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**Additional question:**

Ketika belajar "preposition" kamu paling suka kalau:

a. Bu Guru menunjukkan gambar-gambar
b. Bu Guru menjelaskan arti preposition saja
c. Bu Guru menyuruh kamu bergerak sesuai preposition yang disebutkan Bu Guru
### APPENDIX 2

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Those students had 2 dominant learning styles. Therefore, their one most dominant learning style was determined by the additional question.

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-57-
Table 2.2
The Result of Questionnaire of Experimental Group

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*) Those students had 2 dominant learning styles. Therefore, their one most dominant learning style was determined by the additional question.
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4. √ √ √ √ √ 6 3 √ √ √ √ 7 √ √ √ √ 5 Auditory* 

5. √ √ √ √ √ 7 3 √ √ √ √ 3 √ √ √ √ 5 Visual

6. √ √ √ √ 5 6 Kinesthetic 

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16. √ √ √ 3 4 Visual

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18. √ √ √ √ 5 4 Visual

*) Those students had 2 dominant learning styles. Therefore, their one most dominant learning style was determined by the additional question.
Name: ..............................................

Class: I - ...... no....... 

I. Look at the pictures and fill in the blanks the color of Peter’s clothes!

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<th>Friday and Saturday</th>
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</thead>
<tbody>
<tr>
<td>Peter is my friend. He studies at Sunshine Elementary School. He wears uniform when he goes to school. On Mondays and Tuesdays, he wears a (1) ................. shirt, (2) ................. pants, and ................. shoes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>On Wednesdays and Thursdays, he wears a (4) ................. shirt, (5) ................. pants, and (6) ................. shoes.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
He has a sport time on Fridays and Saturdays. He likes playing football very much. When he plays a football, he wears a (7)………………..shirt, (8).........................shorts, and (9) .........................socks, and (10) .......................shoes.

All of Peter's uniforms are so great!

<table>
<thead>
<tr>
<th>red</th>
<th>yellow</th>
<th>green</th>
<th>blue</th>
<th>brown</th>
</tr>
</thead>
<tbody>
<tr>
<td>purple</td>
<td>pink</td>
<td>black</td>
<td>gray</td>
<td>orange</td>
</tr>
</tbody>
</table>

True or false? Tick the correct box!
11. The girl is fat

12. The caterpillar is small.

13. The boy is tall.

14. The giraffe is short.

15. The cat is thin.

16. The cow is fat.

17. The elephant is small.
18. The bird is big.

19. The policeman is short.

20. The bee is small.

III. What shape is it?

21. It is a _________
22. It is a _________
23. It is a _________
24. It is a _________
25. It is an _________

IV. It is an _________!
30. Jack has a rectangle and a triangle.
| Students' Number | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | Total of Correct Answer (x) |
|-----------------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|------------------|
| 13              |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   | 25 |
| 5               |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   | 25 |
| 10              |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   | 23 |
| 16              |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   | 23 |
| 1               |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   | 23 |
| 14              |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   | 22 |
| 3               |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   | 21 |
Test of reliability

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

\[
= \frac{30}{20} \left(1 - \frac{17.74 \times 12.26}{50 \times 5.05^2}\right)
\]

\[
= 0.74
\]

The reliability coefficient of the try-out test is 0.74.
THE TABLE OF STUDENTS’ REGULAR TEST SCORE

Table 5.1  The Regular Test Score of Visual Learners

<table>
<thead>
<tr>
<th></th>
<th>Pilot Group</th>
<th></th>
<th>Experimental Group</th>
<th></th>
<th>Control Group</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ID</td>
<td>Mark (x)</td>
<td>x²</td>
<td>ID</td>
<td>Mark (x)</td>
<td>x²</td>
<td>ID</td>
</tr>
<tr>
<td>2</td>
<td>7.8</td>
<td>60.84</td>
<td>1</td>
<td>7.8</td>
<td>60.84</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>9.7</td>
<td>94.09</td>
<td>2</td>
<td>10</td>
<td>100</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>7.2</td>
<td>51.84</td>
<td>4</td>
<td>10</td>
<td>100</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>10</td>
<td>100</td>
<td>7</td>
<td>6.5</td>
<td>42.25</td>
<td>6</td>
</tr>
<tr>
<td>6</td>
<td>8.0</td>
<td>64</td>
<td>11</td>
<td>6.5</td>
<td>42.25</td>
<td>10</td>
</tr>
<tr>
<td>7</td>
<td>8.7</td>
<td>75.69</td>
<td>12</td>
<td>7.4</td>
<td>54.76</td>
<td>13</td>
</tr>
<tr>
<td>8</td>
<td>10</td>
<td>100</td>
<td>13</td>
<td>8.6</td>
<td>73.96</td>
<td>14</td>
</tr>
<tr>
<td>9</td>
<td>8.1</td>
<td>65.61</td>
<td>14</td>
<td>9.8</td>
<td>96.04</td>
<td>15</td>
</tr>
<tr>
<td>10</td>
<td>7.8</td>
<td>60.84</td>
<td>15</td>
<td>7</td>
<td>49</td>
<td>17</td>
</tr>
<tr>
<td>11</td>
<td>6.5</td>
<td>42.25</td>
<td>17</td>
<td>10</td>
<td>100</td>
<td>18</td>
</tr>
<tr>
<td>12</td>
<td>9.5</td>
<td>90.25</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>7.6</td>
<td>57.76</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Σx</td>
<td>100.9</td>
<td>863.17</td>
<td>Σx</td>
<td>83.6</td>
<td>719.1</td>
<td>Σx</td>
</tr>
<tr>
<td>x</td>
<td>8.41</td>
<td></td>
<td>x</td>
<td>8.36</td>
<td></td>
<td>x</td>
</tr>
</tbody>
</table>

Table 5.2  The Regular Test Score of Auditory Learners

<table>
<thead>
<tr>
<th></th>
<th>Pilot Group</th>
<th></th>
<th>Experimental Group</th>
<th></th>
<th>Control Group</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ID</td>
<td>Mark (x)</td>
<td>x²</td>
<td>ID</td>
<td>Mark (x)</td>
<td>x²</td>
<td>ID</td>
</tr>
<tr>
<td>1</td>
<td>10</td>
<td>100</td>
<td>3</td>
<td>10</td>
<td>100</td>
<td>2</td>
</tr>
<tr>
<td>13</td>
<td>10</td>
<td>100</td>
<td>6</td>
<td>8</td>
<td>64</td>
<td>8</td>
</tr>
<tr>
<td>19</td>
<td>8.1</td>
<td>65.61</td>
<td>9</td>
<td>7</td>
<td>49</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>16</td>
<td>9.3</td>
<td>86.49</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>18</td>
<td>7</td>
<td>49</td>
<td></td>
</tr>
<tr>
<td>Σx</td>
<td>28.1</td>
<td>265.61</td>
<td>Σx</td>
<td>41.3</td>
<td>384.49</td>
<td>Σx</td>
</tr>
<tr>
<td>x</td>
<td>9.37</td>
<td></td>
<td>x</td>
<td>8.26</td>
<td></td>
<td>x</td>
</tr>
</tbody>
</table>
### Table 5.3 The The Regular Test Score of Kinesthetic Learners

<table>
<thead>
<tr>
<th>ID</th>
<th>Mark (x)</th>
<th>ID</th>
<th>Mark (x)</th>
<th>ID</th>
<th>Mark (x)</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>7.8</td>
<td>5</td>
<td>9</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>9</td>
<td>6.5</td>
<td>7</td>
<td>7.8</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>14</td>
<td>8.6</td>
<td>10</td>
<td>6.8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>18</td>
<td>8.8</td>
<td></td>
<td></td>
<td>11</td>
<td>8.2</td>
</tr>
</tbody>
</table>

\[ \sum x = 31.7 \quad \sum x = 254.49 \quad \sum x = 188.08 \quad \sum x = 33.2 \quad \sum x = 280.24 \]

\[ x = 7.925 \quad x = 7.87 \quad x = 8.3 \]

