2
1	5	25
2	6	36
3	4	16
4	6	36
5	8	64
6	7	49
7	5	25
8	7	49
9	7	49
10	6	36
11	6	36
12	6	36
13	7	49
14	5	25
15	7	49
16	6	36
17	7	49
18	5	25
19	6	36
20	7	49
21	7	49
22	7	49
23	7	49
24	5	25
25	7	49
26	6	36
27	7	49
28	8	64
29	7	49
30	7	49
31	6	36
32	7	49
Total	204	1328

KELAS 2-7		
CONTROL GROUP		
NO.	X	X2
1	8	64
2	7	49
3	5	25
4	5	25
5	6	36
6	6	36
7	7	49
8	5	25
9	5	25
10	6	36
11	5	25
12	6	36
13	6	36
14	6	36
15	6	36
16	7	49
17	7	49
18	6	36
19	5	25
20	8	64
21	6	36
22	8	64
23	6	36
24	6	36
25	6	36
26	7	49
27	7	49
28	6	36
29	7	49
30	7	49
31	7	49
Total	195	1251

## APPENDIX 2

### Students' English Grade in the Previous Semester Report Book Calculation

Test of hypothesis

1. HO: There is no significant difference between the means of the groups

HA: There is a significant difference between the means of the groups

2. T-test calculation, where  $df = Na + Nb - 2$       **t-table (5%) = 1.6702**  
 $= 32 + 31 - 2$   
 $= 61$

3. Calculation for the observed-t (to)

**\* Experimental group**

$$\begin{array}{lcl} \mathbf{Xa} = \frac{\Sigma Xa}{Na} & = \frac{204}{32} & = 6.375 \end{array}$$

$$\begin{aligned} \mathbf{SDa} &= \sqrt{\frac{n \Sigma x^2 - (\Sigma x)^2}{n(n-1)}} \\ &= \sqrt{\frac{32 \cdot 1328 - (204)^2}{32 \cdot 31}} \\ &= \mathbf{0.941858} \end{aligned}$$

**\* Control Group**

$$\begin{array}{lcl} \mathbf{Xb} = \frac{\Sigma Xb}{Nb} & = \frac{195}{31} & = 6.290323 \end{array}$$

$$\begin{aligned} \mathbf{SDb} &= \sqrt{\frac{n \Sigma x^2 - (\Sigma x)^2}{n(n-1)}} \\ &= \sqrt{\frac{31 \cdot 1251 - (195)^2}{31 \cdot 30}} \\ &= \mathbf{0.901611} \end{aligned}$$

$$\begin{aligned} \mathbf{to} &= \frac{Xa - Xb}{\sqrt{\frac{(Na-1)SDa^2 + (Nb-1)SDb^2}{Na + Nb - 2} \left[ \frac{1}{Na} + \frac{1}{Nb} \right]}} \\ &= \frac{6.375 - 6.290323}{\sqrt{\frac{(32-1)0.941858^2 + (31-1)0.901611^2}{32 + 31 - 2} \left[ \frac{1}{32} + \frac{1}{31} \right]}} \\ &= \mathbf{0.364325} \end{aligned}$$

#### 4. Conclusion

Because the observed-t (0.364325) was smaller than the t-table (1.6702), it was concluded that there is no significant difference between the mean of the groups. Both of the groups have the same level of intelligence so that  $H_0$  is accepted and  $H_A$  is rejected.

**LESSON PLAN****Planned for the experimental group  
(FIRST TREATMENT)**

Subject	: English
Skill	: Writing
Theme	: Art and Culture
Class	: Second year of Senior High School
Semester	: 1
Time allocation	: 1 x 45 minutes

**A. Competence**

1. Basic competence
  - Students can write English narrative writing well.
2. Achievement indicators
  - Students are able to write a paragraph consists of at least 40 words (as a summary of the reading passage given).

**B. Learning materials**

- See the students' worksheet

**C. Teaching and learning activities**

## □ Techniques

- Explanation
- Discussion
- Individual work
- Summarizing

## □ Class activities

Procedure	Activities	G/I	Time
Pre-instructional activities	Students reply the teacher's greeting.	G	1'
	Students answer the triggering questions.	G	3'
Whilst-instructional activities	Students read the reading passage given.	I	5'
	Students find the difficult words in the reading passage given.	G	3'
	Students discuss the difficult words in the reading passage given.	G	3'
Post-instructional activities	Students discuss in pairs about the steps of making a summary using the guidelines given.	G	10'
	Students write a paragraph consists of at least 40 words (as a summary of the reading passage given).	I	20'
	Total		45'

Note: G = Group  
I = Individual

**D. Assessment**

- Students write a paragraph consists of at least 40 words (as a summary of the reading passage given).

**E. References and resources**

Ruth & Silvia. 2000. Progress Three: Unit 1 Holiday. Surabaya: ELS

## **Student's Worksheet**

Theme	: Art and Culture
Class	: Second year of Senior High School
Semester	: 1
Time allocation	: 1 x 45 minutes

### **I. Read this reading passage.**

#### **Summer Vacation**

Carol just had a wonderful summer vacation. She used to go to a camp in the country during the summer. But this year, she went to a camp by a sea. She spent two weeks there. Carol loved it because the camp had a beautiful beach. She thought it was the most beautiful beach in the world. She could swim, run along the beach, sunbathe under the sun, and eat outdoors. She also met many new friends there. But now vacation is over. It is time for her to go back to school again. She is a little sad, but she is happy too. A new school year is just begun. There are a lot of things to do and to learn at school.

- II. Find the difficult words in the reading passage and discuss them.**
- III. Discuss in pairs about the steps of making a summary. Use the guidelines given.**
- IV. Write a paragraph consists of at least 40 words (as summary of the reading passage above).**

## **Students' Guidelines**

The steps of summarizing reading passages are as follows:

- a. Skimming the reading passages given.
  - See the titles, the paragraphs
- b. Reading the whole reading passages carefully
  - Understand what it is about
- c. Detecting the main idea of the reading passages given.
  - Underline the sentences that become the main idea from each of the paragraph in the material.
- d. Determining the structure of the reading passages given.
  - Exam its organization.
  - Follow the chronological order in the reading passages given.
- e. Deciding parts of the passage you think as the factual information and important to be told.
- f. Writing the sentences that become the points into your own words.
  - Remember that it is usually shorter than the original reading passages.



## **Teacher's Notes**

Theme	: Art and Culture
Class	: Second year of Senior High School
Semester	: 1
Time allocation	: 1 x 45 minutes

### **I. Learning outcomes**

1. The students' interest in the given topic is aroused.
2. The students are able to write a paragraph consists of at least 40 words (as a summary of the reading passage given).

### **II. Teacher's Activities**

#### **a. Pre-Instructional Activities**

1. The teacher greets the students
2. The teacher asks some triggering questions below to the students.
  - What is summer vacation?
  - When do people usually have this vacation?
  - What do they do?
  - Will you get such a vacation? Why?

#### **b. Whilst-Instructional Activities**

1. Have the students read the reading passage given.
2. Have the students find difficult words in the reading passage given.
  - wonderful                      == extremely good
  - summer                         == the warmest season of the year
  - vacation                        == holiday
  - camp                             -- place where people live in tents or huts for a short time
  - during                          through a period of time
  - sunbathe                        -- expose one's body to sunlight
3. Have the students discuss the difficult words in the reading passage.
4. Have the students discuss in pairs about the steps of making a summary using the guidelines given.

#### **c. Post-Instructional Activities**

1. Have the students write a paragraph consists of at least 40 words (as a summary of the reading passage given).

### **Answer Key**

The possible answer for the triggering questions:

1. It is a holiday in the summer.
2. People have this vacation when they during the summer.
3. They usually go to the beach and sunbathe there.
4. No, I will not because there is not such a season in Indonesia.

The paragraph:

Carol had a terrific time during her summer holiday. She went to a camp near the sea for two weeks. She also met new friends there. However, the holiday was over. Carol had to go back to school again. She had to start her new school year.

**LESSON PLAN**  
**Planned for the control group**  
**(FIRST TREATMENT)**

Subject : English  
Skill : Writing  
Theme : Art and Culture  
Class : Second year of Senior High School  
Semester : 1  
Time allocation : 1 x 45 minutes

**A. Competence**

- 1. Basic competence
  - Students can write English narrative writing well.
- 2. Achievement indicators
  - Students are able to arrange the answers in a paragraph using the appropriate conjunctions.

**B. Learning materials**

□ See the students' worksheet.

**C. Teaching and learning activities**

□ Techniques

- Explanation
- Discussion
- Individual work
- Question-answer

□ Class activities

Procedure	Activities	G/I	Time
Pre-instructional activities	Students reply the teacher's greeting.	G	1'
	Students answer the triggering questions.	G	3'
Whilst-instructional activities	Students read the reading passage given.	I	5'
	Students find the difficult words in the reading passage given.	G	3'
	Students discuss the difficult words in the reading passage given.	G	3'
Post-instructional activities	Students answer the questions based on the reading passage given.	I	10'
	Students arrange the answers in a paragraph using the appropriate conjunctions	I	20'
Total			45'

Note: G = Group  
I = Individual

**D. Assessment**

- Students individually are asked to arrange the answers in a paragraph using the appropriate conjunctions.

**E. References and resources**

**Ruth & Silvia. 2000. Progress Three: Unit 1 Holiday. Surabaya: ELS**

## Student's Worksheet

Theme	: Art and Culture
Class	: Second year of Senior High School
Semester	: 1
Time allocation	: 1 x 45 minutes

### I. Read this reading passage.

#### Summer Vacation

Carol just had a wonderful summer vacation. She used to go to a camp in the country during the summer. But this year, she went to a camp by a sea. She spent two weeks there. Carol loved it because the camp had a beautiful beach. She thought it was the most beautiful beach in the world. She could swim, run along the beach, sunbathe under the sun, and eat outdoors. She also met many new friends there. But now vacation is over. It is time for her to go back to school again. She is a little sad, but she is happy too. A new school year is just begun. There are a lot of things to do and to learn at school.

