Appendix 1 (Mid-Term Test Scores)

The Students' Scores of Mid-Term Test

Students Number	2-A	2-B	2-C
1	71	55	85
2	38	64	80
3	71	55	34
4	18	61	59
5	73	92	84
6	44	47	77
7	82	71	83
8	64	73	93
9	81	52	52
10	87	69	92
11	95	52	41
12	77	65	61
13	86	75	34
14	71	52	60
15	73	59	80
16	73	60	55
17	57	55	57
18	73	73	67
19	67	66	56
20	21	70	92
21	90	65	32
22	21	77	79
23	28	70	75
24	63	70	74
25	83	63	41
26	59	62	45
27	76	74	15
28	58	66	65
29	83	65	52
30	87	46	81
31	50	47	77
32	26	63	55

Appendix 2 (Data Analysis of Mid-Term Test Scores)

Anova: Single Factor

SUMMARY

Groups	*Count*	*Sum*	*Average*	*Variance*
II-A	32	2046	63.9375	491.7379032
II-B	32	2034	63.5625	101.8024194
II-C	32	2033	63.53125	401.8054435

ANOVA

Source of Variation	*SS*	*df*	*MS*	*F*	*P-value*	*F crit*
Between Groups	3.270833333	2	1.635416667	0.004929192	0.995083197	3.094337433
Within Groups	30855.71875	93	331.781922			
Total	30858.98958	95				

Conclusion:

Because the magnitude of *F* (0.004929192) is lower than *F* crit (3.094337433), so Ho is accepted. Hence we conclude that there is no significant difference between groups.

Appendix 3 (The Try-Out Test, the Script and the Answer Key)

THE TRY-OUT TEST

SCORE

Name : _____

Class/Number : _____

A. Listen to each word twice and cross (X) the correct answer.

1. a. b. c.

2. a. b. c.

3. a. b. c.

4. a. b. c.

5. a. b. c.

6. a. b. c.

7. a. b. c.

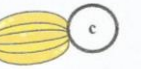
8. a. b. c.

9. a. b. c.

10. a. b. c.

B. Match the word with the correct picture.

1. mushroom
2. star fruit
3. spinach
4. cabbage
5. lettuce
6. beans
7. pineapple
8. broccoli



9. watermelon

10. avocado

C. Fill in each box with suitable letter.

1. c ☐ k ☐

2. m ☐ n k ☐ y

3. r ☐ b b ☐ t

4. s ☐ ☐ p

5. t ☐ g ☐ r

6. c ☐ f f ☐ ☐

7. g ☐ ☐ s ☐

8. w ☐ t ☐ r

9. s p ☐ d ☐ r

10. s n ☐ k ☐

SCRIPT FOR THE TEACHER

1. Number one (1) : goat
2. Number two (2) : grapes
3. Number three (3) : onion
4. Number four (4) : duck
5. Number five (5) : papaya
6. Number six (6) : soup
7. Number seven (7): scorpion
8. Number eight (8) : cucumber
9. Number nine (9) : lion
10. Number ten (10) : tea

ANSWER KEY

(Try Out)

A. Match the word with the correct picture.

1. c
2. b
3. a
4. b
5. b
6. b
7. c
8. c
9. b
10. b

B. Match the word with the correct picture

1. g
2. c
3. a
4. b
5. h
6. j
7. f
8. d
9. e
10. i

C. Fill in the blanks with suitable letter.

1. cake
2. monkey
3. rabbit
4. soup
5. tiger
6. coffee
7. goose
8. water
9. spider
10. snake

Appendix 4 (the Reliability of the Try Out Test Part A)

No.	X	X^2	No.	X	X^2	No.	X	X^2
1	10	100	16	7	49	31	3	9
2	10	100	17	6	36	32	3	9
3	10	100	18	6	36			
4	10	100	19	6	36			
5	8	64	20	6	36			
6	8	64	21	5	25			
7	8	64	22	5	25			
8	8	64	23	5	25			
9	8	64	24	5	25			
10	8	64	25	5	25			
11	8	64	26	5	25			
12	7	49	27	5	25			
13	7	49	28	4	16			
14	7	49	29	3	9			
15	7	49	30	3	9			

n = 32 $\sum X$ = 206

K = 10

$\sum X^2$ = 1464

$$M = \frac{\sum X}{n} = 6.4375$$

$$V = \frac{\sum X^2 - \frac{(\sum X)^2}{n}}{n} = 4.30859$$

$$r = \frac{K}{K-1}\left(1 - \frac{M(K-M)}{KV}\right) = 0.51969$$

Where: r = Reliability

n = Number of subjects

M = Mean

V = Variance

K = Number of items

n = 32 r table= 0.349

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

Appendix 5 (the Reliability of the Try Out Test Part B)

No.	X	X^2	No.	X	X^2	No.	X	X^2
1	8	64	16	5	25	31	0	0
2	7	49	17	4	16	32	0	0
3	7	49	18	4	16			
4	6	36	19	4	16			
5	6	36	20	3	9			
6	6	36	21	3	9			
7	6	36	22	3	9			
8	6	36	23	2	4			
9	6	36	24	1	1			
10	6	36	25	1	1			
11	6	36	26	1	1			
12	5	25	27	1	1			
13	5	25	28	1	1			
14	5	25	29	1	1			
15	5	25	30	1	1			

n = 32 $\sum X =$ 125

K = 10 $\sum X^2 =$ 661

$$M = \frac{\sum X}{n} = 3.90625$$

$$V = \frac{\sum X^2 - \frac{(\sum X)^2}{n}}{n} = 5.39746$$

$$r = \frac{K}{K-1}\left(1 - \frac{M(K-M)}{KV}\right) = 0.62109$$

Where: r = Reliability

n = Number of subjects V = Variance

M = Mean K = Number of items

n = 32 r table= 0.349

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

Appendix 6 (the Reliability of the Try Out Test Part C)

No.	X	X^2	No.	X	X^2	No.	X	X^2
1	9	81	16	6	36	31	1	1
2	9	81	17	5	25	32	0	0
3	8	64	18	5	25			
4	8	64	19	5	25			
5	7	49	20	4	16			
6	6	36	21	4	16			
7	6	36	22	4	16			
8	6	36	23	4	16			
9	6	36	24	4	16			
10	6	36	25	4	16			
11	6	36	26	3	9			
12	6	36	27	3	9			
13	6	36	28	3	9			
14	6	36	29	3	9			
15	6	36	30	3	9			

n = 32 $\sum X =$ 162

K = 10

$\sum X^2 =$ 952

$$M = \frac{\sum X}{n} = 5.0625$$

$$V = \frac{\sum X^2 - \frac{(\sum X)^2}{n}}{n} = 4.12109$$

$$r = \frac{K}{K-1}\left(1 - \frac{M(K-M)}{KV}\right) = 0.43718$$

Where: r = Reliability

n = Number of subjects V = Variance

M = Mean K = Number of items

n = 32 r table= 0.349

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

Appendix 7 (The difficulty Index and The Discrimination Power of the Try Out Test Part A)

NUMBER		Item										SCORE
		1	2	3	4	5	6	7	8	9	10	
	15	1	1	1	1	1	1	1	1	1	1	10
U	22	1	1	1	1	1	1	1	1	1	1	10
P	28	1	1	1	1	1	1	1	1	1	1	10
P	32	1	1	1	1	1	1	1	1	1	1	10
E	2	0	1	1	0	1	1	1	1	1	1	8
R	3	1	1	1	0	1	1	1	0	1	1	8
	5	0	1	1	0	1	1	1	1	1	1	8
G	6	1	1	0	1	1	1	1	0	1	1	8
R	11	0	1	1	0	1	1	1	1	1	1	8
O	13	1	1	1	0	1	1	1	0	1	1	8
U	23	0	1	1	0	1	1	1	1	1	1	8
P	25	0	1	1	0	1	1	1	1	0	1	7
	27	1	1	1	0	0	1	1	0	1	1	7
	31	1	1	1	0	0	1	1	0	1	1	7
	4	1	1	0	0	1	1	1	0	1	1	7
	7	0	1	1	0	1	1	1	0	1	1	7
CORRECT ANSWER (U)		10	16	14	5	14	16	16	9	15	16	
L	10	0	1	1	0	1	1	1	0	0	1	6
O	12	0	1	0	0	1	1	1	1	0	1	6
W	16	1	1	0	0	1	1	1	0	0	1	6
E	26	1	1	0	0	0	1	1	0	1	1	6
R	17	1	1	1	0	0	0	1	0	0	1	5
	30	1	0	1	0	0	1	0	0	1	1	5
G	1	0	0	1	0	1	1	1	0	0	1	5
R	9	0	1	0	1	1	1	0	0	1	0	5
O	18	1	0	0	0	1	1	1	0	0	1	5
U	19	0	1	0	0	1	1	0	1	1	0	5
P	24	0	1	0	0	1	1	0	1	1	0	5
	21	0	1	1	0	1	0	0	0	0	1	4
	29	1	0	1	0	0	0	1	0	0	0	3
	8	0	1	0	0	1	1	0	0	0	0	3
	14	0	0	0	0	1	1	1	0	0	0	3
	20	0	1	1	0	0	0	1	0	0	0	3

CORRECT ANSWER (L)		6	11	7	1	11	12	10	3	5	9	
DP = (U-L)/n		0.25	0.31	0.44	0.25	0.19	0.25	0.38	0.38	0.63	0.44	
Interp.		sat	sat	Good	sat	Poor	sat	sat	sat	Good	Good	
CORRECTLY		16	27	21	6	25	28	26	12	20	25	
DI=C/N		0.5	0.84	0.66	0.19	0.78	0.88	0.81	0.38	0.63	0.78	
Interp.		Mod	Easy	Mod	Dif	Easy	Easy	Easy	Mod	Mod	Easy	
n	16											
N	32											

Criteria of Discrimination Power

0.00 - 0.20 : Poor
0.20 - 0.40 : Satisfactory
0.40 - 0.70 : Good
0.70 - 1.00 : Excellent

Criteria of Difficulty Index

0.00 - 0.30 : Difficult
0.30 - 0.70 : Moderate
0.70 - 1.00 : Easy

Appendix 8 (The difficulty Index and The Discrimination Power of the Try Out Test Part B)

NUMBER		Item										SCORE
		1	2	3	4	5	6	7	8	9	10	
	27	1	1	0	0	1	1	1	1	1	1	8
U	3	1	1	0	1	0	0	1	1	1	1	7
P	28	1	1	1	0	0	0	1	1	1	1	7
P	2	0	1	1	0	0	0	1	1	1	1	6
E	4	0	1	1	0	0	0	1	1	1	1	6
R	5	1	1	1	0	0	0	1	0	1	1	6
	9	0	1	0	1	0	0	1	1	1	1	6
G	10	1	1	0	1	0	0	1	0	1	1	6
R	16	1	1	0	0	0	0	1	1	1	1	6
O	22	1	1	0	0	0	0	1	1	1	1	6
U	26	1	0	0	0	0	1	1	1	1	1	6
P	8	1	0	0	0	0	0	1	1	1	1	5
	13	0	1	1	0	0	0	0	1	1	1	5
	18	0	1	1	0	0	0	1	1	1	0	5
	23	1	1	0	0	0	0	1	0	1	1	5
	1	0	0	1	0	0	0	1	1	1	1	5
CORRECT ANSWER (U)		10	13	7	3	1	2	15	13	16	15	
L	11	0	0	1	0	0	0	0	1	1	1	4
O	20	0	0	0	0	0	1	0	1	1	1	4
W	21	0	1	0	0	0	0	1	0	1	1	4
E	24	0	0	0	0	0	0	1	1	1	0	3
R	32	0	0	0	0	0	0	1	1	1	0	3
	6	0	0	1	0	0	0	1	0	0	1	3
G	17	0	0	0	0	0	0	1	0	0	1	2
R	12	0	0	0	0	1	0	0	0	0	0	1
O	15	0	0	0	0	0	0	1	0	0	0	1
U	29	0	0	0	0	0	0	1	0	0	0	1
P	7	0	0	0	0	0	0	0	0	0	1	1
	19	0	0	0	0	0	0	0	0	0	1	1
	25	0	0	0	0	0	0	0	1	0	0	1
	30	0	0	0	0	0	0	0	1	0	0	1
	14	0	0	0	0	0	0	0	0	0	0	0
	31	0	0	0	0	0	0	0	0	0	0	0

CORRECT ANSWER (L)		0	1	2	0	1	1	7	6	5	7
DP = (U-L)/n		0.63	0.75	0.31	0.19	0	0.06	0.5	0.44	0.69	0.5
Interp.		Good	Exc	sat	Poor	Poor	Poor	Good	Good	Good	Good
CORRECTLY		10	14	9	3	2	3	22	19	21	22
DI=C/N		0.31	0.44	0.28	0.09	0.06	0.09	0.69	0.59	0.66	0.69
Interp.		Mod	Mod	Dif	Dif	Dif	Dif	Mod	Mod	Mod	Mod
n	16										
N	32										

Criteria of Discrimination Power

0.00 - 0.20 : Poor
0.20 - 0.40 : Satisfactory
0.40 - 0.70 : Good
0.70 - 1.00 : Excellent

Criteria of Difficulty Index

0.00 - 0.30 : Difficult
0.30 - 0.70 : Moderate
0.70 - 1.00 : Easy

Appendix 9 (The difficulty Index and The Discrimination Power of the Try Out Test Part C)

NUMBER		Item										SCORE
		1	2	3	4	5	6	7	8	9	10	
	15	1	1	1	1	1	1	0	1	1	1	9
U	**16**	1	1	1	1	1	0	1	1	1	1	9
P	**2**	1	0	0	1	1	1	1	1	1	1	8
P	**5**	0	1	1	0	1	1	1	1	1	1	8
E	**19**	0	1	1	1	0	1	1	1	1	0	7
R	**1**	1	1	0	0	1	0	0	1	1	1	6
	4	0	1	0	1	1	1	1	0	1	0	6
G	**10**	1	1	0	1	1	1	0	1	0	0	6
R	**11**	0	1	1	1	1	0	0	1	0	1	6
O	**17**	1	1	1	0	0	1	0	0	1	1	6
U	**22**	1	0	1	1	0	0	0	1	1	1	6
P	**23**	0	1	1	0	1	1	0	1	1	0	6
	27	1	1	1	1	0	1	0	0	1	0	6
	30	1	0	1	0	1	1	0	1	1	0	6
	31	0	1	1	0	1	0	0	1	1	1	6
	32	0	1	1	1	1	1	0	1	0	0	6
CORRECT ANSWER (U)		9	13	12	10	12	11	5	13	13	9	
L	**8**	0	1	0	0	0	1	0	1	1	1	5
O	**9**	1	0	1	0	1	0	0	1	1	0	5
W	**13**	1	1	1	1	0	0	0	1	0	0	5
E	**18**	1	1	0	0	1	0	0	0	1	0	4
R	**20**	0	1	1	1	1	0	0	0	0	0	4
	26	0	1	0	0	0	1	0	0	1	1	4
G	**3**	0	0	1	1	1	0	0	0	0	1	4
R	**6**	1	1	1	0	1	0	0	0	0	0	4
O	**29**	1	0	1	0	1	0	0	0	1	0	4
U	**7**	0	1	1	0	0	0	0	1	0	0	3
P	**12**	0	0	1	0	0	0	0	1	1	0	3
	14	0	0	0	1	1	0	0	1	0	0	3
	24	0	0	0	0	1	1	0	1	0	0	3
	28	0	0	0	1	0	0	0	1	1	0	3
	21	0	0	0	0	0	0	0	1	0	0	1
	25	0	0	0	0	0	0	0	0	0	0	0

CORRECT ANSWER (L)		5	7	8	5	8	3	0	9	7	3
DP = (U-L)/n		0.25	0.38	0.25	0.31	0.25	0.5	0.31	0.25	0.38	0.38
Interp.		sat	sat	sat	sat	sat	Good	sat	sat	sat	sat
CORRECTLY		14	20	20	15	20	14	5	22	20	12
DI=C/N		0.44	0.63	0.63	0.47	0.63	0.44	0.16	0.69	0.63	0.38
Interp.		Mod	Mod	Mod	Mod	Mod	Mod	Dif	Mod	Mod	Mod
n	16										
N	32										

Criteria of Discrimination Power

0.00 - 0.20 : Poor
0.20 - 0.40 : Satisfactory
0.40 - 0.70 : Good
0.70 - 1.00 : Excellent

Criteria of Difficulty Index

0.00 - 0.30 : Difficult
0.30 - 0.70 : Moderate
0.70 - 1.00 : Easy

Appendix 10 (The Pretest-Posttest, The Script and The Answer Key)

THE PRETEST AND POSTTEST

SCORE

Name : _____

Class/Number : _____

A. Listen to each word twice and cross (X) the correct answer.

1. a. b. c.

2. a. b. c.

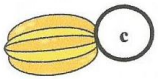
3. a. b. c.

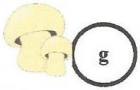
4. a. b. c.

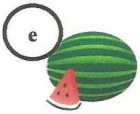
5. a. b. c.

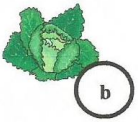
B. Match the word with the correct picture.

