A. THE CALCULATION OF TAKING GROUPS AS SAMPLE OF THE EXPERIMENT

Table 1.1 The Sample Students’ Scores Based on the Mid Test

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ΣX = 1830 147244 1836 149500 1998 161952
n = 23 23 25

\bar{X} = 79,57 79,83 79,92
SD = 8,63 11,56 9,73

Test of Hypothesis of Class 3A and 3B:
1. Ho: $\mu_A = \mu_B$, there is no significant difference between group A and B.
   Ha: $\mu_A \neq \mu_B$, there is significant difference between group A and B.

2. t-test, where $df = n_A + n_B - 2 = 44$
   
   $t(5%/2) = 2.021$

3. Calculation for t-observation ($t_0$):
   A: Class 3A
   \[
   \bar{X} = \frac{\sum x}{n} = 79.57 \quad n = 23
   \]
   \[
   S = \frac{n \cdot \sum x^2 - (\sum x)^2}{n(n-1)} = 8.63
   \]

   B: Class 3B
   \[
   \bar{X} = \frac{\sum x}{n} = 79.83 \quad n = 23
   \]
   \[
   S = \frac{n \cdot \sum x^2 - (\sum x)^2}{n(n-1)} = 11.56
   \]

   \[
   t_0 = \frac{\bar{X}_A - \bar{X}_B}{\sqrt{\frac{S_A^2}{n_A - 1} + \frac{S_B^2}{n_B - 1}} \left(\frac{1}{n_A - 2} + \frac{1}{n_B - 2}\right)} = -0.085
   \]

4. Conclusion:
   Because $|t\text{-observation}|$ is 0.085 < $t(5%/2)$ so Ho is accepted. Hence, there is no significant difference between group A and B.

Test of Hypothesis of Class 3A and 3C:
1. Ho: $\mu_A = \mu_B$, there is no significant difference between group A and B.
   Ha: $\mu_A \neq \mu_B$, there is significant difference between group A and B.

2. t-test, where $df = n_A + n_B - 2 = 46$
t (5%/2) = 2,021

3. Calculation for t-observation ($t_0$):

A: Class 3A

\[
\bar{X} = \frac{\sum x}{n} = 79,57 \quad \quad n = 23
\]

\[
S = \frac{n \cdot \sum x^2 - (\sum x)^2}{n(n-1)} = 8,63
\]

B: Class 3C

\[
\bar{X} = \frac{\sum x}{n} = 79,92 \quad \quad n = 25
\]

\[
S = \frac{n \cdot \sum x^2 - (\sum x)^2}{n(n-1)} = 9,73
\]

\[
t_0 = \frac{\bar{X}_A - \bar{X}_B}{\sqrt{\frac{(nA-1) S_A^2 + (nB-1) S_B^2}{nA + nB - 2}} \frac{1}{nA} + \frac{1}{nB}} = -0,134
\]

4. Conclusion:

Because $|t-observation| < t (5%/2) = 2,021$ so Ho is accepted. Hence, there is no significant difference between group A and B.

Test of Hypothesis of Class 3B and 3C:

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

Ha: $\mu_A \neq \mu_B$, there is significant difference between group A and B.

2. $t$-test, where $df = nA + nB - 2 = 46$

\[
t (5%/2) = 2,021
\]

3. Calculation for t-observation ($t_0$):
A: Class 3B
\[ \bar{X} = \frac{\sum x}{n} = 79,83 \quad n = 23 \]
\[ S = \frac{n \cdot \sum x^2 - (\sum x)^2}{n(n - 1)} = 11,56 \]

B: Class 3C
\[ \bar{X} = \frac{\sum x}{n} = 79,92 \quad n = 25 \]
\[ S = \frac{n \cdot \sum x^2 - (\sum x)^2}{n(n - 1)} = 9,73 \]
\[ t_0 = \frac{\bar{X}_A - \bar{X}_B}{\sqrt{\frac{(nA-1) S_A^2 + (nB - 1) S_B^2}{nA + nB - 2} \left( \frac{1}{nA} + \frac{1}{nB} \right)}} = -0,03 \]

4. Conclusion:
   Because \(|t\text{-observation}| = 0,03 < t (5%/2)\) so Ho is accepted. Hence, there is no significant difference between group A and B.
## B. THE CALCULATION OF TRY-OUT RELIABILITY

Table 1.2 A Scoring Matrix Based on the Students’ Scores of the Try-Out Test

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| Total (B) | 6 10 12 17 9 12 15 10 9 6 17 10 6 18 12 8 12 12 4 6 9 20 8 12 7 5 9 16 21 3 |

Jumlah 322 5342
Mean 14
SD 8,15
Total scores \( (\sum x) \) : 322
Total scores squared \( (\sum x^2) \) : 5342
Total number of students (\( n \)) : 23
Total number of items (\( K \)) : 30

Mean: \( \bar{X} = \frac{\sum x}{n} \)

\[
\bar{X} = \frac{322}{23} = 14
\]

Standard Deviation:

\[
S = \sqrt{\frac{n \cdot (\sum x^2 - (\sum x)^2)}{n(n - 1)}}
\]

\[
S = \sqrt{\frac{23 \cdot 5342 - (322)^2}{23(23 - 1)}} = 6.16
\]

K-R Formula:

\[
R = 1 - \frac{M(K - M)}{K(S)^2}
\]

\[
R = 1 - \frac{14(30 - 14)}{30(6.16)^2} = 0.80
\]

The reliability coefficient of the Try-Out Test is 0.80.
C. THE CALCULATION OF THE DIFFICULTY AND DISCRIMINATION INDICES OF THE TRY-OUT TEST

Table 1.3 The Difficulty and Discrimination Indices of the Try-Out Test

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<th>Interpretation</th>
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D. THE DISTRACTOR ANALYSIS OF THE TRY-OUT TEST

Table 1.4 The Calculation of the Multiple Choice Options

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</table>

Notes:

Calculation of each option: Number of responses
Number of testees

– : no answer
E. THE CALCULATION OF PRE-TEST SCORES

Table 1.5 The Results of Pre-Test

<table>
<thead>
<tr>
<th>No</th>
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<th>Control Group</th>
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</thead>
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</tr>
<tr>
<td>ΣX</td>
<td>285</td>
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</tr>
</tbody>
</table>

| X   | 12.39 |
| SD  | 4.13  |

| X   | 12.04 |
| SD  | 5.00  |

Notes:

\( X \) : Students’ scores

\( X^2 \) : Students’ scores squared

Number 1, 25 (experimental) were dropped from the sample because they received no pre-test and post-test.
Test of Hypothesis:

