

APPENDICES

The Pupils' English Scores on the Report of the Last Semester

No	VI A	VI B	VI C
1	60	50	50
2	60	50	70
3	60	70	70
4	90	60	80
5	70	70	70
6	60	60	90
7	80	70	70
8	70	60	60
9	50	80	60
10	80	70	60
11	70	50	50
12	60	70	70
13	80	50	70
14	80	70	60
15	60	70	60
16	70	60	80
17	70	80	60
18	60	60	60
19	80	60	50
20	50	70	90
21	60	90	80
22	50	60	50
23	80	70	60
24	80	50	60
25	70	70	90
26	90	80	60

27	80	80	70
28	80	50	70
29	70	70	50
30	50	60	50
31	80	90	80
32	60	70	70
33	80	80	80
34	70	90	90
35	70	50	90
36	80	60	70
37	70	90	70
38	80	70	80
39	50	80	70
40	60	70	70
41	70	70	70
42	70	80	60
43	50	70	70
44	70	50	50
45	60	70	60
46	80	90	70
47	70	80	70
48			60
Total	3240	3220	3250
n	47	47	48
Mean	68.94	68.51	67.71
SD	11.08	12.16	12.04

The Calculation for the English Scores on the Reports

No	Class VI A		Class VI B	
	(XA)	(X ² A)	(XB)	(X ² B)
1	60	3600	50	2500
2	60	3600	50	2500
3	60	3600	70	4900
4	90	8100	60	3600
5	70	4900	70	4900
6	60	3600	60	3600
7	80	6400	70	4900
8	70	4900	60	3600
9	50	2500	80	6400
10	80	6400	70	4900
11	70	4900	50	2500
12	60	3600	70	4900
13	80	6400	50	2500
14	80	6400	70	4900
15	60	3600	70	4900
16	70	4900	60	3600
17	70	4900	80	6400
18	60	3600	60	3600
19	80	6400	60	3600
20	50	2500	70	4900
21	60	3600	90	8100
22	50	2500	60	3600
23	80	6400	70	4900
24	80	6400	50	2500
25	70	4900	70	4900

26	90	8100	80	6400
27	80	6400	80	6400
28	80	6400	50	2500
29	70	4900	70	4900
30	50	2500	60	3600
31	80	6400	90	8100
32	60	3600	70	4900
33	80	6400	80	6400
34	70	4900	90	8100
35	70	4900	50	2500
36	80	6400	60	3600
37	70	4900	90	8100
38	80	6400	70	4900
39	50	2500	80	6400
40	60	3600	70	4900
41	70	4900	70	4900
42	70	4900	80	6400
43	50	2500	70	4900
44	70	4900	50	2500
45	60	3600	70	4900
46	80	6400	90	8100
47	70	4900	80	6400
Total	3240	229000	3220	227400
n	47	---	47	---
Mean	68.94	---	68.51	---
SD	11.08	---	12.16	---

TEST OF HYPOTHESES:

1. Ho : $\mu_A = \mu_B$, there was no significant difference between the mean classes.

Ha : $\mu_A \neq \mu_B$, there was significant difference between the mean classes.

2. t-test, where $df = n_A + n_B - 2 = 92$

$$t(.05) = 1.658$$

3. Calculation for t observation (to):

A: pictorial context and prequestioning

$$\bar{x} = \frac{\sum x}{n} = 68.94 \quad n = 47$$

$$s = \sqrt{\frac{n \sum x^2 - (\sum x)^2}{n(n-1)}} = 11.08$$

B: vocabulary preteaching and prequestioning

$$\bar{x} = \frac{\sum x}{n} = 68.51 \quad n = 47$$

$$s = \sqrt{\frac{n \sum x^2 - (\sum x)^2}{n(n-1)}} = 12.16$$

$$\begin{aligned} \text{to} &= \frac{\bar{x}_A - \bar{x}_B}{\sqrt{\frac{(n_A - 1) \cdot s_A^2 + (n_B - 1) \cdot s_B^2}{n_A + n_B - 2} \left(\frac{1}{n_A} + \frac{1}{n_B} \right)}} \\ &= 0,18 \end{aligned}$$

4. Conclusion:

Because to < t table, thus Ho was accepted.

So we concluded that at a 0.05 level there was no significant difference between the classes. It meant both classes, class A and class B had more or less the same level of intelligence.

**The Calculation for Discrimination Power and Difficulty Index Try Out
Scores (Class VI C)**

Subject Number	1	2	3	4	5	6	7	8	9	10	Total Score
4	1	1	1	1	1	1	1	1	1	1	10
6	1	1	1	1	1	1	1	1	1	1	10
13	1	1	1	1	1	1	1	1	1	1	10
20	1	1	1	1	1	1	1	1	1	1	10
33	1	1	1	1	1	1	1	1	1	1	10
U	34	1	1	1	1	1	1	1	1	1	10
P	35	1	1	1	1	1	1	1	1	1	10
P	41	1	1	1	1	1	1	1	1	1	10
E	2	1	1	1	1	1	1	1	1	0	9
R	5	1	1	1	1	1	1	1	1	0	9
7	1	1	1	1	1	1	1	0	1	1	9
12	1	1	1	1	1	1	0	1	1	1	9
G	15	1	1	0	1	1	1	1	1	1	9
R	24	1	1	1	1	1	1	1	0	1	9
O	25	1	1	1	1	1	1	1	1	0	9
U	31	1	1	1	1	1	1	0	1	0	9
P	38	1	1	1	0	1	1	1	1	1	9
43	1	1	1	1	1	1	0	1	1	1	9
47	1	1	1	1	1	1	1	0	1	1	9
3	1	1	1	1	0	0	1	1	1	1	8
10	1	1	0	1	1	0	1	1	1	1	8
16	1	1	1	1	1	1	1	0	1	0	8
21	1	1	1	0	1	1	1	1	1	0	8
23	1	1	1	0	1	1	1	1	1	0	8
Correct Answer (U)	24	24	22	21	23	22	22	21	23	17	
27	1	1	1	1	1	1	0	1	1	0	8
36	1	1	1	0	1	1	1	1	1	0	8
39	1	1	0	1	1	1	0	1	1	1	8
46	1	1	1	1	1	0	1	1	1	0	8
L	8	1	1	0	1	1	0	1	1	0	7
O	28	1	1	1	0	0	1	0	1	1	7
W	37	1	0	1	1	0	0	1	1	1	7
E	40	0	1	1	1	1	1	0	1	0	7
R	48	1	1	1	0	0	1	1	1	0	7
17	0	1	1	1	0	1	0	1	0	1	6
44	1	0	1	0	1	0	0	1	1	1	6
G	9	1	0	1	0	0	1	0	1	0	5
R	14	0	0	1	0	0	1	1	1	0	5
O	32	0	1	0	1	1	0	0	0	1	5
U	1	1	1	1	0	0	1	0	0	0	4
P	29	0	1	1	0	1	1	0	0	0	4
18	0	0	1	0	1	0	0	0	0	1	3

19	1	0	0	0	1	0	0	0	1	0	3
30	1	0	1	0	0	0	0	0	1	0	3
42	1	1	0	0	0	1	0	0	0	0	3
11	1	0	1	0	0	0	0	0	0	0	2
26	1	0	0	0	0	0	0	0	1	0	2
45	1	1	0	0	0	0	0	0	0	0	2
22	1	0	0	0	0	0	0	0	0	0	1
Correct Answer (L)	18	14	16	8	11	12	7	12	17	6	
DP = (U - L) / N	0.25	0.41	0.25	0.54	0.50	0.41	0.62	0.37	0.25	0.45	
Interpretation	S	G	S	G	G	G	G	S	S	G	
Correctly (C)	42	38	38	29	34	34	29	33	40	23	
DI = C / N	0.87	0.79	0.79	0.60	0.70	0.70	0.60	0.68	0.83	0.47	
Interpretation	E	E	E	M	M	M	M	M	E	M	

The Criterion of the Discrimination Power:

0.00 – 0.20 Poor (P)

0.20 – 0.40 Satisfactory (S)

0.40 – 0.70 Good (G)

The Criterion of the Difficulty Index:

0.00 – 0.30 Difficult (D)

0.30 – 0.70 Moderate (M)

0.70 – 1.00 Easy (E)

**The Calculation of Reliability for Try Out
(class VI C)**

The reliability of each item of try out and the criterion of alpha reliability were elaborated as follow:

$$\text{Mean (M)} = \frac{340}{48}$$

$$= 7,08$$

$$\text{SD} = \frac{\text{Sum of high sixth} - \text{Sum of low sixth}}{\text{Half number of pupils}}$$

$$S = \frac{60 - 13}{24}$$

$$= 1.99$$

$$\text{KR}_{21} = \frac{K}{K - 1} - \frac{M(K - M)}{K \cdot S^2}$$

$$= 0,51$$

Because KR_{21} is 0.51, it meant that the reliability here was moderate.

The Calculation for the First Treatment

No	Class VI A		Class VI B	
	(XA)	(X ² A)	(XB)	(X ² B)
1	70	4900	60	3600
2	50	2500	70	4900
3	70	4900	80	6400
4	100	10000	70	4900
5	80	6400	90	8100
6	70	4900	70	4900
7	100	10000	70	4900
8	90	8100	80	6400
9	70	4900	80	6400
10	100	10000	100	10000
11	90	8100	60	3600
12	80	6400	80	6400
13	100	10000	70	4900
14	100	10000	80	6400
15	80	6400	90	8100
16	70	4900	80	6400
17	90	8100	100	10000
18	90	8100	90	8100
19	80	6400	70	4900
20	50	2500	60	3600
21	50	2500	100	10000
22	90	8100	80	6400
23	100	10000	70	4900
24	100	10000	80	6400
25	80	6400	60	3600

26	100	10000	70	4900
27	100	10000	70	4900
28	80	6400	80	6400
29	80	6400	70	4900
30	60	3600	70	4900
31	100	10000	100	10000
32	70	4900	60	3600
33	70	4900	100	10000
34	80	6400	90	8100
35	70	4900	70	4900
36	80	6400	80	6400
37	90	8100	100	10000
38	90	8100	90	8100
39	60	3600	70	4900
40	70	4900	80	6400
41	90	8100	70	4900
42	80	6400	70	4900
43	70	4900	80	6400
44	70	4900	50	2500
45	80	6400	70	4900
46	70	4900	100	10000
47	80	6400	70	4900
Total	3790	315100	3650	291100
n	47	—	47	—
Mean	80.64	—	77.66	—
SD	14.36	—	12.89	—

TEST OF HYPOTHESES:

1. $H_0 : \mu_A = \mu_B$, there was no significant difference between the mean classes.

$H_a : \mu_A \neq \mu_B$, there was significant difference between the mean classes.

2. t-test, where $df = n_A + n_B - 2 = 92$

$$t(.05) = 1.658$$

3. Calculation for t observation (to):

A: pictorial context and prequestioning

$$\bar{x} = \frac{\sum x}{n} = 80.64 \quad n = 47$$

$$s = \sqrt{\frac{n \sum x^2 - (\sum x)^2}{n(n-1)}} = 14.36$$

B: vocabulary preteaching and prequestioning

$$\bar{x} = \frac{\sum x}{n} = 77.66 \quad n = 47$$

$$s = \sqrt{\frac{n \sum x^2 - (\sum x)^2}{n(n-1)}} = 12.89$$

$$t_o = \frac{\bar{x}_A - \bar{x}_B}{\sqrt{\frac{(n_A - 1) \cdot s_A^2 + (n_B - 1) \cdot s_B^2}{n_A + n_B - 2} \left(\frac{1}{n_A} + \frac{1}{n_B} \right)}} = 1.09$$

4. Conclusion:

Because $t_o < t$ table, thus H_o was accepted.

So we concluded that at a 0.05 level there was no significant difference between The classes. The mean score of VI A was higher than VI B.

The Calculation for the Second Treatment

No	Class VI A		Class VI B	
	(XA)	(X ² A)	(XB)	(X ² B)
1	80	6400	70	4900
2	90	8100	60	3600
3	70	4900	80	6400
4	90	8100	50	2500
5	80	6400	70	4900
6	70	4900	90	8100
7	80	6400	70	4900
8	60	3600	80	6400
9	70	4900	70	4900
10	100	10000	80	6400
11	70	4900	70	4900
12	60	3600	50	2500
13	100	10000	80	6400
14	100	10000	90	8100
15	70	4900	80	6400
16	40	1600	50	2500
17	80	6400	90	8100
18	80	6400	50	2500
19	100	8100	70	4900
20	60	3600	90	8100
21	80	6400	80	6400
22	50	2500	70	4900
23	90	8100	60	3600
24	90	8100	60	3600
25	90	8100	50	2500

26	90	8100	60	3600
27	70	4900	70	4900
28	70	4900	40	1600
29	40	1600	90	8100
30	70	4900	50	2500
31	100	10000	100	10000
32	70	4900	80	6400
33	80	6400	100	10000
34	60	3600	80	6400
35	70	4900	60	3600
36	90	8100	70	4900
37	80	6400	100	10000
38	100	10000	70	4900
39	90	8100	70	4900
40	70	4900	60	3600
41	80	6400	60	3600
42	90	8100	90	8100
43	80	6400	80	6400
44	80	6400	60	3600
45	80	6400	90	8100
46	100	10000	70	4900
47	90	8100	100	10000
Total	3700	299900	3410	258500
n	47	—	47	—
Mean	78.72	—	72.55	—
SD	15.13	—	15.53	—

TEST OF HYPOTHESES:

1. H_0 : $\mu_A = \mu_B$, there was no significant difference between the mean classes.

H_a : $\mu_A \neq \mu_B$, there was significant difference between the mean classes.

2. t-test, where $df = n_A + n_B - 2 = 92$

$$t(.05) = 1.658$$

3. Calculation for t observation (to):

A: pictorial context and prequestioning

$$\bar{x} = \frac{\sum x}{n} = 78.72 \quad n = 47$$

$$s = \sqrt{\frac{n \sum x^2 - (\sum x)^2}{n(n-1)}} = 15.13$$

B: vocabulary preteaching and prequestioning

$$\bar{x} = \frac{\sum x}{n} = 72.55 \quad n = 47$$

$$s = \sqrt{\frac{n \sum x^2 - (\sum x)^2}{n(n-1)}} = 15.53$$

$$t_o = \frac{\bar{x}_A - \bar{x}_B}{\sqrt{\frac{(n_A - 1) \cdot s_A^2 + (n_B - 1) \cdot s_B^2}{n_A + n_B - 2} \left(\frac{1}{n_A} + \frac{1}{n_B} \right)}} = 2.01$$

4. Conclusion:

Because $t_o > t$ table, thus H_o was rejected.

So we concluded that at a 0.05 level there was significant difference between the classes. The mean score of VI A was higher than VI B.

The Calculation for the Third Treatment

No	Class VI A		Class VI B	
	(XA)	(X ² A)	(XB)	(X ² B)
1	60	3600	60	3600
2	70	4900	50	2500
3	80	6400	70	4900
4	100	10000	70	4900
5	70	4900	80	6400
6	60	3600	70	4900
7	100	10000	80	6400
8	60	3600	70	4900
9	50	2500	80	6400
10	100	10000	80	6400
11	90	8100	70	4900
12	80	6400	70	4900
13	90	8100	60	3600
14	90	8100	80	6400
15	80	6400	70	4900
16	70	4900	70	4900
17	90	8100	80	6400
18	60	3600	80	6400
19	90	8100	60	3600
20	80	6400	80	6400
21	80	6400	100	10000
22	60	3600	40	1600
23	100	10000	50	2500
24	70	4900	70	4900
25	60	3600	70	4900

26	100	10000	50	2500
27	80	6400	60	3600
28	80	6400	70	4900
29	60	3600	80	6400
30	60	3600	60	3600
31	90	8100	70	4900
32	70	4900	60	3600
33	100	10000	80	6400
34	80	6400	80	6400
35	80	6400	60	3600
36	100	10000	80	6400
37	70	4900	100	10000
38	100	10000	80	6400
39	70	4900	80	6400
40	90	8100	80	6400
41	70	4900	60	3600
42	90	8100	70	4900
43	70	4900	70	4900
44	80	6400	70	4900
45	70	4900	80	6400
46	70	4900	80	6400
47	60	3600	70	4900
Total	3680	297600	3350	245100
n	47	—	47	—
Mean	78.30	—	71.28	—
SD	14.34	—	11.72	—

TEST OF HYPOTHESES:

1. $H_0 : \mu_A = \mu_B$, there was no significant difference between the mean classes.

