

**APPENDIX 1**  
**Lesson Plan**  
**(First Meeting)**

Subject	: English
Language Competence	: Vocabulary
Theme/Topic	: Animals
Class	: Elementary School Fourth grade
Semester	: 2
Time Allocated	: 1x50 minutes

**A. Competence**

**1. Basic Competence**

- Students are able to comprehend the vocabulary related to the animals.
- Students are able to understand other key words found in the story.
- Students are able to understand the story “The Hare and The Tortoise”.

**2. Achievement Indicators**

- Students are able to write the name of the animals.
- Students are able to find the meanings of the words related to the story.
- Students are able to answer questions related to the story correctly.

## B. Teaching and Learning Activities

Stages	Activities		Time Allotment
	Teacher	Students	
<b>Pre-Instructional Activities</b>	Greets the students “Hello, Good Morning.” “How are you today?”	Respond to the greeting.	5seconds
	Gives triggering questions “Who knows the English word of kura-kura?” “Who knows the English word of kancil?”  “Today, we will listen to a story and learn words related to animals. The title is The Hare and The Tortoise.”	Answer the teacher’s questions	30seconds
<b>Whilst-Instructional Activities</b>	Tells the story of “The Hare and The Tortoise” story with storytelling technique (do gestures, different voice, etc)	Listen to the teacher	15minutes
	Asks the students to do the first exercise, which they must answer the questions related to the story.	Do the exercise	5minutes
	Check the students’ answers by calling the students’ name one by one.	Do the teacher’s instruction	5minutes

	Asks the students to do the vocabulary exercise	Do the exercise	10minutes
	Asks the students to write down the answer on the white board.	Do the teacher's instruction	3minutes
	Check the students' answers	Check the answers together	7minutes
<b>Post-Instructional Activities</b>	Reviews the lesson today "What is .....(kura-kura) in English?" with point to all the animal's pictures.	Answer the teacher's questions.	5minutes
	Says goodbye to the students	Respond the teacher.	5seconds

### C. Material

#### **The Hare and the Tortoise**

##### **Topic: Animals**

It is a nice sunny day.

**The hare** wake up from his sleep and says," What a nice day! I will go to play in the fields."

Then, he goes to the fields and meets with his friends.

"Hi, everybody! How are you?" says the hare.

"Fine!" answers their friends.

Then, the hare is boasting of his speed before the other animals.

"I have never yet been beaten. I challenge any one here to race with me." says the hare.

**The tortoise** said quietly, "I accept your challenge."

"That is a good joke," said the hare. "I could dance round you all the way."

"Keep your boasting till you've won," answered the tortoise. "Shall we race?"

Then, they point **the beaver** to be the jury.

"Are you ready? Get set. Go!" shout the beaver.

The hare is running very fast.

"I will have to do my best."

"Come on! Go, tortoise, go!" support **goose, peacock and moose**.

But, the tortoise is running too slowly.

"Come on! Go tortoise, go! Hurrah hurrah for the tortoise!" shout goose, peacock and moose.

The hare is almost at the top. The hare darted almost out of sight at once, but soon stopped and to show his contempt for the tortoise, lay down to have a nap.

"I can now see the top of the hill. Hoahhm, I'll take a rest first. The tortoise can't come after me." says the hare.

The hare is sleeping. "Grook...Grokkk.."

The tortoise plodded on and plodded on, and he is almost at the top.

'Hurrah! The tortoise will win!" shout goose, peacock and moose.

"Wake up Hare! You will lose the race." shout **muskkrat, porcupine and civet**.

When the hare awoke from his nap, he saw the tortoise just near the winning-post and could not run up in time to save the race.

"Oh, my goodness!"

It's too late. The tortoise already reaches the finish line.

“The winner is the Tortoise!!!!” says the beaver.

“Yeah!!!!” cheers goose, peacock and moose.

“Oww, you lost the race only because you slept on the way” says muskrat, porcupine and civet.

