APPENDICES

A. TABLES

1. THE CALCULATION OF THE MEAN SCORES OF THE SAMPLES

Table 1

The Mean Scores of Students of Sample Groups Based on a Daily Test

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Test of Hypothesis of Class 3V1 and 3V2

1. Ho : \( \mu_A = \mu_B \), there is no significant difference between group A and group B

Ho : \( \mu_A > \mu_B \), the mean score of group A is greater than group B

2. t-test, where df = nA + nB = 69

\( t (5\%) = 1.67 \)

3. Calculation for t-observation (t0) :

\[ \frac{\sum X_A}{n} = \bar{X} = \frac{60.53659}{41} = 60.54 \]

\[ S_d = \sqrt{\frac{n \cdot \left( \sum X_A \right)^2 - \left( \sum X_A \right)^2}{n \cdot (n-1)}} = 24.46 \]

\[ \bar{X} = \frac{\sum X_B}{n} \]

\[ \bar{X} = \frac{65.39474}{38} = 65.39 \]
The t-observation:

\[
\frac{X_A - X_B}{\sqrt{\frac{(n_A - 1) S_A^2 + (n_B - 1) S_B^2}{(n_A + n_B - 2)} + \frac{1}{n_A} + \frac{1}{n_B}}} = -0.90
\]

4. Conclusion:
Because the t-observation (to) is \(-0.90 < t(5%/2)\), so the Ho is accepted.
Hence, there is no significant difference between group A and B.

**Test of Hypothesis of Class 3V1 and 3V3**

1. Ho : \(\mu_A = \mu_B\), there is no significant difference between group A and group B
Ho : \(\mu_A > \mu_B\), the mean score of group A is greater than group B

2. t-test, where df = \(n_A + n_B = 69\)
\(t(5\%) = 1.67\)

3. Calculation for t-observation (to):

\(A = Class 3V1 of SDK St. Vincentius\)
\(n = 41\)

\[
\frac{\sum X_A}{n} = \frac{\sum X_A}{41} = 60.54
\]

\[
S_d = \sqrt{\frac{n \cdot \sum X_A^2 - (\sum X_A)^2}{n(n-1)}} = \sqrt{\frac{n \cdot \sum X_A^2 - (\sum X_A)^2}{n(n-1)}} = 24.46
\]
B = Class 3V3 of SDK St. Vincentius

\[ n = 37 \]

\[
\overline{X} = \frac{\sum X_B}{n} = 68.49
\]

\[
S_d = \sqrt{\frac{n \cdot \sum X_B^2 - (\sum X_B)^2}{n(n-1)}} = 20.51
\]

**The t-observation:**

\[
t_{\text{obs}} = \frac{X_A - X_B}{\sqrt{\frac{(n_A - 1) S_A^2 + (n_B - 1) S_B^2}{(n_A + n_B) - 2} \cdot \frac{1}{n_A} + \frac{1}{n_B}}} = -1.52
\]

4. Conclusion:
Because the t-observation (to) is -1.52 < t (5%/2), so the Ho is accepted.
Hence, there is no significant difference between group A and B.

**Test of Hypothesis of Class 3V2 and 3V3**

1. Ho : \( \mu_A = \mu_B \), there is no significant difference between group A and group B
   Ho : \( \mu_A > \mu_B \), the mean score of group A is greater than group B

2. t-test, where \( df = n_A + n_B = 69 \)
   \( t(5\%) = 1.67 \)

3. Calculation for t-observation (to):
   \[ A = \text{Class 3V2 of SDK St. Vincentius} \]
   \[ n = 38 \]
   \[
   \overline{X} = \frac{\sum X_A}{n} = 65.39
   \]
The t-observation:

\[
\text{t-obs} = \frac{X_A - X_B}{\sqrt{\frac{(n_A - 1) S_A^2 + (n_B - 1) S_B^2}{n_A + n_B - 2} \cdot \frac{1}{n_A} + \frac{1}{n_B}}} = -0.60
\]

4. Conclusion:
Because the t-observation (to) is -0.60 < t (5%/2), so the Ho is accepted. Hence, there is no significant difference between group A and B.
2. THE CALCULATION OF THE TRY-OUT RELIABILITY

Table 2
The Try-Out Reliability

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Total (B): 18 5 16 14 14 7 16 9 28 14 15 12 14 25 3 10 14 19 17 22 27 22 7 14 12 21
DI: 0.47 0.21 0.37 0.37 0.18 0.42 0.24 0.74 0.37 0.37 0.37 0.66 0.21 0.26 0.28 0.27 0.59 0.45 0.59 0.71 0.56 0.18 0.37 0.52 0.55
RU: 0.16 0.16 0.16 0.16 0.16 0.16 0.16 0.16 0.16 0.16 0.16 0.16 0.16 0.16 0.16 0.16 0.16 0.16 0.16 0.16 0.16 0.16 0.16 0.16 0.16 0.16
RL: 0.2 0.2 0.2 0.2 0.2 0.2 0.2 0.2 0.2 0.2 0.2 0.2 0.2 0.2 0.2 0.2 0.2 0.2 0.2 0.2 0.2 0.2 0.2 0.2 0.2 0.2 0.2 0.2
ID: 0.74 0.21 0.42 0.26 0.42 0.28 0.32 0.42 0.47 0.32 0.42 0.47 0.21 0.21 0.42 0.26 0.38 0.42 0.47 0.74 0.26 0.21 0.42 0.78

