

**THE EFFECTIVENESS OF *EDU-GAMES SOFTWARE* (CD-ROM) AS
MEDIA IN THE ENGLISH TEACHING-LEARNING PROCESS TO
IMPROVE VOCABULARY MASTERY OF THE FIFTH GRADE
STUDENTS OF SD KANISIUS WONOSARI II**

A Thesis

**Presented as Partial Fulfillment of the Requirements for the Attainment of
the Degree of *Sarjana Pendidikan* in English Education**



By

HEVI DE VILLANOVA

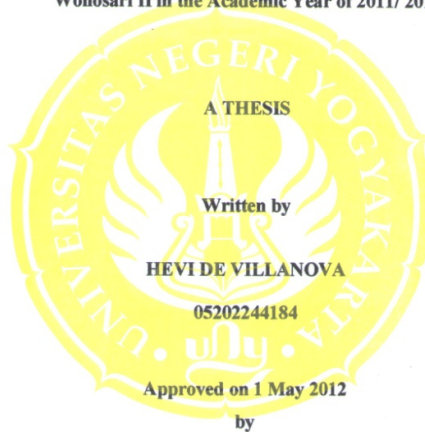
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FACULTY OF LANGUAGES AND ARTS
STATE UNIVERSITY OF YOGYAKARTA
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THE EFFECTIVENESS OF *EDU-GAMES SOFTWARE* (CD-ROM) AS
MEDIA IN THE ENGLISH TEACHING-LEARNING PROCESS TO
IMPROVE VOCABULARY MASTERY OF THE FIFTH GRADE
STUDENTS OF SD KANISIUS WONOSARI II

An experimental research of the fifth grade students at SD Kanisius
Wonosari II in the Academic Year of 2011/ 2012



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STUDENTS OF SD KANISIUS WONOSARI II**


A THESIS

Accepted by the Board Examiners of the Faculty of Language and Arts of
State University of Yogyakarta on May 30, 2012 and declared to have
fulfilled the requirement for the attainment of a *Sarjana Pendidikan* Degree
in English Education

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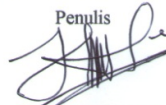
Judul : **The Effectiveness of *Edu-Games Software* (CD-ROM)
As Media In The Teaching-Learning Process to
Improve Vocabulary Mastery of The Fifth Grade
Students of SD Kanisius Wonosari II**

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Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, Januari 2012

Penulis



Hevi de Villanova

DEDICATION

This thesis is especially dedicated to :

- My beloved Mother < Y. Sumarni > and My Father
< FX. Suyanto >

You are the reason I want to finish this thesis. Sorry for waiting too long. For every sweat and tear you drop in taking care of me. Only God can give you the reward. The supports from all of you are so meaningful to me. I am proud of being your son. I love you mom and dad.

- My beloved little sisters: Rima and Merlin

Thank you for your support. You always give me motivation so that I can finish my thesis. I love you.

- My almamater English Education Department
UNY

Thanks for the leadership education, inspirations, and discussions.

Mottos

"Success . . . seems to be connected with action.

Successful men keep moving. They make
mistakes, but they don't quit"

_ Conrad Hilton _

"Do a little more each day than you think you
possibly can"

_ Lowell Thomas _

"Be yourself and never give up"

_ The Researcher _

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I hope that this thesis would be useful for the readers; however, I realize that this thesis is far from being perfect. Therefore, any criticisms, ideas and suggestions for the improvement of this thesis are greatly appreciated.

Yogyakarta, February 17th 2012

Hevi de Villanova

TABLE OF CONTENTS

| | |
|--|------------|
| TITLE | i |
| APPROVAL | ii |
| RATIFICATION | iii |
| DECLARATION | iv |
| DEDICATIONS | v |
| MOTTOS | vi |
| ACKNOWLEDGMENTS | vii |
| TABLE OF CONTENTS | ix |
| LIST OF TABLES | xii |
| LIST OF APPENDICES | xiv |
| ABSTRACT | xv |
| CHAPTER I INTRODUCTION | |
| A. Background to the Problem..... | 1 |
| B. Identification of the Problem..... | 4 |
| C. Limitation of the Problem | 7 |
| D. Formulation of the Problem | 8 |
| E. The objective of the Study..... | 9 |
| F. Significance of the Study..... | 9 |
| CHAPTER II REVIEW OF RELATED THOERIES | |
| A. Literature Review | 10 |
| 1. Vocabulary | 10 |
| a. Definitions of Vocabulary | 10 |
| b. Vocabulary Mastery..... | 12 |
| c. The Importance of Vocabulary | 13 |
| 2. Teaching Vocabulary to Children..... | 15 |
| a. The Characteristic of Children..... | 15 |
| b. Techniques in Teaching Vocabulary to Children | 19 |
| c. Effective Vocabulary Teaching Especially for Children | 21 |

| | |
|---|----|
| 3. Media | 22 |
| a. The Definition of Media..... | 22 |
| b. The Purpose of Media | 23 |
| c. <i>Edu-Games Software</i> | 24 |
| 4. Teaching Vocabulary using <i>Edu-Games Software</i> (CD-ROM).... | 25 |
| B. Review of Related Studies | 26 |
| C. Conceptual Framework | 27 |
| D. Hypothesis..... | 29 |

CHAPTER III RESEARCH METHOD

| | |
|---|----|
| A. Research Type | 30 |
| B. Research Variables | 30 |
| C. Research Design | 31 |
| D. Research Population and Sample | 32 |
| E. Research Instrument | 33 |
| 1. The Validity of the Instrument..... | 34 |
| 2. Reliability of the test Instrument | 37 |
| F. Procedure of Data Collection..... | 38 |
| G. Data Analysis Technique | 40 |
| 1. Data Categorization of the Students' Vocabulary Mastery..... | 41 |
| 2. Descriptive Statistics..... | 42 |
| 3. Inferential Statistics | 42 |

CHAPTER IV RESEARCH FINDINGS

| | |
|---|----|
| A. Data Description..... | 44 |
| 1. Data of the Experimental Group..... | 45 |
| 2. Data of the Control Group..... | 48 |
| 3. Data on the Effect of using <i>Edu-Games Software</i> to improve Students' Vocabulary Mastery between the Experimental and Control Group | 51 |

| | |
|--|-----------|
| B. Result of Data Analysis..... | 52 |
| 1. Test of Normality..... | 53 |
| 2. Test of Homogeneity | 54 |
| 3. Test of Hypothesis | 55 |
| C. Interpretation | 57 |
| CHAPTER V CONCLUSIONS, IMPLICATION, AND SUGGESTIONS | |
| A. Conclusions | 59 |
| B. Implication | 61 |
| C. Suggestions..... | 61 |
| BIBLIOGRAPHY | 63 |
| APPENDICES | 65 |

LIST O F TABLES

Table

| | | |
|-----|--|----|
| 1. | The Pre-test and Post-test Group Design | 31 |
| 2. | The Research Population | 32 |
| 3. | The Distribution of Treatment in Population | 33 |
| 4. | The Blueprint of the Vocabulary Test (Pre-test) | 34 |
| 5. | The Blueprint of the Vocabulary Test (Post-test) | 35 |
| 6. | Description of the test item before the try-out..... | 36 |
| 7. | Description of the test item after the try-out..... | 37 |
| 8. | Value of the Reliability Coefficient | 38 |
| 9. | Schedule of the Implementation of the Research | 39 |
| 10. | The Schedule of Research in the Experimental Group | 40 |
| 11. | The Categorization of the Students' Vocabulary Achievement | 41 |
| 12. | The Category of Students' Vocabulary Mastery | 42 |
| 13. | Categorization of the Students' Vocabulary Mastery based on Pre-Test Scores of the Experimental Group | 45 |
| 14. | Descriptive Analysis on Vocabulary Mastery Pre-Test Scores of the Experimental Group | 46 |
| 15. | Categorization of the Students' Vocabulary Mastery based on Post-Test Scores of the Experimental Group..... | 46 |
| 16. | Descriptive Analysis on Vocabulary Mastery Post-Test Scores of the Experimental Group | 47 |
| 17. | Statistical Data on Pre-Test and Post-Test Scores of the Students' Vocabulary Mastery of the Experimental Group..... | 48 |
| 18. | Categorization of the Students' Vocabulary Mastery based-on Pre-Test Scores of the Control Group..... | 49 |
| 19. | Descriptive Analysis on Vocabulary Mastery Pre Test Score of the Control Group | 49 |
| 20. | Categorization of the Students' Vocabulary Mastery based -on Post-Test Scores of the Control Group | 50 |
| 21. | Descriptive Analysis on Vocabulary Mastery Post-Test Score of the Control Group | 50 |

| | | |
|-----|---|----|
| 22. | Statistical Data on Pre- and Post-Test Scores of the Students' Vocabulary Mastery of the Control Group..... | 51 |
| 23. | Statistical Data on the Effect of using <i>Edu-Games Software</i> (CD-ROM) to improve vocabulary mastery between the Experimental and Control Groups..... | 52 |
| 24. | Normality Test Result of Students' Vocabulary Mastery Pre-test..... | 53 |
| 25. | Normality Test Result of Students' Vocabulary Mastery Post-test..... | 53 |
| 26. | Result of the Homogeneity Test of each Variable (X1: Pre-Test); X2: Post-Test) | 54 |
| 27. | Result of Matched-test..... | 56 |
| 28. | The Mean Score of Vocabulary Mastery Test..... | 56 |

LIST OF APPENDICES

Appendices

1. Research Instrument
2. Validity and Reliability of the Instrument
3. The Final Instrument
4. Lesson Plan
5. Descriptive Statistics Computation
6. Inferential Statistics Computation
7. Research Permits

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ABSTRACT

The objective of this research is to know whether or not there is a significant difference in the vocabulary mastery between the students who are taught by using *Edu-Games Software* (CD-ROM) and those who are not taught by using *Edu-Games Software* (CD-ROM).

This research is quasi-experimental research in which the choice of the research sample was done randomly. The sample of this research consisted of 35 students (two classes). The two classes were class 5 A as the experimental group and 5 B as the control group. The data were collected by using a vocabulary test. The two groups were given pre-test (before the experiment was conducted) and the post-test (after the experiment). During the research, the students of 5 A or the experimental group were taught vocabulary by using *Edu-Games Software* (CD-ROM) as media in the English teaching and learning process, while the control group were not taught by using *Edu-Games Software* (CD-ROM). From the try-out, it was found out that 37 items of the vocabulary mastery test were valid with the reliability of 0.897. The data were collected by means of a descriptive and an inferential statistics technique. The test of normality and homogeneity were conducted before the test of hypothesis was applied.

The data show that the vocabulary mastery of students who were taught using *Edu-Games Software* (CD-ROM) is in the *very high* category. The mean of the gain scores of the experimental group is 5.67, while the mean of the control group is only 1.29. Moreover, it was found that there is a significant difference in the scores of students' vocabulary mastery ($t_o = 3.654$; $p = 0.000$) between those who were taught using *Edu-Games Software* (CD-ROM) and those who were not. It can be concluded that the use of *Edu-Games Software* (CD-ROM) is good to teach vocabulary for it can increase the vocabulary mastery of the fifth grade students of SD Kanisius Wonosari II.

CHAPTER I

INTRODUCTION

A. Background of the Problem

Nowadays English plays a crucial role and therefore, it is needed in many sectors of our lives as one of the languages that are used for communication. Many people learn English so that they can interact with other people all over the world because English functions as an international language. Therefore, the Indonesian government puts English in the curriculum as one of the subjects that should be taught at school.

English, in Indonesia, has been taught to the students since in the elementary schools or even in kindergartens. English taught in elementary school is offered as a local content subject. Based on the 2006 curriculum (School Based Curriculum), English has to be taught from grade IV to grade VI. According to School Based Curriculum, one of the objectives of learning English is to develop the students' ability in English, included in the four macro language skills: reading, listening, speaking, and writing. The students are expected to be able to communicate in English with the emphasis on students' four language skills using selected topics related to their environmental needs. To achieve that objective, English teaching-learning should be focused on developing students' four language skills. To master all of the skills, students need to study also other language components, namely; grammar, pronunciation and vocabulary that have communication both oral and written. It is very important to master the language

skills, namely reading, writing, listening, and speaking skills. Therefore, vocabulary is one of the language components that are emphasized at the elementary schools.

Vocabulary includes collections of words. The words are known not only as individual words, but also as a group of words that has meaning. Learning language means learning vocabulary too. It is impossible for someone to learn a language without using vocabulary. According to Mc Carty (1990: iii) vocabulary for students is the biggest component of any language course in learning language successfully. Without it someone will not be able to make a meaningful communication. Knowing that vocabulary is important, Fries (1953:1) states that the mastery of a language is taken to mean the ability to use or even to understand “all the words of a language”. It is said that someone is able to master vocabulary whenever he/she can use it in a communication. Conversely, without vocabulary, students will not be able to make communication. Napa (1991: 6) says that vocabulary can be developed by using different methods and techniques known by such names as word games, crossword puzzles, snake coils, word selection, word definition, letter and number game, word-search, missing letters, matching, identifying, completion. All of the activities are game activities. It means that games can be used to develop vocabulary.

What is happening so far in the English teaching-learning process is that teachers do not use enough attractive techniques in presenting the materials. They teach their students in a way that students only sit and listen to them, imitate the pronounced words in English, and then follow the teachers’ instruction to do some

written exercises from the textbook. This technique results in boring atmosphere for the students in the classroom and this may cause students' low motivation to follow the classroom activities. Furthermore, the media used by the teacher are hardly varied. The common materials for formal classes are textbooks, LKS or other printed materials. Recently, many teachers have not used any teaching media as the aid in improving the students' vocabulary mastery and as the variety of teachers' techniques of teaching in the classroom. Because of the importance of learning English, it is the teachers' task to make learning vocabulary easier and enjoyable for the students. To do this, a teacher should be creative in presenting the material. One of the ways that can be used to improve students' motivation is by using various games that can be an alternative solution to handle this problem.

Games can make the students more focus in learning, because they do not feel that they are forced to learn. Games also can help the teachers to create contexts in which the language is useful and meaningful. In the whole process of teaching-learning by games, the students can take part open-mindedly. To win the games each student or group should competitively answer the questions addressed by the teacher or other students or groups. In order to do so they must understand what the teacher or others are saying or have written, and they must speak or write in order to express their own point of view or give information. A game is an amusing activity. Most children like to play games. They can get not only enjoyment but also many other benefits of playing games. According to Brewster and Elis (2002: 173), playing games can create a fun atmosphere and reduce the distance between teacher and student. So, every student can be motivated to speak

and they will learn vocabulary well. Vocabulary is basic to communication. If one does not recognize the meanings of the key words used by those who address him, he will be unable to participate in the conversation. Vocabulary has been a major resource for language use. The students need media to help them learning vocabulary and appropriate media can increase their vocabulary. CD games are media and they are easy to be used by the teacher in the teaching-learning process. There were many kinds of CD games including *Edu-Games Software* (CD-ROM). *Edu-Games Software* (CD-ROM) is interesting software which is full of games to play. Therefore, the use of *Edu-Games Software* (CD-ROM) may help increase students' vocabulary and encourage many students to sustain their interest in learning English.

B. Identification of the Problem

Vocabulary is one of the important language elements in learning language. The mastery of a language is taken to mean the ability to use or even to understand words of a language. Someone is able to master vocabulary whenever he/she can use it in communication. Therefore, vocabulary mastery is important in order to participate in communication.

There are many factors influencing vocabulary learning, such as teachers, students, materials, method, and media.

1) Teachers

Teachers have an important role in the teaching-learning process. If a teacher does not understand how to be a teacher then there is no effectiveness in teaching-learning process. According to Breen and Candlin in Nunan (1989: 84), a teacher has three main roles in the communicative classroom. The first is to act as a facilitator of the communicative process, the second is to act as a participant, and the third is to act as an observer and learner. Besides, a teacher needs also to know how to operate the learning facility, and has to master material well and present it with suitable methods. The personality of the teacher influences the students' condition in the form of the students' motivation.

2) Students

Students are one of the components that play a vital role in creating a conducive learning condition. The effectiveness of teaching-learning is influenced by the students. The process of teaching-learning might be failing if students do not pay attention to the teachers' explanation because there is no interaction between a teacher and students. According to Scott and Yteberg (1993: 6), children have many amazing abilities to absorb language through play and other activities, which they find enjoyable. Students usually feel bored in the lessons because they have lack of motivation to the achievement of language knowledge and skills. So, the use of songs, poems, games, as language activities are really suggested because these activities would keep the childrens' interest and motivation.

3) Materials

Hutchinson and Waters (1987: 106) state that materials provide stimulus for learning. Furthermore, they add that the choice of instructional material will greatly influence any educational program. Since materials affect the content, quality, and general efficiency of the instructional program, teachers should be careful in choosing, developing, and changing materials. Furthermore, Hutchinson and Waters state that teachers or an institution may wish to provide teaching materials that will fit the specific subject area of particular learners. In short, the materials will influence the quality of students' motivation in learning. The material can be from the teacher, textbook, and other sources based on the curriculum. An interesting material can make the students interested in the teaching-learning process.

4) Method

A method is a set of procedures that involves the use of specific technique in the teaching-learning process. It is necessary for teachers to achieve the goal of the English teaching-learning process in the class. The appropriateness of the method with the students, material, and the teacher will make students have more interest in the learning process in the class.

5) Media

Media as teaching aids are needed to help the students' understanding and to increase the effectiveness of the communication between teacher and students in the teaching-learning process. It is also used to stimulate the students' motivation

and students' interest to the lesson. It can be used by teachers to present their materials in the classroom more interestingly and effectively.

According to Burden and Byrd (1994: 17), practical outcome can be achieved when the teaching-learning processes use the high quality medium. A teacher may have many varieties of media and resources that are available for instructional use including audio media, multimedia, films and videos, computer-based instructional media, simulations and games.

Edu-Games Software (CD-ROM) is one of the interesting media. This software contains a full-colored picture dictionary and games which are full of challenge to play. The children can learn many things in English through visual pictures with spelling, audio and videos. In this study, the researcher chooses *Edu-Games Software* (CD-ROM) as one of the educative media to increase students' vocabulary mastery.

C. Limitation of the Problem

Based on the identification of the problem mentioned above, this research does not cover all of the problems but it focuses on the use of *Edu-Games Software* (CD-ROM) as a medium in teaching English to improve students' motivation and interest in learning vocabulary in the classroom.

There are three reasons for the researcher to use *Edu-Games Software* (CD-ROM) as media in his study. First, SD Kanisius Wonosari II will have a new computer laboratory, so it can be used for the teaching-learning process by using a medium to increase students' vocabulary. Second, this medium is recommended

by Ministry of National Education to support the English teaching-learning process in SD Kanisius Wonosari II as a candidate of Pilot Project International School. Third, the features of the *Edu-Games Software* (CD-ROM) e.g. the activities of game, watching education videos and the interesting picture dictionary are appropriate for young learners or beginners and suitable with the curriculum. These will benefit each student in order to get better achievement in learning English.

The reasons why the researcher was interested in conducting the research in SD Kanisius Wonosari II are (1) that school will be a Pilot Project International School, (2) this school does not use any interesting medium for the teaching-learning process, especially in improving vocabulary mastery and (3) there is no similar research about this which is conducted in that school yet.

The writer took only the fifth grade students of SD Kanisius Wonosari II as the subjects of the study.

D. Formulation of the Problem

Based on that background, identification, and limitation of the problems above, the problem of this study is formulated as follows :

Is there any significant difference in terms of vocabulary mastery between the fifth grade students who are taught using *Edu-Games Software* (CD-ROM) and those who are taught without *Edu-Games Software* (CD-ROM)?

E. The Objective of the Study

Based on the formulation of the problem, the objective of this study is formulated as follows:

To know whether there is any significant difference in terms of vocabulary mastery between the fifth grade students who are taught using *Edu-Games Software* (CD-ROM) and those who are taught without *Edu-Games Software* (CD-ROM).

F. Significance of the Study

There are some advantages that hopefully could be gained from this study:

1. Theoretically, hopefully it becomes one of references to get the information about the importance of educative games and to inspire those who are interested in conducting research studies on the similar theme.
2. Practically, the result of the study hopefully can give teachers information about the effective media to be used in teaching English particularly in improving vocabulary mastery of the fifth grade students of elementary school.
3. Empirically, the procedure and also the outcomes of this study hopefully can inspire other researchers to do research concerning similar themes.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

This chapter is divided into four parts. The first part is about the literature review. The second part of this chapter is review of related study. The third part is theoretical framework. Hypothesis will be presented in the last part of this chapter. The formulated hypothesis will answer the problem formulation which is presented in Chapter One.

A. Literature Review

1. Vocabulary

a. Definitions of Vocabulary

Vocabulary is basic to communication. If one does not recognize the meanings of the key words used by those who address him, he/she will be unable to participate in the conversation. Vocabulary has been a major resource for language use. Davies (2000: 68) mentions that vocabulary is of enormous importance in communication, but sometimes it is neglected in language course. Vocabulary is often more important than grammar in communication. It is important because it allows people to communicate clearly with other people. A large vocabulary knowledge lets a person speak with greater precision than a person who has a small vocabulary. It is frustrating for intermediate learners when they discover they cannot communicate effectively because they do not know many of the words they need.

Furthermore, Cameron (2001: 95) states that, “vocabulary is fundamental to using the foreign language as discourse, since vocabulary is both learnt from participating in discourse, and is essential to participate in it.” Early foreign language learning offers the chance for learners to build up a solid core of words useful for further learning, together with words that are learnt because they are enthusiastic young learners at that age.

Cameron (2001: 73) states that “vocabulary development is about learning words, but it is about much more than that.” Learning words is a cyclical process of meeting new words and initial learning, followed by meeting those words repeatedly, each time extending knowledge of what the words mean and how they are used in the foreign language. Vocabulary development is also about learning more about those words, and about learning to formulate phrases or chunks, finding words inside them and learning even more about those words. It is a continuous process, not just of adding new words but building up knowledge about words that already know partially.

Talking about vocabulary, Napa (1991: 6) explains that vocabulary is one of the language components and no language exists without words. Words are signs or symbols for ideas. They are the means by which people exchange their thought. The more words people learn the more ideas they should have so that they can communicate the ideas effectively.

From the discussion above, it can be concluded that vocabulary consists of words; it means that learning vocabulary deals with learning words. If one does not recognize the meaning of the words used by those who address them, they will

be unable to participate in the conversation; so vocabulary is very important for communication and expressing thought. Therefore, mastering vocabulary is important.

b. Vocabulary Mastery

In English learning, vocabulary is an unseparated part for understanding the language. Some experts state the definitions about vocabulary. Linse (2006: 121) says vocabulary is the collection of words that an individual knows. Similar with Linse, Hornby (2005: 1707) defines vocabulary as all the words that a person knows or uses. While John, in <http://www.scribd.com/doc/18475644/>, states that vocabulary is knowledge involves knowing the meanings of words and therefore the purpose of a vocabulary test in to find out whether the learners can match each word with a synonym, a dictionary- tape definition, or an equivalent word in their own language. From the definitions stated, it can be concluded that vocabulary is knowledge about all the words and its meanings that an individual uses. Mastery is great skillfulness and knowledge of some subject or activity. Meanwhile, Webster (2002: 714) states that mastery is skill or knowledge that makes one master a subject. Furthermore, Hornby (2005: 944) defines mastery as great knowledge about something or understanding of a particular thing. From the definitions mentioned, it can be concluded that mastery is students' ability to understand a particular thing. From the definitions of vocabulary and mastery, it can be concluded that vocabulary mastery means students' ability to understand the words and its meaning.

c. The Importance of Vocabulary

Vocabulary is a basic knowledge to communication so it is impossible for someone to participate in a conversation if he/she cannot understand or recognize the meaning of the key words used by other people. To express an idea or ask for some information, he/she must be able to produce lexical items to convey his/her ideas. So it is very difficult for him/her to participate in conversation when he/she only has a little vocabulary.

Krashen and Terel (1985: 155) say that if a learner knows more morphology and syntax of an utterance addressed to him or her but he/she does not know the meaning of the key lexical items, he/she will be unable to participate in the communication. In learning English as a foreign language, the learner should be able to master a number of vocabulary, the structural patterns and the sound system of them. Therefore, anyone who learns a language successfully must improve his/her vocabulary mastery. This implies that the success of the learner in learning a language depends on vocabulary he/she has learned.

Vocabulary mastery is also very important in extensive reading. Having a good mastery of vocabulary makes it possible for students to use the language for communication because students are aware of the ideas and attitudes that are represented by words. By developing a greater awareness of words, students become aware of the ideas and attitudes these words represent (Hymanson, 1981: 7).

In addition, Richard and Renandya (2002: 255) say that vocabulary is a core component of language proficiency and provides much of the basis for how well

learners speak, listen, read, and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may discourage from making use of language learning opportunities around them.

Furthermore to show how important vocabulary is, Vallete (in Lado, 1977: 30) states that:

- 1) The ability to understand the target language greatly depends on one's knowledge of vocabulary.
- 2) Vocabulary acquisition is an important aspect of speaking skill, and
- 3) The ability to write a foreign language presupposed knowledge of the lexical unit of the language.

Supporting Vallete's statement, Bromley (2004: 3-4) states that vocabulary holds some important roles in teaching-learning process. They are as follows:

- 1) **Promotes fluency.** Students who recognize and understand many words read more quickly and easily than those with smaller vocabularies. Fluent readers read at a faster rate, process more material more quickly and have better comprehension than less fluent readers.
- 2) **Boosts comprehension.** Vocabulary knowledge strongly influences comprehension (Anderson & Freebody, 1981; Nagy & Scott, 2000; Pearson, 1984; Theten, 1986). On a component analysis of comprehension, word meaning was found to make up 74% of comprehension.
- 3) **Improves achievement.** A large vocabulary means a fund of conceptual knowledge which makes academic learning easier. Students with large vocabularies score higher on achievement test than those with small vocabularies.
- 4) **Enhances thinking and communication.** Words are tools for analyzing, inferring, evaluating and reasoning. A large vocabulary allows for communicating in ways that are precise, powerful, persuasive and interesting.

In conclusion, realizing that the vocabulary is very important, learners have to pay a greater attention to the vocabulary learning. The teacher must have a good effective and efficient method in order that the teaching of vocabulary is

successful. If someone can master vocabulary well, he/she will be able to promote fluency, boost comprehension, improve achievement, and enhance thinking and communication.

2. Teaching Vocabulary to Children

a. The characteristics of children

Teaching children is different from adults. The differences are children often more enthusiastic and lively as learners, they will have a go at an activity even when they do not quite understand why or how, they also lose interest more quickly and are less able to keep themselves motivated on tasks they find difficult. So it is very important for a teacher to know the characteristics of the learners especially children in the teaching-learning process.

According to Scott and Yteberg (1993: 3), the general characteristics in children of ten years old are relatively mature children with an adult side and a childish side. Their general characteristics are:

- 1) Their basic concepts are formed. Children have very decided views of the world.
- 2) They can tell the difference between the fact and fiction.
- 3) They ask questions all the time.
- 4) They are able to make some decisions about their own learning.
- 5) They rely on the spoken word as well as the physical world to convey and understand meaning.
- 6) They have definite views about what they like and don't like doing.
- 7) They have a developed sense of fairness about what happens.
- 8) They are able to work with others and learn from others.