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

2. t-test, where df = $n_A + n_B - 2 = 44$
   $t (5%) = 1.684$

3. Calculation for t-observation ($t_0$):

   A: Experimental Group
   \[ \bar{X} = \frac{\sum x}{n} = 12.39 \quad n = 23 \]
   \[ S = \frac{n \cdot \sum x^2 - (\sum x)^2}{n(n-1)} = 4.13 \]

   B: Control Group
   \[ \bar{X} = \frac{\sum x}{n} = 12.04 \quad n = 23 \]
   \[ S = \frac{n \cdot \sum x^2 - (\sum x)^2}{n(n-1)} = 5.00 \]

   \[ t_0 = \frac{\bar{X}_A - \bar{X}_B}{\sqrt{\frac{(nA-1)S_A^2 + (nB-1)S_B^2}{nA + nB - 2}} \left(\frac{1}{nA} + \frac{1}{nB}\right)} = 0.255 \]

4. Conclusion:
   Because $|t-observation| = 0.255 < t (5%)$ so Ho is accepted. In other words, before the experiment is given, there is no significant difference between the experimental and the control groups.
F. THE CALCULATION OF POST-TEST SCORES

Table 1.6 The Results of Post-Test

<table>
<thead>
<tr>
<th>No</th>
<th>Experimental Group</th>
<th>Control Group</th>
</tr>
</thead>
<tbody>
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</table>

Notes:

X : Students’ scores
X² : Students’ scores squared

Number 1, 25 (experimental) were dropped from the sample because they received no pre-test and post-test.
G. THE CALCULATION OF GAIN DIFFERENCE BETWEEN THE PRE-TEST AND THE POST-TEST SCORES

Table 1.7 The Gain Difference between the Pre-Test and the Post-Test

<table>
<thead>
<tr>
<th>No</th>
<th>Experimental Group</th>
<th>Control Group</th>
</tr>
</thead>
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<td>x²</td>
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<td>1</td>
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</tr>
<tr>
<td>SD</td>
<td>3.21</td>
<td>2.17</td>
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</table>

Notes:
- X : Students’ scores
- X² : Students’ scores squared
Number 1, 25 (experimental) were dropped from the sample because they received no pre-test and post-test.

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

2. t-test, where \( df = n_A + n_B - 2 = 44 \) 
   \( t (5\%) = 1.684 \)

3. Calculation for t-observation (\( t_0 \)):
   A: Experimental Group
   \[ \bar{X} = \frac{\sum x}{n} = 5.96 \quad n = 23 \]
   \[ S = \frac{n \cdot \sum x^2 - (\sum x)^2}{n (n - 1)} = 3.21 \]
   B: Control Group
   \[ \bar{X} = \frac{\sum x}{n} = 4.22 \quad n = 23 \]
   \[ S = \frac{n \cdot \sum x^2 - (\sum x)^2}{n (n - 1)} = 2.17 \]
   \[ t_0 = \frac{\bar{X}_A - \bar{X}_B}{\sqrt{\frac{(n_A - 1) S_A^2 + (n_B - 1) S_B^2}{n_A + n_B - 2}} \left( \frac{1}{n_A} + \frac{1}{n_B} \right)} = 2.122 \]

4. Conclusion:
   Because \( |t-observation| > t (5\%) \) so Ho is rejected. Hence, the difference between groups is significant and video can improve the students’ vocabulary achievement better than without video.
H. CRITICAL VALUES OF THE t DISTRIBUTION

Table 1.8 Critical Values of the t Distribution
APPENDIX 2

THE TRY-OUT TEST

A. THE PROBLEM SHEET OF THE TRY-OUT TEST

Name : ...........................................
Class/No: ....................................
Result: ........................................

I. Choose the right answer.

1. What does your father do? He is a ....... He paints many pictures.
   a. Painter          c. Drawing
   b. Dancer           d. Paint

2. My brother likes to ....... his bicycle everyday.
   a. drive           c. take
   b. ride            d. row

3. My uncle lives in the village. He farms everyday. He is a .......
   a. Police officer  c. Farmer
   b. Cook            d. Dancer

4. Gina and I always ......... to school by bus.
   a. walk            c. drive
   b. ride            d. go

5. I want to ......... potato.
   a. drink           c. roll
   b. plant           d. put

6. Tony likes to eat ......... because it is healthy.
   a. candies         c. leaf
   b. chocolate       d. carrot
7. I want to be a ………… because I like to make bread.
   a. Cook    c. Baker
   b. Farmer    d. Dancer

8. My mother ………… a car to go to the supermarket.
   a. rides    c. rolls
   b. drives    d. puts

   a. cucumber    c. cabbage
   b. apple    d. corn

10. A boat captain is ………… the boat.
    a. rolling    c. running
    b. riding    d. rowing

11. Ben likes to ………… He wants to be a dancer.
    a. dance    c. jump
    b. act    d. walk

12. I need a ………… to bring all these cupboards.
    a. tricycle    c. truck
    b. bicycle    d. bus

13. My mother likes to eat ………… because it is delicious. She usually eats it as “Lalapan”.
    a. onion    c. spinach
    b. cucumber    d. peas

14. I go to Japan by …………
    a. bicycle    c. truck
    b. airplane    d. car

15. ………… are small and delicious. The color is green. My aunt usually puts them in the soup.
    a. Peas    c. Spinach
    b. Cucumber    d. Corn
II. Arrange the scrambled letters below into good words start with the bold letter.

16. c-l-i-r-e-T-c-y : ..................................................

17. t-e-r-c-o-l-o-M-y-c : ..................................................

18. n-a-r-D-e-c : ..................................................

19. d-a-R-h-i-s : ..................................................

20. b-a-C-e-b-a-g : ..................................................

III. Fill in the blanks with the appropriate words from the box below.

<table>
<thead>
<tr>
<th>a. a cook</th>
<th>c. drives</th>
<th>e. a scholar</th>
<th>g. rides</th>
<th>i. act</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. planting</td>
<td>d. spinach</td>
<td>f. a bicycle</td>
<td>h. carrots</td>
<td>j. cooking</td>
</tr>
</tbody>
</table>

21. Michael studies everyday. He wants to be ..................

22. Popeye likes to eat ................ because it makes him strong.

23. ................ has two wheels.

24. Tania likes to ................... She wants to play in ‘Apa Artinya Cinta’.

25. My mother is .................. spaghetti.

26. David works at Ramayana restaurant. He makes delicious food. He is ..................
27. My little brother ..................... his tricycle everyday.

