APPENDIX I

Try-Out Test Materials
The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no other parrot like him. He was very, very smart. This parrot could say any word—except one. He could not say the name of the town where he was born. The name of that town was Catano.

The man tried and tried to teach the parrot to say "Catano". But the bird would not say the word. At first the man was very nice, but then he got angry. "You stupid bird! Why can’t you say that word? Say ‘Catano’ or I’ll kill you!"

But the parrot would not say it. Then the man got so angry that he shouted over and over, "Say ‘Catano’ or I’ll kill you". But the bird wouldn’t talk.

One day, after trying for many hours to make the bird say "Catano", the man got very, very angry. He picked up the bird and threw him into the chicken house. “You are more stupid than the chickens. Soon I will eat them, and I will eat you, too”.

In the chicken house there were four old chickens. They were for Sunday’s dinner. The man put the parrot in the chicken house and left.

The next day, the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw!

He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, “Say ‘Catano’ or I’ll kill you!”
ANSWER THESE FOLLOWING QUESTIONS IN SHORT.

1. Where did this story take place?
2. What did the man have?
3. Why was the parrot so wonderful?
4. What did the man try to do to the parrot?
5. The parrot wouldn’t say it (paragraph 2). What word wouldn’t the parrot say?
6. “Catano” was the name of …
7. How did the man feel after trying for many hours to make the bird say “Catano”?
8. What will the man do to the parrot if the parrot would not say the word?
9. What did the man want to do with the chickens?
10. Where did the man put the parrot after he got angry?
11. How many chickens were there?
12. How many chickens were dead?
13. How many chickens were still alive?
14. How did the man feel after he saw some dead chickens on the floor?
15. Who killed the chickens?
ANSWER:

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10. 
11. 
12. 
13. 
14. 
15. 

Name : ____________________________
No. : ____________________________
Class : ____________________________
ANSWER KEY:

1. Puerto Rico
2. A wonderful parrot
3. The parrot could say any words
4. Teach him
5. “Catano”
6. A town
7. Very angry
8. Kill the parrot
9. Eat the chicken
10. In the chickens’ house
11. 4
12. 3
13. 1
14. Very surprised
15. The parrot
APPENDIX II
Pre-test and
Post-test Materials
The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no other parrot like him. He was very, very smart. This parrot could say any word—except one. He could not say the name of the town where he was born. The name of that town was Catano.

The man tried and tried to teach the parrot to say “Catano”. But the bird would not say the word. At first the man was very nice, but then he got angry. “You stupid bird! Why can’t you say that word? Say “Catano” or I’ll kill you!” But the parrot would not say it. Then the man got so angry that he shouted over and over, “Say ‘Catano’ or I’ll kill you”. But the bird wouldn’t talk.

One day, after trying for many hours to make the bird say “Catano”, the man got very, very angry. He picked up the bird and threw him into the chicken house. “You are more stupid than the chickens. Soon I will eat them, and I will eat you, too”.

In the chicken house there were four old chickens. They were for Sunday’s dinner. The man put the parrot in the chicken house and left.

The next day, the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw!

He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, “Say ‘Catano” or I’ll kill you!”
ANSWER THESE FOLLOWING QUESTIONS IN SHORT.

1. Why was the parrot so wonderful?
2. What did the man try to do to the parrot?
3. The parrot wouldn’t say it (paragraph 2). What word wouldn’t the parrot say?
4. How did the man feel after trying for many hours to make the bird say “Catano”?
5. What will the man do to the parrot if the parrot would not say the word?
6. What did the man want to do with the chickens?
7. Where did the man put the parrot after he got angry?
8. How many chickens were still alive?
9. How did the man feel after he saw some dead chickens on the floor?
10. Who killed the chickens?
Answers:

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10. 

Name : 
No. : 
Class : 
APPENDIX III

Lesson Plan for the Experimental Group
LESSON PLAN
(For the Experimental group)
Field of study: Language
Sub field of study: English
Topic: Reading Comprehension
Sub-topic: A Wise Wish
Class: 6
Time: 1 x 40 minutes

A. Competence
1. Basic Competence
   The pupils are able to understand the content of the reading text given.
2. Achievement indicators:
   
   Speaking
   Pupils are able to:
   - Reply the teacher’s greeting
   - Answer the teacher’s triggering questions orally
   - Tell the difficulties they face in comprehending the content of the story

   Listening
   Pupils are able to:
   - Listen to the teacher’s triggering questions
   - Listen to the teacher’s storytelling
   - Listen to the teacher’s review of the previous lesson

   Reading Comprehension
   Pupils are able to:
   - Read the story by themselves

   Writing
   Pupils are able to:
   - Answer the exercise with true or false
   - Answer the essay questions given

B. Learning Materials and Media
1. Learning Materials:
   Story entitled “A Wise Wish” taken from “Stories we brought with us”, on page 11.
2. Media:
   - Hand outs

C. Teaching and Learning Activities
1. Approach: Competence Base Approach
2. Method: Direct Method
3. Technique: - Mini lecture
4. Class activities:
   - Listen to the teacher’s triggering questions
   - Answer the teacher’s triggering questions orally
   - Listen to the teacher’s storytelling
   - Read the story by themselves
   - Tell the difficulties they face in comprehending the content of the story
   - Answer the exercise with true or false

D. Assessment
   Pupils are given questions and asked to answer them in short.

E. Reference:
A Wise Wish

There was once a very bad king. All the people hated him. One hot day the
king was walking along the river. He decided to take a swim. The king was a good
swimmer, but when he got into the water, he suddenly felt a pain in his side. He started to
drown.

Two farmers were working in a field nearby. They jumped in the water and
saved him. They didn’t know that he was the king until he was out of the water.

The king was very grateful to the farmers. He said to them, “You have saved
my life. Ask me for anything you want.” One of the farmers said, “I need two water
buffaloes to help me in the fields.” The king promised he would give him the animals.

Then he asked the other farmer, “What is your wish?” The other farmer was old
and wise. He thought and thought. Then he said, “Don’t tell anyone that I helped to save
your life.”
A Wise Wish

There was once a very bad king. All the people hated him. One hot day the
king was walking along the river. He decided to take a swim. The king was a good
swimmer, but when he got into the water, he suddenly felt a pain in his side. He started to
drown.

Two farmers were working in a field nearby. They jumped in the water and
saved him. They didn’t know that he was the king until he was out of the water.

The king was very grateful to the farmers. He said to them, “You have saved
my life. Ask me for anything you want.” One of the farmers said, “I need two water
buffaloes to help me in the fields.” The king promised he would give him the animals.