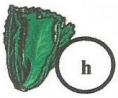
1. mushroom
2. star fruit
3. spinach
4. cabbage
5. lettuce
6. beans
7. pineapple
8. broccoli
9. watermelon
10. avocado

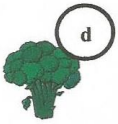












C. Fill in each box with suitable letter.

6. c ☐ k ☐

7. m ☐ n k ☐ y

8. r ☐ b b ☐ t

9. s ☐ ☐ p

10. t ☐ g ☐ r

6. c ☐ f f ☐ ☐

7. g ☐ ☐ s ☐

8. w ☐ t ☐ r

9. s p ☐ d ☐ r

10. s n ☐ k ☐

SCRIPT FOR THE TEACHER

1. Number one (1) : goat
2. Number three (3) : onion
3. Number four (4) : duck
4. Number eight (8) : cucumber
5. Number nine (9) : lion

ANSWER KEY

A. Match the word with the correct picture.

1. c
2. a
3. b
4. c
5. b

B. Match the word with the correct picture

1. g
2. c
3. a
4. b
5. h
6. j
7. f
8. d

9. e
10. i

C. Fill in the blanks with suitable letter.

1. cake
2. monkey
3. rabbit
4. soup
5. tiger
6. coffee
7. goose
8. water
9. spider
10. snake

Appendix 11 (Lesson Plan of the Experimental Group, 1st Treatment)

LESSON PLAN

(The 1st Treatment of the Experimental Group)

School	: SDN Larangan 48 Sidoarjo
Subject	: English
Grade/Semester	: II/II
Topic	: Food and Drink
Time allocated	: 2 x 35 minutes (2 meetings)

A. BASIC COMPETENCE

The students know the vocabulary related to food and drink.

B. ACHIEVEMENT INDICATORS

- Students are able to match the name of food and drink with the right picture.
- Students are able to fill in the blanks with the right letter.

C. TEACHING TECHNIQUES

Total Physical Response method:

- Direct command
- Role reversal

D. LEARNING MATERIAL

- Vocabularies (noun):

- hamburger
- fried chicken
- tea
- ice cream
- cake
- water
- egg
- coffee
- milk
- soup

- List for the instructions:
  - Eat the hamburger.
  - Eat the fried chicken.
  - Dip the tea.
  - Lick the ice cream.
  - Slice the cake.
  - Drink the water.
  - Fry the egg.
  - Sip the coffee.
  - Pour the milk.
  - Stir the soup.

E. TEACHING MEDIA (see the following page)

Pictures related to food and drink.

F. ASSESSMENT (see appendix 21)

Students are asked to match the pictures and fill in the blanks with the right letter.

G. REFERENCES

- Let's talk in English grade 2.

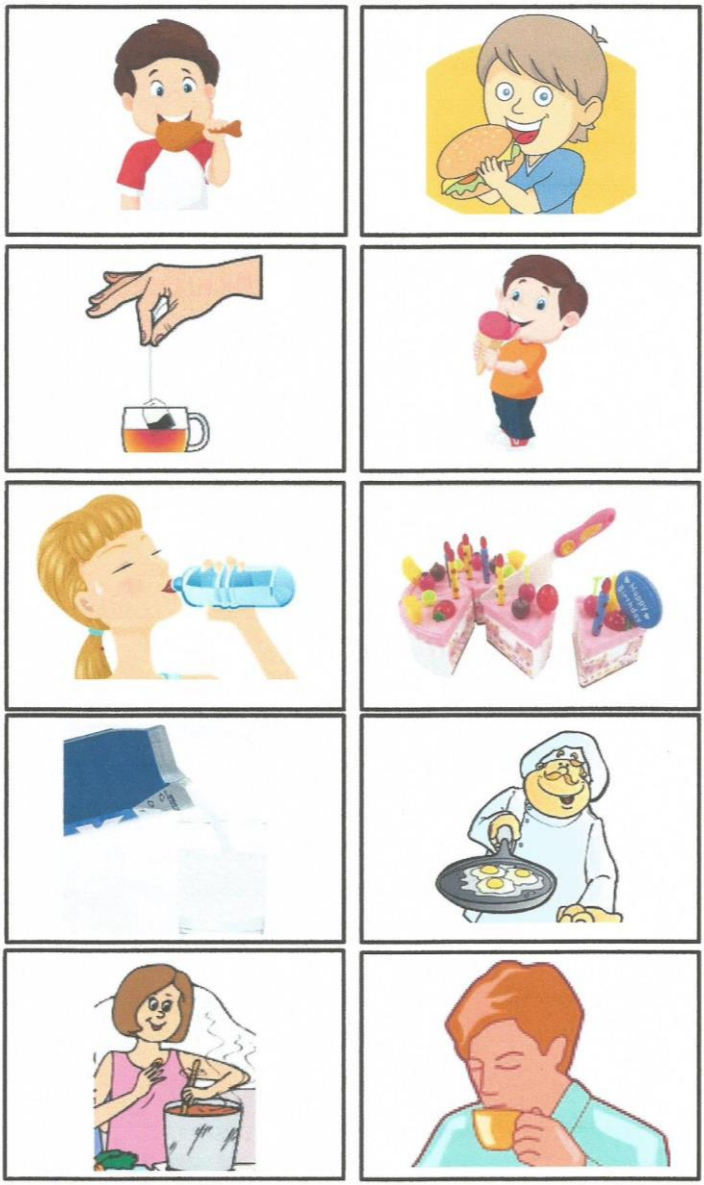
H. TEACHING AND LEARNING ACTIVITIES (see the following page)

TEACHING AND LEARNING ACTIVITIES

Stages	Activities		Time allocation
	Teacher	Students	
Pre-teaching activities	- Greets the students. - Asks triggering questions related to the topic. - Tells the students that they are going to learn about words related to "food and drink".	- Respond the greeting. - Answer the triggering questions.	5'
Whilst-teaching activities	- Introduces the new words by using pictures. - Sticks each picture in the whiteboard. - Models the command. (Ex. Slice the cake. Pour the milk, etc.) - Asks the students to imitate the teacher's action. - Asks the students to repeat the action several times. - Asks the students to respond to the teacher's command. - Asks some students to be the volunteer in giving some instructions.	- Listen to the teacher's explanation. - Watch the teacher's action. - Imitate the teacher's action. - Repeat the action several times. - Respond to the teacher's command. - One student comes forward and gives the instructions.	60'

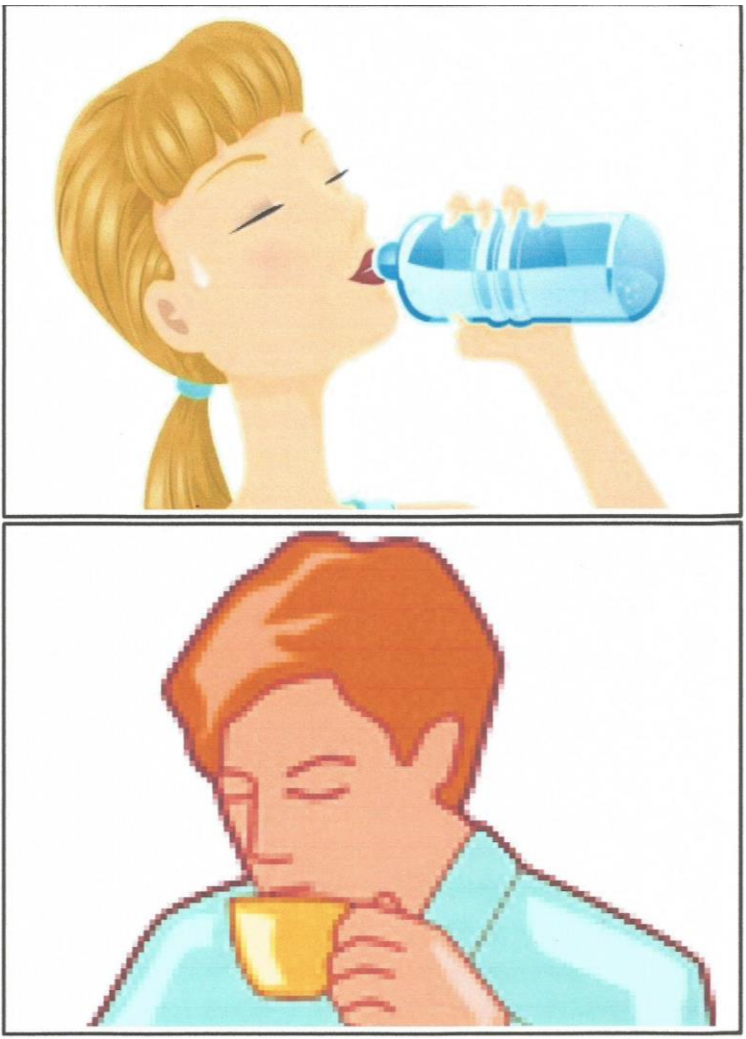
	- Divides the students into several groups (five students in a group). - Gives some pictures to each group related to food and drink. - Tells the students to do the teacher's instructions by covering the picture with their right hand. (Ex. Touch the egg) - Continues the activity several times by changing the instructions. - Asks the students to go back to their seat. - Distributes the exercise to the students. - Asks the students to do the exercise. (match the pictures and fill in the blanks) - Checks the answer together.	- Sit in a group. - Touch the picture related to the teacher's instructions. (Ex. The picture of egg) - Go back to their own seat. - Do the exercise. - Check the answers.	
Post-teaching activities	- Reviews the lesson.		5'

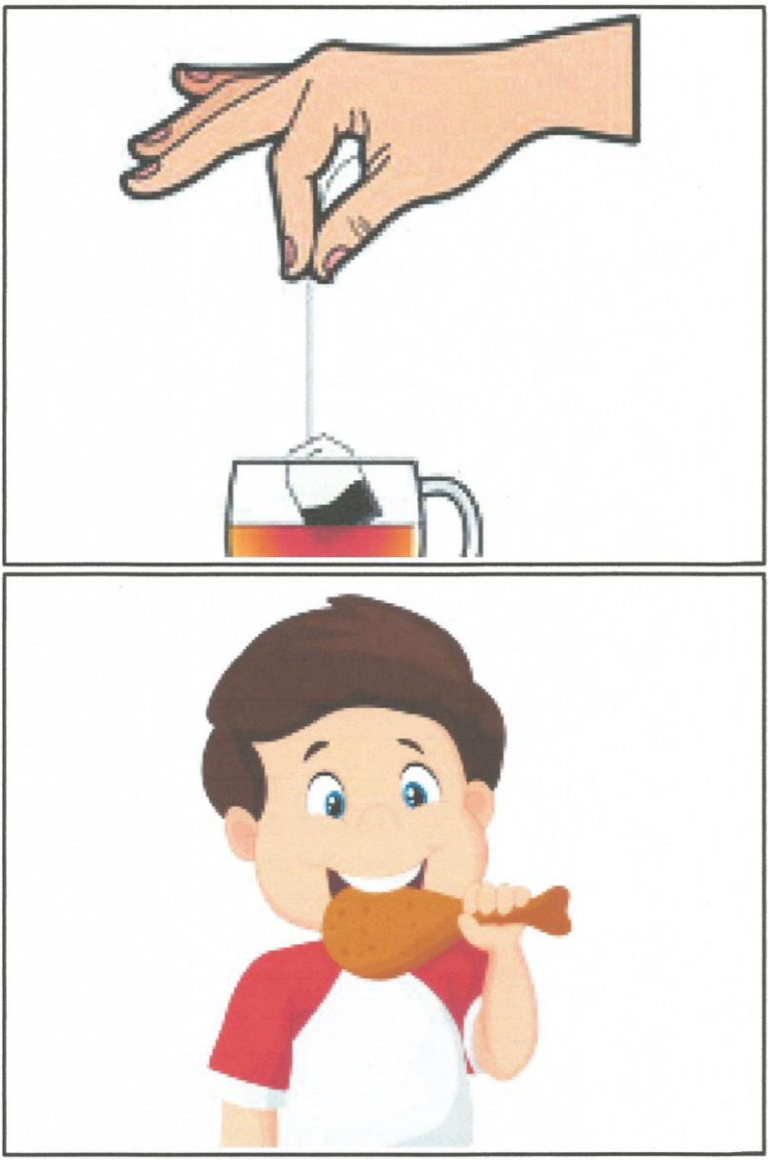
ACTIVITY

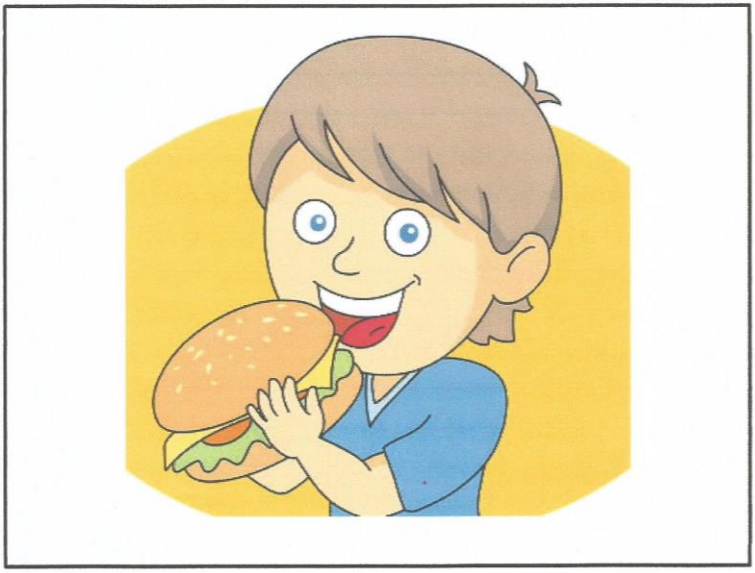


TEACHING MEDIA

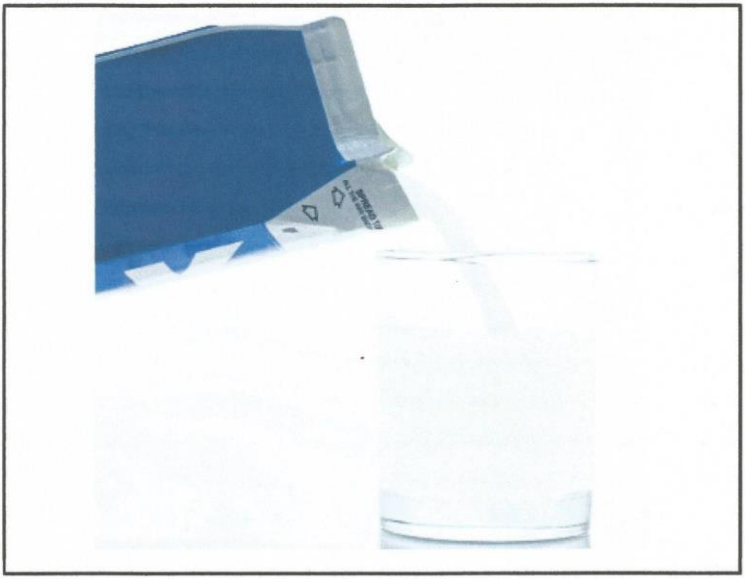
Pictures of Food and Drink







Happy
Birthday



Appendix 12 (Lesson Plan of the Experimental Group, 2nd Treatment)

LESSON PLAN

(The 2nd Treatment of the Experimental Group)

School	: SDN Larangan 48 Sidoarjo
Subject	: English
Grade/Semester	: II/II
Topic	: Fruits
Time allocated	: 2 x 35 minutes (2 meetings)

A. BASIC COMPETENCE

The students know the vocabulary related to fruits.

B. ACHIEVEMENT INDICATORS

- Students are able to match the name of fruits with the right picture.
- Students are able to fill in the blanks with the right letter.

C. TEACHING TECHNIQUES

Total Physical Response method:

- Direct command
- Role reversal

D. LEARNING MATERIAL

- Vocabularies (noun):

- banana
- watermelon
- star fruit
- apple
- orange
- grapes
- strawberry
- papaya
- pineapple
- avocado

- List for the instructions:
  - Point to the banana.
  - Point to the watermelon.
  - Point to the star fruit.
  - Point to the apple.
  - Point to the orange.
  - Touch the grapes.
  - Touch the strawberry.
  - Touch the papaya.
  - Touch the pineapple.
  - Touch the avocado.

E. TEACHING MEDIA (see the following page)

Pictures related to fruits.

F. ASSESSMENT (see appendix 22)

Students are asked to match the pictures and fill in the blanks with the right letter.

G. REFERENCES

- Let's talk in English grade 2.