“Slow but steady progress wins the race.” said the tortoise.

“Yeah... But, its okay. Its just a game. The important thing is we are having fun, friends.” says the hare.

“Yeah..Ok then, see you tomorrow”

“Bye...Bye

#### **D. Exercise**

See in students' worksheet.

#### **E. Technique**

Story telling

#### **F. Media**

Pictures and puppets

#### **G. References**

Source

Pustaka Bahasa Inggris yang Pertama, Tira Pustaka, Jakarta.

#### **H. Evaluation**

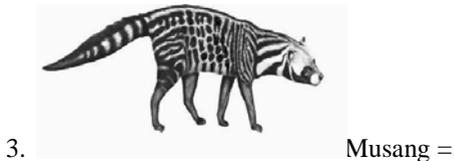
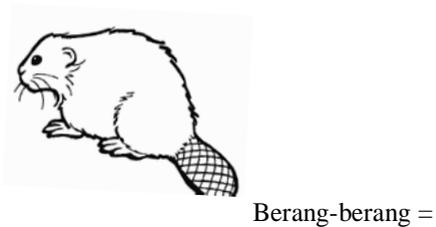
Evaluation is given through post-test after the treatments are done.

## STUDENTS' WORKSHEET

### I. Answer the questions based on the story!

1. Who were the participants of the race?
2. Who were the juries?
3. What happened to the hare in the middle of the race?
4. Who were the tortoise's friends?
5. What moral values can we get from the story?

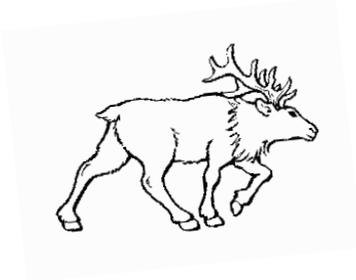
### II. Give the name of the animals in English!





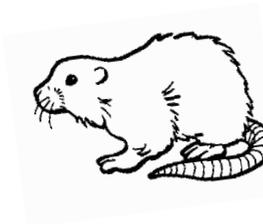
4.

Kura-kura darat =



5.

Rusa besar =



6.

Tikus air =



7.

Merak =



8.

Landak =



9.

Kelinci/Terwelu =

**III. Find the meaning of this words in Indonesian.**

1. The hare says that he will go to play in the **fields**.

Field =

2. The hare is **boasting** of his speed.  
Boasting =
3. “I have never yet been **beaten**.” said the hare  
Beaten =
4. “I **challenge** anyone here!”  
Challenge =
5. “Hmmm, I **accept** your challenge.”  
Accept=
6. The hare **darted** almost out of sight at once  
Dart =
7. He **lay down** to have a nap  
Lay down =
8. “The tortoise can’t **come after** me” said the hare  
Come after =
9. The tortoise **plodded on** and he is almost at the top.  
Plodded on =
10. Slow but **steady** progress wins the race.  
Steady =

**APPENDIX 2**  
**LESSON PLAN**  
**(Second Meeting)**

Subject	: English
Language Competence	: Vocabulary
Theme/Topic	: Parts of Body
Class	: Elementary School Fourth Grade
Semester	: 2
Time Allocated	: 1x50 minutes

**A. Competence**

**1. Basic Competence**

- Students are able to comprehend the vocabulary related to the parts of the body.
- Students are able to understand other key words found in the story.
- Students are able to understand the story “Little Red Riding Hood”.

**2. Achievement Indicators**

- Students are able to write the name of the parts of the body.
- Students are able to find the meanings of the words related to the story.
- Students are able to answer questions related to the story correctly.