$H_a : \mu_A \neq \mu_B$, there was significant difference between the mean classes.

2. t-test, where $df = n_A + n_B - 2 = 92$

$$t(.05) = 1.658$$

3. Calculation for t observation (to):

A: pictorial context and prequestioning

$$\bar{x} = \frac{\sum x}{n} = 78.30 \quad n = 47$$

$$s = \sqrt{\frac{n \sum x^2 - (\sum x)^2}{n(n-1)}} = 14.34$$

B: vocabulary preteaching and prequestioning

$$\bar{x} = \frac{\sum x}{n} = 71.28 \quad n = 47$$

$$s = \sqrt{\frac{n \sum x^2 - (\sum x)^2}{n(n-1)}} = 11.72$$

$$t_o = \frac{\bar{x}_A - \bar{x}_B}{\sqrt{\frac{(n_A - 1) \cdot s_A^2 + (n_B - 1) \cdot s_B^2}{n_A + n_B - 2} \left(\frac{1}{n_A} + \frac{1}{n_B} \right)}} = 2.68$$

4. Conclusion:

Because $t_o > t$ table, thus H_0 was rejected.

So we concluded that at a 0.05 level there was significant difference between the classes. The mean score of VI A was higher than VI B.

The Calculation for the Fourth Treatment

No	Class VI A		Class VI B	
	(XA)	(X ² A)	(XB)	(X ² B)
1	90	8100	40	1600
2	60	3600	70	4900
3	80	6400	90	8100
4	100	10000	90	8100
5	90	8100	60	3600
6	50	2500	90	8100
7	100	10000	90	8100
8	80	6400	70	4900
9	80	6400	100	10000
10	90	8100	80	6400
11	80	6400	50	2500
12	90	8100	90	8100
13	100	10000	70	4900
14	90	8100	100	10000
15	50	2500	70	4900
16	100	10000	50	2500
17	90	8100	100	10000
18	80	6400	80	6400
19	100	10000	90	8100
20	70	4900	70	4900
21	80	6400	90	8100
22	90	8100	60	3600
23	100	10000	70	4900
24	90	8100	60	3600
25	50	2500	60	3600

26	80	6400	80	6400
27	90	8100	90	8100
28	90	8100	80	6400
29	50	2500	90	8100
30	70	4900	80	6400
31	80	6400	100	10000
32	80	6400	80	6400
33	100	10000	70	4900
34	80	6400	80	6400
35	80	6400	40	1600
36	100	10000	70	4900
37	80	6400	90	8100
38	90	8100	70	4900
39	70	4900	90	8100
40	60	3600	60	3600
41	80	6400	80	6400
42	80	6400	90	8100
43	70	4900	70	4900
44	80	6400	40	1600
45	70	4900	60	3600
46	90	8100	70	4900
47	70	4900	80	6400
Total	3820	319800	3550	280100
n	47	—	47	—
Mean	81.28	—	75.53	—
SD	14.24	—	16.13	—

TEST OF HYPOTHESES:

1. $H_0 : \mu_A = \mu_B$, there was no significant difference between the mean classes.

$H_a : \mu_A \neq \mu_B$, there was significant difference between the mean classes.

2. t-test, where $df = n_A + n_B - 2 = 92$

$$t(.05) = 1.658$$

3. Calculation for t observation (to):

A: pictorial context and prequestioning

$$\bar{x} = \frac{\sum x}{n} = 81.28 \quad n = 47$$

$$s = \sqrt{\frac{n \sum x^2 - (\sum x)^2}{n(n-1)}} = 14.24$$

B: vocabulary preteaching and prequestioning

$$\bar{x} = \frac{\sum x}{n} = 75.53 \quad n = 47$$

$$s = \sqrt{\frac{n \sum x^2 - (\sum x)^2}{n(n-1)}} = 16.13$$

$$t_o = \frac{\bar{x}_A - \bar{x}_B}{\sqrt{\frac{(n_A - 1) \cdot s_A^2 + (n_B - 1) \cdot s_B^2}{n_A + n_B - 2} \left(\frac{1}{n_A} + \frac{1}{n_B} \right)}} = 1.89$$

4. Conclusion:

Because $t_o > t$ table, thus H_0 was rejected.

So we concluded that at a 0.05 level there was significant difference between the classes. The mean score of VI A was higher than VI B.

The Calculation for the Fifth Treatment

No	Class VI A		Class VI B	
	(XA)	(X ² A)	(XB)	(X ² B)
1	60	3600	70	4900
2	80	6400	60	3600
3	50	2500	70	4900
4	80	6400	80	6400
5	80	6400	50	2500
6	80	6400	70	4900
7	100	10000	90	8100
8	80	6400	60	3600
9	60	3600	90	8100
10	90	8100	100	10000
11	100	10000	60	3600
12	80	6400	70	4900
13	80	6400	50	2500
14	100	10000	80	6400
15	80	6400	70	4900
16	80	6400	60	3600
17	80	6400	100	10000
18	70	4900	70	4900
19	70	4900	70	4900
20	80	6400	90	8100
21	70	4900	90	8100
22	80	6400	90	8100
23	80	6400	80	6400
24	100	10000	70	4900
25	80	6400	80	6400

26	90	8100	50	2500
27	80	6400	90	8100
28	100	10000	50	2500
29	70	4900	60	3600
30	80	6400	40	1600
31	90	8100	90	8100
32	80	6400	70	4900
33	70	4900	70	4900
34	100	10000	100	10000
35	80	6400	80	6400
36	100	10000	90	8100
37	80	6400	80	6400
38	80	6400	80	6400
39	70	4900	70	4900
40	80	6400	80	6400
41	60	3600	50	2500
42	70	4900	70	4900
43	40	1600	70	4900
44	80	6400	50	2500
45	70	4900	60	3600
46	100	10000	80	6400
47	90	8100	90	8100
Total	3750	307300	3440	262400
n	47	—	47	—
Mean	79.79	—	73.19	—
SD	13.27	—	15.20	—

TEST OF HYPOTHESES:

1. $H_0 : \mu_A = \mu_B$, there was no significant difference between the mean classes.

$H_a : \mu_A \neq \mu_B$, there was significant difference between the mean classes.

2. t-test, where $df = n_A + n_B - 2 = 92$

$t(.05) = 1.658$

3. Calculation for t observation (to):

A: pictorial context and prequestioning

$$\bar{x} = \frac{\sum x}{n} = 79.79 \quad n = 47$$

$$s = \sqrt{\frac{n \sum x^2 - (\sum x)^2}{n(n-1)}} = 13.27$$

B: vocabulary preteaching and prequestioning

$$\bar{x} = \frac{\sum x}{n} = 73.19 \quad n = 47$$

$$s = \sqrt{\frac{n \sum x^2 - (\sum x)^2}{n(n-1)}} = 15.20$$

$$t_o = \frac{\bar{x}_A - \bar{x}_B}{\sqrt{\frac{(n_A - 1) \cdot s_A^2 + (n_B - 1) \cdot s_B^2}{n_A + n_B - 2} \left(\frac{1}{n_A} + \frac{1}{n_B} \right)}} = 2.32$$

4. Conclusion:

Because $t_o > t$ table, thus H_0 was rejected.

So we concluded that at a 0.05 level there was significant difference between the classes. The mean score of VI A was higher than VI B.

The Calculation for The Sixth Treatment

No	Class VI A		Class VI B	
	(XA)	(X ² A)	(XB)	(X ² B)
1	50	2500	60	3600
2	70	4900	70	4900
3	70	4900	80	6400
4	100	10000	70	4900
5	80	6400	90	8100
6	70	4900	70	4900
7	70	4900	60	3600
8	80	6400	80	6400
9	60	3600	60	3600
10	80	6400	100	10000
11	70	4900	70	4900
12	80	6400	80	6400
13	100	10000	50	2500
14	90	8100	60	3600
15	60	3600	90	8100
16	80	6400	50	2500
17	100	10000	70	4900
18	90	8100	80	6400
19	100	10000	80	6400
20	70	4900	80	6400
21	70	4900	80	6400
22	60	3600	50	2500
23	70	4900	80	6400
24	90	8100	50	2500
25	80	6400	60	3600

26	100	10000	70	4900
27	90	8100	80	6400
28	70	4900	60	3600
29	60	3600	70	4900
30	60	3600	60	3600
31	100	10000	70	4900
32	100	10000	80	6400
33	80	6400	80	6400
34	90	8100	70	4900
35	90	8100	70	4900
36	70	4900	60	3600
37	80	6400	100	10000
38	80	6400	60	3600
39	70	4900	70	4900
40	80	6400	60	3600
41	90	8100	80	6400
42	50	2500	60	3600
43	60	3600	60	3600
44	60	3600	60	3600
45	70	4900	60	3600
46	80	6400	100	10000
47	80	6400	80	6400
Total	3650	292500	3330	243700
n	47	—	47	—
Mean	77.66	—	70.85	—
SD	14.02	—	12.99	—

TEST OF HYPOTHESES:

1. $H_0 : \mu_A = \mu_B$, there was no significant difference between the mean classes.

$H_a : \mu_A \neq \mu_B$, there was significant difference between the mean classes.

2. t-test, where $df = n_A + n_B - 2 = 92$

$$t(.05) = 1.658$$

3. Calculation for t observation (to):

A: pictorial context and prequestioning

$$\bar{x} = \frac{\sum x}{n} = 77.66 \quad n = 47$$

$$s = \sqrt{\frac{n \sum x^2 - (\sum x)^2}{n(n-1)}} = 14.02$$

B: vocabulary preteaching and prequestioning

$$\bar{x} = \frac{\sum x}{n} = 70.85 \quad n = 47$$

$$s = \sqrt{\frac{n \sum x^2 - (\sum x)^2}{n(n-1)}} = 12.99$$

$$t_o = \frac{\bar{x}_A - \bar{x}_B}{\sqrt{\frac{(n_A - 1) \cdot s_A^2 + (n_B - 1) \cdot s_B^2}{n_A + n_B - 2} \left(\frac{1}{n_A} + \frac{1}{n_B} \right)}} = 2.52$$

4. Conclusion:

Because $t_o > t$ table, thus H_0 was rejected.

So we concluded that at a 0.05 level there was significant difference between the classes. The mean score of VI A was higher than VI B.

The Calculation for the Post Test

No	Class VI A		Class VI B	
	(XA)	(X ² A)	(XB)	(X ² B)
1	80	6400	60	3600
2	50	2500	50	2500
3	70	4900	60	3600
4	100	10000	70	4900
5	80	6400	70	4900
6	40	1600	80	6400
7	100	10000	80	6400
8	90	8100	70	4900
9	70	4900	100	10000
10	90	8100	90	8100
11	80	6400	40	1600
12	50	2500	60	3600
13	100	10000	70	4900
14	90	8100	80	6400
15	90	8100	90	8100
16	80	6400	70	4900
17	100	10000	100	10000
18	70	4900	70	4900
19	100	10000	70	4900
20	50	2500	90	8100
21	80	6400	100	10000
22	70	4900	70	4900
23	90	8100	50	2500
24	100	10000	70	4900
25	60	3600	70	4900

26	100	10000	70	4900
27	100	10000	60	3600
28	90	8100	60	3600
29	60	3600	50	2500
30	90	8100	70	4900
31	80	6400	80	6400
32	70	4900	60	3600
33	100	10000	90	8100
34	50	2500	80	6400
35	80	6400	60	3600
36	100	10000	70	4900
37	80	6400	100	10000
38	100	10000	60	3600
39	60	3600	70	4900
40	70	4900	70	4900
41	50	2500	80	6400
42	60	3600	70	4900
43	50	2500	60	3600
44	90	8100	50	2500
45	60	3600	70	4900
46	100	10000	90	8100
47	80	6400	70	4900
Total	3700	306400	3370	251100
n	47	—	47	—
Mean	78.72	—	71.70	—
SD	18.13	—	14.34	—

TEST OF HYPOTHESES:

1. H_0 : $\mu_A = \mu_B$, there was no significant difference between the mean classes.

H_a : $\mu_A \neq \mu_B$, there was significant difference between the mean classes.

2. t-test, where $df = n_A + n_B - 2 = 92$

$t(.05) = 1.658$

3. Calculation for t observation (to):

A: pictorial context and prequestioning

$$\bar{x} = \frac{\sum x}{n} = 78.72 \quad n = 47$$

$$s = \sqrt{\frac{n \sum x^2 - (\sum x)^2}{n(n-1)}} = 18.13$$

B: vocabulary preteaching and prequestioning

$$\bar{x} = \frac{\sum x}{n} = 71.70 \quad n = 47$$

$$s = \sqrt{\frac{n \sum x^2 - (\sum x)^2}{n(n-1)}} = 14.34$$

$$t_o = \frac{\bar{x}_A - \bar{x}_B}{\sqrt{\frac{(n_A - 1) \cdot s_A^2 + (n_B - 1) \cdot s_B^2}{n_A + n_B - 2} \left(\frac{1}{n_A} + \frac{1}{n_B} \right)}} = 2.15$$

4. Conclusion:

Because $t_o > t$ table, thus H_o was rejected.

So we concluded that at a 0.05 level there was significant difference between the classes. The mean score of VI A was higher than VI B.

TREATMENT 1

Lesson plan for class VI A, the experimental group 1 (taught using vocabulary preteaching and prequestioning) and for class VI B, the experimental group 2 (taught using pictorial context and prequestioning).

LESSON PLAN

Subject	: English
Skill	: Reading
Theme	: Hobbies
Level of Education	: Elementary School, grade VI
Semester	: I
Time Allocation	: 1 x 40 minutes

A. Competence

1. Basic Competence

Reading:

- The pupils are able to comprehend the content of the reading passage given.

2. Achievement Indicators

Listening:

(A) Vocabulary Preteaching and Prequestioning

Pupils are able to:

- Listen to the teacher's triggering questions
- Listen to the teacher who is reading the passage
- Listen to his friends who are reading the passage

(B) Pictorial Context and Prequestioning

Pupils are able to:

- Listen to the teacher's triggering questions
- Listen to the teacher who is reading the passage
- Listen to his friends who are reading the passage

Speaking:

(A) Vocabulary Preteaching and Prequestioning

Pupils are able to:

- Answer the teacher's triggering questions orally

(B) Pictorial Context and Prequestioning

Pupils are able to:

- Answer the teacher's triggering questions orally

Reading:

(A) Vocabulary Preteaching and Prequestioning

Pupils are able to:

- Read the vocabulary list given
- Read the reading passage loudly

(B) Pictorial Context and Prequestioning

Pupils are able to:

- Read the reading passage loudly

Writing:

(A) Vocabulary Preteaching and Prequestioning

Pupils are able to:

- Answer the objective type questions in a written way

(B) Pictorial Context and Prequestioning

Pupils are able to:

- Answer the objective type questions in a written way

B. Learning Material and Media

1. Learning Material

- A reading passage from **First Step 5**, PT Intan Pariwara.

2. Media

- Pictures about hobbies

C. Teaching and Learning Activities

1. Approach and technique

- Approach : Competency Based Approach
- Technique : a.) Vocabulary preteaching and prequestioning
b.) Pictorial context and prequestioning

2. Class activities

(A) Vocabulary Preteaching and Prequestioning

- Pupils listen to the teachers' triggering questions
- Pupils answer the teacher's triggering questions orally
- Pupils read the vocabulary list loudly
- Pupils read the reading passage given loudly
- Pupils answer the objective type questions

(B) Pictorial Context and Prequestioning

- Pupils observe the pictures
- Pupils listen to the teachers' triggering questions
- Pupils answer the triggering questions orally
- Pupils read the reading passage given loudly
- Pupils answer the objective type questions

D. Assessment

- Pupils individually are asked to answer the objective type questions based on the reading passage.