Total 387 4989
Mean 13.18
SD 5.32
Total scores ($\sum X$) = 387
Total scores squared ($\sum X^2$) = 4989
Total number of the students ($n$) = 38
Total number of the items ($K$) = 25

Mean ($X$)

$$\overline{X} = \frac{\sum X}{n} = 10.18$$

Standard deviation

$$S_d = \sqrt{\frac{n \cdot \sum X^2 - (\sum X)^2}{n(n-1)}} = 5.32$$

K-R Formula :

$$R = \frac{k}{k-1} - \frac{M(k-M)}{kv} = 0.79$$

The reliability coefficient of the Try-Out test is 0.79
### 3. The Calculation of Difficulty Index and the Item Discrimination

**Table 3**

The Difficulty Index and the Item Discrimination

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4. THE CALCULATION OF THE SCORES OF PRE-TEST

Table 4
The Scores of the Pre-Test

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Note:
1. Student number 23 from the Experimental group was dropped because the student didn’t join the pre test.
2. Students from the Control group number 9, 12, 26, 30, and 31 were dropped because they didn’t join the pre test while student number 17 was dropped because the student didn’t join the post-test.

Test of Hypothesis
1. Ho : $\mu_A = \mu_B$, there is no significant difference between group A and group B
   Ho : $\mu_A > \mu_B$, the mean score of group A is greater than group B
2. t-test, where $df = n_A + n_B = 69$
   $t (5\%) = 1,67$
3. Calculation for t-observation (to) :
   $A = \text{Experimental Group ( Using TPR with real objects )}
   \quad n = 37$

   $\bar{X}_A = \frac{\sum X_A}{n} = 9,46$

   $S_d = \sqrt{\frac{n. \sum X_A^2 - (\sum X_A)^2}{n(n-1)}} = 2,24$
B = Control Group (Using Word Lists)

\[ n = 36 \]

\[ \bar{X} = \frac{\sum X_B}{n} = 9.14 \]

\[ S_d = \sqrt{\frac{n \cdot \sum X_B^2 - (\sum X_B)^2}{n(n-1)}} = 2.03 \]

The t-observation:

\[ t_{obs} = \frac{X_A - X_B}{\sqrt{\left(\frac{1}{n_A - 1} S_A^2 + \frac{1}{n_B - 1} S_B^2\right) \frac{1}{n_A} + \frac{1}{n_B}}} = 0.64 \]

4. Conclusion:

Because the t-observation is 0.64 < t (5%), so Ho is accepted.

In other words, before the treatments are given, there is no significant different between the experimental and the control group.
### 5. THE CALCULATION OF THE SCORES OF POST-TEST

**Table 5**

**The Scores of the Post-Test**

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Note:
1. Student number 23 from the Experimental group was dropped because the student didn’t join the pre test.
2. Students from the Control group number 9, 12, 26, 30, and 31 were dropped because they didn’t join the pre test while student number 17 was dropped because the student didn’t join the post-test

Test of Hypothesis
1. Ho : µA = µB, there is no significant difference between group A and group B
   Ho : µA > µB, the mean score of group A is greater than group B
2. t-test, where df = nA + nB = 69
   t (5%) = 1,67
3. Calculation for t-observation (to) :
   \[ A = \text{Experimental Group ( Using TPR with real objects )} \]
   \[ n = 36 \]
   \[ \bar{X}_A = \frac{\sum X_A}{n} = 13,64 \]
   \[ S_d = \sqrt{\frac{n \cdot \sum X_A^2 - (\sum X_A)^2}{n(n-1)}} = 3,03 \]
54

\[ B = \text{Control Group (Using Word Lists)} \]
\[ n = 35 \]
\[ \bar{X} = \frac{\sum X_B}{n} = 9.14 \]

\[ S_d = \sqrt{\frac{n. \sum X_B^2 - (\sum X_B)^2}{n(n-1)}} = 3.93 \]

The t-observation:

\[ t_{\text{obs}} = \frac{X_A - X_B}{\sqrt{\frac{(n_A - 1) S_A^2 + (n_B - 1) S_B^2}{n_A + n_B - 2}} \cdot \frac{1}{n_A} + \frac{1}{n_B}} = 2.81 \]

4. Conclusion:

Because the t-observation is 2.81 > t(5%), so Ho is rejected.
Here, after the treatments were given to both groups, there is significant difference between the experimental group and the control group.
6. THE CALCULATION OF THE RESULT OF THE GAIN SCORES