## B. Teaching and Learning Activities

Stages	Activities		Time Allotment
	Teacher	Students	
<b>Pre-Instructional Activities</b>	Greets the students “Hello, Good Morning.” “How are you today?”	Respond to the greeting.	5seconds
	Gives triggering questions “Who knows this in English?” (point to eyes) “How about this?” (point to ears, etc) “Today, we will listen to a story and learn about parts of the body.” “The title of the story is “Little Red Riding Hood.”	Answer the teacher’s questions	30seconds

<b>Whilst- Instructional Activities</b>	Tells the story of “Little Red Riding Hood” story with storytelling technique (do gestures, different voice,etc)	Listen to the teacher’s	15minutes
	Asks the students to do the first exercise, which they must answer the questions related to the story	Do the exercise	5minutes
	Check the students’ answers by calling the students’ name one by one.	Answer the questions	5minutes
	Asks the students to do the vocabulary exercise	Do the exercise	10minutes
	Asks the students to write down the answer on the white board.	Do the teacher’s instruction	3minutes
	Check the students’ answers	Check the answers together	7minutes

<b>Post-Instructional Activities</b>	Reviews the lesson today “So, what have we learned today?” “What is it?” (point to the parts of the body one by one.)	Answer the teacher’s questions.	5minutes
	Says goodbye to the students	Respond to the teacher.	5seconds

### C. Material

#### Little Red Riding Hood

##### Topic : Parts of Body

Once upon a time, there was a little girl who always wore a red hood, so everybody called her “Red RidingHood”.

One day, her mother said to Red Riding Hood, "Go to your granny and bring this cake and wine. She is ill and weak, and this will refresh her. Don't go out of the road, otherwise you will fall and break the bottle, and then poor granny will have nothing."

Red Riding Hood said, "I will go now, mother."

When Red Riding Hood went into the forest, she met a wolf. But she did not know what a cruel him and was not afraid of him.

"Where do you want to go and what have you there under your mantle, Red Riding Hood?"

"To granny and this is cake and wine for her."

"Where does your granny live, Red Riding Hood?"

"Not far from here. Under the big nut tree." said Red Riding Hood.

The wolf said to himself, "Hmm...She will taste better than the old woman; but I must trick her cleverly, that I may catch both."

Then, the wolf said to Red Riding Hood, "Red Riding Hood! Just look! There are such pretty flowers here! Why don't you look round at them all?"

Little Red Riding Hood lifted up her eyes, and says "If I bring some flowers to granny, it will cheer her."

When she picks up some flowers, the wolf go to old granny's house and knocked at the door.

"Who's there?" asks the old granny

"Little Red Riding Hood, who has brought cake and wine. Open!"

"Only press the latch," cried granny. "I am so weak that I cannot stand."

The wolf pressed the latch, walked in, and goes straight to granny's bed and ate her up. Then he took her clothes, dressed himself in them, put her cap on his head, lay down in her bed and drew the curtains.

Then, the Red Riding Hood arrived in Granny's house. She comes near the bed and saw a lay granny, with her cap drawn down to her eyes, and looking so queer!

"Ah, granny! Why have you such long **forearm**? Oww you also have sharp **chin**."

"Why is your **calf** so hairy, Granny?"

"You also have huge **thigh**!"

"You've changed, Granny."

Suddenly, the wolf jump out of bed and ate her up. When the wolf had satisfied his appetite, he lay down again in the bed, and began to snore tremendously.

A huntsman came past, and bethought himself, "How can an old woman snore like that? I'll just have a look to see what it is."

He went into the room, and looked into the bed; there lay the wolf. "Perhaps the wolf has only swallowed granny. "

Therefore he did not shoot, but took a knife and began to cut open the sleeping wolf's maw. Suddenly, he saw a red hood gleam, and after one or

two more cuts Red Riding Hood came out, and cried, "Oh, how frightened I have been; it was so dark in the wolf's maw!"

Then, the Red Riding Hood fetched large stones, with which they filled the wolf's maw, and when he woke he wanted to jump up and run away, but the stones were so heavy that he fell on the ground and beat himself to death.

In the end, the huntsman took off the wolf's skin; granny ate the cake and drank the wine which little Red Riding Hood had brought, and became strong and well again; and little Red Riding Hood thought to herself, "As long as I live, I will obey my mother's command.