28. My father is a pilot. He ................... the airplane.

29. A rabbit likes to eat ......................

30. Gina is ..................... onions at her yard.
I. Choose the right answer.

1. What does your father do? He is a ______. He paints many pictures.
   a. Painter    c. Drawing
   b. Dancer     d. Paint

2. My brother likes to ______ his bicycle everyday.
   a. drive      c. take
   b. ride       d. row

3. My uncle lives in the village. He farms everyday. He is a ______
   a. Police officer c. Farmer
   b. Cook        d. Dancer

4. Gina and I always ______ to school by bus.
   a. walk       c. drive
   b. run        d. go

5. I want to ______ potato.
   a. farm       c. roll
   b. plant      d. put

6. Tony likes to eat ______ because it is healthy.
   a. candies    c. leaf
   b. chocolate  d. carrot

7. I want to be a ______ because I like to make bread.
   a. Cook       c. Baker
   b. Scholar    d. Dancer
8. My mother ________ a car to go to the supermarket.
   a. rides    c. rolls
   b. drives    d. puts

   a. cucumber    c. cabbage
   b. carrot      d. corn

10. A boat captain is ________ the boat.
    a. rolling    c. running
    b. riding     d. rowing

11. Ben likes to ________. He wants to be a dancer.
    a. dance      c. jump
    b. act        d. sing

12. I need a ________ to bring all these cupboards.
    a. tricycle   c. truck
    b. bicycle    d. bus

13. My mother likes to eat ________ because it is delicious. She usually eats it as “Lalapan”.
    a. onion      c. spinach
    b. cucumber   d. peas

14. I go to Japan by ________.
    a. train      c. bus
    b. airplane   d. car

15. ________ are small and delicious. The color is green. My aunt usually puts them in the soup.
    a. Peas       c. Spinach
    b. Cucumber   d. Corn
II. Arrange the scrambled letters below into good words start with the bold letter.

16. c-l-i-r-e-T-c-y : .................................................................

17. t-e-r-c-o-l-o-M-y-c : .................................................................

18. n-a-r-D-e-c : .................................................................

19. d-a-R-h-i-s : .................................................................

20. b-a-C-e-b-a-g : .................................................................

III. Fill in the blanks with the appropriate words from the box below.

| a. a farmer | f. spinach |
| b. a cook   | g. a scholar |
| c. onion    | h. cooking  |
| d. act      | i. a baker  |
| e. dance    | j. baking   |

21. Michael studies everyday. He wants to be __________________________.

22. David works at Ramayana restaurant. He makes delicious food. He is __________________________.

23. Popeye likes to eat __________________________ because it makes him strong.

24. Tania likes to __________________________ She wants to play in “Apa Artinya Cinta”.

25. My mother is __________________________ spaghetti.
A. LESSON PLAN OF THE 1ST TREATMENT FOR THE EXPERIMENTAL GROUP

LESSON PLAN

Subject : English
Language Skill : Integrated skill
Language Component : Vocabulary
Theme : Occupation
Class : Elementary School Third Year
Semester : 2
Time Allocation : 1 x 35 minutes

A. Competence

1. Basic Competence:
   Students broaden their vocabularies related to “Occupation”.

2. Achievement Indicators:
   Listening:
   ☑ Students are able to understand the utterances in the film.
   ☑ Students are able to understand the meaning of the vocabulary.

   Speaking:
   ☑ Students are able to spell the vocabulary correctly.
   ☑ Students are able to pronounce the vocabulary correctly.

   Reading:
   ☑ Students are able to understand the sentences written on the worksheet.

   Writing:
   ☑ Students are able to write the vocabulary correctly.
B. **Learning Material**

- VCD about Occupation
- Students’ Worksheet

C. **Teaching and Learning Activities**

1. **Technique**
   - Repetition Drill
   - Question and Answer

2. **Class Activities**

<table>
<thead>
<tr>
<th>No.</th>
<th>Skill/Subskill</th>
<th>Procedures</th>
<th>Activities</th>
<th>Note</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Listening, Speaking</td>
<td>Pre-activity</td>
<td>The students are asked to answer some triggering questions orally.</td>
<td>I</td>
<td>3’</td>
</tr>
</tbody>
</table>
| 2.  | Listening, Speaking, Reading | Whilst-activities | ▪ The students are asked to watch the film twice.  
▪ The students are asked to spell and pronounce the vocabulary given in the film.    
▪ The students are asked to guess orally the meaning of the vocabulary based on the film and then discuss it together with the teacher.  
▪ The students are asked to read aloud the handout distributed by the teacher.  
▪ The students are asked to repeat the correct pronunciation after the teacher. | G    | 5’   |
|     |                |                 |                                                                                                                                           |      |      |
| 3.  | Listening, Speaking, Reading, Writing | Post-activities | ▪ The students are asked to spell, pronounce, and give the meaning of the vocabulary given orally without looking at the film and handout.  
▪ The students are asked to do the assessment, such as: filling in the I/G      | I/G  | 5’   |
|     |                |                 |                                                                                                                                           |      |      |


blanks with the words provided in the box.

Notes:
I : Individual
G : Group

D. Media

.getDrawable() VCD Player
getDrawable() VCD about Occupation
B. TEACHER’S NOTE OF THE 1ST TREATMENT FOR THE EXPERIMENTAL GROUP

TEACHER’S NOTE

Theme : Occupation
Class : Elementary School Third Grade
Time : 1 x 35 minutes

I. Learning Outcomes
Students are able to:
1. Understand the utterances in the film.
2. Understand the meaning of the vocabulary.
3. Spell the vocabulary correctly.
4. Pronounce the vocabulary correctly.
5. Understand the sentences written on the worksheet.
6. Write the vocabulary correctly.

II. Pre-Instructional Activities
The teacher asks the students to answer the following questions orally.
1. Do you know the meaning of Occupation?
2. What is the meaning of Occupation in Indonesian?
3. Can you give me the example of Occupation?
4. What is your father’s/mother’s occupation?

III. Whilst-Instructional Activities
Ask the students to:
1. Watch the film twice.
2. Spell and pronounce the vocabulary given in the film.
3. Guess orally the meaning of the vocabulary based on the film and then discuss it together with the teacher.
4. Read aloud the handout distributed by the teacher.
5. Repeat the correct pronunciation after the teacher.

IV. Post-Instructional Activities
1. Ask the students to spell, pronounce, and give the meaning of the vocabulary given orally by the teacher without looking at the film and handout.
2. Ask the students to fill in the blanks with the words provided in the box.
C. TEACHING MATERIAL OF THE 1ST TREATMENT FOR THE EXPERIMENTAL GROUP

STUDENTS’ WORKSHEET

Theme : Occupation  
Class : Elementary School Third Grade  
Semester : 2  
Time : 1 x 35 minutes

I. Material:

Pronounce the following sentences correctly

The baker is rolling the dough.  
A police officer is driving the car.  
A boat captain is rowing the boat.  
An astronaut blasts off to the out of space.  
A dancer dances beautifully.  
A scholar studies  
A farmer farms  
An actor acts  
What do you want to be? I want to be a painter.  
Who is in the kitchen? The cook  
The cook is cooking fish.