Furthermore, Scott and Yteberg (1993: 4-5) explain that by the age of ten, children can understand abstract, understand symbols (beginning with words),

generalize and systematize. Then, they give some considerations that should be known by an English teacher in teaching to children.

a) Words are not enough

Most activities for the younger learners should include movement and involve the sense. Here, a teacher should not rely on the spoken word only. The teacher needs to have plenty of objects, pictures and games to work with, and to make full use of the schools and its surroundings. The teacher demonstrates what he or she wants children do. The balance will change as the children get older, but appealing to the senses will always help the students to learn.

b) Play with the language

A teacher must let the students talk to themselves and have playing with words and sounds. For example: sing songs, make up rhymes, play games and tell stories. Playing with the language is very common in the first language development and is a very natural stage in the first stages of foreign language learning too.

c) Language as language

An English teacher teaching children must become aware of language as something separate from the events taking place in life. The spoken word is often accompanied by other clues to meaning-facial expression, movement, etc. Those can help pupils to understand what the teacher means.

d) Variety in the classroom

There are many varieties that the teacher can do in the classroom. They are various activity and varieties of voice. Since concentration and attention spans are short, variety is a must.

e) Routines

Children may get benefit from knowing the rules and being familiar with the situation. The teacher should use familiar activities such as saying “good morning”, “Do you have a homework?”, “thank you”, “see you”, and repeat stories. The students must have systems and have routines.

f) Cooperation not competition

A teacher must make a room so that the students can share experiences. They are an invaluable source of language work and create an atmosphere of involvement and togetherness. They are also engaged in group work whenever possible in order to train their cooperativeness.

g) Grammar

The best time to introduce some sort of simple grammar is either when a student asks for an explanation, or when the teacher thinks a student will benefit from learning some grammar. Children have an amazing ability to absorb language through play and other activities which they find enjoyable.

h) Assessment

It is always useful for the teacher to make regular notes about each child's progress. Assessment can be done by stressing the positive side of things and playing down what the students have not been able to master.

According to Cameron (2001: 19-20), there are some important principles in thinks about young children learning a foreign language:

a) Children actively try to construct meaning.

Children actively try to 'make sense', for example to find and construct a meaning and purpose for what adults say to them and ask them to do. The teacher needs to examine classroom activities from the child's point of view in order to assess whether pupils will understand what to do or will be able to make sense of new language.

b) Children need space for language growth

The immediate potential of children is the central importance for effective learning in both language and cognitive development.

c) Language in use carries cues to meaning that may not be noticed

Children need skilled help in noticing and attending to aspects of the foreign language that carry meaning.

d) Development can be seen as internalizing from social interaction

Language can grow as the child takes over control of language used initially with other children and adults.

e) Children's foreign language learning depends on what they experience

Foreign language lessons often provide all or most of a child's experience of the language in use; if we want children to develop certain language skills, we need to ensure they have experiences in lessons that will build those skills.

Piaget in Pinter (2006: 7) differentiates characteristics of the learners based on their cognitive development. There are four stages in the cognitive development, they are:

- a) sensory motor stage (0-2 years old)
- b) pre- operational stage (2-7 years old)
- c) concrete operational stage (7-11 years old)
- d) formal operational stage (11 years old and above)

From the explanation above, it can be seen that students in fifth grade belong to the concrete operational stage. This stage is the 'turning point' in cognitive development because children's thinking begins to resemble 'logical' adult, like thinking. They develop the ability to apply logical reasoning in several areas of knowledge at the same time but this ability is restricted to the immediate context. So, children at this stage cannot yet generalize their understanding.

b. Techniques in Teaching Vocabulary to children

Hatch and Brown in Cameron (2001: 84) describe five essential steps in vocabulary learning based on research into learners' strategies:

- a. Having sources for encountering new words;
- b. Getting a clear image, whether visual or auditory or both, for the forms of the new words;

- c. Learning the meaning of the words;
- d. Making a strong memory connection between the forms and meanings of the words;
- e. Using the words.

According to Nation in Cameron (2001: 84), vocabulary needs to be met and recycled at intervals, in different activities, with new knowledge and new context so that the young learners know more about words.

Teaching vocabulary is not an easy task. Paul Davis with Eric Pearse (2000: 67) says that there are some types of vocabulary activity. The first is brainstorming. Here, the teacher should get the learners to think of as many words as possible related to a specific topic. For example: think about the topic of the lesson. Second is labeling. This is similar to brainstorming but with a chart or picture to aid the learners. It is especially suitable for topics like part of the body. Separate drawings or pictures can be put on the board or a wall for each team. Third is miming. In this case, the teacher should give a learner from one team a piece of paper with an activity written on it. For example: *eat an ice cream, or fly a small plane*. That learner has to mime the activity so that the other team members can guess it in a given time. Next is oral fill-in. This activity is the teacher must select or writes an appropriate story and leave out words that the learners should be able to guess from the context or with help from the teacher miming. The last is classification. In the classification, the teacher can write words related to two or more topics mixed together on the board. The teacher can ask the

learners to identify the topics and then to decide which words are associated with which topic.

Besides some types of vocabulary practice activity, furthermore Nation in Cameron (2001: 85) also lists some basic techniques by which teachers can explain the meanings of new words to teach vocabulary for young learners:

By demonstration or pictures:

- 1) Using an object
- 2) Using a cut-out figure
- 3) Using gesture
- 4) Performing an action
- 5) Photographs
- 6) Drawing or diagrams on the board
- 7) Pictures from books (to these we might add moving images, from TV, video or computer)

By verbal explanation:

- 8) Analytical definition
- 9) Putting the new word in defining context
- 10) Translating into another language or illustrate meaning.

Further, Riddel (2003: 62) suggests some tips to illustrate meaning effectively. One of them is by using pictures. For example, rather than explaining what truck is, show them a picture of one.

From those explanations, it can be concluded that there are many ways in teaching vocabulary to children. Teaching vocabulary to the children is very important for their language development. Therefore, the effective teaching method will be able to help them understand about words that they have learned.

c. Effective Vocabulary Teaching Especially for Children

There are some requirements of the effective vocabulary teaching-learning for children. They are, the teachers, materials, and media. The first is teachers; the

teacher should be an effective teacher. Teacher should master the vocabularies that are taught, and able to create a comfortable learning environment so that the students can learn well. The second is materials, in developing the material; the teacher should consider the students' interest, need, and ability. Besides, the material should be designed to attract the students' interest and motivation. The third is media, teaching vocabulary for children is by bringing the things representatives such as game. The media can be visual or audiovisual media. Here, *Edu-Games Software* is one of audiovisual media that is suitable in teaching vocabulary to children. This media is important to help convey meaning and help the students memorize new vocabulary.

3. Media

a. The definition of Media

According to Russell (2005: 6) media is “a means of communication and source of information. Derived from the Latin word meaning “between”, the term refers to anything that carries information between a source and a receiver”. Examples include video, television, diagrams, printed materials, computer programs and instructors. These are considered instructional media when they provide messages with an instructional purpose. The purpose of media is to facilitate communication and learning. For over a hundred years, teachers have used various types of audio and visual aids to help them teach. Recently, teachers have expanded their repertoire of materials and procedures to include the new technologies for learning. The newer learning technologies (products) include the

use of computers, compact disc (CD), digital videodisc (DVD), satellite communications and the Internet.

There are six basic categories of media that used in teaching-learning process (Russell, 2005: 7). The most commonly used media is text. Text is alphanumeric characters that may be displayed in any format such as book, poster, chalkboard, computer screen, and so on. Another kind of media commonly used in learning is audio. Audio includes anything people can hear such as a person's voice, music, mechanical sounds (running car engine), noise, and so on. It may be live or recorded. Visuals are regularly used to promote learning. They include diagrams on a poster, drawings on a whiteboard, photographs, graphics in a book, cartoons, and so on. Other types of media are video. These are media that show motion, including DVDs, videotape, computer animation, and so on. One set of material often not considered media are real objects and models. Manipulatives are three-dimensional and can be touched and handled by students. The sixth and final category of media is people. These may be teachers, students or subject-matter experts. People are critical to learning. Students learn from teachers, other students and adults.

b. The purpose of media

Media are very important components in teaching English. According to Gutchow (1981: 17), media can serve four general purposes:

- a) Media can help to simplify the teaching and they can help to complete it.
- b) Media allow teacher's point of view to practice the principle of teaching object and illustration.
- c) With the help of the media, the use of the mother tongue of the students can be avoided.

- d) Media are instrument of motivation if they are used to stimulate the learning process.

In line with Gutchow, Daries (1980: 193) divides the function of media into two kinds. They are aids to instruction and aids to learning. The first function is that media serve to help teachers and instructions manage instruction more efficiently. Media assist teachers to communicate more effectively and take over the operating role of instructor from teacher and instructors. The second function is that media help students to learn more efficiently. They promote understanding, assist in the transfer of training, and assist in assessment.

Moreover, Finocchiaro (1973) in Syaifullah (2008) states that media make the classroom circumstances alive since the media can attract students' interest and attention. It means that a medium as one of the important components in the teaching-learning process is badly needed by the teacher to present his/her material in the classroom, more efficiently and more interestingly.

c. Edu-Games Software

Edu-Games Software is an interesting kind of media published by PT. Maximize Informa Studio Indonesia (MISI) in the format of CD-ROM. This software contains full-colored games that are beneficial for education especially learning English to children. They can learn many things in English through audiovisual picture with its spelling.

This consists of many materials that are suitable for teaching children especially vocabulary teaching. Some of them are about parts of the body, fruit, vegetable, animals, part of the house, and at school. These materials are based on

the syllabus and lesson plan at SD Kanisius Wonosari II. It is appropriate for teaching English to children. It is hoped that they can improve students' vocabulary mastery.

4. Teaching Vocabulary using *Edu-Games Software* (CD-ROM)

There are many ways to teach vocabulary. Thornburry (2002: 77) offers some choices to present meaning through translation, real things, games, pictures, actions/gestures, definitions or situations.

Teaching vocabulary to the children has to make the children fun and interested. The teacher tries to put together a collection of materials that the teacher thinks the student will find useful in the teaching-learning process. A wide variety of teaching aids is necessary in the foreign language classroom. Lessons will be much easier and much more exciting for the children if the teachers make full use of things and objects as well as language to get the teachers' meaning across. To improve the students' vocabulary, the teacher must be creative, for example: using *Edu-Games Software* in the format of CD-ROM that contains games to introduce new vocabulary items to children. Talking about games, it is very useful to use a variety of teaching aids to explain language meaning and construction, engage students in a topic or as the basis of a whole activity.

According to Linse (2006: 123&126), a number of principles can be helpful when focusing on vocabulary development. The principles addressed apply to young learners at various stages of English language development. They can be used to help learners develop oral and written language skills. One of them is teaching students to use dictionaries.

Young learners can benefit from using dictionaries. Young children can use a picture dictionary where words are grouped into different categories. Children who are at the beginning stages of language and literacy development can also use picture dictionaries as a tool to help them increase both their vocabulary knowledge and their use of context clues. For example: if children are learning about grapefruit, they can be guided to a picture dictionary page tropically arranged to include fruit. They will discover the grapefruit as being a fruit.

Hatch and Brown in Cameron (2001: 84) state the strategies in learning vocabulary and one of them is by getting a clear image, whether visual or auditory or both, for the forms of the new words. Here, *Edu-Games Software* (CD-ROM) is kind of media that are very useful in vocabulary teaching. They not only contribute to the students' interest and motivation but also provide different learning atmospheres in the classroom.

B. Review of Related Studies

The following are some previous studies which are still related to the effectiveness of using media in teaching-learning process.

1. Isman Evilina Dewi (1999) conducted research entitled "The Effectiveness of Flash Cards on the Motivation to Increase English Vocabulary Mastery among the Fourth-Grade Students of Elementary Schools". This study was to find out whether illustrated flash cards have positive effect on motivation to increase English vocabulary among the fourth-grade students of elementary schools. The research population involved 88 fourth-grade students of four elementary schools

in Sleman Yogyakarta, registered in the 1997/1998 academic year. The result of the analysis shows that there was a significant difference between English vocabulary mastery of fourth-grade students of elementary school taught by using flash cards and that of those taught without using flash cards. The flash cards were proved to gain a better result when they were used as follow-up exercises in teaching vocabulary. The students given flash cards were able to master a greater number of words than the students that were not given.

2. Dian Asti Anggraeni (2009) conducted research entitled “The Effectiveness of Macromedia Flash in Teaching Vocabulary to Second Grade Students of SMP 2 Depok Sleman Yogyakarta”. This research analysis was to find out whether there is a significant difference in vocabulary mastery between the second grade students of SMP 2 Depok Sleman Yogyakarta who are taught using the conventional teaching and those who are taught using Macromedia Flash as media in teaching vocabulary. Based on the data result, it was found that there is a significant difference in vocabulary mastery between the students who were taught using the macromedia flash and those who were taught using the conventional teaching. It can be concluded that macromedia flash is an effective media to improve the students’ vocabulary mastery.

C. Conceptual Framework

English is one of the compulsory subjects in the junior high schools based on the School-Based Curriculum. Today, the emphasis of the language teaching changes into giving greater attention to the ability to speak in the target language.

It is necessary to create a teaching-learning process which can increase the students' learning motivation. Students will be more interested and motivated in the teaching-learning process of English, when there is a fun learning atmosphere in the classroom.

Various media can be used to teach vocabulary for young learners. In this study, the researcher tried to use the multimedia *Edu-Games Software* (CD-ROM) in teaching vocabulary. *Edu-Games Software* (CD-ROM) is an interesting media published by PT. Maximize Informa Studio Indonesia (MISI) in the format of CD-ROM. This software contains full colored games that are beneficial for education especially learning English to children. They can learn many things in English through audiovisual picture with its spelling. It combines all media such as graphics, animation, texts, video, and audio, in a time. It can maintain the interaction between the students with the media.

If students enjoy and are interested in the media, they are expected to have more motivation to learn. The motivation is a very important aspect in the learning process, without motivation students tend to be lazy in learning English. Through appropriate techniques in teaching vocabulary with interesting media, eventually, it can help the students to improve their English achievement, especially the achievement that is related to the vocabulary mastery.

As what has been stated, *Edu-Games Software* plays a very important role in supporting vocabulary mastery of the students. *Edu-Games Software* is an instrument of motivation; it also helps and supports the teacher to teach vocabulary.

The traditional technique in this research is specified as the technique which is used by the teacher in the school where the research was conducted. It was conducted in the classroom without using media. The traditional technique in this research made the students feel bored.

In relation to English vocabulary mastery, this study will identify the success or failure of learning achievement as elicited by the measurement test. This result showed how much and how well the students had learned. In this part, the media contributed to help the students improving their vocabulary mastery by using *Edu-Games Software* as a medium in teaching vocabulary. It also helps the students in developing their motivation in learning especially learning vocabulary.

D. Hypothesis

Based on what are discussed in theoretical review and the conceptual framework, the writer proposes a research hypothesis as follows:

“There is a significant difference in the English vocabulary mastery between the fifth grade students who are taught by using *Edu-Games Software* (CD-ROM) and those who are taught without *Edu-Games Software* (CD-ROM)”.

CHAPTER III

RESEARCH METHOD

A. Research Type

This research is called quasi-experimental research. The research has taken some phenomena in humans' life to be chosen up as the subject of this research. The activity of the research is called experimental. There is a certain treatment employed to the subject of this research that is, the experimental group. It aims of knowing whether or not the implementation of the treatment shows a significant difference among the two groups (experimental and control) used in this research.

The experimental research belongs to the quantitative research in which the data obtained are in the form of numbers. The analysis data obtained is based on the measurement and computation, operationalized variables and statistics.

B. Research Variables

Variables of the research have an important role in this research. As stated before, the objective of this research is to know the effect of the use of *Edu-Games Software* (CD-ROM) to improve vocabulary mastery of the fifth grade students of SD Kanisius Wonosari II. This particular study aims at finding out whether there is a significant difference in the vocabulary mastery rate after getting the treatment (taught by using *Edu-Games Software* (CD-ROM)) compared to the group which was not. The two variables involved in this research were *Edu-Games Software* (CD-ROM) and students' achievement which was shown by their score in vocabulary test.

This research involved two groups, namely experimental and control group. The experimental group was taught by using *Edu-Games Software* (CD-ROM) as media in the English teaching-learning process, while the other was not.

C. Research Design

The research design was an intact group pre-test and post-test design which involved a group of students in the experimental group and a group of students in the control group. It was needed as a means to test what was stated in the hypothesis and to show how to do the research to the subject of the research. The complete feature of that can be seen in Table 1.

Table 1. **The Pre-Test Post-Test Group Design**

| Group | Pre-test | Treatment | Post-test |
|-------|----------|-----------|-----------|
| 1 | O_1 | X | O_2 |
| 2 | O_1 | --- | O_2 |

In which:

1 : Experimental Group

2 : Control Group

X : The treatment of using *Edu-Games Software* (CD-ROM)

O_1 : The rate of vocabulary mastery on the pre-test

O_2 : The rate of vocabulary mastery on the post-test

The choice of the sample subjects either to the experimental group or to the control group was done randomly. Each subject then had an equal chance of being assigned to the sample of the research, both as the experimental and control group.

D. Research Population and Sample

The population of the research was the fifth grade students in SD Kanisius Wonosari II who have English classes in the academic year of 2010/2011. The school is located at Mgr. Soegiyopranoto Street No. 29 Wonosari, Gunungkidul. The selection of the population was based on the reason that the school has enough facilities to support the English teaching-learning process by using *Edu-Games Software* (CD-ROM) and the quality of its students is good. From the researchers' observation, every student has background knowledge of English better than those in class IV. In addition, the researcher knew that in the school, there had not been held the research in the same topic.

The population of the research was the fifth grade students and the total were 35 students. There are two classes for the fifth grade, they are 5A and 5B. The students of 5A are 18 students and there are 17 students in 5B. The number of the students is presented in the following table.

Table 2: **The Research Population**

| Class | Number of students |
|--------------|---------------------------|
| VA | 18 |
| VB | 17 |
| Total number | 35 students |

In this research, both of those classes were selected from the population, as the experimental group and the control group. A very simple way of the random sampling technique proposed by Gay (1987: 104-105) was used. The process of taking the samples was done as follows:

1. Writing each class name on separate slip of paper
2. Putting the two slips into a container
3. Shaking the container
4. Taking one slip from the container as the experimental group and one slip as the control group.

The result determines class V^A as the experimental group (the group which was taught by using *Edu-Games Software* (CD-ROM)) and class V^B as the control group (the group which was not taught by using *Edu-Games Software* (CD-ROM)).

The following table presents the distribution of the treatment.

Table 3. **The Distribution of the Treatment in Population**

| No | Class | Group | Treatment | Number of Students |
|----|-------|--------------|------------------------------|--------------------|
| 1 | V A | Experimental | Edu-Games Software (CD- ROM) | 18 |
| 2 | V B | Control | ---- | 17 |

E. Research Instrument

In this study, the instrument used to collect the data is in the form of test. The test which was available to find out the rate of students' vocabulary mastery was divided into pre-test and post-test. The pre-test was given before the treatment was applied, whereas the post-test was given after the treatment.

The test was in the form of multiple choices. There are 37 items to be tested out in the two groups of SD Kanisius Wonosari II. Each item consists of four options for each question. It was scored 1 and 0 for the right and wrong answers.

The researcher developed a vocabulary test adapted from many sources especially from students' books and based on the School Based Curriculum of the English lesson. The test was intended to measure how much the students had learned English.

1. Validity of the Instrument

a. Content Validity

The content validity was employed to the test instrument. Content validity means that the test develop covers all the materials given. The test divided into two parts, they are pre test and post test with the same topics. The materials that has been used for pre-test and post-test was taken from the first and second semester. The topics were "*Parts of the body, Animals, Fruit, Vegetables, Parts of the house and At school*".

The following table presents the description of the item numbers of the pre test.

Table 4. **The Blueprint of Vocabulary Test (Pre-test)**

| No | Materials | Item numbers | Total |
|----|--------------------|---------------------|-----------------|
| 1 | Parts of the body | 1,2,3,4,5,6,7,8 | 8 items |
| 2 | Animals | 9,10,11,12,13,14,15 | 7 items |
| 3 | Fruit | 16,18,19,20,21 | 6 items |
| 4 | Vegetables | 22,23,24,25,26 | 5 items |
| 5 | Parts of the house | 27,28,29,30,31 | 5 items |
| 6 | At school | 32,33,34,35,36,37 | 6 items |
| | | Total | 37 items |

From table above, it showed that the instrument of the pre test consisted of six topics. There were 8 items for *Parts of the body*, 7 items for *Animals*, 6 items

for *Fruit*, 5 items for *Vegetables*, 5 items for *Parts of the house* and 6 items for *At school*. The total numbers of the test was 37 items.

The topics in the post-test had the same materials but the number of the questions in this test was arranged differently from the pre-test. The following table presents the description of the item numbers of the post test.

Table 5. The Blueprint of Vocabulary Test (Post-Test)

| No | Materials | Item numbers | Total |
|-----------|--------------------|-------------------------|-----------------|
| 1 | Animals | 1,2,3,4,5,6,7 | 7 items |
| 2 | Parts of the house | 8,9,10,11,12 | 5 items |
| 3 | At school | 13,14,15,16,17,18 | 6 items |
| 4 | Parts of the body | 19,20,21,22,23,24,25,26 | 8 items |
| 5 | Vegetables | 27,28,29,30,31 | 5 items |
| 6 | Fruit | 32,33,34,35,36,37 | 6 items |
| | | Total | 37 items |

From Table 5, it showed that the instrument of the post-test consisted of six topics. There were 7 items for *Animals*, 5 items for *Part of the house*, 6 items for *At school*, 8 items for *Part of the body*, 5 items for *Vegetables* and 6 items for *Fruit*. The total numbers of the test was 37 items.

b. Item Validity

Before the instrument was applied to the subjects of the research, the validity of the test items was found out first. To know whether it was applicable or not, it was tested by trying out the test to the respondents outside the subjects of the research. The result of the try out was then used to measure the validity of the test items.

The researcher used the point biserial correlation to find out the validity of the test item. The following formula is used to find out the correlation between each single item of the test and the total test. The formula is :

$$r_{\text{pbi}} = \frac{\bar{X}_p - \bar{X}_q}{s} \sqrt{pq}$$

\bar{X}_p = the mean score on the test of students giving the correct answer

\bar{X}_q = the mean score on the test of students giving the wrong answer

p = the proportion of subjects answering the item correctly

q = the proportion of subjects giving the wrong item

s = standard deviation of the total sample on the test

(Hatch and Farhady, 1982: 205)

The description of the test items before the try out was simply described in the following table.

Table 6. Description of the test item before the try out

| No | Materials | Item numbers | Total |
|-----------|--------------------|-------------------------|-----------------|
| 1 | Parts of the body | 1,2,3,4,5,6,7,8 | 8 items |
| 2 | Animals | 9,10,11,12,13,14,15,16 | 8 items |
| 3 | Fruit | 17,18,19,20,21,22 | 6 items |
| 4 | Vegetables | 23,24,25,26,27 | 5 items |
| 5 | Parts of the house | 28,29,30,31,32 | 5 items |
| 6 | At school | 33,34,35,36,37,38,39,40 | 8 items |
| | | Total | 40 items |

An item can be said valid if the value of the coefficient of 'r' point biserial is higher than the value of 'r' table (0,231). From the data analysis of the try out, there were 3 invalid items out of 40 items in the test. The invalid items were the item number 11, 39, and 40. The 37 valid items were then used to collect the data

on the students' vocabulary test in the actual research. The description of the test items after the try out was simply described in the following table.

Table 7. Description of the test item after the try out

| No | Materials | Item numbers | Total |
|-----------|--------------------|---------------------|-----------------|
| 1 | Parts of the body | 1,2,3,4,5,6,7,8 | 8 items |
| 2 | Animals | 9,10,12,13,14,15,16 | 7 items |
| 3 | Fruit | 17,18,19,20,21,22 | 6 items |
| 4 | Vegetables | 23,24,25,26,27 | 5 items |
| 5 | Parts of the house | 28,29,30,31,32 | 5 items |
| 6 | At school | 33,34,35,36,37,38 | 6 items |
| | | Total | 37 Items |

2. Reliability of the the test instrument

Reliability refers to the extent to which the instrument elicits accurate and consistent data (Seliger and Shohamy, 1989: 185 – 189). A reliable test should measure the instrument consistently.

The reliability of the instrument is measured by using KR-20 formula. The formulation used is:

$$r_{11} = \left[\frac{k}{k-1} \right] \left[\frac{v_t - \sum_{pq}}{v_t} \right]$$

where:

k : the number of items

V_t : total varians

p : the proportion of correct answer

q : the proportion of incorrect answer

(Suharsimi Arikunto, 2002:163)

Meanwhile, to determine the level of the instrument reliability, the norm of categorizing the correlation coefficient was employed. The following practical rule below was norm proposed by Suharto (2006: 84).

Table 8. Value of the Reliability Coefficient

| No | Reliability Coefficient | Category |
|-----------|--------------------------------|-----------------|
| 1 | 0.800 – 1.000 | Very high |
| 2 | 0.600 – 0.799 | High |
| 3 | 0.400 – 0.599 | Fair |
| 4 | 0.200 – 0.399 | Low |
| 5 | 0.000 – 0.199 | Very low |

From the computer calculation, it showed that the reliability coefficient of pre- test was 0.897 and post- test was 0.900. Based on the norm previously stated, the vocabulary test had a very high reliability. The results of the computation of reliability measure can be seen in Appendix 2.

F. Procedure of Data Collection

The data were collected from the pre-test and post-test of the control and experiment groups. Both of the classes were given the vocabulary test before and after the treatment (pre and post test). The tests were done for a period of 60 minutes. The treatment was conducted in 6 meetings for the experimental group, one meeting per week from February to March. Each meeting had seventy minutes of duration. Both classes had the same day but different hour for their English lesson. The experimental group was on Tuesday at 07.00 a.m. until 08.10 a.m, while the control group was on Tuesday at 09.30 - 10.40 a.m. The table below outlined the time schedule of the study.

Table 9. **Schedule of the Implementation of the Research**

| Group | Pre-Test | Implementation | | | Post-Test |
|--------------|-------------|----------------|---------|------------------|-----------|
| | | Month | Day | Hour | |
| Experimental | 22- 2- 2011 | March-April | Tuesday | (07.00-08.10) | 26-4-2011 |
| Control | 22- 2- 2011 | March-April | Tuesday | (09. 30 - 10.40) | 26-4-2011 |

The pre-test was conducted on Saturday, February 22, 2011 for both experimental group and control group. The implementation of the treatment to the experimental group was conducted from March until April 2011. It took place according to the schedule of the school. The treatment to the experimental group was on every Tuesday. The post-test was given to the both experimental and control group on April 26, 2011. Before the treatment was given to the experimental group, the researcher gave the information to the teacher about the characteristics of the study. Next, the researcher taught class VA by using *Edu-Games Software* (CD-ROM) and asked the English teacher of class VB to teach as usual based on the topic in the syllabus.

1. The process of experiment

a. Preparation

It was the time to prepare the instrument and the place to do the treatment. Such as, bring the LCD into the class, turn on the notebook, and class management.

b. Treatment Process

It was the time to do the treatment in experimental group by using *Edu-Games Software* (CD-ROM). This treatment aimed at improving vocabulary mastery of fifth grade students at SD Kanisius Wonosari II. The time needed in this treatment was about 20 minutes in the main teaching.

c. The Schedule of Research in Experimental Group

The treatment in experimental group was conducted in eight meetings including pre-test and post-test.

