LESSON PLAN

Subject   : English
Skills   : Listening
Theme   : Friendship
Class   : Senior High School
Semester   : 1
Time Allocated : 1 x 45 minutes

A. Competence

1. Basic Competence

   Students are able to:

   - get the main idea of the song

   - understand the Simple Past Tense

2. Achievement Indicators

   Students are able to:

   - arrange the paper-strips in a correct order

   - make a sentence in a Simple Past Tense form

   - retell the song in Indonesia

B. Learning Materials

- Using song entitled "One Sweet Day" taken from Album "Greatest Hits" By Mariah Carey. Sony Music Entertainment Inc. 2001.

C. Teaching and Learning Activities

- Technique:

  - "Strips-of-Paper"   - Lecturing

  - Individual work   - Question-answer

- Class Activities:

  Students are asked to:

  - respond the teacher's greeting

  - respond the teacher's triggering questions

  - listen to the teacher's instruction

- arrange the paper-strips given

- write down the answers on the white board.

D. Assessment

Students have to look for another song and retell what it is about.

E. References:

Carey, Mariah. *Greatest Hits*. Taken from Columbia Release: Daydream/1995. Sony Music Entertainment Inc. 2001.

STUDENT'S WORKSHEET

Subject : English
Skills   : Listening
Theme   : Friendship
Class   : Senior High School
Semester : 1
Time Allocated : 1 x 45 minutes

"One Sweet Day"

By Boys II Men and Mariah Carey

Album: One Sweet Day

Sorry I never told you

._____.

Now it's too late to hold you

'cause you've flown away

._____.

Never had I imagined

._____.

._____.

It keeps me alive... alive...

Reff: And I know you're shining down

   on me from heaven

   ._____.

   We've lost along the way

   ._____.

   We'll be together

   ._____.

   (Eventually I'll see you in heaven)

._____.

Assume you'd always be there

._____.

But I always cared

And I miss the love we shared

*Back to Reff:

Although the sun will never shine the same

._____.

Yeah Lord I know when I lay me down to sleep

._____.

(The teacher has cut these sentences into strips)

But I took your presence for granted
All I wanted to say
I'll always look to a brighter day
One sweet day
Feeling and knowing you hear me
Darling I never showed you
Like so many friends
And I know eventually
You will always listen as I pray
So far away
Living without your smile

TEACHER'S NOTE

Subject   : English
Skill   : Listening
Theme   : Friendship
Class   : Senior High School
Semester   : 1
Time Allocated : 1 x 45 minutes

1. Learning Outcomes

1. Students are able to answer the three triggering questions from the teacher

2. Students are able to understand the grammatical structure of Simple Past Tense

3. Students are able to memorize the grammatical structure of Simple Past Tense

4. Students are able to do the exercise given by the teacher

5. Students are able to retell the song about in Indonesia

2. Pre-Instructional Activities

1. Greets the students

2. Gives three triggering questions:

   - Who likes to listen to the song?

   - What kind of song do you like?

   - Do you know what it is about?

3. Whilst Activities

1. Asks the students to listen to the recordings played for the first time without arranging any strips given.

2. Asks the students to arrange the strips of paper in the correct order while listening for the second time.

3. Asks the students to check their arrangement while listening for the third time.

4. Post Activities

1. Asks the students to listen to the recordings played carefully
2. Lets the students check their arrangement before it is discussed together
3. Instructs the students to write down their answer on the whiteboard.
4. Asks the students to correct their arrangement while the teacher discusses the correct answer.

ANSWER KEY

Sorry I never told you

All I wanted to say

Now it's too late to hold you

'cause you've flown away

So far away

Never had I imagined

Living without your smile

Feeling and knowing you hear me

It keeps me alive... alive...

Reff:

And I know you're shining down

on me from heaven

Like so many friends

We've lost along the way

And I know eventually

We'll be together

One sweet day...

(Eventually I'll see you in heaven)

Darling I never showed you

Assume you'd always be there

But I took your presence for granted

But I always cared

And I miss the love we shared

*Back to Reff:

Although the sun will never shine the same

I'll always look to a brighter day

Yeah Lord I know when I lay me down to sleep

You will always listen as I pray

LESSON PLAN

Subject   : English
Skill   : Listening
Theme   : Unforgettable moment
Class   : Senior High School
Semester   : 1
Time Allocated : 1 x 45 minutes

A. Competence

1. Basic Competence

   - Students understand the difference between Simple Past Tense and Simple Present Tense
   - Students master how to use the Simple Past Tense

2. Achievement Indicators

   Students are able to:

   - arrange the paper-strips in the correct order
   - get the main idea of the passage
   - answer the questions based on the short passage
   - make sentences in Simple Past Tense form

B. Learning Materials

- Paper strips about Simple Past Tense and Simple Present Tense as the comparison in terms of anecdotes.

C. Teaching and Learning Activities

- Technique:
  - "Strips-of-Paper"   - Individual work
  - Lecturing   - Question and answer
- Class Activities:

  Students are asked to:

  - respond the teacher's greeting
  - respond the teacher's triggering questions

- receive the exercises

- listen to the recordings played carefully

- do the exercise

- pay attention to the correct answer discussed by the teacher and correct it

- listen to the recordings played for the last time attentively

D. Assessment

Students have to read and understand the text entitled "Do you speak English?" or "My Teacher". Then tell the text about in front of class.

E. Reference

- Alexander, L. G. 1998. *Practice and Progress – Second Edition*. A Pearson Education Company.
- Hill, L. A. 2000. *Contextualized Vocabulary 2*. Oxford University-Press.

STUDENT'S WORKSHEET

Subject	: English
Skill	: Listening
Theme	: Unforgettable Moment
Class	: Senior High School
Semester	: 1
Time Allocated	: 1 x 45 minutes

Text 1

Listen carefully! Arrange the strips-of-paper into the correct order!

"Do You Speak English?"

1. I had an amusing experience last year.

2.

3.

4.

5.

6. As soon as he had got into the car,

7.

8.

9.

10.

11.

12. "Do you speak English?"

13.

Text 2

Listen carefully! Arrange the strips-of-paper into the correct order!

My Teacher

1. When all the boys are ready,

2.

3.

4.

5. Sometimes the boy forgets something and then Mr. Brown stops him,

6.

7.

8.

9.

10.

11. He says, "It does not matter,

12.

13.