### II. Find the difficult words in the reading passage and discuss them.

### III. Answer these questions.

1. Was Carol happy?
2. Why was she happy?
3. Where did she have a camp in this year, in the country or by the sea?
4. How was the beach there?
5. Where did she go when the vacation was over?
6. How did she feel?

### IV. Arrange the answers in a paragraph using the appropriate conjunctions and transitional expressions.

## Teacher's Notes

Theme	: Art and Culture
Class	: Second year of Senior High School
Semester	: 1
Time allocation	: 1 x 45 minutes

### I. Learning outcomes

1. The students' interest in the given topic is aroused.
2. The students are able to arrange the answers in a paragraph using the appropriate conjunctions.

### II. Teacher's Activities

#### a. Pre-Instructional Activities

1. The teacher greets the students
2. The teacher asks some triggering questions below to the students.
  - What is summer vacation?
  - When do people usually have this vacation?
  - What do they do?
  - Will you get such a vacation? Why?

#### b. Whilst-Instructional Activities

1. Have the students read the reading passage given.
2. Have the students find difficult words in the reading passage given.
  - wonderful = extremely good
  - summer = the warmest season of the year
  - vacation = holiday
  - camp = place where people live in tents or huts for a short time
  - during = through a period of time
  - sunbathe = expose one's body to sunlight
3. Have the students discuss the difficult words in the reading passage.

#### c. Post-Instructional Activities

1. Have the students answer the questions based on the reading passage given.
2. Have the students arrange the answers in a paragraph using the appropriate conjunctions.

## **Answer Key**

The possible answer for the triggering questions:

1. It is a holiday in the summer.
2. People have this vacation when they during the summer.
3. They usually go to the beach and sunbathe there.
4. No, I will not because there is not such a season in Indonesia.

Answer the questions:

1. Carol was happy.
2. She was happy because she had a wonderful summer vacation.
3. She had a camp by the sea in this year.
4. The beach there was beautiful.
5. When the vacation was over, she went back to school.
6. She was a little sad but she was happy too.

The paragraph:

Carol was happy because she had a wonderful summer vacation. She had a camp by the sea in this year and the beach there was beautiful. When the vacation was over, she went back to school. She was a little sad but she was happy too.

**LESSON PLAN**  
**Planned for the experimental group**  
**(SECOND TREATMENT)**

Subject : English  
Skill : Writing  
Theme : Art and Culture  
Class : Second year of Senior High School  
Semester : 1  
Time allocation : 1 x 45 minutes

**A. Competence**

1. Basic competence
  - Students can write English narrative writing well.
2. Achievement indicators
  - Students are able to write a paragraph consists of at least 40 words (as a summary of the reading passage given).

**B. Learning materials**

- See the students' worksheet

**C. Teaching and learning activities**

## □ Techniques

- Explanation
- Discussion
- Individual work
- Summarizing

## □ Class activities

Procedure	Activities	G/I	Time
Pre-instructional activities	Students reply the teacher's greeting.	G	1'
	Students answer the triggering questions.	G	3'
Whilst-instructional activities	Students read the reading passage given.	I	5'
	Students find the difficult words in the reading passage given.	G	3'
	Students discuss the difficult words in the reading passage given.	G	3'
Post-instructional activities	Students discuss in pairs about the steps of making a summary using the guidelines given.	G	10'
	Students write a paragraph consists of at least 40 words (as a summary of the reading passage given).	I	20'
	Total		45'

Note: G = Group  
I = Individual

**D. Assessment**

- Students write a paragraph consists of at least 40 words. (as a summary of the reading passage given.)

**E. References and resources**

Nakazawa, Makoto. Available at: <http://www.lclark.edu/~krauss/toppicks/halloween1.htm>

## **Student's Worksheet**

Theme	: Art and Culture
Class	: Second year of Senior High School
Semester	: 1
Time allocation	: 1 x 45 minutes

### **I. Read this reading passage.**

#### **Halloween Fun**

Halloween is one of the most famous holidays in the United States. It is on October 31<sup>st</sup>. People carve pumpkins and make funny faces on them. These are called "Jack-O-Lanterns."

Last year, I carved my first Halloween pumpkin at my friend's family house. First, I cut the top of the pumpkin and pulled the seeds out. It was not good for me because it was sticky and smelled bad. I had never carved a pumpkin so it was interesting for me. Next, I carved the eyes and the mouth. I wanted to make a face like a pirate. When I finished making the face, I put a candle inside. It was very beautiful so I was happy.

I had a good experience because I learned one new idea about American culture by taking part in it. I think Halloween is an interesting American holiday that involves all family members and neighbors too!

- II. Find the difficult words in the reading passage and discuss them.**
- III. Discuss in pairs about the steps of making a summary. Use the guidelines given.**
- IV. Write a paragraph consists of at least 40 words  
(as summary from the reading passage above).**



### **Students' Guidelines**

The steps of summarizing reading passages are as follows:

- a. Skimming the reading passages given.
  - See the titles, the paragraphs
- b. Reading the whole reading passages carefully
  - Understand what it is about
- c. Detecting the main idea of the reading passages given.
  - Underline the sentences that become the main idea from each of the paragraph in the material.
- d. Determining the structure of the reading passages given.
  - Exam its organization.
  - Follow the chronological order in the reading passages given.
- e. Deciding parts of the passage you think as the factual information and important to be told.
- f. Writing the sentences that become the points into your own words.
  - Remember that it is usually shorter than the original reading passages.

## Teacher's Notes

Theme	: Art and Culture
Class	: Second year of Senior High School
Semester	: 1
Time allocation	: 1 x 45 minutes

### I. Learning outcomes

1. The students' interest in the given topic is aroused.
2. The students are able to write a paragraph consists of at least 40 words (as a summary of the reading passage given).

### II. Teacher's Activities

#### a. Pre-Instructional Activities

1. The teacher greets the students
2. The teacher asks some triggering questions below to the students.
  - What is Halloween?
  - What do you think about Halloween?
  - What do children usually do on Halloween?
  - Do you ever celebrate Halloween?

#### b. Whilst-Instructional Activities

1. Have the students read the reading passage given.
2. Have the students find difficult words in the reading passage given.
  - famous (adjective) = well-known to very many people
  - carve (verb) = form something by cutting away material from wood, stone, or so on
  - pumpkin (noun) = large round orange-yellow fruit, used as a vegetable
  - seed (noun) = part of a plant from which a new plant can grow
  - sticky (adjective) = like or covered with glue
  - pirate (noun) = person who robs other ships at sea
  - involve (verb) = include; make somebody takes part in something
3. Have the students discuss the difficult words in the reading passage.
4. Have the students discuss in pairs about the steps of making a summary using the guidelines given.

#### c. Post-Instructional Activities

1. Have the students write a paragraph consists of at least 40 words (as a summary of the reading passage given).

## **Answer Key**

The possible answer for the triggering questions:

1. Halloween is an American holiday when children dress up as ghosts and witches.
2. Halloween is an interesting event.
3. Children usually go door to door and play trick or treat.
4. Yes, I do.

The paragraph:

As one of American favorite holidays, Halloween is celebrated on October 31<sup>st</sup>. People like to carve pumpkins and create funny faces from them. A year ago, the writer also celebrated this day by carving a pumpkin. He was interested in it because it gave a new experience for him.

**LESSON PLAN**

**Planned for the control group  
(SECOND TREATMENT)**

Subject	: English
Skill	: Writing
Theme	: Art and Culture
Class	: Second year of Senior High School
Semester	: 1
Time allocation	: 1 x 45 minutes

**A. Competence**

1. Basic competence
  - Students can write English narrative writing well.
2. Achievement indicators
  - Students are able to arrange the answers in a paragraph using the appropriate conjunctions.

**B. Learning materials**

- See the students' worksheet.

**C. Teaching and learning activities**

## □ Techniques

- Explanation
- Discussion
- Individual work
- Question-answer

## □ Class activities

Procedure	Activities	G/I	Time
Pre-instructional activities	Students reply the teacher's greeting.	G	1'
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Whilst-instructional activities	Students read the reading passage given.	I	5'
	Students find the difficult words in the reading passage given.	G	3'
	Students discuss the difficult words in the reading passage given.	G	3'
Post-instructional activities	Students answer the questions based on the reading passage given.	I	10'
	Students arrange the answers in a paragraph using the appropriate conjunctions	I	20'
	Total		45'

Note: G = Group  
I = Individual

**D. Assessment**

- Students individually are asked to arrange the answers in a paragraph using the appropriate conjunctions.

**E. References and resources**

Nakazawa, Makoto. Available at: <http://www.lclark.edu/~krauss/toppicks/halloween1.htm>

## **Student's Worksheet**

Theme	: Art and Culture
Class	: Second year of Senior High School
Semester	: 1
Time allocation	: 1 x 45 minutes

### **I. Read this reading passage.**

#### **Halloween Fun**

Halloween is one of the most famous holidays in the United States. It is on October 31<sup>st</sup>. People carve pumpkins and make funny faces on them. These are called "Jack-O-Lanterns."

Last year, I carved my first Halloween pumpkin at my friend's family house. First, I cut the top of the pumpkin and pulled the seeds out. It was not good for me because it was sticky and smelled bad. I had never carved a pumpkin so it was interesting for me. Next, I carved the eyes and the mouth. I wanted to make a face like a pirate. When I finished making the face, I put a candle inside. It was very beautiful so I was happy.

I had a good experience because I learned one new idea about American culture by taking part in it. I think Halloween is an interesting American holiday that involves all family members and neighbors too!

### **II. Find the difficult words in the reading passage and discuss them.**

### **III. Answer these questions.**

1. What is one of the American holidays?
2. When is it celebrated?
3. What do people usually do on Halloween?
4. Did the writer also carve a pumpkin when he celebrated his Halloween last year?
5. Was it interesting for him?
6. Did he get a good experience from it?