Table 10. **The Schedule of Research in the Experimental Group**

| Number of meetings | Date | Activity |
|--------------------|-------------------|---------------------------|
| 1 | February 22, 2011 | Pre-test |
| 2 | March 8, 2011 | 1 th Treatment |
| 3 | March 15, 2011 | 2 nd Treatment |
| 4 | March 22, 2011 | 3 rd Treatment |
| 5 | March 29, 2011 | 4 th Treatment |
| 6 | April 5, 2011 | 5 th Treatment |
| 7 | April 12, 2011 | 6 th Treatment |
| 8 | April 26, 2011 | Post-test |

G. Data Analysis Technique

To analyze the obtained data, the researcher used descriptive analysis and inferential statistics. All computations in the data analysis in the research were done by the computer program SPSS and the researcher merely interpreted the findings.

Before the researcher gave more information about the descriptive and inferential statistics, he first explained about the categorization of students' vocabulary mastery.

1. Data Categorization of the Students' Vocabulary Mastery

The researcher used the ideal mean and the ideal standard deviation to determine the category of students' vocabulary mastery for the pre-test and the post-test results. The categorization of the students' vocabulary achievement was done by using balanced scores because the instruments of pre-test and post-test are different. So, the maximum score was 37 and the minimum score was 0. Then the data can be categorized as follows:

Table 11. The Categorization of the Students' Vocabulary Achievement

| Scale Number | | Category |
|--------------|-----------------|-----------------|
| M + 1.8 SD | ———— M + 3SD | ————→ Very High |
| M + 0.6 SD | ———— M + 1.8 SD | ————→ High |
| M - 0.6 SD | ———— M + 0.6 SD | ————→ Average |
| M - 1.8 SD | ———— M - 0.6 SD | ————→ Low |
| M - 3 SD | ———— M - 1.8 SD | ————→ Very Low |

There were 37 items in the pre- test. It was a test which has the score 1 for the correct answer and 0 for the false. So, in this research the highest score for the test was 37. The formula is presented below:

$$\text{Ideal mean score} = 1/2 (\text{Maximum score} + \text{Minimum score})$$

$$\text{Ideal standard deviation} = 1/6 (\text{Maximum score} - \text{Minimum score})$$

By applying that formula, the category of the students' vocabulary mastery can be seen in Table 12.

Table 12. **The Category of Students' Vocabulary Mastery**

| Score class | Category |
|--------------------|-----------------|
| 29.60 – 37 | Very high |
| 22.20 – 29.60 | High |
| 14.80 – 22.20 | Average |
| 7.40 – 14.80 | Low |
| <7.40 | Very low |

2. Descriptive Statistics

Descriptive statistics was used for the discussion of variables under this study that are based on the computation of the means, standard deviations, the lowest and the highest scores. The mean was the average score obtained by the subjects of the study. Meanwhile, the standard deviation was the average variability of all the scores around the mean.

3. Inferential statistics

The inferential statistics were used to investigate the research hypotheses.

a. Normality Test

The normality test was used to see whether or not the distribution of the responses to the instrument is normal. In this case, the **Kolmogorov – Smirnov** test was used. In statistics, the Kolmogorov –Smirnov test (K–S test) was a form of minimum distance estimation used as a nonparametric test of equality of one-dimensional probability distributions used to compare a sample with a reference probability distribution (one-sample K–S test), or to compare two samples (two-sample K–S test). The null distribution of this statistic was calculated under the

null hypothesis that the samples were drawn from the same distribution (in the two-sample case) or that the sample was drawn from the reference distribution (in the one-sample case). In each case, the distributions considered under the null hypothesis were continuous distributions but were otherwise unrestricted.

b. Homogeneity Test

A homogeneity test was used to analyze whether or not the sample variance was homogenous or whether the two groups were in the same condition. The analysis technique used to know whether the sample variance was homogenous or not is the F -test.

c. Test of Hypothesis

In order to test the hypothesis, t -test is used (Suharto, 1988: 56-57). The t -test is employed to know whether or not there was a significant difference between the English vocabulary mastery of the experimental group after the treatment and that of the control group which did not get the treatment.

CHAPTER IV

RESEARCH FINDINGS

This research aimed at finding out whether there is any significant difference in vocabulary mastery between the fifth grade students of SD Kanisius Wonosari II who are taught using *Edu-Games Software* (CD-ROM) and those who are taught without using *Edu-Games Software* (CD-ROM). The data that were put in this research came from the scores of the students' vocabulary test administered both to the experimental group and the control group.

Two kinds of tests were given, namely the pre-test (the test given before the treatment was started) and post-test (the test given after the treatment accomplished in the experimental group). As a result, there were four kinds of data in this research. The data were obtained from the experimental group's pre-test and post-test scores and the control group's pre-test and post-test.

This chapter further discusses three main parts. They are about data description, result of data analysis, and the interpretation of the data findings.

A. Data Description

The descriptive analysis was applied to provide answers to the questions about the students' vocabulary mastery. As mentioned earlier, the data that were put in this research came from the scores of the students' vocabulary test administered both to the experimental group and control group.

Two kinds of tests were given, namely the pre-test (the test given before the treatment was started) and post-test (the test given after the treatment accomplished in the experimental group). A correct answer was valued as one and a false one was valued as zero.

1. Data of the Experimental Group

a. Data of the Students' Vocabulary Mastery on Pre-Test Scores of the Experimental Group

The experimental group received the treatment in their English teaching-learning process by using *Edu-Games Software* (CD-ROM). The treatment was conducted in six meetings with different topics. It was performed to improve the students' vocabulary mastery. Then, the researcher informed the data of students' vocabulary mastery based on the score of pre-test of the experimental group as follows:

Table 13. Categorization of the Students' Vocabulary Mastery based on Pre-Test Scores of the Experimental Group

| Score class | Number of students | Percentage% | Category |
|--------------------|---------------------------|--------------------|-----------------|
| 29.60 – 37 | 7 | 38.9 | Very High |
| 22.20 – 29.59 | 11 | 61,1 | High |
| 14.80– 22.19 | 0 | 0 | Average |
| 7.40– 14.79 | 0 | 0 | Low |
| <7.39 | 0 | 0 | Very Low |
| Total | 18 | 100 | - |

Table 13 shows the students' pre-test scores of the experimental group. There were 7 students (38.9%) who were classified into the *very high category* and 11 students (61.1%) were in the *high category*. For more details, see the

frequency distribution of the pre-test scores of the experimental group in Appendix 5. The following table illustrated the descriptive analysis on the vocabulary mastery pre-test scores of the experimental group.

Table 14. Descriptive Analysis on Vocabulary Mastery Pre-Test Scores of the Experimental Group

| Mean | SD | Median | Mode | Max score | Min score | Range | Items |
|-------|-------|--------|------|-----------|-----------|-------|-------|
| 29.33 | 2.990 | 29.00 | 29 | 36 | 25 | 11 | 37 |

Based on Table 14, the mean of the pre-test scores of the experimental group is 29.33. According to the table of categorization, the students' vocabulary mastery is in the *high category* because it lies between 22.20 and 29.60. So, it can be concluded that the students' vocabulary mastery of the experimental group before using *Edu-Games Software* (CD-ROM) is *high*.

b. Data of the Students' Vocabulary Mastery on Post-Test Scores of the Experimental Group

The instrument to collect the data of the vocabulary mastery post-test was the same as that to collect the data of the vocabulary mastery pre-test. The categorization of students' vocabulary mastery based on the post-test scores of the experimental group is described in Table 15.

Table 15. Categorization of the Students' Vocabulary Mastery based on Post-Test Scores of the Experimental Group

| Score class | Number of students | Percentage% | Category |
|---------------|--------------------|-------------|-----------|
| 29.60 – 37 | 18 | 100 | Very High |
| 22.20 – 29.59 | 0 | 0 | High |
| 14.80– 22.19 | 0 | 0 | Average |
| 7.40– 14.79 | 0 | 0 | Low |
| <7.39 | 0 | 0 | Very Low |
| Total | 18 | 100 | - |

Table 15 shows the students' post-test scores of the experimental group. There were 18 students (100%) who were classified into the *very high category*. For more detail, see the frequency distribution on the vocabulary mastery test post-test scores of the experimental group in Appendix 5. The results of the data analysis are described in the table of descriptive analysis shown the following section.

Table 16. Descriptive Analysis on Vocabulary Mastery Post-Test Scores of the Experimental Group

| Mean | SD | Median | Mode | Max score | Min score | Range | Items |
|-------|-------|--------|------|-----------|-----------|-------|-------|
| 35.00 | 1.749 | 35.00 | 37 | 37 | 32 | 5 | 37 |

Based on the Table 16, the mean of the post-test of the experimental group is 35.00. According to the table of categorization; the students' vocabulary mastery is in the *very high* category because it lies between 29.60 and 37. The students' vocabulary mastery of the experimental group after using taught by *Edu-Games Software* (CD-ROM) can be confirm as *very high*.

c. Comparison between Pre-Test and Post-Test Scores of the Students' Vocabulary Mastery Test of the Experimental Group

The following table described the statistical data of the pre-test and post-test scores of the vocabulary mastery test of the experimental group. It gave details about the pre-test and post-test scores of students' vocabulary mastery of the experimental group.

Table 17. Statistical Data on Pre-Test and Post-Test Scores of the Students' Vocabulary Mastery of the Experimental Group

| Data | Pre-test | Post-test |
|-----------------|-----------------|------------------|
| Number of cases | 18 | 18 |
| Sum of scores | 528 | 630 |
| Mean | 29.33 | 35.00 |
| SD | 2.990 | 1.749 |

The mean in Table 17 showed that the pre-test and post-test scores increased from 29.33 to 35.00. According to the table of categorization then it is clear that the students' vocabulary mastery improved from the *high* to *very high* category, because after using *Edu-Games Software* (CD-ROM), the mean of the post-test scores lied between 29.60 and 37.

2. Data of the Control Group

The data of the pre and post vocabulary mastery tests were obtained from the control group. Below is the explanation of each set of data.

a. Data of the Vocabulary Mastery on Pre-Test Scores of the Control Group

The instrument to collect the data of the vocabulary mastery pre-test of the control group was the same as that to collect the data of the vocabulary mastery pre-test of the experimental group. The following table explained the categorization of students' vocabulary mastery of each student based on the pre-test scores of the control group.

Table 18. Categorization of the Students' Vocabulary Mastery based on Pre-Test Scores of the Control Group

| Score class | Number of students | Percentage (%) | Category |
|---------------|--------------------|----------------|-----------|
| 29.60 – 37 | 12 | 70.6 | Very high |
| 22.20 – 29.59 | 5 | 29.4 | High |
| 14.80 – 22.19 | 0 | 0 | Average |
| 7.40 – 14.79 | 0 | 0 | Low |
| <7.39 | 0 | 0 | Very low |
| Total | 17 | 100 | - |

Table 18 shows that there were 12 students (70.6%) who were classified into the *very high category* and 5 students (29.4%) were classified into the *high category*. (The complete frequency distribution on pre-test scores of the control group can be seen in Appendix 5).

The descriptive analysis of students' vocabulary mastery based on the pre-test scores of the control group is described in the following table.

Table 19. Descriptive Analysis on Vocabulary Mastery Pre-Test Score of the Control Group

| Mean | SD | Median | Mode | Max score | Min score | Range | Items |
|-------|-------|--------|------|-----------|-----------|-------|-------|
| 31.18 | 3.187 | 32.00 | 33 | 36 | 25 | 11 | 37 |

Based on Table 19, the mean score of the pre-test scores of the control group is 31.18. According to the table, the students' vocabulary mastery is in the *very high category* because it lies between 29.60 and 37. So, it can be concluded that the students' vocabulary mastery of the control group on the pre-test is *very high*.

b. Data of the Vocabulary Mastery on Post-Test Scores of the Control Group

The instrument to collect the data of the vocabulary mastery post-test was the same as that to collect the data of the vocabulary mastery pre-test. The categorization of the students' vocabulary mastery based on the post-test scores of the control group described in the following table.

Table 20. Categorization of the Students' Vocabulary Mastery based on Post-Test Scores of the Control Group

| Score class | Number of students | Percentage (%) | Category |
|---------------|--------------------|----------------|-----------|
| 29.60 – 37 | 15 | 88.2 | Very high |
| 22.20 – 29.59 | 2 | 11.8 | High |
| 14.80 – 22.19 | 0 | 0 | Average |
| 7.40 – 14.79 | 0 | 0 | Low |
| <7.39 | 0 | 0 | Very low |
| Total | 17 | 100 | - |

Table 20 shows the students' post-test scores of the control group. There were 15 students (88.2%) who were classified into the *very high category* and 2 students (11.8%) were in the *high category*. The following table described the descriptive analysis on the vocabulary mastery post-test scores of the control group (the complete frequency distribution on pre-test scores of the control group can be seen in Appendix 5).

Table 21. Descriptive Analysis on Vocabulary Mastery Post-Test Score of the Control Group

| Mean | SD | Media n | Mode | Max score | Min score | Range | Items |
|-------|-------|------------|------|-----------|-----------|-------|-------|
| 32.47 | 2.332 | 32.00 | 32 | 36 | 28 | 8 | 37 |

Based on Table 21, the mean of the post-test scores of the control group is 32.47. Then from the vocabulary mastery ability score categorization, which is based on the ideal mean and standard deviation, the vocabulary mastery of the control group can be categorized as *very high*. It is in the *very high* category because the mean lies between 29.60 and 37. So, it can be said that the students' vocabulary mastery of the control group on the post-test is *very high*.

c. Comparison between Pre-Test and Post-Test Scores of Students' Vocabulary Mastery of the Control Group

The following table described the statistical data of the pre-test and post-test scores of students' vocabulary mastery of the control group.

Table 22. Statistical Data on the Pre and Post Test Scores of Students' Vocabulary Mastery of the Control Group

| Data | Pre-test | Post-test |
|-----------------|-----------------|------------------|
| Number of cases | 17 | 17 |
| Sum of scores | 530 | 552 |
| Mean | 31.18 | 32.47 |
| SD | 3.187 | 2.332 |

The mean of the pre-test and post-test of the students' vocabulary mastery test increased from 31.18 to 32.47. It was clear that the students' vocabulary mastery was in the *very high* category because the mean of the post-test scores lied between 29.60 and 37.

3. Data on the Effect of using *Edu-Games Software* (CD-ROM) to improve students' vocabulary mastery between the Experimental and Control Groups

There were two groups did the pre-test and post-test. They were the experimental and control groups. The following table explained the statistical data

of the effect of using *Edu-Games Software* (CD-ROM) to improve vocabulary mastery between the experimental and control groups.

Table 23. Statistical Data on the Effect of using *Edu-Games Software* (CD-ROM) to improve vocabulary mastery between the Experimental and Control Groups

| Data | Experimental group | Control group |
|-----------------|---------------------------|----------------------|
| Number of cases | 18 | 17 |
| Sum of scores | 630 | 552 |
| Mean | 35.00 | 32.47 |
| SD | 1.749 | 2.322 |

Table 23 informs that there is a difference between the vocabulary test scores of experimental and control groups. The mean score of the experimental group is 35.00 while the mean score of the control group is 32.47. Those mean score were checked with the categorization table of students' vocabulary mastery then the result or mean score of the students' vocabulary mastery in the experimental group was in the *very high* category.

It also confirms that the gain score of the effect on using *Edu-Games Software* (CD-ROM) in teaching vocabulary in the experimental group is higher than that without using *Edu-Games Software* (CD-ROM) as in the control group.

B. Result of Data Analysis

This part presents the data analysis to test the research hypothesis. Before this test was applied, there was pre-analysis testing to be done. They were the normality test to find out whether the scores distribution of the samples were

normal or not; and the homogeneity test to know whether the samples were homogeneous or not. The discussion of the pre-analysis testing is as follows.

1. Test of Normality

To see whether the distribution of the responses to the instrument was normal, the *Kolmogorov-Smirnov* test was used. The test of normality was applied to the pre-test and post-test data of the two groups.

The distribution can be said to be normal if p (probability) is higher than α .

The discussion of the normality test is as follows.

a. Normality Test Result of Students' Vocabulary Mastery

The two tables below confirmed the summary of the normality test result of students' vocabulary mastery.

Table 24. Normality Test Result of Students' Vocabulary Mastery Pre-test

| Group | K- So | α | P | Statement |
|-------------------|-------|----------|-------|-----------|
| Experimental (VA) | 0.660 | 0.05 | 0.777 | Normal |
| Control (VB) | 0.771 | 0.05 | 0.592 | Normal |

Table 25. Normality Test Result of Students' Vocabulary Mastery Post-test

| Group | K- So | α | P | Statement |
|-------------------|-------|----------|-------|-----------|
| Experimental (VA) | 0.682 | 0.05 | 0.741 | Normal |
| Control (VB) | 0.695 | 0.05 | 0.720 | Normal |

On the pre-test of the vocabulary mastery ability, table 24 showed that the p value of the pre-test of the two groups (the experimental and control groups) was

higher than the α values, i.e., $0.05 < 0.777$ and $0.05 < 0.592$. Thus, it can be stated that null hypothesis is accepted and the distribution is normal.

On the post-test, Table 25 showed that the levels of significance of the groups are also higher than 0.05, i.e., $0.741 > 0.05$ and $0.720 > 0.05$. Once again, the post-test data of the groups is proved to be normal. The print out of the analysis is in Appendix 6.

2. Test of Homogeneity

A homogeneity test was utilized to analyze if the sample was homogenous or not. The sample is said to be homogeneous if the value of the F-observed (F_o) is lower than that in the table value (F_t). For this, the F -test was applied.

The complete computation is enclosed in Appendix 6.

Table 26. **Result of the Homogeneity Test of each Variable (X1: Pre-Test); X2: Post-Test)**

| Variable | F_o | $F_t 5\%$ | P | Statement |
|----------|-------|-----------|-------|-------------|
| X1 | 1.136 | 2.289 | 0.398 | Homogeneous |
| X2 | 1.762 | 2.289 | 0.125 | Homogeneous |

It can be seen from the Table 26 that the value of F_o is less than F_t i.e. $1.136 < 2.289$ in the pre-test and for the post-test, the value of F_o is less than F_t i.e. $1.762 < 2.289$. So, it can be declared that the sample of variance is homogeneous. The level of significance is more than 0.05 i.e. $0.398 > 0.05$ and $0.125 > 0.05$. Therefore, the sample of variance is, once again to be homogeneous.

3. Test of Hypothesis

The hypothesis testing is aimed at revealing whether or not there was a significant difference between the groups in their means of gain scores of the vocabulary mastery test. The level of significance was set on 0.05 or 5%. The print out of the computation is enclosed in Appendix 6. At first, the hypothesis must be changed to the null hypothesis (H_0) before the hypothesis rejected or accepted. The function of the null hypothesis (H_0) was to predict that the hypothesis had no legal effect. The null hypothesis (H_0) is as follows.

“There is no significant difference between vocabulary mastery of the students who are taught by using Edu-Games Software (CD-ROM) and those who are taught without it”.

The researcher presented hypothesis and the data in this research which were analyzed with the help of SPSS 2005 Sutrisna Hadi and Yuni Parmadiningsih edition. The test taken was t -test. In the t -test, if the value of t -observed (t_o) is higher than t -table, the alternative hypothesis (H_a) is accepted, and the null hypothesis (H_0) is rejected. The hypothesis is as follows.

“There is a significant difference between vocabulary mastery of the students who are taught by using Edu-Games Software (CD-ROM) and those who are taught without it”

To test the hypothesis, a matched t -test was utilized in this analysis. The result of matched t -test can be seen in Table 27 and the computation is enclosed in Appendix 6.

Tabel 27. **Result of Matched t-test**

| Variable | t_0 | t_t | Df | p | Interpretation |
|----------|-------|-------|----|-------|----------------|
| A1-A2 | 6.577 | 2.035 | 33 | 0.000 | $t_0 > t_t$ |

Mean scores are stated as having a significant difference if t_0 is higher than t_t , and the probability is the same as or smaller than 0.05 or 5%. Based on the result computation, it was found that the value of t_0 for the experimental and control groups (A1 – A2) was 6.577; which is higher than that of t_t , that is 2.035. The level of significance is 0.000, which is smaller than 0.05. It means that the hypothesis which states “There is a significant difference in the English vocabulary mastery between the fifth grade students who are taught by using Edu-Games Software (CD-ROM) and those who are taught without Edu-Games Software (CD-ROM)” is accepted.

For more explanation, the following table describes the scores of the vocabulary mastery test of the experimental and control groups. It gives details about the gain scores of the students’ vocabulary mastery test of both groups.

Table 28. **The Mean score of Vocabulary Mastery Test**

| Variable | X1 | X2 | X3 |
|----------|-------|-------|------|
| A1 | 29.33 | 35.00 | 5.67 |
| A2 | 31.18 | 32.47 | 1.29 |

Notes:

A1= Experimental group

A2= Control group

X1= Pre-test score mean

X2= Post-test score mean

X3= Gain score mean

It can be shown from Table 28, there are also some different mean scores between the pre-test scores and post-test scores of experimental group. The pre-test mean score of the experimental group is 29.33. While, the post-test mean score of the experimental group is 35.00. It shows that the mean score increase 5.67 from the pre-test to the post-test. Meanwhile, the pre-test mean score of control group is 31.18. While, the post-test mean score is 32.47. The mean score of control group only increase 1.29. It can be stated that “using *Edu-Games Software* (CD-ROM) in teaching English vocabulary to the fifth grade students is more effective than that without using *Edu-Games Software* (CD-ROM)”.

C. Interpretation

There were some results revealed in the findings. Based on the analysis, it showed that there was a significant difference in the vocabulary mastery ability between the fifth grade students of SD Kanisius Wonosari II who were taught using *Edu-Games Software* (CD-ROM) and those who were not. In general, the students' post-test scores were higher than the students' pre-test scores after the implementation of *Edu-Games Software* (CD-ROM).

It was seen from the post-test tables of the experimental group that the mean score of the experimental group was 35.00. The mean score of the experimental group in the post-test was higher than the mean score in the pre-test, i.e., 35.00 > 29.33. The standard deviation (SD) decreased from 2.990 to 1.749. It means that the students' vocabulary mastery was more homogenous.

From the t - test result, the data showed that the students' mean gain score' of the experimental group was higher than that of the control group. The mean score of the experimental group was 5.67 while the mean score of the control group was 1.29. Thus, the hypothesis proposed in the research can be accepted.

The result of the t - test also showed that t_o was higher than the t value at the significance level of 5% i.e., $3.654 > 2.035$. The level of significance was 0.000. Thus, the null hypothesis of no treatment effect was rejected and the proposed hypothesis which states that "there is a significant difference in vocabulary mastery between the fifth grade students of SD Kanisius Wonosari II who are taught using traditional techniques and those who are taught using *Edu-Games Software* (CD-ROM) " is accepted.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

There are three parts that will be discussed in this chapter. They are conclusions of the study, implication from the research findings, and suggestions from the researcher to the related parties based on the study that has been implemented. The discussions are as follows:

A. Conclusions

Based on the theories, research findings, and discussions in the previous chapters, the researcher proposes some items of conclusion. They are as follows:

1. The pre-test result showed that the students' vocabulary mastery of the experimental group before the treatment was in the *high category*. From the post-test which was done after the treatment, the data obtained showed the mean of the experimental group was 35.00. Having been consulted to the table of vocabulary mastery ability, it was in the *very high category*. So, it can be concluded that the vocabulary mastery ability of the experimental group increased from the *high category* to *very high category*. The standard deviation (SD) decreased from 2.990 to 1.749. It means that the students' vocabulary mastery ability was homogenous.
2. The data of the experimental group showed that the number of students in the experimental group whose scores are above the ideal mean, i.e., 22.2 in the pre-test and post-test, increased from 11 to 18 students.
3. There was a significant difference in the vocabulary mastery between the students at grade five of SD Kanisius Wonosari II who were taught using *Edu-Games Software* (CD- ROM) and those who were taught without *Edu-Games*

Software (CD- ROM). It was indicated by the different mean achieved by the experimental group in the pre-test and post-test. The post-test mean was higher than the pre-test mean. It means that teaching vocabulary using *Edu-Games Software* (CD- ROM) as media was better than that without using *Edu-Games Software* (CD-ROM).

Briefly, the use of *Edu-Games Software* (CD-ROM) has improved the students' vocabulary mastery. It can be seen from the post-test scores of the experimental group. The mean score in the post-test was higher than the mean score of the pre-test, i.e., $35.00 > 29.33$. It can be concluded that using *Edu-Games Software* (CD-ROM) as a media in teaching vocabulary was effective enough particularly for the fifth grade students of elementary schools.

It also means that the students of class VA as the experimental group had higher vocabulary mastery after the treatment. From the t -test result, it was known that t_o was higher than the t value at the significance level of 5%, i.e., $3.654 > 2.035$. The level of significance was 0.000. Thus, the null hypothesis of no treatment effect was rejected and the proposed hypothesis in this study was accepted.

Based on the statement above, it can be inferred that in teaching vocabulary, the students who are taught using *Edu-Games Software* (CD-ROM) has higher vocabulary mastery than those who are not. It can also be concluded that the use of *Edu-Games Software* (CD- ROM) as one of media in teaching vocabulary affects the students' vocabulary mastery.

B. Implication

The conclusion that there is a significant difference of English vocabulary mastery between the students who were taught using *Edu-Games Software* (CD-ROM) and those who were not taught using *Edu-Games Software* (CD-ROM) will be a good solution to the teacher in using teaching media to teach English vocabulary more easily and interestingly.

Edu-Games Software (CD-ROM) seems to be a new alternative choice which is most suitable to be used by the teacher in the classroom to transfer the teaching materials easily and interestingly to the students. Teaching without using media to present the materials of teaching is considered not suitable anymore to be applied in classroom, nowadays. The researcher suggests that the teachers vary the media and use them effectively so that the students are more interested in learning English and thus increase their learning achievement.

C. Suggestions

Based on the implication, some suggestions will be addressed to English teacher and other researchers. The suggestions are as follows:

1. To the English teacher

A teacher should notice the things which can influence the teaching-learning process in the classroom especially in the choice of method or media used to reach a good result in teaching. It is essential for the teacher to improve the quality of the teaching-learning process especially in teaching vocabulary for elementary schools. Teachers should be more creative in producing and using interesting

media in the teaching-learning process. *Edu-Games Software* (CD- ROM) that contains a full-colored picture dictionary and games could be alternative media in teaching English, especially vocabulary.

2. To the Students

The use of *Edu-Games Software* (CD-ROM) is expected to be one solution in the learning process, especially for the students with low vocabulary mastery to increase their vocabulary mastery in interesting ways.

3. To other Researchers

There are still many other media that can be used to improve students' vocabulary mastery. The researcher hopes that other researchers will use other media and design researches of the similar topic in education.

