Appendix 1 (Reading and Vocabulary Test Score)

<table>
<thead>
<tr>
<th>No.</th>
<th>3-A</th>
<th>3-B</th>
<th>3-C</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>89</td>
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<td>2.</td>
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<td>4.</td>
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<td>90</td>
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<td>22.</td>
<td>90</td>
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</tr>
</tbody>
</table>
## Appendix 2A (Data Analysis of Reading and Vocabulary Test Score)

### Oneway

#### Descriptives

<table>
<thead>
<tr>
<th>MARK</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error</th>
<th>95% Confidence Interval for Mean</th>
<th>Minimum</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>3A</td>
<td>22</td>
<td>86.45</td>
<td>12.188</td>
<td>2.598</td>
<td>81.05 to 91.86</td>
<td>65</td>
<td></td>
</tr>
<tr>
<td>3B</td>
<td>19</td>
<td>91.68</td>
<td>10.435</td>
<td>2.394</td>
<td>86.65 to 96.71</td>
<td>69</td>
<td></td>
</tr>
<tr>
<td>3C</td>
<td>18</td>
<td>91.94</td>
<td>10.207</td>
<td>2.406</td>
<td>86.87 to 97.02</td>
<td>69</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>59</td>
<td>89.81</td>
<td>11.178</td>
<td>1.455</td>
<td>86.90 to 92.73</td>
<td>65</td>
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</tr>
</tbody>
</table>
Appendix 2B Homogeneity (Data Analysis of Reading and Vocabulary Test Score)

Test of Homogeneity of Variances

<table>
<thead>
<tr>
<th>Levene Statistic</th>
<th>df1</th>
<th>df2</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>.446</td>
<td>2</td>
<td>56</td>
<td>.642</td>
</tr>
</tbody>
</table>

This analysis is to determine whether the variances of the population are different or not (Pratisto, 2004:51). The hypotheses proposed are:

- When Ho is accepted, it means that the population has the same variances.
- When Ha is accepted, it means that the population does not have the same variances.

The basic of decision making are:

- If the probability (sig.) is higher than 0.05, Ho is accepted.
- If the probability (sig.) is lower than 0.05, Ho is rejected.

The class analyzed are 3-A, 3-B, and 3-C. Since the probability (0.642) is higher than 0.05, then Ho is accepted. It means that the population has the same variances.
Appendix 2C Anova (Data Analysis of Reading and Vocabulary Test Score)

ANOVA

MARK

<table>
<thead>
<tr>
<th></th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>396.445</td>
<td>2</td>
<td>198.222</td>
<td>1.620</td>
<td>.207</td>
</tr>
<tr>
<td>Within Groups</td>
<td>6850.504</td>
<td>56</td>
<td>122.330</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>7246.949</td>
<td>58</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This analysis is to determine whether the population have the same mean scores or not (Pratisto; 2004:51). The hypotheses proposed are:

- When Ho is accepted, it means that the population has the same mean scores.
- When Ha is accepted, it means that the population does not have the same mean scores.

The basic of the decision making are:

- If $F < F_{table}$ or the probability (sig.) $> 0.05$, Ho is accepted.
- If $F > F_{table}$ or the probability (sig.) $< 0.05$, Ho is rejected.
- $F_{table}$ at 5% level of significance is determined with:
  - degrees of freedom of numerator (df) = $k-1 = 3-1 = 2$
  - degrees of denominator = $n-k = 59-3 = 56$
  - where $n$: amount of sample, $k$: amount of category

The result of $F_{table} 0.05 (2; 56)$ is 3.15.
The class analyzed are 3-A, 3-B, and 3-C. Since $F (1.620)$ is lower than the $F_{table} (3.15)$ and the probability (0.207) is higher than 0.05, $H_0$ is accepted. It means that the mean scores of the classes are the same.
LESSON PLAN
(The 1st Treatment of the Experimental Group)

Subject : English
Skills : Listening, Vocabulary and Pronunciation
Theme/Topic : Daily Activities
Class : Elementary School Grade 3
Semester : 1
Time Allocated : 35 minutes

A. Competence

1 Basic Competence
   - Build up vocabulary relating to daily activities
   - Understand the meaning of the action verbs.
   - Using pronunciation correctly.

2 Achievement Indicators

Vocabulary
Students are able to:
   - Know the meaning of the verbs relating to daily activities

Listening
Students are able to:
   - Act out the action verbs.

Pronunciation
Students are able to:
   - Pronounce the action verbs relating to daily activities.

B. Learning Materials

- Pictures of daily activities taken from Active English 3.
- Vocabularies (action verb): 1. Get up
2. Make the bed
3. Sweep the floor
4. Take a bath
5. Eat the breakfast
6. Drink a glass of milk
7. Feed the pet
8. Go to school
9. Wash the dishes
10. Put the garbage in the bin
11. Watch the television
12. Study
13. Sleep

C. Technique and Learning Activities

1. Technique
   - Total Physical Response (TPR) method

2. Teaching and Learning Activities

<table>
<thead>
<tr>
<th>Stages</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Instructional Activities</td>
<td>• Greetings the students.</td>
</tr>
<tr>
<td></td>
<td>• Asks some triggering questions to the students</td>
</tr>
<tr>
<td></td>
<td>• Respond to the greeting.</td>
</tr>
<tr>
<td></td>
<td>• Answer the triggering questions.</td>
</tr>
<tr>
<td>Whilst-Instructional Activities</td>
<td>• Introduces the things that are used for the lesson.</td>
</tr>
<tr>
<td></td>
<td>• Asks the students to listen to the teacher’s instructions</td>
</tr>
<tr>
<td></td>
<td>• Listen to the teacher instruction.</td>
</tr>
<tr>
<td></td>
<td>• Imitates the teacher’s instructions.</td>
</tr>
</tbody>
</table>
- Asks the students to imitate the teacher’s action (one action at a time).
- Asks the students to repeat the action several times.
- Asks some students to be volunteers to come forward and give some instructions.
- Asks the students to do the sequence actions.
- Asks some volunteers to do the sequence actions.