Table 6

The Result of the Gain Scores

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   Ho : \( \mu_A > \mu_B \), the mean score of group A is greater than group B
2. t-test, where df = nA + nB = 69
   \( t (5\%) = 1,67 \)
3. Calculation for t-observation (to) :
   A = Experimental Group ( Using TPR with real objects )
   \[ n = 36 \]
   \[ \bar{X} = \frac{\Sigma X_A}{n} = 9,46 \]
   \[ S_d = \sqrt{\frac{n \cdot (\Sigma X_A^2 - (\Sigma X_A)^2)}{n \cdot (n-1)}} = 3,46 \]
B = Control Group (Using Word Lists)

\[ n = 35 \]

\[ X = \frac{\Sigma X_B}{n} = 9.14 \]

\[ S_d = \sqrt{\frac{n \cdot (\Sigma X_B^2 - (\Sigma X_B)^2)}{n(n-1)}} = 3.86 \]

\[ t-observation: \]

\[ t-obs = \frac{X_A - X_B}{\sqrt{\frac{(n_A - 1) \cdot S_A^2 + (n_B - 1) \cdot S_B^2}{(n_A + n_B - 2)}} + \frac{1}{n_A} + \frac{1}{n_B}} = 2.25 \]

4. Conclusion:

Because the t-observation \( t_o \) is \( 2.25 > t (5\%) \), so \( H_0 \) is rejected.

By the end of the research, there is significant difference of the gain score result between the experimental group and the control group.
B. THE TRY-OUT TEST

PART 1 – Look at the pictures above then circle the correct answer

1. The dustbin is _______ the toy car.  
   a. beside  
   b. in front of  
   c. between  
   d. behind

2. The trees are _______ the car.  
   a. behind  
   b. in front of  
   c. among  
   d. in the middle of

3. The stars are ______ the picture.  
   a. behind  
   b. in the middle of  
   c. in front of  
   d. on

4. The broom is ____ the bag and the chair.  
   a. on  
   b. in front of  
   c. between  
   d. beside
5. The comb is ______ the television.
   a. under
   b. on
   c. in front of
   d. in

6. The bottles are ______ the cup.
   a. on
   b. in
   c. behind
   d. in front of

7. The pencil is _____ the leaves.
   a. among
   b. in the middle of
   c. in front of
   d. on

8. The candy is ______ the chair.
   a. between
   b. in the middle of
   c. beside
   d. under

9. The pencil is ______ the book.
   a. in front of
   b. behind
   c. beside
   d. under

10. The glass is ______ the book.
    a. beside
    b. among
    c. under
    d. behind

11. The movie theater is ___ the toy store.
    a. beside
    b. in the middle of
    c. in front of
    d. between

12. The cat is _______ the chair.
    a. beside
    b. among
    c. in front of
    d. in

13. The drawer is _____ the television.
    a. on
    b. under
    c. in
    d. behind

14. The cup _______ the table.
    a. behind
    b. in front of
    c. among
    d. in the middle of

15. The bench is ______ the trees.
    a. in front of
    b. beside
    c. between
    d. among
PART 2 – Look at the pictures then decide TRUE / FALSE

1. Mr. Toni is standing behind the bank. ( TRUE / FALSE )
2. The sharpener is in the middle of the plate. ( TRUE / FALSE )
3. The cat is in front of the television. ( TRUE / FALSE )
4. The umbrella is on the car. ( TRUE / FALSE )
5. The cat is behind the armchair. ( TRUE / FALSE )
6. Mr. Andy is standing beside the bank. ( TRUE / FALSE )
7. The cat is on the basket. ( TRUE / FALSE )
8. The cheese is between the watermelons. ( TRUE / FALSE )
9. The Police Station is among the Shoe Store and the Post Office. ( TRUE / FALSE )
10. The cat is under the table. ( TRUE / FALSE )
ANSWER KEY

Part 1

1. D (in front of)
2. A (behind)
3. B (in the middle of)
4. C (between)
5. C (in front of)
6. C (behind)
7. A (among)
8. B (in the middle of)
9. C (beside)
10. C (under)
11. A (beside)
12. A (beside)
13. B (under)
14. D (in the middle of)
15. D (among)

Part 2

1. FALSE
2. TRUE
3. FALSE
4. FALSE
5. TRUE
6. TRUE
7. FALSE
8. FALSE
9. FALSE
10. TRUE
C. LESSON PLAN FOR EXPERIMENTAL GROUP

MEETING 1

LESSON PLAN

Subject : English
Skill : Listening, Speaking
Language Component : Grammar, Vocabulary
Theme : Prepositions (On, Under, Between, Behind)
Education Level / Grade: Elementary School / 3
Time : 1 x 45’

A. Competence

1. Basic Competence
   - Students know some prepositions of location
   - Students understand the exact position of the given prepositions
   - Students use the prepositions in their real communication