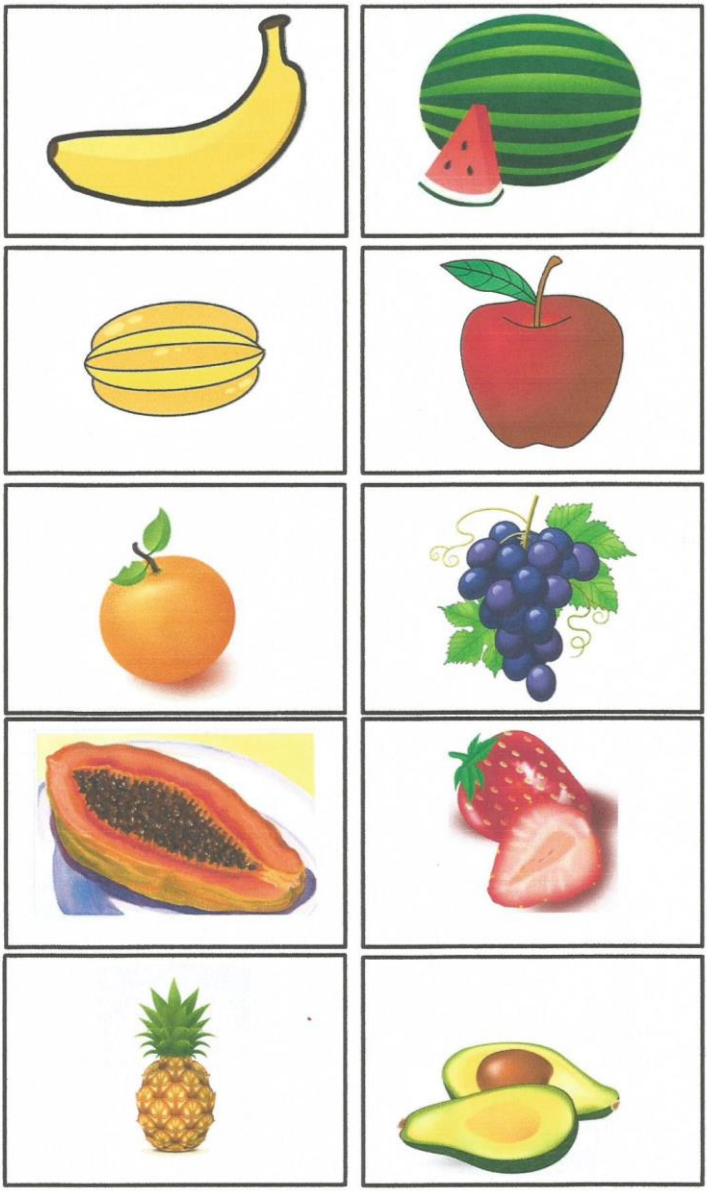
H. TEACHING AND LEARNING ACTIVITIES (see the following page)

TEACHING AND LEARNING ACTIVITIES

Stages	Activities		Time allocation
	Teacher	Students	
Pre-teaching activities	- Greets the students. - Asks triggering questions related to the topic. - Tells the students that they are going to learn about words related to "fruits".	- Respond the greeting. - Answer the triggering questions.	5'
Whilst-teaching activities	- Introduces the new words by using pictures. - Sticks each picture around the classroom. - Models the command. (Ex. point to the apple, touch the grapes, etc.) - Asks the students to imitate the teacher's action. (Ex. point to the papaya) - Asks the students to repeat the action several times. - Asks the students to respond to the teacher's command. - Asks some students to come in front of the class and respond to the teacher's command.	- Listen to the teacher's explanation. - Watch the teacher's action. - Imitate the teacher's action. - Repeat the action several times. - Respond to the teacher's command. - Come in front of the class and respond to the teacher's	60'

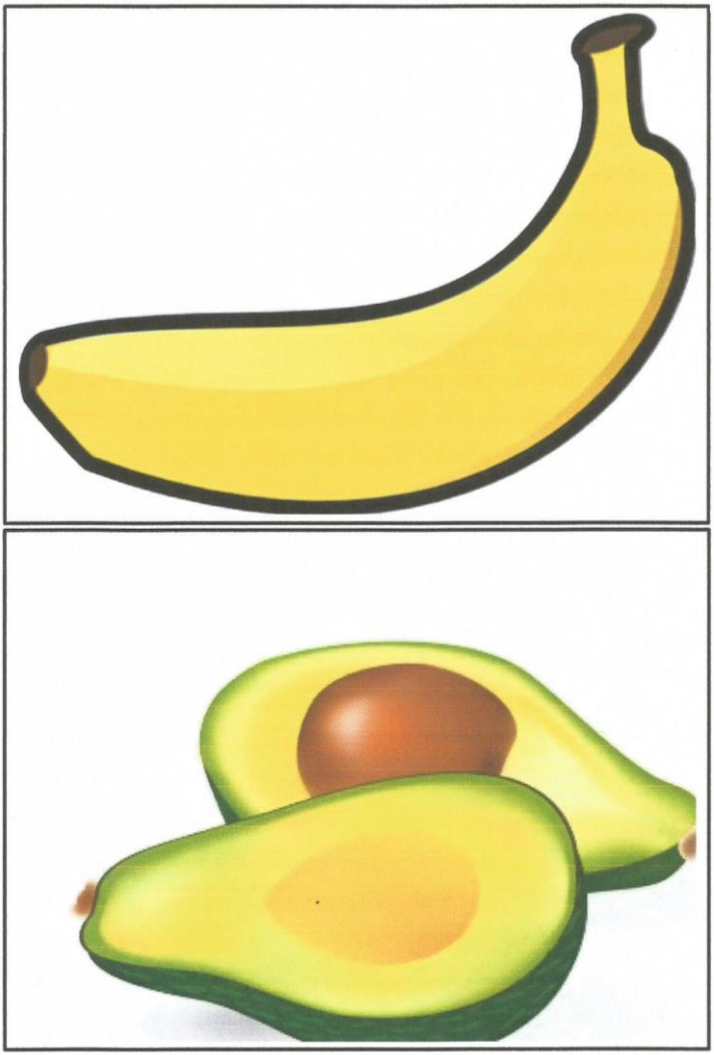
		command.	
	- Asks some students to be the volunteer in giving some instructions.	- One student comes forward and gives the instructions.	
	- Divides the students into several groups (five students in a group).	- Sit in a group.	
	- Gives some pictures to each group related to fruits.		
	- Tells the students to do the teacher's instructions by covering the picture with their right hand. (Ex. Touch the grapes)	- Touch the picture related to the teacher's instructions. (Ex. The picture of grapes)	
	- Continues the activity several times by changing the instructions.		
	- Asks the students to go back to their seat.	- Go back to their own seat.	
	- Distributes the exercise to the students.		
	- Asks the students to do the exercise. (match the pictures and fill in the blanks)		
	- Checks the answer together.	- Check the answers.	
Post-teaching activities	- Reviews the lesson.		5'

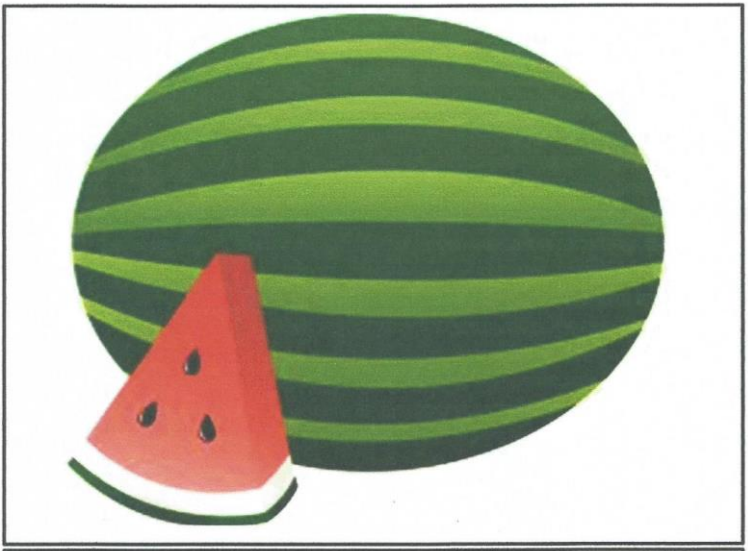
ACTIVITY

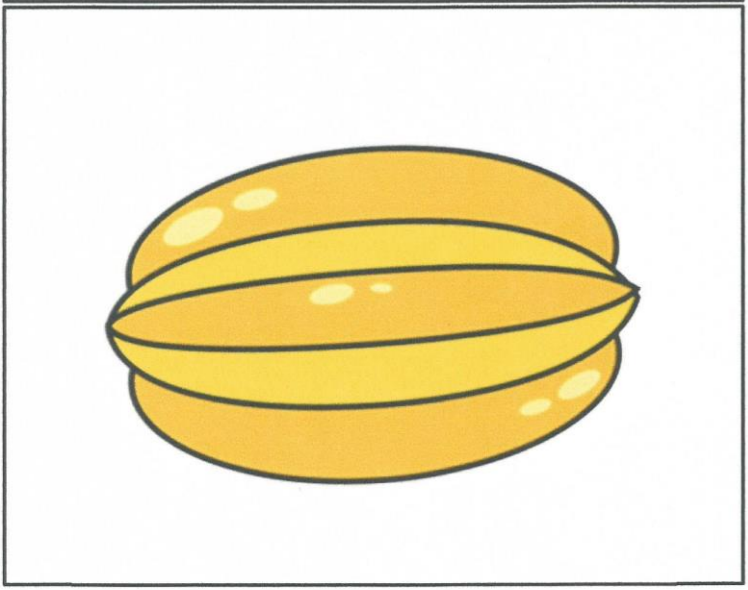


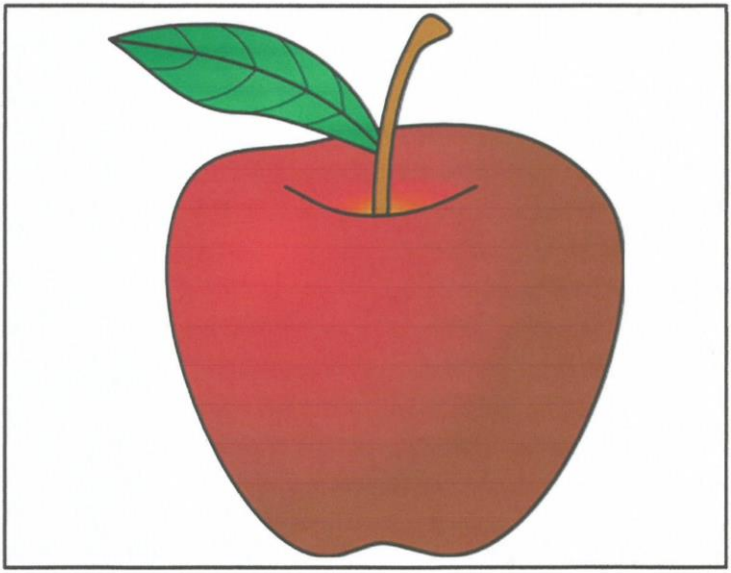
TEACHING MEDIA

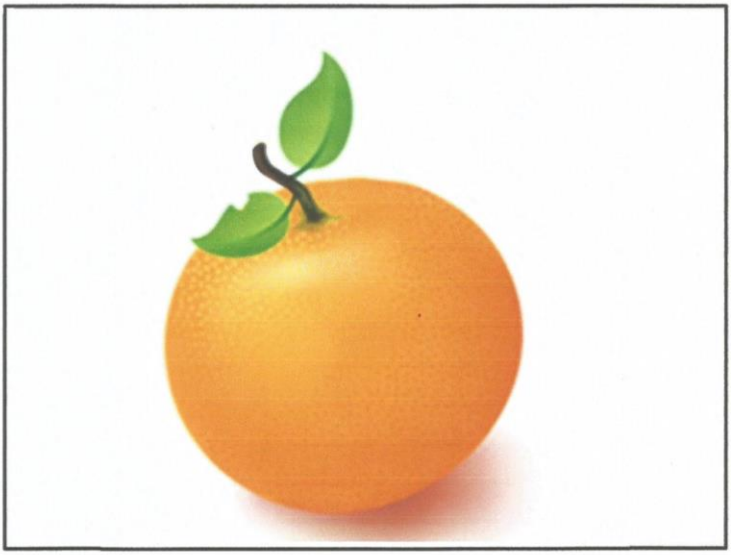
Pictures of Fruits

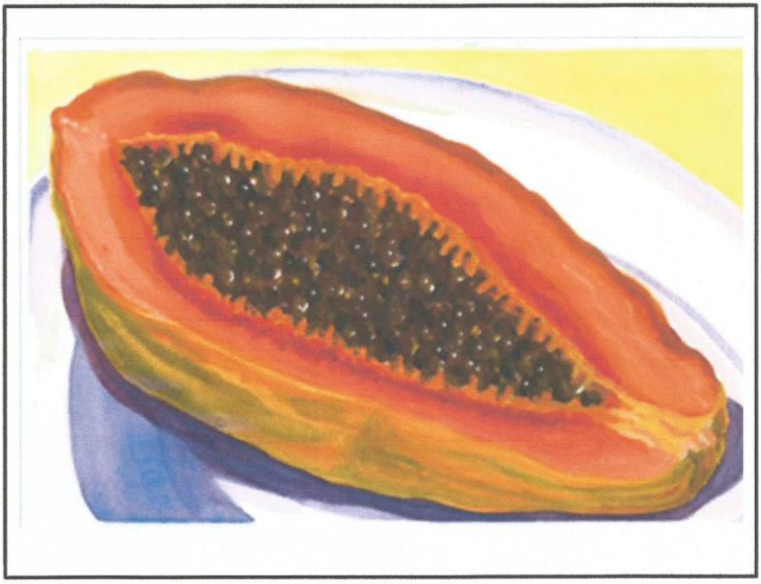


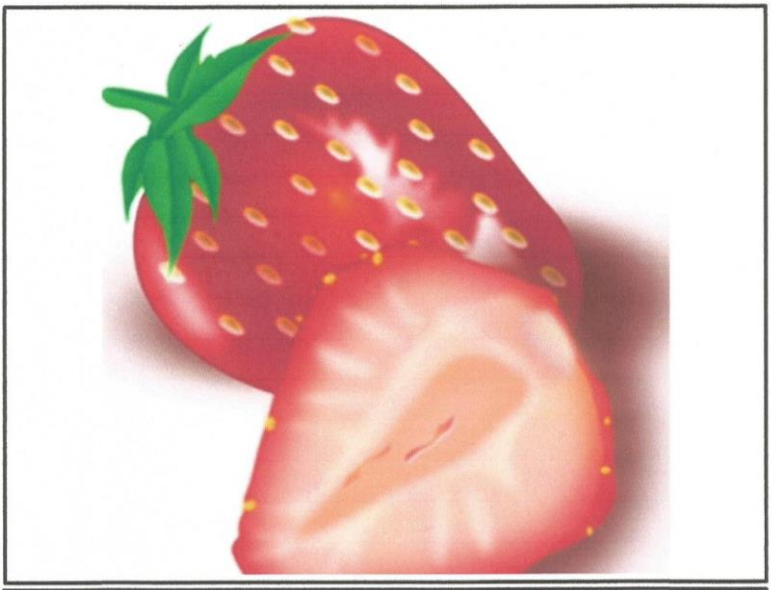


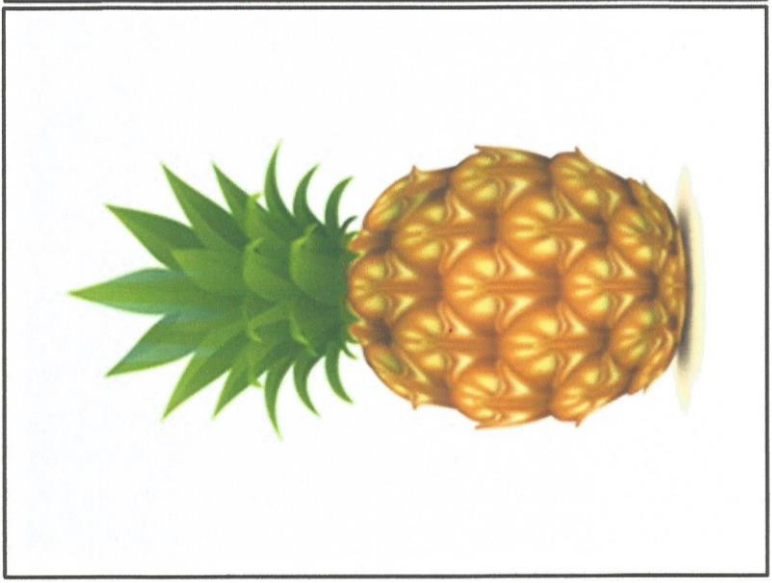












Appendix 13 (Lesson Plan of the Experimental Group, 3rd Treatment)

LESSON PLAN

(The 3rd Treatment of the Experimental Group)

School	: SDN Larangan 48 Sidoarjo
Subject	: English
Grade/Semester	: II/II
Topic	: Vegetables
Time allocated	: 2 x 35 minutes (2 meetings)

A. BASIC COMPETENCE

The students know the vocabulary related to vegetables.

B. ACHIEVEMENT INDICATORS

- Students are able to match the name of vegetables with the right picture.
- Students are able to fill in the blanks with the right letter.

C. TEACHING TECHNIQUES

Total Physical Response method:

- Direct command
- Role reversal

D. LEARNING MATERIAL

- Vocabularies (noun):

- mushroom
- beans
- onion
- cucumber
- cabbage
- spinach
- chili
- lettuce
- broccoli
- carrot

- List for the instructions:
  - Point to the mushroom.
  - Point to the beans.
  - Point to the onion.
  - Point to the cucumber.
  - Point to the cabbage.
  - Touch the spinach.
  - Touch the chili.
  - Touch the lettuce.
  - Touch the broccoli.
  - Touch the carrot.

E. TEACHING MEDIA (see the following page)

Pictures related to vegetables.

F. ASSESSMENT (see appendix 23)

Students are asked to match the pictures and fill in the blanks with the right letter.

G. REFERENCES

- Let's talk in English grade 2.