**D. Exercise**

See in students' worksheet

**E. Technique**

Story telling

**F. Media**

Pictures and puppets

**G. References**

<http://www.pitt.edu/~dash/type0333.html>

**H. Evaluation**

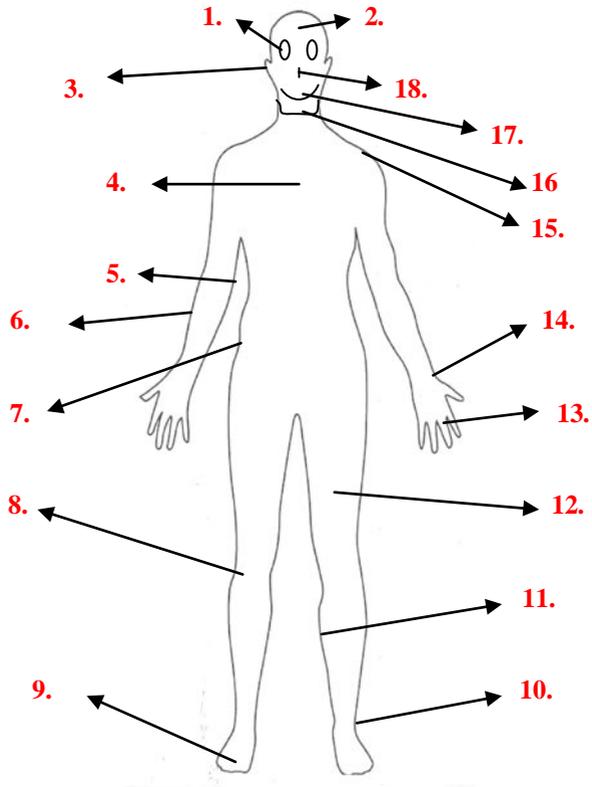
Evaluation is given through post-test after the treatments are done.

## STUDENTS' WORKSHEET

### I. Answer the questions based on the story!

1. Why did everybody call the girl "Red Hood"?
2. What did Red Hood's mother ask to do?
3. How did the wolf disguise as a granny?
4. How did the huntsman help the Red Hood and the granny?
5. What happened to the wolf in the end of the story?

### II. Give the correct name of the parts of the body



### III. Find the meaning of the words in Indonesian!

1. Little Red Hood **lifted up** her eyes.

Lifted up =

2. “Only press the **latch**.” Granny said.

Latch =

3. The wolf looked so **queer**!

Queer =

4. A **hunter** saw a red hood gleam

Hunter =

5. Then, the Red Hood **gathered** large stones to fill the wolf’s maw.

Gathered =

**APPENDIX 3**  
**LESSON PLAN**  
**(Third Meeting)**

Subject	: English
Language Competence	: Vocabulary
Theme/Topic	: Houses
Class	: Elementary School Fourth Grade
Semester	: 2
Time Allocated	: 1x50 minutes

**A. Competence**

**1. Basic Competence**

- Students are able to comprehend the vocabulary related to house.
- Students are able to understand other key words found in the story.
- Students are able to understand the story “The Three Little Pigs”.

**2. Achievement Indicators**

- Students are able to fill the meanings of the words related to house
- Students are able to find the meanings of the other key words related to the story.
- Students are able to answer questions related to the story.

## B. Teaching and Learning Activities

Stages	Activities		Time Allotment
	Teacher	Students	
<b>Pre-Instructional Activities</b>	Greets the students “Hello, Good Morning.” “How are you today?”	Respond to the greeting.	5seconds
	Gives triggering questions “Who knows this in English?” (draw a house) “How about this?” (draw a pot) “Today, we will listen to a story and learn about houses.” “The title of the story is The Three Little Pigs.”	Answer the teacher’s questions	30seconds