### Table 5.4 The The Regular Test Score of the Students in general

<table>
<thead>
<tr>
<th>Learning Style</th>
<th>Pilot Group</th>
<th>Experimental Group</th>
<th>Control Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score (x)</td>
<td>Score (x)</td>
<td>Score (x)</td>
<td></td>
</tr>
<tr>
<td>Visual</td>
<td>100.9</td>
<td>83.6</td>
<td>81.8</td>
</tr>
<tr>
<td>Auditory</td>
<td>28.1</td>
<td>41.3</td>
<td>33.7</td>
</tr>
<tr>
<td>Kinesthetic</td>
<td>31.7</td>
<td>23.6</td>
<td>33.2</td>
</tr>
<tr>
<td>( \sum x )</td>
<td>160.7</td>
<td>148.5</td>
<td>148.7</td>
</tr>
<tr>
<td>( \overline{x} )</td>
<td>8.46</td>
<td>8.25</td>
<td>8.26</td>
</tr>
</tbody>
</table>
TEST OF HYPOTHESIS OF THE REGULAR TEST SCORE OF THE STUDENTS IN GENERAL

I. PILOT GROUP – EXPERIMENTAL GROUP

1. Formulating the hypothesis of analyzing the data:

   Ho :  \( \mu_A = \mu_B \), there is no significant difference between the students in pilot group and experimental group in general.

   Ha :  \( \mu_A > \mu_B \), there is a significant difference between the students in pilot group and experimental group in general.

   T-test where df= \( n_A + n_B - 2 = 19 + 18 - 2 = 35 \)

   \( t(5\%) = 1.684 \)

2. Calculation for t-observation (to):

   Pilot Group

   \[
   \bar{x} = \frac{\sum x}{n} = 8.46
   \]

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

   = 1.157

   Experimental Group

   \[
   \bar{x} = \frac{\sum x}{n} = 8.25
   \]

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

   = 1.34
3. Calculating the standard scores (to) using the formula as follows:

\[
to = \frac{RA - RB}{\sqrt{\frac{(nA-1)sA^2 + (nB-1)sB^2}{nA+nB-2}}}
\]

\[
= 0.51
\]

4. Conclusion

Because \( |t-observation| \) is 0.51 < \( t(5\%) \), Ho is accepted and Ha is rejected. It means that there is no significant difference between the students in pilot group and experimental group in general.

II. PILOT GROUP – CONTROL GROUP

1. Formulating the hypothesis of analyzing the data:

Ho : \( \mu_A = \mu_B \), there is no significant difference between the visual learners in pilot group and experimental group.

Ha : \( \mu_A > \mu_B \), there is a significant difference between the visual learners in pilot group and experimental group.

2. T-test where \( df = nA + nB - 2 = 19 + 18 - 2 = 35 \)

\( t(5\%) = 1.684 \)

3. Calculation for t-observation (to):

Pilot Group

\[ \bar{x} = \frac{\sum x}{n} = 8.46 \]

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

= 1.159
Control Group

$$\bar{x} = \frac{\sum x}{n} = 8.26$$

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

= 1.311

4. Calculating the standard scores (t0) using the formula as follows:

$$t_0 = \frac{\bar{x}_A - \bar{x}_B}{\sqrt{\frac{n_A\sum x_A^2 - (\sum x_A)^2}{n_A(n_A-1)} + \frac{n_B\sum x_B^2 - (\sum x_B)^2}{n_B(n_B-1)}}}$$

= 0.488

5. Conclusion

Because | t-observation | is 0.488 < t(5%) , Ho is accepted and Ha is rejected. It means that there is no significant difference between the visual learners in pilot group and experimental group.

III. EXPERIMENTAL – CONTROL GROUP

1. Formulating the hypothesis of analyzing the data:

Ho : $\mu_A = \mu_B$, there is no significant difference between the visual learners in pilot group and experimental group.

Ha : $\mu_A > \mu_B$, there is a significant difference between the visual learners in pilot group and experimental group.

2. T-test where df= nA+nB – 2 = 18+18-2 =34

t(5%) = 1.684

3. Calculation for t-observation (t0):

Experimental Group
\[ \bar{x} = \frac{\sum x}{n} = 8.25 \]

\[ \text{s.d.} = \sqrt{\frac{\sum x^2 - (\sum x)^2}{n(n-1)}} \]

= 1.34

Control Group

\[ \bar{x} = \frac{\sum x}{n} = 8.26 \]

\[ \text{s.d.} = \sqrt{\frac{\sum x^2 - (\sum x)^2}{n(n-1)}} \]

= 1.311

4. Calculating the standard scores (to) using the formula as follows:

\[ \text{to} = \frac{\bar{X}_A - \bar{X}_B}{\sqrt{\left(\frac{1}{n_A-1}\sum X_A^2 + \frac{1}{n_B-1}\sum X_B^2\right) \left(\frac{1}{n_A} + \frac{1}{n_B}\right)}} \]

= 0.023

5. Conclusion

Because | t-observation | is 0.023 < t(5%) , Ho is accepted and Ha is rejected. It means that there is no significant difference between the visual learners in pilot group and experimental group.
TEST OF HYPOTHESIS OF THE REGULAR TEST SCORE OF VISUAL LEARNERS

PILOT GROUP – EXPERIMENTAL GROUP

9. Formulating the hypothesis of analyzing the data:
   
   Ho :  \( \mu_A = \mu_B \), there is no significant difference between the visual learners in pilot group and experimental group.
   
   Ha :  \( \mu_A > \mu_B \), there is a significant difference between the visual learners in pilot group and experimental group.

10. T-test where \( df = n_A + n_B - 2 = 12 + 10 - 2 = 20 \)

   \( t(5\%) = 1.725 \)

11. Calculation for t-observation (to):

   Pilot Group
   \[
   \bar{x} = \frac{\sum x}{n} = 8.41
   \]

   \[
   s.d. = \sqrt{\frac{n \cdot \sum x^2 - (\sum x)^2}{n(n-1)}} = 1.159
   \]

   Experimental Group
   \[
   \bar{x} = \frac{\sum x}{n} = 8.36
   \]

   \[
   s.d. = \sqrt{\frac{n \cdot \sum x^2 - (\sum x)^2}{n(n-1)}} = 1.498
   \]

12. Calculating the standard scores (to) using the formula as follows:
13. Conclusion

Because $|\text{t-observation}|$ is $0.088 < t(5\%)$, $H_0$ is accepted and $H_a$ is rejected. It means that there is no significant difference between the visual learners in pilot group and experimental group.

**I. PILOT GROUP – CONTROL GROUP**

1. Formulating the hypothesis of analyzing the data:
   
   $H_0 : \mu_A = \mu_B$, there is no significant difference between the visual learners in pilot group and control group.
   
   $H_a : \mu_A > \mu_B$, there is a significant difference between the visual learners in pilot group and control group.

2. T-test where $df = n_A + n_B - 2 = 12 + 10 - 2 = 20$
   
   $t(5\%/2) = 1.725$

3. Calculation for t-observation ($t_o$):
   
   Pilot Group
   
   $\bar{x} = \frac{\Sigma x}{n} = 8.41$

   $s.d. = \sqrt{\frac{n.\Sigma x^2 - (\Sigma x)^2}{n(n-1)}} = 1.159$
Experimental Group

\[ \bar{x} = \frac{\sum x}{n} = 8.18 \]

s.d. =
\[ = \sqrt{\frac{n\sum x^2 - (\sum x)^2}{n(n-1)}} = 1.517 \]

4. Calculating the standard scores (to) using the formula as follows:

\[ to = \frac{RA-RB}{\sqrt{\frac{\text{var}(A)\text{var}(B)}{n_A+n_B-2} + \frac{(n_A-1)\text{var}(A)}{n_A} + \frac{(n_B-1)\text{var}(B)}{n_B}}} \]

\[ = 0.404 \]

5. Conclusion

Because \(|t-\text{observation}| = 0.404 < t(5\%)\), Ho is accepted and Ha is rejected.