14. Then they become as quiet as mice, but only for a few minutes.

(The teacher has cut the sentences into strips)

"Do You Speak English"

I drove on to the next town
As I soon learnt, he was English himself!
On the way, a young man waved to me
Apart from a few words, I do not know any French at all
I said good morning to him in French and he replied in the same language
I stopped and he asked me for a lift
After I had left a small village in the south of France,

When the young man suddenly said, very slowly,
Neither of us spoke during the journey
I had nearly reached the town

My Teacher

Mr. Brown is a very patient teacher
When a boy makes a mistake, Mr. Brown corrects it
and Mr. Brown thanks him
The boys are often noisy, and then Mr. Brown says "Be quiet, please, boys"
Each boy has a turn, one after the other
and another boy continues the exercise
When his pupils do not remember something, he does not mind
One of the boys cleans the blackboard
and then says to one of the other pupils, "Begin".

TEACHER'S NOTE

Subject   : English
Skill   : Listening
Theme   : Unforgettable Moment
Class   : Senior High School
Semester : 1
Time Allocated : 1 x 45 minutes

1. Learning Outcomes

1. Students are able to answer the three triggering questions from the teacher
2. Students are able to understand the grammatical structure of Simple Past Tense and Simple Present Tense as the comparison
3. Students are able to memorize the grammatical patterns of Simple Past Tense and Simple Present Tense
4. Students are able to do the exercise given by the teacher
5. Students are able to make a sentence in Simple Past Tense form

2. Pre-Instructional Activities

1. Greets the students
2. Gives three triggering questions:
   - Do you have favorite teacher in this school?
   - Why do you admire him/her?
   - Who always makes a noisy in class?

3. Whilst Activities

1. Asks the students to listen to the recordings played for the first time without arranging any strips given.
2. Asks the students to arrange the strips of paper while listening for the second time.
3. Asks the students to check their arrangement listening for the third time.

4. Post Activities

1. Asks the students to listen to the recordings played carefully

2. Lets the students discuss the correct answers

3. Instructs the students to write down their answer on the whiteboard.

4. Asks the students to correct their arrangement while the teacher discusses the correct answer.

ANSWER KEY

"Do You Speak English?"

1. I had an amusing experience last year.
2. After I had left a small village in the south of France,
3. I drove on to the next town.
4. On the way, a young man waved to me.
5. I stopped and he asked me for a lift.
6. As soon as he had got into the car,
7. I said good morning to him in French and he replied in the same language.
8. Apart from a few words, I do not know any French at all.
9. Neither of us spoke during the journey.
10. I had nearly reached the town,
11. when the young man suddenly said, very slowly,
12. "Do you speak English?"
13. As I soon learnt, he was English himself!

My Teacher

1. When all the boys are ready,
2. one of the boys cleans the blackboard,
3. and Mr. Brown thanks him
4. and then says to one of the other pupils, "Begin".
5. Sometimes the boy forgets something
6. and then Mr. Brown stops him,
7. and another boy continues the exercise.
8. Each boy has a turn, one after the other.
9. When a boy makes a mistake, Mr. Brown corrects it.
10. Mr. Brown is a very patient teacher.
11. When his pupils do not remember something, he does not mind.
12. He says, "It does not matter.
13. We still do it again and perhaps you will remember next time!"
14. The boys are often noisy, and then Mr. Brown says "Be quiet, please, boys".
15. Then they become as quiet as mice, but only for a few minutes.

LESSON PLAN

Subject   : English
Skill   : Listening
Theme   : Showing direction
Class   : Senior High School
Semester   : 1
Time Allocated : 1 x 45 minutes

A. Objectives

1. Basic Competence:

   - Students understand the information given about showing direction

   - Students are able to use simple direction

   - At the end of the lesson, students have to give the summary of the passage

2. Achievement Indicators:

   Students are able to:

   - arrange the paper-strips in the correct order

   - get the main idea of the information

   - answer the questions based on the passage

   - retell the passage in Indonesia

B. Learning Materials

- Arranging the "Strips-of-Paper" about direction for the first aid when someone is hurt, entitled "What Shall I do?"

C. Teaching and Learning Activities

- Technique:
  - "Strips-of-Paper"   - Individual work
  - Lecturing   - Question and answer
- Class Activities:

  Students are asked to:
- respond the teacher's greeting

- respond the teacher's triggering questions

- receive the exercises

- listen to the recordings played carefully

- do the exercise

- pay attention to the correct answer discussed by the teacher and correct it

- listen to the recordings played for the last time attentively

D. Assessment

Students have to give the first aid direction for another accident then tell it in front of class.

E. Reference:

Howe, D. H. 1999. *English Today 6*. New York Inc.

What Shall I Do?

You are going to hear some advice for giving help when someone is hurt. Listen it carefully to complete the missing words.

If you know what to do when someone is hurt, you can be helpful. Today you are going to read what to do if people hurt themselves. Always remember that if you are not sure what to do, you should get help.

Bleeding

1. A little bleeding can be a good thing.
2.
3.
4.
5.
6. Get help if the bleeding does not stop or if the cut is deep or if there is dirt in it.

A small burn or scald

(A scald is like a burn but it is caused by a hot liquid)

1. If it is a very bad burn or scald, get help at once
2.
3. You can do this by placing it in a bowl of clean, cold water, or under a tap.
4.

5.

6.

Choking

1. This is sometimes caused by swallowing a large piece of food or a small toy.

2.

3.

4. If the cough is strong, the person may be able to cough up what he has swallowed.

5.

6.

7.

8. if you can not, make him sit down on a chair with his head between his knees

9.

(The teacher has cut these sentences into strips)

Press a clear piece of cloth over the cut to stop the bleeding
When the bleeding stops, tie a bandage firmly but not tightly around it
You may be able to clear his throat
If he still choking, get help quickly
They may contain germs
If the airway is only partly blocked,
If you raise the arm or leg, this may help to stop the bleeding
the person may still be able to breathe enough air to cough
Put a finger in his mouth first
Then put a clean bandage on it to keep out the air
If he can not, however, you must help

| If it is a small burn or scald, first cool it |
| It helps to wash away dirt and germs |
| Do not put any oil or cream on it |

TEACHER'S NOTE

Subject   : English
Skill   : Listening
Theme   : Showing direction
Class   : Senior High School
Semester   : 1
Time Allocated : 1 x 45 minutes

1. Learning Outcomes

1. Students are able to answer the three triggering questions from the teacher
2. Students are able to memorize the vocabularies related to the medical treatments and disease
3. Students are able to do the exercise given by the teacher
4. Students are able to retell the passage in Indonesia

2. Pre-Instructional Activities

1. Greets the students
2. Gives three triggering questions:
    - Do you know bleeding?
    - Who ever got bleeding?
    - What do you do first?

3. Whilst Activities

1. Asks the students to listen to the recordings played for the first time without arranging any strips given
2. Asks the students to arrange the strips of paper in the correct order while listen for the second time.
3. Asks the students to finish their arrangement while listening for the third time.