**Post-Instructional Activities**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Asks the students to do the exercise (match the words in the column A with the picture in the column B).</td>
<td>• Do the exercise.</td>
<td></td>
</tr>
</tbody>
</table>

D. Assessment

- Students are asked to match the words in the column A with the picture in the column B.

**E. REFERENCES**

LESSON PLAN
(The 2nd Treatment of the Experimental Group)

Subject : English
Skills : Listening, Vocabulary and Pronunciation
Theme/Topic : Taking a Bath
Class : Elementary School Grade 3
Semester : 1
Time Allocated : 35 minutes

A. Competence

1 Basic Competence
   - Build up vocabulary relating to the activities of taking a bath.
   - Understand the meaning of the action verbs.
   - Using pronunciation correctly.

2 Achievement Indicators

Vocabulary
   Students are able to:
   - Know the meaning of the verbs relating to the activities of taking a bath.

Listening
   Students are able to:
   - Act out the action verbs.

Pronunciation
   Students are able to:
   - Pronounce the action verbs relating to the activities of taking a bath.

B. Learning Materials
   - Pictures of the activities relating to taking a bath taken from Active English 3.
- Vocabularies (verb action):
  1. Take a bath
  2. Open the clothes
  3. Wash the hand
  4. Shampoo the hair
  5. Rub the body
  6. Wash the face
  7. Brush the teethes
  8. Dry the body
  9. Get dressed
  10. Comb the hair

C. Technique and Learning Activities

1 Technique
   - Total Physical Response (TPR) method

2 Teaching and Learning Activities

<table>
<thead>
<tr>
<th>Stages</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td>Students</td>
</tr>
<tr>
<td>Pre-Instructional Activities</td>
<td></td>
</tr>
<tr>
<td>Greets the students.</td>
<td>Respond to the greeting.</td>
</tr>
<tr>
<td>Asks some triggering questions</td>
<td>Answer the triggering questions.</td>
</tr>
<tr>
<td>to the students</td>
<td></td>
</tr>
<tr>
<td>Whilst-Instructional Activities</td>
<td></td>
</tr>
<tr>
<td>Introduces the things that are</td>
<td></td>
</tr>
<tr>
<td>used for the lesson.</td>
<td></td>
</tr>
<tr>
<td>Asks the students to listen to</td>
<td></td>
</tr>
<tr>
<td>the teacher’s instructions</td>
<td></td>
</tr>
<tr>
<td>Asks the students to</td>
<td></td>
</tr>
<tr>
<td>Imitate the teacher’s action.</td>
<td></td>
</tr>
</tbody>
</table>
imitate the teacher’s action (one action at a time).
  - Asks the students to repeat the action several times.
  - Asks some students to be volunteers to come forward and give some instructions.
  - Asks the students to do the sequence actions.
  - Asks some volunteers to do the sequence actions.

<table>
<thead>
<tr>
<th>Post-Instructional Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Asks the students to do the exercise (match the words in the column A with the picture in the column B).</td>
</tr>
<tr>
<td>- Do the exercise.</td>
</tr>
</tbody>
</table>

- Repeat the action several times.
- The volunteers do the instruction.
- Do the sequence actions.

D. Assessment

- Students are asked to match the words in the column A with the picture in the column B.

E. REFERENCES

Appendix 3C (Lesson Plan of the Experimental Group, 3* Treatment)

LESSON PLAN

(The 3* Treatment of the Experimental Group)

Subject : English
Skills : Listening, Vocabulary and Pronunciation
Theme/Topic : Physical Education
Class : Elementary School Grade 3
Semester : 1
Time Allocated : 35 minutes

A. Competence

1 Basic Competence
   - Build up vocabulary relating to physical education.
   - Understand the meaning of the action verbs.
   - Using pronunciation correctly.

2 Achievement Indicators

Vocabulary
Students are able to:
   - Know the meaning of the verbs relating to physical education.

Listening
Students are able to:
   - Act out the action verbs.

Pronunciation
Students are able to:
   - Pronounce the action verbs relating to physical education.

B. Learning Materials

- Pictures of the activities of physical education taken from Active English 3.
- Vocabularies (action verb): 1. Stand up
2. Exercise
3. Bend to the left and right
4. Lift the arms up
5. Wave the hand
6. Clap the hands
7. Turn the head to the left and right
8. Stamp the left and right feet
9. Jump
10. Run

C. Technique and Learning Activities

1. Technique
   - Total Physical Response (TPR) method

2. Teaching and Learning Activities

<table>
<thead>
<tr>
<th>Stages</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Instructional</td>
<td>Teacher</td>
</tr>
<tr>
<td>Activities</td>
<td>• Greets the students.</td>
</tr>
<tr>
<td></td>
<td>• Asks some triggering questions to the students</td>
</tr>
<tr>
<td></td>
<td>Students</td>
</tr>
<tr>
<td></td>
<td>• Respond to the greeting.</td>
</tr>
<tr>
<td></td>
<td>• Answer the triggering questions.</td>
</tr>
<tr>
<td>Whilst-Instructional</td>
<td>Teacher</td>
</tr>
<tr>
<td>Activities</td>
<td>• Introduces the things that are used for the</td>
</tr>
<tr>
<td></td>
<td>lesson.</td>
</tr>
<tr>
<td></td>
<td>• Asks the students to listen to the teacher’s</td>
</tr>
<tr>
<td></td>
<td>instructions.</td>
</tr>
<tr>
<td></td>
<td>• Asks the students to imitate the teacher’s</td>
</tr>
<tr>
<td></td>
<td>Students</td>
</tr>
<tr>
<td></td>
<td>• Listen to the teacher instruction.</td>
</tr>
<tr>
<td></td>
<td>• Imitate the teacher’s action.</td>
</tr>
</tbody>
</table>
| Post-Instructional Activities | Action (one action at a time).
• Asks the students to repeat the action several times.
• Asks some students to be volunteers to come forward and give some instructions.
• Asks the students to do the sequence actions.
• Asks some volunteers to do the sequence actions. | Repeat the action several times.
• The volunteers do the instruction.
• Do the sequence actions.
| Do the exercise. |
Appendix 4A (Lesson Plan of the Control Group, 1st Treatment)