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APPENDICES

Appendix 1. Research Instrument

THE RESEARCH INSTRUMENT

Vocabualry Test before the try-out

The Blueprint of Vocabulary test

(TRY OUT)

| No | Materials | Item numbers | Total |
|-----------|--------------------|-------------------------|---------------------|
| 1 | Parts of the body | 1,2,3,4,5,6,7,8 | 8 items |
| 2 | Animals | 9,10,11,12,13,14,15,16 | 8 items |
| 3 | Fruit | 17,18,19,20,21,22 | 6 items |
| 4 | Vegetables | 23,24,25,26,27 | 5 items |
| 5 | Parts of the house | 28,29,30,31,32 | 5 items |
| 6 | At school | 33,34,35,36,37,38,39,40 | 8 items |
| | | Total | 40 items |

I. Choose the correct answer by crossing (x) a, b, c, or d.

1. We can see something with our



- | | |
|----------|----------|
| a. nose | c. teeth |
| b. mouth | d. eyes |

2. We can hold something with our



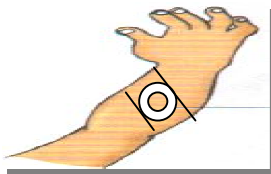
- | | |
|----------|---------|
| a. teeth | c. hand |
| b. leg | d. head |

3. We use ... to eat and drink.



- | | |
|-------------|----------|
| a. forehead | c. mouth |
| b. ears | d. toe |

4. My father wears a beautiful watch on his



- | | |
|------------|----------|
| a. elbow | c. wrist |
| b. stomach | d. leg |

5. What is this? This is



a. a tongue

c. an arm

b. a knee

d. a head

6. We can hear something with our



a. nose

c. ear

b. eye

d. hand

7. You can say something "good" with your



a. thumb

c. finger

b. ear

d. leg

8. Kurniawan is a football player. He kicks the ball with his



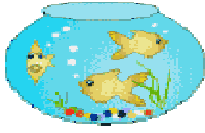
a. eyes

c. foot

b. finger

d. stomach

9. What am I? I live in the water.



- a. a bird
- b. a cat

- c. a fish
- d. a lion

10. I have a long nose, big ears and ivories. I am



- a. a dog
- b. a goat

- c. a rabbit
- d. an elephant

11. I can buy a bird in a



- a. bookshop
- b. pet shop

- c. grocery
- d. butcher

12. I will ride a



- a. horse
- b. camel

- c. deer
- d. pig

13. We like to eat banana. We are



- a. goats
- b. monkeys

- c. cows
- d. chickens

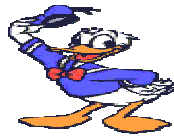
14. A ... has a long body.



- a. monkey
- b. snake

- c. fish
- d. snake

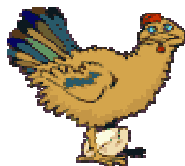
15. Donald ... is a cartoon character.



- a. duck
- b. chicken

- c. dog
- d. goat

16. A ... lays eggs.



- a. cock
- b. cow

- c. hen
- d. rabbit

17. This is



- a. a grape
- b. a pineapple

- c. a banana
- d. an apple

18. A watermelon is a kind of



- a. food
- b. fruit

- c. plants
- d. vegetables

19. What is this? This is



- a. a pineapple
- b. a watermelon

- c. a mango
- d. a lemonade

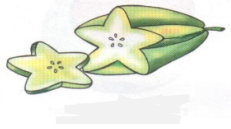
20. I don't like oranges, but I like



- a. bananas
- b. a mango

- c. a strawberry
- d. an apple

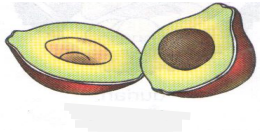
21. What fruit do you like best?



- a. an orange
- b. a grape

- c. an avocado
- d. a star fruit

22. I like ... juice.



- a. jackfruit
- b. avocado

- c. watermelon
- d. carrot

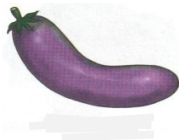
23. Cabbage is a kind of



- a. vegetable
- b. fruit

- c. food
- d. drink

24. What is this? This is



- a. a chili
- b. an eggplant

- c. a spinach
- d. a broccoli

25. Don't eat ... too much. It's hot.



a. cucumber
b. carrot

c. chili
d. potato

26. A rabbit likes to eat



a. carrot
b. peanut

c. bean
d. spinach

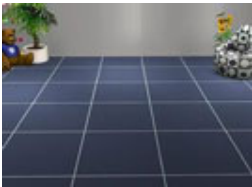
27. A ... has many seeds.



a. cabbage
b. potato

c. mangosteen
d. tomato

28. Clean the ... It's dirty.



a. floor
b. door

c. roof
d. window

29. We take a bath in the



- a. dining room
- b. bath room

- c. living room
- d. garage

30. My mother cooks in the



- a. bath room
- b. living room

- c. kitchen
- d. dining room

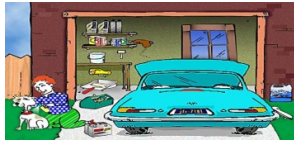
31. Please sit on the



- a. chair
- b. black board

- c. table
- d. chalk

32. My father keeps his car in the



- a. stairs
- b. garage
- c. roof
- d. kitchen

33. A ... is used to write something.



- a. chalk
- b. book
- c. pencil
- d. sharpener

34. It is used to sharpen your pencil. It is



- a. a pencil-case
- b. a bag
- c. an eraser
- d. a sharpener

35. I want to buy a beautiful



- a. bag
- b. shoes
- c. pencil-case
- d. hat

36. It is very important in the classroom.

The color is black. It is a



- a. black board
- b. skate board

- c. white board
- d. table

37. What is this? This is



- a. a flag
- b. a uniform

- c. a hat
- d. a belt

38. Where is this?



- a. in the living room
- b. in the garden

- c. in the dining room
- d. in the classroom

39. It is used to do sport. What is it? It is a pair of



- a. sandals
- b. socks

- c. shoes
- d. chalks

40. Lina likes reading a book in the



- a. post office
- b. library

- c. classroom
- d. hospital

ANSWER SHEET

Name :

Student's number :

| | | | | |
|----|---|---|---|---|
| 1 | A | B | C | D |
| 2 | A | B | C | D |
| 3 | A | B | C | D |
| 4 | A | B | C | D |
| 5 | A | B | C | D |
| 6 | A | B | C | D |
| 7 | A | B | C | D |
| 8 | A | B | C | D |
| 9 | A | B | C | D |
| 10 | A | B | C | D |
| 11 | A | B | C | D |
| 12 | A | B | C | D |
| 13 | A | B | C | D |
| 14 | A | B | C | D |
| 15 | A | B | C | D |
| 16 | A | B | C | D |
| 17 | A | B | C | D |
| 18 | A | B | C | D |
| 19 | A | B | C | D |
| 20 | A | B | C | D |
| 21 | A | B | C | D |
| 22 | A | B | C | D |
| 23 | A | B | C | D |
| 24 | A | B | C | D |
| 25 | A | B | C | D |
| 26 | A | B | C | D |
| 27 | A | B | C | D |
| 28 | A | B | C | D |
| 29 | A | B | C | D |
| 30 | A | B | C | D |
| 31 | A | B | C | D |
| 32 | A | B | C | D |
| 33 | A | B | C | D |
| 34 | A | B | C | D |
| 35 | A | B | C | D |
| 36 | A | B | C | D |
| 37 | A | B | C | D |
| 38 | A | B | C | D |
| 39 | A | B | C | D |
| 40 | A | B | C | D |

Test answer (try out)

| | |
|-------|-------|
| 1. D | 21. D |
| 2. C | 22. B |
| 3. C | 23. A |
| 4. C | 24. B |
| 5. A | 25. C |
| 6. C | 26. A |
| 7. A | 27. D |
| 8. C | 28. A |
| 9. C | 29. B |
| 10. D | 30. C |
| 11. B | 31. A |
| 12. A | 32. B |
| 13. B | 33. C |
| 14. D | 34. D |
| 15. A | 35. A |
| 16. C | 36. A |
| 17. D | 37. C |
| 18. B | 38. D |
| 19. C | 39. C |
| 20. C | 40. B |

Appendix 2. Validity and Reliability of the Instrument

VALIDITY AND RELIABILITY

Data Tabulation

Computation

Reliability

Case Processing Summary

| | | N | % |
|-------|-----------------------|----|-------|
| Cases | Valid | 18 | 100.0 |
| | Excluded ^a | 0 | .0 |
| | Total | 18 | 100.0 |

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

| Cronbach's Alpha | N of Items |
|---------------------|------------|
| .897 | 40 |

Item-Total Statistics

| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
|----------------|----------------------------------|--------------------------------------|--|--|
| Pre1 Pre test | 29.50 | 42.265 | .365 | .895 |
| Pre2 Pre test | 29.72 | 40.330 | .495 | .893 |
| Pre3 Pre test | 29.61 | 41.310 | .402 | .895 |
| Pre4 Pre test | 30.28 | 41.271 | .410 | .895 |
| Pre5 Pre test | 29.50 | 41.794 | .521 | .894 |
| Pre6 Pre test | 29.50 | 41.794 | .521 | .894 |
| Pre7 Pre test | 30.06 | 40.761 | .379 | .896 |
| Pre8 Pre test | 29.56 | 41.438 | .455 | .894 |
| Pre9 Pre test | 29.50 | 41.794 | .521 | .894 |
| Pre10 Pre test | 29.50 | 41.794 | .521 | .894 |
| Pre11 Pre test | 30.22 | 43.007 | .044 | .901 |
| Pre12 Pre test | 29.61 | 41.546 | .353 | .895 |
| Pre13 Pre test | 29.50 | 42.265 | .365 | .895 |
| Pre14 Pre test | 30.11 | 40.575 | .425 | .895 |
| Pre15 Pre test | 29.50 | 42.265 | .365 | .895 |
| Pre16 Pre test | 30.17 | 40.147 | .527 | .893 |
| Pre17 Pre test | 30.17 | 41.088 | .362 | .896 |
| Pre18 Pre test | 29.78 | 41.007 | .353 | .896 |
| Pre19 Pre test | 29.72 | 40.330 | .495 | .893 |
| Pre20 Pre test | 29.50 | 42.265 | .365 | .895 |
| Pre21 Pre test | 29.67 | 40.588 | .489 | .893 |
| Pre22 Pre test | 29.67 | 41.059 | .401 | .895 |
| Pre23 Pre test | 29.56 | 41.556 | .426 | .894 |
| Pre24 Pre test | 29.78 | 40.065 | .511 | .893 |
| Pre25 Pre test | 29.56 | 41.203 | .513 | .893 |
| Pre26 Pre test | 29.78 | 40.065 | .511 | .893 |
| Pre27 Pre test | 29.56 | 41.438 | .455 | .894 |
| Pre28 Pre test | 29.72 | 40.801 | .412 | .895 |
| Pre29 Pre test | 29.61 | 40.958 | .475 | .894 |
| Pre30 Pre test | 29.61 | 41.428 | .377 | .895 |
| Pre31 Pre test | 29.50 | 41.794 | .521 | .894 |
| Pre32 Pre test | 29.61 | 41.075 | .451 | .894 |
| Pre33 Pre test | 29.56 | 41.438 | .455 | .894 |
| Pre34 Pre test | 30.00 | 40.000 | .491 | .893 |
| Pre35 Pre test | 29.50 | 41.794 | .521 | .894 |
| Pre36 Pre test | 29.50 | 42.265 | .365 | .895 |
| Pre37 Pre test | 29.61 | 41.310 | .402 | .895 |
| Pre38 Pre test | 29.50 | 42.265 | .365 | .895 |
| Pre39 Pre test | 29.56 | 42.497 | .198 | .897 |
| Pre40 Pre test | 29.50 | 43.441 | -.019 | .899 |

Reliability

Case Processing Summary

| | | N | % |
|-------|-----------------------|----|-------|
| Cases | Valid | 17 | 100.0 |
| | Excluded ^a | 0 | .0 |
| | Total | 17 | 100.0 |

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

| Cronbach's Alpha | N of Items |
|---------------------|------------|
| .900 | 40 |

Item-Total Statistics

| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
|----------------|----------------------------------|--------------------------------------|--|--|
| Pre1 Pre test | 31.41 | 42.382 | .491 | .897 |
| Pre2 Pre test | 31.41 | 42.632 | .411 | .898 |
| Pre3 Pre test | 31.71 | 41.346 | .380 | .898 |
| Pre4 Pre test | 31.59 | 41.882 | .339 | .899 |
| Pre5 Pre test | 31.53 | 42.140 | .333 | .899 |
| Pre6 Pre test | 31.65 | 41.493 | .377 | .898 |
| Pre7 Pre test | 31.41 | 42.382 | .491 | .897 |
| Pre8 Pre test | 31.76 | 40.316 | .531 | .895 |
| Pre9 Pre test | 31.65 | 41.493 | .377 | .898 |
| Pre10 Pre test | 31.41 | 42.632 | .411 | .898 |
| Pre11 Pre test | 31.59 | 43.757 | .008 | .904 |
| Pre12 Pre test | 31.47 | 41.765 | .493 | .896 |
| Pre13 Pre test | 31.53 | 40.515 | .664 | .894 |
| Pre14 Pre test | 31.41 | 42.632 | .411 | .898 |
| Pre15 Pre test | 31.59 | 40.882 | .522 | .896 |
| Pre16 Pre test | 31.41 | 42.382 | .491 | .897 |
| Pre17 Pre test | 31.41 | 42.632 | .411 | .898 |
| Pre18 Pre test | 31.41 | 42.632 | .411 | .898 |
| Pre19 Pre test | 31.41 | 42.382 | .491 | .897 |
| Pre20 Pre test | 31.47 | 41.390 | .583 | .895 |
| Pre21 Pre test | 31.41 | 42.757 | .371 | .898 |
| Pre22 Pre test | 31.41 | 42.757 | .371 | .898 |
| Pre23 Pre test | 31.41 | 42.382 | .491 | .897 |
| Pre24 Pre test | 31.41 | 42.757 | .371 | .898 |
| Pre25 Pre test | 31.82 | 39.529 | .649 | .893 |
| Pre26 Pre test | 31.59 | 41.382 | .430 | .897 |
| Pre27 Pre test | 31.71 | 40.596 | .503 | .896 |
| Pre28 Pre test | 32.18 | 41.904 | .380 | .898 |
| Pre29 Pre test | 31.41 | 42.632 | .411 | .898 |
| Pre30 Pre test | 31.53 | 41.765 | .408 | .897 |
| Pre31 Pre test | 31.76 | 40.191 | .551 | .895 |
| Pre32 Pre test | 31.47 | 42.140 | .404 | .898 |
| Pre33 Pre test | 31.59 | 41.507 | .407 | .898 |
| Pre34 Pre test | 31.41 | 42.382 | .491 | .897 |
| Pre35 Pre test | 31.76 | 40.691 | .470 | .897 |
| Pre36 Pre test | 31.47 | 41.390 | .583 | .895 |
| Pre37 Pre test | 31.82 | 40.904 | .429 | .898 |
| Pre38 Pre test | 31.53 | 41.515 | .459 | .897 |
| Pre39 Pre test | 31.41 | 44.132 | -.062 | .902 |
| Pre40 Pre test | 31.41 | 44.132 | -.062 | .902 |

Case Summaries

[illegible]

Case Summaries

[illegible]

Case Summaries

| | Pre 27 | Pre 28 | Pre 29 | Pre 30 | Pre 31 | Pre 32 | Pre 33 | Pre 34 | Pre 35 | Pre 36 | Pre 37 | Pre 38 | Pre 39 |
|-------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 |
| 2 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 1 |
| 3 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 |
| 4 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 5 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 6 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 7 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 8 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 0 |
| 9 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 |
| 10 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 1 |
| 11 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 12 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 |
| 13 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 |
| 14 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 15 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 16 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 17 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 1 |
| 18 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 |
| Total | N | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 |

Case Summaries

| | Pre 40 | Tot |
|-------|-----------|-----|
| 1 | 1 | 32 |
| 2 | 1 | 22 |
| 3 | 1 | 34 |
| 4 | 1 | 29 |
| 5 | 1 | 37 |
| 6 | 1 | 38 |
| 7 | 1 | 28 |
| 8 | 1 | 21 |
| 9 | 0 | 30 |
| 10 | 1 | 16 |
| 11 | 1 | 36 |
| 12 | 1 | 34 |
| 13 | 1 | 31 |
| 14 | 1 | 37 |
| 15 | 1 | 34 |
| 16 | 1 | 36 |
| 17 | 1 | 20 |
| 18 | 1 | 33 |
| Total | N | 18 |

Case Summaries

[illegible]

Case Summaries

[illegible]

Case Summaries

| | Pre 27 | Pre 28 | Pre 29 | Pre 30 | Pre 31 | Pre 32 | Pre 33 | Pre 34 | Pre 35 | Pre 36 | Pre 37 | Pre 38 | Pre 39 |
|-------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 2 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 |
| 3 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 4 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 |
| 5 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 |
| 6 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 |
| 7 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 |
| 8 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 9 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 1 |
| 10 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 11 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 1 | 1 |
| 12 | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 1 |
| 13 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 14 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 0 |
| 15 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 1 |
| 16 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 |
| 17 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 |
| Total | N | 17 | 17 | 17 | 17 | 17 | 17 | 17 | 17 | 17 | 17 | 17 | 17 |

Case Summaries

| | Pre 40 | Tot |
|-------|-----------|-----|
| 1 | 1 | 36 |
| 2 | 1 | 35 |
| 3 | 1 | 39 |
| 4 | 1 | 22 |
| 5 | 1 | 37 |
| 6 | 1 | 36 |
| 7 | 1 | 35 |
| 8 | 1 | 37 |
| 9 | 1 | 19 |
| 10 | 1 | 40 |
| 11 | 1 | 21 |
| 12 | 1 | 27 |
| 13 | 1 | 36 |
| 14 | 0 | 33 |
| 15 | 1 | 27 |
| 16 | 1 | 32 |
| 17 | 1 | 38 |
| Total | N | 17 |

The Blueprint of Vocabulary test

(PRE-TEST)

| No | Materials | Item numbers | Total |
|-----------|--------------------|---------------------|---------------------|
| 1 | Parts of the body | 1,2,3,4,5,6,7,8 | 8 items |
| 2 | Animals | 9,10,11,12,13,14,15 | 7 items |
| 3 | Fruit | 16,17,18,19,20,21 | 6 items |
| 4 | Vegetables | 22,23,24,25,26 | 5 items |
| 5 | Parts of the house | 27,28,29,30,31 | 5 items |
| 6 | At school | 32,33,34,35,36,37 | 6 items |
| | | Total | 37 items |

II. Choose the correct answer by crossing (x) a, b, c, or d.

1. We can see something with our



- | | |
|----------|----------|
| a. nose | c. teeth |
| b. mouth | d. eyes |

2. We can hold something with our



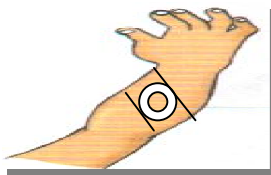
- | | |
|----------|---------|
| a. teeth | c. hand |
| b. leg | d. head |

3. We use ... to eat and drink.



- | | |
|-------------|----------|
| a. forehead | c. mouth |
| b. ears | d. toe |

4. My father wears a beautiful watch on his



- | | |
|------------|----------|
| a. elbow | c. wrist |
| b. stomach | d. leg |

5. What is this? This is



a. a tongue

c. an arm

b. a knee

d. a head

6. We can hear something with our



a. nose

c. ear

b. eye

d. hand

7. You can say something "good" with your



a. thumb

c. finger

b. ear

d. leg

8. Kurniawan is a football player. He kicks the ball with his



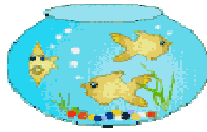
a. eyes

c. foot

b. finger

d. stomach

9. What am I? I live in the water.



- a. a bird
- b. a cat

- c. a fish
- d. a lion

10. I have a long nose, big ears and ivories. I am



- a. a dog
- b. a goat

- c. a rabbit
- d. an elephant

11. I will ride a



- a. horse
- b. camel

- c. deer
- d. pig

12. We like to eat banana. We are



- a. goats
- b. monkeys

- c. cows
- d. chickens

13. A ... has a long body.



- a. monkey
- b. snack

- c. fish
- d. snake

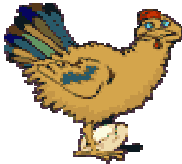
14. Donald ... is a cartoon character.



- a. duck
- b. chicken

- c. dog
- d. goat

15. A ... lays eggs.



- a. cock
- b. cow

- c. hen
- d. rabbit

16. This is



- a. a grape
- b. a pineapple

- c. a banana
- d. an apple

17. A watermelon is a kind of



- a. food
- b. fruit

- c. plants
- d. vegetables

18. What is this? This is



- c. a pineapple
- d. a watermelon

- c. a mango
- d. a lemonade

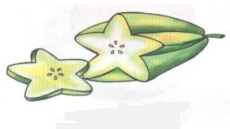
19. I don't like oranges, but I like



- b. bananas
- b. a mango

- c. a strawberry
- d. an apple

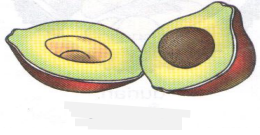
20. What fruit do you like best?



- a. an orange
- b. a grape

- c. an avocado
- d. a star fruit

21. I like ... juice.



a. jackfruit

b. avocado

c. watermelon

d. carrot

22. Cabbage is a kind of



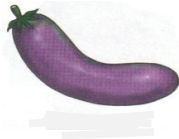
a. vegetable

b. fruit

c. food

d. drink

23. What is this? This is



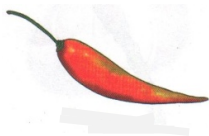
a. a chili

b. an eggplant

c. a spinach

d. a broccoli

24. Don't eat ... too much. It's hot.



c. cucumber

d. carrot

c. chili

d. potato

25. A rabbit likes to eat



- c. carrot
- d. peanut

- c. bean
- d. spinach

26. A ... has many seeds.



- b. cabbage
- b. potato

- c. mangosteen
- d. tomato

27. Clean the ... It's dirty.



- c. floor
- d. door

- c. roof
- d. window

28. We take a bath in the



- c. dining room
- d. bath room

- c. living room
- d. garage

29. My mother cooks in the



c. bath room
d. living room

c. kitchen
d. dining room

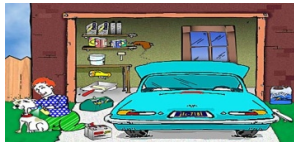
30. Please sit on the



b. chair
b. black board

c. table
d. chalk

31. My father keeps his car in the



c. stairs
d. garage

c. roof
d. kitchen

32. A ... is used to write something.



- c. chalk
- d. book

- c. pencil
- d. sharpener

33. It is used to sharpen your pencil. It is



- c. a pencil-case
- d. a bag

- c. an eraser
- d. a sharpener

34. I want to buy a beautiful



- c. bag
- d. shoes

- c. pencil-case
- d. hat

35. It is very important in the classroom.

The color is black. It is a



- b. black board
- b. skate board

- c. white board
- d. table

36. What is this? This is



- c. a flag
- d. a uniform

- c. a hat
- d. a belt

37. Where is this?



- c. in the living room
- d. in the garden

- c. in the dining room
- d. in the classroom

ANSWER SHEET

Name :

Students number :

| | | | | |
|----|---|---|---|---|
| 1 | A | B | C | D |
| 2 | A | B | C | D |
| 3 | A | B | C | D |
| 4 | A | B | C | D |
| 5 | A | B | C | D |
| 6 | A | B | C | D |
| 7 | A | B | C | D |
| 8 | A | B | C | D |
| 9 | A | B | C | D |
| 10 | A | B | C | D |
| 11 | A | B | C | D |
| 12 | A | B | C | D |
| 13 | A | B | C | D |
| 14 | A | B | C | D |
| 15 | A | B | C | D |
| 16 | A | B | C | D |
| 17 | A | B | C | D |
| 18 | A | B | C | D |
| 19 | A | B | C | D |
| 20 | A | B | C | D |
| 21 | A | B | C | D |
| 22 | A | B | C | D |
| 23 | A | B | C | D |
| 24 | A | B | C | D |
| 25 | A | B | C | D |
| 26 | A | B | C | D |
| 27 | A | B | C | D |
| 28 | A | B | C | D |
| 29 | A | B | C | D |
| 30 | A | B | C | D |
| 31 | A | B | C | D |
| 32 | A | B | C | D |
| 33 | A | B | C | D |
| 34 | A | B | C | D |
| 35 | A | B | C | D |
| 36 | A | B | C | D |
| 37 | A | B | C | D |

Test answer (pre-test)

- | | |
|-------|-------|
| 1. D | 21. B |
| 2. C | 22. A |
| 3. C | 23. B |
| 4. C | 24.C |
| 5. A | 25. A |
| 6. C | 26. D |
| 7. A | 27. A |
| 8. C | 28. B |
| 9. C | 29. C |
| 10. D | 30. A |
| 11. A | 31. C |
| 12. B | 32. B |
| 13. D | 33. D |
| 14. A | 34.A |
| 15. C | 35. A |
| 16. D | 36. C |
| 17. B | 37. D |
| 18. C | |
| 19. C | |
| 20. D | |

Appendix 3. The Final Instrument

THE FINAL INSTRUMENT

Vocabulary Test

The Blueprint of Vocabulary test
(POST-TEST)

| No | Materials | Item numbers | Total |
|-----------|--------------------|-------------------------|---------------------|
| 1 | Animals | 1,2,3,4,5,6,7 | 7 items |
| 2 | Parts of the house | 8,9,10,11,12 | 5 items |
| 3 | At school | 13,14,15,16,17,18 | 6 items |
| 4 | Parts of the body | 19,20,21,22,23,24,25,26 | 8 items |
| 5 | Vegetables | 27,28,29,30,31 | 5 items |
| 6 | Fruit | 32,33,34,35,36,37 | 6 items |
| | | Total | 37 items |

III. Choose the correct answer by crossing (x) a, b, c, or d.

1. What am I? I live in the water.



a. a bird

c. a fish

b. a cat

d. a lion

2. I have a long nose, big ears and ivories. I am



a. a dog

c. a rabbit

b. a goat

d. an elephant

3. I will ride a



a. horse

c. deer

b. camel

d. pig

4. We like to eat banana. We are



a. goats

c. cows

b. monkeys

d. chickens

5. A ... has a long body.



- a. monkey
- b. snack

- c. fish
- d. snake

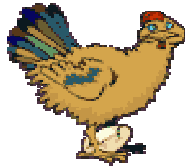
6. Donald ... is a cartoon character.