<b>Whilst- Instructional Activities</b>	Tells the story of “ The Three Little Pigs” story with storytelling technique (do gestures, different voice,etc)	Listen to the teacher’s	15minutes
	Asks the students to do the first exercise, which they must answer the questions related to the story	Do the exercise	5minutes
	Check the students’ answers by calling the students’ name one by one.	Do the teacher’s instruction	5minutes
	Asks the students to do the vocabulary exercise	Do the exercise	10minutes
	Asks the students to write down the answer on the white board.	Do the teacher’s instruction	3minutes
	Check the students’ answers	Check the answers together	7minutes

<b>Post-Instructional Activities</b>	Reviews the lesson today “So, what have we learned today?” “Tell me three kinds of houses according to the story.”	Answer the teacher’s questions.	5minutes
	Says goodbye to the students	Respond the teacher.	5seconds

### C. Material

#### The Three Little Pigs

##### Topic : House

Once upon a time there were three little pigs and the time came for them to leave home and seek their fortunes. Before they left, their mother told them " Whatever you do , do it the best that you can because that's the way to get along in the world.

“Hmmm, I will get some straw and make a house quickly.” says the first little pig. The second little pig says, I will make an amuse house. I will get some wood and make a stronger house than yours.”Then, the third little pig says “ Brothers, straw and wood are not strong. I will get some bricks and make the strongest house.”

The three little pigs make their own house and they are very happy. But one night, the big bad wolf, who deadly loved to eat fat little piggies, comes along the road. He knocks at the door of the first little pig.

“Little pig, little pig, let me in, let me in.”

“Not by the hair on my chinny chin chin!” said the first little pig.

“Then I’ll huff and I’ll puff and I’ll blow your house in.”

So the wolf huffs and he puffs and he blows the house in.

“Oh no, oh no. Where’s my house? I have to run. Brother, help me.” shout the first little pig.

The first little pig runs to the house of the second little pig.

“Little pig, little pig, let me in, let me in.” asks the wolf.

“Not by the hair on my chinny chin chin!” said the second little pig.

“Then I’ll huff and I’ll puff and I’ll blow your house in.”

So the wolf huffs and he puffs and he blows the house in. The two little pigs run to the house of the third little pig.

Now the wolf comes to the house of the third little pig.

“Little pig, little pig, let me in, let me in.”

“Not by the hair on my chinny chin chin!” answers the third little pig.

“Then I’ll huff and I’ll puff and I’ll blow your house in.”

“Come on! I don’t care. My house is very strong.” says the third little pig.

Surprisingly, the wolf cannot blow in the house of the third little pig.

“This is a clever little pig. I’ll go down the chimney. Ha, ha, ha!” says the wolf.

“Come down, come down. I’m here.” The third little pig saw the wolf climb up on the roof and lit a roaring fire in the fireplace and placed on it a large kettle of water. When the wolf finally found the hole in the chimney he

crawled down and “KERSPLASH!!!” right into that kettle of water and that was the end of his troubles with the big bad wolf.

“Yeow!!!! Help me ! Help me !” shouts the wolf.

The wolf falls into the soup. He jumps out of the pot and runs out of the door.

“Thank you brother. You have saved us. You are very clever.” says the first and the second little pig.

“No problem. We must help each other. We are brothers!” replays the third little pig.

The three little pigs are so happy. They dance and sing in the house. No one sees the wolf again. The three little pigs live in the brick house happily together.

#### **D. Exercise**

See in students’ worksheet.

#### **E. Technique**

Storytelling

#### **F. Media**

Pictures and puppets

#### **G. References**

Source

<http://cd1.edb.hkedcity.net>

## **H. Evaluation**

Evaluation is given through post-test after the treatments are done.

## STUDENTS' WORKSHEET

### I. Answer the questions based on the story!

1. Mention three types of the house made by the three little pigs!
2. How did the wolf get into the third pig's house?
3. How did the pigs trap the wolf?
4. In your opinion, where was the story happening? Explain your answer!
5. What moral values can we get from the story?