LESSON PLAN
(The 1st Treatment of the Control Group)

Subject : English
Skills   : Reading, Vocabulary and Pronunciation
Theme/Topic : Daily Activities
Class    : Elementary School Grade 3
Semester : 1
Time Allocated : 35 minutes

A. Competence

1 Basic Competence
   - Build up vocabulary related to daily activities
   - Getting information from the reading passage
   - Using pronunciation correctly

2 Achievement Indicators

Vocabulary
Students are able to:
   - Mention verbs related to daily activities
   - Know the meaning of the words related to daily activities

Reading
Students are able to:
   - Comprehend the content of the reading passage
   - Translate the reading passage into Indonesian

Pronunciation
Students are able to:
   - Pronounce the verbs related to daily activities

B. Learning Materials
- Reading passage entitled “Tom’s Daily Activities”.

- Vocabularies (action verb):
  1. Get up
  2. Make the bed
  3. Sweep the floor
  4. Take a bath
  5. Eat the breakfast
  6. Drink a glass of milk
  7. Feed the pet
  8. Go to school
  9. Wash the dishes
  10. Put the garbage in the bin
  11. Watch the television
  12. Study
  13. Sleep

C. Technique and Learning Activities

1. Technique

   - Word List

2. Teaching and Learning Activities

<table>
<thead>
<tr>
<th>Stages</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td>Students</td>
</tr>
<tr>
<td>Pre-Instructional Activities</td>
<td>• Greets the students.</td>
</tr>
<tr>
<td></td>
<td>• Asks some triggering questions to the students.</td>
</tr>
<tr>
<td></td>
<td>• Respond to the greeting.</td>
</tr>
<tr>
<td></td>
<td>• Answer the triggering questions.</td>
</tr>
<tr>
<td>Whilst-Instructional</td>
<td>• Distributes the students’ worksheet.</td>
</tr>
<tr>
<td>Activities</td>
<td>• Get the students’ worksheet.</td>
</tr>
<tr>
<td></td>
<td>• Asks the students to read the passage entitled “Tom’s Morning Activities”</td>
</tr>
<tr>
<td></td>
<td>• Read the passage in silent.</td>
</tr>
</tbody>
</table>
D. Assessment

- Students are asked to match the words in the column A with the picture in the column B

E. REFERENCES

Appendix 4B (Lesson Plan of the Control Group, 2nd Treatment)

LESSON PLAN
(The 2nd Treatment of the Control Group)

Subject : English
Skills   : Reading, Vocabulary and Pronunciation
Theme/Topic : Taking a Bath
Class    : Elementary School Grade 3
Semester : 1
Time Allocated : 35 minutes

A. Competence

1 Basic Competence
   - Build up vocabulary related to the activities of taking a bath.
   - Getting information from the reading passage
   - Using pronunciation correctly

2 Achievement Indicators
   Vocabulary
   Students are able to:
   - Mention verbs related to the activities of taking a bath.
   - Know the meaning of the words related to the activities of taking a bath.

   Reading
   Students are able to:
   - Comprehend the content of the reading passage
   - Translate the reading passage into Indonesian

   Pronunciation
   Students are able to:
   - Pronounce the verbs related to the activities of taking a bath.
B. Learning Materials

- Reading passage entitled “Taking a bath”.
- Vocabularies (verb action): 1. Take a bath
  2. Open the clothes
  3. Wash the hand
  4. Shampoo the hair
  5. Rub the body
  6. Wash the face
  7. Brush the teethes
  8. Dry the body
  9. Get dressed
  10. Comb the hair

C. Technique and Learning Activities

1 Technique
- Word List

2 Teaching and Learning Activities

<table>
<thead>
<tr>
<th>Stages</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Instructional Activities</td>
<td>Teacher</td>
</tr>
<tr>
<td></td>
<td>• Greets the students.</td>
</tr>
<tr>
<td></td>
<td>• Asks some triggering</td>
</tr>
<tr>
<td></td>
<td>questions to the students.</td>
</tr>
<tr>
<td></td>
<td>Students</td>
</tr>
<tr>
<td></td>
<td>• Respond to the greeting.</td>
</tr>
<tr>
<td></td>
<td>• Answer the triggering</td>
</tr>
<tr>
<td></td>
<td>questions.</td>
</tr>
<tr>
<td>Whilst-Instructional</td>
<td>Teacher</td>
</tr>
<tr>
<td>Activities</td>
<td>• Distributes the students’</td>
</tr>
<tr>
<td></td>
<td>worksheet.</td>
</tr>
<tr>
<td></td>
<td>• Asks the students to read</td>
</tr>
<tr>
<td></td>
<td>the passage entitled</td>
</tr>
<tr>
<td></td>
<td>“Taking a bath” in silent.</td>
</tr>
<tr>
<td></td>
<td>• Reads the reading</td>
</tr>
<tr>
<td></td>
<td>passage loudly and ask</td>
</tr>
<tr>
<td></td>
<td>Students</td>
</tr>
<tr>
<td></td>
<td>• Get the students’</td>
</tr>
<tr>
<td></td>
<td>worksheet.</td>
</tr>
<tr>
<td></td>
<td>• Read the passage in silent.</td>
</tr>
<tr>
<td></td>
<td>• Listen to the teacher</td>
</tr>
<tr>
<td></td>
<td>first then read the</td>
</tr>
</tbody>
</table>
### the students to repeat after the teacher (one sentence at a time).