2. Achievement Indicators
   Speaking
   Students are able to:
   - State the correct position of objects using prepositions
   - Give command to their friends to put objects in the certain position using prepositions
   Grammar
   Students are able to:
   - Determine the correct prepositions for certain position.
   - Use certain prepositions to give command to their friends.
Vocabulary
Students are able to:
- Mention objects in the classroom
- Recognize objects that are being discussed

Listening
Students are able to:
- Give the correct response to the teacher’s questions or commands
- Know the correct pronunciation of each preposition

B. Learning Material
- Student’s worksheet
- Cards (some prepositions)
- Real objects

C. Teaching and Learning Activities/ Teacher notes:

<table>
<thead>
<tr>
<th>Stages</th>
<th>Activities</th>
<th>Students</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Instructional</td>
<td>- Greets the students.</td>
<td>- Give response</td>
<td>1’</td>
</tr>
<tr>
<td>Instructional Activities</td>
<td>- Asks about students’ condition whether they feel well or not</td>
<td>- Tell the teacher whether they feel well or not.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Asks students some triggering questions about objects they are in the</td>
<td>- Mention the objects in the classroom</td>
<td>3’</td>
</tr>
<tr>
<td></td>
<td>classroom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Whilst-Instructional</td>
<td>- Tells a dialogue to the students</td>
<td>- Listen to the teacher’s dialogue</td>
<td>10’</td>
</tr>
<tr>
<td>Activities</td>
<td>- Presents the dialogue which contains sentences completed with prepositions with clear gestures</td>
<td>- Pay attention on the teacher’s gestures which explains the position of prepositions</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Post-Instructional Activities | - Asks some students to come in front and put objects in the correct positions based on the dialogue  
- Asks students in pairs to present the dialogue and show off the position of objects using gestures | - Put the objects in the correct positions based on the dialogue  
- Present the dialogue and show off the position of objects using gestures | 10’ |
|-------------------------------|----------------------------------------------------------------------------------|----------------------------------------------------------------------------------|-----|
|                               | - Distributes students’ worksheet  
- Asks them to choose the correct prepositions to explain the location of objects in the pictures (individual work) | - Get the worksheet  
- Choose the correct prepositions and discuss the answers directly | 10’ |

**D. Assessment**

- Students are asked to put objects in the correct position as what the teacher commands.
- Students are asked to present the dialogue in pairs and show off the position of objects using gestures.
TEACHER’S WORKSHEET

1. DIALOGUE

It is Monday morning. Edy lives with Gogo and his parents.

Edy  : Huhuhu …….. , Gogo where are my white socks?

Gogo : Look… The white socks are on the chair

Where is your meal box?

Edy  : Ehm… meal box?!……I don’t know.

Gogo : Hey… The meal box is behind the bag.

It’s 6 A.M. Gerry is going to go to school.

Edy  : Oh no …. my black shoes, Gogo

Gogo : Edy, the black shoes are under the table!

Look, your book is under the bag!

Edy  : My glasses?? My ruler??

Gogo : The glasses are between the book and the wallet.

Wear the glasses, Edy!

Edy  : Ok! Gogo

Gogo : Edy, look… your ruler is behind the pencil box!

The pencil is between the bottle and the watch.

Edy  : Ehmmm … my scissors??

Gogo : Look… the scissors are on the table.

Edy  : Oh, thank you Gogo, Goodbye!

Gogo : Bye...Bye...
### 2. PRACTICE 1

**Name / Class:**

**Date:**

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>2.</td>
<td>3.</td>
<td>4.</td>
<td>5.</td>
</tr>
<tr>
<td><img src="image1.png" alt="Image" /></td>
<td><img src="image2.png" alt="Image" /></td>
<td><img src="image3.png" alt="Image" /></td>
<td><img src="image4.png" alt="Image" /></td>
<td><img src="image5.png" alt="Image" /></td>
</tr>
<tr>
<td>6.</td>
<td>7.</td>
<td>8.</td>
<td>9.</td>
<td>10.</td>
</tr>
<tr>
<td><img src="image6.png" alt="Image" /></td>
<td><img src="image7.png" alt="Image" /></td>
<td><img src="image8.png" alt="Image" /></td>
<td><img src="image9.png" alt="Image" /></td>
<td><img src="image10.png" alt="Image" /></td>
</tr>
</tbody>
</table>

1. The ball is _____ the marbles.  
   a. behind  
   b. on  
   c. between  
   d. under

2. The basket is _____ the biscuits.  
   a. under  
   b. between  
   c. on  
   d. behind

3. The knife is _____ the spoon and fork.  
   a. behind  
   b. between  
   c. on  
   d. under

4. The calendar is _____ the table.  
   a. on  
   b. behind  
   c. between  
   d. under

5. The library is __ the bank and the café.  
   a. behind  
   b. under  
   c. on  
   d. between

6. The pencil is _____ the book.  
   a. between  
   b. behind  
   c. under  
   d. on

7. The envelope is _____ the glass.  
   a. under  
   b. behind  
   c. between  
   d. on

8. The cups are _____ the donuts.  
   a. on  
   b. under  
   c. behind  
   d. between

9. The fan is ___ the cabinet and box.  
   a. under  
   b. on  
   c. between  
   d. behind

10. The towel is ____ the toothbrush.  
    a. between  
    b. on  
    c. under  
    d. behind
MEETING 2

LESSON PLAN

Subject : English
Skill : Listening, Speaking
Language Component : Grammar, Vocabulary
Theme : Prepositions (Beside, In Front Of)
Education Level / Grade : Elementary School / 3
Time : 1 x 45’