4. Post Activities

1. Asks the students to listen to the recordings played carefully
2. Lets the students discuss the correct answers

3. Instructs the students to write down their answer on the whiteboard.

4. Asks the students to correct their arrangement while the teacher discusses the correct answer.

ANSWER KEY

<u>Bleeding</u>
1. A little bleeding can be a good thing.
2. It helps to wash away dirt and germs.
3. Press a clear piece of cloth over the cut to stop the bleeding.
4. If you raise the arm or leg, this may help to stop the bleeding.
5. When the bleeding stops, tie a bandage firmly but not tightly around it.
6. Get help if the bleeding does not stop or if the cut is deep or if there is dirt in it.

<u>A small burn or scald</u>
(A scald is like a burn but it is caused by a hot liquid)
1. If it is a very bad burn or scald, get help at once.
2. If it is a small burn or scald, first cool it.
3. You can do this by placing it in a bowl of clean, cold water, or under a tap.
4. Then put a clean bandage on it to keep out the air.
5. Do not put any oil or cream on it.
6. They may contain germs.

<u>Choking</u>
1. This is sometimes caused by swallowing a large piece of food or a small toy.
2. If the airway is only partly blocked
3. The person may still be able to breathe enough air to cough.
4. If the cough is strong, the person may be able to cough up what he has swallowed.
5. If he can not, however, you must help.
6. Put a finger in his mouth first.
7. You may be able to clear his throat.
8. If you can not, make him sit down on a chair with his head between his knees.
9. If he still choking, get help quickly.

LESSON PLAN

Subject   : English
Skills   : Listening
Theme   : Friendship
Class   : Senior High School
Semester   : 1
Time Allocated : 1 x 45 minutes

A. Competence

1. Basic Competence

   Students are able to:

   - get the main idea of the song

   - understand the Simple Past Tense

2. Achievement Indicators

   Students are able to:

   - Complete the missing words

   - make a sentence in a Simple Past Tense form

   - retell the song in Indonesia

B. Learning Materials

- Using song entitled "One Sweet Day" taken from Album "Greatest Hits" By Mariah Carey. Sony Music Entertainment Inc. 2001.

C. Teaching and Learning Activities

- Technique:
  - "Fill-in-the-Blanks" - Lecturing
  - Individual work - Question-answer
- Class Activities:

  Students are asked to:

  - respond the teacher's greeting

  - respond the teacher's triggering questions

  - listen to the teacher's instruction

- do the fill in the blanks

- write down the answers on the white board.

D. Assessment

Students have to look for another song and retell what it is about.

E. References:

Carey, Mariah. *Greatest Hits*. Taken from Columbia Release: Daydream/1995. Sony Music Entertainment Inc. 2001.

STUDENT'S WORKSHEET

Subject	: English
Skills	: Listening
Theme	: Friendship
Class	: Senior High School
Semester	: 1
Time Allocated	: 1 x 45 minutes

"One Sweet Day"

By Boys II Men and Mariah Carey

Album: One Sweet Day

Sorry I never (1)_____ you
All I (2)_____to say
Now it's too late to (3)
you
'cause you've (4)_____
away
So far away

Never had I (5)_____
*(6)*_____ without your smile
Feeling and (7)_____ you
hear me
It (8)_____ me alive...
alive...

Reff: And I know you're (9)_____ down
(10)_____ me from heaven
Like so many (11)_____
We've (12)_____ along the way
And I know (13)_____
We'll be together
One sweet day...
(Eventually I'll see you in heaven)

Darling I never (14)_____ you
*(15)*_____ you'd always be there
But I took your presence for (16)_____
But I always (17)_____
And I miss the love we (8)_____

*Back to Reff:

*(19)*_____ the sun will never shine the same
I'll always (20)_____to a brighter day
Yeah Lord I know when I (21)_____me down to sleep
You will always listen as I (22)_____

TEACHER'S NOTE

Subject   : English
Skill   : Listening
Theme   : Friendship
Class   : Senior High School
Semester   : 1
Time Allocated   : 1 x 45 minutes

1. Learning Outcomes

1. Students are able to answer the three triggering questions from the teacher

2. Students are able to understand the grammatical structure of Simple Past Tense

3. Students are able to memorize the grammatical structure of Simple Past Tense

4. Students are able to do the exercise given by the teacher

5. Students are able to retell the song about in Indonesia

2. Pre-Instructional Activities

1. Greets the students

2. Gives three triggering questions:

   • Who likes to listen to the song?

   • What kind of song do you like?

   • Do you know what it is about?

3. Whilst Activities

1. Asks the students to listen to the recordings played for the first time without taking any notes.

2. Asks the students to fill in the blanks while listening for the second time.

3. Asks the students to complete their answers while listening for the third time.

4. Post Activities

1. Asks the students to listen to the recordings played carefully
2. Lets the students check their answer before it is discussed together
3. Instructs the students to write down their answer on the whiteboard.
4. Asks the students to correct their answers while the teacher discusses the correct answer.

ANSWER KEY

1. told
2. wanted
3. hold
4. flown
5. imagined
6. living
7. knowing
8. keeps

9. shining
10. on
11. friends
12. lost
13. eventually
14. showed
15. assume
16. granted

17. cared
18. shared
19. although
20. look
21. lay
22. pray

LESSON PLAN

Subject   : English
Skill   : Listening
Theme   : Unforgettable moment
Class   : Senior High School
Semester   : 1
Time Allocated : 1 x 45 minutes

A. Competence

1. Basic Competence

    • Students understand the difference between Simple Past Tense and Simple Present Tense

    • Students master how to use the Simple Past Tense

2. Achievement Indicators

    Students are able to:

    • complete the missing words

    • get the main idea of the passage

    • answer the questions based on the short passage

    • Make sentences in Simple Past Tense form

B. Learning Materials

• Fill in the Blanks about Simple Past Tense and Simple Present Tense as the comparison in terms of anecdotes.

C. Teaching and Learning Activities

• Technique:

 - "Fill-in-the-Blanks"   - Individual work

 - Lecturing   - Question and answer

• Class Activities:

 Students are asked to:

 - respond the teacher's greeting

 - respond the teacher's triggering questions

- receive the exercises

- listen to the recordings played carefully

- do the exercise

- pay attention to the correct answer discussed by the teacher and correct it

- listen to the recordings played for the last time attentively

D. Assessment

Students have to read and understand the text entitled "Do you speak English?" or "My Teacher". Then tell the text about in front of class.

E. Reference

- Alexander, L. G. 1998. *Practice and Progress – Second Edition*. A Pearson Education Company.
- Hill, L. A. 2000. *Contextualized Vocabulary 2*. Oxford University-Press.

STUDENT'S WORKSHEET

Subject   : English
Skill   : Listening
Theme   : Unforgettable Moment
Class   : Senior High School
Semester   : 1
Time Allocated : 1 x 45 minutes

Listen to the cassette carefully. Then complete the texts below!

"Do You Speak English?"