- Lists the verbs that are related to the reading passage on the white board.
- Translates the verbs into Indonesian.
- Asks the students to pronounce the words.
- Asks the students to translate the reading passage into Indonesian.

### reading passage after the teacher (one sentence at a time).

- Listen to the teacher explanation.
- Pronounce the words.
- Translate the reading passage into Indonesian.

<table>
<thead>
<tr>
<th>Post-Instructional Activities</th>
<th>Post-Instructional Activities</th>
<th>Post-Instructional Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asks the students to do the exercise (match the words in the column A with the picture in the column B).</td>
<td>Do the exercise.</td>
<td></td>
</tr>
</tbody>
</table>

### D. Assessment

- Students are asked to match the words in the column A with the picture in the column B

### E. REFERENCES

Subject : English
Skills : Reading, Vocabulary and Pronunciation
Theme/Topic : Physical Education
Class : Elementary School Grade 3
Semester : 1
Time Allocated : 35 minutes

A. Competence

1 Basic Competence
- Build up vocabulary related to physical education.
- Getting information from the reading passage
- Using pronunciation correctly

2 Achievement Indicators

Vocabulary
Students are able to:
- Mention verbs related to physical education.
- Know the meaning of the words related to physical education.

Reading
Students are able to:
- Comprehend the content of the reading passage
- Translate the reading passage into Indonesian

Pronunciation
Students are able to:
- Pronounce the verbs related to the topic.

B. Learning Materials
- Reading passage entitled “Physical Education”.
- Vocabularies (action verb): 1. Stand up
   2. Exercise
   3. Bend to the left and right
   4. Lift the arms up
   5. Wave the hand
   6. Clap the hands
   7. Turn the head to the left and right
   8. Stamp the left and right feet
   9. Jump
   10. Run

C. Technique and Learning Activities

1 Technique
   - Word List

2 Teaching and Learning Activities

<table>
<thead>
<tr>
<th>Stages</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Instructional Activities</td>
<td>Teacher</td>
</tr>
<tr>
<td></td>
<td>• Greets the students.</td>
</tr>
<tr>
<td></td>
<td>• Asks some triggering questions to the students.</td>
</tr>
<tr>
<td>Whilst-Instructional Activities</td>
<td>• Distributes the students’ worksheet.</td>
</tr>
<tr>
<td></td>
<td>• Asks the students to read the passage entitled “Physical Education” in silent.</td>
</tr>
<tr>
<td></td>
<td>• Reads the reading passage loudly and ask the students to repeat</td>
</tr>
</tbody>
</table>
after the teacher (one sentence at a time).

- Lists the verbs that are related to the reading passage on the white board.
- Translates the verbs into Indonesian.
- Asks the students to pronounce the words.
- Asks the students to translate the reading passage into Indonesian.

the teacher (one sentence at a time).

- Listen to the teacher explanation.
- Pronounce the words.
- Translate the reading passage into Indonesian.

<table>
<thead>
<tr>
<th>Post-Instructional Activities</th>
<th>Asks the students to do the exercise (match the words in the column A with the picture in the column B).</th>
<th>Do the exercise.</th>
</tr>
</thead>
</table>

**D. Assessment**

- Students are asked to match the words in the column A with the picture in the column B

**E. REFERENCES**

Appendix 5A (Students’ Worksheet and Answer Key of Experimental Group, 1st Treatment)

Daily Activities
(Experimental Group, 1st Treatment)

Name : …………………
Class : ………/………..

Match the words in the box A with the picture in the box B.

A

1. Get up
2. Wash the dishes
3. Sweep the floor
4. Make the bed
5. Study
6. Take a bath
7. Feed the pet
8. Eat the breakfast

B

a.  b.  c.  d.  e.  f.  g.  h.
**ANSWER KEY**

**Student’s Worksheet**

1. Get up  E
2. Wash the dishes  G
3. Sweep the floor  F
4. Make the bed  D
5. Study  H
6. Take a bath  C
7. Feed the pet  B
8. Eat the breakfast  A
Appendix 5B (Students’ Worksheet and Answer Key of Experimental Group, 2nd Treatment)

Taking a bath
(Experimental Group, 2nd Treatment)

Name : ………………
Class : ………/………..

Match the words in the box A with the picture in the box B.

A

1. Rub the body
2. Comb the hair
3. Wash the face
4. Shampoo the hair
5. Wash the hand
6. Dry the body
7. Brush the teeth
8. Get dressed

B

a. b. c. d.

e. f. g. h.
ANSWER KEY

**Student’s Worksheet**

1. Rub the body   G
2. Comb the hair   E
3. Wash the face   C
4. Shampoo the hair B
5. Wash the hand   H
6. Dry the body    F
7. Brush the teeth D
8. Get dressed     A
Appendix 5C (Students’ Worksheet and Answer Key of Experimental Group, 3rd Treatment)

Physical Education
(Experimental Group, 3rd Treatment)

Name : ....................
Class : ........../.........

Match the words in the box A with the meaning in the box B.

A

1. Clap the hands
2. Run
3. Stamp the right feet
4. Turn the head to the left
5. Stand up
6. Bend to the right
7. Wave the hand
8. Jump

B

a.  

b.  

c.  

d.  

e.  

f.  

g.  

h.
ANSWER KEY

Student’s Worksheet

1. Clap the hands       F
2. Run                  A
3. Stamp the right feet H
4. Turn the head to the left G
5. Stand up             E
6. Bend to the right    D
7. Wave the hand        B
8. Jump                 C
Appendix 6A (Students’ Worksheet and Answer Key of Control Group, 1st Treatment)

Tom’s Daily Activities
(Control Group, 1st Treatment)

Tom is a student. He always gets up at five o’clock in the morning. Then he makes the bed, sweeps the floor and takes a bath. After that, he eats his breakfast, drinks a glass of milk, feeds his pet and goes to the school. At one o’clock in the afternoon, Tom goes home. Then he has lunch and helps his mother to wash the dishes and puts the garbage in the bin. At six o’clock in the evening, he has dinner and watches the television with his family. Next Tom studies, and then he goes to bed. Tom is a smart student.