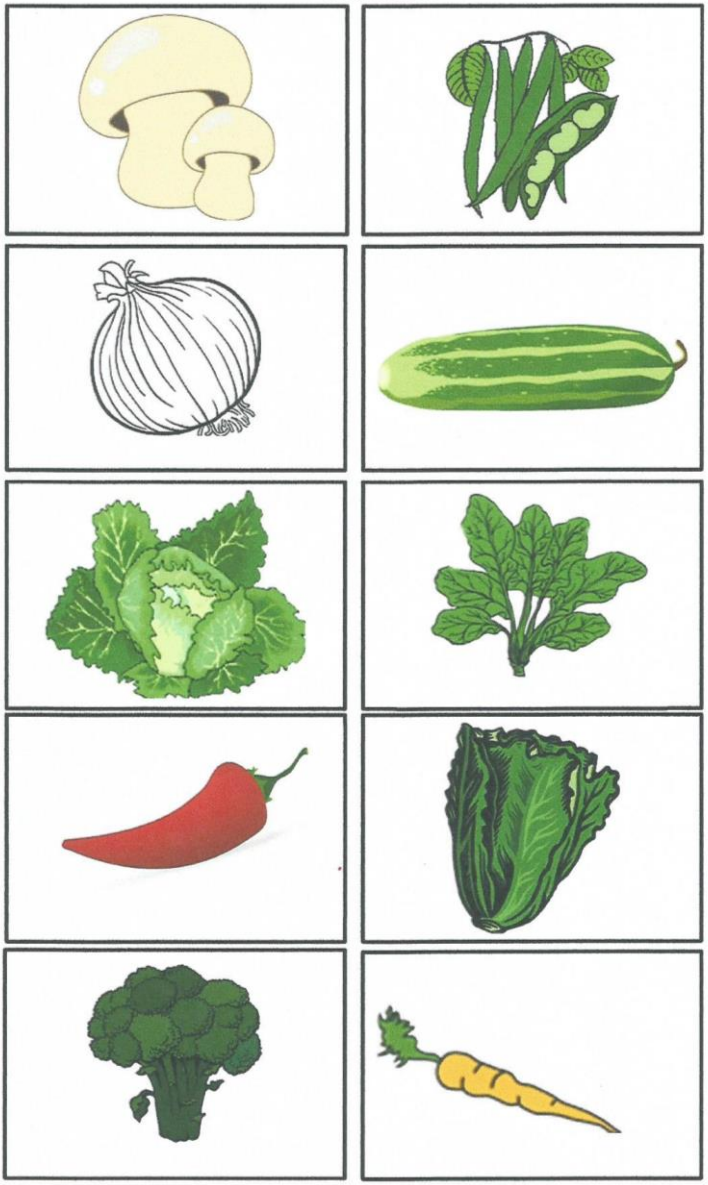
H. TEACHING AND LEARNING ACTIVITIES (see the following page)

TEACHING AND LEARNING ACTIVITIES

Stages	Activities		Time allocation
	Teacher	Students	
Pre-teaching activities	- Greets the students. - Asks triggering questions related to the topic. - Tells the students that they are going to learn about words related to "vegetables".	- Respond the greeting. - Answer the triggering questions.	5'
Whilst-teaching activities	- Introduces the new words by using pictures. - Sticks each picture around the classroom. - Models the command. (Ex. point to the chili, touch the lettuce, etc.) - Asks the students to imitate the teacher's action. (Ex. point to the broccoli) - Asks the students to repeat the action several times. - Asks the students to respond to the teacher's command. - Asks some students to come in front of the class and respond to the teacher's command.	- Listen to the teacher's explanation. - Watch the teacher's action. - Imitate the teacher's action. - Repeat the action several times. - Respond to the teacher's command. - Come in front of the class and respond to the teacher's command.	60'

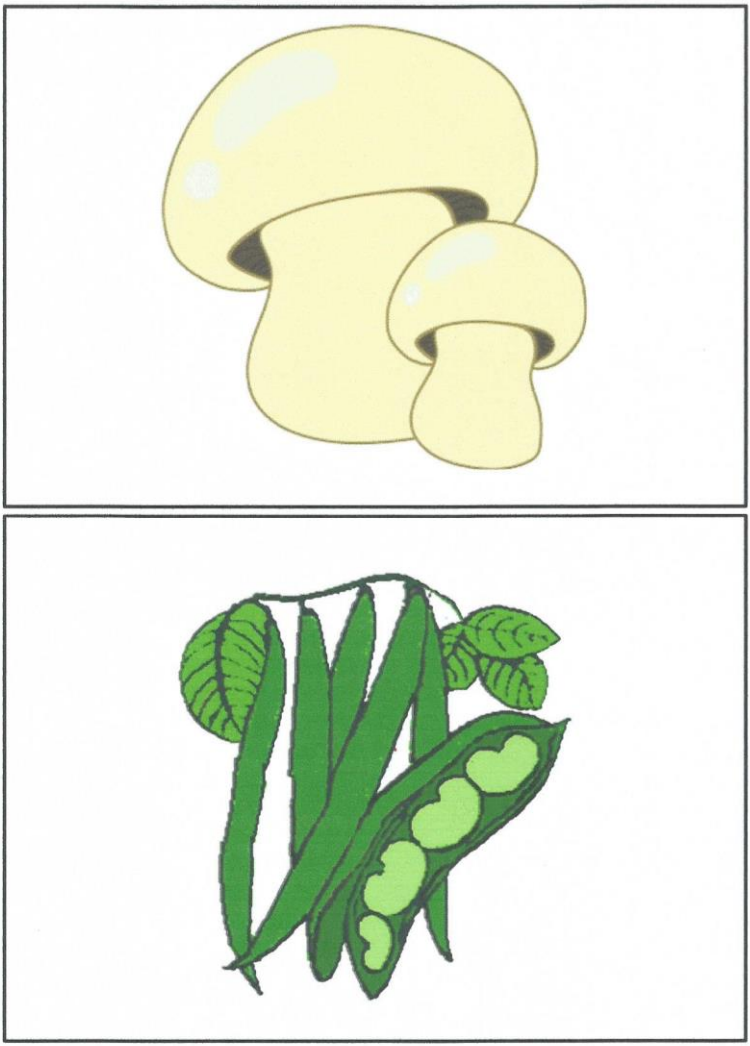
	- Asks some students to be the volunteer in giving some instructions. - Divides the students into several groups (five students in a group). - Gives some pictures to each group related to vegetables. - Tells the students to do the teacher's instructions by wrapping the picture. (Ex. Touch the cabbage) - Continues the activity several times by changing the instructions. - Asks the students to go back to their seat. - Distributes the exercise to the students. - Asks the students to do the exercise. (match the pictures and fill in the blanks) - Checks the answer together.	- One student comes forward and gives the instructions. - Sit in a group. - Touch the picture related to the teacher's instructions. (Ex. The picture of cabbage) - Back to their own seat. - Do the exercise.	
Post-teaching activities	- Reviews the lesson.		5'

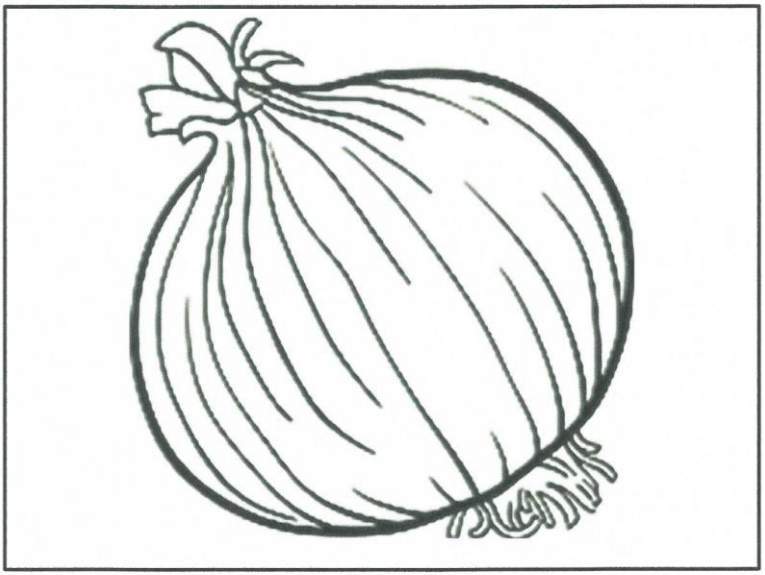
ACTIVITY

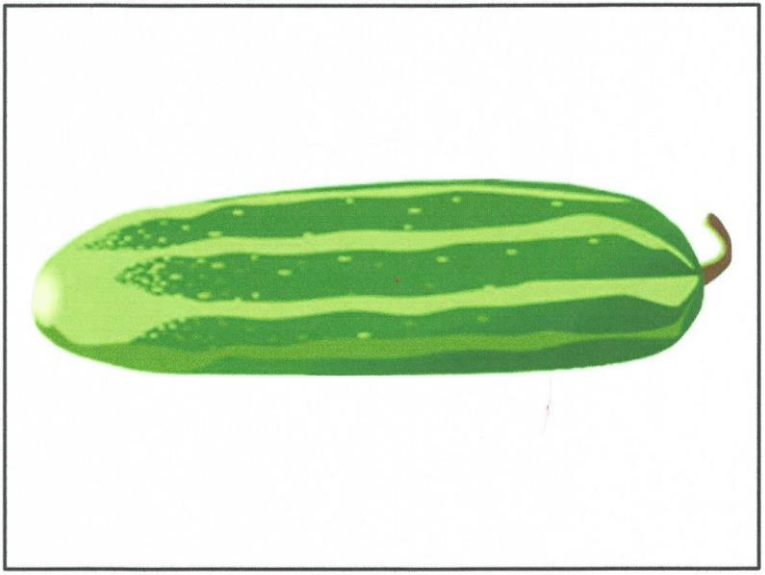


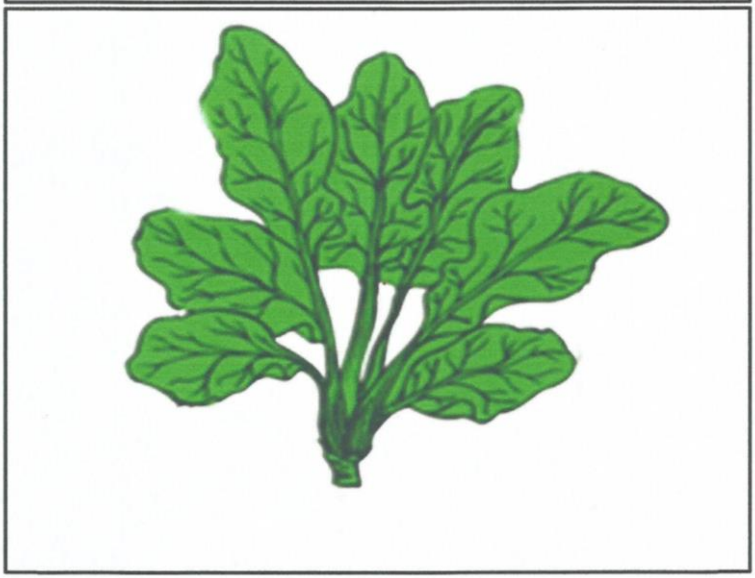
TEACHING MEDIA

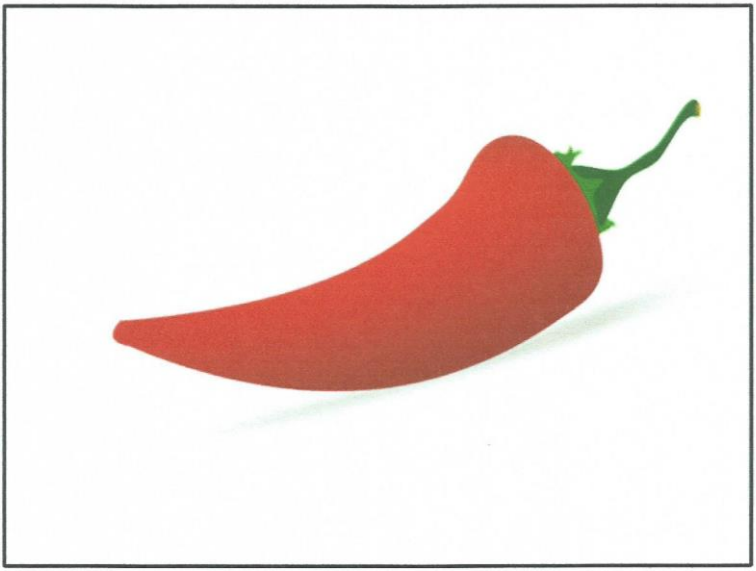
Pictures of Vegetables

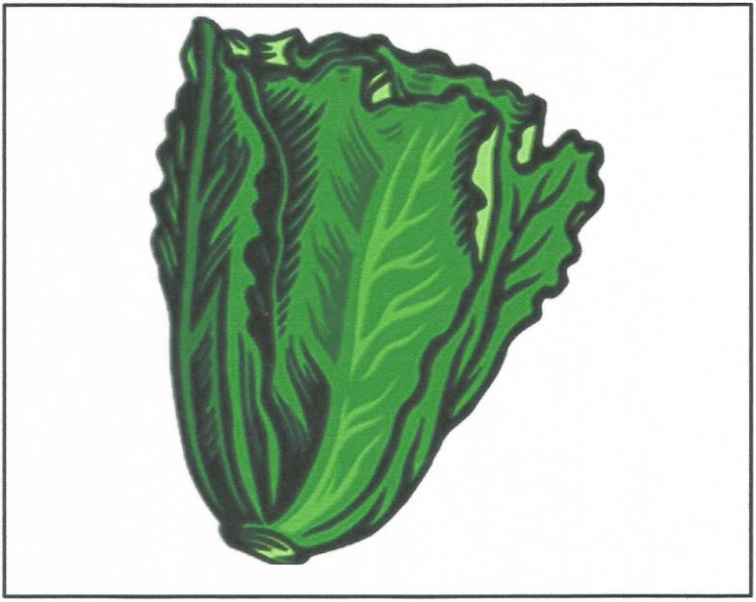


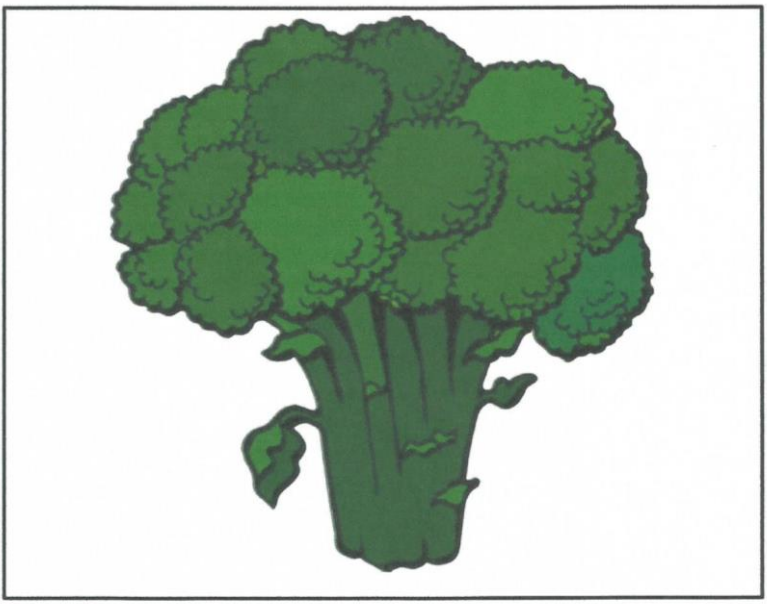


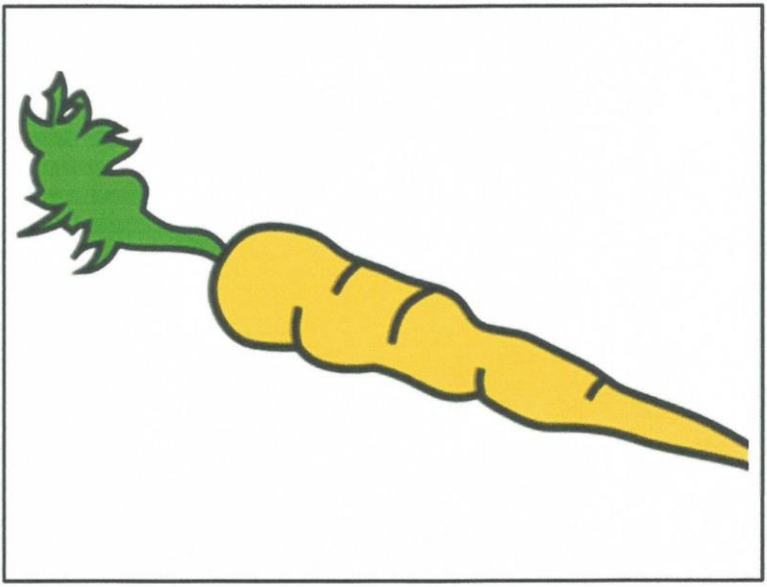












Appendix 14 (Lesson Plan of the Experimental Group, 4th Treatment)

LESSON PLAN

(The 4th Treatment of the Experimental Group)

School	: SDN Larangan 48 Sidoarjo
Subject	: English
Grade/Semester	: II/II
Topic	: Pet Animals
Time allocated	: 2 x 35 minutes (2 meetings)

A. BASIC COMPETENCE

The students know the vocabulary related to pet animals.

B. ACHIEVEMENT INDICATORS

- Students are able to match the name of pet animals with the right picture.
- Students are able to fill in the blanks with the right letter.

C. TEACHING TECHNIQUES

Total Physical Response method:

- Direct command
- Role reversal

D. LEARNING MATERIAL

- Vocabularies (noun):

- cow
- horse
- bird
- dog
- cat
- duck
- rabbit
- chicken
- goose
- goat

- List for the instructions:
  - Point to the cow.
  - Point to the horse.
  - Point to the bird.
  - Point to the dog.
  - Point to the cat.
  - Touch the duck.
  - Touch the rabbit.
  - Touch the chicken.
  - Touch the goose.
  - Touch the goat.

E. TEACHING MEDIA (see the following page)

Pictures related to pet animals.

F. ASSESSMENT (see appendix 24)

Students are asked to match the pictures and fill in the blanks with the right letter.

G. REFERENCES

- Let's talk in English grade 2.