### **IV. Arrange the answers in a paragraph using the appropriate conjunctions.**

## Teacher's Notes

Theme	: Art and Culture
Class	: Second year of Senior High School
Semester	: 1
Time allocation	: 1 x 45 minutes

### I. Learning outcomes

1. The students' interest in the given topic is aroused.
2. The students are able to arrange the answers in a paragraph using the appropriate conjunctions.

### II. Teacher's Activities

#### a. Pre-Instructional Activities

1. The teacher greets the students
2. The teacher asks some triggering questions below to the students.
  - What is Halloween?
  - What do you think about Halloween?
  - What do children usually do on Halloween?
  - Do you ever celebrate Halloween?

#### b. Whilst-Instructional Activities

1. Have the students read the reading passage given.
2. Have the students find difficult words in the reading passage given.
  - famous (adjective) = well-known to very many people
  - carve (verb) = form something by cutting away material from wood, stone, or so on
  - pumpkin (noun) = large round orange-yellow fruit, used as a vegetable
  - seed (noun) = part of a plant from which a new plant can grow
  - sticky (adjective) = like or covered with glue
  - pirate (noun) = person who robs other ships at sea
  - involve (verb) = include; make somebody takes part in something

3. Have the students discuss the difficult words in the reading passage.

#### c. Post-Instructional Activities

1. Have the students answer the questions based on the reading passage given.
2. Have the students arrange the answers in a paragraph using the appropriate conjunctions.

### Answer Key

The possible answer for the triggering questions:

1. Halloween is an American holiday when children dress up as ghosts and witches
2. Halloween is an interesting event.
3. Children usually go door to door and play trick or treat.
4. Yes, I do.

Answer the questions:

1. Halloween is one of the American holidays.
2. It is celebrated on October 31<sup>st</sup>.
3. People usually carve pumpkin on Halloween.
4. The writer also carved a pumpkin when he celebrated his Halloween last year.
5. It was interesting for him.
6. He got a good experience from it.

The paragraph:

Halloween is one of the American holidays. It is celebrated on October 31<sup>st</sup>. People usually carve pumpkin on Halloween. When he celebrated his Halloween last year, the writer also carved a pumpkin. It was interesting for him because he got a good experience from it.

**LESSON PLAN****Planned for the experimental group  
(THIRD TREATMENT)**

Subject	: English
Skill	: Writing
Theme	: Art and Culture
Class	: Second year of Senior High School
Semester	: 1
Time allocation	: 1 x 45 minutes

**A. Competence**

1. Basic competence
  - Students can write English narrative writing well.
2. Achievement indicators
  - Students are able to write a paragraph consists of at least 60 words (as a summary of the reading passage given).

**B. Learning materials**

- See the students' worksheet

**C. Teaching and learning activities**

## □ Techniques

- Explanation
- Discussion
- Individual work
- Summarizing

## □ Class activities

Procedure	Activities	G/I	Time
Pre-instructional activities	Students reply the teacher's greeting.	G	1'
	Students answer the triggering questions.	G	3'
Whilst-instructional activities	Students read the reading passage given.	I	5'
	Students find the difficult words in the reading passage given.	G	3'
	Students discuss the difficult words in the reading passage given.	G	3'
Post-instructional activities	Students discuss in pairs about the steps of making a summary using the guidelines given.	G	10'
	Students write a paragraph consists of at least 60 words (as a summary of the reading passage given).	I	20'
	Total		45'

Note: G = Group  
I = Individual

**D. Assessment**

- Students write a paragraph consists of at least 60 words (as a summary of the reading passage given).

**E. References and resources**

Available at: <http://www.made2smile.com/funpages/bdaywish/>



## **Student's Worksheet**

Theme	: Art and Culture
Class	: Second year of Senior High School
Semester	: 1
Time allocation	: 1 x 45 minutes

### **I. Read this reading passage.**

#### **A Birthday Wish**

One day, a man asked his wife, "What would you like the most for your birthday?" She said, "I'd love to be ten again."

On her birthday, he got her up bright and early in the morning. They went to a theme park. He put her on every ride in the park - the Death Slide, the Screaming Loop, and the Wall of Fear. She staggered out of the theme park six hours later with her reeling head and upside-down stomach. In McDonald's, she was given a Double Big Mac with extra fries and a strawberry shake. Then they went to a theater to see the newest Star Wars movie. She had hotdogs, popcorn, cola, and sweets on her hands. At last, she staggered home with her husband and collapsed into bed.

Her husband leaned against and asked, "Well, dear, what was it like for being ten again?" On one eye opened, she groaned, "Actually, I meant dress size."

- II. Find the difficult words in the reading passage and discuss them.**
- III. Discuss in pairs about the steps of making a summary. Use the guidelines given.**
- IV. Write a paragraph consists of at least 60 words (as summary of the reading passage above).**

## **Students' Guidelines**

The steps of summarizing reading passages are as follows:

- a. Skimming the reading passages given.
  - See the titles, the paragraphs
- b. Reading the whole reading passages carefully
  - Understand what it is about
- c. Detecting the main idea of the reading passages given.
  - Underline the sentences that become the main idea from each of the paragraph in the material.
- d. Determining the structure of the reading passages given.
  - Exam its organization.
  - Follow the chronological order in the reading passages given.
- e. Deciding parts of the passage you think as the factual information and important to be told.
- f. Writing the sentences that become the points into your own words.
  - Remember that it is usually shorter than the original reading passages.

## Teacher's Notes

Theme	: Art and Culture
Class	: Second year of Senior High School
Semester	: 1
Time allocation	: 1 x 45 minutes

### I. Learning outcomes

1. The students' interest in the given topic is aroused.
2. The students are able to write a paragraph consists of at least 60 words (as a summary of the reading passage given).

### II. Teacher's Activities

#### a. Pre-Instructional Activities

1. The teacher greets the students
2. The teacher asks some triggering questions below to the students.
  - What is birthday?
  - Who ever celebrate the birthday?
  - What do you do on your birthday?
  - What do you expect to get on your birthday?

#### b. Whilst-Instructional Activities

1. Have the students read the reading passage given.
2. Have the students find difficult words in the reading passage given.
  - got up (v) = got out of bed
  - theme park (n) = park with swing, roundabout, and so on
  - ride (n) = journey on a vehicle or a horse
  - staggered out (v) = walked out unsteadily
  - reeling (adjective) = dizzy
  - upside-down (adjective) = queasy
  - theater (n) = cinema
  - sweets (n) = candies
  - collapsed (v) = fell down because of tiredness
  - leaned against (v) = took a rest in a sloping position
  - groaned (v) = made a long deep sound of pain
3. Have the students discuss the difficult words in the reading passage.
4. Have the students discuss in pairs about the steps of making a summary using the guidelines given.

#### c. Post-Instructional Activities

1. Have the students write a paragraph consists of at least 60 words (as a summary of the reading passage given).

## **Answer Key**

The possible answer for the triggering questions:

1. Birthday is the anniversary of the day when someone was born.
2. Everyone or I ever celebrate the birthday.
3. I usually invite my friends and have a party to celebrate it.
4. I expect to get present or everything that I wish on that day.

The paragraph:

One day, a man asked what his wife's birthday wish was. When he knew that she wanted to be ten, he took her to a playful place to play in the morning of her birthday. After that, they went to McDonald's and a cinema too. At home, he was surprised when she said that ten was not the age of someone but it was the size of the dress.

**LESSON PLAN**  
**Planned for the control group**  
**(THIRD TREATMENT)**

Subject	: English
Skill	: Writing
Theme	: Art and Culture
Class	: Second year of Senior High School
Semester	: 1
Time allocation	: 1 x 45 minutes

**A. Competence**

1. Basic competence
  - Students can write English narrative writing well.
2. Achievement indicators
  - Students are able to arrange the answers in a paragraph using the appropriate conjunctions.

**B. Learning materials**

- See the students' worksheet.

**C. Teaching and learning activities**

## □ Techniques

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Explanation</li> <li>• Discussion</li> </ul> | <ul style="list-style-type: none"> <li>• Individual work</li> <li>• Question-answer</li> </ul> |
|---|--|

## □ Class activities

Procedure	Activities	G/I	Time
Pre-instructional activities	Students reply the teacher's greeting.	G	1'
	Students answer the triggering questions.	G	3'
Whilst-instructional activities	Students read the reading passage given.	I	5'
	Students find the difficult words in the reading passage given.	G	3'
	Students discuss the difficult words in the reading passage given.	G	3'
Post-instructional activities	Students answer the questions based on the reading passage given.	I	10'
	Students arrange the answers in a paragraph using the appropriate conjunctions	I	20'
	Total		45'

Note: G = Group  
 I = Individual

**D. Assessment**

- Students individually are asked to arrange the answers in a paragraph using the appropriate conjunctions.

**E. References and resources**

Available at: <http://www.made2smile.com/funpages/bdaywish/>

## Student's Worksheet

Theme	: Art and Culture
Class	: Second year of Senior High School
Semester	: 1
Time allocation	: 1 x 45 minutes

### I. Read this reading passage.

#### A Birthday Wish

One day, a man asked his wife, "What would you like the most for your birthday?" She said, "I'd love to be ten again."

On her birthday, he got her up bright and early in the morning. They went to a theme park. He put her on every ride in the park - the Death Slide, the Screaming Loop, and the Wall of Fear. She staggered out of the theme park six hours later with her reeling head and upside-down stomach. In McDonald's, she was given a Double Big Mac with extra fries and a strawberry shake. Then they went to a theater to see the newest Star Wars movie. She had hotdogs, popcorn, cola, and sweets on her hands. At last, she staggered home with her husband and collapsed into bed.

Her husband leaned against and asked, "Well, dear, what was it like for being ten again?" On one eyed opened, she groaned, "Actually, I meant dress size."