A. Competence

1. Basic Competence
   - Students know some prepositions of location
   - Students understand the exact position of the given prepositions
   - Students use the prepositions in their real communication

2. Achievement Indicators

   Speaking
   Students are able to:
   - State the correct position of objects using prepositions
   - Give command to their friends to put objects in the certain position using prepositions

   Grammar
   Students are able to:
   - Determine the correct prepositions for certain position
   - Use certain prepositions to give command to their friends
Vocabulary
Students are able to:
- Mention objects in the dining room
- Recognize objects that are being discussed

Listening
Students are able to:
- Give the correct response to the teacher’s questions or commands
- Know the correct pronunciation of each preposition

B. Learning Material
- Students’ worksheet
- Cards (some prepositions)
- Real objects

C. Teaching and Learning Activities/Teacher notes:

<table>
<thead>
<tr>
<th>Stages</th>
<th>Activities</th>
<th>Time</th>
</tr>
</thead>
</table>
| Pre-Instructional Activities | Teacher: - Greets the students.  
- Asks about students’ condition whether they feel well or not  
- Asks students some triggering questions about objects in the dining room  

Students: - Give response  
- Tell the teacher whether they feel well or not.  
- Mention the objects in the dining room | 1’ 3’ |
| Whilst-Instructional Activities | Teacher: - Tells a dialogue to the students  
- Presents the dialogue which contains sentences completed with prepositions with clear gestures  

Students: - Listen to the teacher’s dialogue  
- Pay attention on the teacher’s gestures which explains the position of prepositions | 10’ 10’ |
### Post-Instructional Activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Distributes students’ worksheet</td>
<td>10’</td>
</tr>
<tr>
<td>- Asks them to choose the correct prepositions to explain the location of objects in the pictures (individual work)</td>
<td></td>
</tr>
<tr>
<td>- Get the worksheet</td>
<td>10’</td>
</tr>
<tr>
<td>- Choose the correct prepositions and discuss the answers directly</td>
<td></td>
</tr>
</tbody>
</table>

### D. Assessment

- Students are asked to put objects in the correct position as what the teacher commands.
- Students are asked to present the dialogue in pairs and show off the position of objects using gestures.
TEACHER’S WORKSHEET

1. DIALOGUE
It is about 1 o’clock
Edy is coming back from the school
Edy   : Gogo, I have chocolate bread for you …
Gogo   : Horay! Where is it?
Edy   : The bread is in the meal box
Gogo   : Meal box?
Edy   : The meal box is in the yellow bag
Gogo   : Ok… Let’s have lunch
(They are eating lunch together)
Gogo   : Edy, let’s arrange the table…
Edy   : I have a plate …
Gogo   : The plate is in front of the glass
Edy   : Spoon … Fork…??
Gogo   : The spoon and fork are beside the plate
Edy   : Bottle?
Gogo   : The bottle is beside the glass
Edy   : Milk?
Gogo   : The milk is in front of the bread
Edy   : Finish Gogo …
Gogo   : Yup, thank you Edy …
2. PRACTICE 2

Name / Class :        Date:

1. The chairs are _____ the lamp.
   a. under c. in front of
   b. in d. beside

2. The apples are _____ the cupboard.
   a. beside c. in
   b. in front of d. under

3. The knife is _____ the box.
   a. in front of c. beside
   b. between d. in

4. The cup is _____ the glass.
   a. under c. in
   b. beside d. in front of

5. The broom is _____ the table.
   a. in c. behind
   b. in front of d. on

6. The fan is _____ the table.
   a. between c. behind
   b. beside d. in front of

7. The chilies are _____ the bowl.
   a. in c. beside
   b. under d. on

8. The orange is _____ the plate.
   a. between c. behind
   b. beside d. in front of

9. The small pencils are _____ the bowl.
   a. beside c. on
   b. in front of d. under

10. The donuts are _____ the box.
    a. under c. in
    b. on d. in front of
MEETING 3

LESSON PLAN

Subject : English
Skill : Listening, Speaking
Language Component : Grammar, Vocabulary
Theme : Prepositions (In the Middle of, Among)
Education Level / Grade: Elementary School / 3
Time : 1 x 45’

A. Competence

1. Basic Competence
   - Students know some prepositions of location
   - Students understand the exact position of the given prepositions
   - Students use the prepositions in their real communication

2. Achievement Indicators

   Speaking
   Students are able to:
   - State the correct position of objects using prepositions
   - Give command to their friends to put objects in the certain position using prepositions