Pronounce and spell the following list of words correctly

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baker</td>
<td>Rolling the dough</td>
</tr>
<tr>
<td>Police officer</td>
<td>Driving the police car</td>
</tr>
<tr>
<td>Cook</td>
<td>Cooking fish</td>
</tr>
<tr>
<td>Boat captain</td>
<td>Rowing the boat</td>
</tr>
<tr>
<td>Astronaut</td>
<td>Blast off to the out of space</td>
</tr>
<tr>
<td>Dancer</td>
<td>Dance</td>
</tr>
<tr>
<td>Scholar</td>
<td>Study</td>
</tr>
<tr>
<td>Farmer</td>
<td>Farm</td>
</tr>
<tr>
<td>Actor</td>
<td>Act</td>
</tr>
<tr>
<td>Painter</td>
<td>Paint</td>
</tr>
</tbody>
</table>
Fill in the blanks with the appropriate words from the box below.

1. Tony studies everyday. He wants to be ………………….
2. My uncle always goes to the field. He ……………. everyday. He is ………………….
3. Shannon makes delicious food. She is ………………. Japanese food, Chinese food, Italian food, and Indonesian food. She is …………………
4. My mother makes many beautiful pictures. She likes to ………………….. She is …………………
5. I want to be ………………… because I like the sea.
6. David likes to ………………. He wants to play in Tersanjung 6. He wants to be ………………….

<table>
<thead>
<tr>
<th>act</th>
<th>farms</th>
<th>paint</th>
<th>an actor</th>
<th>a painter</th>
</tr>
</thead>
<tbody>
<tr>
<td>a scholar</td>
<td>cooking</td>
<td>a boat captain</td>
<td>a farmer</td>
<td>a cook</td>
</tr>
</tbody>
</table>

II. Key Answer:
1. A scholar
2. Farms, a farmer
3. Cooking, a cook
4. Paint, a painter
5. A boat captain
6. Act, an actor

D. LESSON PLAN OF THE 1ST TREATMENT FOR THE CONTROL GROUP

LESSON PLAN

Subject : English
Language Skill : Integrated skill
A. Competence

1. Basic Competence:
   Students broaden their vocabularies related to “Occupation”.

2. Achievement Indicators:
   - **Listening:**
     - Students are able to understand the utterances which are spoken by the teacher.
   - **Speaking:**
     - Students are able to spell the vocabulary correctly.
     - Students are able to pronounce the vocabulary correctly.
   - **Reading:**
     - Students are able to understand the sentences written on the worksheet.
   - **Writing:**
     - Students are able to write the vocabulary correctly.

B. Learning Material

- Students’ Worksheet

C. Teaching and Learning Activities

1. Technique
   - Repetition Drill
   - Question and Answer

2. Class Activities
   Students are asked to:

<table>
<thead>
<tr>
<th>No.</th>
<th>Skill/Subskill</th>
<th>Procedures</th>
<th>Activities</th>
<th>Note</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Listening, Speaking</td>
<td>Pre-activity</td>
<td>The students are asked to answer some triggering questions orally.</td>
<td>I</td>
<td>3’</td>
</tr>
<tr>
<td>2.</td>
<td>Listening,</td>
<td>Whilst-</td>
<td>• The students are asked to read the</td>
<td>G</td>
<td>2’</td>
</tr>
</tbody>
</table>


| Speaking, Reading | activities | handout distributed by the teacher silently.  
|                  |           | - The students are asked to read aloud the handout.  
|                  |           | - The students are asked to repeat the correct pronunciation after the teacher.  
|                  |           | - The students are asked to spell and pronounce the vocabulary given on the worksheet.  
|                  |           | - The students are asked to memorize the vocabulary and its meaning in Indonesian. |
|                  |           | G 4’  
|                  |           | G 3’  
|                  |           | G 6’  
|                  |           | G 5’  
| 3. Listening, Speaking, Reading, Writing | Post-activities | The students are asked to spell, pronounce, and give the meaning of the vocabulary given orally without looking at the worksheet.  
|                  |           | The students are asked to do the assessment, such as: filling in the blanks with the words provided in the box. |
|                  |           | I / G 5’  
|                  |           | I 7’ |

Notes:
I : Individual  
G : Group
I. Learning Outcomes

Students are able to:

1. Understand the utterances which are spoken by the teacher.
2. Spell the vocabulary correctly.
3. Pronounce the vocabulary correctly.
4. Understand the sentences written on the worksheet.
5. Understand the vocabulary.
6. Write the vocabulary correctly.

II. Pre-Instructional Activities

The teacher asks the students to answer the following questions orally.

1. Do you know the meaning of Occupation?
2. What is the meaning of Occupation in Indonesian?
3. Can you give me the example of Occupation?
4. What is your father’s/mother’s occupation?

III. Whilst-Instructional Activities

Ask the students to:

1. Read the handout distributed by the teacher silently.
2. Read aloud the handout.
3. Repeat the correct pronunciation after the teacher.
4. Spell and pronounce the vocabulary given on the worksheet.
5. Memorize the vocabulary and its meaning in Indonesian.

IV. Post-Instructional Activities

1. Ask the students to spell, pronounce, and give the meaning of the vocabulary given orally by the teacher without looking at the worksheet.
2. Ask the students to fill in the blanks with the words provided in the box.
F. TEACHING MATERIAL OF THE 1ST TREATMENT FOR THE CONTROL GROUP

STUDENTS’ WORKSHEET

Theme: Occupation
Class: Elementary School Third Grade
Semester: 2
Time: 1 x 35 minutes

I. Material:

Pronounce the following sentences correctly

The baker is rolling the dough.
A police officer is driving the car.
A boat captain is rowing the boat.
An astronaut blasts off to the out of space.
A dancer dances beautifully.
A scholar studies
A farmer farms
An actor acts
What do you want to be? I want to be a painter.
Who is in the kitchen? The cook
The cook is cooking fish.

Pronounce and spell the following list of words correctly

<table>
<thead>
<tr>
<th>English</th>
<th>Indonesian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baker</td>
<td>Tukang roti</td>
</tr>
<tr>
<td>Police officer</td>
<td>Polisi</td>
</tr>
<tr>
<td>Cook</td>
<td>Koki</td>
</tr>
<tr>
<td>Boat captain</td>
<td>Kapten perahu</td>
</tr>
<tr>
<td>Astronaut</td>
<td>Astronot</td>
</tr>
<tr>
<td>Dancer</td>
<td>Penari</td>
</tr>
<tr>
<td>Scholar</td>
<td>Sarjana</td>
</tr>
<tr>
<td>Farmer</td>
<td>Petani</td>
</tr>
<tr>
<td>Actor</td>
<td>Artis/</td>
</tr>
<tr>
<td></td>
<td>Pemain film</td>
</tr>
</tbody>
</table>
Fill in the blanks with the appropriate words from the box below.