I had an amusing experience last year. After I had (1)_____ a small village in the south of France, I (2)_____ on to the next town. On the way, a young man (3)_____ to me. I (4)_____ and he (5)_____ me for a lift. As soon as he had got into the car, I (6)_____ good morning to him in French and he (7)_____ in the same language. Apart from a few words, I do not know any French at all. Neither of us (8)_____ during the journey. I had nearly (9)_____ the town, when the young man suddenly said, very slowly, "Do you speak English?" As I soon learnt, he (10)_____ English himself!

My Teacher

When all the boys are ready, one of the boys cleans the blackboard, and Mr. Brown (1)_____ him and then says to one of the other pupils, "Begin". Sometimes the boy (2)_____ something and then Mr. Brown stops him, and another boy (3)_____ the exercise. Each boy (4)_____ a turn, one after the other.

When a boy (5)_____ a mistake, Mr. Brown (6)_____ it. Mr. Brown is a very patient teacher. When his pupils do not remember something, he (7)_____ not mind. He says, "It does not (8)_____. We still do it again and perhaps you will remember next time!"

The boys are often noisy, and then Mr. Brown says "Be (9)_____, please, boys". Then they (10)_____ as quiet as mice, but only for a few minutes.

TEACHER'S NOTE

Subject   : English
Skill   : Listening
Theme   : Unforgettable Moment
Class   : Senior High School
Semester   : 1
Time Allocated : 1 x 45 minutes

1. Learning Outcomes

1. Students are able to answer the three triggering questions from the teacher
2. Students are able to understand the grammatical structure of Simple Past Tense and Simple Present Tense as the comparison
3. Students are able to memorize the grammatical patterns of Simple Past Tense and Simple Present Tense
4. Students are able to do the exercise given by the teacher
5. Students are able to make a sentence in Simple Past Tense form

2. Pre-Instructional Activities

1. Greets the students
2. Gives three triggering questions:
   - Do you have favorite teacher in this school?
   - Why do you admire him/her?
   - Who always makes a noisy in class?

3. Whilst Activities

1. Asks the students to listen to the recordings played for the first time without taking any notes.
2. Asks the students to fill in the blanks as many as possible while listening for the second time.
3. Asks the students to complete their answers while listening for the third time.

4. Post Activities

1. Asks the students to listen to the recordings played carefully
2. Lets the students discuss the correct answers
3. Instructs the students to write down their answer on the whiteboard.
4. Asks the students to correct their answers while the teacher discusses the correct answer.

ANSWER KEY

"Do you speak English?"

1. left
2. drove
3. waved
4. stopped
5. asked
6. said
7. replied
8. spoke
9. reached
10. was

"My Teacher"

1. thanks
2. forgets
3. continues
4. has
5. makes
6. corrects
7. does
8. matter
9. quiet
10. become

LESSON PLAN

Subject   : English
Skill   : Listening
Theme   : Showing direction
Class   : Senior High School
Semester   : 1
Time Allocated : 1 x 45 minutes

A. Objectives

1. Basic Competence:

   - Students understand the information given about showing direction

   - Students are able to use simple direction.

   - At the end of the lesson, students have to give the summary of the passage

2. Achievement Indicators:

   Students are able to:

   - complete the missing information

   - get the main idea of the information

   - answer the questions based on the passage

   - retell the passage in Indonesia

B. Learning Materials

- "Fill-in-the-Blanks" about direction for the first aid when someone is hurt, entitled "What Shall I do?"

C. Teaching and Learning Activities

- Technique:

  - "Fill-in-the-Blanks"   - Individual work

  - Lecturing   - Question and answer

- Class Activities:

  Students are asked to:

- respond the teacher's greeting

- respond the teacher's triggering questions

- receive the exercises

- listen to the recordings played carefully

- do the exercise

- pay attention to the correct answer discussed by the teacher and correct it

- listen to the recordings played for the last time attentively

D. Assessment

Students have to give the first aid direction for another accident then tell it in front of class.

E. Reference:

Howe, D. H. 1999. *English Today 6*. New York Inc.

STUDENT'S WORKSHEET

Subject   : English
Skill   : Listening
Theme   : Showing direction
Class   : Senior High School
Semester   : 1
Time Allocated   : 1 x 45 minutes

What Shall I Do?

You are going to hear some advice for giving help when someone is hurt. Listen it carefully to complete the missing words.

If you know what to do when someone is hurt, you can be helpful. Today you are going to read what to do if people hurt themselves. Always remember that if you are not sure what to do, you should get help.

Bleeding

A little bleeding can be a good thing. It helps to wash away (1) ._____and (2) _____. Press a clear (3) _____ of cloth over the (4) _____ to stop the bleeding. If you (5) _____the arm or leg, this may help to stop the bleeding. When the bleeding stops, tie a (6)_____ firmly but not tightly (7) _____it. Get help if the bleeding does not stop or if the cut is (8) _____ or if there is dirt in it.

A small burn or scald

(A scald is like a burn but it is caused by a hot liquid)

If it is a very bad burn or scald, get help at (9) _____. If it is a small burn or scald, first (10)_____ it. You can do this by (11)_____ it in a bowl of clean, cold water, or (12) _____ a tap. Then put a clean bandage on it to (13) _____ out the air. Do not

put any (14)_____ or (15) _____ on it. They may (16) _____ germs.

Choking

This is (17) _____ caused by swallowing a large piece of food or a small (18)_____. If the (19) _____ is only partly blocked, the person may still be able to breathe (20) _____ air to cough. If the cough is (21) _____, the person may be able to cough up what he has swallowed. If he can not, (22)_____, you must help. Put a (23)_____ in his mouth first. You may be able to clear his (24)_____If you can not, make him sit down on a chair with his head between his (25) _____. If he still choking, get help quickly.

TEACHER'S NOTE

Subject   : English
Skill   : Listening
Theme   : Showing direction
Class   : Senior High School
Semester   : 1
Time Allocated   : 1 x 45 minutes

1. Learning Outcomes

1. Students are able to answer the three triggering questions from the teacher
2. Students are able to memorize the vocabularies related to the medical treatments and disease
3. Students are able to do the exercise given by the teacher
4. Students are able to retell the passage in Indonesia

2. Pre-Instructional Activities

1. Greets the students
2. Gives three triggering questions:

   - Do you know bleeding?
   - Who ever got bleeding?
   - What do you do first?

3. Whilst Activities

1. Asks the students to listen to the recordings played for the first time without taking any notes.
2. Asks the students to fill in the blanks as many as possible while listening for the second time.
3. Asks the students to complete their answers while listening for the third time.

4. Post Activities

1. Asks the students to listen to the recordings played carefully
2. Lets the students discuss the correct answers

3. Instructs the students to write down their answer on the whiteboard.
4. Asks the students to correct their answers while the teacher discusses the correct answer.