Then he asked the other farmer, “What is your wish?” The other farmer was old
and wise. He thought and thought. Then he said, “Don’t tell anyone that I helped to save
your life.”

True-False
1. ( ) The wise farmer was very glad that he saved the king.
2. ( ) The farmers didn’t know how to swim.
3. ( ) The farmers were walking near a river.
4. ( ) The king was a bad king.
5. ( ) One farmer had two animals.
Students' Assessment

ANSWER THESE FOLLOWING QUESTIONS IN SHORT!

1. Who hated by all the people?
2. How many farmers were working?
3. Where were the farmers working?
4. Who saved the king?
5. What did the first farmer ask for?
6. When the king was walking along the river, what did he decide to?
7. When he got into the water, he suddenly felt a pain in his side, what happened then?
8. What did the farmers do when they see someone (the king) drown?
9. How did the king feel after the farmers saved him?
10. Where was the king walking?
I. Learning Outcomes:
   a. Pre-Instructional Activities
      - The pupils are able to listen to the teacher’s triggering questions.
      - The pupils are able to answer the teacher’s triggering questions orally.
   b. Whilst-Instructional Activities
      - The pupils are able to listen to the teacher’s storytelling.
      - The pupils are able to read the story by themselves.
      - The pupils are able to tell the difficulties they face in comprehending the story.
      - The pupils are able to answer the exercise with true or false.
   c. Post-Instructional Activities
      - The pupils are able to listen to the teacher’s review of the previous lesson.
      - The pupils are able to answer the essay questions given.

II. Teacher’s Activities
   a. Pre-Instructional Activities
      - The teacher greets the pupils.
        Pupils : “Good morning, Sir”
        Teacher : “Good morning, Pupils. Okay, today we’ll have story about ‘A Wise Wish’. Are you ready for the story today?”
        Pupils : “Yes!”
        Teacher : “Good. Let’s start the lesson.”
      - The teacher asks the pupils some triggering questions.
        1. Do you have a dream?
        2. What is your dream?
        3. What do you want to have?
        4. What do you want to do?
   b. Whilst-Instructional Activities
      - The teacher asks the pupils to listen to the teacher’s storytelling. (See p. 8)
      - The teacher asks the pupils to read the story by themselves. (See p.9)
      - The teacher asks the pupils about difficulties they face in comprehending the story.
      - The teacher asks the pupils to answer the exercise with true or false.
c. Post-Instructional Activities
   - The teacher asks the pupils to answer the essay questions given.
   - The teacher reviews the previous lesson.
## Students-teacher Learning Activities

<table>
<thead>
<tr>
<th>NO.</th>
<th>PROCEDURES</th>
<th>SKILLS</th>
<th>TEACHING LEARNING ACTIVITIES</th>
<th>TIME</th>
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<td>- Asks the pupils to read the story by themselves</td>
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<td>- Asks the pupils to answer the exercise with true or false</td>
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<td>- Read the story by themselves</td>
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<td>- Tell the difficulties they face in comprehending the content of the story</td>
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<td>- Answer the exercise with true or false</td>
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<td>Speaking</td>
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<td>Writing</td>
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Students’ answer worksheet

1. F
2. F
3. F
4. T
5. F
Students’ answer assessment

1. The bad king
2. Two
3. In a field
4. The farmers
5. Two water buffaloes
6. Take a swim
7. Started to drown
8. Help him
9. Very grateful
10. Along the river
LESSON PLAN
(For the Experimental group)
Field of study: Language
Sub field of study: English
Topic: Reading Comprehension
Sub-topic: The Wind and The Sun
Class: 6
Time: 1 x 40 minutes

A. Competence
1. Basic Competence
   The pupils are able to understand the content of the reading text given.
2. Achievement indicators:
   Speaking
   Pupils are able to:
   - Reply the teacher’s greeting
   - Answer the teacher’s triggering questions orally
   - Tell the difficulties they face in comprehending the content of the story

   Listening
   Pupils are able to:
   - Listen to the teacher’s triggering questions
   - Listen to the teacher’s storytelling
   - Listen to the teacher’s review of the previous lesson

   Reading Comprehension
   Pupils are able to:
   - Read the story by themselves

   Writing
   Pupils are able to:
   - Answer the exercise with true or false
   - Answer the essay questions given

B. Learning Materials and Media
1. Learning Materials:
   Story entitled “The Wind and The Sun” taken from “Stories we brought with us”, on page 43.
2. Media:
   - Hand outs

C. Teaching and Learning Activities
1. Approach: Competence Base Approach
2. Method: Direct Method
3. Technique: Mini lecture
4. Class activities:
- Listen to the teacher's triggering questions
- Answer the teacher's triggering questions orally
- Listen to the teacher's storytelling
- Read the story by themselves
- Tell the difficulties they face in comprehending the content of the story
- Answer the exercise with true or false

D. Assessment
Pupils are given questions and asked to answer them in short.

E. Reference:
The Wind and The Sun

One day, the wind started an argument with the sun. "I am stronger than you are!" said the wind. "No," answered the sun, "I am much stronger than you are!"

While they were talking, they saw a man walking down the road. He was wearing a heavy coat. The sun said to the wind, "Now let us see which of us can make the man take off his coat. Then we will know who is stronger."

First the wind tried. It began to blow very hard. It blew so hard that the man pulled his coat around him. The wind was angry at the man. Then the wind said to the sun, "Now it's your turn. Let's see if you can make him take off his coat!"

The sun began to shine down on the man. Soon it got very hot! The man took off his coat. The argument was over.
The Wind and The Sun

One day, the wind started an argument with the sun. “I am stronger than you are!” said the wind. “No,” answered the sun, “I am much stronger than you are!”

While they were talking, they saw a man walking down the road. He was wearing a heavy coat. The sun said to the wind, “Now let us see which of us can make the man take off his coat. Then we will know who is stronger.”

First the wind tried. It began to blow very hard. It blew so hard that the man pulled his coat around him. The wind was angry at the man. Then the wind said to the sun, “Now it’s your turn. Let’s see if you can make him take off his coat!”

The sun began to shine down on the man. Soon it got very hot! The man took off his coat. The argument was over.

True-False
1. (____) The wind blew the man’s coat off.
2. (____) The sun won the argument.
3. (____) The wind was angry at the man.
4. (____) The sun started an argument with the wind.
5. (____) The man was wearing a light coat.
Students’ Assessment

ANSWER THESE FOLLOWING QUESTIONS IN SHORT!