1. Tony studies everyday. He wants to be …………………..
2. My uncle always goes to the field. He ……………… everyday. He is …………………
3. Shannon makes delicious food. She is ………………. Japanese food, Chinese food, Italian food, and Indonesian food. She is …………………
4. My mother makes many beautiful pictures. She likes to ………………….. She is …………………
5. I want to be ………………… because I like the sea.
6. David likes to ……………….. He wants to play in Tersanjung 6. He wants to be ………………….

<table>
<thead>
<tr>
<th>act</th>
<th>farms</th>
<th>paint</th>
<th>an actor</th>
<th>a painter</th>
</tr>
</thead>
<tbody>
<tr>
<td>a scholar</td>
<td>cooking</td>
<td>boat captain</td>
<td>a farmer</td>
<td>a cook</td>
</tr>
</tbody>
</table>

II. Key Answer:

1. A scholar
2. Farms, a farmer
3. Cooking, a cook
4. Paint, a painter
5. A boat captain
6. Act, an actor
G. LESSON PLAN OF THE 2ND TREATMENT FOR THE EXPERIMENTAL GROUP

LESSON PLAN

Subject : English
Language Skill : Integrated skill
Language Component : Vocabulary
Theme : Vehicles
Class : Elementary School Third Year
Semester : 2
Time Allocation : 1 x 35 minutes

A. Competence

1. Basic Competence:
   Students broaden their vocabularies related to “Vehicles”.

2. Achievement Indicators:
   
   Listening:
   🎤 Students are able to understand the utterances in the film.
   🎤 Students are able to understand the meaning of the vocabulary.

   Speaking:
   🎤 Students are able to spell the vocabulary correctly.
   🎤 Students are able to pronounce the vocabulary correctly.

   Reading:
   🎤 Students are able to understand the sentences written on the worksheet.

   Writing:
   🎤 Students are able to write the vocabulary correctly.

B. Learning Material

   🎤 VCD about Vehicles
   🎤 Students’ Worksheet

C. Teaching and Learning Activities

1. Technique
   🎤 Repetition Drill
## Question and Answer

### 2. Class Activities

<table>
<thead>
<tr>
<th>No.</th>
<th>Skill/Subskill</th>
<th>Procedures</th>
<th>Activities</th>
<th>Note</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Listening, Speaking</td>
<td>Pre-activity</td>
<td>The students are asked to answer some triggering questions orally.</td>
<td>I</td>
<td>3’</td>
</tr>
<tr>
<td>2.</td>
<td>Listening, Speaking, Reading</td>
<td>Whilst-activities</td>
<td>- The students are asked to watch the film twice.</td>
<td>G</td>
<td>5’</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- The students are asked to spell and pronounce the vocabulary given in the film.</td>
<td>G</td>
<td>4’</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- The students are asked to guess orally the meaning of the vocabulary based on the film and then discuss it together with the teacher.</td>
<td>G</td>
<td>5’</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- The students are asked to read aloud the handout distributed by the teacher.</td>
<td>G</td>
<td>3’</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- The students are asked to repeat the correct pronunciation after the teacher.</td>
<td>G</td>
<td>3’</td>
</tr>
<tr>
<td>3.</td>
<td>Listening, Speaking, Reading, Writing</td>
<td>Post-activities</td>
<td>- The students are asked to spell, pronounce, and give the meaning of the vocabulary given orally without looking at the film and handout.</td>
<td>I / G</td>
<td>5’</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- The students are asked to do the assessment, such as: filling in the blanks with the words provided in the box and answering the questions based on the clues (guessing).</td>
<td>I</td>
<td>7’</td>
</tr>
</tbody>
</table>
D. Media

- VCD Player
- VCD about Vehicles
H. TEACHER’S NOTE OF THE 2ND TREATMENT FOR THE EXPERIMENTAL GROUP

TEACHER’S NOTE

Theme : Vehicles
Class : Elementary School Third Grade
Time : 1 x 35 minutes

I. Learning Outcomes
Students are able to:
1. Understand the utterances in the film.
2. Understand the meaning of the vocabulary.
3. Spell the vocabulary correctly.
4. Pronounce the vocabulary correctly.
5. Understand the sentences written on the worksheet.
6. Write the vocabulary correctly.

II. Pre-Instructional Activities
The teacher asks the students to answer the following questions orally.
1. What is the meaning of vehicles in Indonesian?
2. Give the examples of vehicles that you know!
3. What kind of vehicle do you use to go to school everyday?

III. Whilst-Instructional Activities
Ask the students to:
1. Watch the film twice.
2. Spell and pronounce the vocabulary given in the film.
3. Guess orally the meaning of the vocabulary based on the film and then discuss it together with the teacher.
4. Read aloud the handout distributed by the teacher.
5. Repeat the correct pronunciation after the teacher.

IV. Post-Instructional Activities
1. Ask the students to spell, pronounce, and give the meaning of the vocabulary given orally by the teacher without looking at the film and the handout.
2. Ask the students to fill in the blanks with the words provided in the box.
3. Ask the students to answer the questions based on the clues.
G. TEACHING MATERIAL OF THE 2ND TREATMENT FOR THE EXPERIMENTAL GROUP

STUDENTS’ WORKSHEET

Theme : Vehicles
Class : Elementary School Third Grade
Semester : 2
Time : 1 x 35 minutes

I. Material:

Pronounce the following sentences correctly

Hans cannot drive a car.
Hans cannot ride a motorcycle.
Hans cannot ride a bicycle.
Hans can ride a tricycle.
Hans is so young. He just can ride a tricycle.
Wolfi cannot drive a car.
Wolfi cannot ride a motorcycle.
Wolfi can ride a bicycle. He rides a bicycle to school.

Pronounce and spell the following list of words correctly

A car          Drive
A motorcycle   Ride
A bicycle      cannot
A tricycle     can
A truck
An airplane
Fill in the blanks with the appropriate words from the box below.