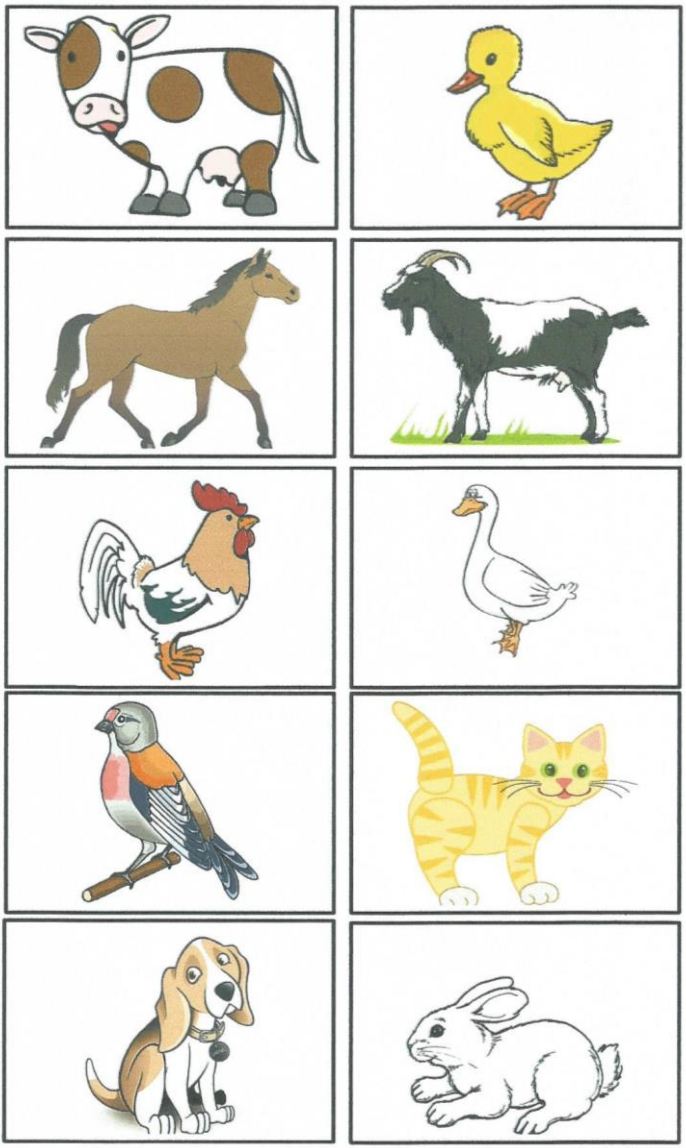
H. TEACHING AND LEARNING ACTIVITIES (see the following page)

TEACHING AND LEARNING ACTIVITIES

Stages	Activities		Time allocation
	Teacher	Students	
Pre-teaching activities	- Greets the students. - Asks triggering questions related to the topic. - Tells the students that they are going to learn about words related to "pet animals".	- Respond the greeting. - Answer the triggering questions.	5'
Whilst-teaching activities	- Introduces the new words by using pictures. - Sticks each picture around the classroom. - Models the command. (Ex. point to the cow, touch the dog, etc.) - Asks the students to imitate the teacher's action. (Ex. point to the horse) - Asks the students to repeat the action several times. - Asks the students to respond to the teacher's command. - Asks some students to come in front of the class and respond to the teacher's command.	- Listen to the teacher's explanation. - Watch the teacher's action. - Imitate the teacher's action. - Repeat the action several times. - Respond to the teacher's command. - Come in front of the class and respond to the teacher's command.	60'

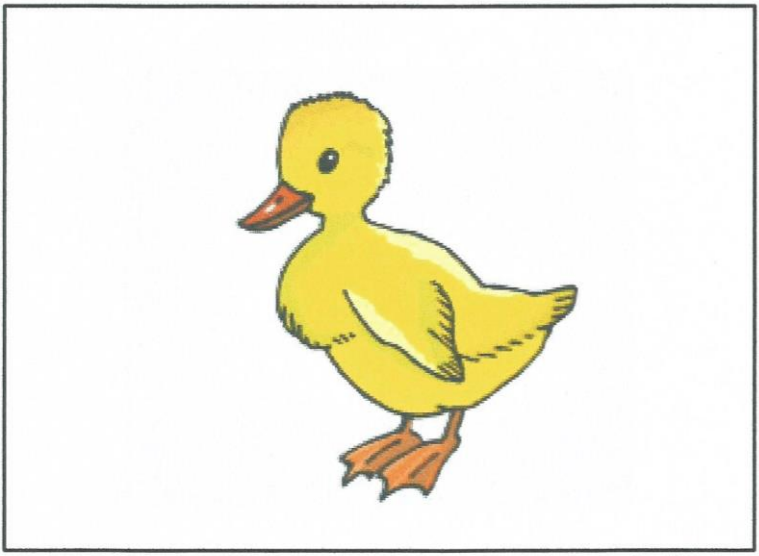
	- Asks some students to be the volunteer in giving some instructions. - Divides the students into several groups (five students in a group). - Gives some pictures to each group related to pet animals. - Tells the students to do the teacher's instructions by wrapping the picture. (Ex. Touch the duck) - Continues the activity several times by changing the instructions. - Asks the students to go back to their seat. - Distributes the exercise to the students. - Asks the students to do the exercise. (match the pictures and fill in the blanks) - Checks the answer together.	- One student comes forward and gives the instructions. - Sit in a group. - Touch the picture related to the teacher's instructions. (Ex. The picture of duck) - Back to their own seat. - Do the exercise. - Check the answers.	
Post-teaching activities	- Reviews the lesson.		5'

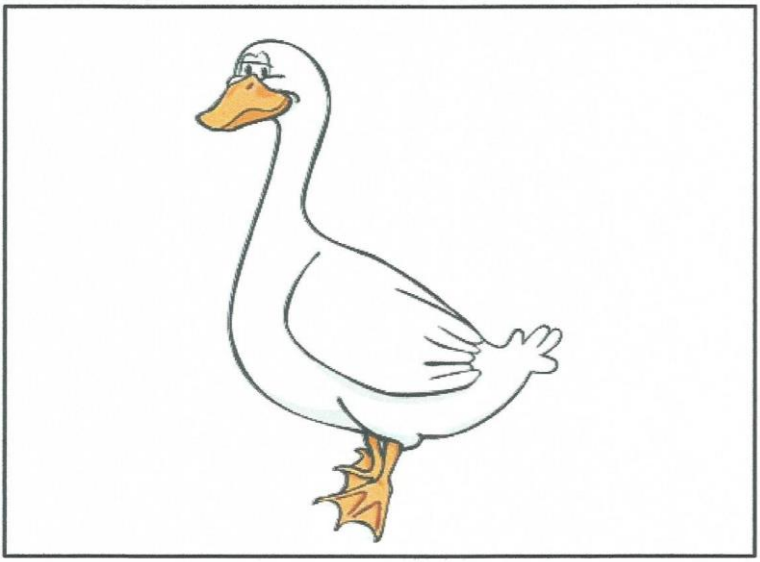
ACTIVITY

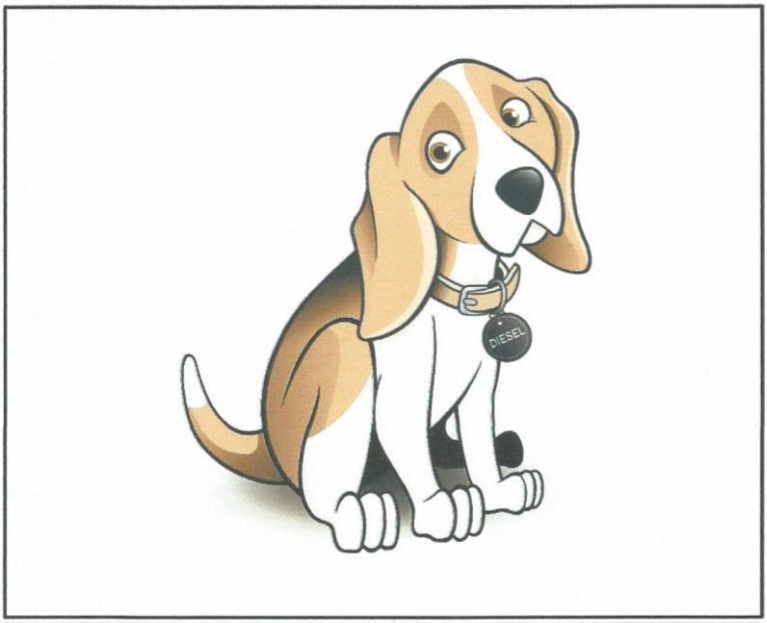


TEACHING MEDIA

Pictures of Pet Animals



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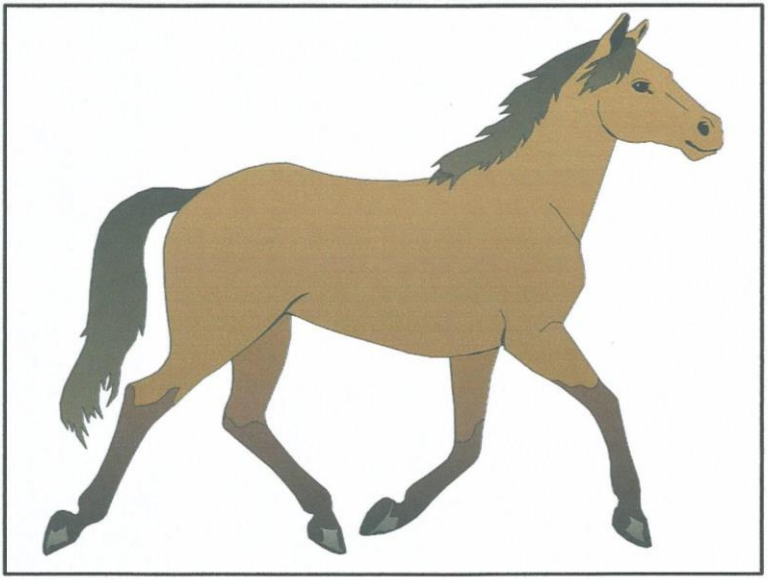
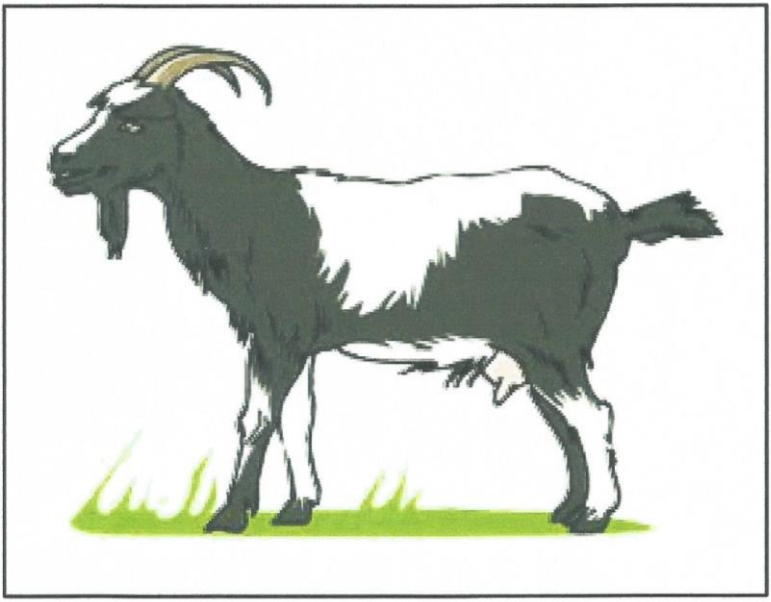
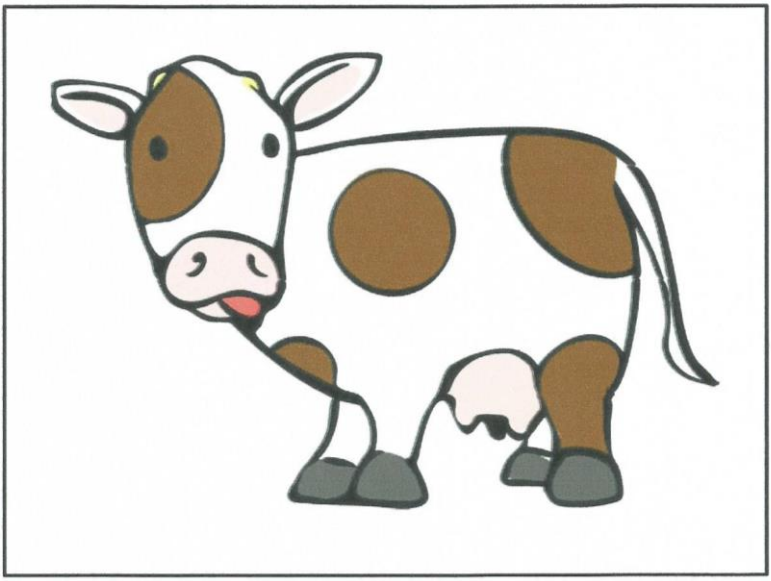
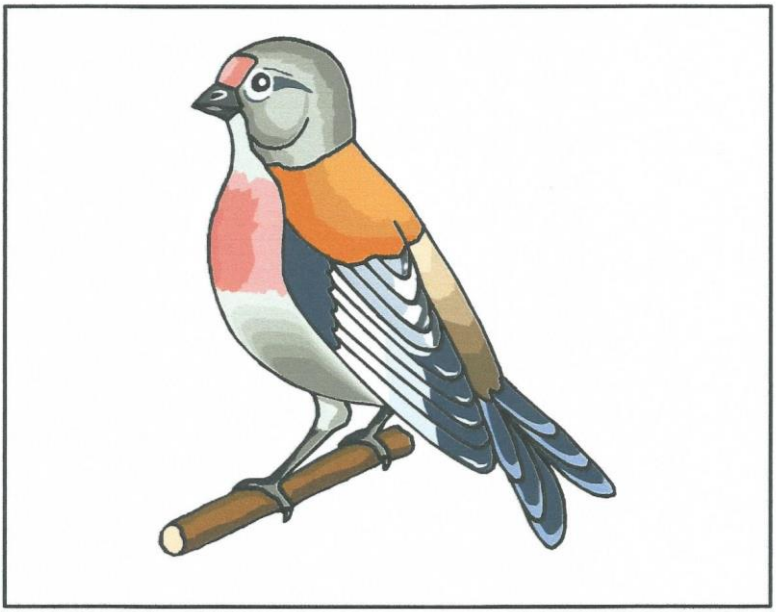
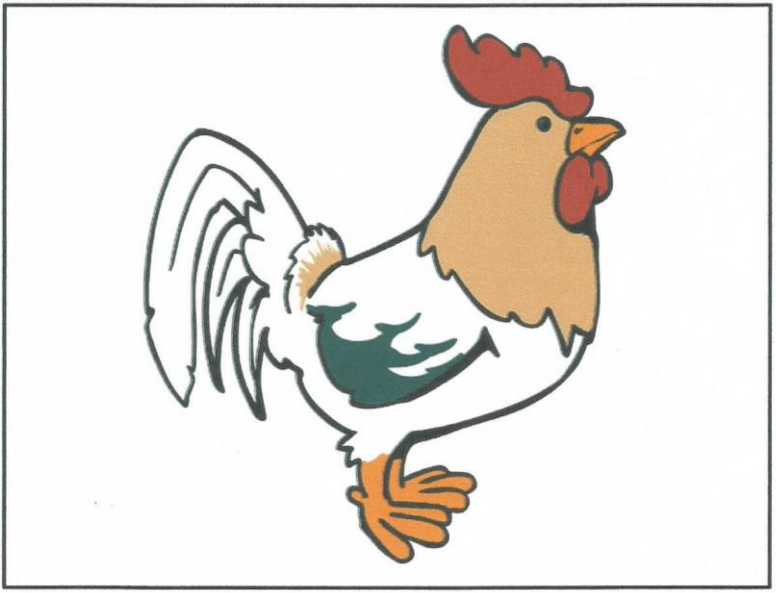
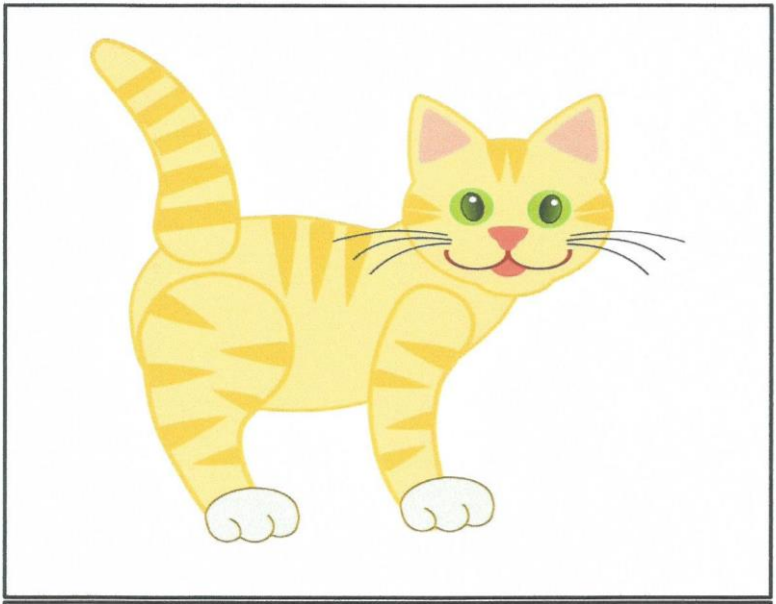


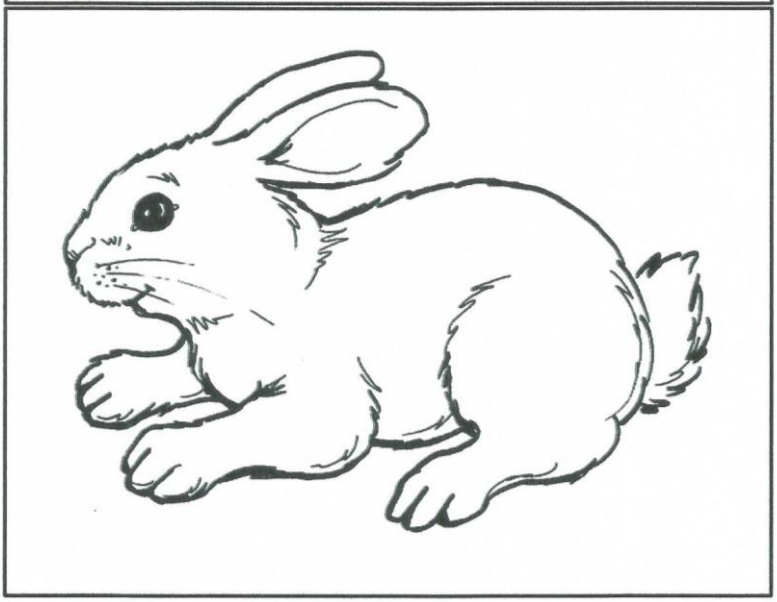












Appendix 15 (Lesson Plan of the Experimental Group, 5th Treatment)

LESSON PLAN

(The 5th Treatment of the Experimental Group)

School	: SDN Larangan 48 Sidoarjo
Subject	: English
Grade/Semester	: II/II
Topic	: Wild Animals
Time allocated	: 2 x 35 minutes (2 meetings)

A. BASIC COMPETENCE

The students know the vocabulary related to wild animals.