1. Who loved to argue?
2. What did they see, while they were talking?
3. What was the man wearing?
4. How did the wind and the sun decide who was stronger?
5. Who tried first?
6. What did the wind try?
7. What did the man do when the wind blew so hard?
8. How did the sun make the man take off his coat?
9. Who won the argument?
10. Who was angry to the man?
Teacher’s Note:

Sub-field of study: English
Topic: Reading Comprehension
Sub-topic: The Wind and The Sun
Class: 6
Semester: 2
Time allocated: 1 x 40 minutes

I. Learning Outcomes:
a. Pre-Instructional Activities
   - The pupils are able to listen the teacher’s triggering questions.
   - The pupils are able to answer the teacher’s triggering questions orally.
b. Whilst-Instructional Activities
   - The pupils are able to listen to the teacher’s storytelling.
   - The pupils are able to read the story by themselves.
   - The pupils are able to tell the difficulties they face in comprehending the story.
   - The pupils are able to answer the exercise with true or false.
c. Post-Instructional Activities
   - The pupils are able to listen to the teacher’s review of the previous lesson.
   - The pupils are able to answer the essay questions given.

II. Teacher’s Activities
a. Pre-Instructional Activities
   - The teacher greets the pupils.
     Pupils: "Good morning, Sir"
     Teacher: "Good morning, Pupils. Okay, today we’ll have story about ‘The Wind and The Sun’. Are you ready for the story today?"
     Pupils: "Yes!"
     Teacher: "Good. Let’s start the lesson."
   - The teacher asks the pupils some triggering questions.
     1. What is shining in the morning?
     2. What is blowing in the air?

b. Whilst-Instructional Activities
   - The teacher asks the pupils to listen to the teacher’s storytelling. (See p. 8)
   - The teacher asks the pupils to read the story by themselves. (See p. 9)
   - The teacher asks the pupils about difficulties they face in comprehending the story.
   - The teacher asks the pupils to answer the exercise with true or false.

c. Post-Instructional Activities
   - The teacher asks the pupils to answer the essay questions given.
   - The teacher reviews the previous lesson.
## Students-teacher Learning Activities

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</table>
Students' answer worksheet

1. F
2. T
3. T
4. F
5. F
Students' answer assessment

1. The wind
2. A man
3. A heavy coat
4. The one who could make the man take off his coat
5. The wind
6. Blow very hard
7. The man pulled his coat around him
8. The sun began to shine down on the man
9. The sun
10. The wind
LESSON PLAN
(For the Experimental group)
Field of study : Language
Sub field of study: English
Topic : Reading Comprehension
Sub-topic : The Golden Touch
Class : 6
Time : 1 x 40 minutes

A. Competence
1. Basic Competence
   The pupils are able to understand the content of the reading text given.
2. Achievement indicators:
   Speaking
   Pupils are able to:
   - Reply the teacher’s greeting
   - Answer the teacher’s triggering questions orally
   - Tell the difficulties they face in comprehending the content of the story

   Listening
   Pupils are able to:
   - Listen to the teacher’s triggering questions
   - Listen to the teacher’s storytelling
   - Listen to the teacher’s review of the previous lesson

   Reading Comprehension
   Pupils are able to:
   - Read the story by themselves

   Writing
   Pupils are able to:
   - Answer the exercise with true or false
   - Answer the essay questions given

B. Learning Materials and Media
1. Learning Materials:
   - Story entitled “The Golden Touch” taken from “Stories we brought with us”,
     on page 51.
2. Media:
   - Hand outs

C. Teaching and Learning Activities
1. Approach : Competence Base Approach
2. Method: Direct Method
3. Technique: - Mini lecture
- Question-Answer
- Individual work

4. Class activities:
   - Listen to the teacher’s triggering questions
   - Answer the teacher’s triggering questions orally
   - Listen to the teacher’s storytelling
   - Read the story by themselves
   - Tell the difficulties they face in comprehending the content of the story
   - Answer the exercise with true or false

D. Assessment
   Pupils are given questions and asked to answer them in short.

E. Reference:
There once was a king. He was very rich. This king loved two things: his little daughter and his gold. He had many rooms full of gold, but he was not happy. He wanted to have more gold.

One day the king was in his garden. A stranger came to see him. The visitor told the king to make a wish. The king said, "I wish to have more gold." "I will help you get your wish," the stranger answered. "Tomorrow morning, everything you touch will change to gold."

The next morning the king got up early. He touched a chair, a flower, and a table. Everything changed to gold! The king was very happy. He sat down to eat breakfast, but his food turned to gold when he touched it. He thought, "If I can't eat anything, I will die."

Then his daughter came into the room. She ran to her father. But when he touched her, she changed to gold, too.

The king was very sad. He walked alone in his garden. Then he saw the stranger again. "Oh," cried the king, "Please take back my wish. I don't want any more gold." "All right, said the stranger, "If you are really sure this time, I will take back your wish."

After that, the king was not as rich, but he was wiser and happier.
The Golden Touch

There once was a king. He was very rich. This king loved two things: his little daughter and his gold. He had many rooms full of gold, but he was not happy. He wanted to have more gold.

One day the king was in his garden. A stranger came to see him. The visitor told the king to make a wish. The king said, "I wish to have more gold." "I will help you get your wish," the stranger answered. "Tomorrow morning, everything you touch will change to gold."

The next morning the king got up early. He touched a chair, a flower, and a table. Everything changed to gold! The king was very happy. He sat down to eat breakfast, but his food turned to gold when he touched it. He thought, "If I can't eat anything, I will die."

Then his daughter came into the room. She ran to her father. But when he touched her, she changed to gold, too.

The king was very sad. He walked alone in his garden. Then he saw the stranger again. "Oh," cried the king, "Please take back my wish. I don't want any more gold." "All right, "said the stranger, "If you are really sure this time, I will take back your wish."

After that, the king was not as rich, but he was wiser and happier.

True-False
1. (___) The king was happy because he had so much gold.
2. (___) The king loved gold more than he loved his daughter.
3. (___) If the king had kept "the golden touch" for a long time, he would have died.
4. (___) The king was happy with "the golden touch".
5. (___) The king didn't want to keep "the golden touch"
Students’ Assessment

ANSWER THESE FOLLOWING QUESTIONS IN SHORT!