E. References

- Purwono, Drs. H. Eddy, et all. **First Step 5**. 1994. Bandung: PT Intan Pariwara

STUDENTS' WORKSHEET
(Vocabulary Preteaching and Prequestioning)

Task 1

Read the vocabulary list below carefully!

Vocabulary List

Collect	=	mengkoleksi
Stamp	=	perangko
Pen pall	=	sahabat pena
Cycling	=	bersepeda
Spend	=	menghabiskan
Enjoyable	=	menyenangkan

Task 2

Read the passage carefully!

My name is Siti Nurjanah. I am a student of an elementary school. I am in the sixth grade now. I have lots of friends in my school. Each of them has their own hobbies. Ahmad likes swimming. Every Sunday he goes to a swimming pool. Zaenab's hobby is collecting stamps. She has many pen palls. She always collects stamps from them. Mamad and Basuki like cycling very much. They always spend their holiday by cycling. Most of my friends like reading, both reading magazines and newspapers. Specially, I like reading storybooks very much. Reading a storybook is very enjoyable for me.

Task 3

Choose the best answer based on the passage!

1. Siti is a _____ of an elementary school.
 - a.) teacher
 - b.) girl
 - c.) student
 - d.) friend

2. Siti is in the _____ grade now.
 - a.) five
 - b.) fifth
 - c.) six
 - d.) sixth
3. She has lots of _____ in her school.
 - a.) pets
 - b.) teachers
 - c.) friends
 - d.) hobbies
4. What is Zaenab's hobby ?
 - a.) Cycling
 - b.) Collecting stamps
 - c.) Reading
 - d.) Swimming
5. Zaenab always gets stamps from her _____
 - a.) friends
 - b.) penpals
 - c.) teachers
 - d.) parents
6. What are Mamad and Basuki's hobbies?
 - a.) cycling
 - b.) collecting stamps
 - c.) reading
 - d.) swimming
7. What do Siti's friends like to do most ?
 - a.) cycling
 - b.) collecting stamps
 - c.) reading
 - d.) swimming

8. What does Siti like to read most?
- a.) magazines
 - b.) comic books
 - c.) newspapers
 - d.) storybooks
9. A kind of activity that we like to do is named _____
- a.) a job
 - b.) a hobby
 - c.) a career
 - d.) a sport
10. The reading passage above is about _____
- a.) games
 - b.) activities
 - c.) sports
 - d.) hobbies

STUDENTS' WORKSHEET
(Pictorial Context and Prequestioning)

Task 1

Look at the pictures below carefully then read the passage!



Picture 1



Picture 2



Picture 3



Picture 4

My name is Siti Nurjanah. I am a student of an elementary school. I am in the sixth grade now. I have lots of friends in my school. Each of them has their own hobbies. Ahmad likes swimming. Every Sunday he goes to a swimming pool. Zaenab's hobby is collecting stamps. She has many pen pals. She always collects stamps from them. Mamad and Basuki like cycling very much. They always spend their holiday by cycling. Most of my friends like reading, both reading magazines and newspapers. Specially, I like reading storybooks very much. Reading a storybook is very enjoyable for me.

Task 2

Choose the best answer based on the passage!

1. Siti is a _____ of an elementary school.
 - a.) teacher
 - b.) girl
 - c.) student
 - d.) friend
2. Siti is in the _____ grade now.
 - a.) five
 - b.) fifth
 - c.) six
 - d.) sixth
3. She has lots of _____ in her school.
 - a.) pets
 - b.) teachers
 - c.) friends
 - d.) hobbies
4. What is Zaenab's hobby ?
 - a.) Cycling
 - b.) Collecting stamps
 - c.) Reading
 - d.) Swimming

5. Zaenab always gets stamps from her _____
- a.) friends
 - b.) penpals
 - c.) teachers
 - d.) parents
6. What are Mamad and Basuki's hobbies?
- a.) cycling
 - b.) collecting stamps
 - c.) reading
 - d.) swimming
7. What do Siti's friends like to do most ?
- a.) cycling
 - b.) collecting stamps
 - c.) reading
 - d.) swimming
8. What does Siti like to read most?
- a.) magazines
 - b.) comic books
 - c.) newspapers
 - d.) storybooks
9. A kind of activity that we like to do is named _____
- a.) a job
 - b.) a hobby
 - c.) a career
 - d.) a sport
10. The reading passage above is about _____
- a.) games
 - b.) activities
 - c.) sports
 - d.) hobbies

TEACHER'S NOTE

I. Learning Outcomes

1.1 Pre – Instructional Activities

- The pupils are able to listen to the teachers' triggering questions.
- The pupils are able to answer the teacher's triggering questions orally.
- The pupils are able to identify the meaning of difficult words (pre-activities with vocabulary preteaching and pictorial context).
- The pupils are able to observe the pictures about hobbies (pre-activities with pictorial context and prequestioning).

1.2 Whilst – Instructional Activities

- The pupils are able to comprehend the passage.
- The pupils are able to answer objective type questions based on the passage.

1.3 Post – Instructional Activities

- The pupils have new information about hobbies.
- The pupils have submitted their works.

II. Teacher's Activities

2.1 Pre – Instructional Activities

a.) Pre - activities with vocabulary preteaching and prequestioning

- The teacher greets the pupils:

Pupils : "Good Morning, miss?"

Teacher : "Good Morning. How are you today?"

Pupils : "I'm fine thank you and you?"

Teacher : "I'm very well thanks."

- The teacher asks the pupils to read the vocabulary list loudly.
 - The teacher asks the pupils some triggering questions:
 1. According to you, what is called a hobby? Give example!
 2. Do you have a hobby?
 3. What is your hobby?
- b.) Pre – activities with pictorial context and prequestioning
- The teacher greets the pupils:

Pupils : “Good Morning, miss?”

Teacher : “Good Morning. How are you today?”

Pupils : “I’m fine thank you and you?”

Teacher : “I’m very well thanks.”
 - The teacher shows some pictures about hobbies to the pupils.
 - The teacher asks the pupils some triggering questions:
 1. What is the boy in picture 1 doing?
 2. What are the boys in picture 2 doing?
 3. What is the girl in picture 3 doing?
 4. From whom do you usually get your stamp?
 5. What is the girl in picture 4 doing?
 6. Swimming, cycling, collecting stamp and reading are kinds of _____
 7. How about you? What is your hobby?
 8. When do you usually swim/read magazines/play computer (depend on the pupils’ answer)?
 9. Do you usually spend your weekend/holiday/spare time/break time (depend on the pupils’ answer) by swimming, reading magazines/playing computer (depend on the pupils’ answer)?

10. Is swimming/cycling/reading magazines (depend on the pupils' answer) enjoyable for you?

11. According to you, what is called a hobby?

2.2 Whilst – Instructional Activities

- The teacher asks the pupils to listen to her/him while he/she is reading the passage.
- The teacher asks some pupils to read the passage loudly.
- The teacher asks the pupils to answer the objective type questions, which based on the passage.

2.3 Post – Instructional Activities

- The teacher asks the pupils to submit their works

III. Teaching Learning Activities

3.1. Teaching learning activities with vocabulary preteaching and prequestioning as the prereading

NO	PROCEDURE	SKILLS	TEACHING LEARNING ACTIVITIES		TIME
			TEACHER	PUPILS	
1	Greeting and Pre-Instructional Activities	Speaking	Greets the pupils	Reply the teacher's greeting	1'
		Listening	Asks the pupils triggering questions	Listen to the teacher's triggering questions	5'
		Speaking		Answer the teacher's triggering questions orally	
		Reading	Asks some pupils to read the vocabulary list loudly	Read the vocabulary list loudly	4'
2	Whilst-Instructional Activities	Listening	Reads the passage	Listen to the teacher who is reading the passage	8'
		Reading	Asks some pupils to read the passage Loudly	Read the passage loudly	8'
		Listening		Listen to his/her friends who are reading the passage	
		Writing	Asks the pupils to answer the objective type questions, which based on the passage	Answer the objective type questions in a written way	11'
3	Post-Instructional Activities		Asks the pupils to submit their works	Submit their works	3'

3.2 Teaching learning activities with pictorial context and prequestioning as the prereading

NO	PROCEDURE	SKILLS	TEACHING LEARNING ACTIVITIES		TIME
			TEACHER	PUPILS	
1	Greeting and Pre-Instructional Activities	Speaking	Greets the pupils	Reply the teacher's greeting	1'
			Shows some pictures about hobbies	Observe the pictures	2'
		Listening	Asks the pupils triggering questions	Listen to the teacher's triggering questions	7'
		Speaking		Answer the teacher's triggering questions orally	
2	Whilst-Instructional Activities	Listening	Reads the passage	Listen to the teacher who is reading the passage	8'
		Reading	Asks some pupils to read the passage Loudly	Read the passage loudly	8'
		Listening		Listen to his/her friends who are reading the passage	
		Writing	Asks the pupils to answer the objective type questions, which based on the passage	Answer the objective type questions in a written way	11'
3	Post-Instructional Activities		Asks the pupils to submit their works	Submit their works	3'

ANSWER KEY

- Answer key for prequestioning of class VI A (taught using vocabulary preteaching and prequestioning):
 1. A hobby is a kind of activity that we like to do (any possible answers).
 2. Yes, I do; or
No, I do not.
 3. My hobby is swimming/collecting stamp/reading magazines /playing computer/etc (any possible answers).

- Answer key for prequestioning of class VI B (taught using pictorial context and prequestioning):
 1. He is swimming.
 2. They are cycling.
 3. She is collecting stamp.
 4. From my friends/my father/my mother/my penpall/etc (any possible answers).
 5. She is reading a book.
 6. Hobbies.
 7. My hobby is swimming/collecting stamp/reading magazines /playing computer/etc (any possible answers).
 8. I usually swim on the weekend/ I usually read magazine after school/ etc (any possible answers).
 9. Yes, I do; or
No, I do not.
 10. Yes, I do; or
No, I do not.
 11. A hobby is a kind of activity that we like to do (any possible answers).

- **Answer key for the objective questions:**

1. C
2. D
3. C
4. B
5. B
6. A
7. C
8. D
9. B
10. D

TREATMENT 2

Lesson plan for class VI A, the experimental group 1 (taught using vocabulary preteaching and prequestioning) and for class VI B, the experimental group 2 (taught using pictorial context and prequestioning).

LESSON PLAN

Subject : English
 Skill : Reading
 Theme : Sports
 Level of Education : Elementary School, grade VI
 Semester : I
 Time Allocation : 1 x 40 minutes

A. Competence

1. Basic Competence

Reading:

- The pupils are able to comprehend the content of the reading passage given.

2. Achievement Indicators

Listening:

(A) Vocabulary Preteaching and Prequestioning

Pupils are able to:

- Listen to the teacher's triggering questions
- Listen to the teacher who is reading the passage
- Listen to his friends who are reading the passage

(B) Pictorial Context and Prequestioning

Pupils are able to:

- Listen to the teacher's triggering questions
- Listen to the teacher who is reading the passage
- Listen to his friends who are reading the passage

Speaking:

(A) Vocabulary Preteaching and Prequestioning

Pupils are able to:

- Answer the teacher's triggering questions orally

(B) Pictorial Context and Prequestioning

Pupils are able to:

- Answer the teacher's triggering questions orally

Reading:

(A) Vocabulary Preteaching and Prequestioning

Pupils are able to:

- Read the vocabulary list given
- Read the reading passage loudly

(B) Pictorial Context and Prequestioning

Pupils are able to:

- Read the reading passage loudly

Writing:

(A) Vocabulary Preteaching and Prequestioning

Pupils are able to:

- Answer the objective type questions in a written way

(B) Pictorial Context and Prequestioning

Pupils are able to:

- Answer the objective type questions in a written way

B. Learning Material and Media

1. Learning Material

- A reading passage from **Lado English Series 2**, Regents Publishing Company, Inc.

2. Media

- Pictures about sports

C. Teaching and Learning Activities

1. Approach and technique

- Approach : Competency Based Approach
- Technique : a.) Vocabulary preteaching and prequestioning
b.) Pictorial context and prequestioning

2. Class activities

(A) Vocabulary Preteaching and Prequestioning

- Pupils listen to the teachers' triggering questions
- Pupils answer the teacher's triggering questions orally
- Pupils read the vocabulary list loudly
- Pupils read the reading passage given loudly
- Pupils answer the objective type questions

(B) Pictorial Context and Prequestioning

- Pupils observe the pictures
- Pupils listen to the teachers' triggering questions
- Pupils answer the triggering questions orally
- Pupils read the reading passage given loudly
- Pupils answer the objective type questions

D. Assessment

- Pupils individually are asked to answer the objective type questions based on the reading passage.

E. References

- Lado, Robert. **Lado English Series 2**. 1978. New York: Regents Publishing Company, Inc.

STUDENTS' WORKSHEET
(Vocabulary Preteaching and Prequestioning)

Task 1

Read the vocabulary list below carefully!

Vocabulary List

Plan	=	merencanakan
Trip	=	perjalanan
Weather	=	cuaca
Report	=	laporan
Weatherman	=	peramal cuaca
Excited	=	gembira

Task 2

Read the passage carefully!

Nancy and Peter McCall like sports. In the summer they swim and in the winter they ski. They are planning a ski trip for this weekend, but they don't know about the weather. It's 7:30 now, and they are listening to the weather report on the radio. The weatherman is giving the weather for the weekend:

“Friday is going to be cold and cloudy, but it's not going to rain. The temperature is going to be in the thirties. It's going to snow Friday night and maybe Saturday morning. Saturday afternoon and Sunday are going to be clear, cold, and sunny.”

Now Nancy and Peter are excited. The weather is going to be perfect for a ski trip. They are going to have a wonderful weekend in the mountains.

Task 3**Choose the best answer based on the passage!**

1. Nancy and Peter _____ in the summer.
 - a.) ski
 - b.) walk
 - c.) run
 - d.) swim

2. Nancy and Peter _____ in the winter.
 - a.) ski
 - b.) walk
 - c.) run
 - d.) swim

3. Are Nancy and Peter going to ski this weekend?
 - a.) Yes, they are
 - b.) No, they aren't
 - c.) Yes, we do
 - d.) No, we don't

4. Nancy and Peter get information about the weather from the _____.
 - a.) newspaper
 - b.) radio
 - c.) television
 - d.) internet

5. How is the weather going to be on Friday?
 - a.) Cold and cloudy
 - b.) Cold and rainy
 - c.) Cool and cloudy
 - d.) Cool and rainy

6. On Friday, the temperature is going to be _____
- a.) in the thirteen
 - b.) in the forties
 - c.) in the thirties
 - d.) in the twenties
7. It's going to _____ on Friday night.
- a.) rain
 - b.) be clear
 - c.) snow
 - d.) be sunny
8. It's going to be clear, cold, and sunny on _____
- a.) Saturday morning
 - b.) Saturday afternoon
 - c.) Friday morning
 - d.) Friday afternoon
9. What are Nancy and Peter going to do on the weekend?
- a.) Climbing the mountain
 - b.) Having a ski trip
 - c.) Swimming in the pool
 - d.) Having a picnic
10. How is their weekend going to be?
- a.) Wonderful
 - b.) Bored
 - c.) Beautiful
 - d.) Uninteresting

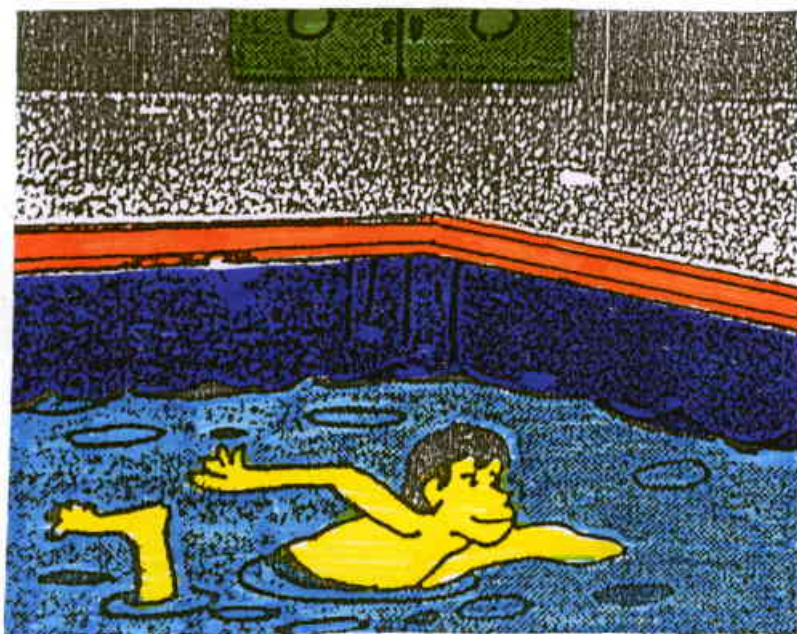
STUDENTS' WORKSHEET
(Pictorial Context and Prequestioning)