### II. Fill in the blanks with the meaning of the words in English!

There are 3 pigs who want to build the (rumah) **1**..... The first pig makes it from (jerami) **2**..... The second pig makes it from (kayu) **3**..... The third pig makes it from (batu bata)

**4**.....

Suddenly, the wolf come and blows the first and second pig's house. But, he can't blow the third pig's house so he come in to the house from (cerobong asap) **5**..... The third pig put a (periuk)

**6**.....

### III. Find the meanings of the words in Indonesian!

His mother said," Whatever you do, do it the best that you can because that's the way to **get along** in the world."

1. What is the meaning of **get along** in Indonesian?

- |                |             |
|----------------|-------------|
| a. mendapatkan | c. menyerah |
| b. maju        | d. hidup    |

The three little pigs must **leave** the house and **seek** their **fortunes**.

2. What is the meaning of **leave** in Indonesian?

- a. meninggalkan
- b. melupakan
- c. membangun
- d. membuat

3. What is the meaning of **seek** in Indonesian?

- a. mencoba
- b. membantu
- c. mencari
- d. meminta

4. What is the meaning of **fortunes** in Indonesian?

- a. kesialan
- b. kebahagiaan
- c. kebaikan
- d. keberuntungan

The third little pig placed a large **kettle** of water in a pot.

5. What is the meaning of **kettle** in Indonesian?

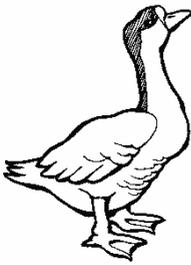
- a. ceret
- b. panik
- c. gelas
- d. ember

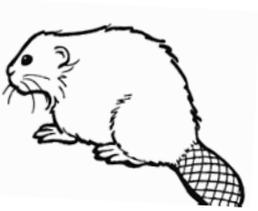
**APPENDIX 4**  
**The Pretest-Posttest Materials**

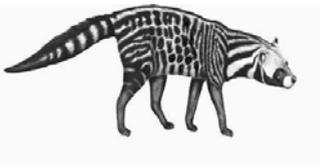
**Name**            :

**Number:**

**I. Name the animals and the things!**

1.  = .....

2.  = .....

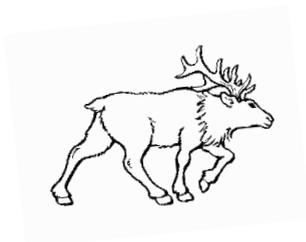
3.  = .....



4.

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5.

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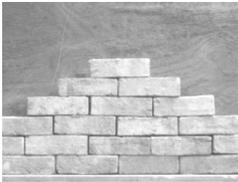
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= .....



10.

= .....



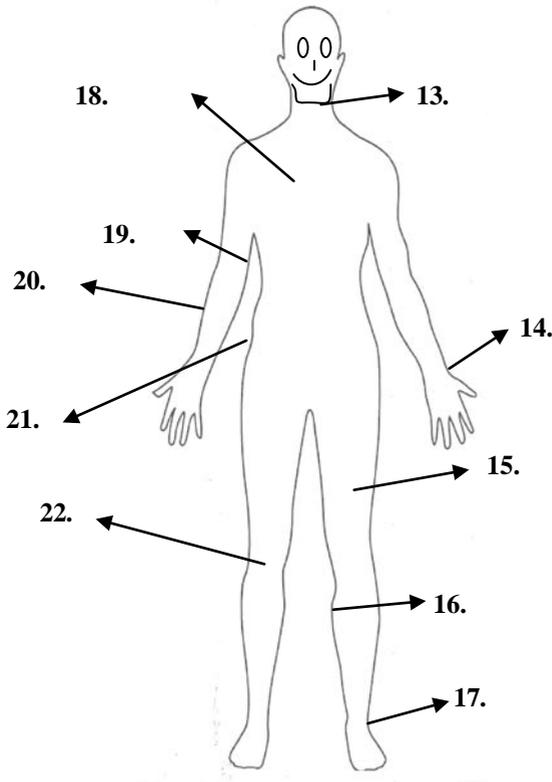
11.