B. ACHIEVEMENT INDICATORS

- Students are able to match the name of wild animals with the right picture.
- Students are able to fill in the blanks with the right letter.

C. TEACHING TECHNIQUES

Total Physical Response method:

- Direct command
- Role reversal

D. LEARNING MATERIAL

- Vocabularies (noun):

- snake
- monkey
- crocodile
- lion
- elephant
- spider
- tiger
- scorpion
- wolf
- kangaroo

- List for the instructions:
  - Point to the snake.
  - Point to the monkey.
  - Point to the crocodile.
  - Point to the lion.
  - Point to the elephant.
  - Touch the spider.
  - Touch the tiger.
  - Touch the scorpion.
  - Touch the wolf.
  - Touch the kangaroo.

E. TEACHING MEDIA (see the following page)

Pictures related to wild animals.

F. ASSESSMENT (see appendix 25)

Students are asked to match the pictures and fill in the blanks with the right letter.

G. REFERENCES

- Let's talk in English grade 2.

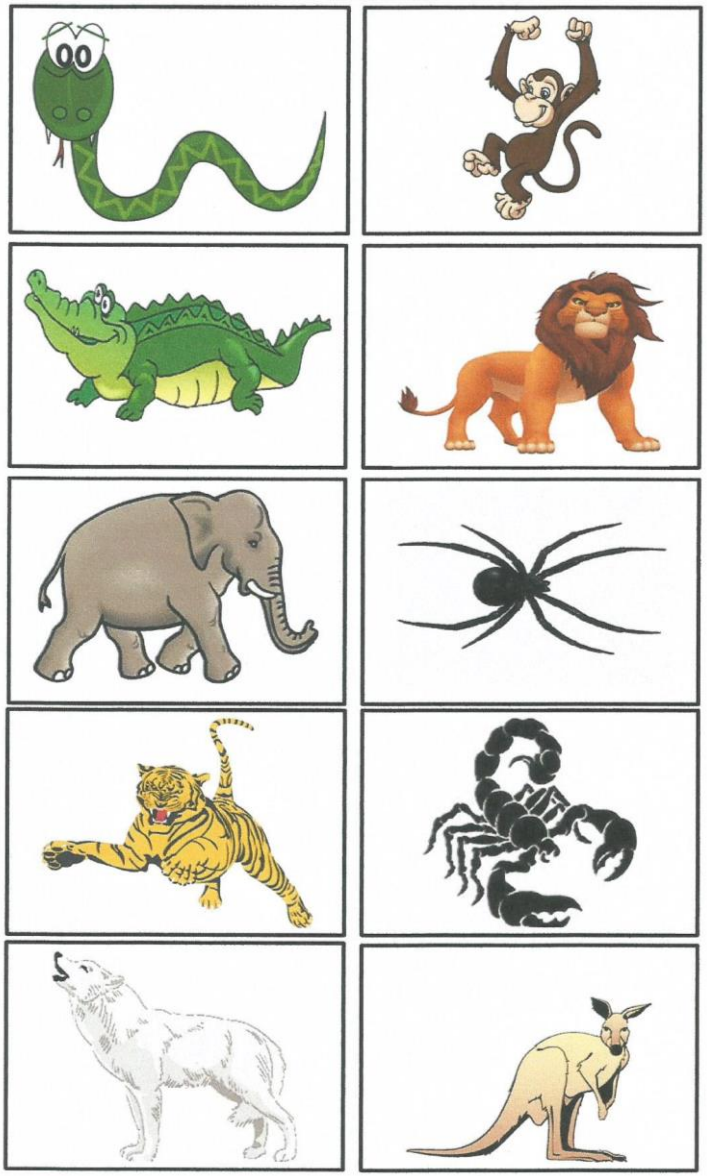
H. TEACHING AND LEARNING ACTIVITIES (see the following page)

TEACHING AND LEARNING ACTIVITIES

Stages	Activities		Time allocation
	Teacher	Students	
Pre-teaching activities	- Greets the students. - Asks triggering questions related to the topic. - Tells the students that they are going to learn about words related to "wild animals".	- Respond the greeting. - Answer the triggering questions.	5'
Whilst-teaching activities	- Introduces the new words by using pictures. - Sticks each picture around the classroom. - Models the command. (Ex. point to the scorpion, touch the elephant, etc.) - Asks the students to imitate the teacher's action. (Ex. point to the scorpion) - Asks the students to repeats the action several times. - Asks the students to respond to the teacher's command. - Asks some students to come in front of the class and respond to the teacher's command.	- Listen to the teacher's explanation. - Watch the teacher's action. - Imitate the teacher's action. - Repeat the action several times. - Respond to the teacher's command. - Come in front of the class and respond to the teacher's command.	60'

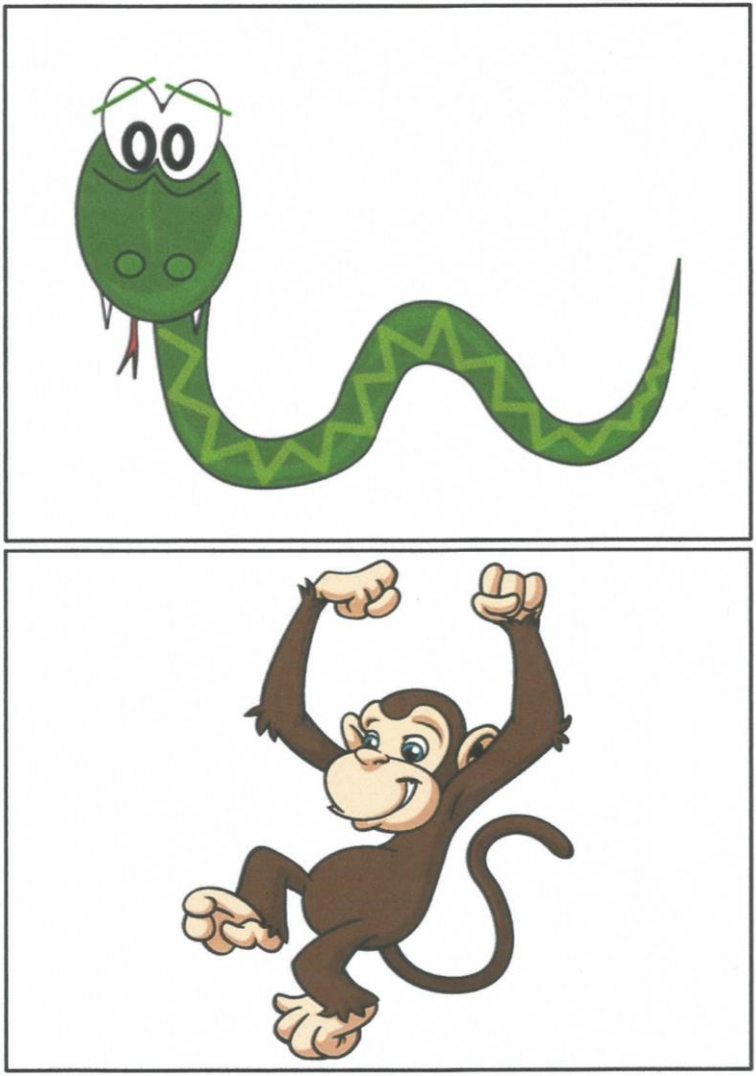
	- Asks some students to be the volunteer in giving some instructions. - Divides the students into several groups (five students in a group). - Gives some pictures to each group related to wild animals. - Tells the students to do the teacher's instructions by wrapping the picture. (Ex. Touch the elephant) - Continues the activity several times by changing the instructions. - Asks the students to go back to their seat. - Distributes the exercise to the students. - Asks the students to do the exercise. (match the pictures and fill in the blanks) - Checks the answer together.	- One student comes forward and gives the instructions. - Sit in a group. - Touch the picture related to the teacher's instructions. (Ex. The picture of elephant) - Back to their own seat. - Do the exercise. - Check the answers.	
Post-teaching activities	- Reviews the lesson.		5'

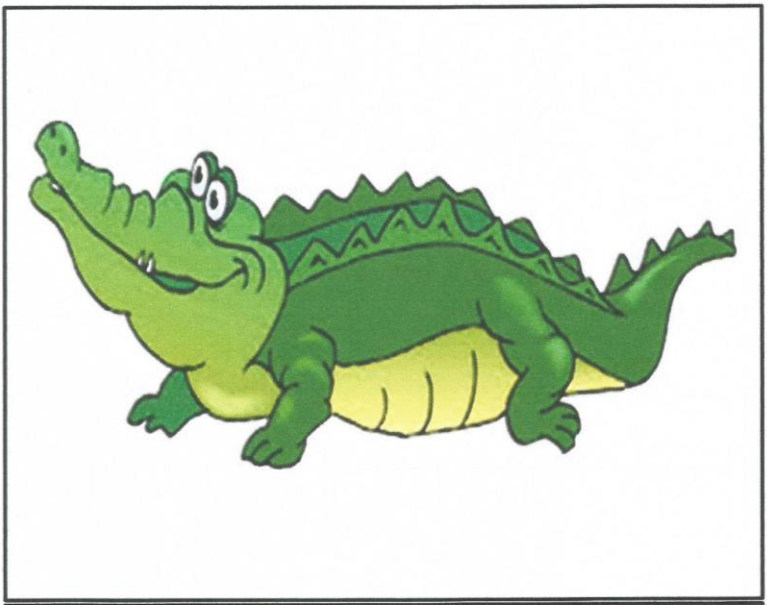
ACTIVITY

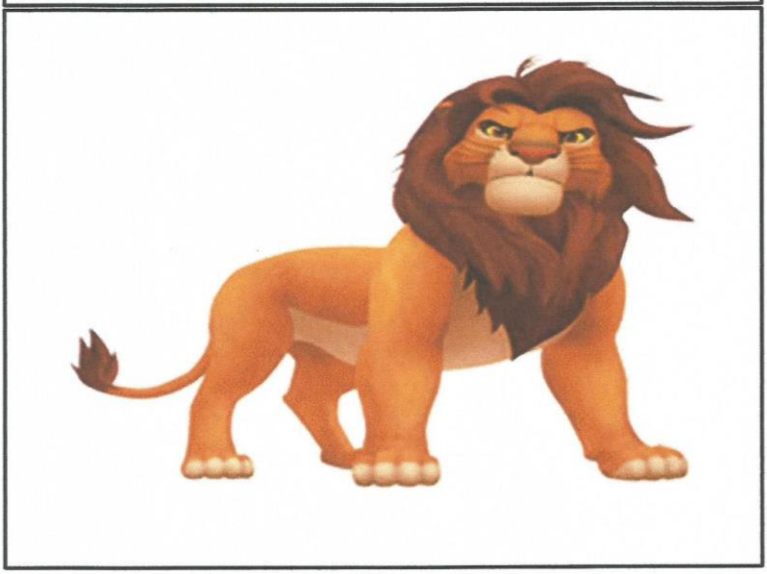


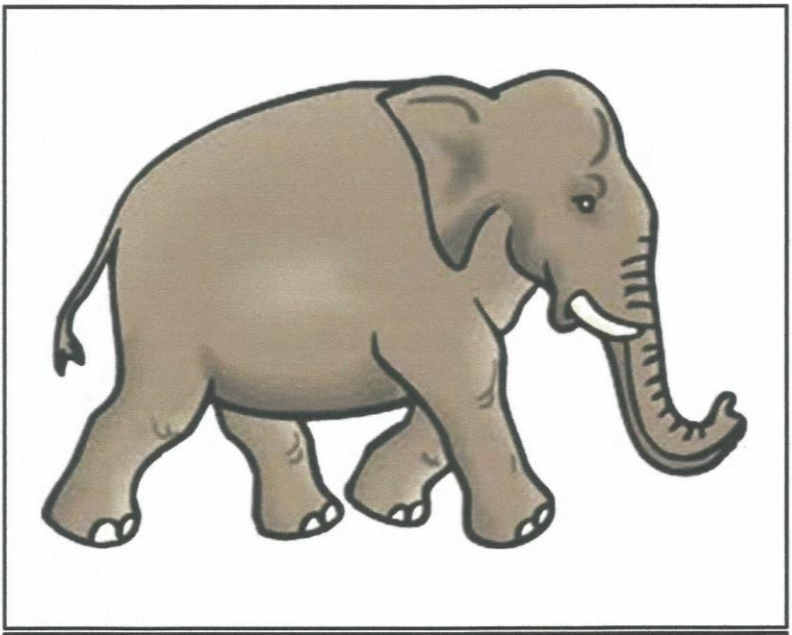
TEACHING MEDIA

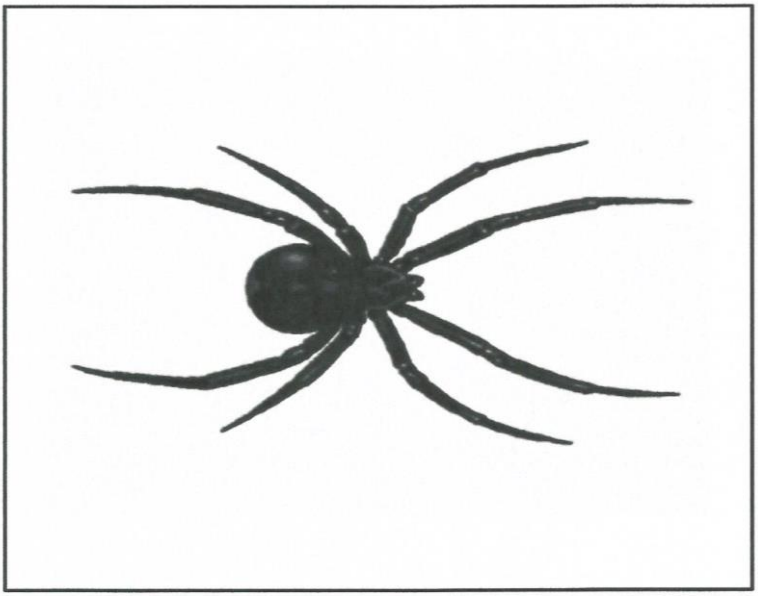
Pictures of Wild Animals

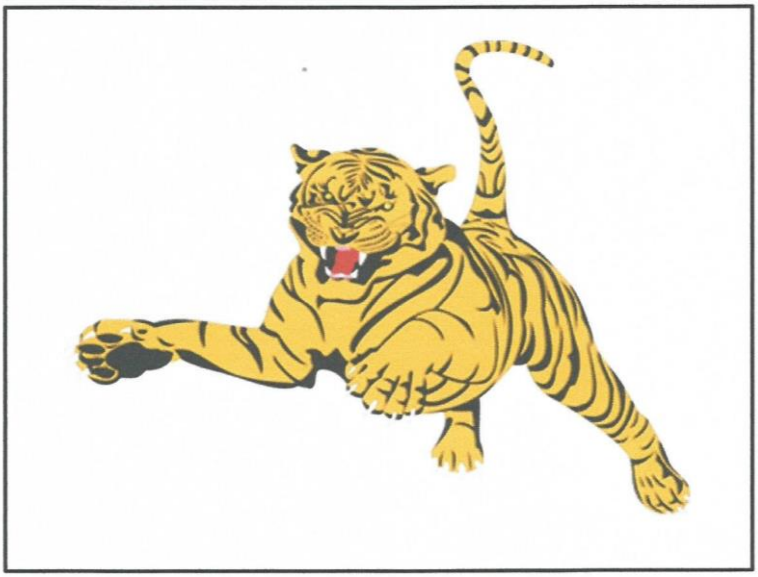


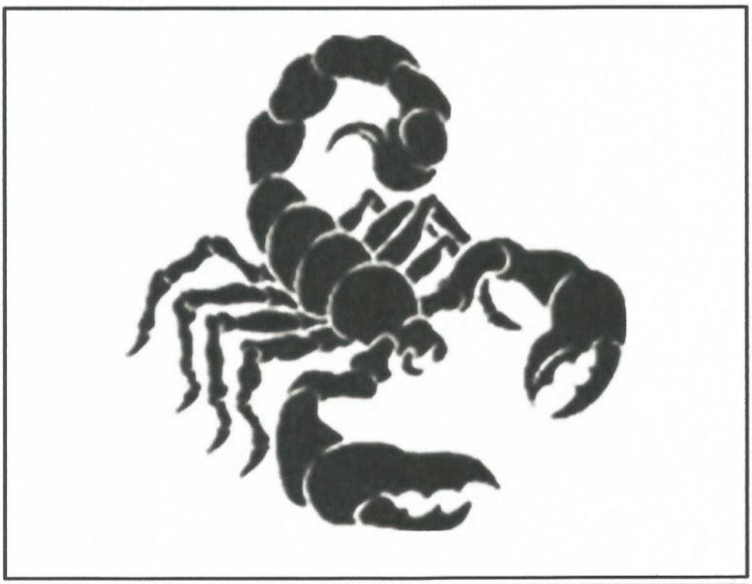


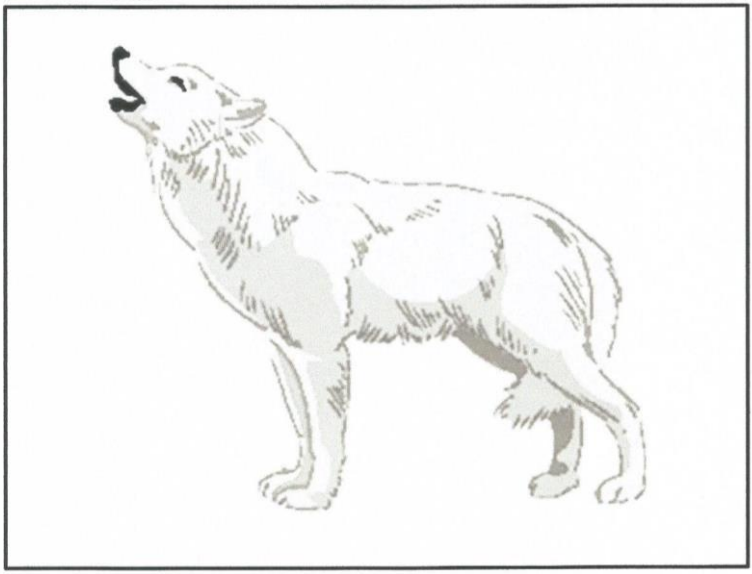












Appendix 16 (Lesson Plan of the Control Group, 1st Treatment)

LESSON PLAN

(The 1st Treatment of the Control Group)

School	: SDN Larangan 48 Sidoarjo
Subject	: English
Grade/Semester	: II/II
Topic	: Food and drink
Time allocated	: 2 x 35 minutes (2 meetings)

A. BASIC COMPETENCE

The students know the vocabulary related to food and drink.