Task 1

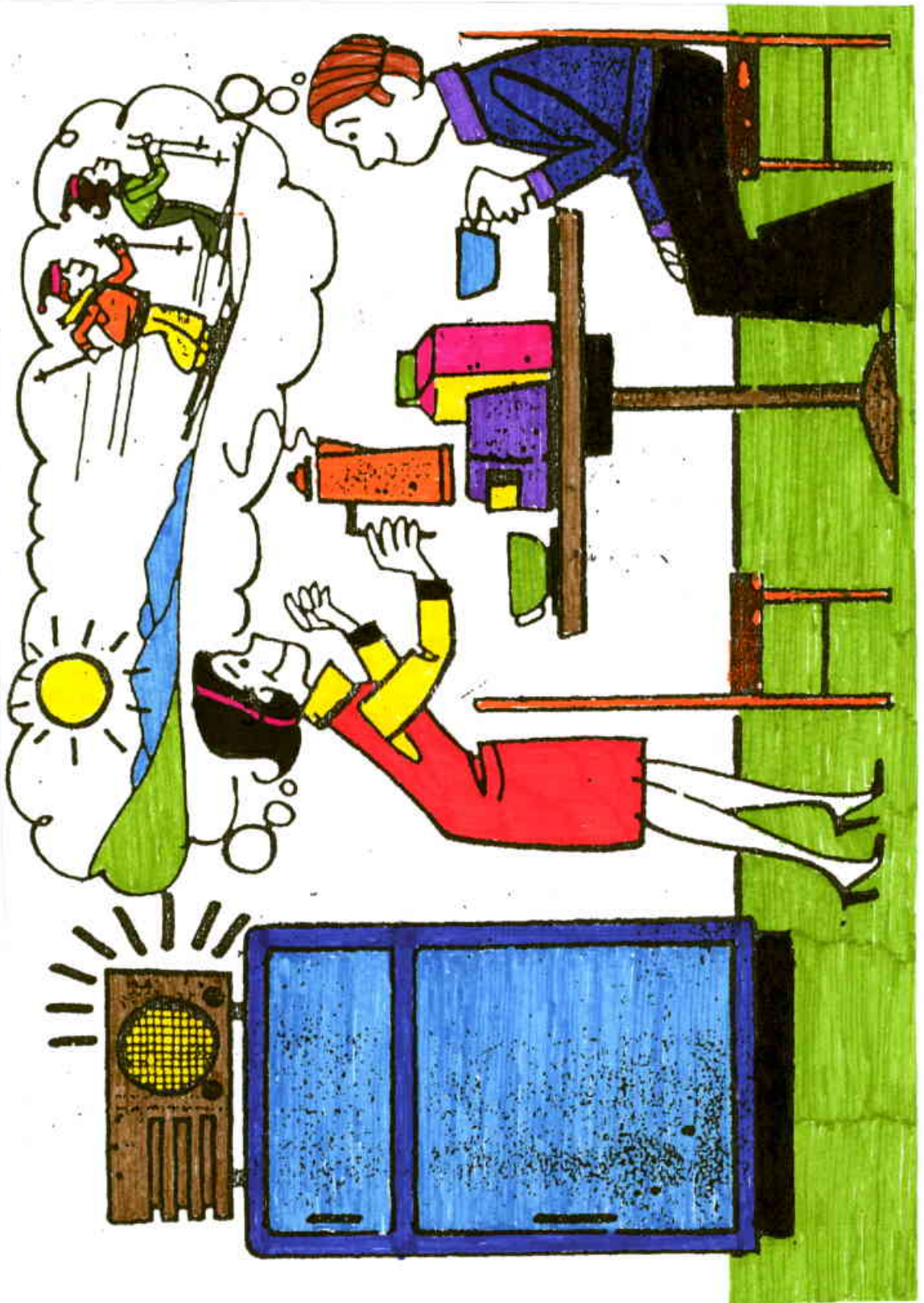
Look at the pictures below carefully then read the passage!



Picture 1



Picture 2



Picture 3

Nancy and Peter McCall like sports. In the summer they swim and in the winter they ski. They are planning a ski trip for this weekend, but they don't know about the weather. It's 7:30 now, and they are listening to the weather report on the radio. The weatherman is giving the weather for the weekend:

"Friday is going to be cold and cloudy, but it's not going to rain. The temperature is going to be in the thirties. It's going to snow Friday night and maybe Saturday morning. Saturday afternoon and Sunday are going to be clear, cold, and sunny."

Now Nancy and Peter are excited. The weather is going to be perfect for a ski trip. They are going to have a wonderful weekend in the mountains.

Task 2

Choose the best answer based on the passage!

1. Nancy and Peter _____ in the summer.
 - a.) ski
 - b.) walk
 - c.) run
 - d.) swim

2. Nancy and Peter _____ in the winter.
 - a.) ski
 - b.) walk
 - c.) run
 - d.) swim

3. Are Nancy and Peter going to ski this weekend?
 - a.) Yes, they are
 - b.) No, they aren't
 - c.) Yes, we do
 - d.) No, we don't

4. Nancy and Peter get information about the weather from the _____
- a.) newspaper
 - b.) radio
 - c.) television
 - d.) internet
5. How is the weather going to be on Friday?
- a.) Cold and cloudy
 - b.) Cold and rainy
 - c.) Cool and cloudy
 - d.) Cool and rainy
6. On Friday, the temperature is going to be _____
- a.) in the thirties
 - b.) in the forties
 - c.) in the thirties
 - d.) in the twenties
7. It's going to _____ on Friday night.
- a.) rain
 - b.) be clear
 - c.) snow
 - d.) be sunny
8. It's going to be clear, cold, and sunny on _____
- a.) Saturday morning
 - b.) Saturday afternoon
 - c.) Friday morning
 - d.) Friday afternoon
9. What are Nancy and Peter going to do on the weekend?
- a.) Climbing the mountain
 - b.) Having a ski trip
 - c.) Swimming in the pool
 - d.) Having a picnic

10. How is their weekend going to be?

- a.) Wonderful
- b.) Bored
- c.) Beautiful
- d.) Uninteresting

TEACHER'S NOTE

I. Learning Outcomes

1.1 Pre – Instructional Activities

- The pupils are able to listen to the teachers' triggering questions.
- The pupils are able to answer the teacher's triggering questions orally.
- The pupils are able to identify the meaning of difficult words (pre-activities with vocabulary preteaching and pictorial context).
- The pupils are able to observe the pictures about sports (pre-activities with pictorial context and prequestioning).

1.2 Whilst – Instructional Activities

- The pupils are able to comprehend the passage.
- The pupils are able to answer objective type questions based on the passage.

1.3 Post – Instructional Activities

- The pupils have new information about sports.
- The pupils have submitted their works.

II. Teacher's Activities

2.1 Pre – Instructional Activities

a.) Pre - activities with vocabulary preteaching and prequestioning

- The teacher greets the pupils:

Pupils : "Good Morning, miss?"

Teacher : "Good Morning. How are you today?"

Pupils : "I'm fine thank you and you?"

Teacher : "I'm very well thanks."

- The teacher asks the pupils to read the vocabulary list loudly.
 - The teacher asks the pupils some triggering questions:
 1. Do you like sports?
 2. What kinds of sports do you like?
 3. When do you usually swim? In the dry season or rainy season?
 4. When do you usually ski? In the winter or summer?
- b.) Pre – activities with pictorial context and prequestioning
- The teacher greets the pupils:

Pupils : “Good Morning, miss?”

Teacher : “Good Morning. How are you today?”

Pupils : “I’m fine thank you and you?”

Teacher : “I’m very well thanks.”
 - The teacher shows some pictures about sports to the pupils.
 - The teacher asks the pupils some triggering questions:
 1. What is the boy in picture 1 doing?
 2. What is the boy in picture 2 doing?
 3. Where do you usually swim?
 4. When do you usually swim? In the dry season or rainy season?
 5. How is the weather in the dry season?
 6. Look at picture 3! What are they thinking about?
 7. Where can you ski?
 8. Do you have plan to go to America/Canada /Australia (depend on the pupils’ answer) to ski?
 9. When do you usually ski? In the winter or summer?
 10. How is the weather in the winter?

2.2 Whilst – Instructional Activities

- The teacher asks the pupils to listen to her/him while he/she is reading the passage.
- The teacher asks some pupils to read the passage loudly.
- The teacher asks the pupils to answer the objective type questions, which based on the passage.

2.3 Post – Instructional Activities

- The teacher asks the pupils to submit their works

III. Teaching Learning Activities

3.1. Teaching learning activities with vocabulary preteaching and prequestioning as the prereading

NO	PROCEDURE	SKILLS	TEACHING LEARNING ACTIVITIES		TIME
			TEACHER	PUPILS	
1	Greeting and Pre-Instructional Activities	Speaking	Greets the pupils	Reply the teacher's greeting	1'
		Listening	Asks the pupils triggering questions	Listen to the teacher's triggering questions	5'
		Speaking		Answer the teacher's triggering questions orally	
		Reading	Asks some pupils to read the vocabulary list loudly	Read the vocabulary list loudly	4'
2	Whilst-Instructional Activities	Listening	Reads the passage	Listen to the teacher who is reading the passage	8'
		Reading	Asks some pupils to read the passage loudly	Read the passage loudly	8'
		Listening		Listen to his/her friends who are reading the passage	
		Writing	Asks the pupils to answer the objective type questions, which based on the passage	Answer the objective type questions in a written way	11'
3	Post-Instructional Activities		Asks the pupils to submit their works	Submit their works	3'

3.2 Teaching learning activities with pictorial context and prequestioning as the prereading

NO	PROCEDURE	SKILLS	TEACHING LEARNING ACTIVITIES		TIME
			TEACHER	PUPILS	
1	Greeting and Pre-Instructional Activities	Speaking	Greets the pupils	Reply the teacher's greeting	1'
			Shows some pictures about hobbies	Observe the pictures	2'
		Listening	Asks the pupils triggering questions	Listen to the teacher's triggering questions	7'
		Speaking		Answer the teacher's triggering questions orally	
2	Whilst-Instructional Activities	Listening	Reads the passage	Listen to the teacher who is reading the passage	8'
		Reading	Asks some pupils to read the passage loudly	Read the passage loudly	8'
		Listening		Listen to his/her friends who are reading the passage	
		Writing	Asks the pupils to answer the objective type questions, which based on the passage	Answer the objective type questions in a written way	11'
3	Post-Instructional Activities		Asks the pupils to submit their works	Submit their works	3'

ANSWER KEY

- Answer key for prequestioning of class VI A (taught using vocabulary preteaching and prequestioning):
 1. Yes, I do; or
No, I do not.
 2. I like swimming/playing basketball/playing football/etc (any possible answers).
 3. I usually swim in the dry season.
 4. I usually ski in the winter.

- Answer key for prequestioning of class VI B (taught using pictorial context and prequestioning):
 1. He is playing basketball.
 2. He is swimming.
 3. I usually swim in the swimming pool.
 4. I usually swim in the dry season.
 5. The weather in the dry season is hot.
 6. They are thinking about playing ski/a ski trip.
 7. I can ski in America/Canada/Australia/etc (any possible answers).
 8. Yes, I do; or
No, I do not.
 9. I usually ski in the winter.
 10. The weather in the winter is cold.

- **Answer key for the objective questions:**

1. D
2. A
3. A
4. B
5. A
6. C
7. C
8. B
9. B
10. A

TREATMENT 3

Lesson plan for class VI A, the experimental group 1 (taught using vocabulary preteaching and prequestioning) and for class VI B, the experimental group 2 (taught using pictorial context and prequestioning).

LESSON PLAN

Subject	: English
Skill	: Reading
Theme	: A Birthday Party
Level of Education	: Elementary School, grade VI
Semester	: I
Time Allocation	: 1 x 40 minutes

A. Competence

1. Basic Competence

Reading:

- The pupils are able to comprehend the content of the reading passage given.

2. Achievement Indicators

Listening:

(A) Vocabulary Preteaching and Prequestioning

Pupils are able to:

- Listen to the teacher's triggering questions
- Listen to the teacher who is reading the passage
- Listen to his friends who are reading the passage

(B) Pictorial Context and Prequestioning

Pupils are able to:

- Listen to the teacher's triggering questions
- Listen to the teacher who is reading the passage
- Listen to his friends who are reading the passage

Speaking:

(A) Vocabulary Preteaching and Prequestioning

Pupils are able to:

- Answer the teacher's triggering questions orally

(B) Pictorial Context and Prequestioning

Pupils are able to:

- Answer the teacher's triggering questions orally

Reading:

(A) Vocabulary Preteaching and Prequestioning

Pupils are able to:

- Read the vocabulary list given
- Read the reading passage loudly

(B) Pictorial Context and Prequestioning

Pupils are able to:

- Read the reading passage loudly

Writing:

(A) Vocabulary Preteaching and Prequestioning

Pupils are able to:

- Answer the objective type questions in a written way

(B) Pictorial Context and Prequestioning

Pupils are able to:

- Answer the objective type questions in a written way

B. Learning Material and Media

1. Learning Material

- A reading passage from **Lado English Series 3**, Regents Publishing Company, Inc.

2. Media

- Pictures about a birthday party

C. Teaching and Learning Activities

1. Approach and technique

- Approach : Competency Based Approach
- Technique : a.) Vocabulary preteaching and prequestioning
b.) Pictorial context and prequestioning

2. Class activities

(A) Vocabulary Preteaching and Prequestioning

- Pupils listen to the teachers' triggering questions
- Pupils answer the teacher's triggering questions orally
- Pupils read the vocabulary list loudly
- Pupils read the reading passage given loudly
- Pupils answer the objective type questions

(B) Pictorial Context and Prequestioning

- Pupils observe the pictures
- Pupils listen to the teachers' triggering questions
- Pupils answer the triggering questions orally
- Pupils read the reading passage given loudly
- Pupils answer the objective type questions

D. Assessment

- Pupils individually are asked to answer the objective type questions based on the reading passage.

E. References

- Lado, Robert. **Lado English Series 3**. 1977. New York: Regents Publishing Company, Inc.

STUDENTS' WORKSHEET
(Vocabulary Preteaching and Prequestioning)

Task 1

Read the vocabulary list below carefully!

Vocabulary List

Important	=	penting
Celebration	=	perayaan
Invite	=	mengundang
Gift / present	=	hadiah
Candle	=	lilin
Light	=	menyalakan / lampu
Turn off	=	mematikan
Blows out	=	meniup
Wish	=	permohonan
Concern	=	perhatian
Get	=	mendapatkan

Task 2

Read the passage carefully!

For many people, a birthday is one of the most important days of the year. It is a time for celebrations with family and friends. Children usually like to have parties on their birthdays. Their parents invite their friends from school for ice cream and cake, and sometimes sandwiches. Everyone sings, plays games, and eats. The children usually bring gifts too. For some children, the nicest part of the party is opening the gifts.

It is traditional to have a cake with candles on it. There is one candle for each year of the child's life. First someone lights the candles and turns off the lights. Then everyone sings "Happy Birthday." The birthday girl or boy secretly makes a wish and then blows out the candles. Some children believe that the wish will come true if they blow out all the candles on the first try.

Adults are less concerned with birthdays than children. Sometimes ***they*** have a cake with only one candle on it, because they don't like to talk about their age. They usually get presents from their families or their very best friends. Or they might just go out for a quiet dinner.

Task 3

Choose the best answer based on the passage!