### II. Find the difficult words in the reading passage and discuss them.

### III. Answer these questions.

1. Did the man ask his wife what she liked the most for her birthday?
2. Did she answer that she wanted to be nine or did she answer that she wanted to be ten?
3. Where did they go in the morning of her birthday?
4. Did they go to McDonald's or did they go home?
5. Did they go home?
6. What did the man ask her at home?
7. Was he surprised?
8. What did she answer?

### IV. Arrange the answers in a paragraph using the appropriate conjunctions.

## Teacher's Notes

Theme	: Art and Culture
Class	: Second year of Senior High School
Semester	: 1
Time allocation	: 1 x 45 minutes

### I. Learning outcomes

1. The students' interest in the given topic is aroused.
2. The students are able to arrange the answers in a paragraph using the appropriate conjunctions.

### II. Teacher's Activities

#### a. Pre-Instructional Activities

1. The teacher greets the students
2. The teacher asks some triggering questions below to the students.
  - What is birthday?
  - Who ever celebrate the birthday?
  - What do you do on your birthday?
  - What do you expect to get on your birthday?

#### b. Whilst-Instructional Activities

1. Have the students read the reading passage given.
2. Have the students find difficult words in the reading passage given.
  - got up (v) = got out of bed
  - theme park (n) = park with swing, roundabout, and so on
  - ride (n) = journey on a vehicle or a horse
  - staggered out (v) = walked out unsteadily
  - reeling (adjective) = dizzy
  - upside-down (adjective) = queasy
  - theater (n) = cinema
  - sweets (n) = candies
  - collapsed (v) = fell down because of tiredness
  - leaned against (v) = took a rest in a sloping position
  - groaned (v) = made a long deep sound of pain

3. Have the students discuss the difficult words in the reading passage.

#### c. Post-Instructional Activities

1. Have the students answer the questions based on the reading passage given.
2. Have the students arrange the answers in a paragraph using the appropriate conjunctions.

## **Answer Key**

The possible answer for the triggering questions:

1. Birthday is the anniversary of the day when someone was born.
2. Everyone or I ever celebrate the birthday.
3. I usually invite my friends and have a party to celebrate it.
4. I expect to get present or everything that I wish on that day.

Answer the questions:

1. The man asked his wife what she liked the most for her birthday.
2. She answered that she wanted to be ten.
3. In the morning of her birthday, they went to a theme park.
4. They went to McDonald's.
5. They went to a theater.
6. At home, the man asked her what it was like for being ten.
7. He was surprised.
8. She answered that ten meant the dress size.

The paragraph:

The man asked his wife what she liked the most for her birthday. She, then, answered that she wanted to be ten. In the morning of her birthday, they went to a theme park. After that, they went to McDonald's. They also went to a theater. At home, the man asked her what it was like for being ten. He was surprised when she answered that ten meant the dress size.



**LESSON PLAN****Planned for the experimental group  
(FOURTH TREATMENT)**

Subject	: English
Skill	: Writing
Theme	: Art and Culture
Class	: Second year of Senior High School
Semester	: 1
Time allocation	: 1 x 45 minutes

**A. Competence**

1. Basic competence
  - Students can write English narrative writing well.
2. Achievement indicators
  - Students are able to write a paragraph consists of at least 80 words (as a summary of the reading passage given).

**B. Learning materials**

- See the students' worksheet

**C. Teaching and learning activities**

## □ Techniques

- Explanation
- Discussion
- Individual work
- Summarizing

## □ Class activities

Procedure	Activities	G/I	Time
Pre-instructional activities	Students reply the teacher's greeting.	G	1'
	Students answer the triggering questions.	G	3'
Whilst-instructional activities	Students read the reading passage given.	I	5'
	Students find the difficult words in the reading passage given.	G	3'
	Students discuss the difficult words in the reading passage given.	G	3'
Post-instructional activities	Students discuss in pairs about the steps of making a summary using the guidelines given.	G	10'
	Students write a paragraph consists of at least 80 words (as a summary of the reading passage given).	I	20'
	Total		45'

Note: G = Group  
I = Individual

**D. Assessment**

- Students individually write a paragraph consists of at least 80 words (as a summary of the reading passage given).

**E. References and resources**

Farrell, Mark, et.al. 1995. The World of English. England: Longman

## Student's Worksheet

Theme	: Art and Culture
Class	: Second year of Senior High School
Semester	: 1
Time allocation	: 1 x 45 minutes

### I. Read this reading passage.

#### Christmas in My Family

Christmas is my favorite holiday. I usually go to stay at my grandparents' house on Christmas. My uncles, aunts, and cousins are there too. It is like a big party. And it goes on for three days: Christmas Eve, Christmas Day, and Boxing Day. We play games, sing songs, eat, and watch lots of TV program together.

I love one special custom that we have in our family. On the night before Christmas, we dress up in warm clothing and go from house to house in our neighborhood. At each of the house, we sing Christmas songs. Then we go to a hospital or a home for elderly people and we sing there. If it is over, we come home, drink hot chocolate, and chat by the fireplace. I love this moment!

On Christmas Day in the morning, we always say "Merry Christmas" to each other. Then, it is time for us to open our present. The younger children have a stocking full of little presents next their beds. These are from "Father Christmas." Only good children get them while the naughty ones get nothing. The other presents are under the Christmas tree in the living room. We have the turn to open them one by one. There is only one rule for this - if we do not like the present, we still have to smile.

- II. Find the difficult words in the reading passage and discuss them.
- III. Discuss in pairs about the steps of making a summary. Use the guidelines given.
- IV. Write a paragraph consists of at least 80 words (as a summary of the reading passage above).

## **Students' Guidelines**

The steps of summarizing reading passages are as follows:

- a. Skimming the reading passages given.
  - See the titles, the paragraphs
- b. Reading the whole reading passages carefully
  - Understand what it is about
- c. Detecting the main idea of the reading passages given.
  - Underline the sentences that become the main idea from each of the paragraph in the material.
- d. Determining the structure of the reading passages given.
  - Exam its organization.
  - Follow the chronological order in the reading passages given.
- e. Deciding parts of the passage you think as the factual information and important to be told.
- f. Writing the sentences that become the points into your own words.
  - Remember that it is usually shorter than the original reading passages.

## Teacher's Notes

Theme	: Art and Culture
Class	: Second year of Senior High School
Semester	: 1
Time allocation	: 1 x 45 minutes

### I. Learning outcomes

1. The students' interest in the given topic is aroused.
2. The students are able to write a paragraph consists of at least 80 words.  
(as a summary of the reading passage given)

### II. Teacher's Activities

#### a. Pre-Instructional Activities

1. The teacher greets the students
2. The teacher asks some triggering questions below to the students.
  - What is Christmas?
  - When is it celebrated?
  - What is Christmas Eve?
  - What do people do on Christmas?

#### b. Whilst-Instructional Activities

1. Have the students read the reading passage given.
2. Have the students find difficult words in the reading passage given.
  - favorite (adjective) = like something more than any other
  - boxing day (n) = the first weekday after Christmas day
  - custom (n) = way of doing things
  - neighborhood (n) = nearby area
  - elderly (adjective) = rather old
  - present (n) = gift
  - rule (n) = statement of what one must or must not do
3. Have the students discuss the difficult words in the reading passage.
4. Have the students discuss in pairs about the steps of making a summary using the guidelines given.

#### c. Post-Instructional Activities

1. Have the students write a paragraph consists of at least 80 words  
(as a summary of the reading passage given).

## **Answer Key**

The possible answer for the triggering questions:

1. Christmas is yearly celebration of the birth of Jesus Christ.
2. It is celebrated on December 25<sup>th</sup>.
3. Christmas Eve is the night before Christmas day.
4. People usually exchange gifts to each other and send Christmas cards.

The paragraph:

Christmas holiday was very special for the writer and his family. They gathered and stayed at his grandparents' house for several days. They did many activities together there. On the Christmas Eve, they did Christmas Carol around the neighborhood, at hospital and at the elderly people's house. This became their annual family's custom. After saying "Merry Christmas" to each other, they had the chance to open their presents in turns in the morning on the Christmas day. Although they disliked the present, they still had to smile.

**LESSON PLAN**  
**Planned for the control group**  
**(FOURTH TREATMENT)**

Subject	: English
Skill	: Writing
Theme	: Art and Culture
Class	: Second year of Senior High School
Semester	: 1
Time allocation	: 1 x 45 minutes

**A. Competence**

1. Basic competence
  - Students can write English narrative writing well.
2. Achievement indicators
  - Students are able to arrange the answers in a paragraph using the appropriate conjunctions.

**B. Learning materials**

- See the students' worksheet.

**C. Teaching and learning activities**

## □ Techniques

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Explanation</li> <li>• Discussion</li> </ul> | <ul style="list-style-type: none"> <li>• Individual work</li> <li>• Question-answer</li> </ul> |
|---|--|

## □ Class activities

Procedure	Activities	G/I	Time
Pre-instructional activities	Students reply the teacher's greeting.	G	1'
	Students answer the triggering questions.	G	3'
Whilst-instructional activities	Students read the reading passage given.	I	5'
	Students find the difficult words in the reading passage given.	G	3'
	Students discuss the difficult words in the reading passage given.	G	3'
Post-instructional activities	Students answer the questions based on the reading passage given.	I	10'
	Students arrange the answers in a paragraph using the appropriate conjunctions	I	20'
	Total		45'

Note: G = Group  
 I = Individual

**D. Assessment**

- Students individually are asked to arrange the answers in a paragraph using the appropriate conjunctions.

**E. References and resources**

Farrell, Mark, et.al. 1995. The World of English. England: Longman

## Student's Worksheet

Theme	: Art and Culture
Class	: Second year of Senior High School
Semester	: 1
Time allocation	: 1 x 45 minutes

### I. Read this reading passage.

#### Christmas in My Family

Christmas is my favorite holiday. I usually go to stay at my grandparents' house on Christmas. My uncles, aunts, and cousins are there too. It is like a big party. And it goes on for three days: Christmas Eve, Christmas Day, and Boxing Day. We play games, sing songs, eat, and watch lots of TV program together.