B. ACHIEVEMENT INDICATORS

- Students are able to match the name of food and drink with the right picture.
- Students are able to fill in the blanks with the right letter.

C. TEACHING TECHNIQUES

Translation method:

- Wordlist

D. LEARNING MATERIAL

- Vocabularies (noun):
  - hamburger
  - fried chicken

- tea
- ice cream
- cake
- water
- egg
- coffee
- milk
- soup

- List of translated words:
  - Eat the hamburger = makan hamburger itu
  - Eat the fried chicken itu. = makan ayam goreng itu.
  - Dip the tea. = celup teh itu.
  - Lick the ice cream. = jilat es krim itu
  - Slice the cake = potong kue itu.
  - Drink the water = minum air itu.
  - Fry the egg = goreng telur itu.
  - Sip the coffee = sesap kopi itu.
  - Pour the milk. = tuang susu itu.
  - Stir the soup = aduk sup itu.

E. TEACHING MEDIA

Whiteboard

F. ASSESSMENT (see appendix 21)

Students are asked to match the pictures and fill in the blanks with the right letter.

G. REFERENCES

- Let's talk in English grade 2.

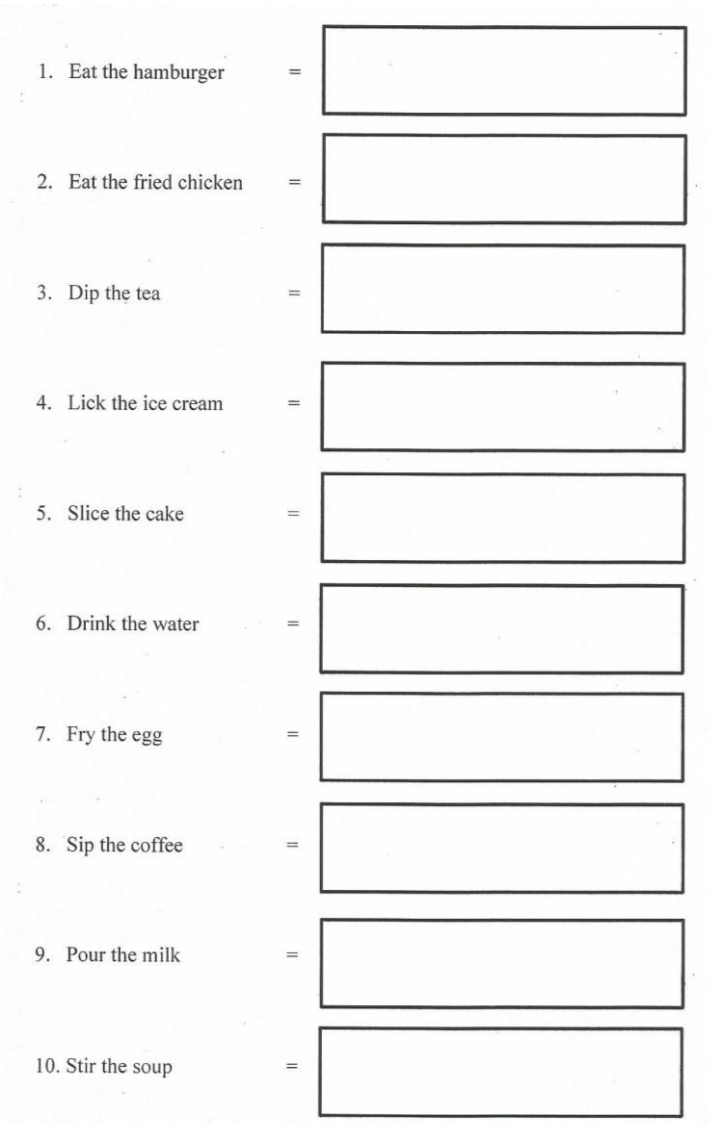
H. TEACHING AND LEARNING ACTIVITIES (see the following page)

TEACHING AND LEARNING ACTIVITIES

Stages	Activities		Time allocation
	Teacher	Students	
Pre-teaching activities	- Greets the students. - Asks triggering questions related to the topic. - Tells the students that they are going to learn words related to "food and drink".	- Respond the greeting. - Answer the triggering questions.	5'
Whilst-teaching activities	- Writes the vocabulary words related to "food and drink" with the translation on the whiteboard. (Ex. candy = permen, milk = susu, etc.) - Reads aloud the words in the list. - Asks the students to write the words with the translation given in their own book. - Asks the students to memorize the words. - Erases the translated words. - Divides the students in pairs. - Gives the worksheet and the translated words to	- Repeat the words. - Write the words and the translation given. - Memorize the words.	60'

	each pair related to food and drink. - Tells the students to match the sentences with the Indonesian equivalent by sticking the phrase in pairs. - Discusses the answer of the translated words together. - Distributes the exercise to the students. - Asks the students to do the exercise. (match the pictures and fill in the blanks) - Checks the answer together.	- Match the sentence with Indonesian equivalent in pair. - Do the exercise.	
Post-teaching activities	- Reviews the lesson.		5'

A. Match each sentence with the Indonesian equivalent by sticking the phrases in pair.



makan hamburger itu	makan ayam goreng itu.
celup teh itu.	jilat es krim itu
potong kue itu.	minum air itu.
goreng telur itu.	aduk sup itu.
tuang susu itu.	sesap kopi itu.

Appendix 17 (Lesson Plan of the Control Group, 2nd Treatment)

LESSON PLAN

(The 2nd Treatment of the Control Group)

School	: SDN Larangan 48 Sidoarjo
Subject	: English
Grade/Semester	: II/II
Topic	: Fruits
Time allocated	: 2 x 35 minutes (2 meetings)

A. BASIC COMPETENCE

The students know the vocabulary related to fruits.

B. ACHIEVEMENT INDICATORS

- Students are able to match the name of fruits with the right picture.
- Students are able to fill in the blanks with the right letter.

C. TEACHING TECHNIQUES

Translation method:

- Wordlist

D. LEARNING MATERIAL

- Vocabularies (noun):
  - banana
  - watermelon

- star fruit
- apple
- orange
- grapes
- strawberry
- papaya
- pineapple
- avocado

- List of translated words:
  - banana = pisang
  - watermelon = semangka
  - star fruit = belimbing
  - apple = apel
  - orange = jeruk
  - grapes = anggur
  - strawberry = stroberi
  - papaya = pepaya
  - pineapple = nanas
  - avocado = alpukat

E. TEACHING MEDIA

Whiteboard

F. ASSESSMENT (see appendix 22)

Students are asked to match the pictures and fill in the blanks with the right letter.

G. REFERENCES

- Let's talk in English grade 2.

H. TEACHING AND LEARNING ACTIVITIES (see the following page)

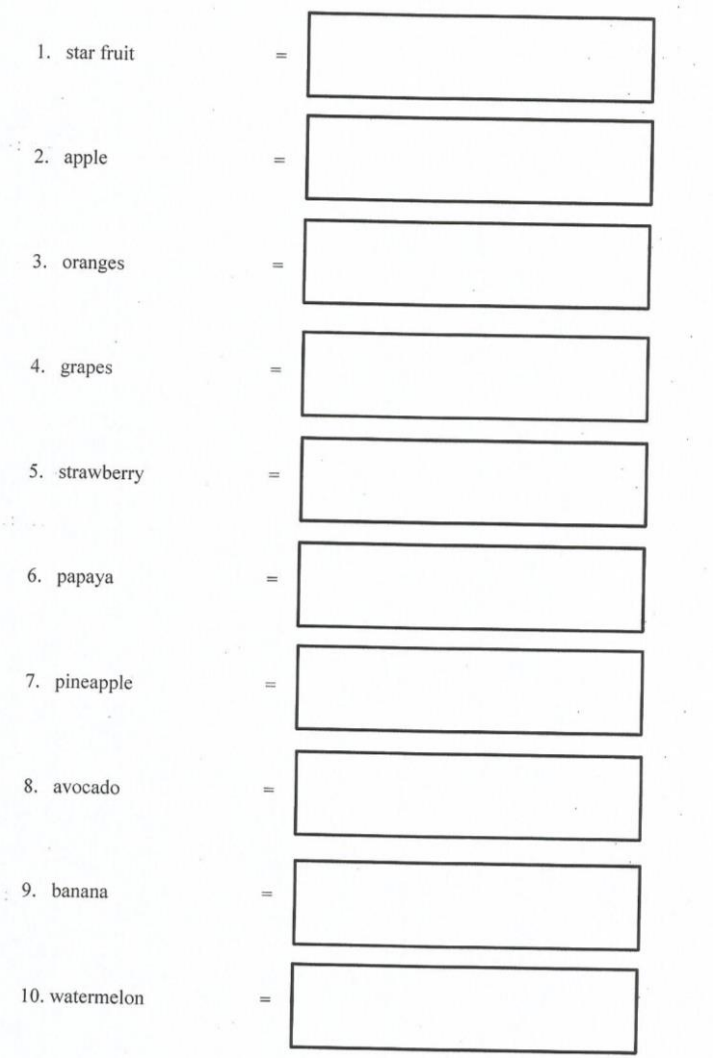
TEACHING AND LEARNING ACTIVITIES

Stages	Activities		Time allocation
	Teacher	Students	
Pre-teaching activities	- Greets the students. - Asks triggering questions related to the topic. - Tells the students that they are going to learn about words related to "fruits".	- Respond the greeting. - Answer the triggering questions.	5'
Whilst-teaching activities	- Writes the vocabulary words related to "food and drink" with the translation on the whiteboard. (Ex. banana = pisang, pineapple = nanas, etc.) - Reads aloud the words in the list. - Asks the students to write the words with the translation given in their own book. - Asks the students to memorize the words. - Erases the translated words. - Divides the students in pairs. - Gives the worksheet and the translated words to each pair related to fruit.	- Repeat the words. - Write the words and the translation given. - Memorize the words.	60'

	- Tells the students to match the words with the Indonesian equivalent by sticking the words in pairs. - Discusses the answer of the translated words together. - Distributes the exercise to the students. - Asks the students to do the exercise. (match the pictures and fill in the blanks) - Checks the answer together.	- Match the words with Indonesian equivalent in pair. - Do the exercise. - Check the answers.	
Post-teaching activities	- Reviews the lesson.		5'

ACTIVITY

A. **Match the words into Indonesian equivalent by sticking the words in pair.**



pisang	semangka
belimbing	jeruk
apel	anggur
stroberi	pepaya
nanas	alpukat

Appendix 18 (Lesson Plan of the Control Group, 3rd Treatment)

LESSON PLAN

(The 3rd Treatment of the Control Group)

School	: SDN Larangan 48 Sidoarjo
Subject	: English
Grade/Semester	: II/II
Topic	: Vegetables
Time allocated	: 2 x 35 minutes (2 meetings)

A. BASIC COMPETENCE

The students know the vocabulary related to vegetables.

B. ACHIEVEMENT INDICATORS

- Students are able to match the name of vegetables with the right picture.
- Students are able to fill in the blanks with the right letter.

C. TEACHING TECHNIQUES

Translation method:

- Wordlist

D. LEARNING MATERIAL

- Vocabularies (noun):
  - mushroom
  - beans

- onion
- cucumber
- cabbage
- spinach
- chili
- lettuce
- broccoli
- carrot

- List of translated words:
  - mushroom = jamur
  - beans = kacang
  - onion = bawang
  - cucumber = timun
  - cabbage = kubis
  - spinach = bayam
  - chili = cabai
  - lettuce = selada
  - broccoli = brokoli
  - carrot = wortel

E. TEACHING MEDIA

Whiteboard

F. ASSESSMENT (see appendix 23)

Students are asked to match the pictures and fill in the blanks with the right letter.

G. REFERENCES

- Let's talk in English grade 2.

H. TEACHING AND LEARNING ACTIVITIES (see the following page)

TEACHING AND LEARNING ACTIVITIES

Stages	Activities		Time allocation
	Teacher	Students	
Pre-teaching activities	- Greets the students. - Asks triggering questions related to the topic. - Tells the students that they are going to learn about words related to "vegetables".	- Respond the greeting. - Answer the triggering questions.	5"
Whilst-teaching activities	- Writes the vocabulary words related to "vegetables" with the translation on the whiteboard. (Ex. cabbage = kubis, chili = cabai, etc.) - Reads aloud the words in the list. - Asks the students to write the words with the translation given in their own book. - Asks the students to memorize the words. - Erases the translated words. - Divides the students in pair. - Gives the worksheet and the translated words to each pair related to	- Repeat the words. - Write the words and the translation given. - Memorize the words.	60'

	vegetables. - Tells the students to match the words into Indonesian equivalent by sticking the words in pairs. - Discusses the answer of the translated words together. - Distributes the exercise to the students. - Asks the students to do the exercise. (match the pictures and fill in the blanks) - Checks the answer together.	- Match the words with Indonesian equivalent in pair. - Do the exercise. - Check the answers.	
Post-teaching activities	- Reviews the lesson.		5'

ACTIVITY

A. Match the words into Indonesian equivalent by sticking the words in pair.

1. mushroom =
2. cabbage =
3. broccoli =
4. beans =
5. lettuce =
6. onion =
7. carrot =
8. spinach =
9. chili =
10. cucumber =

jamur	kacang
bawang	timun
kubis	bayam
cabai	selada
brokoli	wortel

Appendix 19 (Lesson Plan of the Control Group, 4th Treatment)

LESSON PLAN

(The 4th Treatment of the Control Group)

School	: SDN Larangan 48 Sidoarjo
Subject	: English
Grade/Semester	: II/II
Topic	: Pet Animals
Time allocated	: 2 x 35 minutes (2 meetings)

A. BASIC COMPETENCE

The students know the vocabulary related to pet animals.

B. ACHIEVEMENT INDICATORS

- Students are able to match the name of pet animals with the right picture.
- Students are able to fill in the blanks with the right letter.

C. TEACHING TECHNIQUES

Translation method:

- Wordlist

D. LEARNING MATERIAL

- Vocabularies (noun):
  - cow
  - horse

- bird
- dog
- cat
- duck
- rabbit
- chicken
- goose
- goat

- List of translated words:
  - cow = sapi
  - horse = kuda
  - bird = burung
  - dog = anjing
  - cat = kucing
  - duck = bebek
  - rabbit = kelinci
  - chicken = ayam
  - goose = angsa
  - goat = kambing

E. TEACHING MEDIA

Whiteboard

F. ASSESSMENT (see appendix 24)

Students are asked to match the pictures and fill in the blanks with the right letter.

G. REFERENCES

- Let's talk in English grade 2.

H. TEACHING AND LEARNING ACTIVITIES (see the following page)

TEACHING AND LEARNING ACTIVITIES

Stages	Activities		Time allocation
	Teacher	Students	
Pre-teaching activities	- Greets the students. - Asks triggering questions related to the topic. - Tells the students that they are going to learn about words related to "pet animals".	- Respond the greeting. - Answer the triggering questions.	5'
Whilst-teaching activities	- Writes the vocabulary words related to "pet animals" with the translation on the whiteboard. (Ex. cat = kucing, cow = sapi, etc.) - Reads aloud the words in the list. - Asks the students to write the words with the translation given in their own book. - Asks the students to memorize the words. - Erases the translated words. - Divides the students in pair. - Gives the worksheet and the translated words to each pair related to pet	- Repeat the words. - Write the words and the translation given. - Memorize the words.	60'

	animals. - Tells the students to match the words into Indonesian equivalent by sticking the words in pairs. - Discusses the answer of the translated words together. - Distributes the exercise to the students. - Asks the students to do the exercise. (match the pictures and fill in the blanks) - Checks the answer together.	- Match the words with Indonesian equivalent in pair. - Do the exercise. - Check the answers.	
Post-teaching activities	- Reviews the lesson.		5'

ACTIVITY

A. **Match the words into Indonesian equivalent by sticking the words in pair.**

1. cat =
2. dog =
3. cow =
4. goose =
5. chicken =
6. rabbit =
7. goat =
8. duck =
9. horse =
10. bird =

anjing	kucing
burung	bebek
ayam	kelinci
kambing	kuda
angsa	sapi

Appendix 20 (Lesson Plan of the Control Group, 5th Treatment)

LESSON PLAN

(The 5th Treatment of the Control Group)

School	: SDN Larangan 48 Sidoarjo
Subject	: English
Grade/Semester	: II/II
Topic	: Wild Animals
Time allocated	: 2 x 35 minutes (2 meetings)

A. BASIC COMPETENCE

The students know the vocabulary related to wild animals.