1. One of the most important days of the year for many people is a _____
 - a.) valentine day
 - b.) birthday
 - c.) white day
 - d.) holiday
2. _____ usually like to celebrate their birthday.
 - a.) Teenagers
 - b.) Children
 - c.) Adults
 - d.) Babies
3. What do children like to do on their birthdays?
 - a.) Having dinner
 - b.) Going to the restaurant
 - c.) Having parties
 - d.) Going to the cafe
4. They eat _____ at the parties.
 - a.) sandwiches, noodle, and sometimes ice cream
 - b.) cake, ice cream, and sometimes sandwiches
 - c.) ice cream, hamburger, and sometimes cake
 - d.) orange juice, cake, and sometimes salad

5. At the party, everyone does these activities below, EXCEPT _____
- a.) cooks
 - b.) eats
 - c.) plays games
 - d.) sings
6. For some children, _____ is the nicest part of the party.
- a.) blowing out the candles
 - b.) singing "Happy Birthday"
 - c.) eating the cake
 - d.) opening the gifts
7. When you are twelve years old and you celebrate your birthday, how many candles will you have on your birthday cake?
- a.) One
 - b.) Twenty
 - c.) Two
 - d.) Twelve
8. What does the birthday girl or boy do before blowing out the candles?
- a.) He/She sings "Happy Birthday"
 - b.) He/She prays to the Lord
 - c.) He/She makes a wish
 - d.) He/She takes a picture
9. "Sometimes they have a cake with only one candle on it, . . ." The underlined word in paragraph 3 refers to _____
- a.) adults
 - b.) children
 - c.) teenagers
 - d.) babies

10. Adults celebrate their birthday by the following way, EXCEPT

-
- a.) they get presents from their families
 - b.) they usually have a big party with their friends
 - c.) they get presents from their very best friends
 - d.) they might just go out for a quite dinner

STUDENTS' WORKSHEET
(Pictorial Context and Prequestioning)

Task 1

Look at the pictures below carefully then read the passage!



For many people, a birthday is one of the most important days of the year. It is a time for celebrations with family and friends. Children usually like to have parties on their birthdays. Their parents invite their friends from school for ice cream and cake, and sometimes sandwiches. Everyone sings, plays games, and eats. The children usually bring gifts too. For some children, the nicest part of the party is opening the gifts.

It is traditional to have a cake with candles on it. There is one candle for each year of the child's life. First someone lights the candles and turns off the lights. Then everyone sings "Happy Birthday." The birthday girl or boy secretly makes a wish and then blows out the candles. Some children believe that the wish will come true if they blow out all the candles on the first try.

Adults are less concerned with birthdays than children. Sometimes *they* have a cake with only one candle on it, because they don't like to talk about their age. They usually get presents from their families or their very best friends. Or they might just go out for a quiet dinner.

Task 2

Choose the best answer based on the passage!

1. One of the most important days of the year for many people is a _____
 - a.) valentine day
 - b.) birthday
 - c.) white day
 - d.) holiday
2. _____ usually like to celebrate their birthday.
 - a.) Teenagers
 - b.) Children
 - c.) Adults
 - d.) Babies
3. What do children like to do on their birthdays?
 - a.) Having dinner
 - b.) Going to the restaurant
 - c.) Having parties
 - d.) Going to the café

4. They eat _____ at the parties.
- a.) sandwiches, noodle, and sometimes ice cream
 - b.) cake, ice cream, and sometimes sandwiches
 - c.) ice cream, hamburger, and sometimes cake
 - d.) orange juice, cake, and sometimes salad
5. At the party, everyone does these activities below, EXCEPT _____
- a.) cooks
 - b.) eats
 - c.) plays games
 - d.) sings
6. For some children, _____ is the nicest part of the party.
- a.) blowing out the candles
 - b.) singing "Happy Birthday"
 - c.) eating the cake
 - d.) opening the gifts
7. When you are twelve years old and you celebrate your birthday, how many candles will you have on your birthday cake?
- a.) One
 - b.) Twenty
 - c.) Two
 - d.) Twelve
8. What does the birthday girl or boy do before blowing out the candles?
- a.) He/She sings "Happy Birthday"
 - b.) He/She prays to the Lord
 - c.) He/She makes a wish
 - d.) He/She takes a picture

9. "Sometimes they have a cake with only one candle on it, . . ." The underlined word in paragraph 3 refers to _____
- a.) adults
 - b.) children
 - c.) teenagers
 - d.) babies
10. Adults celebrate their birthday by the following way, EXCEPT _____
- a.) they get presents from their families
 - b.) they usually have a big party with their friends
 - c.) they get presents from their very best friends
 - d.) they might just go out for a quite dinner

TEACHER'S NOTE

I. Learning Outcomes

1.1 Pre – Instructional Activities

- The pupils are able to listen to the teachers' triggering questions.
- The pupils are able to answer the teacher's triggering questions orally.
- The pupils are able to identify the meaning of difficult words (pre-activities with vocabulary preteaching and pictorial context).
- The pupils are able to observe the pictures about a birthday party (pre-activities with pictorial context and prequestioning).

1.2 Whilst – Instructional Activities

- The pupils are able to comprehend the passage.
- The pupils are able to answer objective type questions based on the passage.

1.3 Post – Instructional Activities

- The pupils have new information about a birthday party.
- The pupils have submitted their works.

II. Teacher's Activities

2.1 Pre – Instructional Activities

a.) Pre - activities with vocabulary preteaching and prequestioning

- The teacher greets the pupils:

Pupils : "Good Morning, miss?"

Teacher : "Good Morning. How are you today?"

Pupils : "I'm fine thank you and you?"

Teacher : "I'm very well thanks."

- The teacher asks the pupils to read the vocabulary list loudly.
- The teacher asks the pupils some triggering questions:
 1. Have you ever celebrate your birthday?
 2. How do you celebrate your birthday?
 3. Do you get many presents on your birthday?
Mention it!
 4. According to you, what is the nicest part of the party?

b.) Pre – activities with pictorial context and prequestioning

- The teacher greets the pupils:

Pupils : “Good Morning, miss?”

Teacher : “Good Morning. How are you today?”

Pupils : “I’m fine thank you and you?”

Teacher : “I’m very well thanks.”
- The teacher shows some pictures about a birthday party to the pupils.
- The teacher asks the pupils some triggering questions:
 1. Look at the picture carefully! What are they doing?
 2. What things can you see from the picture? Mention it!
 3. How many candle are there on the cake?
 4. Suppose that this is your birthday party. Will you make a wish when you blow out the candles?
 5. Is it important to celebrate your birthday?
 6. Have you ever celebrate your birthday?
 7. How do you celebrate your birthday?
 8. Whom do you usually invite to your birthday party?
 9. Do you get present from your parents/friends on your birthday? Mention it!

10. According to you, what is the nicest part of the party?

2.2 Whilst – Instructional Activities

- The teacher asks the pupils to listen to her/him while he/she is reading the passage.
- The teacher asks some pupils to read the passage loudly.
- The teacher asks the pupils to answer the objective type questions, which based on the passage.

2.3 Post – Instructional Activities

- The teacher asks the pupils to submit their works

III. Teaching Learning Activities

3.1. Teaching learning activities with vocabulary preteaching and prequestioning as the prereading

NO	PROCEDURE	SKILLS	TEACHING LEARNING ACTIVITIES		TIME
			TEACHER	PUPILS	
1	Greeting and Pre-Instructional Activities	Speaking	Greets the pupils	Reply the teacher's greeting	1'
		Listening	Asks the pupils triggering questions	Listen to the teacher's triggering questions	5'
		Speaking		Answer the teacher's triggering questions orally	
		Reading	Asks some pupils to read the vocabulary list loudly	Read the vocabulary list loudly	4'
2	Whilst-Instructional Activities	Listening	Reads the passage	Listen to the teacher who is reading the passage	8'
		Reading	Asks some pupils to read the passage Loudly	Read the passage loudly	8'
		Listening		Listen to his/her friends who are reading the passage	
		Writing	Asks the pupils to answer the objective type questions, which based on the passage	Answer the objective type questions in a written way	11'
3	Post-Instructional Activities		Asks the pupils to submit their works	Submit their works	3'

3.2 Teaching learning activities with pictorial context and prequestioning as the prereading

NO	PROCEDURE	SKILLS	TEACHING LEARNING ACTIVITIES		TIME
			TEACHER	PUPILS	
1	Greeting and Pre-Instructional Activities	Speaking	Greets the pupils	Reply the teacher's greeting	1'
			Shows some pictures about a birthday party	Observe the pictures	2'
		Listening	Asks the pupils triggering questions	Listen to the teacher's triggering questions	7'
		Speaking		Answer the teacher's triggering questions Orally	
2	Whilst-Instructional Activities	Listening	Reads the passage	Listen to the teacher who is reading the Passage	8'
		Reading	Asks some pupils to read the passage loudly	Read the passage Loudly	8'
		Listening		Listen to his/her friends who are reading the passage	
		Writing	Asks the pupils to answer the objective type questions, which based on the passage	Answer the objective type questions in a written way	11'
3	Post-Instructional Activities		Asks the pupils to submit their works	Submit their works	3'

ANSWER KEY

- Answer key for prequestioning of class VI A (taught using vocabulary preteaching and prequestioning):
 1. Yes, I have; or
No, I have not
 2. By having dinner with my family/making a big party/etc (any possible answers).
 3. Yes, I do; or
No, I do not.
If the answer yes, pupils should mention the presents/things such as doll/watch/new dress/etc (any possible answers).
 4. Opening the gifts/eating dinner with family/blowing out the candles/etc (any possible answers) is the nicest part of the party.

- Answer key for prequestioning of class VI B (taught using pictorial context and prequestioning):
 1. They are celebrating a birthday party.
 2. Table, glasses, cake, candles, presents/gifts, balloon, and bottle.
 3. There are seven candles on the cake.
 4. Yes, I will; or
No, I will not.
 5. Yes, it is; or
No, it is not.
 6. Yes, I have; or
No, I have not.
 7. By having dinner with my family/making a big party/etc (any possible answers).
 8. I usually invite my friends, my grandparents, my neighbor, etc (any possible answer) to my birthday party.

9. Yes, I do: or

No, I do not.

If the answer yes, pupils should mention the presents/things such as doll/watch/new dress/etc (any possible answers).

10. Opening the gifts/eating dinner with my family/blowing out the candles/etc (any possible answers) is the nicest part of the party.

- Answer key for the objective questions:

1. B

2. B

3. C

4. B

5. A

6. D

7. D

8. C

9. A

10. B

TREATMENT 4

Lesson plan for class VI A, the experimental group 1 (taught using vocabulary preteaching and prequestioning) and for class VI B, the experimental group 2 (taught using pictorial context and prequestioning).

LESSON PLAN

Subject	: English
Skill	: Reading
Theme	: My Activities
Level of Education	: Elementary School, grade VI
Semester	: I
Time Allocation	: 1 x 40 minutes

A. Competence

1. Basic Competence

Reading:

- The pupils are able to comprehend the content of the reading passage given.

2. Achievement Indicators

Listening:

(A) Vocabulary Preteaching and Prequestioning

Pupils are able to:

- Listen to the teacher's triggering questions
- Listen to the teacher who is reading the passage
- Listen to his friends who are reading the passage

(B) Pictorial Context and Prequestioning

Pupils are able to:

- Listen to the teacher's triggering questions
- Listen to the teacher who is reading the passage
- Listen to his friends who are reading the passage

Speaking:

(A) Vocabulary Preteaching and Prequestioning

Pupils are able to:

- Answer the teacher's triggering questions orally

(B) Pictorial Context and Prequestioning

Pupils are able to:

- Answer the teacher's triggering questions orally

Reading:

(A) Vocabulary Preteaching and Prequestioning

Pupils are able to:

- Read the vocabulary list given
- Read the reading passage loudly

(B) Pictorial Context and Prequestioning

Pupils are able to:

- Read the reading passage loudly

Writing:

(A) Vocabulary Preteaching and Prequestioning

Pupils are able to:

- Answer the objective type questions in a written way

(B) Pictorial Context and Prequestioning

Pupils are able to:

- Answer the objective type questions in a written way

B. Learning Material and Media

1. Learning Material

- A reading passage from **Lado English Series 2**, Regents Publishing Company, Inc.

2. Media

- Pictures about My activities

C. Teaching and Learning Activities

1. Approach and technique

- Approach : Competency Based Approach
- Technique : a.) Vocabulary preteaching and prequestioning
b.) Pictorial context and prequestioning

2. Class activities

(A) Vocabulary Preteaching and Prequestioning

- Pupils listen to the teachers' triggering questions
- Pupils answer the teacher's triggering questions orally
- Pupils read the vocabulary list loudly
- Pupils read the reading passage given loudly
- Pupils answer the objective type questions

(B) Pictorial Context and Prequestioning

- Pupils observe the pictures
- Pupils listen to the teachers' triggering questions
- Pupils answer the triggering questions orally
- Pupils read the reading passage given loudly
- Pupils answer the objective type questions

D. Assessment

- Pupils individually are asked to answer the objective type questions based on the reading passage.

E. References

- Lado, Robert. **Lado English Series 2**. 1978. New York: Regents Publishing Company, Inc.

STUDENTS' WORKSHEET
(Vocabulary Preteaching and Prequestioning)

Task 1

Read the vocabulary list below carefully!

Vocabulary List

Took	=	naik
Downtown	=	kota
Went to	=	pergi
Saw	=	melihat
Explained	=	menjelaskan
Bought	=	membeli
Guide	=	pemandu
Ate	=	makan
Drunk	=	minum
Tired	=	lelah
Interesting	=	menarik

Task 2

Read the passage carefully!

Steve and I got up at seven o'clock yesterday. We had a big breakfast. Then we took the bus downtown and went to art museum. ***It*** opened at nine o'clock. We saw some beautiful paintings. We had a guide, and he explained everything to us. I liked all the art, but Steve didn't like the modern art very much. I bought copies of two paintings. I'm going to put them on the wall of my bedroom.

At one o'clock we were very hungry, and we ate sandwiches in the museum cafeteria. I was thirsty, so I drank milk with my sandwich. After lunch we took a walk in the park. Then we went home at five o'clock. We were very tired, but we had a good time. Next week we are going to visit the science museum. It is very interesting too.

Task 3**Choose the best answer based on the passage!**

1. What time did they get up yesterday?
 - a.) At five o'clock
 - b.) At six o'clock
 - c.) At seven o'clock
 - d.) At eight o'clock
2. Where did they go?
 - a.) They went to cafeteria
 - b.) They went to an art museum
 - c.) They went to a restaurant
 - d.) They went to a science museum
3. "It opened at nine o'clock." The underlined word in paragraph 1 refers to

 - a.) A science museum
 - b.) A cafeteria
 - c.) An art museum
 - d.) A restaurant
4. They went to the art museum by _____
 - a.) train
 - b.) bus
 - c.) taxi
 - d.) car
5. What did they see there?
 - a.) Some beautiful paintings
 - b.) Some beautiful sculptures
 - c.) Some beautiful photos
 - d.) Some beautiful pictures

6. They bought _____ paintings.
- a.) one
 - b.) two
 - c.) three
 - d.) four
7. What time did they have their lunch?
- a.) At eleven o'clock
 - b.) At twelve o'clock
 - c.) At one o'clock
 - d.) At two o'clock
8. They had _____ for their lunch?
- a.) bread
 - b.) hamburgers
 - c.) cakes
 - d.) sandwiches
9. Where did they go after lunch?
- a.) They went to the mall
 - b.) They went to the hotel
 - c.) They went to the park
 - d.) They went to the cafeteria
10. Where are they going to visit next week?
- a.) A cafeteria
 - b.) A science museum
 - c.) A restaurant
 - d.) An art museum

STUDENTS' WORKSHEET
(Pictorial Context and Prequestioning)

Task 1

Look at the pictures below carefully then read the passage!



Steve and I got up at seven o'clock yesterday. We had a big breakfast. Then we took the bus downtown and went to art museum. It opened at nine o'clock. We saw some beautiful paintings. We had a guide, and he explained everything to us. I liked all the art, but Steve didn't like the modern art very much. I bought copies of two paintings. I'm going to put them on the wall of my bedroom.