   Grammar
   Students are able to:
   - Determine the correct prepositions for certain position
   - Use certain prepositions to give command to their friends
Vocabulary
Students are able to:
- Mention objects in the dining room
- Recognize objects that are being discussed

Listening
Students are able to:
- Give the correct response to the teacher’s questions or commands
- Know the correct pronunciation of each preposition

B. Learning Material
- Students’ worksheet
- Cards (some prepositions)
- Real objects

C. Teaching and Learning Activities/ Teacher notes:

<table>
<thead>
<tr>
<th>Stages</th>
<th>Activities</th>
<th>Teacher</th>
<th>Students</th>
<th>Time</th>
</tr>
</thead>
</table>
| Pre-Instructional Activities | - Greets the students.  
  - Asks about students’ condition whether they feel well or not  
  - Asks students some triggering questions about objects in the dining room | - Give response  
  - Tell the teacher whether they feel well or not.  
  - Mention the objects in the dining room | | 1’ |
| Whilst-Instructional Activities | - Tells a dialogue to the students  
  - Presents the dialogue which contains sentences completed with prepositions with clear gestures | - Listen to the teacher’s dialogue  
  - Pay attention on the teacher’s gestures which explains the position of prepositions | | 10’ |
### Post-Instructional Activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Asks some students to come in front and put objects in the correct position based on the dialogue</td>
<td>10’</td>
</tr>
<tr>
<td>- Asks students in pairs to present the dialogue and show off the position of objects using gestures</td>
<td></td>
</tr>
<tr>
<td>- Distributes students’ worksheet</td>
<td></td>
</tr>
<tr>
<td>- Asks them to choose the correct prepositions to explain the location of objects in the pictures (individual work)</td>
<td></td>
</tr>
<tr>
<td>- Get the worksheet</td>
<td></td>
</tr>
<tr>
<td>- Choose the correct prepositions and discuss the answers directly</td>
<td>10’</td>
</tr>
</tbody>
</table>

### D. Assessment

- Students are asked to put objects in the correct position as what the teacher commands.
- Students are asked to present the dialogue in pairs and show off the position of objects using gestures.
1. DIALOGUE

Edy is finishing his dinner
It’s about 8 o’clock

Edy   : Gogo, Let’s make cards…
Gogo   : Okay…
Edy   : I need scissors…
Gogo   : The scissors are among the pencils.
Edy   : I need glue…
Gogo   : Look, the glue is among the stickers.
Edy   : Gogo, I have blue and yellow carton.
Gogo   : Okay
Edy   : I put the yellow carton in the middle of the blue carton.
        I also have green and pink carton
        I put the green carton in the middle of the pink carton.
Gogo   : Wow, that’s nice…
Edy   : Let’s put stickers in the middle of yellow green carton.
Gogo   : Yeah… Edy, you’re very creative
Edy   : Thank you
Gogo   : I want to make cards also…
2. PRACTICE 3

Name / Class :        Date:

1. The bowl is _____ the short pencils.
   a. among   c. in front of
   b. behind  d. under

2. The cake is _____ the glasses.
   a. between   c. among
   b. beside    d. in the middle of

3. The candle is _____ the cake.
   a. in   c. in the middle of
   b. under d. behind

4. The book is _____ the scissors.
   a. in front of c. under
   b. between d. among

5. The apples are _____ the cupboard.
   a. under c. in the middle of
   b. beside d. in

6. The card is _____ the books.
   a. in the middle of   c. on
   b. among d. behind

7. The sharpener is _____ the plate.
   a. in the middle of c. between
   b. under d. in

8. The knife is _____ the fork and the spoon.
   a. among c. in the middle of
   b. under d. between

9. The candle is _____ the oranges.
   a. in front of c. under
   b. behind d. among

10. The cup is _____ the box.
    a. in c. beside
    b. between d. among
D. LESSON PLAN FOR CONTROL GROUP

MEETING 1

LESSON PLAN

Subject: English
Skill: Listening, Writing
Language Component: Grammar, Vocabulary
Theme: Prepositions (On, Under, Between, Behind)
Education Level / Grade: Elementary School / 3
Time: 1 x 45’

A. Competence

1. Basic Competence
   - Students know some prepositions of location
   - Students understand the meaning of the given prepositions
   - Students can differentiate the prepositions

2. Achievement Indicators

Writing
Students are able to:
- Translate sentences with prepositions into Indonesian

Grammar
Students are able to:
- Determine the correct prepositions and meaning of prepositions from the given sentences
Vocabulary
Students are able to:
- Mention objects in the classroom
- Recognize objects that are being discussed

Listening
Students are able to:
- Know the correct pronunciation of each preposition
- Know the exact meaning of each preposition