Exercise

Match the words in the box A with the picture in the box B.

A

1. Get up
2. Wash the dishes
3. Sweep the floor
4. Make the bed
5. Study
6. Take a bath
7. Feed the pet
8. Eat the breakfast

B
ANSWER KEY

Student’s Worksheet

1. Get up E
2. Wash the dishes G
3. Sweep the floor F
4. Make the bed D
5. Study H
6. Take a bath C
7. Feed the pet B
8. Eat the breakfast A
Appendix 6B (Students’ Worksheet and Answer Key of Control Group, 2\textsuperscript{nd} Treatment)

Taking a bath
(Control Group, 2\textsuperscript{nd} Treatment)

Mary is a student. She usually gets up at five o’clock in the morning and goes to the bathroom to takes a bath. In the bathroom, she opens her clothes and washes her hands. Then she takes a shampoo and shampoos her hair. She rubs her body with soap and washes her face with facial foam. She doesn’t forget to brush her teeth. After that she dries her body with towel, get dressed and combs her hair. Mary looks beautiful.

Exercise
Match the words in the box A with the meaning in the box B.

A
1. Rub the body
2. Comb the hair
3. Wash the face
4. Shampoo the hair
5. Wash the hand
6. Dry the body
7. Brush the teeth
8. Get dressed

B

\begin{array}{cccc}
\text{a.} & \text{b.} & \text{c.} & \text{d.} \\
\text{e.} & \text{f.} & \text{g.} & \text{h.} \\
\end{array}
## ANSWER KEY

**Student’s Worksheet**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Rub the body</td>
<td>G</td>
</tr>
<tr>
<td>2. Comb the hair</td>
<td>E</td>
</tr>
<tr>
<td>3. Wash the face</td>
<td>C</td>
</tr>
<tr>
<td>4. Shampoo the hair</td>
<td>B</td>
</tr>
<tr>
<td>5. Wash the hand</td>
<td>H</td>
</tr>
<tr>
<td>6. Dry the body</td>
<td>F</td>
</tr>
<tr>
<td>7. Brush the teeth</td>
<td>D</td>
</tr>
<tr>
<td>8. Get dressed</td>
<td>A</td>
</tr>
</tbody>
</table>
Appendix 6C (Students’ Worksheet and Answer Key of Control Group, 3rd Treatment)

Physical Education
(Control Group, 3rd Treatment)

Today is Friday; the lesson begins with physical education. The teacher is Mr. Jusuf. He asks the students to change their clothes and go to the field. First, the students stand up in the middle of the field and do some exercises. Then they bend to the left and right. After that they lift their arms up, wave their hands and clap their hands. Next, they turn their head to the left and right, stamp their left and right feet, and then they jump. Finally they run around the field.

Exercise
Match the words in the box A with the picture in the box B.

A
1. Clap the hands
2. Run
3. Stamp the right feet
4. Turn the head to the left
5. Stand up
6. Bend to the right
7. Wave the hand
8. Jump

B
a. 

b. 

c. 

d. 

e. 

f. 

g. 

h. 

ANSWER KEY

Student’s Worksheet

1. Clap the hands  F
2. Run  A
3. Stamp the right feet  H
4. Turn the head to the left  G
5. Stand up  E
6. Bend to the right  D
7. Wave the hand  B
8. Jump  C
Appendix 7 (The Try Out and Answer Key)

Name : ...................
Class : ........../.........

Choose the correct answer!

1. Rini usually ............... the floor every morning.
   a. mops          c. sweeps
   b. cleans        d. washes

2. John is ............. his right foot now.
   a. stamping      c. bending
   b. clapping      d. running

3. Jenny ............... her teeth twice a day.
   a. brushes       c. rubs
   b. washes        d. combs

4. Mary helps her mother to ............. every day.
a. make the dishes       c. wash the dishes
b. lay the dishes       d. bring the dishes

5. We should ............... twice a day.
   a. go to bath       c. brush the teeth
   b. wash the dishes  d. take a bath

6. Tono is ............... his head to the left and right.
   a. bending       c. stamping
   b. turning       d. waving

7. “Ok students, now ...........”
   a. clap your hands       c. stamp your hand
   b. wave your hands       d. lift your hands

8. Dave ............... every day.
a. brushes his hair  c. rubs his hair
b. dries his hair   d. shampoos his hair

9. The students ……. around the field at the moment.
   a. are playing  c. are turning
   b. are running d. are standing

10. After taking a bath, Lisa always…………
    a. combs her hair  c. cleans her hair
    b. washes her hair d. rubs her hair

11. Pauline …………. and sweeps the floor every morning.
    a. cleans the bed  c. rubs the bed
    b. makes the bed  d. sweeps the bed

12. The students……….. in the middle of the field.
    a. sit down  c. stand up
    b. sit up d. lift up
13. Mary is .............. her body to the right at present.
   a. bending            c. stamping
   b. jumping            d. lifting

14. Thomas usually .............. at six o’clock in the morning.
   a. sleeps            c. goes to bed
   b. gets up            d. makes the bed

15. The boy always .............. and runs around the yard.
   a. stands up            c. claps
   b. jumps                  d. sits

16. After taking a bath, Felix usually .............. his body with towel.
   a. rubs            c. get dressed
   b. cleans            d. dries
17. Diana ............... her face with “Biore” every day.
   a. rubs  c. brushes
   b. washes  d. dries