It means that there is no significant difference between the visual learners in pilot group and control group.

II. EXPERIMENTAL GROUP – CONTROL GROUP

1. Formulating the hypothesis of analyzing the data:

Ho : \( \mu_A = \mu_B \), there is no significant difference between the visual learners in experimental group and control group.

Ha : \( \mu_A > \mu_B \), there is a significant difference between the visual learners in experimental group and control group.

2. T-test where \( df = n_A + n_B - 2 = 10 + 10 - 2 = 18 \)

\[ t(5\%) = 1.734 \]

3. Calculation for t-observation (to):

Experimental Group
4.

Calculating the standard scores (to) using the formula as follows:

\[
to = \frac{RA-\bar{RB}}{\sqrt{\frac{(nA-1)\sum A^2 + (nB-1)\sum B^2}{nA+nB-2}}} \frac{1}{nA} \frac{1}{nB}
\]

\[= 0.267\]

5. Conclusion

Because \(|t\text{-observation}| < t(5\%)\), Ho is accepted and Ha is rejected. It means that there is no significant difference between the visual learners in experimental group and control group.
TEST OF HYPOTHESIS OF THE REGULAR TEST SCORE OF AUDITORY LEARNERS

I. PILOT GROUP – EXPERIMENTAL GROUP

1. Formulating the hypothesis of analyzing the data:
   
   Ho : \( \mu_A = \mu_B \), there is no significant difference between the auditory learners in pilot group and experimental group.

   Ha : \( \mu_A > \mu_B \), there is a significant difference between the auditory learners in pilot group and experimental group.

2. T-test where \( df = n_A + n_B - 2 = 3 + 5 - 2 = 6 \)
   
   \( t(5\%) = 1.943 \)

3. Calculation for t-observation (to):

   Pilot Group
   
   \[ \bar{x} = \frac{\sum x}{n} = 9.37 \]
   
   s.d. = \[ \sqrt{\frac{n\sum x^2 - (\sum x)^2}{n(n-1)}} \]
   
   = 1.097

   Experimental Group
   
   \[ \bar{x} = \frac{\sum x}{n} = 8.26 \]
   
   s.d. = \[ \sqrt{\frac{n\sum x^2 - (\sum x)^2}{n(n-1)}} \]
   
   = 1.356

4. Calculating the standard scores (to) using the formula as follows:
5. Conclusion

Because | t-observation | is 1.191 < t(5%), Ho is accepted and Ha is rejected. It means that there is no significant difference between the auditory learners in pilot group and experimental group.

II. PILOT GROUP – CONTROL GROUP

1. Formulating the hypothesis of analyzing the data:

Ho : \( \mu_A = \mu_B \), there is no significant difference between the auditory learners in pilot group and control group.

Ha : \( \mu_A > \mu_B \), there is a significant difference between the auditory learners in pilot group and control group.

2. T-test where df= nA+nB – 2 = 3+4 -2 =5

\( t(5\%) = 2.015 \)

3. Calculation for t-observation (to):

Pilot Group

\[
\bar{x} = \frac{\sum x}{n} = 9.37
\]

\[
s.d. = \sqrt{\frac{n \sum x^2 - (\sum x)^2}{n(n-1)}} = 1.097
\]
Control Group

\[ \bar{x} = \frac{\sum x}{n} = 8.425 \]

s.d. = \[ \sqrt{\frac{n \sum x^2 - (\sum x)^2}{n(n-1)}} \]

= 1.105

4. Calculating the standard scores (to) using the formula as follows:

\[ to = \frac{\bar{X}_A - \bar{X}_B}{\sqrt{\frac{n_A - 1}{n_A} \bar{X}_A^2 + \frac{n_B - 1}{n_B} \bar{X}_B^2}} \]

= 1.123

5. Conclusion

Because \( |t\text{-observation}| \) is 1.123 < t(5%), Ho is accepted and Ha is rejected. It means that there is no significant difference between the auditory learners in pilot group and control group.

III. EXPERIMENTAL GROUP – CONTROL GROUP

1. Formulating the hypothesis of analyzing the data:

Ho : \( \mu_A = \mu_B \), there is no significant difference between the auditory learners in pilot group and control group.

Ha : \( \mu_A > \mu_B \), there is significant difference between the auditory learners in pilot group and control group.

2. t-test where df= nA+nB – 2 = 5+4 -2 =7

\[ t(5%) = 1.895 \]

3. Calculation for t-observation (to):

Experimental Group
\[ \bar{x} = \frac{\sum x}{n} = 8.26 \]

\[ \text{s.d.} = \sqrt{\frac{n \sum x^2 - (\sum x)^2}{n(n-1)}} = 1.356 \]

Control Group

\[ \bar{x} = \frac{\sum x}{n} = 8.425 \]

\[ \text{s.d.} = \sqrt{\frac{n \sum x^2 - (\sum x)^2}{n(n-1)}} = 1.105 \]

4. Calculating the standard scores (to) using the formula as follows:

\[ to = \frac{a - \bar{b}}{\sqrt{\frac{(n_a - 1)s_a^2 + (n_b - 1)s_b^2}{n_a + n_b - 2}}} \]

\[ = 0.196 \]

5. Conclusion

Because | t-observation | is 0.196 < t(5%), Ho is accepted and Ha is rejected. It means that there is no significant difference between the auditory learners in pilot group and control group.
TEST OF HYPOTHESIS OF THE REGULAR TEST SCORE OF KINESTHETIC LEARNERS

I. PILOT GROUP – EXPERIMENTAL GROUP

1. Formulating the hypothesis of analyzing the data:

   Ho : \( \mu_A=\mu_B \), there is no significant difference between the kinesthetic learners in pilot group and experimental group.

   Ha : \( \mu_A>\mu_B \), there is a significant difference between the kinesthetic learners in pilot group and experimental group.

2. T-test where \( df=n_A+n_B-2=4+3-2=5 \)

   \( t(5\%)=2.015 \)

3. Calculation for t-observation (to):

   Pilot Group

   \[ \bar{x} = \frac{\sum x}{n} = 7.925 \]

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

   = 1.044

   Experimental Group

   \[ \bar{x} = \frac{\sum x}{n} = 7.87 \]

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

   = 1.101

4. Calculating the standard scores (to) using the formula as follows:
Conclusion

Because \(|t\text{-observation}| = 0.068 < t(5\%)\), Ho is accepted and Ha is rejected. It means that there is no significant difference between the kinesthetic learners in pilot group and experimental group.

II. PILOT GROUP – CONTROL GROUP

1. Formulating the hypothesis of analyzing the data:

   Ho : \(\mu_A = \mu_B\), there is no significant difference between the kinesthetic learners in pilot group and control group.

   Ha : \(\mu_A > \mu_B\), there is a significant difference between the kinesthetic learners in pilot group and control group.