- a. duck
- b. chicken

- c. dog
- d. goat

7. A ... lays eggs.



- a. cock
- b. cow

- c. hen
- d. rabbit

8. Clean the ... It's dirty.



- e. floor
- f. door

- c. roof
- d. window

9. We take a bath in the



e. dining room

f. bath room

c. living room

d. garage

10. My mother cooks in the



e. bath room

f. living room

c. kitchen

d. dining room

11. Please sit on the



c. chair

b. black board

c. table

d. chalk

12. My father keeps his car in the



e. stairs
f. garage

c. roof
d. kitchen

13. A ... is used to write something.



e. chalk
f. book

c. pencil
d. sharpener

14. It is used to sharpen your pencil. It is



e. a pencil-case
f. a bag

c. an eraser
d. a sharpener

15. I want to buy a beautiful



e. bag
f. shoes

c. pencil-case
d. hat

16. It is very important in the classroom.

The color is black. It is a



- c. black board
- b. skate board

- c. white board
- d. table

17. What is this? This is



- e. a flag
- f. a uniform

- c. a hat
- d. a belt

18. Where is this?



- e. in the living room
- f. in the garden

- c. in the dining room
- d. in the classroom

19. We can see something with our



- a. nose
- b. mouth

- c. teeth
- d. eyes

20. We can hold something with our



a. teeth

c. hand

b. leg

d. head

21. We use ... to eat and drink.



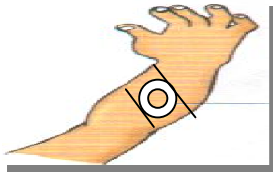
a. forehead

c. mouth

b. ears

d. toe

22. My father wears a beautiful watch on his



a. elbow

c. wrist

b. stomach

d. leg

23. What is this? This is



a. a tongue

c. an arm

b. a knee

d. a head

24. We can hear something with our



- a. nose
- b. eye

- c. ear
- d. hand

25. You can say something "good" with your



- a. thumb
- b. ear

- c. finger
- d. leg

26. Kurniawan is a football player. He kicks the ball with his



- a. eyes
- b. finger

- c. foot
- d. stomach

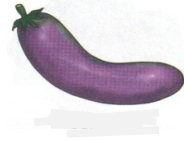
27. Cabbage is a kind of



- a. vegetable
- b. fruit

- c. food
- d. drink

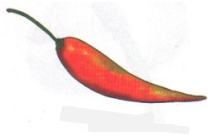
28. What is this? This is



- a. a chili
- b. an eggplant

- c. a spinach
- d. a broccoli

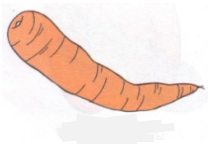
29. Don't eat ... too much. It's hot.



- e. cucumber
- f. carrot

- c. chili
- d. potato

30. A rabbit likes to eat



- e. carrot
- f. peanut

- c. bean
- d. spinach

31. A ... has many seeds.



- c. cabbage
- b. potato

- c. mangosteen
- d. tomato

32. This is



- a. a grape
- b. a pineapple

- c. a banana
- d. an apple

33. A watermelon is a kind of



- a. food
- b. fruit

- c. plants
- d. vegetables

34. What is this? This is



- e. a pineapple
- f. a watermelon

- c. a mango
- d. a lemonade

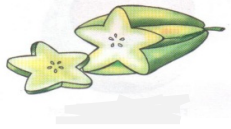
35. I don't like oranges, but I like



- c. bananas
- b. a mango

- c. a strawberry
- d. an apple

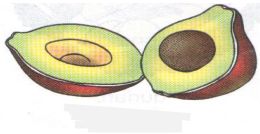
36. What fruit do you like best?



- a. an orange
- b. a grape

- c. an avocado
- d. a star fruit

37. I like ... juice.



- a. jackfruit
- b. avocado

- c. watermelon
- d. carrot

ANSWER SHEET

Name :

Student's number :

| | | | | |
|----|---|---|---|---|
| 1 | A | B | C | D |
| 2 | A | B | C | D |
| 3 | A | B | C | D |
| 4 | A | B | C | D |
| 5 | A | B | C | D |
| 6 | A | B | C | D |
| 7 | A | B | C | D |
| 8 | A | B | C | D |
| 9 | A | B | C | D |
| 10 | A | B | C | D |
| 11 | A | B | C | D |
| 12 | A | B | C | D |
| 13 | A | B | C | D |
| 14 | A | B | C | D |
| 15 | A | B | C | D |
| 16 | A | B | C | D |
| 17 | A | B | C | D |
| 18 | A | B | C | D |
| 19 | A | B | C | D |
| 20 | A | B | C | D |
| 21 | A | B | C | D |
| 22 | A | B | C | D |
| 23 | A | B | C | D |
| 24 | A | B | C | D |
| 25 | A | B | C | D |
| 26 | A | B | C | D |
| 27 | A | B | C | D |
| 28 | A | B | C | D |
| 29 | A | B | C | D |
| 30 | A | B | C | D |
| 31 | A | B | C | D |
| 32 | A | B | C | D |
| 33 | A | B | C | D |
| 34 | A | B | C | D |
| 35 | A | B | C | D |
| 36 | A | B | C | D |
| 37 | A | B | C | D |

Test Answer (Post-Test)

| | |
|-------|------|
| 1. C | 21.C |
| 2. D | 22.C |
| 3. A | 23.A |
| 4. B | 24.C |
| 5. D | 25.A |
| 6. A | 26.C |
| 7. C | 27.A |
| 8. A | 28.B |
| 9. B | 29.C |
| 10. C | 30.A |
| 11. A | 31.D |
| 12. B | 32.D |
| 13. C | 33.B |
| 14. D | 34.C |
| 15. A | 35.C |
| 16. C | 36.D |
| 17. D | 37.B |
| 18. D | |
| 19. C | |
| 20. C | |

Appendix 4. Lesson Plan

LESSON PLAN

MODEL KURIKULUM TINGKAT SATUAN PENDIDIKAN

SILABUS

Nama Sekolah : SDK WONOSARI II
Kelas Semester : V/II (lima / dua)
Mata Pelajaran : BAHASA INGGRIS

| Standar Kompetensi | Kompetensi Dasar | Materi Pelajaran | Pengalaman Belajar | Indikator | Penilaian | Alokasi Waktu | Sumber / Bahan / Alat |
|--|--|------------------|---|---|---|---------------|--|
| Mendengarkan Memahami instruksi sederhana dengan tindakan dalam konteks kelas | Merespon dengan melakukan tindakan secara berterima dalam konteks kelas | PART OF THE BODY | <ul style="list-style-type: none"> Siswa menyebutkan bagian-bagian tubuh Melaksanakan dikte dengan baik | <p>Mengenal nama bagian tubuh manusia</p> <p>Mendeskripsikan fungsi bagian tubuh manusia dengan melalui dialog sederhana</p> | <p>Tes tertulis</p> <p>Memahami Wacana</p> | 4x 30' | <p>KTSP</p> <p>Buku</p> <p>Bahasa Inggris</p> <p>Kelas 5</p> |
| Berbicara Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks kelas | Bercakap-cakap untuk menyertai tindakan secara berterima yang melibatkan tindak tutur mengenal bagian tubuh manusia | | <ul style="list-style-type: none"> Siswa mengenali bagian-bagian tubuh Siswa bisa mengungkapkan fungsi bagian tubuh e.g. What do you hear with ? | <p>Mengucapkan nama-nama bagian tubuh manusia dan bagian lafal yang benar.</p> <p>Menanyakan bagian tubuh seseorang dan memberikan jawaban dengan lafal yang benar.</p> | <p>Tes lisan</p> <p>Partner</p> <p>Practice</p> | | <p>Gambar bagian-bagian tubuh</p> |
| Membaca Memahami tulisan bahasa Inggris sangat sederhana dalam konteks kelas | Membaca nyaring dengan melafalkan alfabet dan ucapan yang tepat yang melibatkan kata, frasa dan kalimat sangat sederhana | | <ul style="list-style-type: none"> Siswa membaca wacana tentang bagian-bagian Tubuh Siswa menyebutkan dan menunjukkan bagian tubuh e.g. I smell with my nose | <p>Mengucapkan dan memahami nama-nama bagian tubuh manusia</p> <p>Mendengarkan dan mengulangi</p> | <p>Tes lisan</p> <p>Menabak Gambar</p> <p>Mendengarkan dan mengulangi</p> | | |

MODEL KURIKULUM TINGKAT SATUAN PENDIDIKAN

| Standar Kompetensi | Kompetensi Dasar | Materi Pelajaran | Pengalaman Belajar | Indikator | Penilaian | Alokasi Waktu | Sumber/ bahan/ alat |
|---|---|------------------|---|---|---|---------------|---------------------|
| Menulis Mengela dan menyalin tulisan bahasa Inggris sangat sederhana dalam konteks kelas | Mengeja ujaran bahasa Inggris sangat sederhana secara tepat dan berterima dengan tanda baca yang benar yang melibatkan kata, frasa dan kalimat sangat sederhana | | <ul style="list-style-type: none"> Siswa dapat melengkapi kalimat <p>Contoh :</p> <p>I speak with....</p> <p>He works with his...</p> <p>She walks with her...</p> <p>They hear with their ears.</p> | <p>Memahami fungsi-fungsi bagian tubuh manusia.</p> <p>Menyusun kata-kata acak menjadi kalimat bermakna</p> | <p>Game</p> <p>The student can guess a part of body which is used to smell with...</p> <p>- You eat something with your...</p> <p>Menulis kalimat</p> | | |

MODEL KURIKULUM TINGKAT SATUAN PENDIDIKAN

SILABUS

Nama Sekolah : SDK WONOSARI II
Kelas Semester : V/II (lima / dua)
Mata Pelajaran : BAHASA INGGRIS

| Standar Kompetensi | Kompetensi Dasar | Materi Pelajaran | Pengalaman Belajar | Indikator | Penilaian | Alokasi Waktu | Sumber / Bahan / Alat |
|--|--|--|--|---|---------------------------------|---------------|---|
| Mendengarkan Memahami instruksi sederhana dengan tindakan dalam konteks kelas | Merespon dengan melakukan tindakan secara berterima dalam konteks kelas | ANIMALS | <ul style="list-style-type: none"> Siswa mendengarkan nama-nama binatang Siswa mendengarkan dan memilih gambar | <p>Mengingat nama-nama binatang dan mengucapkannya dengan lafal yang benar</p> <p>Mendengarkan bentuk tunggal dan jamak</p> | Tes lisan Describing animals | 4 x 30' | KTSP Buku Bahasa Inggris kelas 5 Gambar |
| Berbicara Mengungkapkan instruksi dan informasi yang sederhana dalam konteks kelas | <p>Bercakap-cakap untuk meminta / member jasa/ barang secara berterima yang melibatkan tindak tutur mengenal binatang.</p> <p>Mengucapkan benda tunggal dan jamak secara yang berterima seperti : This is, That is, There are, Those are</p> <p>Membaca nyaring dengan melafalkan alfabet dan ucapan yang tepat yang melibatkan kata, frasa dan kalimat yang sederhana</p> | <ul style="list-style-type: none"> Siswa menyebutkan nama binatang dalam dialog yang sederhana A : Is it a rhinoceros ? B : No it is not A : What is this ? B : This is a hippopotamus | <p>Mengucapkan nama-nama binatang dengan lafal yang benar.</p> <p>Menjamakan</p> <p>Mendeskripsikan binatang</p> | <p>Tes lisan</p> <p>Menyebutkan 10 nama binatang besar</p> | | | |
| Membaca Memahami tulisan bahasa Inggris yang sederhana dalam konteks kelas | | | <ul style="list-style-type: none"> Siswa membaca wacana Siswa menjawab pertanyaan wacana Siswa dapat menguraikan isi wacana | <p>Membaca wacana dengan lafal dan intonasi yang benar</p> <p>Menjawab pertanyaan sesuai dengan isi wacana</p> | Tes tertulis Dictation | | |

MODEL KURIKULUM TINGKAT SATUAN PENDIDIKAN

| Standar Kompetensi | Kompetensi Dasar | Materi Pelajaran | Pengalaman Belajar | Indikator | Penilaian | Alokasi Waktu | Sumber/ Bahan/ Alat |
|---|---|------------------|--|--|--|---------------|---------------------|
| Menulis Mengeja dan menyalin tulisan bahasa Inggris sangat sederhana dalam konteks kelas | Mengeja ujaran bahasa Inggris sangat sederhana secara tepat dan berterima dengan tanda baca yang benar yang melibatkan kata, frasa dan kalimat sangat sederhana | | <ul style="list-style-type: none"> Siswa melengkapi kalimat percakapan sederhana dengan menggunakan nama binatang Siswa membuat kalimat sederhana dengan menggunakan nama binatang <p>Contoh : That is a tiger. Those are tigers. This is a lion. There are lions. This is an elephant. Those are elephants. That is an owl. Those are Owls.</p> | <ul style="list-style-type: none"> Melengkapi kalimat dengan kata yang tepat Menuliskan kata atau huruf yang dihilangkan Menentukan/ memilih kata yang sesuai dengan gambar yang tersedia | <p>Tes tertulis</p> <p>Menuliskan nama yang dipergakan atau meniru suara binatang.</p> | | |

SILABUS

Nama Sekolah : SDK WONOSARI II
Kelas Semester : V/II (lima / dua)
Mata Pelajaran : BAHASA INGGRIS

| Standar Kompetensi | Kompetensi Dasar | Materi Pelajaran | Pengalaman Belajar | Indikator | Penilaian | Alokasi Waktu | Sumber / Bahan / Alat |
|--|--|------------------|--|--|--|---------------|---|
| Mendengarkan Memahami instruksi sederhana dengan tindakan dalam konteks kelas | Mereson dengan melakukan tindakan secara berterima dalam konteks kelas | FRUITS | <ul style="list-style-type: none"> Siswa mendengarkan Nama buah-buahan Siswa mendengarkan dan memilih gambar | <p>Mengingat nama buah-buahan dan mengucapkannya dengan lafal yang benar.</p> <p>Mendengarkan bentuk tunggal dan jamak</p> | Tes lisan Describing Fruits. | 4x 30' | KTSP Buku Bahasa Inggris kelas 5 Gambar |
| Berbicara Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks kelas | Bercakap-cakap untuk meminta / member jasa/ barang secara berterima yang melibatkan tindak tutur mengenal nama buah-buahan Mengucapkan benda tunggal dan jamak secara yang berterima seperti : This is, That is, There are, Those are Membaca nyaring dengan melafalkan alphabet dan ucapan yang tepat yang melibatkan kata, frasa dan kalimat sangat sederhana | | <ul style="list-style-type: none"> Siswa menyebutkan nama buah dalam dialog yang sederhana A : Is it an apple ? B : No it is not A : What is this ? B : This is a mango | <p>Mengucapkan nama buah-buahan dengan lafal yang benar.</p> <p>Menjamakan</p> <p>Mendeskrripsikan buah-buahan</p> | Tes lisan Menyebutkan 10 nama Buah-buahan | | |
| Membaca Memahami tulisan bahasa Inggris sangat sederhana dalam konteks kelas | | | <ul style="list-style-type: none"> Siswa membaca wacana Siswa menjawab pertanyaan wacana Siswa dapat mengoja nama buah-buahan | Membaca wacana dengan lafal dan intonasi yang benar Menjawab pertanyaan sesuai dengan isi wacana | Tes tertulis Dictation | | |

MODEL KURIKULUM TINGKAT SATUAN PENDIDIKAN

| Standar Kompetensi | Kompetensi Dasar | Materi Pelajaran | Pengalaman Belajar | Indikator | Penilaian | Alokasi Waktu | Sumber/ Bahan/ Alat |
|---|---|------------------|---|---|--|---------------|---------------------|
| Menulis Mengeja dan menyalin tulisan bahasa Inggris sangat sederhana dalam konteks kelas | Mengeja ujaran bahasa Inggris sangat sederhana secara tepat dan berterima dengan tanda baca yang benar yang melibatkan kata, frasa dan kalimat sangat sederhana | | <ul style="list-style-type: none"> Siswa melengkapi kalimat percakapan Siswa membuat kalimat sederhana dengan menggunakan nama buah-buahan <p>Contoh : I like banana. She likes mango. Roni likes strawberry very much.</p> | <p>Melengkapi kalimat dengan kata yang tepat</p> <p>Menuliskan kata atau huruf yang dihilangkan</p> <p>Menentukan/ memilih kata yang sesuai dengan gambar yang tersedia</p> | <p>Tes tertulis</p> <p>Menuliskan nama yang diperagakan.</p> | | |

MODEL KURIKULUM TINGKAT SATUAN PENDIDIKAN

SILABUS

Nama Sekolah : SDK WONOSARI II
Kelas Semester : V/II (lima / dua)
Mata Pelajaran : BAHASA INGGRIS

| Standar Kompetensi | Kompetensi Dasar | Materi Pelajaran | Pengalaman Belajar | Indikator | Penilaian | Alokasi Waktu | Sumber / Bahan / Alat |
|--|--|------------------|---|---|--|---------------|-------------------------------------|
| Mendengarkan Memahami instruksi sederhana dengan tindakan dalam konteks kelas | Merespon dengan melakukan tindakan secara berterima dalam konteks kelas | VEGETABLES | <ul style="list-style-type: none"> Siswa mendengarkan nama- nama sayuran Siswa mendengarkan dan memilih gambar | <p>Mengingat nama-nama sayuran dan mengucapkannya dengan lafal yang benar.</p> <p>Mendengarkan bentuk tunggal dan jamak</p> | Tes lisan Describing Vegetables | 4 x 30' | KTSP Buku Bahasa Inggris kelas 5 |
| Berbicara Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks kelas | Bercakap-cakap untuk meminta / memberi jasa/ barang secara berterima yang melibatkan tindak tutur mengenal nama-nama sayuran Mengucapkan benda tunggal dan jamak secara yang berterima seperti : This is, That is, There are, Those are Membaca nyaring dengan melafalkan alphabet dan ucapan yang tepat yang melibatkan kata, frasa dan kalimat sangat sederhana | | <ul style="list-style-type: none"> Siswa menyebutkan nama sayuran dalam dialog yang sederhana A : Is it a carrot ? B : No it is not A : What is this ? B : This is an onion. | <p>Mengucapkan nama-nama sayuran dengan lafal yang benar. Menjamakkan Mendeskrripsikan sayuran</p> | Tes lisan Menyebutkan 10 nama sayuran | | Gambar |
| Membaca Memahami tulisan bahasa Inggris sangat sederhana dalam konteks kelas | | | <ul style="list-style-type: none"> Siswa membaca wacana Siswa menjawab pertanyaan wacana Siswa dapat mengaja Nama-nama sayuran | Membaca wacana dengan lafal dan intonasi yang benar Menjawab pertanyaan sesuai dengan isi wacana | Tes tertulis Dictation | | |

MODEL KURIKULUM TINGKAT SATUAN PENDIDIKAN

| Standar Kompetensi | Kompetensi Dasar | Materi Pelajaran | Pengalaman Belajar | Indikator | Penilaian | Alokasi Waktu | Sumber/ Bahan/ Alat |
|---|---|------------------|--|--|---|---------------|---------------------------|
| Menulis Mengetahui dan menyalin tulisan bahasa Inggris sangat sederhana dalam konteks kelas | Mengetahui ujaran bahasa Inggris sangat sederhana secara tepat dan berterima dengan tanda baca yang benar yang melibatkan kata, frasa dan kalimat sangat sederhana | | <ul style="list-style-type: none"> Siswa melengkapi kalimat percakapan Siswa membuat kalimat sederhana dengan menggunakan nama sayuran <p>Contoh : They don't like spinach. He doesn't like beans.</p> | <ul style="list-style-type: none"> Melengkapi kalimat dengan kata yang tepat Menuliskan kata atau huruf yang dihilangkan Menentukan/ memilih kata yang sesuai dengan gambar yang tersedia | <ul style="list-style-type: none"> Tes tertulis Menuliskan nama sayuran yang diperagakan. | | |

MODEL KURIKULUM TINGKAT SATUAN PENDIDIKAN

SILABUS

Nama Sekolah : SDK WONOSARI II
Kelas Semester : V / II (lima / dua)
Mata Pelajaran : BAHASA INGGRIS

| Standar Kompetensi | Kompetensi Dasar | Materi Pelajaran | Pengalaman Belajar | Indikator | Penilaian | Alokasi Waktu | Sumber / Bahan / Alat |
|--|--|-------------------|--|---|---|---------------|-------------------------------------|
| Mendengarkan Memahami instruksi sederhana dengan tindakan dalam konteks kelas | Merespon dengan melakukan tindakan secara berterima dalam konteks kelas | PART OF THE HOUSE | <ul style="list-style-type: none"> Siswa menyebutkan bagian-bagian rumah Melaksanakan dikte dengan baik | <p>Mengenal nama bagian rumah</p> <p>Mendeskripsikan fungsi bagian rumah dengan melalui dialog sederhana.</p> | <p>Tes tertulis</p> <p>Memahami Wacana</p> | 4 x 30' | KTSP Buku Bahasa Inggris Kelas 5 |
| Berbicara Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks kelas | Bercakap-cakap untuk menyertai tindakan secara berterima yang melibatkan tindak tutur mengenai bagian rumah | | <ul style="list-style-type: none"> Siswa mengenali bagian-bagian sebuah rumah Siswa bisa mengungkapkan fungsi bagian rumah e.g. Garage is to keep my father's car. | <p>Mengucapkan nama-nama bagian dalam rumah dan dengan lafal yang benar.</p> <p>Menanyakan bagian rumah seseorang dan memberikan jawaban dengan lafal yang benar.</p> | <p>Tes lisan</p> <p>Partner</p> <p>Practice</p> | | Gambar bagian-bagian rumah |
| Membaca Memahami tulisan bahasa Inggris sangat sederhana dalam konteks kelas | Membaca nyaring dengan memanfaatkan alfabet dan ucapan yang tepat yang melibatkan kata, frasa dan kalimat sangat sederhana | | <ul style="list-style-type: none"> Siswa membaca wacana tentang bagian-bagian rumah Siswa menyebutkan dan menunjukkan bagian rumah e.g. I make a tea in the kitchen | <p>Mengucapkan dan memahami nama-nama bagian rumah</p> <p>Mendengarkan dan Mengulangi</p> | <p>Tes lisan</p> <p>Menebak Gambar</p> <p>Mendengarkan dan mengulangi</p> | | |

MODEL KURIKULUM TINGKAT SATUAN PENDIDIKAN

| Standar Kompetensi | Kompetensi Dasar | Materi Pelajaran | Pengalaman Belajar | Indikator | Penilaian | Alokasi Waktu | Sumber/ bahan/ alat |
|---|---|------------------|---|---|---|---------------|---------------------|
| Menulis Mengela dan menyalin tulisan bahasa Inggris sangat sederhana dalam konteks kelas | Mengela ujaran bahasa Inggris sangat sederhana secara tepat dan berterima dengan tanda baca yang benar yang melibalkan kata, frasa dan kalimat sangat sederhana | | <p>Siswa dapat meleng'kapi kalimat</p> <p>Contoh :</p> <p>She cooks in the ...</p> <p>I sleep in the ...</p> <p>Ana takes a bath in the ...</p> | <p>Memahami fungsi-fungsi bagian rumah dan benda-benda di dalamnya.</p> <p>Menyusun kata-kata acak menjadi kalimat bermakna</p> | <p>Game</p> <p>The student can guess a part of the house which is showed by the teacher.</p> <p>Menulis kalimat</p> | | |

SILABUS

Nama Sekolah : SDK WONOSARI II
Kelas Semester : V / II (lima / dua)
Mata Pelajaran : BAHASA INGGRIS

| Standar Kompetensi | Kompetensi Dasar | Materi Pelajaran | Pengalaman Belajar | Indikator | Penilaian | Alokasi Waktu | Sumber / Bahan / Alat |
|--|--|------------------|--|--|---|---------------|-------------------------------------|
| Mendengarkan Memahami instruksi sederhana dengan tindakan dalam konteks kelas | Mereson dengan melakukan tindakan secara berterima dalam konteks kelas | AT SCHOOL | Menirukan ucapan dengan lafal yang benar. Menyebut nama-nama benda dan ruangan yang ada di dalam sekolah | Menirukan ucapan nama bagian sekolah dan mengucapkannya dengan lafal yang benar. - Menunjukkan benda sesuai yang didengar | Tes lisan Describing School | 4 x 30' | KTSP Buku Bahasa Inggris kelas 5 |
| Berbicara Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks kelas | Bercakap-cakap untuk meminta / memberi jasa / barang secara berterima yang melibatkan tindak tutur mengenal nama bagian sekolah. Mengucapkan benda tunggal dan jamak secara yang berterima seperti : This is, That is, There Are Membaca nyaring dengan melafalkan alfabet dan ucapan yang tepat yang melibatkan kata, frasa dan kalimat sangat sederhana | | Siswa menyebutkan nama bagian sekolah dalam dialog yang sederhana A : What is that ? B : That is class A A : Where is the restroom? B : It is beside the parking area. | Mengucapkan nama bagian sekolah dengan lafal yang benar. Menjelaskan aktivitas di sekolah Mendeskripsikan sekolah | Tes lisan Menyebutkan Bagian sekolah dan benda disekitarnya. | | Gambar |
| Membaca Memahami tulisan bahasa Inggris sangat sederhana dalam konteks kelas | | | Siswa membaca wacana - Siswa menjawab pertanyaan wacana - Siswa dapat mengesja Nama bagian-bagian sekolah | Membaca wacana dengan lafal dan intonasi yang benar Menjawab pertanyaan sesuai dengan isi wacana | Tes tertulis Dictation | | |

MODEL KURIKULUM TINGKAT SATUAN PENDIDIKAN

| Standar Kompetensi | Kompetensi Dasar | Materi Pelajaran | Pengalaman Belajar | Indikator | Penilaian | Alokasi Waktu | Sumber/ Bahan/ Alat |
|---|---|------------------|---|--|--|---------------|---------------------|
| Menulis Mengela dan menyalin tulisan bahasa Inggris sangat sederhana dalam konteks kelas | Mengela ujaran bahasa Inggris sangat sederhana secara tepat dan berterima dengan tanda baca yang benar yang melibatkan kata, frasa dan kalimat sangat sederhana | | <ul style="list-style-type: none"> Siswa melengkapi kalimat percakapan Siswa membuat kalimat sederhana dengan menggunakan nama bagian sekolah dan benda-benda disekitarnya. <p>Contoh : I study in this class. There are ten classses. Miss Ani is an English teacher</p> | <ul style="list-style-type: none"> Melengkapi kalimat dengan kata yang tepat Menuliskan kata atau huruf yang dihilangkan Menentukan/ memilih kata yang sesuai dengan gambar yang tersedia | <ul style="list-style-type: none"> Tes tertulis Menuliskan nama bagian sekolah yang diperagakan. Game | | |

Guru Mata Pelajaran



A. Ari Budi Wahyuningstih S.Pd

Mengetahui,

Kepala Sekolah



H. Subari
NIP 195103011978041004

LESSON PLAN
(Experimental Group)

| | |
|------------------------|---|
| Class/semester | : V/ 2 |
| Subject | : English |
| Topic | : Animals |
| Standard of Competency | : Reading and understanding simple English written text in the context of school. |
| Basic Competency | : Reading loudly with correct pronunciation, stress, and intonation. |
| Time allocation | : 2x 35 Minutes |
| Indicators | : |

- Students are able to :

1. Read the text with correct pronunciation, stress, and intonation.
2. Identify some animals from pictures in the game
3. Know some words to express the animals

A. Learning Objectives :

At the end of the lesson, student will be able to:

1. Give /inform someone new information
2. Understand simple English written text in the context of school
3. Know some words to express the animals.

B. Learning Material :

Topic: Zoo (animals)

➤ *Read the text carefully after your teacher.*

GOING TO THE ZOO

Today is Sunday. It is a holiday. Nina does not go to school. She wants to spend the holiday in the zoo with her family. At eight o'clock they leave their

house for the zoo. They arrive at the zoo at twelve o'clock. There are many animals at the zoo. They are horse, elephant, tiger, lion, deer, snake and etc. Tiger, lion are wild animals while birds, chicken are tame animals. Nina likes playing with monkey and gives the monkey banana. Nina and her family enjoy their holiday at the zoo. They are very happy.