<table>
<thead>
<tr>
<th>airplane</th>
<th>a truck</th>
<th>rides</th>
<th>a motorcycle</th>
<th>a tricycle</th>
</tr>
</thead>
<tbody>
<tr>
<td>drives</td>
<td>car</td>
<td>a bicycle</td>
<td>go</td>
<td>a bus</td>
</tr>
</tbody>
</table>

1. My brother is 3 years old. He always …………….. his tricycle everyday.
2. Mr. Mahfud ………………… a car everyday to go to the office.
3. ……………………. and …………………… have two wheels.
4. I ………… to Singapore by ………………….. 
5. I need ………………….. to bring all these cupboards.
6. ………………….. has three wheels.

Answer the following questions based on the clues.

1. It has two wheels. It is faster than bicycle.
   What vehicle is it? ………………………………………
2. It is big. It has eight wheels.
   What vehicle is it? ………………………………………
3. It has four wheels. My father always drives it.
   What vehicle is it? ………………………………………

II. Answer Key:

1. rides 1. It is a motorcycle.
2. drives 2. It is a truck.
3. A motorcycle, a bicycle 3. It is a car.
4. go, airplane
5. A truck
6. A tricycle
H. LESSON PLAN OF THE 2ND TREATMENT FOR THE CONTROL GROUP

LESSON PLAN

Subject : English
Language Skill : Integrated skill
Language Component : Vocabulary
Theme : Vehicles
Class : Elementary School Third Year
Semester : 2
Time Allocation : 1 x 35 minutes

A. Competence

1. Basic Competence:
   Students broaden their vocabularies related to “Vehicles”.

2. Achievement Indicators:
   Listening:
   Students are able to understand the utterances which are spoken by the teacher.
   Speaking:
   Students are able to spell the vocabulary correctly.
   Students are able to pronounce the vocabulary correctly.
   Reading:
   Students are able to understand the sentences written on the worksheet.
   Students are able to understand the vocabulary.
   Writing:
   Students are able to write the vocabulary correctly.

B. Learning Material
   Students’ Worksheet

C. Teaching and Learning Activities

1. Technique
   Repetition Drill
   Question and Answer
## 2. Class Activities

<table>
<thead>
<tr>
<th>No.</th>
<th>Skill/Subskill</th>
<th>Procedures</th>
<th>Activities</th>
<th>Note</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Listening, Speaking</td>
<td>Pre-activity</td>
<td>The students are asked to answer some triggering questions orally.</td>
<td>I</td>
<td>3′</td>
</tr>
<tr>
<td>2.</td>
<td>Listening, Speaking, Reading</td>
<td>Whilst-activities</td>
<td>• The students are asked to read the handout distributed by the teacher silently.</td>
<td>G</td>
<td>2′</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• The students are asked to read aloud the handout.</td>
<td>G</td>
<td>4′</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• The students are asked to repeat the correct pronunciation after the teacher.</td>
<td>G</td>
<td>3′</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• The students are asked to spell and pronounce the vocabulary given on the worksheet.</td>
<td>G</td>
<td>6′</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• The students are asked to memorize the vocabulary and its meaning in Indonesian.</td>
<td>G</td>
<td>5′</td>
</tr>
<tr>
<td>3.</td>
<td>Listening, Speaking, Reading, Writing</td>
<td>Post-activities</td>
<td>• The students are asked to spell, pronounce, and give the meaning of the vocabulary given orally without looking at the worksheet.</td>
<td>I / G</td>
<td>5′</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• The students are asked to do the assessment, such as: filling in the blanks with the words provided in the box and answering the questions based on the clues (guessing).</td>
<td>I</td>
<td>7′</td>
</tr>
</tbody>
</table>
I. TEACHER’S NOTE OF THE 2ND TREATMENT FOR THE CONTROL GROUP

TEACHER’S NOTE

Theme : Vehicles
Class : Elementary School Third Grade
Time : 1 x 35 minutes

I. Learning Outcomes

Students are able to:
1. Understand the utterances which are spoken by the teacher.
2. Spell the vocabulary correctly.
3. Pronounce the vocabulary correctly.
4. Understand the sentences written on the worksheet.
5. Understand the vocabulary.
6. Write the vocabulary correctly.

II. Pre-Instructional Activities

The teacher asks the students to answer the following questions orally.
1. What is the meaning of vehicles in Indonesian?
2. Give the examples of vehicles that you know!
3. What kind of vehicle do you use to go to school everyday?

III. Whilst-Instructional Activities

Ask the students to:
1. Read the handout distributed by the teacher silently.
2. Read aloud the handout.
3. Repeat the correct pronunciation after the teacher.
4. Spell and pronounce the vocabulary given on the worksheet.
5. Memorize the vocabulary and its meaning in Indonesian.

IV. Post-Instructional Activities

1. Ask the students to spell, pronounce, and give the meaning of the vocabulary given orally by the teacher without looking at the worksheet.
2. Ask the students to fill in the blanks with the words provided in the box.
3. Ask the students to answer the questions based on the clues.
J. TEACHING MATERIAL OF THE 2ND TREATMENT FOR THE CONTROL GROUP

STUDENTS’ WORKSHEET

Theme : Vehicles  
Class : Elementary School Third Grade 
Semester : 2  
Time : 1 x 35 minutes

I. Material:

Pronounce the following sentences correctly

Hans cannot drive a car.
Hans cannot ride a motorcycle. 
Hans cannot ride a bicycle.
Hans can ride a tricycle.
Hans is so young. He just can ride a tricycle.
Wolfi cannot drive a car.
Wolfi cannot ride a motorcycle.
Wolfi can ride a bicycle. He rides a bicycle to school.

Pronounce and spell the following list of words correctly

A car : sebuah mobil  
A motorcycle: sebuah sepeda  
A bicycle : sebuah sepeda  
A tricycle : sebuah sepeda  
A truck : sebuah truk  
An airplane : sebuah pesawat terbang

Drive : mengendarai  
Ride : naik  
cannot : tidak bisa  
rodanya dua  
can : bisa  
rodanya tiga
Fill in the blanks with the appropriate words from the box below.

<table>
<thead>
<tr>
<th>airplane</th>
<th>a truck</th>
<th>rides</th>
<th>a motorcycle</th>
<th>a tricycle</th>
</tr>
</thead>
<tbody>
<tr>
<td>drives</td>
<td>car</td>
<td>a bicycle</td>
<td>go</td>
<td>a bus</td>
</tr>
</tbody>
</table>

1. My brother is 3 years old. He always …………….. his tricycle everyday.

2. Mr. Mahfud ………………… a car everyday to go to the office.

3. ……………………. and …………………… have two wheels.

4. I ………… to Singapore by …………………

5. I need ………………… to bring all these cupboards.

6. …………………… has three wheels.