B. ACHIEVEMENT INDICATORS

- Students are able to match the name of wild animals with the right picture.
- Students are able to fill in the blanks with the right letter.

C. TEACHING TECHNIQUES

Translation method:

- Wordlist

D. LEARNING MATERIAL

- Vocabularies (noun):
  - snake
  - monkey

- crocodile
- lion
- elephant
- spider
- tiger
- scorpion
- wolf
- kangaroo

- List of translated words:
  - snake = ular
  - monkey = monyet
  - crocodile = buaya
  - lion = singa
  - elephant = gajah
  - spider = laba- laba
  - tiger = harimau
  - scorpion = kalajengking
  - wolf = serigala
  - kangaroo = kanguru

E. TEACHING MEDIA

Whiteboard

F. ASSESSMENT (see appendix 25)

Students are asked to match the pictures and fill in the blanks with the right letter.

G. REFERENCES

- Let's talk in English grade 2.

H. TEACHING AND LEARNING ACTIVITIES (see the following page)

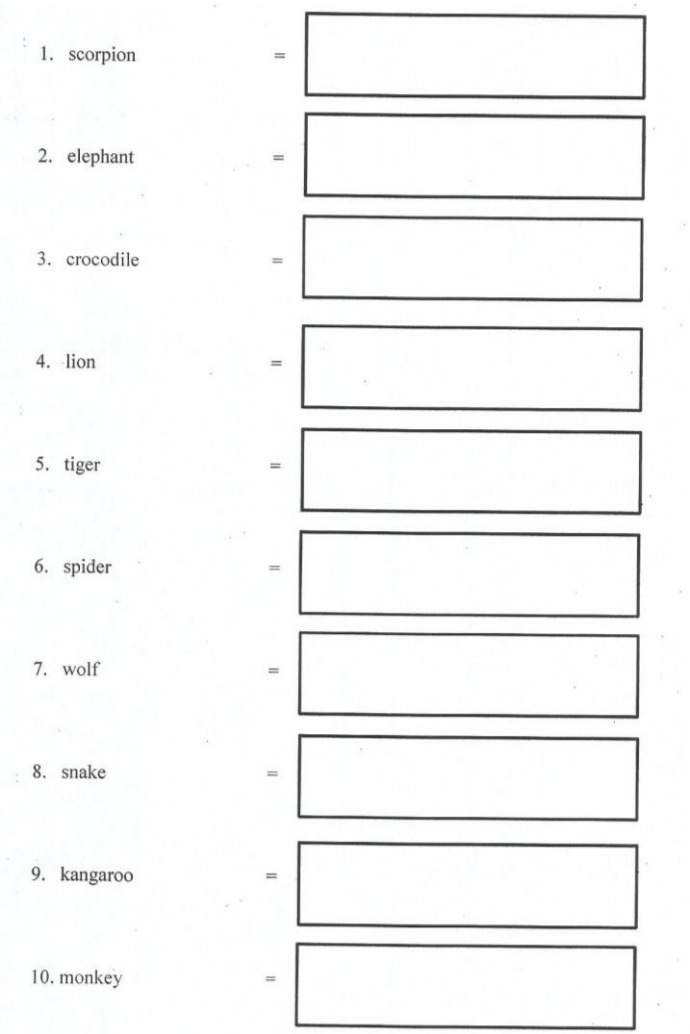
TEACHING AND LEARNING ACTIVITIES

Stages	Activities		Time allocation
	Teacher	Students	
Pre-teaching activities	- Greets the students. - Asks triggering questions related to the topic. - Tells the students that they are going to learn about words related to "wild animals".	- Respond the greeting. - Answer the triggering questions.	5'
Whilst-teaching activities	- Writes the vocabulary words related to "wild animals" with the translation on the whiteboard. (Ex. scorpion = kalajengking, monkey = monyet, etc.) - Reads aloud the words in the list. - Asks the students to write the words with the translation given in their own book. - Asks the students to memorize the words. - Erases the translated words. - Divides the students in pair.	- Repeat the words. - Write the words and the translation given. - Memorize the words.	60'

	- Gives the worksheet and the translated words to each pair related to wild animals. - Tells the students to match the words into Indonesian equivalent by sticking the words in pair. - Discusses the answer of the translated words together. - Distributes the exercise to the students. - Asks the students to do the exercise. (match the pictures and fill in the blanks) - Checks the answer together.	- Match the words with Indonesian equivalent in pair. - Do the exercise. - Check the answers.	
Post-teaching activities	- Reviews the lesson.		5'

ACTIVITY

A. Match the words into Indonesian equivalent by sticking the words in pair.



laba-laba	monyet
kalajengking	buaya
serigala	ular
gajah	singa
harimau	kanguru

Appendix 21 (Students' Exercise and Answer Key of Experimental Group and Control Group, 1st Treatment)

"Food and Drink"

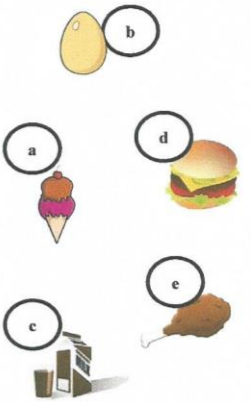
SCORE

Name : _____

Class/Number : _____

A. Match the word with the correct picture.

1. hamburger
2. fried chicken
3. ice cream
4. egg
5. milk



B. Fill in the blanks with the right letter.

1. w ___ t ___ r
2. c ___ k ___
3. t ___ ___
4. s ___ ___ p
5. c ___ f f ___ ___

ANSWER KEY

A. Match the word with the correct picture.

1. d
2. e
3. a
4. b
5. c

B. Fill in the blanks with the right letter.

1. water
2. cake
3. tea
4. soup
5. coffee

Appendix 22 (Students' Exercise and Answer Key of Experimental Group and Control Group, 2nd Treatment)

"Fruits"

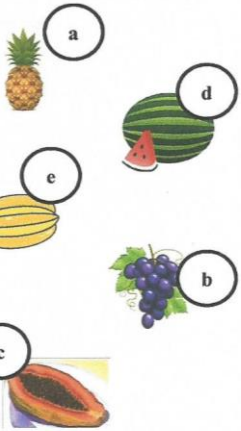
Name : _____

Class/Number : _____

SCORE

A. Match the word with the correct picture.

1. grapes
2. star fruit
3. watermelon
4. pineapple
5. papaya



B. Fill in the blanks with the right letter.

1. str ___ wb ___ rry
2. ___ r ___ ng ___
3. ___ ppl ___
4. ___ v ___ c ___ d ___
5. b ___ n ___ n ___

ANSWER KEY

A. Match the word with the correct picture.

1. b
2. e
3. d
4. a
5. c

B. Fill in the blanks with the right letter.

1. strawberry
2. oranges
3. apple
4. avocado
5. banana

Appendix 23 (Students' Exercise and Answer Key of Experimental Group and Control Group, 3rd Treatment)

"Vegetables"

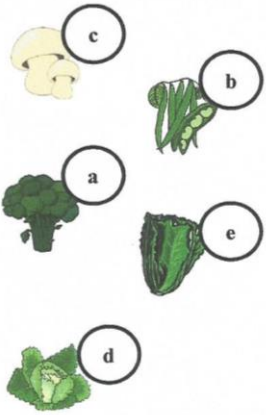
Name : _____

Class/Number : _____

SCORE

A. Match the word with the correct picture.

1. beans
2. mushroom
3. lettuce
4. broccoli
5. cabbage



B. Fill in the blanks with the right letter.

1. c h ___ l ___
2. c ___ c ___ m b ___ r
3. ___ n ___ ___ n
4. s p ___ n ___ c h
5. c ___ r r ___ t

ANSWER KEY

A. Match the word with the correct picture.

1. b
2. c
3. e
4. a
5. d

B. Fill in the blanks with the right letter.

1. chili
2. cucumber
3. onion
4. spinach
5. carrot

Appendix 24 (Students' Exercise and Answer Key of Experimental Group and Control Group, 4th Treatment)

"Pet animals"

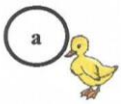
Name : _____

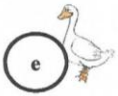
Class/Number : _____

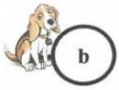
SCORE

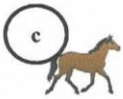
A. Match the word with the correct picture.

1. dog
2. goose
3. goat
4. horse
5. duck









B. Fill in the blanks with the right letter.

1. c ___ w
2. b ___ r d
3. c ___ t
4. r ___ b b ___ t
5. c h ___ c k ___ n

ANSWER KEY

A. Match the word with the correct picture.

1. b
2. e
3. d
4. c
5. a

B. Fill in the blanks with the right letter.

1. cow
2. bird
3. cat
4. rabbit
5. chicken

Appendix 25 (Students' Exercise and Answer Key of Experimental Group and Control Group, 5th Treatment)

"Wild Animals"

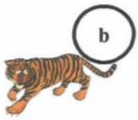
Name : _____

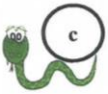
Class/Number : _____

SCORE

A. Match the word with the correct picture.

1. snake
2. scorpion
3. spider
4. lion
5. tiger





B. Fill in the blanks with the right letter.

1. m ___ n k ___ y
2. w ___ l f
3. c r ___ c ___ d ___ l ___
4. k ___ n g ___ r ___ ___
5. ___ l ___ p h ___ n t

ANSWER KEY

A. Match the word with the correct picture.

1. c
2. d
3. a
4. e
5. b

B. Fill in the blanks with the right letter.

1. monkey
2. wolf
3. crocodile
4. kangaroo
5. elephant

Appendix 26 (Students' Scores of Experimental Group, Pretest-Exercises of Each Treatments-Posttest)

STUDENTS NUMBER	PRETEST	I	II	III	IV	V	POSTTEST
1	72	90	80	80	90	80	92
2	68	100	100	100	100	80	100
3	52	80	80	100	70	20	96
4	36	-	80	50	60	60	64
5	60	90	100	100	100	80	96
6	60	70	70	80	60	60	88
7	52	90	100	-	80	70	76
8	76	90	100	90	100	80	100
9	44	100	60	100	60	70	44
10	60	90	80	90	90	40	76
11	44	80	90	100	100	70	96
12	40	80	90	20	60	70	64
13	48	100	90	90	90	70	76
14	52	80	90	50	100	50	68
15	52	90	70	90	20	80	96
16	32	70	80	50	80	30	78
17	40	100	60	90	50	90	72
18	64	90	80	100	90	80	96
19	36	70	80	90	100	80	88
20	64	80	100	100	100	90	96
21	12	90	50	70	50	40	44
22	64	100	100	10	100	60	100
23	68	90	100	100	100	80	100
24	40	100	50	100	60	60	88
25	48	60	60	90	60	40	32
26	44	100	80	30	60	60	56
27	20	100	20	100	60	30	62
28	52	100	90	90	100	80	92
29	52	90	100	90	100	90	72
30	68	100	100	90	100	90	96
31	60	90	90	-	100	70	80
32	40	100	100	60	60	20	60

Appendix 27 (Students' Scores of Control Group, Pretest-Exercises of Each Treatments-Posttest)

STUDENTS NUMBER	PRETEST	I	II	III	IV	V	POSTTEST
1	84	90	90	100	90	70	68
2	20	10	20	60	30	40	28
3	80	80	100	100	60	50	60
4	24	30	0	30	30	0	16
5	60	90	80	30	50	60	68
6	28	-	40	10	50	40	44
7	80	100	100	70	100	90	48
8	36	90	70	90	70	50	32
9	56	90	100	100	70	60	68
10	44	80	-	20	80	70	48
11	56	80	90	90	90	40	80
12	24	100	90	70	80	70	68
13	68	100	100	80	100	90	88
14	44	100	90	80	70	80	86
15	36	80	90	80	90	70	64
16	40	80	100	80	90	80	84
17	48	70	70	80	80	50	60
18	24	90	90	100	50	70	68
19	44	80	80	100	100	70	44
20	32	20	10	20	40	40	28
21	92	100	100	100	100	80	100
22	8	30	10	0	10	20	8
23	36	30	-	0	90	50	44
24	52	70	60	50	90	60	60
25	60	90	80	60	70	70	72
26	32	-	80	100	80	80	56
27	48	80	90	60	80	90	80
28	32	80	100	90	80	40	76
29	68	100	90	70	80	90	84
30	80	90	100	60	70	50	84
31	32	80	70	40	100	40	56
32	64	80	20	0	80	50	84

Appendix 28 (The Gain between the Mean of Pretest and Posttest Scores)

EXPERIMENTAL GROUP				CONTROL GROUP			
STUDENTS NUMBER	PRETEST	POSTTEST	GAIN	STUDENTS NUMBER	PRETEST	POSTTEST	GAIN
1	72	92	20	1	84	68	-16
2	68	100	32	2	20	28	8
3	52	96	44	3	80	60	-20
4	36	64	28	4	24	16	-8
5	60	96	36	5	60	68	8
6	60	88	28	6	28	44	16
7	52	76	24	7	80	48	-32
8	76	100	24	8	36	32	-4
9	44	44	0	9	56	68	12
10	60	76	16	10	44	48	4
11	44	96	52	11	56	80	24
12	40	64	24	12	24	68	44
13	48	76	28	13	68	88	20
14	52	68	16	14	44	86	42
15	52	96	44	15	36	64	28
16	32	78	46	16	40	84	44
17	40	72	32	17	48	60	12
18	64	96	32	18	24	68	44
19	36	88	52	19	44	44	0
20	64	96	32	20	32	28	-4
21	12	44	32	21	92	100	8
22	64	100	36	22	8	8	0
23	68	100	32	23	36	44	8
24	40	88	48	24	52	60	8
25	48	32	-16	25	60	72	12
26	44	56	12	26	32	56	24
27	20	62	42	27	48	80	32
28	52	92	40	28	32	76	44
29	52	72	20	29	68	84	16
30	68	96	28	30	80	84	4
31	60	80	20	31	32	56	24
32	40	60	20	32	64	84	20
Means →	50.625	79.5	28.875	Means →	47.875	61.0625	13.1875

Appendix 29 (The Calculation of the Mean of the Gain Scores and the Standard Deviation of the Experimental Group and Control Group)

STUDENTS NUMBER	EXPERIMENTAL		CONTROL	
	GAIN (XA)	X^2A	GAIN (XB)	X^2B
1	20	400	-16	256
2	32	1024	8	64
3	44	1936	-20	400
4	28	784	-8	64
5	36	1296	8	64
6	28	784	16	256
7	24	576	-32	1024
8	24	576	-4	16
9	0	0	12	144
10	16	256	4	16
11	52	2704	24	576
12	24	576	44	1936
13	28	784	20	400
14	16	256	42	1764
15	44	1936	28	784
16	46	2116	44	1936
17	32	1024	12	144
18	32	1024	44	1936
19	52	2704	0	0
20	32	1024	-4	16
21	32	1024	8	64
22	36	1296	0	0
23	32	1024	8	64
24	48	2304	8	64
25	-16	256	12	144
26	12	144	24	576
27	42	1764	32	1024
28	40	1600	44	1936
29	20	400	16	256
30	28	784	4	16
31	20	400	24	576
32	20	400	20	400
Total	**924**	**33176**	**422**	**16916**
n	**32**	**---**	**32**	**---**
Mean	**28.875**	**---**	**13.1875**	**---**
SD	**14.4752291**	**---**	**19.135236**	**---**

The hypotheses of the different means of the gain Scores of Experimental Group and Control Group:

1. Ho : $\mu A = \mu B$, there is no significant difference between the mean scores of pretest and posttest.

   Ha : $A \neq \mu B$, there is significant difference between the mean scores of pretest and posttest groups.

2. T_{table} is (0.05, df), where df = nA + nB – 2

   = 32 + 32 – 2

   = 62

   t table = 2.000

3. Calculation for t-observation

   A: Experimental Group

   - **Mean**

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

$$= \frac{924}{32}$$

$$= 28.875$$

   - **Standard Deviation**

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

$$= \sqrt{\frac{32\,(33176-(924)^2}{32(32-1)}}$$

$$= \sqrt{\frac{1061632-853776}{32.31}}$$

$$= \sqrt{\frac{207856}{992}}$$

$$= \sqrt{20.503226}$$

$$= 14.475229$$

B: Control Group

- **Mean**

$$\bar{x} = \frac{\sum x}{n} = \frac{422}{32}$$

$$= 13.1875$$

- **Standard Deviation**

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

$$= \sqrt{\frac{32\,(16916-(422)^2}{32(32-1)}}$$

$$= \sqrt{\frac{541312-178084}{32.31}}$$

$$= \sqrt{\frac{363228}{992}}$$

$$= \sqrt{366.157258}$$

$$= 19.135236$$

t-observation

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

$$= \frac{28.88-13.19}{\sqrt{\frac{(32-1)209.7+(32-1)366.3}{32+32-2}\left(\frac{1}{32}+\frac{1}{32}\right)}}$$

$$= \frac{15.69}{\sqrt{\frac{(31)209.7+(31)366.3}{62}\left(\frac{2}{32}\right)}}$$

$$= \frac{15.69}{\sqrt{\frac{6500.7+11355.3}{62}(0.0625)}}$$

$$= \frac{15.69}{\sqrt{\frac{17856}{62}(0.0625)}}$$

$$= \frac{15.69}{\sqrt{288\ (0.0625)}}$$

$$= \frac{15.69}{\sqrt{18}}$$

$$= \frac{15.69}{4.243}$$

$$= 3.698$$

4. Conclusion

Because the magnitude of t-observation is greater than t_{table}, so Ho is rejected. Hence we conclude that there is significant difference between groups, the experimental group is greater.