2. T-test where \(df = n_A + n_B - 2 = 4 + 4 - 2 = 6\)

   \(t(5\%) = 1.943\)

3. Calculation for t-observation (to):

   Pilot Group

   \[
   \bar{x} = \frac{\sum x}{n} = 7.925
   \]

   \[
   s.d. = \sqrt{\frac{\sum x^2 - (\sum x)^2}{n(n-1)}} = 1.044
   \]
Control Group

\[ \bar{x} = \frac{\sum x}{n} = 8.3 \]

\[ \text{s.d.} = \sqrt{\frac{n \cdot \sum x^2 - (\sum x)^2}{n (n - 1)}} = 1.248 \]

4. Calculating the standard scores \((t)\) using the formula as follows:

\[ t = \frac{\bar{x}_A - \bar{x}_B}{S_p \sqrt{\frac{1}{n_A} + \frac{1}{n_B}}} \]

\[ = 0.461 \]

5. Conclusion

Because \(|t\)-observation\| is 0.461 < \(t(5\%)\), \(H_0\) is accepted and \(H_a\) is rejected. It means that there is no significant difference between the kinesthetic learners in pilot group and control group.

III. EXPERIMENTAL GROUP – CONTROL GROUP

1. Formulating the hypothesis of analyzing the data:

\(H_0:\ \mu_A = \mu_B\), there is no significant difference between the kinesthetic learners in experimental group and control group.

\(H_a:\ \mu_A > \mu_B\), there is a significant difference between the kinesthetic learners in experimental group and control group.

2. T-test where \(df = n_A + n_B - 2 = 4 + 4 - 2 = 6\)

\[ t(5\%) = 1.943 \]

3. Calculation for \(t\)-observation \((t)\):

Experimental Group
\[ \bar{x} = \frac{\sum x}{n} = 7.87 \]

s.d. = \[ \sqrt{\frac{n \sum x^2 - (\sum x)^2}{n(n-1)}} \]

= 1.101

Control Group

\[ \bar{x} = \frac{\sum x}{n} = 8.3 \]

s.d. = \[ \sqrt{\frac{n \sum x^2 - (\sum x)^2}{n(n-1)}} \]

= 1.248

4. Calculating the standard scores (to) using the formula as follows:

\[ to = \frac{RA-RB}{\sqrt{(\frac{1}{nA}+\frac{1}{nB})(nA-1)nA^2+(nB-1)nB^2)\frac{1}{nA}+\frac{1}{nB}}} \]

= 0.473

5. Conclusion

Because \( |t-\text{observation}| \) is 0.473 < t(5%) , so Ho is accepted and Ha is rejected.

It means that there is no significant difference between the kinesthetic learners in experimental group and the control group.
### Table 6.1  *The Result of the Pre-test of Visual Learners*

<table>
<thead>
<tr>
<th>Students’ ID</th>
<th>Experimental Group</th>
<th>Control Group</th>
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<tbody>
<tr>
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<td>Correct Answers (x)</td>
<td>x²</td>
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<td>18</td>
<td>324</td>
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<td>15</td>
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<td>196</td>
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<td>17</td>
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<td>2845</td>
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### Table 6.2  *The Result of the Pre-test of Auditory Learners*

<table>
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<th>Students’ ID</th>
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<th>Control Group</th>
</tr>
</thead>
<tbody>
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<td>Correct Answers (x)</td>
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<td>18</td>
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<td>144</td>
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<tr>
<td>∑x</td>
<td>79</td>
<td>1335</td>
</tr>
<tr>
<td>𝐸̅</td>
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</tr>
</tbody>
</table>
### Table 6.3  The Result of the Pre-test of Kinesthetic Learners

<table>
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<tr>
<th>Students’ ID</th>
<th>Experimental Group</th>
<th>Control Group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Correct Answers (x)</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>19</td>
<td>3</td>
</tr>
<tr>
<td>8</td>
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<td>19</td>
</tr>
<tr>
<td>∑x</td>
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<tr>
<td>$\bar{x}$</td>
<td>13.67</td>
<td>$\bar{x}$</td>
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</tbody>
</table>

### Table 6.4  The Result of the Pre-test of in general

<table>
<thead>
<tr>
<th>Learning Style</th>
<th>Experimental Group</th>
<th>Control Group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Correct Answer (x)</td>
<td></td>
</tr>
<tr>
<td>Visual</td>
<td>161</td>
<td>Visual</td>
</tr>
<tr>
<td>Auditory</td>
<td>79</td>
<td>Auditory</td>
</tr>
<tr>
<td>Kinesthetic</td>
<td>41</td>
<td>Kinesthetic</td>
</tr>
<tr>
<td>TOTAL (∑x)</td>
<td>281</td>
<td>TOTAL (∑x)</td>
</tr>
<tr>
<td>$\bar{x}$</td>
<td>15.61</td>
<td>$\bar{x}$</td>
</tr>
</tbody>
</table>
TEST OF HYPOTHESIS OF PRE-TEST OF THE STUDENTS IN GENERAL

1. Formulating the hypothesis of analyzing the data:

   Ho : $\mu_A=\mu_B$, there is no significant difference between the students’ pre-test score in experimental group and the control group in general.

   Ha : $\mu_A>\mu_B$, there is a significant difference between the students’ pre-test score in experimental group and the control group in general.

2. T-test where $df= n_A+n_B - 2 = 18+18 -2 =34$

   $t(5\%) = 1.684$

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

   Experimental Group

   $\bar{x} = \frac{\sum x}{n} = 15.61$

   s.d. =

   $= \sqrt{\frac{n\sum x^2 - (\sum x)^2}{n(n-1)}} = 4.84$

   Control Group

   $\bar{x} = \frac{\sum x}{n} = 16.83$

   s.d. =

   $= \sqrt{\frac{n\sum x^2 - (\sum x)^2}{n(n-1)}} = 5.43$

4. Calculating the standard scores ($t_0$) using the formula as follows:
5. Conclusion

Because $|t\text{-observation}|$ is 0.728 < $t(5\%)$, $H_0$ is accepted and $H_a$ is rejected. It means that there is no significant difference between the kinesthetic learners in pilot group and experimental group.
TEST OF HYPOTHESIS OF PRE-TEST OF VISUAL LEARNERS

1. Formulating the hypothesis of analyzing the data:
   
   Ho : \( \mu_A = \mu_B \), there is no significant difference between the visual learners’
   pre-test score in experimental group and the control group.

   Ha : \( \mu_A > \mu_B \), there is a significant difference between the visual learners’ pre-
   test score in experimental group and the control group.

   T-test where \( df = n_A + n_B - 2 = 10 + 10 - 2 = 18 \)

   \( t(5\%) = 1.734 \)

2. Calculation for t-observation (to):

   Experimental Group

   \[ \bar{x}_A = \frac{\sum x_A}{n_A} = 16.1 \]

   s.d. \[ \sqrt{\frac{n_A \sum x^2 - (\sum x)^2}{n_A (n_A - 1)}} \]
   \[ = 5.3 \]

   Control Group

   \[ \bar{x}_B = \frac{\sum x_B}{n_B} = 16.2 \]

   s.d. \[ \sqrt{\frac{n_B \sum x^2 - (\sum x)^2}{n_B (n_B - 1)}} \]
   \[ = 6.32 \]

3. Calculating the standard scores (to) using the formula as follows:

   \[ to = \frac{\bar{x}_A - \bar{x}_B}{\sqrt{\frac{n_A - 1 \sum x_A^2 - (\sum x_A)^2}{n_A + n_B - 2} + \frac{1}{n_A} + \frac{1}{n_B}}} \]
= 0.038

4. Conclusion

Because $|t_{\text{observation}}| < t(5\%)$, Ho is accepted and Ha is rejected. It means that there is no significant difference between the visual learners' pre-test score in experimental group and the control group.
THE TEST OF HYPOTHESIS OF PRE-TEST OF AUDITORY LEARNERS

1. Formulating the hypothesis of analyzing the data:

   Ho : \( \mu_A = \mu_B \), there is no significant difference between the auditory learners’ pre-test score in experimental group and the control group.

   Ha : \( \mu_A > \mu_B \), there is a significant difference between the auditory learners’ pre-test score in experimental group and the control group.