I love one special custom that we have in our family. On the night before Christmas, we dress up in warm clothing and go from house to house in our neighborhood. At each of the house, we sing Christmas songs. Then we go to a hospital or a home for elderly people and we sing there. If it is over, we come home, drink hot chocolate, and chat by the fireplace. I love this moment!

On Christmas Day in the morning, we always say "Merry Christmas" to each other. Then, it is time for us to open our present. The younger children have a stocking full of little presents next their beds. These are from "Father Christmas." Only good children get them while the naughty ones get nothing. The other presents are under the Christmas tree in the living room. We have the turn to open them one by one. There is only one rule for this - if we do not like the present, we still have to smile.

### II. Find the difficult words in the reading passage and discuss them.

### III. Answer these questions.

1. How was the writer's Christmas holiday?
2. Who gathered and stayed at his grandparents' house?
3. Did they do many things together?
4. Did they have a traditional custom on Christmas Eve?
5. Where did they sing Christmas songs?
6. Did they say "Merry Christmas" in the morning on the Christmas day?
7. Did they have turns to open their presents?
8. Was there a rule to do this?
9. What was it?

### IV. Arrange the answers in a paragraph using the appropriate conjunctions.

## Teacher's Notes

Theme	: Art and Culture
Class	: Second year of Senior High School
Semester	: I
Time allocation	: 1 x 45 minutes

### I. Learning outcomes

1. The students' interest in the given topic is aroused.
2. The students are able to arrange the answers in a paragraph using the appropriate conjunctions.

### II. Teacher's Activities

#### a. Pre-Instructional Activities

1. The teacher greets the students
2. The teacher asks some triggering questions below to the students
  - What is birthday?
  - Who ever celebrate the birthday?
  - What do you do on your birthday?
  - What do you expect to get on your birthday?

#### b. Whilst-Instructional Activities

1. Have the students read the reading passage given.
2. Have the students find difficult words in the reading passage given.
  - got up (v) = got out of bed
  - theme park (n) = park with swing, roundabout, and so on
  - ride (n) = journey on a vehicle or a horse
  - staggered out (v) = walked out unsteadily
  - reeling (adjective) = dizzy
  - upside-down (adjective) = queasy
  - theater (n) = cinema
  - sweets (n) = candies
  - collapsed (v) = fell down because of tiredness
  - leaned against (v) = took a rest in a sloping position
  - groaned (v) = made a long deep sound of pain

3. Have the students discuss the difficult words in the reading passage.

#### c. Post-Instructional Activities

1. Have the students answer the questions based on the reading passage given.
2. Have the students arrange the answers in a paragraph using the appropriate conjunctions.



## **Answer Key**

The possible answer for the triggering questions:

1. Christmas is yearly celebration of the birth of Jesus Christ.
2. It is celebrated on December 25<sup>th</sup>.
3. Christmas Eve is the night before Christmas day.
4. People usually exchange gifts to each other and send Christmas cards.

The answers:

1. The writer's Christmas holiday was fun.
2. He and also his family gathered and stayed at his grandparents' house.
3. They did many things together.
4. They had a traditional custom on the Christmas Eve.
5. They sang Christmas songs around the neighborhood, at hospital, and at a home for elderly people.
6. They said "Merry Christmas" to each other in the morning on the Christmas day.
7. They had turns to open their presents.
8. There was a rule to do this.
9. If they did not like the presents, they still had to smile.

The paragraph:

The writer's Christmas holiday was fun because he and also his family gathered and stayed at his grandparents' house. They did many things together. On the Christmas Eve, they had a traditional custom. They sang Christmas songs around the neighborhood, at hospital and at a home for elderly people. In the morning on the Christmas day, they said "Merry Christmas" to each other and then they had turns to open their presents. There was a rule to do this. If they did not like the presents, they still had to smile.

POST-TEST SHEET

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Day/date: \_\_\_\_\_

Instructions:

- a. Write *a narrative composition* about **your last holiday**.
- b. Your composition must consist of at least 100 words.
- c. Write in every other line.
- d. Finish it in forty-five minutes

## APPENDIX 5

### THE ESL COMPOSITION PROFILE

<b>Content</b>	
30 – 27	EXCELLENT TO VERY GOOD : knowledgeable – substantive – etc.
26 – 22	GOOD TO AVERAGE : some knowledge of subject - adequate range – etc.
21 – 17	FAIR TO POOR : limited knowledge of subject – little substance – etc
16 – 13	VERY POOR : does not show knowledge of subject – non-Substantive - etc.
<b>Organization</b>	
20 – 18	EXCELLENT TO VERY GOOD : fluent expression – ideas clearly stated – etc.
17 – 14	GOOD TO AVERAGE : somewhat choppy – loosely organized but main ideas stand out - etc.
13 – 10	FAIR TO POOR : non-fluent – ideas confused or disconnected – etc.
9 7	VERY POOR : does not communicate – no organization – etc.
<b>Vocabulary</b>	
20 – 18	EXCELENT TO VERY GOOD : sophisticated range – effective word/ idiom choice and usage – etc.
17 – 14	GOOD TO AVERAGE : adequate range – occasional errors of word/ Idiom form, choice, usage but meaning not obscured.
13 – 10	FAIR TO POOR : limited range – frequent errors of word/idiom form, choice, usage - etc.
9 7	VERY POOR : essentially translation - little knowledge of English Vocabulary.
<b>Language use</b>	
25 – 22	EXCELLENT TO VERY GOOD : effective complex constructions-etc
21- 19	GOOD TO AVERAGE : effective but simple constructions – etc.
17 – 11	FAIR TO POOR : major problems in simple/complex constructions - etc.
10 5	VERY POOR : virtually no mastery of sentence constructions rules - etc.
<b>Mechanics</b>	
5	EXCELLENT TO VERY GOOD : demonstrates mastery of Conventions - etc.
4	GOOD TO AVERAGE : occasional errors of spelling, punctuation - etc.
3	FAIR TO POOR : frequent errors of spelling – punctuation – etc.
2	VERY POOR : no mastery of conventions – dominated by errors of spelling, punctuation, capitalization, paragraphing – etc

CLASS 2-4

No	Rater 1										Rater 2							X							X²						
	C	O	V	L	M	T	C	O	V	L	M	T	C	O	V	L	M	T	C	O	V	L	M	T	C	O	V	L	M	T	
1	27	16	16	20	4	83	28	17	17	20	4	86	27.5	16.5	16.5	20	4	84.5	756.25	272.25	272.25	400	16			272.25	272.25	400	16		7140.25
2	25	16	16	20	4	81	25	15	15	15	4	74	25	15.5	15.5	17.5	4	77.5	625	240.25	240.25	306.25	16			240.25	240.25	306.25	16		6006.25
3	25	15	15	17	3	75	25	18	17	15	3	78	25	16.5	16.5	16	3	76.5	625	272.25	256	256	9			272.25	256	256	9		5852.25
4	23	13	12	12	3	63	20	11	12	12	4	59	21.5	12	12	12	3.5	61	462.25	144	144	144	12.25			144	144	144	12.25		3721
5	26	16	14	20	4	80	25	16	15	18	4	78	25.5	16	14.5	19	4	79	650.25	256	210.25	361	16			210.25	210.25	361	16		6241
6	22	15	14	16	4	71	20	16	14	16	4	70	21	15.5	14	16	4	70.5	441	240.25	196	256	16			240.25	196	256	16		4970.25
7	25	17	16	20	4	82	24	18	14	18	4	78	24.5	17.5	15	19	4	80	600.25	306.25	225	361	16			306.25	225	361	16		6400
8	28	19	19	20	4	90	27	18	18	22	4	89	27.5	18.5	18.5	21	4	89.5	756.25	342.25	342.25	441	16			342.25	342.25	441	16		8010.25
9	24	17	17	15	4	77	24	16	15	15	4	74	24	16.5	16	15	4	75.5	576	272.25	256	225	16			272.25	256	225	16		5700.25
10	25	16	15	16	4	76	25	15	15	15	3	73	25	15.5	15	15.5	3.5	74.5	625	240.25	225	240.25	12.25			240.25	225	240.25	12.25		5550.25
11	25	16	16	17	4	78	24	16	16	14	4	74	24.5	16	16	15.5	4	76	600.25	256	256	240.25	16			256	256	240.25	16		5776
12	25	14	14	17	3	73	24	16	15	15	4	74	24.5	15	14.5	16	3.5	73.5	600.25	225	210.25	256	12.25			210.25	210.25	256	12.25		5402.25
13	25	17	14	19	4	79	26	14	15	15	3	73	25.5	15.5	14.5	17	3.5	76	650.25	240.25	210.25	289	12.25			210.25	210.25	289	12.25		5776
14	23	16	13	15	4	71	25	16	12	16	4	73	24	16	12.5	15.5	4	72	576	256	156.25	240.25	16			156.25	240.25	240.25	16		5184
15	25	16	15	15	3	74	26	18	14	15	4	77	25.5	17	14.5	15	3.5	75.5	650.25	289	210.25	225	12.25			210.25	210.25	225	12.25		5700.25