Language Focus:

Do you have a cat? Yes, I do
 No, I don't
Does she have a bird? Yes, she does
 No, she doesn't
Does he have a snake? Yes, he does
 No, he doesn't

C. Teaching-Learning strategy:

- Communicative teaching and learning: discussion

D. Teaching-Learning Stages :

- ***BKOF (Building Knowledge of the Text)***
 - Telling the students about what the class will do.
 - Asking the students some questions related to the material.
 - Introducing some new vocabulary item coming up in the next being discussed.

For example: This is TIGER



- ***MOT (Modeling of the Text)***
 - Asking the students to listen to the text to find the answer to the question given.

- Making sure that the students have all the given questions answered.
- Having classical discussion to talk about the answers.

- ***JCOT (Joint Construction of the Text)***

- Asking the students to work in pairs.
- Guiding the students to mention the kinds of animals in the zoo to be presented in front of class orally.

- ***ICOT (Independent Construction of the Text)***

- The teacher gives an individual task in the form of written exercises

- ***Closing***

- The teacher asks students what topic has been discussed in the class and summarizes the topic.
- Praying together.

E. Learning Resources and Media:

- Relevant book
- Visual aids: multimedia in the form of CD-ROM (*Edu-Games*)

F. Assessment

| Indicators | Assessment techniques | Instrument |
|---|-------------------------|-----------------------------------|
| 1. Identify some animals from pictures 2. Know some words to express the animals 3. Understanding simple English written text in the context of school. | Classroom participation | "Edu-Games" in the form of CD-ROM |

Wonosari, April 6, 2011

Approved by:

Teacher



A. Ari Budi Wahyuningsih S.Pd

Student



Hevi de Villanova

GOING TO THE ZOO

Today is Sunday. It is a holiday. Nina does not go to school. She wants to spend the holiday in the zoo with her family. At eight o'clock they leave their house for the zoo. They arrive at the zoo at twelve o'clock. There are many animals at the zoo. They are horse, elephant, tiger, lion, deer, snake and etc. Tiger, lion are wild animals while birds, chicken are tame animals. Nina likes playing with monkey by giving the monkey banana. Nina and her family enjoy their holiday at the zoo. They are very happy.

A. Answer these questions based on the text.

1. Is Sunday a holiday?
2. Does Nina go to school on Sunday?
3. Where does she want to spend the holiday with her family?
4. What animals do they see at the zoo?
5. Are they happy when they visit the zoo?

B. Write T if the statement is true or F if the statement is false based on the text.

1. Today is Sunday. ()
2. It is not holiday. ()
3. Nina does not go to school on Sunday. ()
4. At eight o'clock they leave the house for the zoo. ()
5. They are very happy. ()

ANIMALS



SAY AND STUDY



a pigeon



a cat



a horse



a hen



a cock



a monkey



a rabbit



a goat



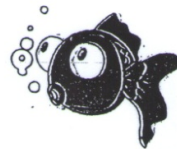
a parrot



a dog



a kitten



a gold fish



COMPLETE THESE WORDS



a parr _____



a kit _____



a do _____



a mon _____



a rab _____



a go _____



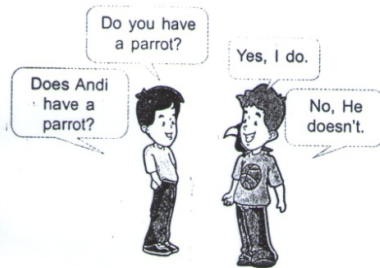
a co _____



a ho _____



SAY AND STUDY



NOTE

Do you have a cat? Yes, I do.
No, I don't.
Does she have a cat? Yes, she does.
No, she doesn't.
Does he have a cat? Yes, he does.
No, he doesn't.



COMPLETE THESE DIALOGUES



A : Do you have a parrot?
B : Yes, I do.



A : Do you have _____?
B : No, _____.



A : Does he _____ ?
B : _____.



A : Does she _____ ?
B : _____.



A : Do you _____ ?
B : _____.



A : Does Anita _____ ?
B : _____.



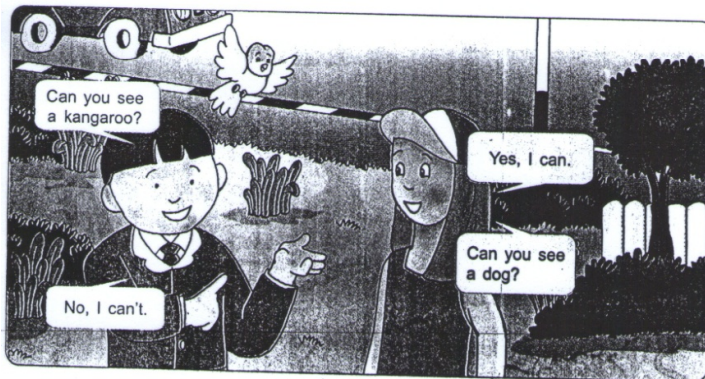
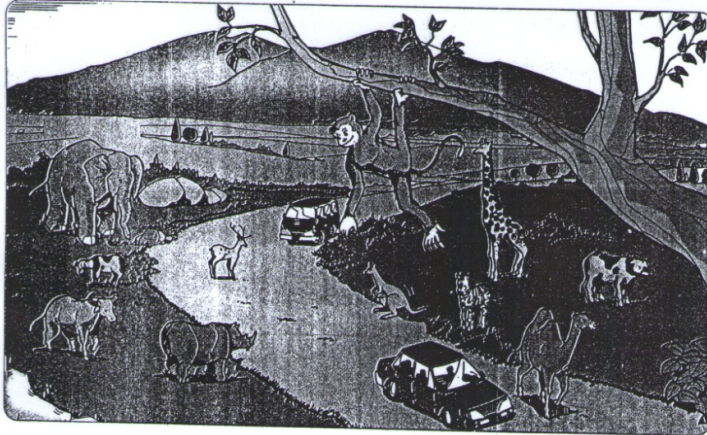
A : Do you _____ ?
B : _____.



A : Do you _____ ?
B : _____.



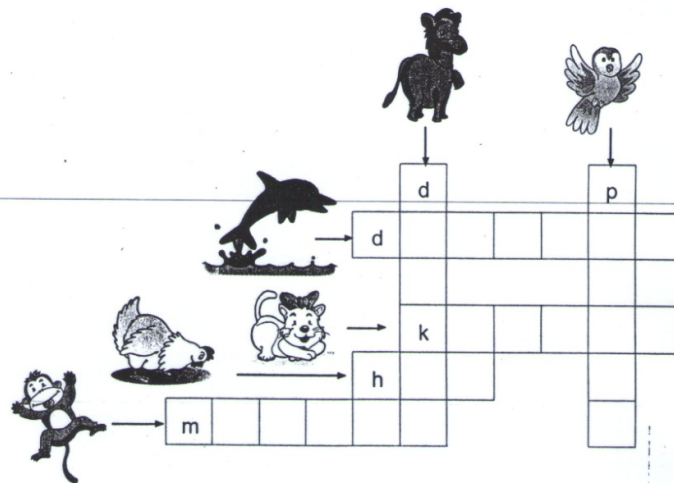
WRITE 'CAN YOU SEE'



| | |
|---------------------|--------------|
| Can you see a cow? | Yes, I can. |
| a hen? | No, I can't. |
| a cat? | |
| a kangaroo? | |
| a giraffe? | |
| a zebra? | |
| a rhinoceros? | |
| a komodo? | |
| a parrot? | |
| a lion? | |



DO THE CROSSWORD



LESSON PLAN
(Experimental Group)

| | |
|------------------------|---|
| Class/semester | : V/ 2 |
| Subject | : English |
| Topic | : Fruits |
| Standard of Competency | : Reading and understanding simple English written text in the context of school. |
| Basic Competency | : Reading loudly with correct pronunciation, stress, and intonation. |
| Time allocation | : 2x 35 Minutes |
| Indicators | : |

- Students are able to :

1. Identify the name of fruits from pictures in the game
2. Know some words to express fruits
3. Understanding simple English written text in the context of school

A. Learning Objectives :

At the end of the lesson, student will be able to:

1. Give /inform someone new information
2. Understanding simple English written text in the context of school
3. Know some words to express fruits

B. Learning Material :

Mirna : "Excuse me, I would like to buy mangos. May I have some?"
Fruit seller : "Ok, here they are. How many mangos do you want to buy?"
Mirna : "I want to buy five kilograms of mangos. Would you mind choosing and counting the mangos for me?"

Fruit seller : “No problem. One, two, three, four, five. Here are five kilograms of mangos. Do you need anything else?”

Mirna : “I think that is enough. What is the price?”

Fruit seller : “Seven thousands rupiah, please.”

Mirna : “Can I pay six thousand rupiah for five kilogram of mangos?”

Fruit seller : “Sorry, you can’t. That is a fixed price.”

Mirna : “Ok, here is the money.”

Fruit seller : “Thank you.”

Language Focus:

| | | |
|-----------------|--------------|------------|
| I | like | Apple |
| You | | Grape |
| They | | Mango |
| We | | pineapple |
| He (Agus) | Likes | strawberry |
| She (Nina) | | watermelon |
| It (The monkey) | | Banana |

C. Teaching-Learning strategy:

- Communicative teaching and learning: discussion

D. Teaching-Learning Stages :

• ***BKOF (Building Knowledge of the Text)***

- Telling the students about what the class will do.
- Asking the students some questions related to the material.
- Introducing some new vocabulary item coming up in the next being discussed.

For example: This is an APPLE



- ***MOT (Modeling of the Text)***
 - Asking the students to listen to the text to find the answer to the question given.
 - Making sure that the students have all the given questions answered.
 - Having classical discussion to talk about the answers.

- ***JCOT (Joint Construction of the Text)***
 - Asking the students to work in pairs.
 - Guiding the students to mention the name of fruits to be presented in front of class orally.

- ***ICOT (Independent Construction of the Text)***
 - The teacher gives an individual task in the form of written exercises

- ***Closing***
 - The teacher asks students what topic has been discussed in the class and summarizes the topic.
 - Praying together.

E. Learning Resources and Media:

- Relevant book
- Visual aids: multimedia in the form of CD-ROM (*Edu-Games*)

F. Assessment

| Indicators | Assessment techniques | Instrument |
|--|-------------------------|-----------------------------------|
| 1. Identify fruits from pictures 2. Know some words to express fruits 3. Understanding simple English written text in the context of school. | Classroom participation | "Edu-Games" in the form of CD-ROM |

Wonosari, April 6, 2011

Approved by:

Teacher



A. Ari Budi Wahyuningsih S.Pd

Student



Hevi de Villanova

FRUITS

Look at the pictures below and learn the words.



apple



avocado



banana



pineapple



lemon



kiwi



grapes



orange



pear



cherry



watermelon



papaya



strawberry



tomato



salak



durian



mango



guava

Listen to your teacher carefully and repeat after her.

1. apple
2. banana
3. avocado
4. lemon
5. pineapple
6. kiwi
7. durian
8. guava

9. watermelon
10. salak
11. tomato
12. strawberry
13. papaya
14. mango
15. grapes



Match the name of fruits with the correct picture. Do as the example.

grapes

apple

mango

strawberry

pineapple

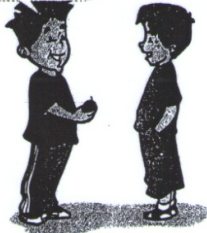
avocado





SAY AND STUDY

I like apple.



NOTE

| | | |
|-----------------|-------|-----------|
| I | | |
| You | | |
| They | like | apple |
| We | | grape |
| | | banana |
| (Agus) He | | pineapple |
| (Susi) She | likes | coconut |
| (The monkey) It | | mango |

He likes apple.



COMPLETE THE SENTENCES



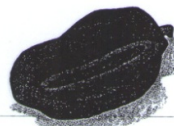
I like mango.



You _____



She likes banana.



They _____



We _____



The monkey _____



He _____



Anita _____



Rudi _____



Andi and Dewi _____



SAY AND STUDY

Do you like watermelon?

Yes, I do.

No, I don't..

Do you like grape?

Do you like apple?

Yes, I do.

No, I don't..

Do you like mango?



FILL IN THE BLANKS

Do you like apple?

Yes, I

Do you like grape?

No, I

Does your father like mangoesteen?

Yes, he

Does your father like watermelon?

No, he

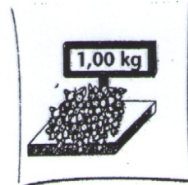
Does your mother like durian?

Yes, she

Does your mother like peanut?

No, she

Read aloud.



one kilogram of
rambutans



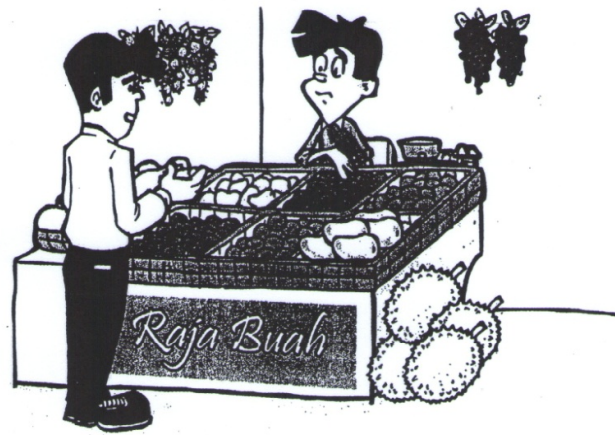
eight kilograms of
grapes



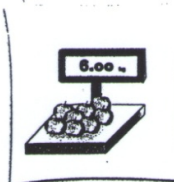
nine kilograms of
pineapples



three kilograms of
mangos



five kilograms of
bananas



six kilograms of
apples



seven kilograms
of durians



one hundred
kilograms

Complete the sentences.

1. Two

2,00

2.

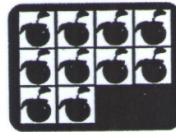
f d



3. T n



4.



5. S

k



LESSON PLAN
(Experimental Group)

| | |
|------------------------|---|
| Class/semester | : V/ 2 |
| Subject | : English |
| Topic | : At school |
| Standard of Competency | : Reading and understanding simple English written text in the context of school. |
| Basic Competency | : Reading loudly with correct pronunciation, stress, and intonation. |
| Time allocation | : 2x 35 Minutes |
| Indicators | : |

- Students are able to :

1. Identify part of the school from pictures in the game
2. Know some words to express part of the school and its activities
3. Understanding simple English written text in the context of school

A. Learning Objectives :

At the end of the lesson, student will be able to:

1. Give /inform someone new information
2. Understanding simple English written text in the context of school
3. Know some words to express part of the school and its activities

B. Learning Material :



LINDA'S SCHOOL

This is Linda's school. She is in class 4. There are twelve rooms in her school. They are six classrooms, one teacher's office, one library, two restrooms, one canteen, and one gardener's house. There are also one parking area and one school yard. The teacher's office is beside class 1. The library is beside the parking area. The canteen is beside the restrooms. The flag is in the yard. Linda loves her school very much.

Language Focus:

- **Where is the restroom?**
 - It is beside the parking area.
- **How many classrooms are there?**
 - There are six classrooms.

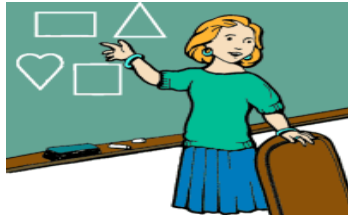
C. Teaching-Learning strategy:

- Communicative teaching and learning: discussion

D. Teaching-Learning Stages :

- **BKOF (*Building Knowledge of the Text*)**
 - Telling the students about what the class will do.
 - Asking the students some questions related to the material.
 - Introducing some new vocabulary item coming up in the next being discussed.

For example: She is a TEACHER.



- ***MOT (Modeling of the Text)***

- Asking the students to listen to the text to find the answer to the question given.
- Making sure that the students have all the given questions answered.
- Having classical discussion to talk about the answers.

- ***JCOT (Joint Construction of the Text)***

- Asking the students to work in pairs.
- Guiding the students to mention the part of the school to be presented in front of class orally.

- ***ICOT (Independent Construction of the Text)***

- The teacher gives an individual task in the form of written exercises.

- ***Closing***

- The teacher asks students what topic has been discussed in the class and summarizes the topic.
- Praying together.

E. Learning Resources and Media:

- Relevant book
- Visual aids: multimedia in the form of CD-ROM (*Edu-Games*).

F. Assessment

| Indicators | Assessment techniques | Instrument |
|---|-------------------------|-----------------------------------|
| 1. Identify part of the school from pictures 2. Know some words to express part of the school and its activities 3. Understanding simple English written text in the context of school. | Classroom participation | "Edu-Games" in the form of CD-ROM |

Wonosari, April 6, 2011

Approved by:

Teacher



A. Ari Budi Wayuningsih S.Pd

Student



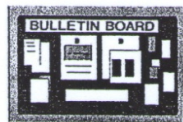
Hevi de Villanova

MY SCHOOL

1. Listen and repeat



bell



announcement board



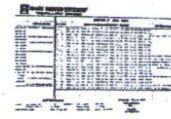
library



computer



classroom



chart



rest room



laboratory



clinic room



to read



to write



to have sport



to carry



to draw



to raise hand

2. Pronounce the words below.

- | | |
|-----------------------|-------------------|
| 1. bell | 9. clinic room |
| 2. announcement board | 10. to read |
| 3. chart | 11. to write |
| 4. computer | 12. to draw |
| 5. library | 13. to have sport |
| 6. laboratory | 14. to carry |
| 7. classroom | 15. to raise hand |
| 8. rest room | |

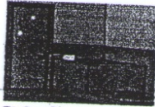
**3. Complete the sentences below based on the pictures.
The first one is done for you.**



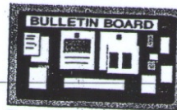
It is the classroom.



It is the _____



It is the _____



It is the _____



It is the _____



It is the _____



It is the _____



It is the _____



It is the _____

4. Put a cross (x) in the correct picture. The first one is done for you.

to write



to have sport



to draw



to raise hand



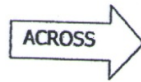
to carry



to read



5. Do the crosswords puzzle below. The first one is done for you.



1.



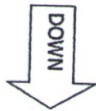
3.



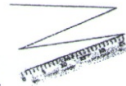
4.



5.



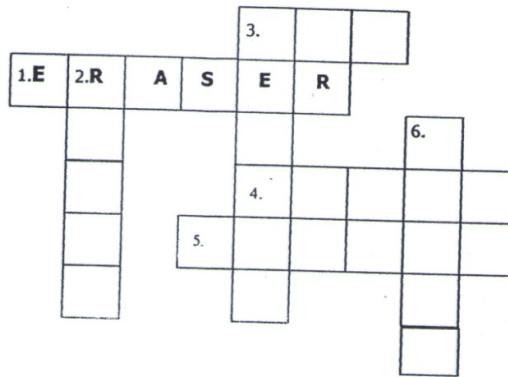
2.



3.



6.



6. Activity

1. Chain whispering game
2. Outdoor activity
Touching and labeling things found at school.



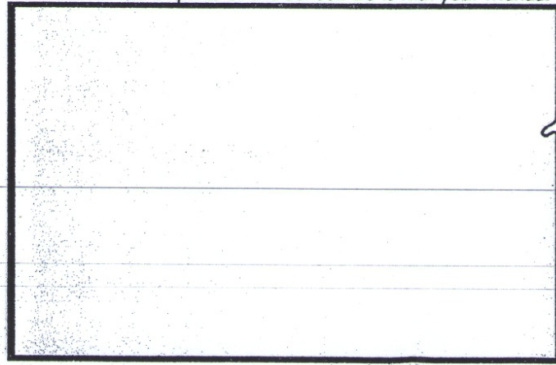
7. Review

The teacher points things found at school and mimes any activities done at school then the students write down the answers.

8. Homework

Make a school map and name parts of the school.

Observe your school and identify the parts of the school. Then, make a map and write the names of parts of the school. Do it with your friends.



LESSON PLAN
(Experimental Group)

| | |
|------------------------|---|
| Class/semester | : V/ 2 |
| Subject | : English |
| Topic | : Part of the house |
| Standard of Competency | : Reading and understanding simple English written text in the context of school. |
| Basic Competency | : Reading loudly with correct pronunciation, stress, and intonation. |
| Time allocation | : 2x 35 Minutes |
| Indicators | : |

- Students are able to :

1. Identify part of the house from pictures in game
2. Know some words to express part of the house
3. Understanding simple English written text in the context of school

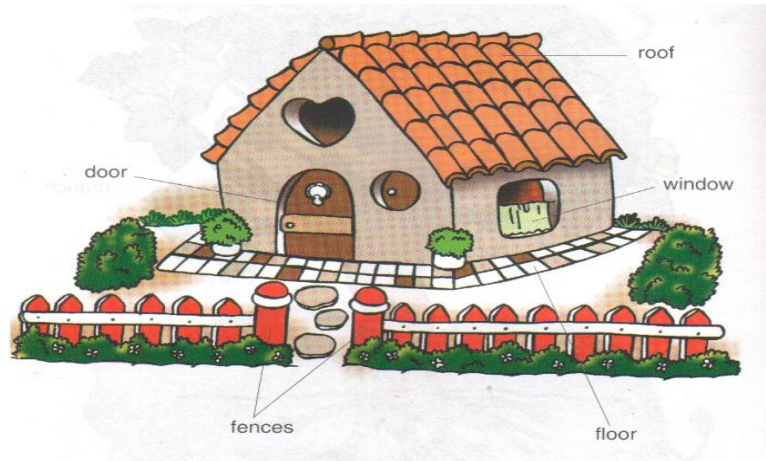
A. Learning Objectives :

At the end of the lesson, student will be able to:

1. Give /inform someone new information
2. Understanding simple English written text in the context of school
3. Know some words to express part of the house

B. Learning Material

:



Language Focus:

| | | | | |
|------|---|------------|----------------------|-------------------------|
| I | | Am | studying | in my room |
| You | } | are | sleeping | in the bed room |
| They | | Are | cooking | in the kitchen |
| We | | Are | watering the flowers | in the garden |
| He | } | is | watching TV | in the living room |
| She | | Is | swimming pool | in the swimming pool |
| It | | Is | | |

C. Teaching-Learning strategy:

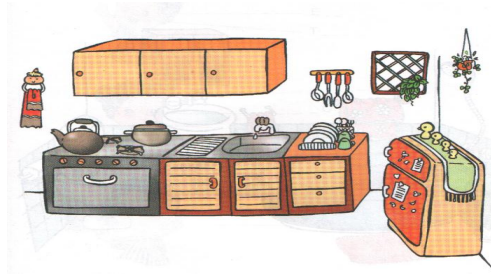
- Communicative teaching and learning: discussion

D. Teaching-Learning Stages :

- **BKOF (Building Knowledge of the Text)**
 - Telling the students about what the class will do.
 - Asking the students some questions related to the material.

- Introducing some new vocabulary item coming up in the next being discussed.

For example: This is a KITCHEN



- ***MOT (Modeling of the Text)***
 - Asking the students to listen to the text to find the answer to the question given.
 - Making sure that the students have all the given questions answered.
 - Having classical discussion to talk about the answers.
- ***JCOT (Joint Construction of the Text)***
 - Asking the students to work in pairs.
 - Guiding the students to mention the part of the house to be presented in front of class orally.
- ***ICOT (Independent Construction of the Text)***
 - The teacher gives an individual task in the form of written exercises
- ***Closing***
 - The teacher asks students what topic has been discussed in the class and summarizes the topic.
 - Praying together.

E. Learning Resources and Media:

- Relevant book
- Visual aids: multimedia in the form of CD-ROM (*Edu-Games*)

F. Assessment

| Indicators | Assessment techniques | Instrument |
|--|-------------------------|-----------------------------------|
| 1. Identify part of the house from pictures 2. Know some words to express part of the house 3. Understanding simple English written text in the context of school. | Classroom participation | "Edu-Games" in the form of CD-ROM |

Wonosari, April 6, 2011

Approved by:
Teacher



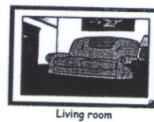
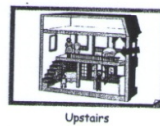
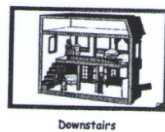
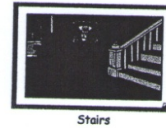
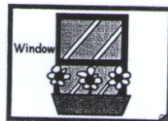
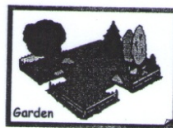
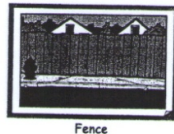
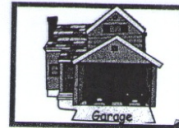
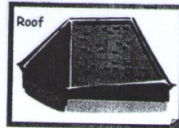
A. Ari Budi Wahyuningsih S.Pd

Student



Hevi de Villanova

PART OF THE HOUSE







I. Match the following.

- | | |
|----------------|----------------------------------|
| 1. Kitchen | a. to sleep |
| 2. Living room | b. to keep a car or a motorcycle |
| 3. Garage | c. to watch TV |
| 4. Bathroom | d. to cook something |
| 5. Bedroom | e. to take a bath |

II. Find the meaning of these words.

1. Roof:
2. Door:
3. Window:
4. Gate:
5. Fence:
6. Living room:
7. Garage:
8. Floor:
9. Dining room:
10. Kitchen:
11. Bathroom:
12. Laundry room:
13. Bed room:
14. Stairs:
15. Upstairs:
16. Downstairs:
17. Yard:
18. Garden:

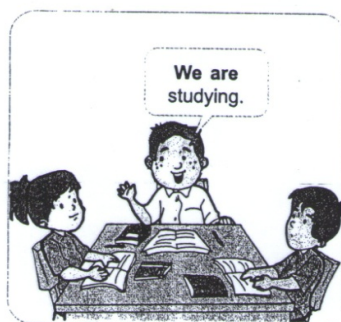
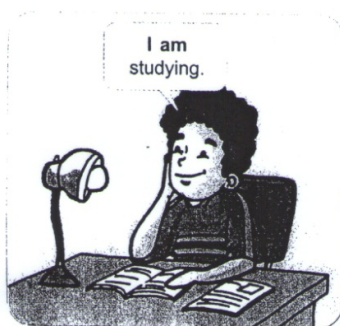
III. Find the things in your bedroom, bathroom, dining room, and garage.

| No |  bedroom |  bathroom |  living room |  kitchen |
|----|--|---|--|--|
| 1 | Pillow | Toothpaste | Table | Stove |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |

IV. READ AND STUDY

NOTE

| | |
|-----------|------------|
| I + am | She + is |
| You + are | We + are |
| He + is | They + are |



V. COMPLETE THESE SENTENCES USING WORDS IN THE BOX

(frying having writing drinking cooking)

1.



Mother is _____ a fish.

2.



We are _____ breakfast.

3.



Susi is _____ a letter.

4.



I am _____ noodle.

5.



He is _____ a glass of water.

VI. READ AND STUDY

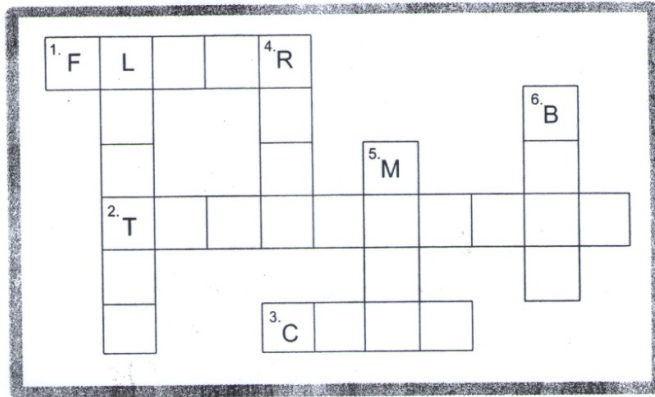


VII. ANSWER THE QUESTIONS

1. What are you doing? (reading)
2. What is she doing? (standing)
3. What is he doing? (cooking)
4. What are we doing? (writing a letter)
5. What are you doing? (studying English)
6. What are they doing? (sleeping)

I am reading.