ANSWER KEY

1. Dirt
2. Germs
3. Piece
4. Cut
5. Raise

6. Bandage
7. Around
8. Deep
9. Once
10. Cool

11. Placing
12. Under
13. Keep
14. Oil
15. Cream

16. Contain
17. Sometimes
18. Toy
19. Airway
20. Enough

21. Strong
22. However
23. Finger
24. Throat
25. Knees

(Text to be read in the recording)

Self – Service

If you're in a hurry and you want to have a quick meal there is no better place than a self-service restaurant. You go into the restaurant, pick up a tray, knife, fork, and spoon, and queue at a counter where the food is on display. You pick out what you want and put it on your tray, which you have to push along a special rack till reach the cashier. The cashier will give you your bill. After paying, you take your tray to any table you like. You can sit alone or with another customer. You can have a good meal in ten minutes. And as there is no waiter you don't have to give a tip.

Answer the questions by choosing the correct one.

1. What is the first thing you do after you go into the restaurant
2. Who gives you your bill?
3. What do you push your tray along?
4. Where do you queue?
5. What don't you have to give?

Cross "True" or "False"

1. In the self-service restaurant, the waiter will serve you quickly.
2. You will queue at a counter where the food is on display.
3. You can choose any table you like.
4. You can have a good meal in twelve minutes.
5. You don't have to give a tip for the waiter.

Cross the letter of the correct answer.

For example: "Save". I shall say the word again: "Save"
Choices: a. Save   b. Serve
Answer: a. Save   b. Serve
There are ten questions like this. Listen Carefully!

1. Buzz
2. Stayed
3. Heart
4. Service
5. They

6. Love
7. Hate
8. Mouth
9. Vine
10. Kate

(Answer Sheet)

Name : _____
Class : _____

Part 1

Listen to the cassette carefully then cross the correct answer below.

6. a. pick out the food you want

   b. sit down at a table

   c. pick up a tray

   d. put the food on your tray

7. a. the counter   c. the waiter

   b. the cashier   d. the customer

8. a. a special rack   c. a counter

   b. a table   d. a display

9. a. at a table   c. at a place

   b. at a counter   d. at a tray

10. a. your bill   c. a tip

    b. your tray   d. your knife

Part 2

Listen to the questions from the cassette.
Then cross your answer "True" (T) *or* "False" (F)

6. T   F   9. T   F

7. T   F   10. T   F

8. T   F

Part 3

Cross the letter of the correct answer. Listen Carefully!

11. a. Boss   b. Buzz   16. a. Love   b. Laugh

12. a. State   b. Stayed   17. a. Hate   b. Eight

13. a. Heart   b. Art   18. a. Mouse   b. Mouth

14. a. Service   b. Surface   19. a. Fine   b. Vine

15. a. Day   b. They   20. a. Gate   b. Kate

ANSWER KEY

Part 1

1. c. pick up a tray
2. b. the cashier
3. a. a special rack
4. b. at a counter
5. c. a tip

Part 2

1. F
2. T
3. T
4. F
5. T

Part 3

1. b. Buzz
2. b. Stayed
3. a. Heart
4. a. Service
5. b. They
6. a. Love
7. b. Eight
8. b. Mouth
9. b. Vine
10. b. Kate

Try Out "Pilot Group"

No.	Name	Number of questions																				Total	Score
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
1	Agus Andri Yanto	0	1	0	0	1	0	0	1	1	1	0	0	1	0	1	1	1	1	0	1	11	52
2	Alde Mohammad Rilando	0	1	0	0	0	0	0	1	1	1	1	0	1	1	1	1	1	1	0	0	11	47
3	Ani Hidayati	1	0	0	0	1	0	0	1	0	0	1	1	1	0	1	1	1	1	0	1	11	46
4	Devi Yuliana	0	0	0	0	0	0	0	1	0	0	0	1	1	0	0	0	0	0	0	1	4	15
5	Devlis Alok Farmita	0	0	1	0	0	0	0	1	0	0	1	1	0	1	1	0	0	0	0	1	7	29
6	Dewi Rara Purnamasari	1	0	0	0	0	1	1	1	1	1	1	0	1	0	1	1	1	1	0	1	13	59
7	Ellen Ayu Olga	1	0	0	0	0	1	1	1	1	1	1	0	1	0	1	1	1	1	0	1	13	59
8	Endah Wulan Sari	0	0	0	0	0	0	0	1	0	0	0	1	1	0	0	0	0	0	0	1	4	15
9	Evi Marvianti	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	19	92
10	Evi Sugiarti	1	0	0	0	1	0	0	1	1	1	1	1	1	0	1	1	1	0	0	1	12	55
11	Fajar Syeftiawan	0	1	0	0	1	0	1	0	1	1	1	1	1	0	1	0	1	1	1	1	13	58
12	Gita Rosalita	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	19	94
13	Idris Yuliadi	0	1	0	0	0	0	0	1	1	1	1	0	1	0	1	1	1	1	0	1	11	47
14	Lailatul Mubarokah	1	0	0	1	1	0	0	0	0	0	1	1	1	1	1	1	1	1	1	1	13	45
15	Mega Della Prisanti	0	0	1	0	0	0	1	1	1	1	0	1	1	1	1	1	1	1	0	1	13	56
16	M. Sufi Pratasa	0	1	0	0	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	15	64
17	Nanang Dwi Ferryanto	0	1	0	0	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	15	65

No	Nama	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Jml	Skor
18	Nur Chasana R. D.	1	0	0	1	1	1	1	1	1	0	1	1	1	0	1	0	1	1	0	1	14	69
19	Nur Lailatul Fujah	0	1	1	0	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	1	5	28
20	Nurul Anisah	0	0	0	0	0	1	0	1	1	1	0	1	1	0	1	1	1	1	1	0	11	45
21	Nur Yusi Yusniawati	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	18	86
22	Nyoman Riwayat A.	1	1	0	0	1	0	0	1	0	0	1	0	1	0	1	1	1	1	1	0	11	51
23	Oktavianus Indasari	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	18	77
24	Oky Christian H.	0	1	0	0	0	0	0	1	1	1	1	0	1	0	1	1	1	1	0	1	11	47
25	Ony Novia Anggraeni	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	19	94
26	Praditya Dian Tami A.	1	0	0	0	1	0	0	1	0	1	1	1	1	0	1	1	1	1	1	1	13	55
27	R. Rr. Aprilia NS.	1	0	0	0	1	0	0	1	0	0	1	1	1	0	1	1	1	1	0	1	11	46
28	Rischa Andika W.	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	1	0	3	9
29	Tatik Ratna Sari	0	0	0	1	1	0	0	0	0	1	1	0	0	0	1	1	1	1	1	1	10	43
30	Wahyu Lutfi P.	0	1	1	1	1	0	0	1	0	1	0	1	1	0	1	1	1	1	1	1	14	68
31	Wahyu Pradana S.	0	0	0	0	1	0	1	0	1	1	1	1	0	0	1	0	1	1	0	1	10	44
32	Winda Kurnia Putri	0	0	0	1	0	1	0	1	0	1	1	0	1	1	1	1	1	1	1	0	12	50
33	Yuanita Rosadi	0	0	0	0	1	1	1	1	0	0	1	1	0	0	1	0	1	1	0	1	10	44
34	Yunita Rachmawati	0	1	1	0	0	1	1	1	1	0	1	1	1	0	1	0	1	1	0	1	13	63
Jumlah		**13**	**16**	**10**	**8**	**19**	**14**	**14**	**29**	**18**	**20**	**26**	**24**	**29**	**11**	**30**	**24**	**29**	**28**	**16**	**29**		**1817**