2. T-test where \( df = n_A + n_B - 2 = 5 + 4 - 2 = 7 \)

   \( t(5\%) = 1.895 \)

3. Calculation for t-observation (to):

   Experimental Group

   \[
   \bar{x} = \frac{\sum x}{n} = 15.8
   \]

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

   \( = 4.658 \)

   Control Group

   \[
   \bar{x} = \frac{\sum x}{n} = 17
   \]

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

   \( = 4.90 \)

4. Calculating the standard scores (to) using the formula as follows:
to $= \frac{\text{RA-RB}}{\sqrt{\frac{(nA-1)SD^2 + (nB-1)SE^2}{nA+nB-2}} \times \frac{1}{nA} + \frac{1}{nB}}$

$= 0.375$

5. Conclusion

Because $|t\text{-observation}|$ is $0.375 < t(5\%)$, $H_0$ is accepted and $H_a$ is rejected. It means that there is no significant difference between the auditory learners’ pre-test score in experimental group and the control group.
THE TEST OF HYPOTHESIS OF PRE-TEST OF KINESTHETIC LEARNERS

1. Formulating the hypothesis of analyzing the data:
   \[ Ho : \mu_A = \mu_B, \text{ there is no significant difference between the kinesthetic learners’ pre-test score in experimental group and the control group.} \]
   \[ Ha : \mu_A > \mu_B, \text{ there is a significant difference between the kinesthetic learners’ pre-test score in experimental group and the control group.} \]

2. T-test where \( df = n_A + n_B - 2 = 3 + 4 - 2 = 5 \)
   \[ t(5\%) = 2.015 \]

3. Calculation for t-observation (to):
   
   **Experimental Group**
   \[ \bar{x} = \frac{\sum x}{n} = 13.67 \]
   \[ \text{s.d.} = \sqrt{\frac{n\sum x^2 - (\sum x)^2}{n(n-1)}} \]
   \[ = 4.726 \]

   **Control Group**
   \[ \bar{x} = \frac{\sum x}{n} = 18.25 \]
   \[ \text{s.d.} = \sqrt{\frac{n\sum x^2 - (\sum x)^2}{n(n-1)}} \]
   \[ = 4.349 \]

4. Calculating the standard scores (to) using the formula as follows:
to = \frac{\overline{\text{RA-RB}}}{\sqrt{\frac{(nA-1)S_A^2 + (nB-1)S_B^2}{nA+nB-2} \cdot \frac{1}{nA} \cdot \frac{1}{nB}}} 
= 1.331 

5. Conclusion

Because \mid t\text{-observation} \mid is 1.331 < t(5\%), Ho is accepted and Ha is rejected. It means that there is no significant difference between the auditory learners’ pre-test score in experimental group and the control group.
THE RESULT OF THE POST TEST AND THE GAIN SCORE

Table 7.1  The Result of the Post-test of Visual Learners

<table>
<thead>
<tr>
<th>Students' ID</th>
<th>Experimental Group</th>
<th>Pre-test</th>
<th>Post-test</th>
<th>Gain Score (x)</th>
<th>x²</th>
<th>Control Group</th>
<th>Pre-test</th>
<th>Post-test</th>
<th>Gain Score (x)</th>
<th>x²</th>
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Table 7.2  The Result of the Post-test of Auditory Learners

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<th>Students' ID</th>
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<th>Pre-test</th>
<th>Post-test</th>
<th>Gain Score (x)</th>
<th>x²</th>
<th>Control Group</th>
<th>Pre-test</th>
<th>Post-test</th>
<th>Gain Score (x)</th>
<th>x²</th>
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**Table 7.3** The Result of the Post-test of Kinesthetic Learners

<table>
<thead>
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<th>Students' ID</th>
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<th>Control Group</th>
<th>$x^2$</th>
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</thead>
<tbody>
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<td></td>
<td>Pre-test</td>
<td>Post-test</td>
<td>Gain Score (x)</td>
</tr>
<tr>
<td>5</td>
<td>19</td>
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<td>8</td>
</tr>
<tr>
<td>8</td>
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**Table 7.4** The Result of the Post-test of the Students in general

<table>
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<th>Learning Style</th>
<th>Experimental Group</th>
<th>Control Group</th>
<th>$x^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pre-test</td>
<td>Post-test</td>
<td>Gain Score (x)</td>
</tr>
<tr>
<td>Visual</td>
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<td>249</td>
<td>88</td>
</tr>
<tr>
<td>Auditory</td>
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</tr>
<tr>
<td>Kinesthetic</td>
<td>41</td>
<td>66</td>
<td>25</td>
</tr>
<tr>
<td>TOTAL ($\sum x$)</td>
<td>281</td>
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</tr>
<tr>
<td>$\bar{x}$</td>
<td></td>
<td>8.61</td>
<td>$\bar{x}$</td>
</tr>
</tbody>
</table>
TEST OF HYPOTHESIS OF THE POST TEST OF THE STUDENTS IN GENERAL

1. Formulating the hypothesis of analyzing the data:
   
   Ho : \( \mu_A = \mu_B \), there is no significant difference between the auditory learners who are taught vocabulary by using “Dora the Explorer” video series and the visual learners who are taught vocabulary by using pictures.

   Ha : \( \mu_A > \mu_B \), there is a significant difference between the auditory learners who are taught vocabulary by using “Dora the Explorer” video series and the visual learners who are taught vocabulary by using pictures.

2. T-test where \( df = n_A + n_B - 2 = 18 + 18 - 2 = 34 \)

   \( t(5\%) = 1.684 \)

3. Calculation for t-observation (to):

   Experimental Group
   
   \[
   \bar{x} = \frac{\sum A}{n} = 8.61
   \]

   s.d. = \( \sqrt{\frac{n \cdot \sum x^2 - (\sum x)^2}{n(n-1)}} \)

   = 1.649

   Control Group
   
   \[
   \bar{x} = \frac{\sum A}{n} = 6.83
   \]

   s.d. = \( \sqrt{\frac{n \cdot \sum x^2 - (\sum x)^2}{n(n-1)}} \)

   = 1.543
4. Calculating the standard scores (to) using the formula as follows:

\[
to = \frac{RA-AB}{\sqrt{\frac{(MA-1)SA^2+(MB-1)SB^2}{MA+MB-2} + \frac{1}{MA} + \frac{1}{MB}}}
\]

= 2.428

5. Conclusion

Because \(|t\text{-observation}| = 3.358 > t(5\%)\), Ha is accepted Ho is rejected. Therefore, there is a significant difference between the students who are taught vocabulary by using “Dora the Explorer” video series and those who are taught vocabulary by using pictures in general.
TEST OF HYPOTHESIS OF THE POST TEST OF VISUAL LEARNERS

1. Formulating the hypothesis of analyzing the data:
   
   Ho : $\mu_A = \mu_B$, there is no significant difference between the visual learners who are taught vocabulary by using “Dora the Explorer” video series and the visual learners who are taught vocabulary by using pictures.
   
   Ha : $\mu_A > \mu_B$, there is a significant difference between the visual learners who are taught vocabulary by using “Dora the Explorer” video series and the visual learners who are taught vocabulary by using pictures.

2. T-test where $df = n_A + n_B - 2 = 10 + 10 = 18$
   
   $t(5\%) = 1.734$

3. Calculation for t-observation ($t_0$):
   
   Experimental Group
   
   $\bar{x} = \frac{\sum x}{n} = 8.8$
   
   s.d. = $\sqrt{\frac{n\sum x^2 - (\sum x)^2}{n(n-1)}}$
   
   $= 1.814$

   Control Group
   
   $\bar{x} = \frac{\sum x}{n} = 7.1$
   
   s.d. = $\sqrt{\frac{n\sum x^2 - (\sum x)^2}{n(n-1)}}$
   
   $= 1.729$

4. Calculating the standard scores ($t_0$) using the formula as follows:
5. Conclusion

Because $|t| > t(5%)$, $H_a$ is accepted and $H_0$ is rejected. Therefore, there is a significant difference between the visual learners who are taught vocabulary by using “Dora the Explorer” video series and the visual learners who are taught vocabulary by using pictures.