1. What two things did the king love?
2. Why wasn’t the king happy even he had many rooms full of gold?
3. Where did a stranger meet the king?
4. What did the visitor tell the king to?
5. What did the king touch in the next morning?
6. When everything changed to gold, how did the king feel?
7. When did the king first realize that the “Golden touch” might be a problem?
8. What made the king very sad?
9. What did the king want the stranger to do again?
10. What happened to the king after the stranger took back his wish?
Teacher’s Note:

Sub-field of study: English
Topic: Reading Comprehension
Sub-topic: The Golden Touch
Class: 6
Semester: 2
Time allocated: 1 x 40 minutes

I. Learning Outcomes:
   a. Pre-Instructional Activities
      - The pupils are able to listen to the teacher’s triggering questions.
      - The pupils are able to answer the teacher’s triggering questions orally.
   b. Whilst-Instructional Activities
      - The pupils are able to listen to the teacher’s storytelling.
      - The pupils are able to read the story by themselves.
      - The pupils are able to tell the difficulties they face in comprehending the story.
      - The pupils are able to answer the exercise with true or false.
   c. Post-Instructional Activities
      - The pupils are able to listen to the teacher’s review of the previous lesson.
      - The pupils are able to answer the essay questions given.

II. Teacher’s Activities
   a. Pre-Instructional Activities
      - The teacher greets the pupils.
        Pupils: “Good morning, Sir”
        Teacher: “Good morning, Pupils. Okay, today we’ll have story about ‘The Golden Touch’. Are you ready for the story today?”
        Pupils: “Yes!”
        Teacher: “Good. Let’s start the lesson.”
      - The teacher asks the pupils some triggering questions.
        Which one is the most expensive:
        - Gold
        - Silver
        - Bronze
   b. Whilst-Instructional Activities
      - The teacher asks the pupils to listen to the teacher’s storytelling. (See p. 8)
      - The teacher asks the pupils to read the story by themselves. (See p. 9)
      - The teacher asks the pupils about difficulties they face in comprehending the story.
      - The teacher asks the pupils to answer the exercise with true or false.
   c. Post-Instructional Activities
      - The teacher asks the pupils to answer the essay questions given.
      - The teacher reviews the previous lesson.
## Students-teacher Learning Activities

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<th>NO.</th>
<th>PROCEDURES</th>
<th>SKILLS</th>
<th>TEACHING LEARNING ACTIVITIES</th>
<th>TIME</th>
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<td>- Speaking</td>
<td>- Reply the teacher's greeting</td>
<td>4'</td>
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<td>- Listen to the teacher's triggering questions</td>
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<td>- Answer the teacher's triggering questions orally</td>
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<td>2.</td>
<td>Whilst-Instructional Activities</td>
<td>- Listening</td>
<td>- Ask the pupils to listen to the teacher's storytelling</td>
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<td>- Reading</td>
<td>- Read the story by themselves</td>
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<td></td>
<td>- Speaking</td>
<td>- Tell the difficulties they face in comprehending the story</td>
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<td></td>
<td>- Writing</td>
<td>- Answer the exercise with true or false</td>
<td>5'</td>
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<td>3.</td>
<td>Post-Instructional Activities</td>
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<tr>
<td></td>
<td></td>
<td>- Listening</td>
<td>- Listen to the teacher's review of the previous lesson</td>
<td>2'</td>
</tr>
</tbody>
</table>
Students’ answer worksheet

1. F
2. F
3. T
4. T
5. T
Students’ answer assessment

1. His little daughter and his gold
2. He wanted to have more gold
3. In the garden
4. To make a wish
5. A chair, a flower, and a table.
6. Very happy
7. When his food changed to gold
8. His daughter changed to gold too
9. Took back his wish
10. He was wiser and happier
APPENDIX IV

Lesson Plan for the Control Group
LESSON PLAN
(For the Control Group)
Field of study : Language
Sub field of study: English
Topic : Reading Comprehension
Sub-topic : A Wise Wish
Class : 6
Time : 1 x 40 minutes

A. Competence
1. Basic Competence
   The pupils are able to understand the content of the reading text given.
2. Achievement indicators:
   Speaking
   Pupils are able to:
   - Reply the teacher’s greeting
   - Answer the teacher’s triggering questions orally
   - Tell the difficulties they face in comprehending the content of the story

   Listening
   Pupils are able to:
   - Listen to the teacher’s triggering questions
   - Listen to the teacher’s description based on the picture series shown
   - Listen to the teacher’s review

   Reading Comprehension
   Pupils are able to:
   - Read the story by themselves

   Writing
   Pupils are able to:
   - Answer the exercise with true or false
   - Answer the essay questions given

B. Learning Materials and Media
1. Learning Materials:
   From: Story entitled “A Wise Wish” taken from “Stories we brought with us”, on page 11.
2. Media:
   - Hand outs
   - Picture series

C. Teaching and Learning Activities
1. Approach : Competence Base Approach
2. Method: Direct Method
3. Technique: - Mini lecture
4. Class activities:
   - Listen to the teacher’s triggering questions
   - Answer the teacher’s triggering questions orally
   - Listen to the teacher’s description based on the picture series shown
   - Read the story by themselves
   - Tell the difficulties they face in comprehending the content of the story
   - Answer the exercise with true or false

D. Assessment
   Pupils are given questions and asked to answer them in short.

E. Reference:
Students' worksheet

There was a bad king.

The king decided to take a swim.

The king started to drown.
A Wise Wish

There was once a very bad king. All the people hated him. One hot day the king was walking along the river. He decided to take a swim. The king was a good swimmer, but when he got into the water, he suddenly felt a pain in his side. He started to drown.

Two farmers were working in a field nearby. They jumped in the water and saved him. They didn’t know that he was the king until he was out of the water.

The king was very grateful to the farmers. He said to them, “You have saved my life. Ask me for anything you want.” One of the farmers said, “I need two water buffaloes to help me in the fields.” The king promised he would give him the animals.

Then he asked the other farmer, “What is your wish?” The other farmer was old and wise. He thought and thought. Then he said, “Don’t tell anyone that I helped to save your life.”

True-False
1. (___) The wise farmer was very glad that he saved the king.
2. (___) The farmers didn’t know how to swim.
3. (___) The farmers were working near a river.
4. (___) The king was a bad king.
5. (___) One farmer had two animals.
Students’ Assessment

ANSWER THESE FOLLOWING QUESTIONS IN SHORT!