CALCULATION FOR RELIABILTY KR-21

NO.	X	X²		NO.	X	X²
1	11	121		18	14	196
2	11	121		19	5	25
3	11	121		20	11	121
4	4	16		21	18	324
5	7	49		22	11	121
6	13	169		23	18	324
7	13	169		24	11	121
8	4	16		25	19	361
9	19	361		26	13	169
10	12	144		27	11	121
11	13	169		28	3	9
12	19	361		29	10	100
13	11	121		30	14	196
14	13	169		31	10	100
15	13	169		32	12	144
16	15	225		33	10	100
17	15	225		34	13	169
				TOTAL	407	4708
				n	34	
				MEAN	11.970588	
				VAR.	16.322664	

$$M = \frac{\Sigma x}{n}$$

$$= \qquad 11.9706$$

$$V = \frac{\Sigma X^2 - \Sigma X^{2/n}}{n}$$

$$= \qquad 16.3226644$$

K = 34

KR-21 FORMULA : *)

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

0.5407

Where: r = Reliability

       n = Number of subjects   V = Variance

       M = Mean   K = Number of items

n = 34   r table =   0.339

Because r greater than r table, so the test is reliable.

*) Soeharsimi
Arikunto, DASAR-
DASAR EVALUASI
PENDIDIKAN,
   PT Bumi Aksara, Jakarta, 1990, h. 98.

CALCULATION OF DISCRIMINATION AND DIFFICULTY INDEX

SUBJECT NUMBER		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	TOTAL SCORE		
	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	19		1
U	2	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	19		2
P	3	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	19		3
P	4	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	18		4
	5	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	18		5
	6	0	1	0	0	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	15		6
	7	0	1	0	0	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	15		7
	8	1	0	0	1	1	1	1	1	1	0	1	1	1	0	1	0	1	1	0	1	14		8
	9	0	1	1	1	1	0	0	1	0	1	0	1	1	0	1	1	1	1	1	1	14		9
E	10	1	0	0	0	0	1	1	1	1	1	1	0	1	0	1	1	1	1	0	1	13		10
R	11	1	0	0	0	0	1	1	1	1	1	1	0	1	0	1	1	1	1	0	1	13		11
	12	0	1	0	0	1	0	1	0	1	1	1	1	1	0	1	0	1	1	1	1	13		12
G	13	1	0	0	1	1	0	0	0	0	0	1	1	1	1	1	1	1	1	1	1	13		13
R	14	0	0	1	0	0	0	1	1	1	1	0	1	1	1	1	1	1	1	0	1	13		14
O	15	1	0	0	0	1	0	0	1	0	1	1	1	1	0	1	1	1	1	1	1	13		15
U	16	0	1	1	0	0	1	1	1	1	0	1	1	1	0	1	0	1	1	0	1	13		16
P	17	1	0	0	0	1	0	0	1	1	1	1	1	1	0	1	1	1	0	0	1	12		17
CORRECT ANSWER (U)		10	10	8	6	12	11	11	15	12	12	15	15	17	8	17	14	17	16	11	17				
L	1	0	0	0	1	0	1	0	1	0	1	1	0	1	1	1	1	1	1	1	0	12		1
O	2	0	1	0	0	1	0	0	1	1	1	0	0	1	0	1	1	1	1	0	1	11		2

		#	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total		Item
W		3	0	1	0	0	0	0	0	1	1	1	1	0	1	1	1	1	1	1	0	0	11		3
			1	0	0	0	1	0	0	1	0	0	1	1	1	0	1	1	1	1	0	1	11		4
		5	0	1	0	0	0	0	0	1	1	1	1	0	1	0	1	1	1	1	0	1	11		5
		6	0	0	0	0	0	1	0	1	1	1	0	1	1	0	1	1	1	1	1	0	11		6
		7	1	1	0	0	1	0	0	1	0	0	1	0	1	0	1	1	1	1	1	0	11		7
			0	1	0	0	0	0	0	1	1	1	1	0	1	0	1	1	1	1	0	1	11		8
E		9	1	0	0	0	1	0	0	1	0	0	1	1	1	0	1	1	1	1	0	1	11		9
R			0	0	0	1	1	0	0	0	0	1	1	0	0	0	1	1	1	1	1	1	10		10
			0	0	0	0	1	0	1	0	1	1	1	1	0	0	1	0	1	1	0	1	10		11
G		12	0	0	0	0	1	1	1	1	0	0	1	1	0	0	1	0	1	1	0	1	10		12
R		13	0	0	1	0	0	0	0	1	0	0	1	1	0	1	1	0	0	0	0	1	7		13
O		14	0	1	1	0	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	1	5		14
U		15	0	0	0	0	0	0	0	1	0	0	0	1	1	0	0	0	0	0	0	1	4		15
P		16	0	0	0	0	0	0	0	1	0	0	0	1	1	0	0	0	0	0	0	1	4		16
		17	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	1	0	3		17
CORRECT			3	6	2	2	7	3	3	14	6	8	11	9	12	3	13	10	12	12	5	12			
ANSWER (L)																									
DP =																									
(U-L)/N			0.41	0.24	0.35	0.24	0.29	0.47	0.47	0.06	0.35	0.24	0.24	0.35	0.29	0.29	0.24	0.24	0.29	0.24	0.35	0.29			
Interp.			Good	sat	sat	sat	sat	Good	Good	Poor	sat	sat	sat	sat	sat	sat	sat	sat	sat	sat	sat	sat			
CORRECTLY			13	16	10	8	19	14	14	29	18	20	26	24	29	11	30	24	29	28	16	29			
DI=C/TOTAL			0.38	0.47	0.29	0.24	0.56	0.41	0.41	0.85	0.53	0.59	0.76	0.71	0.85	0.32	0.88	0.71	0.85	0.82	0.47	0.85			
Interp.			Mod	Mod	Dif	Dif	Mod	Mod	Mod	Easy	Mod	Mod	Easy	Easy	Easy	Mod	Easy	Easy	Easy	Easy	Mod	Easy			
Criteria of Discrimination								Criteria of																	