At one o'clock we were very hungry, and we ate sandwiches in the museum cafeteria. I was thirsty, so I drank milk with my sandwich. After lunch we took a walk in the park. Then we went home at five o'clock. We were very tired, but we had a good time. Next week we are going to visit the science museum. It is very interesting too.

Task 2

Choose the best answer based on the passage!

1. What time did they get up yesterday?
 - a.) At five o'clock
 - b.) At six o'clock
 - c.) At seven o'clock
 - d.) At eight o'clock
2. Where did they go?
 - a.) They went to cafeteria
 - b.) They went to an art museum
 - c.) They went to a restaurant
 - d.) They went to a science museum
3. "It opened at nine o'clock." The underlined word in paragraph 1 refers to

 - a.) A science museum
 - b.) A cafeteria
 - c.) An art museum
 - d.) A restaurant

4. They went to the art museum by _____
- a.) train
 - b.) bus
 - c.) taxi
 - d.) car
5. What did they see there?
- a.) Some beautiful paintings
 - b.) Some beautiful sculptures
 - c.) Some beautiful photos
 - d.) Some beautiful pictures
6. They bought _____ paintings.
- a.) one
 - b.) two
 - c.) three
 - d.) four
7. What time did they have their lunch?
- a.) At eleven o'clock
 - b.) At twelve o'clock
 - c.) At one o'clock
 - d.) At two o'clock
8. They had _____ for their lunch?
- a.) bread
 - b.) hamburgers
 - c.) cakes
 - d.) sandwiches
9. Where did they go after lunch?
- a.) They went to the mall
 - b.) They went to the hotel
 - c.) They went to the park
 - d.) They went to the cafeteria

10. Where are they going to visit next week?

- a.) A cafeteria
- b.) A science museum
- c.) A restaurant
- d.) An art museum

TEACHER'S NOTE

I. Learning Outcomes

1.1 Pre – Instructional Activities

- The pupils are able to listen to the teachers' triggering questions.
- The pupils are able to answer the teacher's triggering questions orally.
- The pupils are able to identify the meaning of difficult words (pre-activities with vocabulary preteaching and pictorial context).
- The pupils are able to observe the pictures about my activities (pre-activities with pictorial context and prequestioning).

1.2 Whilst – Instructional Activities

- The pupils are able to comprehend the passage.
- The pupils are able to answer objective type questions based on the passage.

1.3 Post – Instructional Activities

- The pupils have new information about my activities.
- The pupils have submitted their works.

II. Teacher's Activities

2.1 Pre – Instructional Activities

a.) Pre - activities with vocabulary preteaching and prequestioning

- The teacher greets the pupils:

Pupils : “Good Morning, miss?”

Teacher : “Good Morning. How are you today?”

Pupils : “I'm fine thank you and you?”

Teacher : “I'm very well thanks.”

- The teacher asks the pupils to read the vocabulary list loudly.
 - The teacher asks the pupils some triggering questions:
 1. Have you ever visited an art museum?
 2. What did you do there?
 3. Have you ever been to the cafeteria?
 4. What did you do there?
- b.) Pre – activities with pictorial context and prequestioning
- The teacher greets the pupils:

Pupils : “Good Morning, miss?”

Teacher : “Good Morning. How are you today?”

Pupils : “I’m fine thank you and you?”

Teacher : “I’m very well thanks.”
 - The teacher shows some pictures about my activities to the pupils.
 - The teacher asks the pupils some triggering questions:
 1. What kinds of places are there in the pictures?
 2. Have you ever visited an art museum?
 3. What did you do there?
 4. Was there a guide in the art museum?
 5. How did you go to the art museum?
 6. Have you ever been to the cafeteria?
 7. What did you do there?
 8. How did you go to the cafeteria?

2.2 Whilst – Instructional Activities

- The teacher asks the pupils to listen to her/him while he/she is reading the passage.
- The teacher asks some pupils to read the passage loudly.
- The teacher asks the pupils to answer the objective type questions, which based on the passage.

2.3 Post – Instructional Activities

- The teacher asks the pupils to submit their works

III. Teaching Learning Activities

3.1. Teaching learning activities with vocabulary preteaching and prequestioning as the prereading

NO	PROCEDURE	SKILLS	TEACHING LEARNING ACTIVITIES		TIME
			TEACHER	PUPILS	
1	Greeting and Pre-Instructional Activities	Speaking	Greets the pupils	Reply the teacher's greeting	1'
		Listening	Asks the pupils triggering questions	Listen to the teacher's triggering questions	5'
		Speaking		Answer the teacher's triggering questions orally	
		Reading	Asks some pupils to read the vocabulary list loudly	Read the vocabulary list loudly	4'
2	Whilst-Instructional Activities	Listening	Reads the passage	Listen to the teacher who is reading the passage	8'
		Reading	Asks some pupils to read the passage loudly	Read the passage loudly	8'
		Listening		Listen to his/her friends who are reading the passage	
		Writing	Asks the pupils to answer the objective type questions, which based on the passage	Answer the objective type questions in a written way	11'
3	Post-Instructional Activities		Asks the pupils to submit their works	Submit their works	3'

5.2 Teaching learning activities with pictorial context and prequestioning as the prereading

NO	PROCEDURE	SKILLS	TEACHING LEARNING ACTIVITIES		TIME
			TEACHER	PUPILS	
1	Greeting and Pre-Instructional Activities	Speaking	Greets the pupils	Reply the teacher's greeting	1'
			Shows some pictures about my activities	Observe the pictures	2'
		Listening	Asks the pupils triggering questions	Listen to the teacher's triggering questions	7'
		Speaking		Answer the teacher's triggering questions Orally	
2	Whilst-Instructional Activities	Listening	Reads the passage	Listen to the teacher who is reading the Passage	8'
		Reading	Asks some pupils to read the passage loudly	Read the passage Loudly	8'
		Listening		Listen to his/her friends who are reading the passage	
		Writing	Asks the pupils to answer the objective type questions, which based on the passage	Answer the objective type questions in a written way	11'
3	Post-Instructional Activities		Asks the pupils to submit their works	Submit their works	3'

ANSWER KEY

- Answer key for prequestioning of class VI A (taught using vocabulary preteaching and prequestioning):
 1. Yes, I have; or
No, I have not.
 2. I saw many beautiful paintings/sculpture/etc (any possible answers).
 3. Yes, I have; or
No, I have not.
 4. - I ate sandwiches/hamburger/etc (any possible answers).
- I drank a glass of water/tea/coffee/etc (any possible answers).

- Answer key for prequestioning of class VI B (taught using pictorial context and prequestioning):
 1. There are an art museum and a cafeteria.
 2. Yes, I have; or
No, I have not.
 3. I saw many beautiful paintings/sculpture/etc (any possible answers).
 4. Yes, it was; or
No, it was not.
 5. I went to the art museum by car/bus/motor cycle/etc (any possible answers).
 6. Yes, I have; or
No, I have not.
 7. - I ate sandwiches/hamburger/etc (any possible answers).
- I drank a glass of water/tea/coffee/etc (any possible answers).
 8. I went to the cafeteria by car/bus/motor cycle/etc (any possible answers).

- **Answer key for the objective questions:**

1. C

2. B

3. C

4. B

5. A

6. B

7. C

8. D

9. C

10. B

TREATMENT 5

Lesson plan for class VI A, the experimental group 1 (taught using vocabulary preteaching and prequestioning) and for class VI B, the experimental group 2 (taught using pictorial context and prequestioning).

LESSON PLAN

Subject	: English
Skill	: Reading
Theme	: Dinner
Level of Education	: Elementary School, grade VI
Semester	: I
Time Allocation	: 1 x 40 minutes

A. Competence

1. Basic Competence

Reading:

- The pupils are able to comprehend the content of the reading passage given.

2. Achievement Indicators

Listening:

(A) Vocabulary Preteaching and Prequestioning

Pupils are able to:

- Listen to the teacher's triggering questions
- Listen to the teacher who is reading the passage
- Listen to his friends who are reading the passage

(B) Pictorial Context and Prequestioning

Pupils are able to:

- Listen to the teacher's triggering questions
- Listen to the teacher who is reading the passage
- Listen to his friends who are reading the passage

Speaking:

(A) Vocabulary Preteaching and Prequestioning

Pupils are able to:

- Answer the teacher's triggering questions orally

(B) Pictorial Context and Prequestioning

Pupils are able to:

- Answer the teacher's triggering questions orally

Reading:

(A) Vocabulary Preteaching and Prequestioning

Pupils are able to:

- Read the vocabulary list given
- Read the reading passage loudly

(B) Pictorial Context and Prequestioning

Pupils are able to:

- Read the reading passage loudly

Writing:

(A) Vocabulary Preteaching and Prequestioning

Pupils are able to:

- Answer the objective type questions in a written way

(B) Pictorial Context and Prequestioning

Pupils are able to:

- Answer the objective type questions in a written way

B. Learning Material and Media

1. Learning Material

- A reading passage from **Learning English 3**, Singapore Asian Publications.

2. Media

- Pictures about dinner

C. Teaching and Learning Activities

1. Approach and technique

- Approach : Competency Based Approach
- Technique : a.) Vocabulary preteaching and prequestioning
b.) Pictorial context and prequestioning

2. Class activities

(A) Vocabulary Preteaching and Prequestioning

- Pupils listen to the teachers' triggering questions
- Pupils answer the teacher's triggering questions orally
- Pupils read the vocabulary list loudly
- Pupils read the reading passage given loudly
- Pupils answer the objective type questions

(B) Pictorial Context and Prequestioning

- Pupils observe the pictures
- Pupils listen to the teachers' triggering questions
- Pupils answer the triggering questions orally
- Pupils read the reading passage given loudly
- Pupils answer the objective type questions

D. Assessment

- Pupils individually are asked to answer the objective type questions based on the reading passage.

E. References

- Lee, Rosalind B.A., Dip.Ed. **Learning English 3**. 2002. Singapore Asian Publications (S) Pte.Ltd.

STUDENTS' WORKSHEET
(Vocabulary Preteaching and Prequestioning)

Task 1

Read the vocabulary list below carefully!

Vocabulary List

Notice	=	memperhatikan
Knew	=	tahu
Told	=	mengatakan
Break time	=	waktu istirahat
Stall	=	kios
Cuttlefish	=	ikan sotong
Past	=	melewati
Advise	=	nasihat
Proper	=	tepat
Prepare	=	menyiapkan

Task 2

Read the passage carefully!

At seven o'clock, Fusheng and his family were having dinner. There were fish, meat, vegetables and soup. Fusheng's mother noticed he was not eating. She knew Fusheng was not sick. After school, he was playing happily with his sister when she was cooking. She asked him why he was not eating. Fusheng told her he was not hungry. He ate during recess at school. Mrs. Wang then remembered that Fusheng did not eat his dinner after school the day before.

"What did you have at school today, Fusheng?" asked his mother. "There is a new stall selling cuttlefish, fried fish balls and prawn crackers. I had them during break time," replied Fusheng. He also said he had some ice-cream. He walked past an ice-cream seller on his way home.

“You mustn’t stuff yourself with so much food that you can’t eat your dinner,” Mrs. Wang advised Fusheng. “It is important to have proper meals to grow healthy and strong,” she added.

The next night, Fusheng finished the whole plate of rice and the fishball soup his mother had prepared. “The food was delicious, Mother,” said Fusheng.

Task 3

Choose the best answer based on the passage!

1. A meal that we have in the evening is called _____
 - a.) breakfast
 - b.) lunch
 - c.) dinner
 - d.) supper
2. What time did Fusheng and his family have their dinner?
 - a.) At five o’clock
 - b.) At six o’clock
 - c.) At seven o’clock
 - d.) At eight o’clock
3. They had _____ for dinner.
 - a.) fish, soup, steak, and vegetables
 - b.) soup, cuttlefish, meat, and soup
 - c.) vegetable, fish, meat, and soup
 - d.) meat, salad, soup, and fish
4. Fusheng didn’t eat his dinner because _____
 - a.) he wasn’t feeling well
 - b.) he didn’t want to eat
 - c.) he didn’t like the food
 - d.) he wasn’t hungry

5. Where did Fusheng eat before dinner?
 - a.) At school
 - b.) At home
 - c.) At the canteen
 - d.) At a restaurant
6. The new stall sells _____
 - a.) cuttlefish, fried fish balls, and fried meat balls
 - b.) prawn crackers, hamburger, and fried fish balls
 - c.) fried fish balls, prawn crackers, and cuttlefish
 - d.) fried meat balls, cuttlefish, and prawn crackers
7. What did Fusheng eat before dinner?
 - a.) Cuttlefish, orange juice, fried fish balls, and fried meat balls
 - b.) Ice-cream, prawn crackers, cuttlefish, and fried fish balls
 - c.) Fried fish balls, hamburger, soft drink and cuttlefish
 - d.) Milk shake, fried meat balls, cuttlefish, and prawn crackers
8. Where did Fusheng walk past an the ice-cream seller?
 - a.) On his way home
 - b.) On his way to school
 - c.) On his way to market
 - d.) On his way to cafeteria
9. Proper meals can make us _____
 - a.) strong and handsome
 - b.) healthy and strong
 - c.) big and healthy
 - d.) handsome and smart
10. Did Fusheng eat his dinner on the next day?
 - a.) Yes, he did
 - b.) No, he didn't
 - c.) Yes, she did
 - d.) No, she didn't

STUDENTS' WORKSHEET
(Pictorial Context and Prequestioning)

Task 1

Look at the pictures below carefully then read the passage!



At seven o'clock, Fusheng and his family were having dinner. There were fish, meat, vegetables and soup. Fusheng's mother noticed he was not eating. She knew Fusheng was not sick. After school, he was playing happily with his sister when she was cooking. She asked him why he was not eating. Fusheng told her he was not hungry. He ate during recess at school. Mrs. Wang then remembered that Fusheng did not eat his dinner after school the day before.

“What did you have at school today, Fusheng?” asked his mother. “There is a new stall selling cuttlefish, fried fish balls and prawn crackers. I had them during break time,” replied Fusheng. He also said he had some ice-cream. He walked past an ice-cream seller on his way home.

“You mustn’t stuff yourself with so much food that you can’t eat your dinner,” Mrs. Wang advised Fusheng. “It is important to have proper meals to grow healthy and strong,” she added.

The next night, Fusheng finished the whole plate of rice and the fishball soup his mother had prepared. “The food was delicious, Mother,” said Fusheng.

Task 2

Choose the best answer based on the passage!

1. A meal that we have in the evening is called _____
 - a.) breakfast
 - b.) lunch
 - c.) dinner
 - d.) supper
2. What time did Fusheng and his family have their dinner?
 - a.) At five o’clock
 - b.) At six o’clock
 - c.) At seven o’clock
 - d.) At eight o’clock
3. They had _____ for dinner.
 - a.) fish, soup, steak, and vegetables
 - b.) soup, cuttlefish, meat, and soup
 - c.) vegetable, fish, meat, and soup
 - d.) meat, salad, soup, and fish

“What did you have at school today, Fusheng?” asked his mother. “There is a new stall selling cuttlefish, fried fish balls and prawn crackers. I had them during break time,” replied Fusheng. He also said he had some ice-cream. He walked past an ice-cream seller on his way home.

“You mustn’t stuff yourself with so much food that you can’t eat your dinner,” Mrs. Wang advised Fusheng. “It is important to have proper meals to grow healthy and strong,” she added.

The next night, Fusheng finished the whole plate of rice and the fishball soup his mother had prepared. “The food was delicious, Mother,” said Fusheng.

Task 2

Choose the best answer based on the passage!