**Answer the following questions based on the clues.**

1. It has two wheels. It is faster than bicycle.
   
   What vehicle is it? ………………………………………

2. It is big. It has eight wheels.
   
   What vehicle is it? ………………………………………

3. It has four wheels. My father always drives it.
   
   What vehicle is it? ………………………………………

II. Answer Key:

1. rides 1. It is a motorcycle.
2. drives 2. It is a truck.
3. A motorcycle, a bicycle 3. It is a car.
4. go, airplane
5. A truck
6. A tricycle
K. LESSON PLAN OF THE 3RD TREATMENT FOR THE
EXPERIMENTAL GROUP

LESSON PLAN

Subject : English
Language Skill : Integrated skill
Language Component : Vocabulary
Theme : Vegetables
Class : Elementary School Third Year
Semester : 2
Time Allocation : 1 x 35 minutes

A. Competence

1. Basic Competence:
   Students broaden their vocabularies related to “Vegetables”.

2. Achievement Indicators:
   
   Listening:
   ☑️ Students are able to understand the utterances in the film.
   ☑️ Students are able to understand the meaning of the vocabulary.

   Speaking:
   ☑️ Students are able to spell the vocabulary correctly.
   ☑️ Students are able to pronounce the vocabulary correctly.

   Reading:
   ☑️ Students are able to understand the sentences written on the worksheet.

   Writing:
   ☑️ Students are able to write the vocabulary correctly.

B. Learning Material

   ☑️ VCD about Vegetables
   ☑️ Students’ Worksheet

C. Teaching and Learning Activities

1. Technique
   ☑️ Repetition Drill
2. Class Activities

<table>
<thead>
<tr>
<th>No.</th>
<th>Skill/Subskill</th>
<th>Procedures</th>
<th>Activities</th>
<th>Note</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Listening, Speaking</td>
<td>Pre-activity</td>
<td>The students are asked to answer some triggering questions orally.</td>
<td>I</td>
<td>3'</td>
</tr>
</tbody>
</table>
| 2   | Listening, Speaking, Reading | Whilst-activities | • The students are asked to watch the film twice.  
• The students are asked to spell and pronounce the vocabulary given in the film.  
• The students are asked to guess orally the meaning of the vocabulary based on the film and then discuss it together with the teacher.  
• The students are asked to read aloud the handout distributed by the teacher.  
• The students are asked to repeat the correct pronunciation after the teacher. | G    | 5'   |
|     |                      |              |                                                                           | G    | 4'   |
|     |                      |              |                                                                           | G    | 3'   |
|     |                      |              |                                                                           | G    | 3'   |
|     |                      |              |                                                                           | G    | 2'   |
| 3   | Listening, Speaking, Reading, Writing | Post-activities | • The students are asked to spell, pronounce, and give the meaning of the vocabulary given orally without looking at the film and handout.  
• The students are asked to do the assessment, such as: filling in the blanks with the words provided in the box, answering the questions based on the clues (guessing), and arranging scrambled letters start with the bold letter correctly. | I / G | 5'   |
|     |                      |              |                                                                           | I    | 10'  |
D. Media

- VCD Player
- VCD about Vegetables
L. TEACHER’S NOTE OF THE 3RD TREATMENT FOR
THE EXPERIMENTAL GROUP

TEACHER’S NOTE

Theme : Vegetables
Class : Elementary School Third Grade
Time : 1 x 35 minutes

I. Learning Outcomes
Students are able to:
1. Understand the utterances in the film.
2. Understand the meaning of the vocabulary.
3. Spell the vocabulary correctly.
4. Pronounce the vocabulary correctly.
5. Understand the sentences written on the worksheet.
6. Write the vocabulary correctly.

II. Pre-Instructional Activities
The teacher asks the students to answer the following questions orally.
1. What is the meaning of vegetables in Indonesian?
2. Give the examples of vegetables that you know!
3. What vegetables do you like?

III. Whilst-Instructional Activities
Ask the students to:
1. Watch the film twice.
2. Spell and pronounce the vocabulary given in the film.
3. Guess orally the meaning of the vocabulary based on the film and then discuss it together with the teacher.
4. Read aloud the handout distributed by the teacher.
5. Repeat the correct pronunciation after the teacher.

IV. Post-Instructional Activities
1. Ask the students to spell, pronounce, and give the meaning of the vocabulary given orally by the teacher without looking at the film and the handout.
2. Ask the students to fill in the blanks with the words provided in the box.
3. Ask the students to answer the questions based on the clues.
4. Ask the students to arrange the scrambled letters start with the bold letter correctly.
Theme: Vegetables  
Class: Elementary School Third Grade  
Semester: 2  
Time: 1 x 35 minutes

I. Material:

Pronounce the following sentences correctly

How to plant the cabbage seed?  
Put the seed on the ground, pat the seed, and water them.  
What vegetable is it? It is a carrot.  
What vegetable is it? It is a potato.  
What vegetable is it? It is an onion.  
What vegetable is it? It is a cucumber.  
What vegetable is it? It is a cabbage.  
Donald is hungry.  
Gus is hungry.  
Gus is eating corn.  
Gus is eating peas.

Pronounce and spell the following list of words correctly

How to plant the cabbage seed?  
Put the seed on the ground  
Pat the seed  
Water them  
Vegetable  
A carrot  
A potato  
An onion  
A cucumber  
A cabbage
Spinach
Radish
Hungry
Eat
Corn
Peas
Fill in the blanks with the appropriate words from the box below.

<table>
<thead>
<tr>
<th>Corn</th>
<th>Hungry</th>
<th>Spinach</th>
<th>Cucumbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vegetables</td>
<td>Delicious</td>
<td>Plants</td>
<td>Carrots</td>
</tr>
</tbody>
</table>

1. Popeye likes to eat ……………………. because it makes him strong.
2. Debby ……………………… flowers at her yard.
3. Rabbit likes to eat ……………………
4. Peas, cucumber, and carrot are ……………………
5. Ben is ……………………. He wants to eat corn soup.

Answer the following questions based on the clues.

1. It is round. Its color is brown.
   What vegetable is it? ……………………………………..
2. It is long. Its color is white.
   What vegetable is it? ……………………………………..
3. It is long. Its color is green.
   What vegetable is it? ……………………………………..
4. It is small. Its color is green.
   What vegetable is it? ……………………………………..

Arrange the scrambled letters below start with the bold letter.