Power										Difficulty Index																			
0.00 - 0.20 : Poor										0.00 - 0.30 : Difficult																			
0.20 - 0.40 : Satisfactory										0.30 - 0.70 : Moderate																			
0.40 - 0.70 : Good										0.70 - 1.00 : Easy																			
0.70 - 1.00 : Excellent																													

CALCULATION FOR t-TEST (PRE-I)

No	A		B		No	A		B	
	(XA)	X²A	(XB)	X²B		(XA)	X²A	(XB)	X²B
1	1	1	3	9	1	8	64	24	576
2	1	1	2	4	2	8	64	16	256
3	3	9	2	4	3	24	576	16	256
4	3	9	1	1	4	24	576	8	64
5	0	0	1	1	5	0	0	8	64
6	2	4	2	4	6	16	256	16	256
7	1	1	0	0	7	8	64	0	0
8	0	0	1	1	8	0	0	8	64
9	1	1	0	0	9	8	64	0	0
10	2	4	1	1	10	16	256	8	64
11	2	4	1	1	11	16	256	8	64
12	1	1	2	4	12	8	64	16	256
13	0	0	1	1	13	0	0	8	64
14	2	4	1	1	14	16	256	8	64
15	1	1	2	4	15	8	64	16	256
16	1	1	2	4	16	8	64	16	256
17	2	4	1	1	17	16	256	8	64
18	1	1	2	4	18	8	64	16	256
19	1	1	3	9	19	8	64	24	576
20	1	1	2	4	20	8	64	16	256
21	1	1	0	0	21	8	64	0	0
22	1	1	1	1	22	8	64	8	64
23	2	4	2	4	23	16	256	16	256
24	0	0	2	4	24	0	0	16	256
25	2	4	2	4	25	16	256	16	256
26	2	4	2	4	26	16	256	16	256
Total	34	62	39	75	Total	272	3968	312	4800
n	26	---	26	---	n	26		26	
Mean	1.3076923	---	1.5	---	Mean	10.46154		12	
SD	0.8375789	---	0.8124038	---	SD	6.700631		6.49923072	

CALCULATION FOR t-TEST (PRE-II)

No	A		B		No	A		B	
	(XA)	X²A	(XB)	X²B		(XA)	X²A	(XB)	X²B
1	3	9	3	9	1	18	324	18	324
2	2	4	3	9	2	12	144	18	324
3	3	9	1	1	3	18	324	6	36
4	3	9	3	9	4	18	324	18	324
5	3	9	3	9	5	18	324	18	324
6	3	9	3	9	6	18	324	18	324
7	3	9	3	9	7	18	324	18	324
8	3	9	2	4	8	18	324	12	144
9	3	9	3	9	9	18	324	18	324
10	1	1	3	9	10	6	36	18	324
11	3	9	2	4	11	18	324	12	144
12	3	9	2	4	12	18	324	12	144
13	1	1	1	1	13	6	36	6	36
14	3	9	1	1	14	18	324	6	36
15	3	9	2	4	15	18	324	12	144
16	3	9	2	4	16	18	324	12	144
17	2	4	1	1	17	12	144	6	36
18	3	9	3	9	18	18	324	18	324
19	3	9	3	9	19	18	324	18	324
20	3	9	2	4	20	18	324	12	144
21	2	4	4	16	21	12	144	24	576
22	2	4	1	1	22	12	144	6	36
23	3	9	3	9	23	18	324	18	324
24	3	9	3	9	24	18	324	18	324
25	3	9	3	9	25	18	324	18	324
26	3	9	3	9	26	18	324	18	324
Total	70	198	63	171	Total	420	7128	378	6156
n	26	---	26	---	n	26		26	
Mean	2.6923	---	2.423	---	Mean	16.15		14.54	
SD	0.6177	---	0.857	---	SD	3.706		5.14	

CALCULATION FOR t-TEST (PRE-III)

No	A (XA)	X²A	B (XB)	X²B	No	A (XA)	X²A	B (XB)	X²B
1	6	36	9	81	1	18	324	27	729
2	7	49	7	49	2	21	441	21	441
3	8	64	2	4	3	24	576	6	36
4	8	64	7	49	4	24	576	21	441
5	7	49	4	16	5	21	441	12	144
6	6	36	8	64	6	18	324	24	576
7	6	36	8	64	7	18	324	24	576
8	8	64	7	49	8	24	576	21	441
9	8	64	8	64	9	24	576	24	576
10	6	36	4	16	10	18	324	12	144
11	5	25	4	16	11	15	225	12	144
12	7	49	5	25	12	21	441	15	225
13	7	49	7	49	13	21	441	21	441
14	8	64	7	49	14	24	576	21	441
15	6	36	7	49	15	18	324	21	441
16	8	64	6	36	16	24	576	18	324
17	7	49	7	49	17	21	441	21	441
18	5	25	7	49	18	15	225	21	441
19	8	64	8	64	19	24	576	24	576
20	7	49	6	36	20	21	441	18	324
21	7	49	8	64	21	21	441	24	576
22	8	64	6	36	22	24	576	18	324
23	8	64	7	49	23	24	576	21	441
24	8	64	8	64	24	24	576	24	576
25	6	36	5	25	25	18	324	15	225
26	6	36	7	49	26	18	324	21	441
Total	181	1285	169	1165	Total	543	11565	507	10485
n	26	---	26	---	n	26		26	
Mean	6.9615	---	6.5	---	Mean	20.88		19.5	
SD	0.9992	---	1.631	---	SD	2.998		4.8929	

CALCULATION FOR t-TEST (POST-I)

No	A		B		No	A		B	
	(XA)	X²A	(XB)	X²B		(XA)	X²A	(XB)	X²B
1	2	4	4	16	1	16	256	32	1024
2	3	9	2	4	2	24	576	16	256
3	5	25	4	16	3	40	1600	32	1024
4	5	25	2	4	4	40	1600	16	256
5	4	16	2	4	5	32	1024	16	256
6	2	4	1	1	6	16	256	8	64
7	3	9	4	16	7	24	576	32	1024
8	3	9	3	9	8	24	576	24	576
9	5	25	4	16	9	40	1600	32	1024
10	4	16	2	4	10	32	1024	16	256
11	4	16	2	4	11	32	1024	16	256
12	5	25	2	4	12	40	1600	16	256
13	3	9	3	9	13	24	576	24	576
14	5	25	2	4	14	40	1600	16	256
15	0	0	2	4	15	0	0	16	256
16	5	25	0	0	16	40	1600	0	0
17	4	16	2	4	17	32	1024	16	256
18	2	4	1	1	18	16	256	8	64
19	4	16	2	4	19	32	1024	16	256
20	4	16	4	16	20	32	1024	32	1024
21	4	16	4	16	21	32	1024	32	1024
22	3	9	2	4	22	24	576	16	256
23	4	16	2	4	23	32	1024	16	256
24	4	16	2	4	24	32	1024	16	256
25	3	9	3	9	25	24	576	24	576
26	1	1	3	9	26	8	64	24	576
Total	91	361	64	186	Total	728	23104	512	11904
n	26	---	26	---	n	26		26	
Mean	3.5	---	2.46154	---	Mean	28		19.69	
SD	1.3038	---	1.06699	---	SD	10.43		8.536	