18. We must ............. hard.
   a. study  c. stand
   b. sleep  d. get

19. Anton ............... to Rina now.
   a. is clapping his hand  c. is clapping his foot
   b. is waving his hand  d. is waving his foot

20. After taking a bath, Simon usually ........... his clothes by himself.
   a. makes  c. get dressed
   b. uses  d. opens
21. The students do some ___________ every Monday.

   a. exercises  
   b. sports   
   c. dances  
   d. jumps   

22. Martin usually ___________ before she goes to bed.

   a. eats the vegetables  
   b. eats the fruits   
   c. drinks a glass of milk  
   d. drinks a glass of tea   

23. Don’t forget to ___________ before we eat our breakfast.

   a. wash our faces   
   b. wash our hands   
   c. wash our teethes   
   d. wash our body   

24. ___________ the garbage in the garbage bin is a health habit.

   a. Put   
   b. Throw   
   c. Take   
   d. Keep   

25. I always ___________ my breakfast with my family.
26. Herry ……….. his body with a soap every day.
   a. rubs       c. sweeps
   b. brushes    d. dries

27. Mitha loves her cat very much, she …… it twice a day.
   a. eats       c. feeds
   b. gives food d. foods

28. Don’t …………. late at night.
   a. sleep      c. take a nap
   b. get up     d. wake up

29. Jerry always …………… with his sister.
   a. looks the television       c. watches the television
   b. sees the television       d. shows the television
30. Bobby ........... every morning to keep his body healthy.

a. plays  c. stamps
b. runs  d. stands
ANSWER KEY
(Try Out)

1. C  
2. A  
3. A  
4. C  
5. D  
6. B  
7. A  
8. D  
9. B  
10. A  
11. B  
12. C  
13. A  
14. B  
15. B  
16. D  
17. B  
18. A  
19. B  
20. C  
21. A  
22. C  
23. B  
24. A  
25. B  
26. A  
27. C  
28. A  
29. C  
30. B
Appendix 8 (The Reliability of the Try Out)

<table>
<thead>
<tr>
<th>x</th>
<th>f</th>
<th>d</th>
<th>d²</th>
<th>fd²</th>
<th>fx</th>
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<tr>
<td>25</td>
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<td>5</td>
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<td>23</td>
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<td>3</td>
<td>9</td>
<td>27</td>
<td>69</td>
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<td>4</td>
<td>8</td>
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<td>4</td>
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</tr>
<tr>
<td>20</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>40</td>
</tr>
<tr>
<td>18</td>
<td>3</td>
<td>-2</td>
<td>4</td>
<td>12</td>
<td>54</td>
</tr>
<tr>
<td>17</td>
<td>2</td>
<td>-3</td>
<td>9</td>
<td>18</td>
<td>34</td>
</tr>
<tr>
<td>12</td>
<td>1</td>
<td>-8</td>
<td>64</td>
<td>64</td>
<td>12</td>
</tr>
</tbody>
</table>

\[ n = 19 \]
\[ \sum fd^2 = 183 \]
\[ \sum fx = 387 \]

\[ R = \frac{K}{K-1} \left[ 1 - \frac{M(K-M)}{K.V} \right] \]
\[ M = \frac{\sum fx}{n} = \frac{387}{19} = 20,368 \]
\[ V = \frac{\sum fd^2}{n} = \frac{183}{19} = 9,632 \]

\[ R = 1,034 \left[ 1 - \frac{20,638 \times 9,362}{288,96} \right] \]

\[ R = 1,034 \left[ 1 - \frac{193,213}{288,96} \right] \]

\[ R = 1,034 \left[ 1 - 0,669 \right] \]

\[ R = 1,034 \times 0,331 \]

\[ R = 0,342 \]

\[ r_{table} = 0,316 \]

The test is reliable since its reliability (0.342) is higher than the \( r_{table} \) (0.316).
### Appendix 9 (The Difficulty Index of the Try Out)

<table>
<thead>
<tr>
<th></th>
<th>FV</th>
<th>Difficulty Index</th>
<th></th>
<th>FV</th>
<th>Difficulty Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>$FV = \frac{3}{19} = 0.158$</td>
<td>D</td>
<td>16.</td>
<td>$FV = \frac{6}{19} = 0.316$</td>
<td>A</td>
</tr>
<tr>
<td>2.</td>
<td>$FV = \frac{11}{19} = 0.579$</td>
<td>A</td>
<td>17.</td>
<td>$FV = \frac{13}{19} = 0.684$</td>
<td>A</td>
</tr>
<tr>
<td>3.</td>
<td>$FV = \frac{19}{19} = 1$</td>
<td>VE</td>
<td>18.</td>
<td>$FV = \frac{15}{19} = 0.789$</td>
<td>E</td>
</tr>
<tr>
<td>4.</td>
<td>$FV = \frac{15}{19} = 0.789$</td>
<td>E</td>
<td>19.</td>
<td>$FV = \frac{13}{19} = 0.684$</td>
<td>A</td>
</tr>
<tr>
<td>5.</td>
<td>$FV = \frac{14}{19} = 0.737$</td>
<td>E</td>
<td>20.</td>
<td>$FV = \frac{15}{19} = 0.789$</td>
<td>E</td>
</tr>
<tr>
<td>6.</td>
<td>$FV = \frac{8}{19} = 0.421$</td>
<td>A</td>
<td>21.</td>
<td>$FV = \frac{5}{19} = 0.263$</td>
<td>D</td>
</tr>
<tr>
<td>7.</td>
<td>$FV = \frac{18}{19} = 0.947$</td>
<td>VE</td>
<td>22.</td>
<td>$FV = \frac{15}{19} = 0.789$</td>
<td>E</td>
</tr>
<tr>
<td>8.</td>
<td>$FV = \frac{18}{19} = 0.947$</td>
<td>VE</td>
<td>23.</td>
<td>$FV = \frac{16}{19} = 0.842$</td>
<td>E</td>
</tr>
<tr>
<td>9.</td>
<td>$FV = \frac{18}{19} = 0.947$</td>
<td>VE</td>
<td>24.</td>
<td>$FV = \frac{8}{19} = 0.421$</td>
<td>A</td>
</tr>
<tr>
<td>10.</td>
<td>$FV = \frac{18}{19} = 0.947$</td>
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<td>25.</td>
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<tr>
<td>11.</td>
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<td>VD</td>
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<td>$FV = \frac{6}{19} = 0.316$</td>
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<td>13.</td>
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<td>28.</td>
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<td>14.</td>
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<td>VE</td>
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<td>15.</td>
<td>$FV = \frac{18}{19} = 0.947$</td>
<td>VE</td>
<td>30.</td>
<td>$FV = \frac{16}{19} = 0.842$</td>
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</tbody>
</table>
Average of difficulty index = 20,368/30 = 0.679