1. A meal that we have in the evening is called _____
 - a.) breakfast
 - b.) lunch
 - c.) dinner
 - d.) supper
2. What time did Fusheng and his family have their dinner?
 - a.) At five o’clock
 - b.) At six o’clock
 - c.) At seven o’clock
 - d.) At eight o’clock
3. They had _____ for dinner.
 - a.) fish, soup, steak, and vegetables
 - b.) soup, cuttlefish, meat, and soup
 - c.) vegetable, fish, meat, and soup
 - d.) meat, salad, soup, and fish

4. Fusheng didn't eat his dinner because _____
- a.) he wasn't feeling well
 - b.) he didn't want to eat
 - c.) he didn't like the food
 - d.) he wasn't hungry
5. Where did Fusheng eat before dinner?
- a.) At school
 - b.) At home
 - c.) At the canteen
 - d.) At a restaurant
6. The new stall sells _____
- a.) cuttlefish, fried fish balls, and fried meat balls
 - b.) prawn crackers, hamburger, and fried fish balls
 - c.) fried fish balls, prawn crackers, and cuttlefish
 - d.) fried meat balls, cuttlefish, and prawn crackers
7. What did Fusheng eat before dinner?
- a.) Cuttlefish, orange juice, fried fish balls, and fried meat balls
 - b.) Ice-cream, prawn crackers, cuttlefish, and fried fish balls
 - c.) Fried fish balls, hamburger, soft drink and cuttlefish
 - d.) Milk shake, fried meat balls, cuttlefish, and prawn crackers
8. Where did Fusheng walk past an the ice-cream seller?
- a.) On his way home
 - b.) On his way to school
 - c.) On his way to market
 - d.) On his way to cafeteria
9. Proper meals can make us _____
- a.) strong and handsome
 - b.) healthy and strong
 - c.) big and healthy
 - d.) handsome and smart

10. Did Fusheng eat his dinner on the next day?

- a.) Yes, he did
- b.) No, he didn't
- c.) Yes, she did
- d.) No, she didn't

TEACHER'S NOTE

I. Learning Outcomes

1.1 Pre – Instructional Activities

- The pupils are able to listen to the teachers' triggering questions.
- The pupils are able to answer the teacher's triggering questions orally.
- The pupils are able to identify the meaning of difficult words (pre-activities with vocabulary preteaching and pictorial context).
- The pupils are able to observe the pictures about dinner (pre-activities with pictorial context and prequestioning).

1.2 Whilst – Instructional Activities

- The pupils are able to comprehend the passage.
- The pupils are able to answer objective type questions based on the passage.

1.3 Post – Instructional Activities

- The pupils have new information about dinner.
- The pupils have submitted their works.

II. Teacher's Activities

2.1 Pre – Instructional Activities

a.) Pre - activities with vocabulary preteaching and prequestioning

- The teacher greets the pupils:

Pupils : "Good Morning, miss?"

Teacher : "Good Morning. How are you today?"

Pupils : "I'm fine thank you and you?"

Teacher : "I'm very well thanks."

- The teacher asks the pupils to read the vocabulary list loudly.
 - The teacher asks the pupils some triggering questions:
 1. What time do you usually have your dinner?
 2. What do you usually have for your dinner?
 3. Who usually prepares your dinner?
- b.) Pre – activities with pictorial context and prequestioning
- The teacher greets the pupils:

Pupils : “Good Morning, miss?”

Teacher : “Good Morning. How are you today?”

Pupils : “I’m fine thank you and you?”

Teacher : “I’m very well thanks.”
 - The teacher shows some pictures about dinner to the pupils.
 - The teacher asks the pupils some triggering questions:
 1. What are they doing?
 2. What time do you usually have your dinner?
 3. What do you usually have for your dinner?
 4. Who usually prepares your dinner?
 5. Have you ever bought food in the stall?
 6. What kinds of food are there? Mention them!
 7. Is eating properly good for our health?

2.2 Whilst – Instructional Activities

- The teacher asks the pupils to listen to her/him while he/she is reading the passage.
- The teacher asks some pupils to read the passage loudly.
- The teacher asks the pupils to answer the objective type questions, which based on the passage.

2.3 Post – Instructional Activities

- The teacher asks the pupils to submit their works

III. Teaching Learning Activities

3.1. Teaching learning activities with vocabulary preteaching and prequestioning as the prereading

NO	PROCEDURE	SKILLS	TEACHING LEARNING ACTIVITIES		TIME
			TEACHER	PUPILS	
1	Greeting and Pre-Instructional Activities	Speaking	Greets the pupils	Reply the teacher's greeting	1'
		Listening	Asks the pupils triggering questions	Listen to the teacher's triggering questions	5'
		Speaking		Answer the teacher's triggering questions orally	
		Reading	Asks some pupils to read the vocabulary list loudly	Read the vocabulary list loudly	4'
2	Whilst-Instructional Activities	Listening	Reads the passage	Listen to the teacher who is reading the passage	8'
		Reading	Asks some pupils to read the passage loudly	Read the passage loudly	8'
		Listening		Listen to his/her friends who are reading the passage	
		Writing	Asks the pupils to answer the objective type questions, which based on the passage	Answer the objective type questions in a written way	11'
3	Post-Instructional Activities		Asks the pupils to submit their works	Submit their works	3'

3.2 Teaching learning activities with pictorial context and prequestioning as the prereading

NO	PROCEDURE	SKILLS	TEACHING LEARNING ACTIVITIES		TIME
			TEACHER	PUPILS	
1	Greeting and Pre-Instructional Activities	Speaking	Greets the pupils	Reply the teacher's greeting	1'
			Shows some pictures about dinner	Observe the pictures	2'
		Listening	Asks the pupils triggering questions	Listen to the teacher's triggering questions	7'
		Speaking		Answer the teacher's triggering questions Orally	
2	Whilst-Instructional Activities	Listening	Reads the passage	Listen to the teacher who is reading the Passage	8'
		Reading	Asks some pupils to read the passage loudly	Read the passage Loudly	8'
		Listening		Listen to his/her friends who are reading the passage	
		Writing	Asks the pupils to answer the objective type questions, which based on the passage	Answer the objective type questions in a written way	11'
3	Post-Instructional Activities		Asks the pupils to submit their works	Submit their works	3'

ANSWER KEY

- Answer key for prequestioning of class VI A (taught using vocabulary preteaching and prequestioning):
 1. I usually have dinner at six o'clock/seven o'clock/etc (any possible answers).
 2. I usually have chicken soup/fried chicken/etc (any possible answers) for my dinner.
 3. My mother/my servant/etc (any possible answers) usually prepares my dinner.

- Answer key for prequestioning of class VI B (taught using pictorial context and prequestioning):
 1. They are eating/they are having dinner.
 2. I usually have dinner at six o'clock/seven o'clock/etc (any possible answers).
 3. I usually have chicken soup/fried chicken/etc (any possible answers) for my dinner.
 4. My mother/my servant/etc (any possible answers) usually prepares my dinner.
 5. Yes, I have; or
No, I have not.
 6. Ice cream, snack, meat ball, etc (any possible answers).
 7. Yes, it is; or
No, it is not.

- Answer key for the objective questions:

1. C

2. C

3. C

4. D

5. A

6. C

7. B

8. A

9. B

10. A

TREATMENT 6

Lesson plan for class VI A, the experimental group 1 (taught using vocabulary preteaching and prequestioning) and for class VI B, the experimental group 2 (taught using pictorial context and prequestioning).

LESSON PLAN

Subject : English
 Skill : Reading
 Theme : A Baby Elephant
 Level of Education : Elementary School, grade VI
 Semester : I
 Time Allocation : 1 x 40 minutes

A. Competence

1. Basic Competence

Reading:

- The pupils are able to comprehend the content of the reading passage given.

2. Achievement Indicators

Listening:

(A) Vocabulary Preteaching and Prequestioning

Pupils are able to:

- Listen to the teacher's triggering questions
- Listen to the teacher who is reading the passage
- Listen to his friends who are reading the passage

(B) Pictorial Context and Prequestioning

Pupils are able to:

- Listen to the teacher's triggering questions
- Listen to the teacher who is reading the passage
- Listen to his friends who are reading the passage

Speaking:

(A) Vocabulary Preteaching and Prequestioning

Pupils are able to:

- Answer the teacher's triggering questions orally

(B) Pictorial Context and Prequestioning

Pupils are able to:

- Answer the teacher's triggering questions orally

Reading:

(A) Vocabulary Preteaching and Prequestioning

Pupils are able to:

- Read the vocabulary list given
- Read the reading passage loudly

(B) Pictorial Context and Prequestioning

Pupils are able to:

- Read the reading passage loudly

Writing:

(A) Vocabulary Preteaching and Prequestioning

Pupils are able to:

- Answer the objective type questions in a written way

(B) Pictorial Context and Prequestioning

Pupils are able to:

- Answer the objective type questions in a written way

B. Learning Material and Media

1. Learning Material

- A reading passage from **Learning English 3**, Singapore Asian Publications.

2. Media

- Pictures about a baby elephant

C. Teaching and Learning Activities

1. Approach and technique

- Approach : Competency Based Approach
- Technique : a.) Vocabulary preteaching and prequestioning
b.) Pictorial context and prequestioning

2. Class activities

(A) Vocabulary Preteaching and Prequestioning

- Pupils listen to the teachers' triggering questions
- Pupils answer the teacher's triggering questions orally
- Pupils read the vocabulary list loudly
- Pupils read the reading passage given loudly
- Pupils answer the objective type questions

(B) Pictorial Context and Prequestioning

- Pupils observe the pictures
- Pupils listen to the teachers' triggering questions
- Pupils answer the triggering questions orally
- Pupils read the reading passage given loudly
- Pupils answer the objective type questions

D. Assessment

- Pupils individually are asked to answer the objective type questions based on the reading passage.

E. References

- Lee, Rosalind B.A., Dip.Ed. **Learning English 3**. 2002. Singapore Asian Publications (S) Pte.Ltd.

STUDENTS' WORKSHEET
(Vocabulary Preteaching and Prequestioning)

Task 1

Read the vocabulary list below carefully!

Vocabulary List

Trunk	=	belalai
Heard	=	mendengar
Whistle	=	siulan
Saw	=	melihat
Balance	=	menyeimbangkan
Tripped	=	tersandung
Splash	=	memercikkan
Carry	=	menggendong
Back	=	punggung
Look for	=	mencari
Throw	=	menyiram
Bucket	=	ember / timba
Faithful	=	setia

Task 2

Read the passage carefully!

Jumbo was a baby elephant. His trunk was only thirty centimeters long. When he heard his father make a noise like a trumpet with his trunk, Jumbo lifted his trunk too. But the only noise he could make was a soft whistle. Jumbo saw his mother pulling leaves from a tree to eat them. He tried to do the same by balancing on two branches on the ground. He tripped and fell. He could not even fill his trunk with water and splash it over himself properly. His mother had to do it for him.

“I cannot do anything right,” said Jumbo sadly. But there was one thing he liked to do and he did it well too. He had a friend named Sabu. Jumbo carried Sabu to school on his back everyday. Sabu liked to go to school. He never missed a single lesson. After school, Sabu looked after his father’s water buffaloes. Faithful Jumbo would go to the lake to look for him.

One evening, Jumbo’s mother wanted to wash Jumbo, so she went to the lake to look for him. When she arrived, she was surprised to find that Jumbo already had helped with his bath. Sabu was throwing buckets of water all over Jumbo!

Task 3

Choose the best answer based on the passage!

1. The story above is about _____
 - a.) Jumbo’s mother
 - b.) Jumbo
 - c.) Sabu’s father
 - d.) Sabu
2. How long was Jumbo’s trunk?
 - a.) Three centimeters long
 - b.) Thirteen centimeters long
 - c.) Thirty centimeters long
 - d.) Forty centimeters long
3. _____ could make a noise like a trumpet with his trunk.
 - a.) Jumbo
 - b.) Sabu’s father
 - c.) Sabu
 - d.) Jumbo’s father

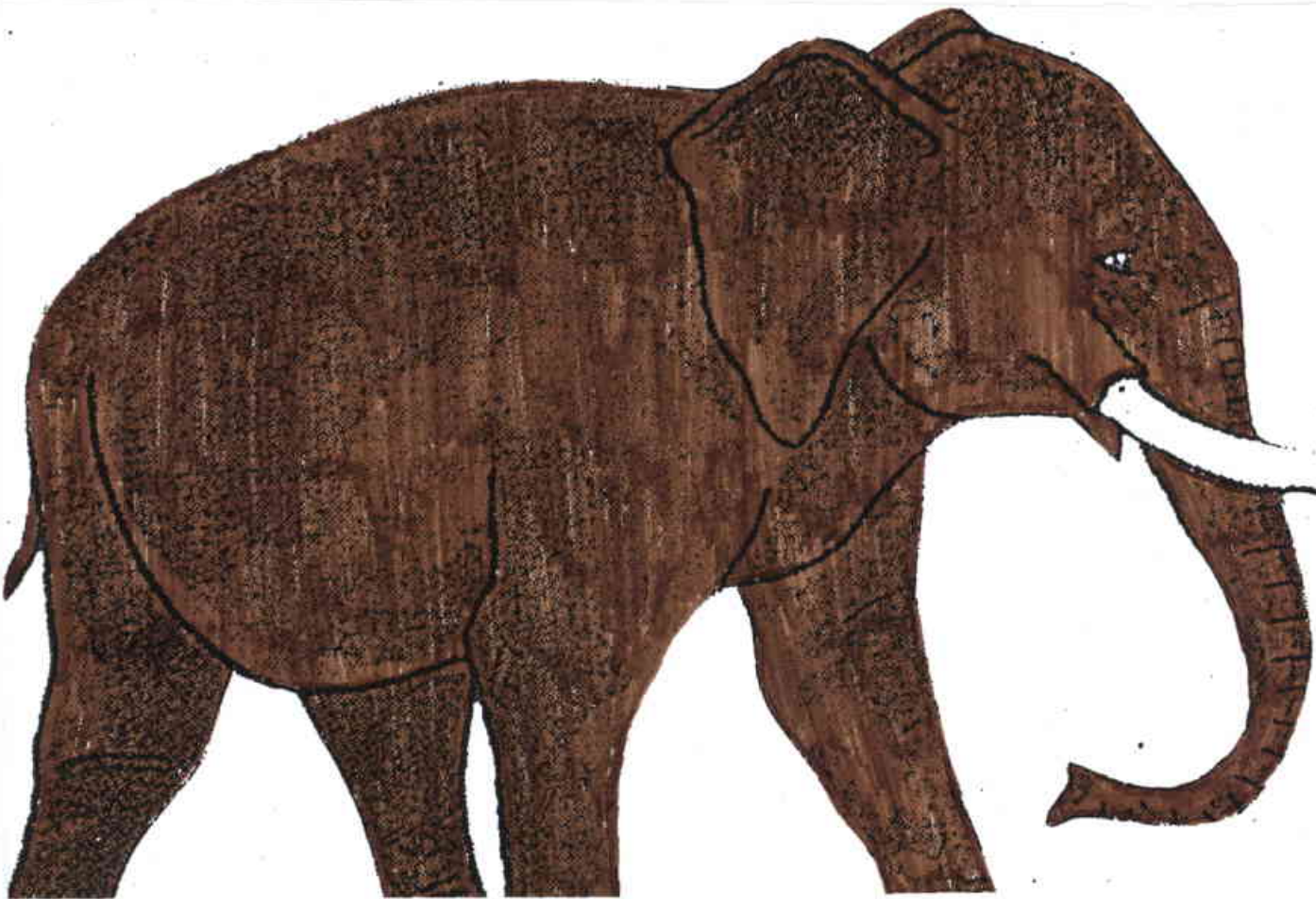
4. _____ could only make a soft whistle with his trunk.
- a.) Jumbo
 - b.) Sabu's father
 - c.) Sabu
 - d.) Jumbo's father
5. _____ usually washes Jumbo.
- a.) Jumbo's father
 - b.) Sabu's father
 - c.) Jumbo's mother
 - d.) Sabu's mother
6. One thing that Jumbo could do well was _____
- a.) making a noise with his trunk
 - b.) pulling leaves from a tree
 - c.) carrying Sabu on his back
 - d.) filling his trunk with water
7. "He never missed a single lesson." The underlined word in paragraph 2 refers to _____
- a.) Jumbo
 - b.) Sabu
 - c.) Jumbo's father
 - d.) Sabu's father
8. Sabu was _____
- a.) a child
 - b.) an elephant
 - c.) a giraffe
 - d.) a buffalo
9. Jumbo's mother looked for Jumbo to _____
- a.) the river
 - b.) the jungle
 - c.) the school
 - d.) the lake

10. A suitable title for the reading passage above is _____
- a.) Jumbo's friend
 - b.) Jumbo's trunk
 - c.) A Baby Buffalo
 - d.) A Baby Elephant

STUDENTS' WORKSHEET
(Pictorial Context and Prequestioning)

Task 1

Look at the pictures below carefully then read the passage!