VIII. DO THE CROSSWORD



ACROSS

1. I am sweeping the
2. Father is watching
3. Brother is eating

DOWN

4. You are cooking
5. The baby is drinking a glass of
6. He is reading a

LESSON PLAN
(Experimental Group)

| | |
|------------------------|---|
| Class/semester | : V/ 2 |
| Subject | : English |
| Topic | : Part of the body |
| Standard of Competency | : Reading and understanding simple English written text in the context of school. |
| Basic Competency | : Reading loudly with correct pronunciation, stress, and intonation. |
| Time allocation | : 2x 35 Minutes |
| Indicators | : |

- Students are able to :

1. Identify part of the body from pictures in the game
2. Know some words to express part of the body
3. Understanding simple English written text in the context of school

A. Learning Objectives :

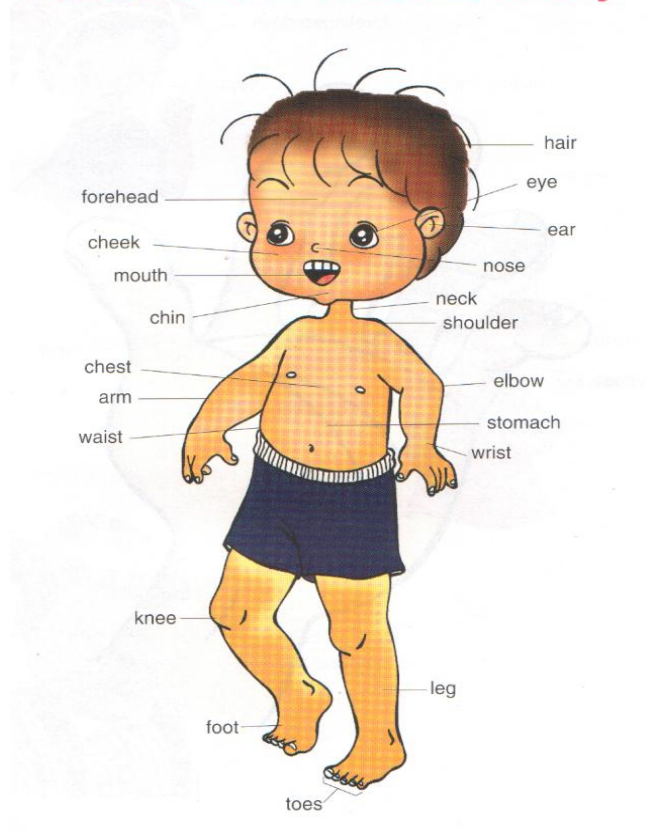
At the end of the lesson, student will be able to:

1. Give /inform someone new information
2. Understanding simple English written text in the context of school
3. Know some words to express part of the body

B. Learning Material

:

Parts of the Human Body



Language Focus:

- a / an : satu
a + consonant sound (k, l, c, f, etc)
an + vocal sound (a, i, u, e, o)
- This is a chin.
- This is an ear.

C. Teaching-Learning strategy:

- Communicative teaching and learning: discussion

D. Teaching-Learning Stages :

- ***BKOF (Building Knowledge of the Text)***

- Telling the students about what the class will do.
- Asking the students some questions related to the material.
- Introducing some new vocabulary item coming up in the next being discussed.

For example: This is an EYE



- ***MOT (Modeling of the Text)***

- Asking the students to listen to the text to find the answer to the question given.
- Making sure that the students have all the given questions answered.
- Having classical discussion to talk about the answers.

- ***JCOT (Joint Construction of the Text)***

- Asking the students to work in pairs.
- Guiding the students to mention the part of their body to be presented in front of class orally.

- ***ICOT (Independent Construction of the Text)***

- The teacher gives an individual task in the form of written exercises

- ***Closing***

- The teacher asks students what topic has been discussed in the class and summarizes the topic.
- Praying together.

E. Learning Resources and Media:

- Relevant book
- Visual aids: multimedia in the form of CD-ROM (*Edu-Games*)

F. Assessment

| Indicators | Assessment techniques | Instrument |
|--|-------------------------|--|
| 1. Identify part of the body from pictures 2. Know some words to express part of the body 3. Understanding simple English written text in the context of school. | Classroom participation | " <i>Edu-Games</i> " in the form of CD-ROM |

Wonosari, April 6, 2011

Approved by:
Teacher



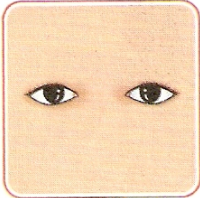
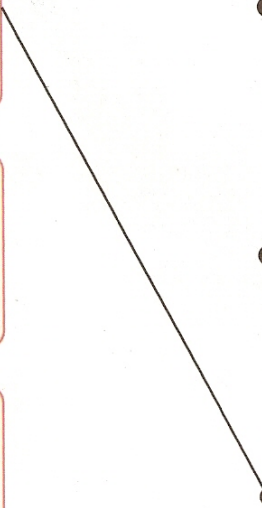

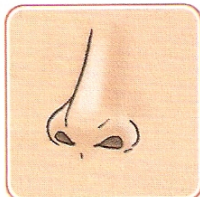
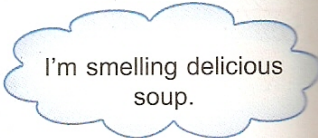
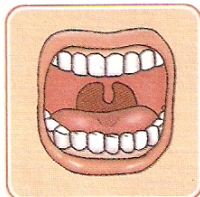
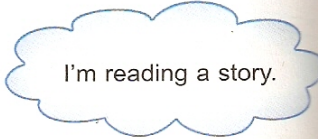
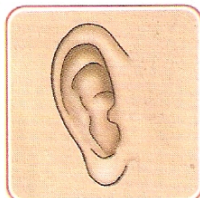
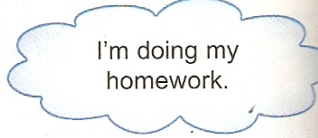
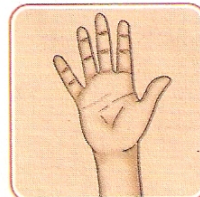
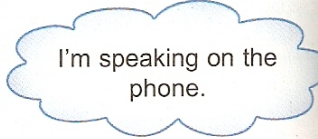
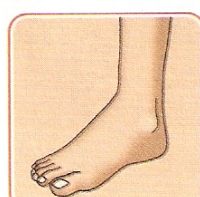

A. Ari Budi Wahyuningsih S.Pd

Student



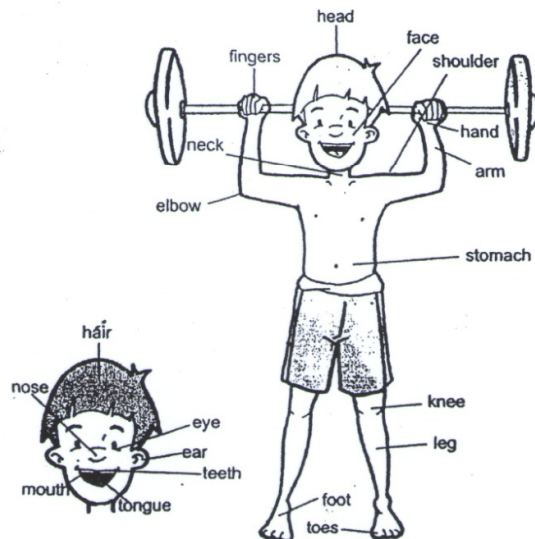
Hevi de Villanova

What are you doing?
Draw a line.
Number one is done for you.

| | | | |
|---|---|--|--|
| 1 |  |  |  |
| 2 |  | |  |
| 3 |  | |  |
| 4 |  | |  |
| 5 |  | |  |
| 6 |  | |  |

PART OF THE BODY

Look at the picture below and answer the question.



Taken from: *Start with English*. Bahasa Inggris untuk SD Kelas IV. Erlangga

1. What do you see?

2. Listen to your teacher carefully and repeat after her.

- | | |
|-----------|--------------|
| 1. head | 11. shoulder |
| 2. face | 12. fingers |
| 3. eye | 13. arm |
| 4. nose | 14. hand |
| 5. ear | 15. elbow |
| 6. mouth | 16. stomach |
| 7. hair | 17. knee |
| 8. tongue | 18. leg |
| 9. teeth | 19. foot |
| 10. neck | 20. toes |



3. Rearrange the jumbled letters below into meaningful parts of the body.
The first one is done for you.

| | H - A - D - E | HEAD |
|-----|-------------------------------|------|
| 1. | C - N - E - K | |
| 2. | S - H - L - D - U - R - O - E | |
| 3. | D - H - A - N | |
| 4. | M - A - R | |
| 5. | E - L - O - W - B | |
| 6. | E - N - K - E | |
| 7. | L - G - E | |
| 8. | S - O - T - E | |
| 9. | F - O - T - O - | |
| 10. | F - N - G - I - E - R - S | |

4. COMPLETE THESE WORDS



t _ _ _ th



_ _ _ ee



to _ _ _ _



_ _ _ _ ow



_ _ _ es



n _ _ _ _



s _ _ _ _ l _ _ _ _



n _ _ _ _

5. COMPLETE THESE SENTENCES WITH 'A' OR 'AN'

1. This is a chin.
2. This is _ _ _ _ ear.
3. This is _ _ _ _ lip.
4. This is _ _ _ _ eye.
5. This is _ _ _ _ arm.
6. That is _ _ _ _ eyebrow.
7. That is _ _ _ _ eyelash.
8. That is _ _ _ _ cheek.
9. That is _ _ _ _ tooth.
10. That is _ _ _ _ tongue.

NOTE

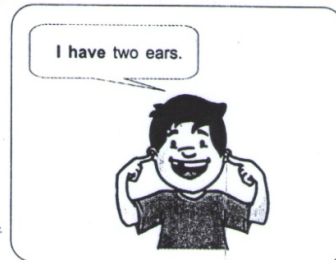
a piece of = sebatang

a / an = satu

a / an consonant sound (k, p, c, f, etc)

an / a vowel sound (u, i, e, o, etc)

READ AND STUDY



6. WRITE 'T' FOR TRUE AND 'F' FOR FALSE

1. (F) I have two heads.
2. () I have ten fingers.
3. () She has an eye.
4. () He have a hair.
5. () He has nine toes.
6. () I have three ears.
7. () I have a nose.
8. () She has two tongues.
9. () He have two lips.
10. () I have one neck.

7. COMPLETE THESE SENTENCES



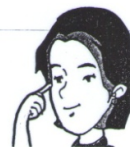
I have two arms.



I a neck.



I .



She .



She _____ fingers.



I have _____.

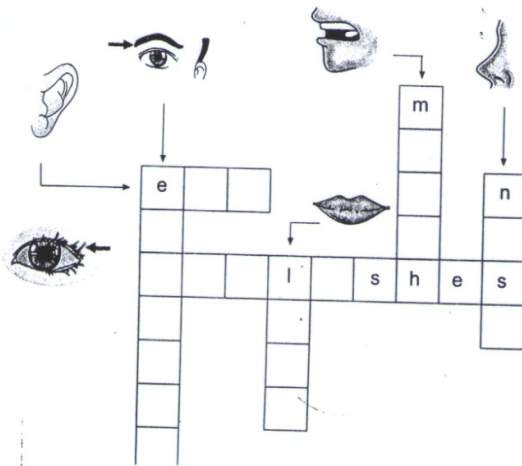


I have _____.



She _____.

8. DO THE CROSSWORD



LESSON PLAN
(Experimental Group)

| | |
|------------------------|---|
| Class/semester | : V/ 2 |
| Subject | : English |
| Topic | : Vegetables |
| Standard of Competency | : Reading and understanding simple English written text in the context of school. |
| Basic Competency | : Reading loudly with correct pronunciation, stress, and intonation. |
| Time allocation | : 2x 35 Minutes |
| Indicators | : |

- Students are able to :

1. Identify the name of fruits from pictures in the game
2. Know some words to express vegetables
3. Understanding simple English written text in the context of school

A. Learning Objectives :

At the end of the lesson, student will be able to:

1. Give /inform someone new information
2. Understanding simple English written text in the context of school
3. Know some words to express vegetables

B. Learning Material :

Customer : “Excuse me, I would like to buy carrot. May I have some?”
Seller : “Ok, here they are. How many carrots do you want to buy?”
Customer : “I want to buy three kilograms of carrots. Would you mind choosing and counting the carrots for me?”
Seller : “No problem. One, two, three. Here are three kilograms of carrots. Do you need anything else?”
Customer : “Yes, I do. I want a kilo of potato.”
Seller : “Ok, I will count the potato for you.”
Customer : “What are the prices?”
Seller : “Fifteen thousand rupiah, please.”
Customer : “Can I pay ten thousand rupiah for three kilogram of carrots and a kilo of potato?”
Seller : “Sorry, you can’t. That is a fixed price.”
Customer : “Ok, here is the money.”
Seller : “Thank you.”

Language Focus:

| | | |
|-----------------|---|----------|
| I | do not like / don’t like | cucumber |
| You | | broccoli |
| They | | spinach |
| We | | chili |
| He (Agus) | does not like / doesn’t like | cabbage |
| She (Nina) | | pea |
| It (The rabbit) | | carrot |

C. Teaching-Learning strategy:

- Communicative teaching and learning: discussion

D. Teaching-Learning Stages :

- ***BKOF (Building Knowledge of the Text)***

- Telling the students about what the class will do.
- Asking the students some questions related to the material.
- Introducing some new vocabulary item coming up in the next being discussed.

For example: This is a CHILI



- ***MOT (Modeling of the Text)***

- Asking the students to listen to the text to find the answer to the question given.
- Making sure that the students have all the given questions answered.
- Having classical discussion to talk about the answers.

- ***JCOT (Joint Construction of the Text)***

- Asking the students to work in pairs.
- Guiding the students to mention the name of vegetables to be presented in front of class orally.

- ***ICOT (Independent Construction of the Text)***

- The teacher gives an individual task in the form of written exercises.

- ***Closing***

- The teacher asks students what topic has been discussed in the class and summarizes the topic.
- Praying together.

E. Learning Resources and Media:

- Relevant book
- Visual aids: multimedia in the form of CD-ROM (*Edu-Games*)

F. Assessment

| Indicators | Assessment techniques | Instrument |
|--|-------------------------|--|
| 1. Identify vegetables from pictures 2. Know some words to express vegetables 3. Understanding simple English written text in the context of school. | Classroom participation | " <i>Edu-Games</i> " in the form of CD-ROM |

Wonosari, April 6, 2011

Approved by:

Teacher



A. Ari Budi Wahyuningsih S.Pd

Student



Hevi de Villanova

VEGETABLES



1. Learn at the pictures below and learn the words.



cucumber



cabbage



carrot



corn



eggplant



mushroom



chili



garlic



onion



spring - onion



long bean



pea



pumpkin



yam



bean sprout



potato



spinach

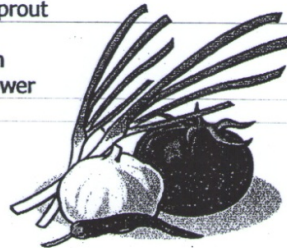


cauliflower

2. Listen to your teacher carefully and then repeat after her.

1. cucumber
2. cabbage
3. carrot
4. corn
5. mushroom
6. eggplant
7. chili
8. garlic
9. onion

10. spring - onion
11. long bean
12. pea
13. pumpkin
14. yam
15. bean sprout
16. potato
17. spinach
18. cauliflower



3. Match these words with the correct pictures. Do as the example.

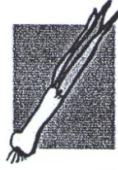
cabbage



cucumber

chilies

spinach



pumpkin

spinach



potato

yam



corn

eggplant



carrot

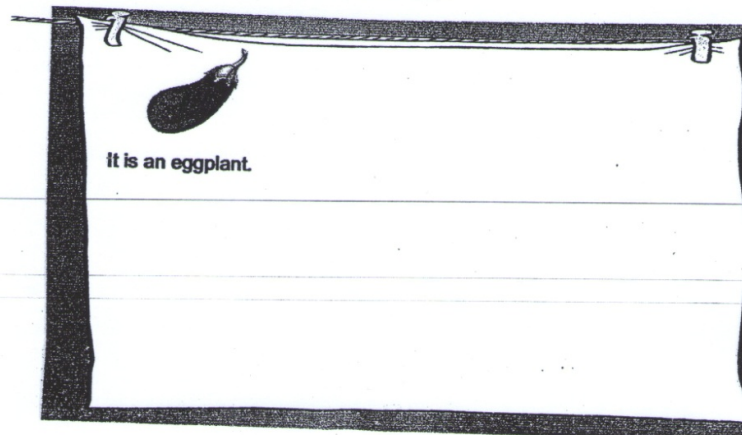
spring onion



4. Arrange the jumbled letters below into meaningful name of vegetables. Number one is done for you.

| | | |
|----|-------------------|---------|
| 1 | C-H-S-P-I-N-A | SPINACH |
| 2 | M-Y-A | |
| 3 | P-L-G-E-G-T-N-A | |
| 4 | N-I-N-O-O | |
| 5 | I-C-L-H-I | |
| 6 | K-P-U-M-I-P-N | |
| 7 | C-R-A-L-G-I | |
| 8 | T-C-O-R-R-A | |
| 9 | U-C-R-C-E-B-M-U-U | |
| 10 | G-C-B-A-B-E-A | |

5. Draw some vegetables and name them.



Appendix 5. Descriptive Statistics Computation

DESCRIPTIVE STATISTICS

Frequencies

| Statistics | | | |
|----------------|---------|----------|-----------|
| | | Pre test | Post test |
| N | Valid | 18 | 18 |
| | Missing | 0 | 0 |
| Mean | | 29.33 | 35.00 |
| Median | | 29.00 | 35.00 |
| Mode | | 29 | 37 |
| Std. Deviation | | 2.990 | 1.749 |
| Variance | | 8.941 | 3.059 |
| Minimum | | 25 | 32 |
| Maximum | | 36 | 37 |
| Sum | | 528 | 630 |

Experiment

Statistics

| | | Pre test | Post test |
|----------------|---------|----------|-----------|
| N | Valid | 18 | 18 |
| | Missing | 0 | 0 |
| Mean | | 29.33 | 35.00 |
| Median | | 29.00 | 35.00 |
| Mode | | 29 | 37 |
| Std. Deviation | | 2.990 | 1.749 |
| Variance | | 8.941 | 3.059 |
| Minimum | | 25 | 32 |
| Maximum | | 36 | 37 |
| Sum | | 528 | 630 |

Pre test

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------------|-----------|---------|---------------|--------------------|
| Valid | High (> 22.2 - 29.6) | 11 | 61.1 | 61.1 | 61.1 |
| | Very High (> 29.6 - 37) | 7 | 38.9 | 38.9 | 100.0 |
| | Total | 18 | 100.0 | 100.0 | |

Post test

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------------|-----------|---------|---------------|--------------------|
| Valid | Very High (> 29.6 - 37) | 18 | 100.0 | 100.0 | 100.0 |

Frequency Table

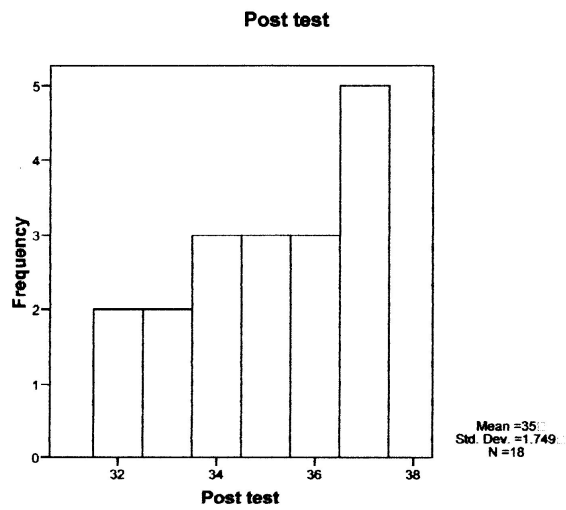
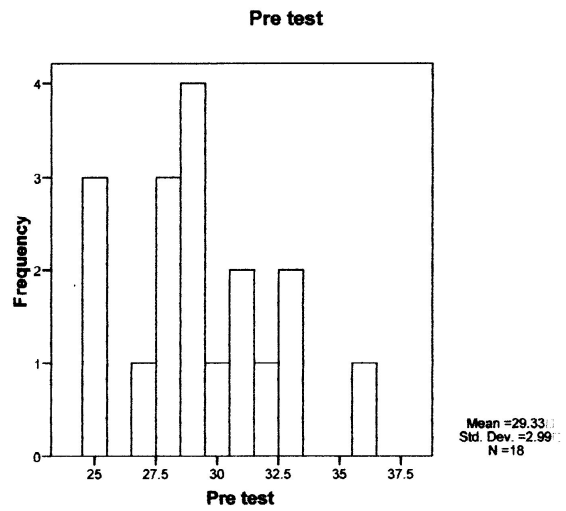
Pre test

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 25 | 3 | 16.7 | 16.7 | 16.7 |
| | 27 | 1 | 5.6 | 5.6 | 22.2 |
| | 28 | 3 | 16.7 | 16.7 | 38.9 |
| | 29 | 4 | 22.2 | 22.2 | 61.1 |
| | 30 | 1 | 5.6 | 5.6 | 66.7 |
| | 31 | 2 | 11.1 | 11.1 | 77.8 |
| | 32 | 1 | 5.6 | 5.6 | 83.3 |
| | 33 | 2 | 11.1 | 11.1 | 94.4 |
| | 36 | 1 | 5.6 | 5.6 | 100.0 |
| | Total | 18 | 100.0 | 100.0 | |

Post test

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 32 | 2 | 11.1 | 11.1 | 11.1 |
| | 33 | 2 | 11.1 | 11.1 | 22.2 |
| | 34 | 3 | 16.7 | 16.7 | 38.9 |
| | 35 | 3 | 16.7 | 16.7 | 55.6 |
| | 36 | 3 | 16.7 | 16.7 | 72.2 |
| | 37 | 5 | 27.8 | 27.8 | 100.0 |
| | Total | 18 | 100.0 | 100.0 | |

Histogram



Frequencies

| Statistics | | | |
|----------------|---------|----------|-----------|
| | | Pre test | Post test |
| N | Valid | 17 | 17 |
| | Missing | 0 | 0 |
| Mean | | 31.18 | 32.47 |
| Median | | 32.00 | 32.00 |
| Mode | | 33 | 32 |
| Std. Deviation | | 3.187 | 2.322 |
| Variance | | 10.154 | 5.390 |
| Minimum | | 25 | 28 |
| Maximum | | 36 | 36 |
| Sum | | 530 | 552 |

Control

Statistics

| | | Pre test | Post test |
|----------------|---------|----------|-----------|
| N | Valid | 17 | 17 |
| | Missing | 0 | 0 |
| Mean | | 31.18 | 32.47 |
| Median | | 32.00 | 32.00 |
| Mode | | 33 | 32 |
| Std. Deviation | | 3.187 | 2.322 |
| Variance | | 10.154 | 5.390 |
| Minimum | | 25 | 28 |
| Maximum | | 36 | 36 |
| Sum | | 530 | 552 |

Pre test

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------------|-----------|---------|---------------|--------------------|
| Valid | High (> 22.2 - 29.6) | 5 | 29.4 | 29.4 | 29.4 |
| | Very High (> 29.6 - 37) | 12 | 70.6 | 70.6 | 100.0 |
| | Total | 17 | 100.0 | 100.0 | |

Post test

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------------|-----------|---------|---------------|--------------------|
| Valid | High (> 22.2 - 29.6) | 2 | 11.8 | 11.8 | 11.8 |
| | Very High (> 29.6 - 37) | 15 | 88.2 | 88.2 | 100.0 |
| | Total | 17 | 100.0 | 100.0 | |

Frequency Table

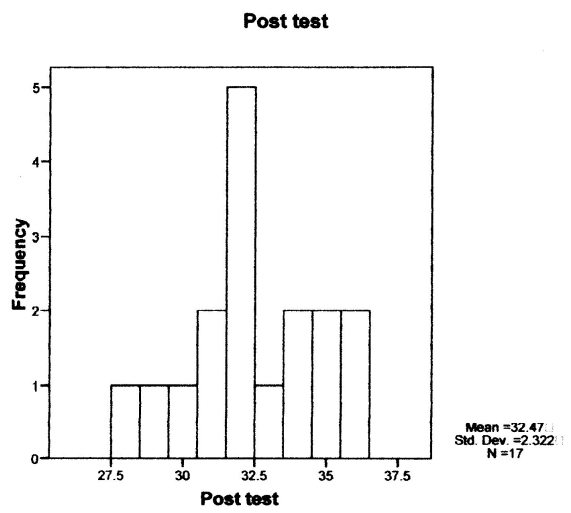
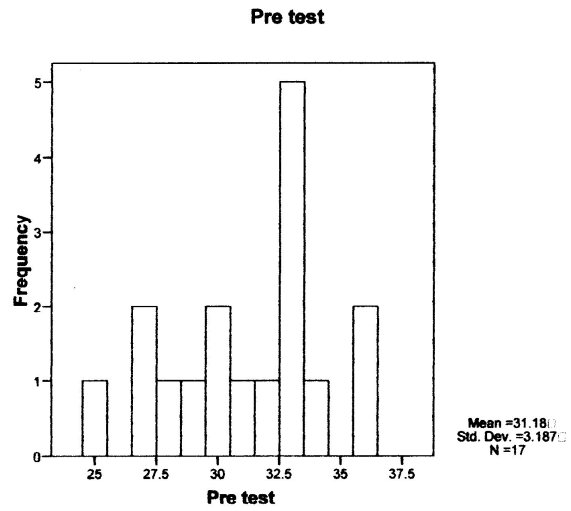
Pre test

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 25 | 1 | 5.9 | 5.9 | 5.9 |
| | 27 | 2 | 11.8 | 11.8 | 17.6 |
| | 28 | 1 | 5.9 | 5.9 | 23.5 |
| | 29 | 1 | 5.9 | 5.9 | 29.4 |
| | 30 | 2 | 11.8 | 11.8 | 41.2 |
| | 31 | 1 | 5.9 | 5.9 | 47.1 |
| | 32 | 1 | 5.9 | 5.9 | 52.9 |
| | 33 | 5 | 29.4 | 29.4 | 82.4 |
| | 34 | 1 | 5.9 | 5.9 | 88.2 |
| | 36 | 2 | 11.8 | 11.8 | 100.0 |
| | Total | 17 | 100.0 | 100.0 | |

Post test

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 28 | 1 | 5.9 | 5.9 | 5.9 |
| | 29 | 1 | 5.9 | 5.9 | 11.8 |
| | 30 | 1 | 5.9 | 5.9 | 17.6 |
| | 31 | 2 | 11.8 | 11.8 | 29.4 |
| | 32 | 5 | 29.4 | 29.4 | 58.8 |
| | 33 | 1 | 5.9 | 5.9 | 64.7 |
| | 34 | 2 | 11.8 | 11.8 | 76.5 |
| | 35 | 2 | 11.8 | 11.8 | 88.2 |
| | 36 | 2 | 11.8 | 11.8 | 100.0 |
| | Total | 17 | 100.0 | 100.0 | |

Histogram



Appendix 6. Inferential Statistics Computation

INFERENTIAL STATISTICS

Test Normality

Test Homogeneity

Test Hypothesis

Eksperimen

One-Sample Kolmogorov-Smirnov Test

| | | Pre test | Post test |
|----------------------------------|----------------|----------|-----------|
| N | | 18 | 18 |
| Normal Parameters ^{a,b} | Mean | 29.33 | 35.00 |
| | Std. Deviation | 2.990 | 1.749 |
| Most Extreme Differences | Absolute | .155 | .161 |
| | Positive | .155 | .126 |
| | Negative | -.106 | -.161 |
| Kolmogorov-Smirnov Z | | .660 | .682 |
| Asymp. Sig. (2-tailed) | | .777 | .741 |

a. Test distribution is Normal.

b. Calculated from data.