<table>
<thead>
<tr>
<th>Index difficulty (FV)</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>.00 - .14</td>
<td>(VD) very difficult</td>
</tr>
<tr>
<td>.15 - .29</td>
<td>(D) difficult</td>
</tr>
<tr>
<td>.30 - .70</td>
<td>(A) acceptable</td>
</tr>
<tr>
<td>.71 - .85</td>
<td>(E) easy</td>
</tr>
<tr>
<td>.86 – 1.00</td>
<td>(VE) very easy</td>
</tr>
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</table>
Appendix 10 (The Discrimination Power of the Try Out)

<table>
<thead>
<tr>
<th></th>
<th>D</th>
<th>DP</th>
<th></th>
<th>D</th>
<th>DP</th>
</tr>
</thead>
<tbody>
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<td>1.</td>
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<td>16.</td>
<td>$D = \frac{3-1}{5} = 0.4$</td>
<td>VE</td>
</tr>
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<td>2.</td>
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<td>S</td>
<td>17.</td>
<td>$D = \frac{4-2}{5} = 0.4$</td>
<td>VE</td>
</tr>
<tr>
<td>3.</td>
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<td>L</td>
<td>18.</td>
<td>$D = \frac{4-3}{5} = 0.2$</td>
<td>S</td>
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<tr>
<td>4.</td>
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<td>L</td>
<td>19.</td>
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<tr>
<td>5.</td>
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<td>$D = \frac{4-4}{5} = 0$</td>
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<td>21.</td>
<td>$D = \frac{3-0}{5} = 0.6$</td>
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<tr>
<td>7.</td>
<td>$D = \frac{5-4}{5} = 0.2$</td>
<td>S</td>
<td>22.</td>
<td>$D = \frac{5-2}{5} = 0.6$</td>
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</tr>
<tr>
<td>8.</td>
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<td>23.</td>
<td>$D = \frac{5-4}{5} = 0.2$</td>
<td>S</td>
</tr>
<tr>
<td>9.</td>
<td>$D = \frac{5-4}{5} = 0.2$</td>
<td>S</td>
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<td>$D = \frac{3-1}{5} = 0.4$</td>
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<td>25.</td>
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<td>11.</td>
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<td>26.</td>
<td>$D = \frac{3-1}{5} = 0.4$</td>
<td>VE</td>
</tr>
<tr>
<td>12.</td>
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<td>S</td>
<td>27.</td>
<td>$D = \frac{3-3}{5} = 0$</td>
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</tr>
<tr>
<td>13.</td>
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<td>L</td>
<td>28.</td>
<td>$D = \frac{5-1}{5} = 0.8$</td>
<td>VE</td>
</tr>
<tr>
<td>14.</td>
<td>$D = \frac{5-5}{5} = 0$</td>
<td>L</td>
<td>29.</td>
<td>$D = \frac{5-3}{5} = 0.4$</td>
<td>VE</td>
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<tr>
<td>15.</td>
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<td>30.</td>
<td>$D = \frac{4-3}{5} = 0.2$</td>
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</tbody>
</table>

Discrimination Index (D)  Interpretation
-1.00 until +.19   (L) low
+.20 until +.39    (S) satisfactory
+.40 until +1.00   (VE) very effective
Appendix 11 (The Validity of the Test Item)