Jumbo was a baby elephant. His trunk was only thirty centimeters long. When he heard his father make a noise like a trumpet with his trunk, Jumbo lifted his trunk too. But the only noise he could make was a soft whistle. Jumbo saw his mother pulling leaves from a tree to eat them. He tried to do the same by

balancing on two branches on the ground. He tripped and fell. He could not even fill his trunk with water and splash it over himself properly. His mother had to do it for him.

“I cannot do anything right,” said Jumbo sadly. But there was one thing he liked to do and he did it well too. He had a friend named Sabu. Jumbo carried Sabu to school on his back everyday. Sabu liked to go to school. He never missed a single lesson. After school, Sabu looked after his father’s water buffaloes. Faithful Jumbo would go to the lake to look for him.

One evening, Jumbo’s mother wanted to wash Jumbo, so she went to the lake to look for him. When she arrived, she was surprised to find that Jumbo already had helped with his bath. Sabu was throwing buckets of water all over Jumbo!

Task 2

Choose the best answer based on the passage!

1. The story above is about _____
 - a.) Jumbo’s mother
 - b.) Jumbo
 - c.) Sabu’s father
 - d.) Sabu
2. How long was Jumbo’s trunk?
 - a.) Three centimeters long
 - b.) Thirteen centimeters long
 - c.) Thirty centimeters long
 - d.) Forty centimeters long
3. _____ could make a noise like a trumpet with his trunk.
 - a.) Jumbo
 - b.) Sabu’s father
 - c.) Sabu
 - d.) Jumbo’s father

4. _____ could only make a soft whistle with his trunk.
- a.) Jumbo
 - b.) Sabu's father
 - c.) Sabu
 - d.) Jumbo's father
5. _____ usually washes Jumbo.
- a.) Jumbo's father
 - b.) Sabu's father
 - c.) Jumbo's mother
 - d.) Sabu's mother
6. One thing that Jumbo could do well was _____
- a.) making a noise with his trunk
 - b.) pulling leaves from a tree
 - c.) carrying Sabu on his back
 - d.) filling his trunk with water
7. "He never missed a single lesson." The underlined word in paragraph 2 refers to _____
- a.) Jumbo
 - b.) Sabu
 - c.) Jumbo's father
 - d.) Sabu's father
8. Sabu was _____
- a.) a child
 - b.) an elephant
 - c.) a giraffe
 - d.) a buffalo
9. Jumbo's mother looked for Jumbo to _____
- a.) the river
 - b.) the jungle
 - c.) the school
 - d.) the lake

10. A suitable title for the reading passage above is _____
- a.) Jumbo's friend
 - b.) Jumbo's trunk
 - c.) A Baby Buffalo
 - d.) A Baby Elephant

TEACHER'S NOTE

I. Learning Outcomes

1.1 Pre – Instructional Activities

- The pupils are able to listen to the teachers' triggering questions.
- The pupils are able to answer the teacher's triggering questions orally.
- The pupils are able to identify the meaning of difficult words (pre-activities with vocabulary preteaching and pictorial context).
- The pupils are able to observe the pictures about a baby elephant (pre-activities with pictorial context and prequestioning).

1.2 Whilst – Instructional Activities

- The pupils are able to comprehend the passage.
- The pupils are able to answer objective type questions based on the passage.

1.3 Post – Instructional Activities

- The pupils have new information about a baby elephant.
- The pupils have submitted their works.

II. Teacher's Activities

2.1 Pre – Instructional Activities

a.) Pre - activities with vocabulary preteaching and prequestioning

- The teacher greets the pupils:

Pupils : "Good Morning, miss?"

Teacher : "Good Morning. How are you today?"

Pupils : "I'm fine thank you and you?"

Teacher : "I'm very well thanks."

- The teacher asks the pupils to read the vocabulary list loudly.
 - The teacher asks the pupils some triggering questions:
 1. Have you ever seen an elephant?
 2. Where can you see an elephant?
 3. What are the characteristics of an elephant?
- b.) Pre – activities with pictorial context and prequestioning
- The teacher greets the pupils:

Pupils : “Good Morning, miss?”

Teacher : “Good Morning. How are you today?”

Pupils : “I’m fine thank you and you?”

Teacher : “I’m very well thanks.”
 - The teacher shows some pictures about a baby elephant to the pupils.
 - The teacher asks the pupils some triggering questions:
 1. What animal is this?
 2. Where can you see this animal?
 3. What are the characteristics of an elephant?
 4. An elephant can hear noise with his _____
 5. An elephant can see something with his _____
 6. An elephant can make whistle with his _____
 7. An elephant can take his foot with his _____
 8. An elephant can take a bath by splashing the water over his body with his _____
 9. An elephant can eat with his _____
 10. An elephant can carry something on his _____

2.2 Whilst – Instructional Activities

- The teacher asks the pupils to listen to her/him while he/she is reading the passage.

- The teacher asks some pupils to read the passage loudly.
- The teacher asks the pupils to answer the objective type questions, which based on the passage.

2.3 Post – Instructional Activities

- The teacher asks the pupils to submit their works

III. Teaching Learning Activities

3.1. Teaching learning activities with vocabulary preteaching and prequestioning as the prereading

NO	PROCEDURE	SKILLS	TEACHING LEARNING ACTIVITIES		TIME
			TEACHER	PUPILS	
1	Greeting and Pre-Instructional Activities	Speaking	Greets the pupils	Reply the teacher's Greeting	1'
		Listening	Asks the pupils triggering questions	Listen to the teacher's Triggering questions	5'
		Speaking		Answer the teacher's Triggering questions Orally	
		Reading	Asks some pupils to read the vocabulary list loudly	Read the vocabulary list loudly	4'
2	Whilst-Instructional Activities	Listening	Reads the passage	Listen to the teacher who is reading the Passage	8'
		Reading	Asks some pupils to read the passage loudly	Read the passage Loudly	8'
		Listening		Listen to his/her friends who are reading the passage	
		Writing	Asks the pupils to answer the objective type questions, which based on the passage	Answer the objective type questions in a written way	11'
3	Post-Instructional Activities		Asks the pupils to submit their works	Submit their works	3'

3.2 Teaching learning activities with pictorial context and prequestioning as the prereading

NO	PROCEDURE	SKILLS	TEACHING LEARNING ACTIVITIES		TIME
			TEACHER	PUPILS	
1	Greeting and Pre-Instructional Activities	Speaking	Greets the pupils	Reply the teacher's greeting	1'
			Shows some pictures about a baby elephant	Observe the pictures	2'
		Listening	Asks the pupils triggering questions	Listen to the teacher's triggering questions	7'
		Speaking		Answer the teacher's triggering questions Orally	
2	Whilst-Instructional Activities	Listening	Reads the passage	Listen to the teacher who is reading the Passage	8'
		Reading	Asks some pupils to read the passage loudly	Read the passage Loudly	8'
		Listening		Listen to his/her friends who are reading the passage	
		Writing	Asks the pupils to answer the objective type questions, which based on the passage	Answer the objective type questions in a written way	11'
3	Post-Instructional Activities		Asks the pupils to submit their works	Submit their works	3'

ANSWER KEY

- Answer key for prequestioning of class VI A (taught using vocabulary preteaching and prequestioning):
 1. Yes, I have; or
No, I have not
 2. I can see an elephant at the zoo/at the jungle/at the movie/etc (any possible answers).
 3. An elephant has small eyes, small tail, small mouth, big ears, big body, big foot, and long trunk.

- Answer key for prequestioning of class VI B (taught using pictorial context and prequestioning):
 1. This is an elephant.
 2. I can see an elephant at the zoo/at the jungle/at the movie/etc (any possible answers).
 3. An elephant has small eyes, small tail, small mouth, big ears, big body, big foot, and long trunk.
 4. Ears.
 5. Eyes.
 6. Trunk
 7. Trunk
 8. Trunk
 9. Mouth
 10. Back

- **Answer key for the objective questions:**

1. **B**
2. **C**
3. **D**
4. **A**
5. **C**
6. **C**
7. **B**
8. **A**
9. **D**
10. **D**

POST-TEST

Lesson plan for class VI A, the experimental group 1 (taught using vocabulary preteaching and prequestioning) and for class VI B, the experimental group 2 (taught using pictorial context and prequestioning).

LESSON PLAN

Subject	: English
Skill	: Reading
Theme	: A Postman
Level of Education	: Elementary School, grade VI
Semester	: I
Time Allocation	: 1 x 40 minutes

A. Competence

1. Basic Competence

Reading:

- The pupils are able to comprehend the content of the reading passage given.

2. Achievement Indicators

Listening:

(A) Vocabulary preteaching and prequestioning

Pupils are able to:

- Listen to the teacher who is reading the passage.
- Listen to his friends who are reading the passage.

(B) Pictorial Context and Prequestioning

Pupils are able to:

- Listen to the teacher who is reading the passage.
- Listen to his friends who are reading the passage.

Speaking:

(A) Vocabulary Preteaching and Prequestioning

Pupils are able to:

- Answer the teacher's greeting

(B) Pictorial Context and Prequestioning

Pupils are able to:

- Answer the teacher's greeting

Reading:

(A) Vocabulary Preteaching and Prequestioning

Pupils are able to:

- Read the reading passage

(B) Pictorial Context and Prequestioning

Pupils are able to:

- Read the reading passage

Writing:

(A) Vocabulary Preteaching and Prequestioning

Pupils are able to:

- Answer the objective type questions in a written way

(B) Pictorial Context and Prequestioning

Pupils are able to:

- Answer the objective type questions in a written way

B. Learning Material and Media

1. Learning Material

- A reading passage from **Learning English 3**, Singapore Asian Publications.

C. Teaching and Learning Activities

1. Approach

- Approach : Competency Based Approach

2. Class activities

(A) Vocabulary Preteaching and Prequestioning

- Pupils read the reading passage given
- Pupils answer the objective type questions

(B) Pictorial Context and Prequestioning

- Pupils read the reading passage given
- Pupils answer the objective type questions

D. Assessment

- Pupils individually are asked to answer the objective type questions based on the reading passage.

E. References

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STUDENTS' WORKSHEET

(vocabulary preteaching and prequestioning & pictorial context and prequestioning)

Task 1**Read the passage carefully!**

Rahim works as a postman at the post office. He gets up at six o'clock to do his daily exercises at a nearby park. Sometimes, he reads the newspaper. After breakfast, he puts on his uniform and takes a ten minutes walk to the post office. His work starts at half-past seven. Rahim is hardworking and is always punctual for work.

Rahim first sorts out the letters and parcels. He then delivers them on his scooter in the morning as well as in the afternoon. One Saturday, he had a problem. There was a letter without a complete address. The envelope had only the names of the recipient and the road.

Nevertheless, Rahim was determined to deliver the letter to the right person. He went to the housing estate nearest to the road stated on the envelope. He asked around and finally delivered the letter to the right address. The letter belonged to a housewife, who was happy to get her letter. She was very grateful and thanked him. Rahim was very modest about it. He told her that he was just doing his job.

Task 2**Choose the best answer based on the passage!**

1. Rahim is a _____, he works in the _____
 - a.) postman, post office
 - b.) doctor, hospital
 - c.) teacher, school
 - d.) scientist, laboratory

2. Rahim gets up at _____
- a.) half-past five o'clock
 - b.) six o'clock
 - c.) half-past six o'clock
 - d.) seven o'clock
3. After Rahim gets up, he usually _____
- a.) puts on his uniform
 - b.) reads the newspaper
 - c.) does his daily exercises
 - d.) walks to the post office
4. Rahim goes to work _____
- a.) by bicycle
 - b.) by scooter
 - c.) on foot
 - d.) by motor cycle
5. Rahim is a _____ worker.
- a.) lazy
 - b.) kind
 - c.) busy
 - d.) diligent
6. Rahim delivers the letters and parcels _____
- a.) by scooter
 - b.) by bicycle
 - c.) by motor cycle
 - d.) on foot
7. One day Rahim had a problem. His problem was _____
- a.) A letter without complete address
 - b.) A letter without complete name of the recipient
 - c.) A parcel without complete address
 - d.) A parcel without complete name of the recipient

8. Did Rahim solve his problem?
- a.) No, she didn't
 - b.) Yes, she did
 - c.) No, he didn't
 - d.) Yes, he did
9. How did the housewife feel when she got the letter?
- a.) Sad
 - b.) Happy
 - c.) Angry
 - d.) Satisfy
10. The stuffs bellow are needed when we want to send a letter, EXCEPT
-
- a.) an envelope
 - b.) a stamp
 - c.) a book
 - d.) a paper

TEACHER'S NOTE

I. Learning Outcomes

1.1 Pre – Instructional Activities

- Pupils greet the teacher

1.2 Whilst – Instructional Activities

- The pupils are able to comprehend the passage
- The pupils are able to answer objective type questions based on the passage

1.3 Post – Activities

- The pupils have a new information about a postman
- The pupils have submitted their works

II. Teacher's Activities

2.1 Pre – Instructional Activities

a.) Pre - activities with vocabulary preteaching and prequestioning

- The teacher greets the pupils:
 - Pupils : “Good Morning, miss?”
 - Teacher : “Good Morning. How are you today?”
 - Pupils : “I’m fine thank you and you?”
 - Teacher : “I’m very well thanks.”

- The teacher distributes the materials to the pupils

b.) Pre – activities with pictorial context and prequestioning

- The teacher greets the pupils:
 - Pupils : “Good Morning, miss?”
 - Teacher : “Good Morning. How are you today?”
 - Pupils : “I’m fine thank you and you?”
 - Teacher : “I’m very well thanks.”

- The teacher distributes the materials to the pupils

2.2 Whilst – Instructional Activities

- The teacher asks the pupils to listen to him/her while he/she is reading the reading passage
- The teacher asks the pupils to read the reading passage by themselves
- The teacher asks the pupils to answer the objective type questions, which based on the passage

2.3 Post – Instructional Activities

- The teacher asks the pupils to submit their works

III. Teaching Learning Activities

3.1. Teaching learning activities with vocabulary preteaching and prequestioning as the prereading

NO	PROCEDURE	SKILLS	TEACHING LEARNING ACTIVITIES		TIME
			TEACHER	PUPILS	
1	Greeting and Pre-Instructional Activities	Speaking	Greets the pupils	Reply the teacher's greeting	2'
			Distributes the materials to the pupils	Receive the material from the teacher	4'
2	Whilst-Instructional Activities	Listening	Reads the passage	Listen to the teacher who is reading the passage	8'
		Reading	Asks the pupils to read the passage by themselves	Read the passage by themselves	8'
		Listening		Listen to his/her friends who are reading the passage	
		Writing	Asks the pupils to answer the objective type questions, which based on the passage	Answer the objective type questions in a written way	11'
3	Post-Instructional Activities		Asks the pupils to submit their works	Submit their works and discussion	7'

3.2 Teaching learning activities with pictorial context and prequestioning as the prereading

NO	PROCEDURE	SKILLS	TEACHING LEARNING ACTIVITIES		TIME
			TEACHER	PUPILS	
1	Greeting and Pre-Instructional Activities	Speaking	Greets the pupils	Reply the teacher's greeting	2'
			Distributes the materials to the pupils	Receive the material from the teacher	4'
2	Whilst-Instructional Activities	Listening	Reads the passage	Listen to the teacher who is reading the passage	8'
		Reading	Asks the pupils to read the passage by themselves	Read the passage by themselves	8'
		Listening		Listen to his/her friends who are reading the passage	
		Writing	Asks the pupils to answer the objective type questions, which based on the passage	Answer the objective type questions in a written way	11'
3	Post-Instructional Activities		Asks the pupils to submit their works	Submit their works and discussion	7'

ANSWER KEY

1. A
2. B
3. C
4. C
5. D
6. A
7. A
8. D
9. B
10. C