= .....



12. = .....

**II. Give the correct name of the parts of the body**



- Waist
- Knee
- Forearm
- Chest
- Chin
- Upper arm
- Thigh
- Wrist
- Calf
- Ankle

### III. Choose the correct answer!

23. The hare go to **field** to see their friends.

What is the meaning of **field**?

- |          |             |
|----------|-------------|
| a. kebun | c. lapangan |
| b. taman | d. sekolah  |

24. He is **boasting** of his speed before the other animals

What is the meaning of **boasting**?

- |            |               |
|------------|---------------|
| a. memuji  | c. menghina   |
| b. membual | d. mencurigai |

25. "I have never been **beaten**." the hare said.

What is the meaning of **beaten**?

- |               |                 |
|---------------|-----------------|
| a. dikalahkan | c. dipermalukan |
| b. ditantang  | d. dihindari    |

26. He placed on it a large **kettle** of water.

What is the meaning of **kettle**?

- |          |          |
|----------|----------|
| a. ceret | c. gelas |
| b. panci | d. ember |

27. The granny asked the Red Hood to press the **latch**.

What is the meaning of **latch**?

- |                 |            |
|-----------------|------------|
| a. lemari       | c. laci    |
| b. palang pintu | d. jendela |

28. He uses granny's cap and looking so **queer**!

What is the meaning of **queer**?

- |          |            |
|----------|------------|
| a. lucu  | c. menawan |
| b. jelek | d. aneh    |

29. Then, she **fetch** large stones to fill into the wolf's maw.

What is the meaning of **fetch**?

- |              |            |
|--------------|------------|
| a. mengambil | c. mencari |
| b. menemukan | d. membuat |

30. "Whatever you do, do it the best that you can because that's the way to **get along** in the world."

What is the meaning of **get along**?

- |                |             |
|----------------|-------------|
| a. mendapatkan | c. menyerah |
| b. maju        | d. hidup    |

## APPENDIX 5

### T-Test Calculation

#### T-Test

#### Paired Samples Statistics

	Mean	N	Std.Deviation	Std Error Mean
Pair 1 PRE-TEST(sblm)	57.9330	44	13.08651	1.97287
POST-TEST(sesudah)	80.6909	44	18.32698	2.76290

#### Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 PRE-TEST(sblm)	44	.513	.000
POST-TEST(sesudah)			

#### Paired Samples Test

	Paired Differences							
	Mean	Std.Dev	Std.Mean Error	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
Pair 1 PRE-TEST(sblm)	-22,7580	16.15258	2.43509	-27.6688	-17.8471	-9.346	43	.000
POST-TEST(sesudah)								

## APPENDIX 6

### The Pretest and Posttest Scores

<b>The Amount of Students</b>	<b>Pretest</b>	<b>Posttest</b>
1	63,5	91,6
2	56,75	87,65
3	79,75	100
4	48,9	71,95
5	47,75	66,85
6	61,8	87,65
7	39,9	41,5
8	60,7	83,2
9	61,8	95,5
10	71,9	100
11	30,9	46,1
12	71,9	100
13	53,4	86,55
14	50,55	69,65
15	51,1	59,5
16	66,3	100
17	68,55	94,4
18	70,8	97,75
19	66,3	100

<b>The Amount of Students</b>	<b>Pretest</b>	<b>Posttest</b>
21	68,55	100
22	61,8	86,5
23	62,35	93,25
24	59	89,35
25	43,3	68,05
26	69,65	100
27	61,25	97,75
28	64,6	100
29	60,1	100
30	61,25	95,5
31	32,05	61,3
32	43,25	75,3
33	46,05	76,4
34	60,65	35,95
35	42,15	75,3
36	95,5	61,8
37	80,4	55,1
38	60,65	100
39	60,1	84,25
40	47,15	50,6
41	51,15	77
42	64,05	88,75
43	50,55	74,15
44	39,9	67,45