No	Rater 1										Rater 2							X							X²							
	C	O	V	L	M	T	C	O	V	L	M	T	C	O	V	L	M	T	C	O	V	L	M	T	C	O	V	L	M	T		
16	22	14	17	17	3	73	21	14	15	16	3	69	21.5	14	16	16.5	3	71	462.25	196	256	272.25	9									
17	26	17	17	20	4	84	27	18	16	18	4	83	26.5	17.5	16.5	19	4	83.5	702.25	306.25	272.25	361	16									
18	24	15	14	16	3	72	24	16	15	15	4	74	24	15.5	14.5	15.5	3.5	73	576	240.25	210.25	240.25	12.25									
19	25	15	14	16	4	74	25	15	14	18	3	75	25	15	14	17	3.5	74.5	625	225	196	289	12.25									
20	25	15	15	15	3	73	23	15	16	14	3	71	24	15	15.5	14.5	3	72	576	225	240.25	210.25	9									
21	25	14	15	16	4	74	25	14	16	15	4	74	25	14	15.5	15.5	4	74	625	196	240.25	240.25	16									
22	25	15	17	17	3	77	27	16	16	14	2	75	26	15.5	16.5	15.5	2.5	76	676	240.25	272.25	240.25	6.25									
23	26	16	16	20	4	82	24	16	15	20	4	79	25	16	15.5	20	4	80.5	625	256	240.25	400	16									
24	21	20	14	16	4	68	20	15	15	14	4	68	20.5	17.5	14.5	15	4	68	420.25	306.25	210.25	225	16									
25	25	16	15	20	4	80	25	15	15	15	4	74	25	15.5	15	17.5	4	77	625	240.25	225	306.25	16									
26	28	16	15	20	3	82	27	14	12	18	3	74	27.5	15	13.5	19	3	78	756.25	225	182.25	361	9									
27	25	14	14	19	4	76	24	16	15	15	4	74	24.5	15	14.5	17	4	75	600.25	225	210.25	289	16									
28	25	15	16	17	4	77	24	16	18	20	3	81	24.5	15.5	17	18.5	3.5	79	600.25	240.25	289	342.25	12.25									
29	26	15	15	19	4	79	26	14	14	16	4	74	26	14.5	14.5	17.5	4	76.5	676	210.25	210.25	306.25	16									
30	22	15	13	16	4	70	25	15	15	15	4	74	23.5	15	14	15.5	4	72	552.25	225	196	240.25	16									
31	24	15	13	17	4	73	25	15	15	15	3	73	24.5	15	14	16	3.5	73	600.25	225	196	256	12.25									
32	25	15	12	13	4	69	24	16	14	15	4	73	24.5	15.5	13	14	4	71	600.25	240.25	169	196	16									
	SUM												788	500.5	479	533.5	118	2415.5	19492.5	7874.25	7225.5	9016.25	440.5	183148.25								

# CONTROL GROUP

## CLASS 2-7

No	Rater 1										Rater 2										X										X <sup>2</sup>									
	C	O	V	L	M	T	C	O	V	L	M	T	C	O	V	L	M	T	C	O	V	L	M	T	C	O	V	L	M	T	C	O	V	L	M	T				
1	24	16	16	18	4	78	24	16	19	18	4	81	24	16	17.5	18	4	79.5	576	256	306.25	324	16		576	256	306.25	324	16		576	256	306.25	324	16		6320.25			
2	26	14	13	15	3	71	24	16	11	15	2	68	25	15	12	15	2.5	69.5	625	225	144	225	6.25		625	225	144	225	6.25		625	225	144	225	6.25		4830.25			
3	22	14	14	12	3	65	22	16	11	16	3	68	22	15	12.5	14	3	66.5	484	225	156.25	196	9		484	225	156.25	196	9		484	225	156.25	196	9		4422.25			
4	20	16	14	17	3	70	22	16	16	15	3	72	21	16	15	16	3	71	441	256	225	256	9		441	256	225	256	9		441	256	225	256	9		5041			
5	22	15	17	16	4	74	24	15	14	16	4	73	23	15	15.5	16	4	73.5	529	225	240.25	256	16		529	225	240.25	256	16		529	225	240.25	256	16		5402.25			
6	24	17	10	12	3	66	22	13	10	14	3	62	23	15	10	13	3	64	529	225	100	169	9		529	225	100	169	9		529	225	100	169	9		4096			
7	22	17	12	12	3	66	24	17	13	14	3	71	23	17	12.5	13	3	68.5	529	289	156.25	169	9		529	289	156.25	169	9		529	289	156.25	169	9		4692.25			
8	25	15	13	15	3	71	23	17	15	15	3	73	24	16	14	15	3	72	576	256	196	225	9		576	256	196	225	9		576	256	196	225	9		5184			
9	22	14	15	15	4	70	24	16	15	15	3	73	23	15	15	15	3.5	71.5	529	225	225	225	12.25		529	225	225	225	12.25		529	225	225	225	12.25		5112.25			
10	26	12	16	20	4	78	26	12	14	18	4	74	26	12	15	19	4	76	676	144	225	361	16		676	144	225	361	16		676	144	225	361	16		5776			
11	22	14	13	13	3	65	22	14	12	17	3	68	22	14	12.5	15	3	66.5	484	196	156.25	225	9		484	196	156.25	225	9		484	196	156.25	225	9		4422.25			
12	24	16	16	19	3	78	24	16	16	15	3	74	24	16	16	17	3	76	576	256	256	289	9		576	256	256	289	9		576	256	256	289	9		5776			
13	25	16	14	17	4	76	21	16	16	17	3	73	23	16	15	17	3.5	74.5	529	256	225	289	12.25		529	256	225	289	12.25		529	256	225	289	12.25		5550.25			
14	27	13	16	20	4	80	25	15	17	18	4	79	26	14	16.5	19	4	79.5	676	196	272.25	361	16		676	196	272.25	361	16		676	196	272.25	361	16		6320.25			
15	26	12	15	19	4	76	26	14	16	19	4	79	26	13	15.5	19	4	77.5	676	169	240.25	361	16		676	169	240.25	361	16		676	169	240.25	361	16		6006.25			

No	Rater 1										Rater 2							X								X <sup>2</sup>							
	C	O	V	L	M	T	C	O	V	L	M	T	C	O	V	L	M	T	C	O	V	L	M	T	C	O	V	L	M	T			
16	24	16	17	17	3	77	24	16	16	15	3	74	24	16	16	16	3	75.5	576	256	272.25	256	9		576	256	272.25	256	9		5700.25		
17	23	12	14	16	4	69	25	16	14	16	4	75	24	14	14	16	4	72	576	196	196	256	16		576	196	196	256	16		5184		
18	23	17	11	20	4	75	25	15	13	20	4	77	24	16	12	20	4	76	576	256	144	400	16		576	256	144	400	16		5776		
19	24	13	12	12	3	64	22	13	12	12	3	62	23	13	12	12	3	63	529	169	144	144	9		529	169	144	144	9		3969		
20	23	16	16	15	4	74	25	15	15	15	4	74	24	15.5	15.5	15	4	74	576	240.25	240.25	225	16		576	240.25	240.25	225	16		5476		
21	25	14	16	16	3	74	25	18	14	16	3	76	25	16	15	16	3	75	625	256	225	256	9		625	256	225	256	9		5625		
22	25	16	16	20	4	81	23	18	17	16	4	78	24	17	16.5	18	4	79.5	576	289	272.25	324	16		576	289	272.25	324	16		6320.25		
23	24	15	15	13	3	70	24	15	15	15	3	72	24	15	15	14	3	71	576	225	225	196	9		576	225	225	196	9		5041		
24	25	15	15	15	4	74	27	16	15	17	3	78	26	15.5	15	16	3.5	76	676	240.25	225	256	12.25		676	240.25	225	256	12.25		5776		
25	24	12	11	16	3	66	23	11	13	16	3	66	23.5	11.5	12	16	3	66	552.25	132.25	144	256	9		552.25	132.25	144	256	9		4356		
26	24	14	14	14	3	69	26	14	14	16	3	73	25	14	14	15	3	71	625	196	196	225	9		625	196	196	225	9		5041		
27	23	16	12	14	4	69	21	16	12	16	4	69	22	16	12	15	4	69	484	256	144	225	16		484	256	144	225	16		4761		
28	22	16	14	12	4	68	20	15	12	14	4	65	21	15.5	13	13	4	66.5	441	240.25	169	169	16		441	240.25	169	169	16		4422.25		
29	25	15	14	17	4	75	25	14	16	17	4	76	25	14.5	15	17	4	75.5	625	210.25	225	289	16		625	210.25	225	289	16		5700.25		
30	27	14	17	16	4	78	25	16	15	18	4	78	26	15	16	17	4	78	676	225	256	289	16		676	225	256	289	16		6084		
31	26	16	14	13	4	73	24	18	16	13	4	75	25	17	15	13	4	74	625	289	225	169	16		625	289	225	169	16		5476		
SUM													740.5	466.5	443	490	108	2248	17749.25	7075.25	6426.5	7866	384		163659.5								

## APPENDIX 6

### Post-test Calculation Based on the Total Score

Test of hypothesis

1. HO: There is no significant difference between the means of the groups

HA: There is a significant difference between the means of the groups

2. T-test calculation, where  $df = Na + Nb - 2$       **t-table (5%) = 1.6702**

$$= 32 + 31 - 2$$

$$= 61$$

3. Calculation for the observed-t (to)

**\* Experimental group**

**\* Control Group**

$$Xa = \frac{\sum Xa}{Na} = \frac{2415.5}{32} = 75.48438$$

$$Xb = \frac{\sum Xb}{Nb} = \frac{2248}{31} = 72.51613$$

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

$$= \sqrt{\frac{32 \cdot 183148.25 - (2415.5)^2}{32 \cdot 31}}$$

$$= 5.129743$$

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

$$= \sqrt{\frac{31 \cdot 163659.5 - (2248)^2}{31 \cdot 30}}$$

$$= 4.630486$$

$$to = \frac{Xa - Xb}{\sqrt{\frac{(Na-1)SDa^2 + (Nb-1)SDb^2}{Na + Nb - 2} \left[ \frac{1}{Na} + \frac{1}{Nb} \right]}}$$

$$= \frac{75.48438 - 72.51613}{\sqrt{\frac{(32-1)5.129743^2 + (31-1)4.630486^2}{32 + 31 - 2} \left[ \frac{1}{32} + \frac{1}{31} \right]}}$$

$$= 2.40838$$

4. Conclusion

Because the observed-t (2.40838) was higher than the t-table (1.6702), it was concluded that there was significant difference between the mean of the groups. So, HA was accepted and HO was rejected.