TEST OF HYPOTHESIS OF THE POST TEST OF AUDITORY LEARNERS
1. Formulating the hypothesis of analyzing the data:

Ho : $\mu_A=\mu_B$, there is no significant difference between the auditory learners who are taught vocabulary by using “Dora the Explorer” video series and the visual learners who are taught vocabulary by using pictures.

Ha : $\mu_A>\mu_B$, there is a significant difference between the auditory learners who are taught vocabulary by using “Dora the Explorer” video series and the visual learners who are taught vocabulary by using pictures.

2. T-test where df= nA+nB – 2 = 5+4 -2 = 7

$t(5\%) = 1.895$

3. Calculation for t-observation (to):

Experimental Group

$$\bar{x} = \frac{\sum x}{n} = 8.4$$

s.d. =

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

1.673

Control Group

$$\bar{x} = \frac{\sum x}{n} = 6$$

s.d. =

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

1.155

4. Calculating the standard scores (to) using the formula as follows:
5. Conclusion

Because \( |t\text{-observation}| = 2.428 > t(5\%) \), \( H_a \) is accepted and \( H_0 \) is rejected.

Therefore, there is a significant difference between the auditory learners who are taught vocabulary by using “Dora the Explorer” video series and the visual learners who are taught vocabulary by using pictures.

\[
t = \frac{\bar{X}_A - \bar{X}_B}{\sqrt{\frac{(n_A-1)s_A^2 + (n_B-1)s_B^2}{n_A + n_B - 2} \left( \frac{1}{n_A} + \frac{1}{n_B} \right)}}
\]

\[= 2.428\]
1. Formulating the hypothesis of analyzing the data:

Ho : \( \mu_A=\mu_B \), there is no significant difference between the kinesthetic learners who are taught vocabulary by using “Dora the Explorer” video series and the visual learners who are taught vocabulary by using pictures.

Ha : \( \mu_A>\mu_B \), there is a significant difference between the kinesthetic learners who are taught vocabulary by using “Dora the Explorer” video series and the visual learners who are taught vocabulary by using pictures.

2. T-test where \( df=n_A+n_B-2=3+4-2=5 \)

\( t(5\%) = 2.015 \)

3. Calculation for t-observation (to):

Experimental Group

\[
\bar{x} = \frac{\sum x}{n} = 8.3
\]

s.d. = 

\[
= \sqrt{\frac{n\sum x^2 - (\sum x)^2}{n(n-1)}} = 1.528
\]

Control Group

\[
\bar{x} = 7
\]

s.d. = 

\[
= \sqrt{\frac{n\sum x^2 - (\sum x)^2}{n(n-1)}} = 1.41
\]

4. Calculating the standard scores (to) using the formula as follows:
to = \frac{\overline{X_A} - \overline{X_B}}{\sqrt{\frac{(n_A-1)s_A^2 + (n_B-1)s_B^2}{n_A + n_B - 2}} \sqrt{\frac{1}{n_A} + \frac{1}{n_B}}}

= 1.167

5. Conclusion

Because | t-observation | is 1.167 < t(5%) , Ho is accepted and Ha is rejected.

Therefore, there is no significant difference between the kinesthetic learners who are taught vocabulary by using “Dora the Explorer” video series and the visual learners who are taught vocabulary by using pictures.
LESSON PLAN EXPERIMENTAL GROUP
TREATMENT I

Subject : English
Skills : Listening, Speaking, Reading, Writing
Language Components : Vocabulary, Pronunciation
Topic : Color
Education level : Elementary School
Class/Semester : I/ 1
Time Allocation : 1x 30 minutes

A. BASIC COMPETENCE
Students are able to know the vocabulary of the colors.

B. ACHIEVEMENT INDICATORS
Listening : Students are able to understand the color uttered in the video.
Speaking : Students are able to answer the teacher’s question orally.
Reading : Students are able to read the instruction.
Writing : Students are able to write the vocabularies in the correct spelling.
Pronunciation : Students are able to pronounce the vocabularies correctly.
Vocabulary : Students are able to identify the color.

C. LEARNING MATERIAL
- video
- student’s worksheet

D. TECHNIQUE
- repetition drill
- question and answer
## E. CLASS ACTIVITY

<table>
<thead>
<tr>
<th>No.</th>
<th>Procedures</th>
<th>Skill / Sub Skill</th>
<th>Activities</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Pre-Instructional Activities</td>
<td>Listening, Speaking</td>
<td>The students are asked to answer the triggering questions orally.</td>
<td>1’</td>
</tr>
<tr>
<td>2.</td>
<td>Whilst Instructional Activities</td>
<td>Listening, Vocabulary</td>
<td>The students are asked to watch “Dora the Explorer” video series twice.</td>
<td>17’</td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td>Listening, Speaking, Vocabulary</td>
<td>(The students are asked to guess the meaning of the vocabulary in the video and discuss it with the teacher)</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td>Pronunciation</td>
<td>(The students are asked to repeat the pronunciation after the teacher.)</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td>Vocabulary, Writing</td>
<td>The students are asked to spell and pronounce the vocabulary in the handout loudly.</td>
<td>2’</td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td>Vocabulary and Pronunciation</td>
<td>The teacher asks the students to read aloud the handout given by the teacher and give the meaning in Indonesian.</td>
<td>2’</td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td>Reading, writing, vocabulary.</td>
<td>The students are asked to do the worksheet.</td>
<td>5’</td>
</tr>
<tr>
<td></td>
<td>Post-Instructional Activities</td>
<td>Speaking, pronunciation, vocabulary, listening.</td>
<td>Post Instructional Activities</td>
<td></td>
</tr>
<tr>
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<tr>
<td></td>
<td></td>
<td></td>
<td>The students are asked to pronounce, spell and give the meaning of the vocabulary given</td>
<td>3’</td>
</tr>
</tbody>
</table>
TEACHER’S NOTE

I. PRE-INSTRUCTIONAL ACTIVITIES

- The teacher asks the students to answer the triggering questions:
  a. Have you ever seen the rainbow?
  b. What colors of the rainbow that you know?

II. WHILST-INSTRUCTIONAL ACTIVITIES

The teacher:

a. plays the video while pausing it when the vocabularies taught appear.
   (The teacher asks the students to guess the meaning of the vocabulary in the video and discuss it with the teacher).

b. The students are asked to repeat the pronunciation after the teacher.

c. The students are asked to spell and pronounce the vocabulary in the handout loudly.

d. The teacher asks the students to read aloud the handout given by the teacher and give the meaning in Indonesian.

e. The students are asked to do the worksheet.

III. POST INSTRUCTIONAL ACTIVITIES

The teacher asks the students to pronounce and give the meaning of the vocabularies given.

LESSON PLAN EXPERIMENTAL GROUP
TREATMENT II

Subject : English
Skills : Listening, Speaking, Reading, Writing
Language Components : Vocabulary, Pronunciation
Topic : Shape
Education level : Elementary School
Class/Semester : I/ 1
Time Allocation : 1x 30 minutes

A. BASIC COMPETENCE
Students are able to know the vocabulary of the shapes.

B. ACHIEVEMENT INDICATORS
Listening : Students are able to understand the shapes uttered in the video.
Speaking : Students are able to answer the teacher’s question orally.
Reading : Students are able to read the instruction.
Writing : Students are able to write the vocabularies in the correct spelling.
Pronunciation : Students are able to pronounce the vocabularies correctly.
Vocabulary : Students are able to identify the shape.