1. Who hated by all the people?
2. How many farmers were working?
3. Where were the farmers working?
4. Who saved the king?
5. What did the first farmer ask for?
6. When the king was walking along the river, what did he decide to?
7. When he got into the water, he suddenly felt a pain in his side, what happened then?
8. What did the farmers do when they see someone (the king) drown?
9. How did the king feel after the farmers saved him?
10. Where was the king walking?
Teacher's Note:

Sub-field of study: English
Topic: Reading Comprehension
Sub-topic: A Wise Wish
Class: 6
Semester: 2
Time allocated: 1 x 40 minutes

I. Learning Outcomes:
   a. Pre-Instructional Activities
      - The pupils are able to listen to the teacher's triggering questions.
      - The pupils are able to answer the teacher's triggering questions orally.
   b. Whilst-Instructional Activities
      - The pupils are able to listen to the teacher's description based on the picture series shown.
      - The pupils are able to read the story by themselves.
      - The pupils are able to tell the difficulties they face in comprehending the story.
      - The pupils are able to answer the exercise with true or false.
   c. Post-Instructional Activities
      - The pupils are able to listen to the teacher's review of the previous lesson.
      - The pupils are able to answer the essay questions given.

II. Teacher's Activities
   a. Pre-Instructional Activities
      - The teacher greets the pupils.
        Pupils: "Good morning, Sir"
        Teacher: "Good morning, pupils. Okay, today we'll have story about 'A Wise Wish'. Are you ready for the story today?"
      - The pupils are able to listen to the teacher's description based on the picture series shown.
      - The pupils are able to read the story by themselves.
      - The pupils are able to tell the difficulties they face in comprehending the story.
      - The pupils are able to answer the exercise with true or false.

b. Whilst-Instructional Activities
      - The teacher asks the pupils to tell the story by themselves (See p. 8)
      - The pupils are able to answer the exercise with true or false (See p. 9)
      - The pupils are able to tell the difficulties they face in comprehending the story.
      - The pupils are able to answer the exercise with true or false.

   b. Whilst-Instructional Activities
      - The teacher asks the pupils to read the story by themselves (See p. 9)
      - The pupils are able to answer the exercise with true or false.
c. Post-Instructional Activities
   - The teacher asks the pupils to answer the essay questions given.
   - The teacher reviews the previous lesson.
# Students-teacher Learning Activities

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<td>- Listening</td>
<td>- Asks the pupils to listen to the teacher's description based on the picture series shown</td>
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<td>- Reading</td>
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<td>- Asks the pupils to answer the essay questions given</td>
<td>10'</td>
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<td>- Answer the essay questions given</td>
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<td></td>
<td></td>
<td>- Listen to the teacher's review of the previous lesson</td>
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</tbody>
</table>
Students' answer worksheet

1. F
2. F
3. F
4. T
5. F
Students' answer assessment

1. The bad king
2. Two
3. In a field
4. The farmers
5. Two water buffaloes
6. Take a swim
7. Started to drown
8. Help him
9. Very grateful
10. Along the river
A. Competence
1. Basic Competence
   The pupils are able to understand the content of the reading text given.
2. Achievement indicators:
   Speaking
   Pupils are able to:
   - Reply the teacher’s greeting
   - Answer the teacher’s triggering questions orally
   - Tell the difficulties they face in comprehending the content of the story
   Listening
   Pupils are able to:
   - Listen to the teacher’s triggering questions
   - Listen to the teacher’s description based on the picture series shown
   - Listen to the teacher’s review
   Reading Comprehension
   Pupils are able to:
   - Read the story by themselves
   Writing
   Pupils are able to:
   - Answer the exercise with true or false
   - Answer the essay questions given

B. Learning Materials and Media
1. Learning Materials:
   From: Story entitled “The Wind and The Sun” taken from “Stories we brought with us”, on page 43.
2. Media:
   - Hand outs
   - Picture series

C. Teaching and Learning Activities
1. Approach: Competence Base Approach
2. Method: Direct Method
3. Technique: - Mini lecture
4. Class activities:
   - Listen to the teacher's triggering questions
   - Answer the teacher's triggering questions orally
   - Listen to the teacher's description based on the picture series shown
   - Read the story by themselves
   - Tell the difficulties they face in comprehending the content of the story
   - Answer the exercise with true or false

D. Assessment
   Pupils are given questions and asked to answer them in short.

E. Reference:
The wind blew very hard.
The man pulled his coat around him.

The sun began to shine down on the man.
The man felt very hot.

The man took off his coat.
The Wind and The Sun

One day, the wind started an argument with the sun. "I am stronger than you are!" said the wind. "No," answered the sun, "I am much stronger than you are!"

While they were talking, they saw a man walking down the road. He was wearing a heavy coat. The sun said to the wind, "Now let us see which of us can make the man take off his coat. Then we will know who is stronger."

First the wind tried. It began to blow very hard. It blew so hard that the man pulled his coat around him. The wind was angry at the man. Then the wind said to the sun, "Now it's your turn. Let's see if you can make him take off his coat!"

The sun began to shine down on the man. Soon it got very hot! The man took off his coat. The argument was over.

True-False
1. (___) The wind blew the man's coat off.
2. (___) The sun won the argument.
3. (___) The wind was angry at the man.
4. (___) The sun started an argument with the wind.
5. (___) The man was wearing a light coat.
Students’ Assessment

ANSWER THESE FOLLOWING QUESTIONS IN SHORT!

1. Who loved to argue?
2. What did they see, while they were talking?
3. What was the man wearing?
4. How did the wind and the sun decide who was stronger?
5. Who tried first?
6. What did the wind try?
7. What did the man do when the wind blew so hard?
8. How did the sun make the man take off his coat?
9. Who won the argument?
10. Who was angry to the man?
Teacher's Note:

Sub-field of study: English
Topic: Reading Comprehension
Sub-topic: The Wind and The Sun
Class: 6
Semester: 2
Time allocated: 1 x 40 minutes

I. Learning Outcomes:
   a. Pre-Instructional Activities
      - The pupils are able to listen to the teacher's triggering questions.
      - The pupils are able to answer the teacher's triggering questions orally.
   b. Whilst-Instructional Activities
      - The pupils are able to listen to the teacher's description based on the picture series shown.
      - The pupils are able to read the story by themselves.
      - The pupils are able to tell the difficulties they face in comprehending the story.
      - The pupils are able to answer the exercise with true or false.
   c. Post-Instructional Activities
      - The pupils are able to listen to the teacher's review of the previous lesson.
      - The pupils are able to answer the essay questions given.