B. Learning Material
- Students’ worksheet
- Cards (some prepositions)

C. Teaching and Learning Activities/ Teacher notes:

<table>
<thead>
<tr>
<th>Stages</th>
<th>Activities</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Instructional Activities</td>
<td>- Greets the students.</td>
<td>1’</td>
</tr>
<tr>
<td></td>
<td>- Asks about students’ condition whether they feel well or not</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Asks students some triggering questions about objects in the classroom</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Give response</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Tell the teacher whether they feel well or not.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Mention the objects in the classroom</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Time: 3’</td>
<td></td>
</tr>
<tr>
<td>Whilst-Instructional Activities</td>
<td>- Introduces some prepositions and provide the Indonesian translation</td>
<td>4’</td>
</tr>
<tr>
<td></td>
<td>- Tells a dialogue to the students by translating it into Indonesian</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Know some prepositions and also the meaning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Listen to the teacher’s dialogue</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Time: 7’</td>
<td></td>
</tr>
</tbody>
</table>

78
| Post-Instructional Activities | - Discusses sentences which contain prepositions and translate them into Indonesian  
- Provides other sentences and translates them together with the students | - Know the meaning of the sentences given  
- Translate the sentences and they become more understand | 7’ |
| - Distributes students’ worksheet  
- Ask them to choose the correct prepositions to explain the location of objects in the pictures (individual work) | - Get the worksheet  
- Choose the correct prepositions and discuss the answers directly | 10’ |

**D. Assessment**

- Students are asked to mention the Indonesian meaning of the certain prepositions.
- Students are asked to translate sentences using prepositions into Indonesian.
1. DIALOGUE

It is Monday morning. Edy lives with Gogo and his parents.

Edy : Huhuhu …….., Gogo where are my white socks?
Gogo : Look… The white socks are on the chair
        Where is your meal box?
Edy : Ehm… meal box?!……I don’t know.
Gogo : Hey… The meal box is behind the bag.

It’s 6 A.M. Gerry is going to go to school.

Edy : Oh no …. my black shoes, Gogo
Gogo : Edy, the black shoes are under the table!
        Look, your book is under the bag!
Edy : My glasses?? My ruler??
Gogo : The glasses are between the book and the wallet.
        Wear the glasses, Edy!
Edy : Ok! Gogo
Gogo : Edy, look… your ruler is behind the pencil box!
        The pencil is between the bottle and the watch.
Edy : Ehmmm … my scissors??
Gogo : Look… the scissors are on the table.
Edy : Oh, thank you Gogo, Goodbye!
Gogo : Bye…Bye…
2. PRACTICE 1

Name / Class :        Date:

1. The ball is _____ the marbles.  
   a. behind  c. between  
   b. on  d. under

2. The basket is _____ the biscuits.  
   a. under  c. on  
   b. between  d. behind

3. The knife is _____ the spoon and fork.  
   a. behind  c. on  
   b. between  d. under

4. The calendar is _____ the table.  
   a. on  c. between  
   b. behind  d. under

5. The library is __ the bank and the café.  
   a. behind  c. on  
   b. under  d. between

6. The pencil is _____ the book.  
   a. between  c. under  
   b. behind  d. on

7. The envelope is _____ the glass.  
   a. under  c. between  
   b. behind  d. on

8. The cups are _____ the donuts.  
   a. on  c. behind  
   b. under  d. between

9. The fan is ___ the cabinet and box.  
   a. under  c. between  
   b. on  d. behind

10. The towel is ____ the toothbrush.  
    a. between  c. under  
    b. on  d. behind
MEETING 2

LESSON PLAN

Subject : English
Skill : Listening, Writing
Language Component : Grammar, Vocabulary
Theme : Prepositions (Beside, In Front Of)
Education Level / Grade : Elementary School / 3
Time : 1 x 45’

A. Competence

1. Basic Competence
   - Students know some prepositions of location
   - Students understand the meaning of the given prepositions
   - Students can differentiate the prepositions

2. Achievement Indicators

   Writing
   Students are able to:
   - Translate sentences with prepositions into Indonesian

   Grammar
   Students are able to:
   - Determine the correct prepositions and meaning of prepositions from the
     given sentences

   Vocabulary
   Students are able to:
   - Mention objects in the dining room
   - Recognize objects that are being discussed
Listening

Students are able to:
- Know the correct pronunciation of each preposition
- Know the exact meaning of each preposition

B. Learning Material

- Students’ worksheet
- Cards (some prepositions)

C. Teaching and Learning Activities/Teacher notes:

<table>
<thead>
<tr>
<th>Stages</th>
<th>Activities</th>
<th>Time</th>
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<td>Pre-Instructional Activities</td>
<td>- Greets the students&lt;br&gt;- Asks about students’ condition whether they feel well or not&lt;br&gt;- Asks students some triggering questions about objects in the dining room</td>
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<td>- Give response&lt;br&gt;- Tell the teacher whether they feel well or not.&lt;br&gt;- Mention the objects in the dining room</td>
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<td>- Introduces some prepositions and provide the Indonesian translation&lt;br&gt;- Tells a dialogue to the students by translating it into Indonesian&lt;br&gt;- Discusses sentences which contain prepositions and translate them into Indonesian</td>
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<td>- Know some prepositions and also the meaning&lt;br&gt;- Listen to the teacher’s dialogue&lt;br&gt;- Know the meaning of the sentences given</td>
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83
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<th>Post-Instructional Activities</th>
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<th>- Translate the sentences and they become more understand</th>
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<td>- Distributes students’ worksheet</td>
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<td>- Asks them to choose the correct prepositions to explain the location of objects in the pictures.(individual work)</td>
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**D. Assessment**