Kontrol

One-Sample Kolmogorov-Smirnov Test

| | | Pre test | Post test |
|----------------------------------|----------------|----------|-----------|
| N | | 17 | 17 |
| Normal Parameters ^{a,b} | Mean | 31.18 | 32.47 |
| | Std. Deviation | 3.187 | 2.322 |
| Most Extreme Differences | Absolute | .187 | .169 |
| | Positive | .107 | .169 |
| | Negative | -.187 | -.126 |
| Kolmogorov-Smirnov Z | | .771 | .695 |
| Asymp. Sig. (2-tailed) | | .592 | .720 |

a. Test distribution is Normal.

b. Calculated from data.

T-Test

Group Statistics

| | Kelas | N | Mean | Std. Deviation | Std. Error Mean |
|-------------|--------------|----|-------|----------------|-----------------|
| Pre test | 1 Eksperimen | 18 | 29.33 | 2.990 | .705 |
| | 2 Kontrol | 17 | 31.18 | 3.187 | .773 |
| Post test | 1 Eksperimen | 18 | 35.00 | 1.749 | .412 |
| | 2 Kontrol | 17 | 32.47 | 2.322 | .563 |
| Peningkatan | 1 Eksperimen | 18 | 5.67 | 2.114 | .498 |
| | 2 Kontrol | 17 | 1.29 | 1.795 | .435 |

Independent Samples Test

| | | t-test for Equality of Means | | | | | | | | | |
|-------------|-----------------------------|------------------------------|------|--------|--------|-----------------|-----------------|-----------------------|---|-------|--|
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | | |
| Pre test | Equal variances assumed | 1.136 | .398 | -1.765 | 33 | .087 | -1.843 | 1.044 | Lower | Upper | |
| | Equal variances not assumed | | | -1.762 | 32.514 | .087 | -1.843 | 1.046 | -3.972 | .286 | |
| Post test | Equal variances assumed | 1.762 | .125 | 3.654 | 33 | .001 | 2.529 | .692 | 1.121 | 3.938 | |
| | Equal variances not assumed | | | 3.625 | 29.714 | .001 | 2.529 | .698 | 1.104 | 3.955 | |
| Peningkatan | Equal variances assumed | 1.388 | .252 | 6.577 | 33 | .000 | 4.373 | .665 | 3.020 | 5.725 | |
| | Equal variances not assumed | | | 6.608 | 32.645 | .000 | 4.373 | .662 | 3.026 | 5.719 | |

Pre test

[illegible]

Pre test

[illegible]

Pre test

[illegible]

Pre test

| | | | Pre 31 | Pre 32 | Pre 33 | Pre 34 | Pre 35 | Pre 36 | Pre 37 | Tot |
|---------------------|----|---|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----|
| 1 Eksper imen | 1 | | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 28 |
| | 2 | | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 28 |
| | 3 | | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 31 |
| | 4 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 27 |
| | 5 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 33 |
| | 6 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 36 |
| | 7 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 29 |
| | 8 | | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 25 |
| | 9 | | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 29 |
| | 10 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 25 |
| | 11 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 32 |
| | 12 | | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 30 |
| | 13 | | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 28 |
| | 14 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 29 |
| | 15 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 31 |
| | 16 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 33 |
| | 17 | | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 25 |
| | 18 | | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 29 |
| Total | | N | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 |
| 2 Kontro l | 1 | | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 33 |
| | 2 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 31 |
| | 3 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 36 |
| | 4 | | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 28 |
| | 5 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 33 |
| | 6 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 33 |
| | 7 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 32 |
| | 8 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 33 |
| | 9 | | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 27 |
| | 10 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 36 |
| | 11 | | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 25 |
| | 12 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 30 |
| | 13 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 33 |
| | 14 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 29 |
| | 15 | | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 27 |
| | 16 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 30 |
| | 17 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 34 |
| Total | | N | 17 | 17 | 17 | 17 | 17 | 17 | 17 | 17 |
| Total | | N | 35 | 35 | 35 | 35 | 35 | 35 | 35 | 35 |

Post test

[illegible]

Post test

[illegible]

Post test

[illegible]

Post test

| | | | Post 31 | Post 32 | Post 33 | Post 34 | Post 35 | Post 36 | Post 37 | Tot |
|---------------------|-------|---|------------|------------|------------|------------|------------|------------|------------|-----|
| 1 Eksperi men | 1 | | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 33 |
| | 2 | | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 35 |
| | 3 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 36 |
| | 4 | | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 32 |
| | 5 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 36 |
| | 6 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 37 |
| | 7 | | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 34 |
| | 8 | | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 34 |
| | 9 | | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 35 |
| | 10 | | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 32 |
| | 11 | | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 35 |
| | 12 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 37 |
| | 13 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 33 |
| | 14 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 37 |
| | 15 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 37 |
| | 16 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 37 |
| | 17 | | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 34 |
| | 18 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 36 |
| | Total | N | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 |
| 2 Kontrol | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 32 |
| | 2 | | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 34 |
| | 3 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 35 |
| | 4 | | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 31 |
| | 5 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 36 |
| | 6 | | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 32 |
| | 7 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 33 |
| | 8 | | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 34 |
| | 9 | | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 32 |
| | 10 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 36 |
| | 11 | | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 28 |
| | 12 | | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 30 |
| | 13 | | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 32 |
| | 14 | | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 31 |
| | 15 | | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 29 |
| | 16 | | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 32 |
| | 17 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 35 |
| | Total | N | 17 | 17 | 17 | 17 | 17 | 17 | 17 | 17 |
| Total | N | | 35 | 35 | 35 | 35 | 35 | 35 | 35 | 35 |

Tingkat Signifikansi untuk D maksimum

| Sampel | 0.2 | 0.15 | 0.1 | 0.05 | 0.01 |
|---------|------------|------------|------------|------------|------------|
| 1 | 0.900 | 0.925 | 0.950 | 0.975 | 0.995 |
| 2 | 0.684 | 0.726 | 0.776 | 0.842 | 0.929 |
| 3 | 0.565 | 0.597 | 0.642 | 0.708 | 0.828 |
| 4 | 0.494 | 0.525 | 0.564 | 0.624 | 0.733 |
| 5 | 0.446 | 0.474 | 0.510 | 0.565 | 0.669 |
| 6 | 0.410 | 0.436 | 0.470 | 0.521 | 0.618 |
| 7 | 0.381 | 0.405 | 0.438 | 0.486 | 0.577 |
| 8 | 0.358 | 0.381 | 0.411 | 0.457 | 0.543 |
| 9 | 0.339 | 0.360 | 0.388 | 0.432 | 0.514 |
| 10 | 0.322 | 0.342 | 0.368 | 0.410 | 0.490 |
| 11 | 0.307 | 0.326 | 0.352 | 0.391 | 0.468 |
| 12 | 0.295 | 0.313 | 0.338 | 0.375 | 0.450 |
| 13 | 0.284 | 0.302 | 0.325 | 0.361 | 0.433 |
| 14 | 0.274 | 0.292 | 0.314 | 0.349 | 0.418 |
| 15 | 0.266 | 0.283 | 0.304 | 0.338 | 0.404 |
| 16 | 0.258 | 0.274 | 0.295 | 0.328 | 0.392 |
| 17 | 0.250 | 0.266 | 0.286 | 0.318 | 0.381 |
| 18 | 0.244 | 0.259 | 0.278 | 0.309 | 0.371 |
| 19 | 0.237 | 0.252 | 0.272 | 0.301 | 0.363 |
| 20 | 0.231 | 0.246 | 0.264 | 0.294 | 0.356 |
| 21 | 0.227 | 0.241 | 0.259 | 0.289 | 0.349 |
| 22 | 0.223 | 0.236 | 0.254 | 0.284 | 0.342 |
| 23 | 0.218 | 0.230 | 0.250 | 0.280 | 0.334 |
| 24 | 0.214 | 0.225 | 0.245 | 0.275 | 0.327 |
| 25 | 0.210 | 0.220 | 0.240 | 0.270 | 0.320 |
| 26 | 0.206 | 0.216 | 0.236 | 0.264 | 0.314 |
| 27 | 0.202 | 0.212 | 0.232 | 0.258 | 0.308 |
| 28 | 0.198 | 0.208 | 0.228 | 0.252 | 0.302 |
| 29 | 0.194 | 0.204 | 0.224 | 0.246 | 0.296 |
| 30 | 0.190 | 0.200 | 0.220 | 0.240 | 0.290 |
| 31 | 0.188 | 0.198 | 0.218 | 0.238 | 0.346 |
| 32 | 0.186 | 0.196 | 0.216 | 0.236 | 0.402 |
| 33 | 0.184 | 0.194 | 0.214 | 0.234 | 0.458 |
| 34 | 0.182 | 0.192 | 0.212 | 0.232 | 0.514 |
| 35 | 0.180 | 0.190 | 0.210 | 0.230 | 0.570 |
| 36 | 0.178 | 0.190 | 0.203 | 0.227 | 0.272 |
| 37 | 0.176 | 0.187 | 0.201 | 0.224 | 0.268 |
| 38 | 0.174 | 0.185 | 0.198 | 0.221 | 0.264 |
| 39 | 0.171 | 0.183 | 0.195 | 0.218 | 0.261 |
| 40 | 0.169 | 0.180 | 0.193 | 0.215 | 0.258 |
| 41 | 0.167 | 0.178 | 0.191 | 0.212 | 0.255 |
| 42 | 0.165 | 0.176 | 0.188 | 0.210 | 0.252 |
| 43 | 0.163 | 0.174 | 0.186 | 0.207 | 0.249 |
| 44 | 0.161 | 0.172 | 0.184 | 0.205 | 0.246 |
| 45 | 0.160 | 0.170 | 0.182 | 0.203 | 0.243 |
| 46 | 0.158 | 0.168 | 0.180 | 0.201 | 0.240 |
| 47 | 0.156 | 0.166 | 0.178 | 0.198 | 0.238 |
| 48 | 0.154 | 0.165 | 0.176 | 0.196 | 0.235 |
| 49 | 0.153 | 0.163 | 0.174 | 0.194 | 0.233 |
| 50 | 0.151 | 0.161 | 0.173 | 0.192 | 0.231 |
| Over 35 | 1.07 | 1.14 | 1.22 | 1.36 | 1.63 |
| | \sqrt{N} | \sqrt{N} | \sqrt{N} | \sqrt{N} | \sqrt{N} |

sumber : Magic 2000 Solver telp (0274) 523858
dikutip dari Sidney Siegel, Page : 3003, 1997

tabel t

| 1-tail | 0.005 | 0.01 | 0.025 | 0.05 |
|--------|--------|--------|--------|-------|
| 2-tail | 0.01 | 0.02 | 0.05 | 0.1 |
| 1 | 63.657 | 31.821 | 12.706 | 6.314 |
| 2 | 9.925 | 6.965 | 4.303 | 2.920 |
| 3 | 5.841 | 4.541 | 3.182 | 2.353 |
| 4 | 4.604 | 3.747 | 2.776 | 2.132 |
| 5 | 4.032 | 3.365 | 2.571 | 2.015 |
| 6 | 3.707 | 3.143 | 2.447 | 1.943 |
| 7 | 3.499 | 2.998 | 2.365 | 1.895 |
| 8 | 3.355 | 2.896 | 2.306 | 1.860 |
| 9 | 3.250 | 2.821 | 2.262 | 1.833 |
| 10 | 3.169 | 2.764 | 2.228 | 1.812 |
| 11 | 3.106 | 2.718 | 2.201 | 1.796 |
| 12 | 3.055 | 2.681 | 2.179 | 1.782 |
| 13 | 3.012 | 2.650 | 2.160 | 1.771 |
| 14 | 2.977 | 2.624 | 2.145 | 1.761 |
| 15 | 2.947 | 2.602 | 2.131 | 1.753 |
| 16 | 2.921 | 2.583 | 2.120 | 1.746 |
| 17 | 2.898 | 2.567 | 2.110 | 1.740 |
| 18 | 2.878 | 2.552 | 2.101 | 1.734 |
| 19 | 2.861 | 2.539 | 2.093 | 1.729 |
| 20 | 2.845 | 2.528 | 2.086 | 1.725 |
| 21 | 2.831 | 2.518 | 2.080 | 1.721 |
| 22 | 2.819 | 2.508 | 2.074 | 1.717 |
| 23 | 2.807 | 2.500 | 2.069 | 1.714 |
| 24 | 2.797 | 2.492 | 2.064 | 1.711 |
| 25 | 2.787 | 2.485 | 2.060 | 1.708 |
| 26 | 2.779 | 2.479 | 2.056 | 1.706 |
| 27 | 2.771 | 2.473 | 2.052 | 1.703 |
| 28 | 2.763 | 2.467 | 2.048 | 1.701 |
| 29 | 2.756 | 2.462 | 2.045 | 1.699 |
| 30 | 2.750 | 2.457 | 2.042 | 1.697 |
| 31 | 2.744 | 2.453 | 2.040 | 1.696 |
| 32 | 2.738 | 2.449 | 2.037 | 1.694 |
| 33 | 2.733 | 2.445 | 2.035 | 1.692 |
| 34 | 2.728 | 2.441 | 2.032 | 1.691 |
| 35 | 2.724 | 2.438 | 2.030 | 1.690 |
| 36 | 2.719 | 2.434 | 2.028 | 1.688 |
| 37 | 2.715 | 2.431 | 2.026 | 1.687 |
| 38 | 2.712 | 2.429 | 2.024 | 1.686 |
| 39 | 2.708 | 2.426 | 2.023 | 1.685 |
| 40 | 2.704 | 2.423 | 2.021 | 1.684 |
| 41 | 2.701 | 2.421 | 2.020 | 1.683 |
| 42 | 2.698 | 2.418 | 2.018 | 1.682 |
| 43 | 2.695 | 2.416 | 2.017 | 1.681 |
| 44 | 2.692 | 2.414 | 2.015 | 1.680 |
| 45 | 2.690 | 2.412 | 2.014 | 1.679 |
| 46 | 2.687 | 2.410 | 2.013 | 1.679 |
| 47 | 2.685 | 2.408 | 2.012 | 1.678 |
| 48 | 2.682 | 2.407 | 2.011 | 1.677 |
| 49 | 2.680 | 2.405 | 2.010 | 1.677 |
| 50 | 2.678 | 2.403 | 2.009 | 1.676 |

sumber : Magic 2000 Solver teip (0274) 523858

tabel F

| | | | | | | | | | | 5% |
|----|---------|---------|---------|---------|---------|---------|---------|---------|---------|----|
| df | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | |
| 1 | 245.950 | 246.464 | 246.918 | 247.323 | 247.686 | 248.013 | 248.309 | 248.579 | 248.826 | |
| 2 | 19.429 | 19.433 | 19.437 | 19.440 | 19.443 | 19.446 | 19.448 | 19.450 | 19.452 | |
| 3 | 8.703 | 8.692 | 8.683 | 8.675 | 8.667 | 8.660 | 8.654 | 8.648 | 8.643 | |
| 4 | 5.858 | 5.844 | 5.832 | 5.821 | 5.811 | 5.803 | 5.795 | 5.787 | 5.781 | |
| 5 | 4.619 | 4.604 | 4.590 | 4.579 | 4.568 | 4.558 | 4.549 | 4.541 | 4.534 | |
| 6 | 3.938 | 3.922 | 3.908 | 3.896 | 3.884 | 3.874 | 3.865 | 3.856 | 3.849 | |
| 7 | 3.511 | 3.494 | 3.480 | 3.467 | 3.455 | 3.445 | 3.435 | 3.426 | 3.418 | |
| 8 | 3.218 | 3.202 | 3.187 | 3.173 | 3.161 | 3.150 | 3.140 | 3.131 | 3.123 | |
| 9 | 3.006 | 2.989 | 2.974 | 2.960 | 2.948 | 2.936 | 2.926 | 2.917 | 2.908 | |
| 10 | 2.845 | 2.828 | 2.812 | 2.798 | 2.785 | 2.774 | 2.764 | 2.754 | 2.745 | |
| 11 | 2.719 | 2.701 | 2.685 | 2.671 | 2.658 | 2.646 | 2.636 | 2.626 | 2.617 | |
| 12 | 2.617 | 2.599 | 2.583 | 2.568 | 2.555 | 2.544 | 2.533 | 2.523 | 2.514 | |
| 13 | 2.533 | 2.515 | 2.499 | 2.484 | 2.471 | 2.459 | 2.448 | 2.438 | 2.429 | |
| 14 | 2.463 | 2.445 | 2.428 | 2.413 | 2.400 | 2.388 | 2.377 | 2.367 | 2.357 | |
| 15 | 2.403 | 2.385 | 2.368 | 2.353 | 2.340 | 2.328 | 2.316 | 2.306 | 2.297 | |
| 16 | 2.352 | 2.333 | 2.317 | 2.302 | 2.288 | 2.276 | 2.264 | 2.254 | 2.244 | |
| 17 | 2.308 | 2.289 | 2.272 | 2.257 | 2.243 | 2.230 | 2.219 | 2.208 | 2.199 | |
| 18 | 2.269 | 2.250 | 2.233 | 2.217 | 2.203 | 2.191 | 2.179 | 2.168 | 2.159 | |
| 19 | 2.234 | 2.215 | 2.198 | 2.182 | 2.168 | 2.155 | 2.144 | 2.133 | 2.123 | |
| 20 | 2.203 | 2.184 | 2.167 | 2.151 | 2.137 | 2.124 | 2.112 | 2.102 | 2.092 | |
| 21 | 2.176 | 2.156 | 2.139 | 2.123 | 2.109 | 2.096 | 2.084 | 2.073 | 2.063 | |
| 22 | 2.151 | 2.131 | 2.114 | 2.098 | 2.084 | 2.071 | 2.059 | 2.048 | 2.038 | |
| 23 | 2.128 | 2.109 | 2.091 | 2.075 | 2.061 | 2.048 | 2.036 | 2.025 | 2.014 | |
| 24 | 2.108 | 2.088 | 2.070 | 2.054 | 2.040 | 2.027 | 2.015 | 2.003 | 1.993 | |
| 25 | 2.089 | 2.069 | 2.051 | 2.035 | 2.021 | 2.007 | 1.995 | 1.984 | 1.974 | |
| 26 | 2.072 | 2.052 | 2.034 | 2.018 | 2.003 | 1.990 | 1.978 | 1.966 | 1.956 | |
| 27 | 2.056 | 2.036 | 2.018 | 2.002 | 1.987 | 1.974 | 1.961 | 1.950 | 1.940 | |
| 28 | 2.041 | 2.021 | 2.003 | 1.987 | 1.972 | 1.959 | 1.946 | 1.935 | 1.924 | |
| 29 | 2.027 | 2.007 | 1.989 | 1.973 | 1.958 | 1.945 | 1.932 | 1.921 | 1.910 | |
| 30 | 2.015 | 1.995 | 1.976 | 1.960 | 1.945 | 1.932 | 1.919 | 1.908 | 1.897 | |
| 31 | 2.003 | 1.983 | 1.965 | 1.948 | 1.933 | 1.920 | 1.907 | 1.896 | 1.885 | |
| 32 | 1.992 | 1.972 | 1.953 | 1.937 | 1.922 | 1.908 | 1.896 | 1.884 | 1.873 | |
| 33 | 1.982 | 1.961 | 1.943 | 1.926 | 1.911 | 1.898 | 1.885 | 1.873 | 1.863 | |
| 34 | 1.972 | 1.952 | 1.933 | 1.917 | 1.902 | 1.888 | 1.875 | 1.863 | 1.853 | |
| 35 | 1.963 | 1.942 | 1.924 | 1.907 | 1.892 | 1.878 | 1.866 | 1.854 | 1.843 | |
| 36 | 1.954 | 1.934 | 1.915 | 1.899 | 1.883 | 1.870 | 1.857 | 1.845 | 1.834 | |
| 37 | 1.946 | 1.926 | 1.907 | 1.890 | 1.875 | 1.861 | 1.848 | 1.837 | 1.826 | |
| 38 | 1.939 | 1.918 | 1.899 | 1.883 | 1.867 | 1.853 | 1.841 | 1.829 | 1.818 | |
| 39 | 1.931 | 1.911 | 1.892 | 1.875 | 1.860 | 1.846 | 1.833 | 1.821 | 1.810 | |
| 40 | 1.924 | 1.904 | 1.885 | 1.868 | 1.853 | 1.839 | 1.826 | 1.814 | 1.803 | |
| 41 | 1.918 | 1.897 | 1.879 | 1.862 | 1.846 | 1.832 | 1.819 | 1.807 | 1.796 | |
| 42 | 1.912 | 1.891 | 1.872 | 1.855 | 1.840 | 1.826 | 1.813 | 1.801 | 1.790 | |
| 43 | 1.906 | 1.885 | 1.866 | 1.849 | 1.834 | 1.820 | 1.807 | 1.795 | 1.784 | |
| 44 | 1.900 | 1.879 | 1.861 | 1.844 | 1.828 | 1.814 | 1.801 | 1.789 | 1.778 | |
| 45 | 1.895 | 1.874 | 1.855 | 1.838 | 1.823 | 1.808 | 1.795 | 1.783 | 1.772 | |
| 46 | 1.890 | 1.869 | 1.850 | 1.833 | 1.817 | 1.803 | 1.790 | 1.778 | 1.767 | |
| 47 | 1.885 | 1.864 | 1.845 | 1.828 | 1.812 | 1.798 | 1.785 | 1.773 | 1.762 | |
| 48 | 1.880 | 1.859 | 1.840 | 1.823 | 1.807 | 1.793 | 1.780 | 1.768 | 1.757 | |
| 49 | 1.876 | 1.855 | 1.836 | 1.819 | 1.803 | 1.789 | 1.775 | 1.763 | 1.752 | |
| 50 | 1.871 | 1.850 | 1.831 | 1.814 | 1.798 | 1.784 | 1.771 | 1.759 | 1.748 | |

sumber : Magic 2000 Solver telp (0274) 523858

Appendix 7. Research Permits

RESEARCH PERMITS



KEMENTERIAN PENDIDIKAN NASIONAL

UNIVERSITAS NEGERI YOGYAKARTA

FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
http://www.fbs.uny.ac.id//

FRM/FBS/34-00
31 Juli 2008

Nomor : 091/H.34.12/PBI/I/2011 Yogyakarta, 20 Januari 2011
Lampiran :
Hal : Permohonan Ijin Penelitian

Kepada Yth.
Dekan
u.b. Pembantu Dekan I
Fakultas Bahasa dan Seni UNY

Bersama ini kami kirimkan nama mahasiswa FBS UNY Jurusan/Program Studi FBS / PBI
yang mengajukan permohonan ijin penelitian untuk keperluan penyusunan Tugas Akhir lengkap
dengan deskripsi keperluan penelitian tersebut sebagai berikut.

1. Nama : Hevi de Villanova
2. NIM : 05202244184
3. Jurusan/Program Studi : FBS / Pendidikan Bahasa Inggris
4. Alamat Mahasiswa : Mulyasari Selatan Bataharjo Wonosari GK
5. Lokasi Penelitian : SD Kanisius II Wonosari
6. Waktu Penelitian : Februari s/d Maret
7. Tujuan dan maksud Penelitian : mendeskripsikan perbedaan antara kelas 5 yang diajar menggunakan e-book dan yang tidak menggunakannya.
THE EFFECTIVENESS OF E-BOOKS CD IN TEACHING ENGLISH TO
IMPROVE THE VOCABULARY SKILL OF GRADE FIVE STUDENTS OF SD
KANISIUS II WONOSARI
8. Judul Tugas Akhir : 1. Suhaini, M. Saleh, M. A
2. Suci ari, M. Ed
9. Pembimbing

Demikian permohonan ijin tersebut untuk dapat diproses sebagaimana mestinya.

Ketua Jurusan,

Samsul Ma'arif, M. A

NIP 195 304 231 97 90 31 004



KEMENTERIAN PENDIDIKAN NASIONAL

UNIVERSITAS NEGERI YOGYAKARTA

FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
<http://www.fbs.uny.ac.id/>

FRM/FBS/33-01

10 Jan 2011

6 April 2011

Nomor : 788/H.34.12/PP/III/2011

Lampiran : --

Hal : Permohonan Izin Survey/Observasi/Penelitian*)

Kepada Yth.
Kepala Sekolah
SD Kanisius II Wonosari
di Gunungkidul

Diberitahukan dengan hormat bahwa mahasiswa kami Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud akan mengadakan survey/observasi/penelitian untuk memperoleh data menyusun Tugas Akhir Skripsi (TAS) Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :

The Effectiveness of Educative Games (CD-Room) in Teaching English to Improve The Vocabulary Skill of Grade Five Students of SD Kanisius II Wonosari

Mahasiswa dimaksud adalah :

Nama : HEVI DE VILLANOVA
NIM : 05202244184
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Tanggal Pelaksanaan : Bulan Februari s.d. Maret 2011

Untuk dapat terlaksananya maksud tersebut kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasamanya disampaikan terima kasih.



a.n. Dekan
Pembantu Dekan I,

Drs. Suhaini M. Saleh, M.A.
NIP 19540120 197903 1 002



SD KANISIUS WONOSARI II
Alamat: Jalan Mgr. Soegiyopranoto No. 29
Telp: (0274) 391523 Baleharjo Wonosari Gunungkidul 55811

SURAT KETERANGAN

Nomor : 53 / SDK – W II / W / 2011

Yang bertanda tangan dibawah ini kami, Kepala SD Kanisius Wonosari II, dengan ini menerangkan bahwa:

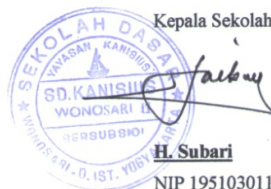
| | | |
|----------|---|---------------------------|
| Nama | : | Hevi de Villanova |
| NIM | : | 05202244184 |
| Jurusan | : | Pendidikan Bahasa Inggris |
| Fakultas | : | Bahasa dan Seni |

Telah melaksanakan penelitian di SD Kanisius Wonosari II (Kelas V) pada bulan Februari s.d Maret 2011 sebagai syarat untuk menyelesaikan skripsi.

Demikian surat keterangan ini kami buat dengan sesungguhnya dan untuk dapat digunakan sebagaimana mestinya.

Wonosari, 27 April 2011

Kepala Sekolah



H. Subari

NIP 195103011978041004