CALCULATION FOR t-TEST (POST-II)

No	A (XA)	X²A	B (XB)	X²B	No	A (XA)	X²A	B (XB)	X²B
1	5	25	4	16	1	30	900	24	576
2	4	16	3	9	2	24	576	18	324
3	5	25	0	0	3	30	900	0	0
4	5	25	3	9	4	30	900	18	324
5	4	16	4	16	5	24	576	24	576
6	3	9	1	1	6	18	324	6	36
7	4	16	1	1	7	24	576	6	36
8	4	16	1	1	8	24	576	6	36
9	4	16	1	1	9	24	576	6	36
10	3	9	4	16	10	18	324	24	576
11	4	16	4	16	11	24	576	24	576
12	4	16	3	9	12	24	576	18	324
13	4	16	5	25	13	24	576	30	900
14	5	25	1	1	14	30	900	6	36
15	4	16	1	1	15	24	576	6	36
16	5	25	4	16	16	30	900	24	576
17	5	25	2	4	17	30	900	12	144
18	3	9	3	9	18	18	324	18	324
19	4	16	3	9	19	24	576	18	324
20	5	25	2	4	20	30	900	12	144
21	4	16	3	9	21	24	576	18	324
22	4	16	2	4	22	24	576	12	144
23	4	16	3	9	23	24	576	18	324
24	4	16	3	9	24	24	576	18	324
25	4	16	5	25	25	24	576	30	900
26	4	16	4	16	26	24	576	24	576
Total	108	458	70	236	Total	648	16488	420	8496
n	26	---	26	---	n	26		26	
Mean	4.15385	---	2.692	---	Mean	24.92		16.15	
SD	0.61269	---	1.379	---	SD	3.676		8.274	

CALCULATION FOR t-TEST (POST-III)

No	A (XA)	X²A	B (XB)	X²B	No	A (XA)	X²A	B (XB)	X²B
1	9	81	9	81	1	27	729	27	729
2	10	100	10	100	2	30	900	30	900
3	10	100	9	81	3	30	900	27	729
4	10	100	9	81	4	30	900	27	729
5	10	100	8	64	5	30	900	24	576
6	9	81	10	100	6	27	729	30	900
7	10	100	10	100	7	30	900	30	900
8	10	100	8	64	8	30	900	24	576
9	9	81	10	100	9	27	729	30	900
10	10	100	9	81	10	30	900	27	729
11	10	100	10	100	11	30	900	30	900
12	9	81	10	100	12	27	729	30	900
13	10	100	10	100	13	30	900	30	900
14	9	81	8	64	14	27	729	24	576
15	10	100	10	100	15	30	900	30	900
16	10	100	9	81	16	30	900	27	729
17	10	100	10	100	17	30	900	30	900
18	10	100	8	64	18	30	900	24	576
19	10	100	9	81	19	30	900	27	729
20	10	100	10	100	20	30	900	30	900
21	10	100	10	100	21	30	900	30	900
22	10	100	9	81	22	30	900	27	729
23	10	100	10	100	23	30	900	30	900
24	10	100	9	81	24	30	900	27	729
25	10	100	10	100	25	30	900	30	900
26	9	81	9	81	26	27	729	27	729
Total	254	2486	243	2285	Total	762	22374	729	20565
n	26	---	26	---	n	26		26	
Mean	9.76923	---	9.34615	---	Mean	29.308		28.04	
SD	0.42967	---	0.74524	---	SD	1.289		2.236	

TEST OF HYPOTHESES:

1. Ho : $\mu A = \mu B$, there is no significant difference between the mean groups.

   Ha: $\mu A > \mu B$, mean of A goup is greater than B group.

2. t-test, where df = nA + nB - 2 = 50

   t(5%) = 1.671

3. Calculation for t observation (to) :

   A : EXPERIMENT

$$\bar{x} = \frac{\Sigma x}{n}$$

= 47.49   n = 26

$$s = \sqrt{\frac{n\,(x^2 - (\Sigma x)^2}{n(n-1)}}$$

= 13.39

   B : CONTROL

$$\bar{x} = \frac{\Sigma x}{n}$$

= 46.03   n = 26

$$s = \sqrt{\frac{n\,(x^2 - (\Sigma x)^2}{n(n-1)}} \qquad = \qquad 16.51$$

$$t_o = \frac{\overline{x}_A - \overline{x}_B}{\sqrt{\dfrac{(n_A - 1)s_A^2 + (n_B - 1)s_B^2}{n_A + n_B - 2}\left(\dfrac{1}{n_A} + \dfrac{1}{n_B}\right)}} \qquad = \qquad 0.35$$

4. Conclusion:

Because observed t (to) 0.35 lower than t-table (1.7) so Ho is accepted
The writer concludes that there is no significant difference between groups before the treatments.

POST-TEST

TEST OF HYPOTHESES:

1. Ho : μA = μB, there is no significant difference between the mean groups.

   Ha: μA > μB, mean of A goup is greater than B group.

2. t-test, where df = nA + nB - 2 = 50
   t(5%) = 1.671

3. <u>Calculation for t observation (to) :</u>
   <u>A : EXPERIMENT</u>

$$\overline{x} = \frac{\Sigma x}{n}$$

= 82.22   n = 26

$$s = \sqrt{\frac{n\,(x^2 - (\Sigma x)^2)}{n(n-1)}}$$

= 13.48

<u>B : CONTROL</u>

$$\overline{x} = \frac{\Sigma x}{n}$$

= 63.87   n = 26

$$s = \sqrt{\frac{n\,(x^2 - (\Sigma x)^2)}{n(n-1)}}$$

= 20.93

$$t_o = \frac{\overline{x}_A - \overline{x}_B}{\sqrt{\frac{(n_A - 1)s_A^2 + (n_B - 1)s_B^2}{n_A + n_B - 2}\left(\frac{1}{n_A} + \frac{1}{n_B}\right)}}$$

= 3.08

4. Conclusion:

    Because observed t (to) 3.08 higher than t-table (1.7) so Ho is rejected.
    The writer concludes that there is significant difference between groups.