II. Teacher's Activities
   a. Pre-Instructional Activities
      - The teacher greets the pupils.
        Pupils: "Good morning, Sir"
        Teacher: "Good morning, Pupils. Okay, today we'll have story about 'The Wind and The Sun'. Are you ready for the story today?"
        Pupils: "Yes!"
        Teacher: "Good. Let's start the lesson."
      - The teacher asks the pupils some triggering questions.
        1. What is shining in the morning?
        2. What is blowing in the air?
   b. Whilst-Instructional Activities
      - The teacher asks the pupils to listen to the teacher's description based on the picture series shown. (See p. 8)
      - The teacher asks the pupils to read the story by themselves. (See p. 9)
      - The teacher asks the pupils about difficulties they face in comprehending the story.
      - The teacher asks the pupils to answer the exercise with true or false.
   c. Post-Instructional Activities
      - The teacher asks the pupils to answer the essay questions given.
      - The teacher reviews the previous lesson.
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<tr>
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<td>- Speaking</td>
<td>- Tell the difficulties they face in comprehending the content of the story</td>
<td>10'</td>
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<td>- Writing</td>
<td>- Answer the exercise with true or false</td>
<td>5'</td>
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<td>3.</td>
<td>Post-Instructional</td>
<td>- Writing</td>
<td>- Asks the pupils to answer the essay questions given</td>
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<tr>
<td></td>
<td>Activities</td>
<td>- Listening</td>
<td>- Listen to the teacher’s review of the previous lesson</td>
<td>2'</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>- Reviews the previous lesson</td>
<td></td>
</tr>
</tbody>
</table>
Students' answer worksheet

1. F
2. T
3. T
4. F
5. F
Students' answer assessment

1. The wind
2. A man
3. A heavy coat
4. The one who could make the man take off his coat
5. The wind
6. Blow very hard
7. The man pulled his coat around him
8. The sun began to shine down on the man
9. The sun
10. The wind
LESSON PLAN
(For the Control Group)
Field of study : Language
Sub field of study: English
Topic : Reading Comprehension
Sub-topic : The Golden Touch
Class : 6
Time : 1 x 40 minutes

A. Competence
1. Basic Competence
   The pupils are able to understand the content of the reading text given.
2. Achievement indicators:
   Speaking
   Pupils are able to:
   - Reply the teacher’s greeting
   - Answer the teacher’s trigger questions orally
   - Tell the difficulties they face in comprehending the content of the story

   Listening
   Pupils are able to:
   - Listen to the teacher’s trigger questions
   - Listen to the teacher’s description based on the picture series shown
   - Listen to the teacher’s review

   Reading Comprehension
   Pupils are able to:
   - Read the story by themselves

   Writing
   Pupils are able to:
   - Answer the exercise with true or false
   - Answer the essay questions given

B. Learning Materials and Media
1. Learning Materials:
   From: Story entitled “The Golden Touch” taken from “Stories we brought with us”, on page 51.
2. Media:
   - Hand outs
   - Picture series

C. Teaching and Learning Activities
1. Approach : Competence Base Approach
2. Method: Direct Method
3. Technique: - Mini lecture
- Question-Answer
- Individual work

4. Class activities:
   - Listen to the teacher’s triggering questions
   - Answer the teacher’s triggering questions orally
   - Listen to the teacher’s description based on the picture series shown
   - Read the story by themselves
   - Tell the difficulties they face in comprehending the content of the story
   - Answer the exercise with true or false

D. Assessment
   Pupils are given questions and asked to answer them in short.

E. Reference:
The king loved his little daughter and his gold.

He wanted to have more gold.

A stranger came to see him.

He touched a chair, a flower, and a table.
He was sad, his food turned to gold.

His daughter changed to gold too.

He saw the stranger again.

He loose his gold.
The Golden Touch

There once was a king. He was very rich. This king loved two things: his little daughter and his gold. He had many rooms full of gold, but he was not happy. He wanted to have more gold.

One day the king was in his garden. A stranger came to see him. The visitor told the king to make a wish. The king said, “I wish to have more gold.” “I will help you get your wish,” the stranger answered. “Tomorrow morning, everything you touch will change to gold.”

The next morning the king got up early. He touched a chair, a flower, and a table. Everything changed to gold! The king was very happy. He sat down to eat breakfast, but his food turned to gold when he touched it. He thought, “If I can’t eat anything, I will die.”

Then his daughter came into the room. She ran to her father. But when he touched her, she changed to gold, too.

The king was very sad. He walked alone in his garden. Then he saw the stranger again. “Oh,” cried the king, “Please take back my wish. I don’t want any more gold.” “All right,” said the stranger, “If you are really sure this time, I will take back your wish.”

After that, the king was not as rich, but he was wiser and happier.

True-False
1. (___) The king was happy because he had so much gold.
2. (___) The king loved gold more than he loved his daughter.
3. (___) If the king had kept “the golden touch” for a long time, he would have died.
4. (___) The king was happy with “the golden touch”.
5. (___) The king didn’t want to keep “the golden touch”
Students' Assessment

ANSWER THESE FOLLOWING QUESTIONS IN SHORT!

1. What two things did the king love?
2. Why wasn't the king happy even he had many rooms full of gold?
3. Where did a stranger meet the king?
4. What did the visitor tell the king to?
5. What did the king touch in the next morning?
6. When everything changed to gold, how did the king feel?
7. When did the king first realize that the “Golden touch” might be a problem?
8. What made the king very sad?
9. What did the king want the stranger to do again?
10. What happened to the king after the stranger took back his wish?
I. Learning Outcomes:

a. Pre-Instructional Activities
- The pupils are able to listen the teacher’s triggering questions.
- The pupils are able to answer the teacher’s triggering questions orally.

b. Whilst-Instructional Activities
- The pupils are able to listen to the teacher’s description based on the picture series shown.
- The pupils are able to read the story by themselves.
- The pupils are able to tell the difficulties they face in comprehending the story.
- The pupils are able to answer the exercise with true or false.

c. Post-Instructional Activities
- The pupils are able to listen to the teacher’s review of the previous lesson.
- The pupils are able to answer the essay questions given.