## APPENDIX 7

**STUDENTS' POST-TEST SCORE BASED ON THE CONTENT  
COMPONENT**

<b>EXPERIMENTAL GROUP CLASS 2-4</b>				
<b>No</b>	<b>Rater 1</b>	<b>Rater 2</b>	<b>X</b>	<b>X<sup>2</sup></b>
1	27	28	27.5	756.25
2	25	25	25	625
3	25	25	25	625
4	23	20	21.5	462.25
5	26	25	25.5	650.25
6	22	20	21	441
7	25	24	24.5	600.25
8	28	27	27.5	756.25
9	24	24	24	576
10	25	25	25	625
11	25	24	24.5	600.25
12	25	24	24.5	600.25
13	25	26	25.5	650.25
14	23	25	24	576
15	25	26	25.5	650.25
16	22	21	21.5	462.25
17	26	27	26.5	702.25
18	24	24	24	576
19	25	25	25	625
20	25	23	24	576
21	25	25	25	625
22	25	27	26	676
23	26	24	25	625
24	21	20	20.5	420.25
25	25	25	25	625
26	28	27	27.5	756.25
27	25	24	24.5	600.25
28	25	24	24.5	600.25
29	26	26	26	676
30	22	25	23.5	552.25
31	24	25	24.5	600.25
32	25	24	24.5	600.25
<b>Total</b>			<b>788</b>	<b>19492.5</b>

<b>CONTROL GROUP CLASS 2-7</b>				
<b>No</b>	<b>Rater 1</b>	<b>Rater 2</b>	<b>X</b>	<b>X<sup>2</sup></b>
1	24	24	24	576
2	26	24	25	625
3	22	22	22	484
4	20	22	21	441
5	22	24	23	529
6	24	22	23	529
7	22	24	23	529
8	25	23	24	576
9	22	24	23	529
10	26	26	26	676
11	22	22	22	484
12	24	24	24	576
13	25	21	23	529
14	27	25	26	676
15	26	26	26	676
16	24	24	24	576
17	23	25	24	576
18	23	25	24	576
19	24	22	23	529
20	23	25	24	576
21	25	25	25	625
22	25	23	24	576
23	24	24	24	576
24	25	27	26	676
25	24	23	23.5	552.25
26	24	26	25	625
27	23	21	22	484
28	22	20	21	441
29	25	25	25	625
30	27	25	26	676
31	26	24	25	625
<b>Total</b>			<b>740.5</b>	<b>17749.25</b>

## APPENDIX 7

### Post-test Calculation Based on the Content Component

Test of hypothesis

1. HO: There is no significant difference between the means of the groups

HA: There is a significant difference between the means of the groups

2. T-test calculation, where  $df = Na + Nb - 2$       **t-table (5%) = 1.6702**

$$= 32 + 31 - 2$$

$$= 61$$

3. Calculation for the observed-t (to)

**\* Experimental group**

$$Xa = \frac{\sum Xa}{Na} = \frac{788}{32} = 24.625$$

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

$$= \sqrt{\frac{32 \cdot 19492.5 - (788)^2}{32 \cdot 31}}$$

$$= 1.684847$$

**\* Control Group**

$$Xb = \frac{\sum Xb}{Nb} = \frac{740.5}{31} = 23.887$$

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

$$= \sqrt{\frac{31 \cdot 17749.25 - (740.5)^2}{31 \cdot 30}}$$

$$= 1.424252$$

$$to = \frac{Xa - Xb}{\sqrt{\frac{(Na-1)SDa^2 + (Nb-1)SDb^2}{Na + Nb - 2} \left[ \frac{1}{Na} + \frac{1}{Nb} \right]}}$$

$$= \frac{24.625 - 23.887}{\sqrt{\frac{(32-1)1.684847^2 + (31-1)1.424252^2}{32 + 31 - 2} \left[ \frac{1}{32} + \frac{1}{31} \right]}}$$

$$= 1.874427$$

4. Conclusion

Because the observed-t (1.874427) was higher than the t-table (1.6702), it was concluded that there was significant difference between the mean of the groups. So, HA was accepted and HO was rejected.

APPENDIX 8

STUDENTS' POST-TEST SCORE BASED ON THE ORGANIZATION COMPONENT

EXPERIMENTAL GROUP CLASS 2-4				
No	Rater 1	Rater 2	X	X <sup>2</sup>
1	16	17	16.5	272.25
2	16	15	15.5	240.25
3	15	18	16.5	272.25
4	13	11	12	144
5	16	16	16	256
6	15	16	15.5	240.25
7	17	18	17.5	306.25
8	19	18	18.5	342.25
9	17	16	16.5	272.25
10	16	15	15.5	240.25
11	16	16	16	256
12	14	16	15	225
13	17	14	15.5	240.25
14	16	16	16	256
15	16	18	17	289
16	14	14	14	196
17	17	18	17.5	306.25
18	15	16	15.5	240.25
19	15	15	15	225
20	15	15	15	225
21	14	14	14	196
22	15	16	15.5	240.25
23	16	16	16	256
24	20	15	17.5	306.25
25	16	15	15.5	240.25
26	16	14	15	225
27	14	16	15	225
28	15	16	15.5	240.25
29	15	14	14.5	210.25
30	15	15	15	225
31	15	15	15	225
32	15	16	15.5	240.25
Total			500.5	7874.25

CONTROL GROUP CLASS 2-7				
No	Rater 1	Rater 2	X	X <sup>2</sup>
1	16	16	16	256
2	14	16	15	225
3	14	16	15	225
4	16	16	16	256
5	15	15	15	225
6	17	13	15	225
7	17	17	17	289
8	15	17	16	256
9	14	16	15	225
10	12	12	12	144
11	14	14	14	196
12	16	16	16	256
13	16	16	16	256
14	13	15	14	196
15	12	14	13	169
16	16	16	16	256
17	12	16	14	196
18	17	15	16	256
19	13	13	13	169
20	16	15	15.5	240.25
21	14	18	16	256
22	16	18	17	289
23	15	15	15	225
24	15	16	15.5	240.25
25	12	11	11.5	132.25
26	14	14	14	196
27	16	16	16	256
28	16	15	15.5	240.25
29	15	14	14.5	210.25
30	14	16	15	225
31	16	18	17	289
Total			466.5	7075.25

## APPENDIX 8

### Post-test Calculation Based on the Organization Component

Test of hypothesis

1. HO: There is no significant difference between the means of the groups

HA: There is a significant difference between the means of the groups

2. T-test calculation, where  $df = Na + Nb - 2$       **t-table (5%) = 1.6702**  
 $= 32 + 31 - 2$   
 $= 61$

3. Calculation for the observed-t (to)

\* **Experimental group**

$$Xa = \frac{\sum Xa}{Na} = \frac{500.5}{32} = 15.64063$$

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

$$= \sqrt{\frac{32 \cdot 7874.25 - (500.5)^2}{32 \cdot 31}}$$

$$= 1.219693$$

\* **Control Group**

$$Xb = \frac{\sum Xb}{Nb} = \frac{466.5}{31} = 15.04839$$

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

$$= \sqrt{\frac{31 \cdot 7075.25 - (466.5)^2}{31 \cdot 30}}$$

$$= 1.356189$$

$$to = \frac{Xa - Xb}{\sqrt{\frac{(Na-1)SDa^2 + (Nb-1)SDb^2}{Na + Nb - 2} \left[ \frac{1}{Na} + \frac{1}{Nb} \right]}}$$

$$= \frac{15.64063 - 15.04839}{\sqrt{\frac{(32-1)1.219693^2 + (31-1)1.356189^2}{32 + 31 - 2} \left[ \frac{1}{32} + \frac{1}{31} \right]}}$$

$$= 1.823707$$

4. Conclusion

Because the observed-t (1.823707) was higher than the t-table (1.6702), it was concluded that there was significant difference between the mean of the groups. So, HA was accepted and HO was rejected.

**STUDENTS' POST-TEST SCORE BASED ON THE VOCABULARY  
COMPONENT**

<b>EXPERIMENTAL GROUP CLASS 2-4</b>				
<b>No</b>	<b>Rater 1</b>	<b>Rater 2</b>	<b>X</b>	<b>X<sup>2</sup></b>
1	16	17	16.5	272.25
2	16	15	15.5	240.25
3	15	17	16	256
4	12	12	12	144
5	14	15	14.5	210.25
6	14	14	14	196
7	16	14	15	225
8	19	18	18.5	342.25
9	17	15	16	256
10	15	15	15	225
11	16	16	16	256
12	14	15	14.5	210.25
13	14	15	14.5	210.25
14	13	12	12.5	156.25
15	15	14	14.5	210.25
16	17	15	16	256
17	17	16	16.5	272.25
18	14	15	14.5	210.25
19	14	14	14	196
20	15	16	15.5	240.25
21	15	16	15.5	240.25
22	17	16	16.5	272.25
23	16	15	15.5	240.25
24	14	15	14.5	210.25
25	15	15	15	225
26	15	12	13.5	182.25
27	14	15	14.5	210.25
28	16	18	17	289
29	15	14	14.5	210.25
30	13	15	14	196
31	13	15	14	196
32	12	14	13	169
<b>Total</b>			<b>479</b>	<b>7225.5</b>

<b>CONTROL GROUP CLASS 2-7</b>				
<b>No</b>	<b>Rater 1</b>	<b>Rater 2</b>	<b>X</b>	<b>X<sup>2</sup></b>
1	16	19	17.5	306.25
2	13	11	12	144
3	14	11	12.5	156.25
4	14	16	15	225
5	17	14	15.5	240.25
6	10	10	10	100
7	12	13	12.5	156.25
8	13	15	14	196
9	15	15	15	225
10	16	14	15	225
11	13	12	12.5	156.25
12	16	16	16	256
13	14	16	15	225
14	16	17	16.5	272.25
15	15	16	15.5	240.25
16	17	16	16.5	272.25
17	14	14	14	196
18	11	13	12	144
19	12	12	12	144
20	16	15	15.5	240.25
21	16	14	15	225
22	16	17	16.5	272.25
23	15	15	15	225
24	15	15	15	225
25	11	13	12	144
26	14	14	14	196
27	12	12	12	144
28	14	12	13	169
29	14	16	15	225
30	17	15	16	256
31	14	16	15	225
<b>Total</b>			<b>443</b>	<b>6426.5</b>