<table>
<thead>
<tr>
<th>The Materials (Vocabularies) Given in Treatments for Experimental and Control Group</th>
<th>The Materials (Vocabularies) Given in Posttest for Experimental and Control Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Get up</td>
<td>1. Sweep the floor</td>
</tr>
<tr>
<td>2. Make the bed</td>
<td>2. Stamp the right feet</td>
</tr>
<tr>
<td>3. Sweep the floor</td>
<td>3. Wash the dishes</td>
</tr>
<tr>
<td>4. Take a bath</td>
<td>4. Take a bath</td>
</tr>
<tr>
<td>5. Eat the breakfast</td>
<td>5. Turn the head to the left</td>
</tr>
<tr>
<td>6. Drink a glass of milk</td>
<td>6. Bend to the right</td>
</tr>
<tr>
<td>7. Feed the pet</td>
<td>7. Dry the body</td>
</tr>
<tr>
<td>8. Go to school</td>
<td>8. Wash the face</td>
</tr>
<tr>
<td>9. Wash the dishes</td>
<td>9. Wave the hand</td>
</tr>
<tr>
<td>10. Put the Garbage in the bin</td>
<td>10. Get dressed</td>
</tr>
<tr>
<td>11. Watch the television</td>
<td>11. Exercise</td>
</tr>
<tr>
<td>12. Study</td>
<td>12. Drink a glass of milk</td>
</tr>
<tr>
<td>13. Sleep</td>
<td>13. Wash the hand</td>
</tr>
<tr>
<td>14. Open the clothes</td>
<td>14. Put the garbage in the bin</td>
</tr>
<tr>
<td>15. Wash the hand</td>
<td>15. Eat the breakfast</td>
</tr>
<tr>
<td>16. Shampoo the hair</td>
<td>16. Rub the body</td>
</tr>
<tr>
<td>17. Rub the body</td>
<td>17. Feed the pet</td>
</tr>
<tr>
<td>18. Wash the face</td>
<td>18. Sleep</td>
</tr>
<tr>
<td>--------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>20. Dry the body</td>
<td>20. Run</td>
</tr>
<tr>
<td>21. Get dressed</td>
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</tr>
<tr>
<td>22. Comb the hair</td>
<td></td>
</tr>
<tr>
<td>23. Stand up</td>
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</tr>
<tr>
<td>24. Exercise</td>
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</tr>
<tr>
<td>25. Bend to the left</td>
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</tr>
<tr>
<td>26. Bend to the right</td>
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</tr>
<tr>
<td>27. Lift the arms up</td>
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</tr>
<tr>
<td>28. Wave the hand</td>
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</tr>
<tr>
<td>29. Clap the hands</td>
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<tr>
<td>30. Turn the head to the left</td>
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</tr>
<tr>
<td>31. Turn the head to the right</td>
<td></td>
</tr>
<tr>
<td>32. Stamp the left feet</td>
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</tr>
<tr>
<td>33. Stamp the right feet</td>
<td></td>
</tr>
<tr>
<td>34. Jump</td>
<td></td>
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<tr>
<td>35. Run</td>
<td></td>
</tr>
</tbody>
</table>
Appendix 12 (The Posttest and Answer Key)

Choose the correct answer!

1. Rini usually ............... the floor every morning.
   a. mops   c. sweeps
   b. cleans   d. washes

2. John is ............. his right foot now.
   a. stamping   c. bending
   b. clapping   d. running

3. Mary helps her mother to ............every day.
   a. clean the dishes   c. wash the dishes
   b. brush the dishes   d. rinse the dishes
4. We should ……………… twice a day.
   a. go to bath  c. brush the teeth
   b. wash the dishes  d. take a bath

5. Tono is ……………… his head to the left and right.
   a. bending  c. stamping
   b. turning  d. waving

6. Santi is……………. her body to the right at present.
   a. bending  c. moving
   b. turning  d. lifting

7. After taking a bath, Felix usually……………his body with towel.
   a. rubs  c. get dressed
   b. cleans  d. dries
8. Diana …………….. her face with “Biore” every day.
   a. rubs               c. brushes
   b. washes             d. dries

9. Anton ……………. to Rina now.
   a. is clapping his hand  c. is clapping his foot
   b. is waving his hand    d. is waving his foot

10. After taking a bath, Simon usually …………. his clothes by himself.
    a. takes               c. get dressed
    b. uses                d. opens

11. The students do some ……………. every monday.
    a. exercises           c. dances
b. sports  
d. jumps

12. Martin usually ............... before she goes to the bed.
a. eats the vegetables  
c. drinks a glass of milk
b. eats the fruits  
d. drinks a glass of coffee

13. Don’t forget to………. before we eat our breakfast.
a. wash our faces  
c. wash our teethes
b. wash our hands  
d. wash our body

14. .......... the garbage in the garbage bin is a health habit.
a. Put  
c. Take
b. Throw  
d. Keep

15. I always ................. my breakfast with my family.
16. Herry .......... his body with a soap every day.
   a. rubs   b. brushes   c. sweeps   d. dries

17. Mitha loves her cat very much, she ...... it twice a day.
   a. gives feed   b. gives food   c. feeds   d. foods

18. Don’t .......... late at night.
   a. sleep   b. get up   c. take a nap   d. wake up

19. Jerry always ............... with his sister.
a. looks the television  c. watches the television  
b. sees the television  d. shows the television

20. Bobby .......... every morning to keep his body healthy.
   a. plays  c. stamps  
   b. runs  d. stands
Appendix 13 (The Calculation of Posttest Scores)

THE CALCULATION OF MEAN SCORES

<table>
<thead>
<tr>
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The Hypotheses of the Mean Scores of Posttest

1. The hypotheses are:
   - Ho: \( \mu_A = \mu_B \), means that there is no significant difference between the mean score of the control group (A) and the mean score of the experimental group (B)
   - Ha: \( \mu_A < \mu_B \), means that the mean score of posttest of the control group (A) is lower than the mean score of posttest of the experimental group (B)

2. \( t_{table} \) is \((0.05, df)\), where \( df = n_A + n_B - 2 \)
   \[ df = 22 + 18 - 2 = 38 \]
   \( t_{table} \) is \((0.05, 38) = 1.6860 \)

3. Calculation for \( t \)-observation (to):
   - A: the control group (3-C)
     \[ x_A = \frac{\sum x}{n} = \frac{1150}{22} = 52.27 \]
     \[ s_A = \sqrt{\frac{n \cdot (\sum x^2 - (\sum x)^2)}{n(n-1)}} = 18.82 \]
   - B: the experimental group (3-A)
     \[ x_B = \frac{\sum x}{n} = \frac{1110}{18} = 61.67 \]
     \[ s_B = \sqrt{\frac{n \cdot (\sum x^2 - (\sum x)^2)}{n(n-1)}} = 9.57 \]
4. Conclusion

\[ t_o = \frac{\bar{X}_A - \bar{X}_B}{\sqrt{\frac{(n_A - 1)s^2_A + (n_B - 1)s^2_B}{n_A + n_B - 2} \left( \frac{1}{n_A} + \frac{1}{n_B} \right)}} = 1.85 \]

\( t \)-observation (to = 1.85) is greater than \( t_{\text{table}} \) (1.6860) so Ho is rejected and Ha is accepted.

It means that there is a significant difference in the vocabulary achievement between the experimental and the control group.