C. LEARNING MATERIAL
a. video
b. student’s worksheet

D. TECHNIQUE
a. repetition drill
b. question and answer

E. CLASS ACTIVITY
<table>
<thead>
<tr>
<th>No.</th>
<th>Procedures</th>
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<th>Activities</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Pre-Instructional</td>
<td>Listening, Speaking</td>
<td>The students are asked to answer the triggering questions orally.</td>
<td>1’</td>
</tr>
<tr>
<td></td>
<td>Activities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Whilst Instructional</td>
<td>Listening, Vocabulary</td>
<td>The students are asked to watch “Dora the Explorer” video series twice.</td>
<td>17’</td>
</tr>
<tr>
<td></td>
<td>Activities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td>Listening, Speaking,</td>
<td>(The students are asked to guess the meaning of the vocabulary in the video</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Vocabulary</td>
<td>and discuss it with the teacher)</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td>Pronunciation</td>
<td>(The students are asked to repeat the pronunciation after the teacher.)</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td>Vocabulary, Writing</td>
<td>The students are asked to spell and pronounce the vocabulary in the handout</td>
<td>2’</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>loudly.</td>
<td></td>
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<tr>
<td>6.</td>
<td></td>
<td>Vocabulary and Pronunciation</td>
<td>The teacher asks the students to read aloud the handout given by the teacher</td>
<td>2’</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>and give the meaning in Indonesian.</td>
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</tr>
<tr>
<td>7.</td>
<td></td>
<td>Reading, writing, vocabulary.</td>
<td>The students are asked to do the worksheet.</td>
<td>5’</td>
</tr>
<tr>
<td>8.</td>
<td>Post-Instructional</td>
<td>Speaking, pronunciation,</td>
<td>Post Instructional Activities</td>
<td>3’</td>
</tr>
<tr>
<td></td>
<td>Procedures</td>
<td></td>
<td>The students are asked to</td>
<td></td>
</tr>
<tr>
<td>Activities</td>
<td>vocabulary, listening.</td>
<td>pronounce, spell and give the meaning of the vocabulary given</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TEACHER’S NOTE**

1. **PRE-INSTRUCTIONAL ACTIVITIES**
• The teacher asks the students to answer the triggering questions:
  o Do you know the meaning of the shape?
  o Look at this shape! (the teacher draws the picture of circle). Can anyone mention things in the classroom that have the same shape like this?
  o How about this? (the teacher draws the picture of rectangle). Can you find things that have the same shape like it?

II. WHILST-INSTRUCTIONAL ACTIVITIES
The teacher:
  a. plays the video while pausing it when the vocabularies taught appear.
     (The teacher asks the students to guess the meaning of the vocabulary in the video and discuss it with the teacher).
  b. The students are asked to repeat the pronunciation after the teacher.
  c. The students are asked to spell and pronounce the vocabulary in the handout loudly.
  d. The teacher asks the students to read aloud the handout given by the teacher and give the meaning in Indonesian.
  e. The students are asked to do the worksheet.

III. POST INSTRUCTIONAL ACTIVITIES
The teacher asks the students to pronounce and give the meaning of the vocabularies given.

LESSON PLAN EXPERIMENTAL GROUP
TREATMENT III
A. BASIC COMPETENCE
Students are able to know the vocabulary of the size.

B. ACHIEVEMENT INDICATORS
Listening : Students are able to understand the size uttered in the video.
Speaking  : Students are able to answer the teacher’s question orally.
Reading   : Students are able to read the instruction.
Writing   : Students are able to write the vocabularies in the correct spelling.
Pronunciation : Students are able to pronounce the vocabularies correctly.
Vocabulary : Students are able to identify the size.

C. LEARNING MATERIAL
   a. video
   b. student’s worksheet

D. TECHNIQUE
   a. repetition drill
   b. question and answer

E. CLASS ACTIVITY

<table>
<thead>
<tr>
<th>No.</th>
<th>Procedures</th>
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<th>Activities</th>
<th>Time</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Skill</td>
<td>Description</td>
<td>Time</td>
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</tr>
<tr>
<td>1</td>
<td>Pre-Instructional Activities</td>
<td>Listening, Speaking</td>
<td>1’</td>
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<tr>
<td></td>
<td></td>
<td>The students are asked to answer the triggering questions orally.</td>
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<td>2</td>
<td>Whilst Instructional Activities</td>
<td>Listening, Vocabulary</td>
<td>17’</td>
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<td></td>
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<td>The students are asked to watch “Dora the Explorer” video series twice.</td>
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<td>3</td>
<td></td>
<td>Listening, Speaking, Vocabulary</td>
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<tr>
<td></td>
<td></td>
<td>(The students are asked to guess the meaning of the vocabulary in the video and discuss it with the teacher)</td>
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<td>4</td>
<td></td>
<td>Pronunciation</td>
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<td>(The students are asked to repeat the pronunciation after the teacher.)</td>
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<td>5</td>
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<td>Vocabulary, Writing</td>
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<td>The students are asked to spell and pronounce the vocabulary in the handout loudly.</td>
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<td>Vocabulary and Pronunciation</td>
<td>2’</td>
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<td>The teacher asks the students to read aloud the handout given by the teacher and give the meaning in Indonesian.</td>
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<tr>
<td>7</td>
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<td>Reading, writing, vocabulary</td>
<td>5’</td>
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<tr>
<td></td>
<td></td>
<td>The students are asked to do the worksheet.</td>
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<tr>
<td>8</td>
<td>Post-Instructional Activities</td>
<td>Speaking, pronunciation, vocabulary,</td>
<td>3’</td>
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<td></td>
<td></td>
<td>Post Instructional Activities</td>
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<td>The students are asked to pronounce, spell and give the</td>
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<tr>
<td>Activities</td>
<td>listening.</td>
<td>meaning of the vocabulary given</td>
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</tbody>
</table>

TEACHER’S NOTE

I. PRE-INSTRUCTIONAL ACTIVITIES
• The teacher asks the students to answer the triggering questions:
  o Do you know the meaning of the size?
  o Can anyone mention the size of an elephant?
  o Can anyone mention the size of an ant?

II. WHILST-INSTRUCTIONAL ACTIVITIES

The teacher:
  a. plays the video while pausing it when the vocabularies taught appear.
     (The teacher asks the students to guess the meaning of the vocabulary in the video and discuss it with the teacher).
  b. The students are asked to repeat the pronunciation after the teacher.
  c. The students are asked to spell and pronounce the vocabulary in the handout loudly.
  d. The teacher asks the students to read aloud the handout given by the teacher and give the meaning in Indonesian.
  e. The students are asked to do the worksheet.

III. POST INSTRUCTIONAL ACTIVITIES

The teacher asks the students to pronounce and give the meaning of the vocabularies given.
F. BASIC COMPETENCE

Students are able to know the vocabulary of the colors.

G. ACHIEVEMENT INDICATORS

Listening : Students are able to get the teacher’s explanation.
Speaking : Students are able to answer the teacher’s question orally.
Reading : Students are able to read the instruction.
Writing : Students are able to write the vocabularies in the correct spelling.

Pronunciation : Students are able to pronounce the vocabularies correctly.
Vocabulary : Students are able to identify the color.