## APPENDIX 9

### Post-test Calculation Based on the Vocabulary Component

Test of hypothesis

1. HO: There is no significant difference between the means of the groups

HA: There is a significant difference between the means of the groups

2. T-test calculation, where  $df = Na + Nb - 2$       **t-table (5%) = 1.6702**

$$= 32 + 31 - 2$$

$$= 61$$

3. Calculation for the observed-t (to)

\* **Experimental group**

$$Xa = \frac{\sum Xa}{Na} = \frac{479}{32} = 14.96875$$

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

$$= \sqrt{\frac{32 \cdot 7225.5 - (479)^2}{32 \cdot 31}}$$

$$= 1.337653$$

\* **Control Group**

$$Xb = \frac{\sum Xb}{Nb} = \frac{443}{31} = 14.29032$$

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

$$= \sqrt{\frac{31 \cdot 6426.5 - (443)^2}{31 \cdot 30}}$$

$$= 1.787802$$

$$to = \frac{Xa - Xb}{\sqrt{\frac{(Na-1)SDa^2 + (Nb-1)SDb^2}{Na + Nb - 2} \left[ \frac{1}{Na} + \frac{1}{Nb} \right]}}$$

$$= \frac{14.96875 - 14.29032}{\sqrt{\frac{(32-1)1.337653^2 + (31-1)1.787802^2}{32 + 31 - 2} \left[ \frac{1}{32} + \frac{1}{31} \right]}}$$

$$= 1.709054$$

4. Conclusion

Because the observed-t (1.709054) was higher than the t-table (1.6702), it was concluded that there was significant difference between the mean of the groups

So, HA was accepted and HO was rejected.

APPENDIX 10

STUDENTS' POST-TEST SCORE BASED ON THE LANGUAGE USE COMPONENT

EXPERIMENTAL GROUP CLASS 2-4				
No	Rater 1	Rater 2	X	X <sup>2</sup>
1	20	20	20	400
2	20	15	17.5	306.25
3	17	15	16	256
4	12	12	12	144
5	20	18	19	361
6	16	16	16	256
7	20	18	19	361
8	20	22	21	441
9	15	15	15	225
10	16	15	15.5	240.25
11	17	14	15.5	240.25
12	17	15	16	256
13	19	15	17	289
14	15	16	15.5	240.25
15	15	15	15	225
16	17	16	16.5	272.25
17	20	18	19	361
18	16	15	15.5	240.25
19	16	18	17	289
20	15	14	14.5	210.25
21	16	15	15.5	240.25
22	17	14	15.5	240.25
23	20	20	20	400
24	16	14	15	225
25	20	15	17.5	306.25
26	20	18	19	361
27	19	15	17	289
28	17	20	18.5	342.25
29	19	16	17.5	306.25
30	16	15	15.5	240.25
31	17	15	16	256
32	13	15	14	196
Total			533.5	9016.25

CONTROL GROUP CLASS 2-7				
No	Rater 1	Rater 2	X	X <sup>2</sup>
1	18	18	18	324
2	15	15	15	225
3	12	16	14	196
4	17	15	16	256
5	16	16	16	256
6	12	14	13	169
7	12	14	13	169
8	15	15	15	225
9	15	15	15	225
10	20	18	19	361
11	13	17	15	225
12	19	15	17	289
13	17	17	17	289
14	20	18	19	361
15	19	19	19	361
16	17	15	16	256
17	16	16	16	256
18	20	20	20	400
19	12	12	12	144
20	15	15	15	225
21	16	16	16	256
22	20	16	18	324
23	13	15	14	196
24	15	17	16	256
25	16	16	16	256
26	14	16	15	225
27	14	16	15	225
28	12	14	13	169
29	17	17	17	289
30	16	18	17	289
31	13	13	13	169
Total			490	7866

### Post-test Calculation Based on the Language Use Component

Test of hypothesis

1. HO: There is no significant difference between the means of the groups

HA: There is a significant difference between the means of the groups

2. T-test calculation, where  $df = Na + Nb - 2$       **t-table (5%) = 1.6702**

$$= 32 + 31 - 2$$

$$= 61$$

3. Calculation for the observed-t (to)

**\* Experimental group**

$$Xa = \frac{\sum Xa}{Na} = \frac{533.5}{32} = 16.67188$$

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

$$= \sqrt{\frac{32 \cdot 9016.25 - (533.5)^2}{32 \cdot 31}}$$

$$= 1.982217$$

**\* Control Group**

$$Xb = \frac{\sum Xb}{Nb} = \frac{490}{31} = 15.80645$$

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

$$= \sqrt{\frac{31 \cdot 7866 - (490)^2}{31 \cdot 30}}$$

$$= 2.006977$$

$$to = \frac{Xa - Xb}{\sqrt{\frac{(Na-1)SDa^2 + (Nb-1)SDb^2}{Na + Nb - 2} \left[ \frac{1}{Na} + \frac{1}{Nb} \right]}}$$

$$= \frac{16.67188 - 15.80645}{\sqrt{\frac{(32-1)1.982217^2 + (31-1)2.006977^2}{32 + 31 - 2} \left[ \frac{1}{32} + \frac{1}{31} \right]}}$$

$$= 1.720813$$

4. Conclusion

Because the observed-t (1.720813) was higher than the t-table (1.6702), it was concluded that there was significant difference between the mean of the groups.

So, HA was accepted and HO was rejected.

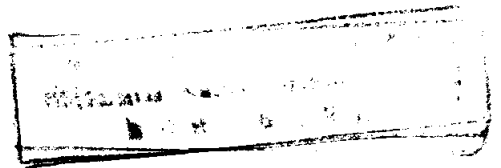


## APPENDIX 11

**STUDENTS' POST-TEST SCORE BASED ON THE MECHANIC  
COMPONENT**

<b>EXPERIMENTAL GROUP CLASS 2-4</b>				
<b>No</b>	<b>Rater 1</b>	<b>Rater 2</b>	<b>X</b>	<b>X<sup>2</sup></b>
1	4	4	4	16
2	4	4	4	16
3	3	3	3	9
4	3	4	3.5	12.25
5	4	4	4	16
6	4	4	4	16
7	4	4	4	16
8	4	4	4	16
9	4	4	4	16
10	4	3	3.5	12.25
11	4	4	4	16
12	3	4	3.5	12.25
13	4	3	3.5	12.25
14	4	4	4	16
15	3	4	3.5	12.25
16	3	3	3	9
17	4	4	4	16
18	3	4	3.5	12.25
19	4	3	3.5	12.25
20	3	3	3	9
21	4	4	4	16
22	3	2	2.5	6.25
23	4	4	4	16
24	4	4	4	16
25	4	4	4	16
26	3	3	3	9
27	4	4	4	16
28	4	3	3.5	12.25
29	4	4	4	16
30	4	4	4	16
31	4	3	3.5	12.25
32	4	4	4	16
<b>Total</b>			<b>118</b>	<b>440.5</b>

<b>CONTROL GROUP CLASS 2-7</b>				
<b>No</b>	<b>Rater 1</b>	<b>Rater 2</b>	<b>X</b>	<b>X<sup>2</sup></b>
1	4	4	4	16
2	3	2	2.5	6.25
3	3	3	3	9
4	3	3	3	9
5	4	4	4	16
6	3	3	3	9
7	3	3	3	9
8	3	3	3	9
9	4	3	3.5	12.25
10	4	4	4	16
11	3	3	3	9
12	3	3	3	9
13	4	3	3.5	12.25
14	4	4	4	16
15	4	4	4	16
16	3	3	3	9
17	4	4	4	16
18	4	4	4	16
19	3	3	3	9
20	4	4	4	16
21	3	3	3	9
22	4	4	4	16
23	3	3	3	9
24	4	3	3.5	12.25
25	3	3	3	9
26	3	3	3	9
27	4	4	4	16
28	4	4	4	16
29	4	4	4	16
30	4	4	4	16
31	4	4	4	16
<b>Total</b>			<b>108</b>	<b>384</b>



## APPENDIX 11

### Post-test Calculation Based on the Mechanic Component

Test of hypothesis

1. HO: There is no significant difference between the means of the groups

HA: There is a significant difference between the means of the groups

2. T-test calculation, where  $df = Na + Nb - 2$       **t-table (5%) = 1.6702**

$$= 32 + 31 - 2$$

$$= 61$$

3. Calculation for the observed-t (to)

\* **Experimental group**

$$Xa = \frac{\sum Xa}{Na} = \frac{118}{32} = 3.6875$$

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

$$= \sqrt{\frac{32 \cdot 440.5 - (118)^2}{32 \cdot 31}}$$

$$= 0.416398$$

\* **Control Group**

$$Xb = \frac{\sum Xb}{Nb} = \frac{107}{31} = 3.48387$$

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

$$= \sqrt{\frac{31 \cdot 384 - (107)^2}{31 \cdot 30}}$$

$$= 0.5080$$

$$to = \frac{Xa - Xb}{\sqrt{\frac{(Na-1)SDa^2 + (Nb-1)SDb^2}{Na + Nb - 2} \left[ \frac{1}{Na} + \frac{1}{Nb} \right]}}$$

$$= \frac{3.6875 - 3.48387}{\sqrt{\frac{(32-1)0.416398^2 + (31-1)0.5080^2}{32 + 31 - 2} \left[ \frac{1}{32} + \frac{1}{31} \right]}}$$

$$= 1.742504$$

4. Conclusion

Because the observed-t (1.742504) was higher than the t-table (1.6702), it was concluded that there was significant difference between the mean of the groups. So, HA was accepted and HO was rejected.