II. Teacher’s Activities

a. Pre-Instructional Activities
- The teacher greets the pupils.
  Pupils : “Good morning, Sir”
  Teacher : “Good morning, Pupils. Okay, today we’ll have story about ‘The Golden Touch’. Are you ready for the story today?”
  Pupils : “Yes!”
  Teacher : “Good. Let’s start the lesson.”
- The teacher asks the pupils some triggering questions.
  Which one is the most expensive:
  - Gold
  - Silver
  - Bronze

b. Whilst-Instructional Activities
- The teacher asks the pupils to listen to the teacher’s description based on the picture series shown. (See p. 8)
- The teacher asks the pupils to read the story by themselves. (See p.9)
- The teacher asks the pupils about difficulties they face in comprehending the story.
- The teacher asks the pupils to answer the exercise with true or false.

c. Post-Instructional Activities
- The teacher asks the pupils to answer the essay questions given.
- The teacher reviews the previous lesson.
## Students-teacher Learning Activities

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Students’ answer worksheet

1. F
2. F
3. T
4. T
5. T
Students’ answer assessment

1. His little daughter and his gold
2. He wanted to have more gold
3. In the garden
4. To make a wish
5. A chair, a flower, and a table.
6. Very happy
7. When his food changed to gold
8. His daughter changed to gold too
9. Took back his wish
10. He was wiser and happier
APPENDIX V

Tables
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Mean:

\[ m = \frac{\sum x}{n} \]

\[ = \frac{459}{46} \]

\[ = 9.95 \]

Standard Deviation:

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

\[ = \sqrt{\frac{46 \times 5542 - 209764}{46 \times (46 - 1)}} \]

\[ = \sqrt{\frac{254932 - 209764}{2070}} \]

\[ = \sqrt{\frac{45168}{2070}} \]

\[ = \sqrt{21.82} \]

\[ = 4.67 \]

Reliability:

\[ r = \frac{N}{N-1} \left[ 1 - \frac{m(N-m)}{n x^2} \right] \]

\[ = \frac{15}{15 - 1} \left[ 1 - \frac{9.95(15 - 9.95)}{15 \times 4.67^2} \right] \]

\[ = \frac{15}{14} \left[ 1 - \frac{9.95 \times 5.05}{15 \times 21.80} \right] \]

\[ = 1.07 \left[ 1 - \frac{(50.2475)}{327.1335} \right] \]

\[ = 1.07 \times (1 - 0.153599) \]

According to Gronlund, the test is very reliable if

\[ r \text{ calculation is between } 0.800 - 1.000. \]

\[ = 1.07 \times (0,846) \]

\[ = 0.9056 \]

So, this test is reliable.
# Table II
The Calculation of Item Difficulty and Item Discrimination

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**Item Difficulty**

\[ F.V = \frac{R}{N} \]

Where: \( F.V \) = the difficulty index

\( R \) = the number of correct answers

\( N \) = the number of students taking the test

The criteria are:

- \( 0,00 - 0,14 \) Very difficult
- \( 0,15 - 0,29 \) Difficult
- \( 0,30 - 0,70 \) Acceptable
- \( 0,71 - 0,85 \) Easy
- \( 0,86 - 1,00 \) Very easy

**Item Discrimination**

\[ D = \frac{Correct\ U - correct\ L}{n} \]

Where: \( D \) = Discrimination index

\( n \) = 50 % of the testees

\( U \) = the number of upper group testees who gave correct answer

\( L \) = the number of lower group testees who gave correct answer

The criterions of discriminating power are:

- \( -1,00 - 0,19 \) Low
- \( 0,20 - 0,39 \) Satisfactory
- \( 0,40 - 1,00 \) Very effective
Table III
The Score of Class A

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APPENDIX VI

Test of Hypothesis
CALCULATION FOR TWO MEANS SCORE (VIa and VIb) 
(SUB-SUMMATIVE)

TEST OF HYPOTHESIS:

1. \( H_0 : \mu_A = \mu_B \)

\( H_a : \mu_A > \mu_B \)

\( H_0 : \) There is no significant difference in the academic competence between the pupils of class VIa and class VIb.

\( H_a : \) There is significant difference in the academic competence between the pupils of class VIa and class VIb.

2. Calculation for \( x, S \) and \( t \)

The mean difference between Post-test and Pre-test:

\[
\bar{x}_A = \frac{\sum x}{n} = 7.8 \quad \bar{x}_B = \frac{\sum x}{n} = 7.9
\]

The standard deviation:

\[
S_A = \sqrt{\frac{n \cdot \Sigma x^2 (\Sigma x)^2}{n(n-1)}} = 2.557 \quad S_B = \sqrt{\frac{n \cdot \Sigma x^2 (\Sigma x)^2}{n(n-1)}} = 2.572
\]

The standard score:

\[
t_0 = \frac{\bar{x}_A - \bar{x}_B}{\sqrt{\frac{(n_A-1) \cdot S_A^2 + (n_B-1) \cdot S_B^2}{n_A + n_B - 2} \left( \frac{1}{n_A} + \frac{1}{n_B} \right)}} = 0.1949
\]

3. \( t \)-test, where \( df = n_A + n_B - 2 = 94 \)

\( t(0.05;94) = \pm 1.645 \)

4. Criteria to accept or to reject the \( H_0 \):

\( H_0 \) is accepted if \( t_0 < 1.645 \)

\( H_0 \) is rejected if \( t_0 \geq 1.645 \)

5. Conclusion:

Because \( t_0 \geq 1.645 = 0.1949 \geq 1.645 \); so \( H_0 \) is accepted and \( H_a \) is rejected. We can conclude that there is no significant difference in the academic competence between the pupils of class VIa and VIb.
CALCULATION FOR TWO MEANS SCORE (VIb and VIc)  
(SUB-SUMMATIVE)

TEST OF HYPOTHESIS:

1. \( H_0 : \mu_B = \mu_C \)

\( H_a : \mu_B > \mu_C \)

\( H_0 : \) There is no significant difference in the academic competence between the pupils of class VIb and class VIc.

\( H_a : \) There is significant difference in the academic competence between the pupils of class VIb and class VIc.

2. Calculation for \( x \), \( S \) and \( t_o \)

The mean difference between Post-test and Pre-test:

\[
\bar{x}_B = \frac{\sum x}{n} = 7.9 \\
\bar{x}_C = \frac{\sum x}{n} = 7.7
\]

The standard deviation:

\[
SB = \sqrt{\frac{n \cdot \sum x^2 (\sum x)^2}{n(n-1)}} = 2.572 \\
SC = \sqrt{\frac{n \cdot \sum x^2 (\sum x)^2}{n(n-1)}} = 2.542
\]

The standard score:

\[
t_o = \frac{\bar{x}_B - \bar{x}_C}{SB} = 0.765
\]

3. \( t \)-test, where \( df = n_B + n_C - 2 = 94 \)

\( t(0.05;94) = \pm 1.645 \)

4. Criteria to accept or to reject the \( H_0 \):

\( H_0 \) is accepted if \( t_o < 1.645 \)

\( H_0 \) is rejected if \( t_o \geq 1.645 \)

5. Conclusion:

Because \( t_o \geq 1.645 = 0.765 \geq 1.645 \); so \( H_0 \) is accepted and \( H_a \) is rejected. We can conclude that there is no significant difference in the academic competence between the pupils of class VIb and VIc.
CALCULATION FOR TWO MEANS SCORE (VIa and VIC)  
(SUB-SUMMATIVE)

TEST OF HYPOTHESIS:

1. \( H_0: \mu_A = \mu_C \)
   \( H_a: \mu_A > \mu_C \)

\( H_o: \) There is no significant difference in the academic competence between
the pupils of class VIa and class VIC.