- Students are asked to mention the Indonesian meaning of the certain prepositions.
- Students are asked to translate sentences using prepositions into Indonesian.
TEACHER’S WORKSHEET

1. DIALOGUE
It is about 1 o’clock
Edy is coming back from the school
Edy : Gogo, I have chocolate bread for you …
Gogo : Horay! Where is it?
Edy : The bread is in the meal box
Gogo : Meal box?
Edy : The meal box is in the yellow bag
Gogo : Ok… Let’s have lunch
(They are eating lunch together)
Gogo : Edy, let’s arrange the table…
Edy : I have a plate …
Gogo : The plate is in front of the glass
Edy : Spoon … Fork…??
Gogo : The spoon and fork are beside the plate
Edy : Bottle?
Gogo : The bottle is beside the glass
Edy : Milk?
Gogo : The milk is in front of the bread
Edy : Finish Gogo …
Gogo : Yup, thank you Edy …
2. PRACTICE 2

Name / Class :        Date:

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1. The chairs are _____ the lamp.  
   a. under  c. in front of  
   b. in  d. beside  

2. The apples are _____ the cupboard.  
   a. beside  c. in  
   b. in front of  d. under  

3. The knife is _____ the box.  
   a. in front of  c. beside  
   b. between  d. in  

4. The cup is _____ the glass.  
   a. under  c. in  
   b. beside  d. in front of  

5. The broom is _____ the table.  
   a. in  c. behind  
   b. in front of  d. on  

6. The fan is _____ the table.  
   a. between  c. behind  
   b. beside  d. in front of  

7. The chilies are _____ the bowl.  
   a. in  c. beside  
   b. under  d. on  

8. The orange is _____ the plate.  
   a. between  c. behind  
   b. beside  d. in front of  

9. The small pencils are _____ the bowl.  
   a. beside  c. on  
   b. in front of  d. under  

10. The donuts are _____ the box.  
    a. under  c. in  
    b. on  d. in front of  

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1. The chairs are under the lamp.  
   a. under
   b. in

2. The apples are beside the cupboard.  
   a. beside
   b. in front of

3. The knife is between the box.  
   a. in front of
   b. between

4. The cup is beside the glass.  
   a. under
   b. beside

5. The broom is on the table.  
   a. in
   b. in front of

6. The fan is behind the table.  
   a. between
   b. beside

7. The chilies are in the bowl.  
   a. in
   b. under

8. The orange is in front of the plate.  
   a. between
   b. beside

9. The small pencils are on the bowl.  
   a. beside
   b. in front of

10. The donuts are in the box.  
    a. under
    b. on
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MEETING 3

LESSON PLAN

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88
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**D. Assessment**

- Students are asked to mention the Indonesian meaning of the certain prepositions.

- Students are asked to translate sentences using prepositions into Indonesian.
TEACHER’S WORKSHEET

1. DIALOGUE

Edy is finishing his dinner
It’s about 8 o’clock

Edy : Gogo, Let’s make cards…
Gogo : Okay…
Edy : I need scissors…
Gogo : The scissors are among the pencils.
Edy : I need glue…
Gogo : Look, the glue is among the stickers.
Edy : Gogo, I have blue and yellow carton.
Gogo : Okay
Edy : I put the yellow carton in the middle of the blue carton.
    I also have green and pink carton
    I put the green carton in the middle of the pink carton.
Gogo : Wow, that’s nice…
Edy : Let’s put stickers in the middle of yellow green carton.
Gogo : Yeah… Edy, you’re very creative
Edy : Thank you
Gogo : I want to make cards also…
2. PRACTICE 3

Name / Class :        Date:

1. The bowl is _____ the short pencils.  
   a. among c. in front of 
   b. behind d. under

2. The cake is _____ the glasses.  
   a. between c. among 
   b. beside d. in the middle of

3. The candle is _____ the cake.  
   a. in c. in the middle of 
   b. under d. behind

4. The book is _____ the scissors.  
   a. in front of c. under 
   b. between d. among

5. The apples are _____ the cupboard.  
   a. under c. in the middle of 
   b. beside d. in

6. The card is _____ the books.  
   a. in the middle of c. on 
   b. among d. behind

7. The sharpener is _____ the plate.  
   a. in the middle of c. between 
   b. under d. in

8. The knife is _____ the fork and the spoon.  
   a. among c. in the middle of 
   b. under d. between

9. The candle is _____ the oranges.  
   a. in front of c. under 
   b. behind d. among

10. The cup is _____ the box.  
    a. in c. beside 
    b. between d. among