H. LEARNING MATERIAL

- Picture
- Student’s worksheet

I. TECHNIQUE

- Repetition drill
- Question and answer
### J. CLASS ACTIVITY

<table>
<thead>
<tr>
<th>No.</th>
<th>Procedures</th>
<th>Skill / Sub Skill</th>
<th>Activities</th>
<th>Time</th>
</tr>
</thead>
</table>
| 1.  | Pre-Instructional Activities        | Listening, Speaking | *Pre Instructional Activities*  
The students are asked to answer the triggering questions orally. | 1’   |
| 2.  | Whilst Instructional Activities     | Listening, Vocabulary | *Whilst Instructional Activities*  
The students are asked to listen to the teacher’s explanation about the lesson. The teacher uses picture. | 17’  |
<p>| 3.  |                                    | Listening, Speaking, Vocabulary | The students are asked to read the hand-out silently. |      |
| 4.  |                                    | Pronunciation      | The students are asked to repeat the pronunciation after the teacher. |      |
| 5.  |                                    | Vocabulary, Writing | The students are asked to spell and pronounce the vocabulary in the handout loudly. | 2’   |
| 6.  |                                    | Vocabulary and Pronunciation | The teacher asks the students to read aloud the handout given by the teacher and give the meaning in Indonesian. | 2’   |
| 7.  |                                    | Reading, writing, | The students are asked to do the worksheet. | 5’   |</p>
<table>
<thead>
<tr>
<th></th>
<th>Post-Instructional Activities</th>
<th>Speaking, pronunciation, vocabulary, listening.</th>
<th>The students are asked to pronounce, spell and give the meaning of the vocabulary given</th>
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<tbody>
<tr>
<td>8</td>
<td></td>
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<td></td>
<td>3’</td>
</tr>
</tbody>
</table>
IV. PRE-INSTRUCTIONAL ACTIVITIES

- The teacher asks the students to answer the triggering questions:
  c. Do you like baloons?
  d. What colors of baloons that you like?

V. WHILST-INSTRUCTIONAL ACTIVITIES

The teacher:

a. The students are asked to listen to the teacher’s explanation about the lesson. The teacher uses picture.

b. The students are asked to read the hand out silently.

e. The students are asked to repeat the pronunciation after the teacher.

f. The students are asked to spell and pronounce the vocabulary in the handout loudly.

g. The teacher asks the students to read aloud the handout given by the teacher and give the meaning in Indonesian.

h. The students are asked to do the worksheet.

VI. POST INSTRUCTIONAL ACTIVITIES

The teacher asks the students to pronounce and give the meaning of the vocabulary given.
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="red balloon" /></td>
<td><strong>red</strong></td>
</tr>
<tr>
<td><img src="image" alt="green balloon" /></td>
<td><strong>green</strong></td>
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<tr>
<td><img src="image" alt="yellow balloon" /></td>
<td><strong>yellow</strong></td>
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<tr>
<td><img src="image" alt="purple balloon" /></td>
<td><strong>purple</strong></td>
</tr>
<tr>
<td><img src="image" alt="blue balloon" /></td>
<td><strong>blue</strong></td>
</tr>
<tr>
<td><img src="image" alt="pink balloon" /></td>
<td><strong>pink</strong></td>
</tr>
</tbody>
</table>
LESSON PLAN CONTROL GROUP

TREATMENT II

Subject : English
Skills : Listening, Speaking, Reading, Writing
Language Components : Vocabulary, Pronunciation
Topic : Shape
Education level : Elementary School
Class/Semester : 1/1
Time Allocation : 1x 30 minutes

K. BASIC COMPETENCE

Students are able to know the vocabulary of the colors.

L. ACHIEVEMENT INDICATORS

Listening : Students are able to get the teacher’s explanation.
Speaking : Students are able to answer the teacher’s question orally.
Reading : Students are able to read the instruction.
Writing : Students are able to write the vocabularies in the correct spelling.

Pronunciation : Students are able to pronounce the vocabularies correctly.
Vocabulary : Students are able to identify the shape.

M. LEARNING MATERIAL

- Picture
- student’s worksheet

N. TECHNIQUE

- repetition drill
- question and answer
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Pre-Instructional Activities</td>
<td>Listening , Speaking</td>
<td><strong>Pre Instructional Activities</strong> The students are asked to answer the triggering questions orally.</td>
<td>1’</td>
</tr>
<tr>
<td>2.</td>
<td>Whilst Instructional Activities</td>
<td>Listening, Vocabulary</td>
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</tbody>
</table>
TEACHER’S NOTE

I. PRE-INSTRUCTIONAL ACTIVITIES

- The teacher asks the students to answer the triggering questions:
  - Do you know the meaning of the shape?
  - Look at this shape! (the teacher draws the picture of circle). Can anyone mention things in the classroom that have the same shape like this?
  - How about this? (the teacher draws the picture of rectangle). Can you find things that have the same shape like it?

II. WHILST-INSTRUCTIONAL ACTIVITIES

The teacher:

a. The students are asked to listen to the teacher’s explanation about the lesson. The teacher uses picture.

b. The students are asked to read the handout silently.

c. The students are asked to repeat the pronunciation after the teacher.

d. The students are asked to spell and pronounce the vocabulary in the handout loudly.

e. The teacher asks the students to read aloud the handout given by the teacher and give the meaning in Indonesian.

f. The students are asked to do the worksheet.

VII. POST INSTRUCTIONAL ACTIVITIES

The teacher asks the students to pronounce and give the meaning of the vocabulary given.
LEARNING MATERIAL

rectangle  square

star  circle

oval  triangle
TREATMENT III

Subject : English
Skills : Listening, Speaking, Reading, Writing
Language Components : Vocabulary, Pronunciation
Topic : Size
Education level : Elementary School
Class/Semester : I / I
Time Allocation : 1x 30 minutes

A. BASIC COMPETENCE

Students are able to know the vocabulary of the size.

B. ACHIEVEMENT INDICATORS

Listening : Students are able to get the teacher’s explanation.
Speaking : Students are able to answer the teacher’s question orally.
Reading : Students are able to read the instruction.
Writing : Students are able to write the vocabularies in the correct spelling.

Pronunciation : Students are able to pronounce the vocabularies correctly.

Vocabulary : Students are able to identify the size.

C. LEARNING MATERIAL

a. Picture
b. student’s worksheet

D. TECHNIQUE

a. repetition drill
b. question and answer
## E. CLASS ACTIVITY

<table>
<thead>
<tr>
<th>No.</th>
<th>Procedures</th>
<th>Skill / Sub Skill</th>
<th>Activities</th>
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**TEACHER’S NOTE**
I. PRE-INSTRUCTIONAL ACTIVITIES
   - The teacher asks the students to answer the triggering questions:
     o Do you know the meaning of the size?
     o Can anyone mention the size of an elephant?
     o Can anyone mention the size of an ant?

II. WHILST-INSTRUCTIONAL ACTIVITIES
    The teacher:
    a. The students are asked to listen to the teacher’s explanation about the lesson. The teacher uses picture.
    b. The students are asked to read the hand out silently.
    c. The students are asked to repeat the pronunciation after the teacher.
    d. The students are asked to spell and pronounce the vocabulary in the handout loudly.
    e. The teacher asks the students to read aloud the handout given by the teacher and give the meaning in Indonesian.
    f. The students are asked to do the worksheet.

III. POST INSTRUCTIONAL ACTIVITIES
    The teacher asks the students to pronounce and give the meaning of the vocabulary given.
WORKSHEET

What are the colors of the clown's balls?

a. ...........................................
b. ...........................................
c. ...........................................
d. ...........................................
e. ...........................................
f. ...........................................
g. ...........................................
h. ...........................................
i. ...........................................
j. ...........................................

black yellow
purple green red
brown orange grey
blue pink
WORKSHEET

What shape are these?

1. __ __ __ __ __ __ __ __
2. __ __ __ __ __
3. __ __ __ __
4. __ __ __ __ __ __ __ __
5. __ __ __ __ __ __ __ __
6. __ __ __ __

oval  triangle  circle  square
rectangle  star
WORKSHEET

Unscramble the letters!

1. f-t-a = 

2. b-g-i = 

3. t-n-i-h = 

4. s-o-h-t-r = 

5. t-l-a-l = 

6. s-a-m-l-l = 

a. big        b. small        c. tall

d. short      e. thin         f. fat