1. b – a – b – a – C – e – g : …………………………
2. d – a – s – h – i – R : …………………………
3. i – n – O – n – o : …………………………
4. o – t – a – P – o – t : …………………………
II. Answer Key:
1. Spinach
2. Plants
3. Carrots
4. Vegetables
5. Hungry

1. It is a potato.
2. It is a radish.
3. It is a cucumber.
4. It is a pea.

1. Cabbage
2. Radish
3. Onion
4. Potato
N. LESSON PLAN OF THE 3\textsuperscript{RD} TREATMENT FOR THE CONTROL GROUP

LESSON PLAN

Subject : English  
Language Skill : Integrated skill  
Language Component : Vocabulary  
Theme : Vegetables  
Class : Elementary School Third Year  
Semester : 2  
Time Allocation : 1 x 35 minutes

A. Competence

1. Basic Competence:
   Students broaden their vocabularies related to “Vegetables”.

2. Achievement Indicators:

   \textbf{Listening}:
   \checkmark Students are able to understand the utterances which are spoken by the teacher.

   \textbf{Speaking}:
   \checkmark Students are able to spell the vocabulary correctly.
   \checkmark Students are able to pronounce the vocabulary correctly.

   \textbf{Reading}:
   \checkmark Students are able to understand the sentences written on the worksheet.
   \checkmark Students are able to understand the vocabulary.

   \textbf{Writing}:
   \checkmark Students are able to write the vocabulary correctly.

B. Learning Material

\checkmark Students’ Worksheet

C. Teaching and Learning Activities

1. Technique
   \checkmark Repetition Drill
   \checkmark Question and Answer
2. Class Activities

<table>
<thead>
<tr>
<th>No.</th>
<th>Skill/Subskill</th>
<th>Procedures</th>
<th>Activities</th>
<th>Note</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Listening, Speaking</td>
<td>Pre-activity</td>
<td>The students are asked to answer some triggering questions orally.</td>
<td>I</td>
<td>3’</td>
</tr>
</tbody>
</table>
| 2.  | Listening, Speaking, Reading | Whilst-activities | • The students are asked to read the handout distributed by the teacher silently.  
• The students are asked to read aloud the handout.  
• The students are asked to repeat the correct pronunciation after the teacher.  
• The students are asked to spell and pronounce the vocabulary given on the worksheet.  
• The students are asked to memorize the vocabulary and its meaning in Indonesian. | G | 2’  
G | 3’  
G | 3’  
G | 5’  
G | 4’ |
| 3.  | Listening, Speaking, Reading, Writing | Post-activities | • The students are asked to spell, pronounce, and give the meaning of the vocabulary given orally without looking at the worksheet.  
• The students are asked to do the assessment, such as: filling in the blanks with the words provided in the box, answering the questions based on the clues (guessing), and arranging scrambled letters start with the bold letter correctly. | I / G | 5’  
I | 10’ |
TEACHER’S NOTE

Theme: Vegetables
Class: Elementary School Third Grade
Time: 1 x 35 minutes

I. Learning Outcomes
Students are able to:
1. Understand the utterances which are spoken by the teacher.
2. Spell the vocabulary correctly.
3. Pronounce the vocabulary correctly.
4. Understand the sentences written on the worksheet.
5. Understand the vocabulary.
6. Write the vocabulary correctly.

II. Pre-Instructional Activities
The teacher asks the students to answer the following questions orally.
1. What is the meaning of vegetables in Indonesian?
2. Give the examples of vegetables that you know!
3. What vegetables do you like?

III. Whilst-Instructional Activities
Ask the students to:
1. Read the handout distributed by the teacher silently.
2. Read aloud the handout.
3. Repeat the correct pronunciation after the teacher.
4. Spell and pronounce the vocabulary given on the worksheet.
5. Memorize the vocabulary and its meaning in Indonesian.

IV. Post-Instructional Activities
1. Ask the students to spell, pronounce, and give the meaning of the vocabulary given orally by the teacher without looking at the worksheet.
2. Ask the students to fill in the blanks with the words provided in the box.
3. Ask the students to answer the questions based on the clues.
4. Ask the students to arrange the scrambled letters start with the bold letter correctly.
P. TEACHING MATERIAL OF THE 3RD TREATMENT
FOR THE CONTROL GROUP

STUDENTS’ WORKSHEET

Theme : Vegetables
Class : Elementary School Third Grade
Semester : 2
Time : 1 x 35 minutes

I. Material:

Pronounce the following sentences correctly

How to plant the cabbage seed?
Put the seed on the ground, pat the seed, and water them.
What vegetable is it? It is a carrot.
What vegetable is it? It is a potato.
What vegetable is it? It is an onion.
What vegetable is it? It is a cucumber.
What vegetable is it? It is a cabbage.
Donald is hungry.
Gus is hungry.
Gus is eating corn.
Gus is eating peas.

Pronounce and spell the following list of words correctly

How to plant the cabbage seed? : Bagaimana menanam benih Kubis?
Put the seed on the ground : Taruh benih di tanah.
Pat the seed : Tepuk-tepuk benihnya
Water them : Sirami mereka.
Vegetable : sayuran
A carrot : sebuah wortel
A potato : sebuah kentang
An onion : sebuah bawang merah
A cucumber : sebuah ketimun
<table>
<thead>
<tr>
<th>English</th>
<th>Indonesian</th>
</tr>
</thead>
<tbody>
<tr>
<td>A cabbage</td>
<td>sebuah kubis</td>
</tr>
<tr>
<td>Spinach</td>
<td>bayam</td>
</tr>
<tr>
<td>Radish</td>
<td>lobak</td>
</tr>
<tr>
<td>Hungry</td>
<td>lapar</td>
</tr>
<tr>
<td>Eat</td>
<td>makan</td>
</tr>
<tr>
<td>Corn</td>
<td>jagung</td>
</tr>
<tr>
<td>Peas</td>
<td>kacang polong</td>
</tr>
</tbody>
</table>
Fill in the blanks with the appropriate words from the box below.

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<tr>
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</table>

1. Popeye likes to eat ……………………. because it makes him strong.
2. Debby ……………………… flowers at her yard.
3. Rabbit likes to eat ……………………
4. Peas, cucumber, and carrot are ……………………
5. Ben is ……………………. He wants to eat corn soup.

Answer the following questions based on the clues.

1. It is round. Its color is brown.
   What vegetable is it? ……………………………………..
2. It is long. Its color is white.
   What vegetable is it? ……………………………………..
3. It is long. Its color is green.
   What vegetable is it? ……………………………………..
4. It is small. Its color is green.
   What vegetable is it? ……………………………………..

Arrange the scrambled letters below start with the bold letter.

1. b – a – b – a – C – e – g : ……………………………
2. d – a – s – h – i – R : ……………………………
3. i – n – O – n – o : ……………………………
4. o – t – a – P – o – t : ……………………………
II. Answer Key:

1. Spinach
2. Plants
3. Carrots
4. Vegetables
5. Hungry

1. It is a potato.
2. It is a radish.
3. It is a cucumber.
4. It is a pea.

1. Cabbage
2. Radish
3. Onion
4. Potato