\( H_a: \) There is significant difference in the academic competence between
the pupils of class VIa and class VIC.

2. Calculation for \( \bar{x}, S \) and \( t_o \)

The mean difference between Post-test and Pre-test:

\[
\bar{x}_A = \frac{\sum x}{n} = 7,8 \quad \bar{x}_C = \frac{\sum x}{n} = 7,7
\]

The standard deviation:

\[
S_A = \sqrt{\frac{n \cdot \Sigma x^2 (\Sigma x)^2}{n(n-1)}} = 2,557 \\
S_C = \sqrt{\frac{n \cdot \Sigma x^2 (\Sigma x)^2}{n(n-1)}} = 2,542
\]

The standard score:

\[
t_o = \frac{\bar{x}_A - \bar{x}_C}{\sqrt{\frac{(n_A-1) \cdot S_A^2 + (n_C-1) \cdot S_C^2}{n_A + n_C - 2} \cdot \left[ \frac{1}{n_A} + \frac{1}{n_C} \right]}} = 0,2
\]

3. \( t \)-test, where \( df = n_A + n_C - 2 = 94 \)

\( t(0.05;94) = \pm 1.645 \)

4. Criteria \( t_o \) to accept or to reject the \( H_0 \):

\( H_0 \) is accepted if \( t_o < 1.645 \)
\( H_0 \) is rejected if \( t_o \geq 1.645 \)

5. Conclusion:

Because \( t_o \geq 1.645 = 0,2 \geq 1.645 \); so \( H_0 \) is accepted and \( H_a \) is rejected. We
can conclude that there is no significant difference in the academic
competence between the pupils of class VIa and VIC.
CALCULATION FOR TWO MEANS SCORE (VIa and VIb) 
(EXPERIMENT)

TEST OF HYPOTHESIS:

1. $H_0 : \mu_A = \mu_B$ There is no significant difference between class VIa and VIb.

   $H_a : \mu_A \neq \mu_B$ There is significant difference between class VIa and VIb.

2. Calculation for $d$, $S$ and $t$

   The mean difference between Post-test and Pre-test:
   
   \[
   \bar{d}_A = \frac{\sum d}{n} \quad \bar{d}_B = \frac{\sum d}{n}
   \]
   
   \[
   = \frac{122}{48} \quad = \frac{50}{44} \quad = 2.54 \quad = 1.136
   \]

   The standard deviation:
   
   \[
   S_A = \sqrt{\frac{\sum (d_i - \bar{d}_A)^2}{n-1}} \quad S_B = \sqrt{\frac{\sum (d_i - \bar{d}_B)^2}{n-1}}
   \]
   
   \[
   = 2.6 \quad = 1.9356
   \]

   The standard score:
   
   \[
   t_0 = \frac{\bar{d}_A - \bar{d}_B}{\sqrt{\frac{(n_A-1) \cdot S_A^2 + (n_B-1) \cdot S_B^2}{n_A + n_B - 2} \left[ \frac{1}{n_A} + \frac{1}{n_B} \right]}}
   \]
   
   \[
   = 2.9458
   \]

3. $\alpha = 5\%$, two-tailed test $\alpha/2 = 0.025$

   \[
   df = n_A + n_B - 2
   \]
   
   \[
   = 48 + 44 - 2
   \]
   
   \[
   = 90
   \]

   \[
   t(0.025,90) = \pm 1.960
   \]
4. Criteria to accept or to reject the $H_0$:

- $H_0$ is accepted if $-1.960 < t < 1.960$
- $H_0$ is rejected if $t \leq -1.960$ or $t \geq 1.960$

5. Conclusion:

Because $t \geq 1.960 = 2.9458 \geq 1.960$; so $H_0$ is rejected and $H_a$ is accepted. We can conclude that there is significant difference between class VI$_A$ and VI$_B$. 
The standard deviation:

\[ S = \sqrt{\frac{\Sigma (d - \bar{d})^2}{n - 1}} \]

where:
- \( S \): standard deviation
- \( n \): the number of the subject
- \( d \): the difference between post test and pre test score.
- \( \bar{d} \): the mean of \( d \)

The standard deviation A:

\[
S_A = \sqrt{\frac{\Sigma (d - \bar{d})^2}{n - 1}} = \sqrt{\frac{317.84}{48-1}} = \sqrt{\frac{317.84}{47}} = \sqrt{6.76} = 2.6
\]

The standard deviation B:

\[
S_B = \sqrt{\frac{\Sigma (d - \bar{d})^2}{n - 1}} = \sqrt{\frac{161.108}{44-1}} = \sqrt{\frac{161.108}{43}} = \sqrt{3.746} = 1.9356
\]
The sample data give:

\[ d_A = 2.542 \]
\[ d_B = 1.136 \]
\[ S_A = 2.6 \]
\[ S_B = 1.9356 \]
\[ n_A = 48 \]
\[ n_B = 44 \]

\[ t_0 = \frac{d_A - d_B}{\sqrt{\frac{(n_A-1) S_A^2 + (n_B-1) S_B^2}{n_A + n_B - 2} \frac{1 + 1}{n_A \ n_B}}} \]

\[ = \frac{2.54 - 1.136}{\sqrt{\frac{(48-1) 2.6^2 + (44-1) 1.9356^2}{48+44-1} \frac{1 + 1}{48 \ 44}}} \]

\[ = \frac{1.404}{\sqrt{\frac{47.676 + 43.3746}{90} \left[ 0.02 + 0.0227 \right]}} \]

\[ = \frac{1.404}{\sqrt{\frac{317.72 + 161.078}{90} \left[ 0.0427 \right]}} \]

\[ = \frac{1.404}{\sqrt{\frac{478.798}{90} \left( 0.0427 \right)}} \]
\[
= \frac{1,404}{\sqrt{5,3199 \cdot 0,0427}}
\]

\[
= \frac{1,404}{\sqrt{0,227}}
\]

\[
= \frac{1,404}{0,4766}
\]

\[
= 2,9458
\]
APPENDIX VII

Some Pupils’ Worksheet
The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no other parrot like him. He was very, very smart. This parrot could say any word—except one. He could not say the name of the town where he was born. The name of that town was Catano.

The man tried and tried to teach the parrot to say “Catano”. But the bird would not say the word. At first the man was very nice, but then he got angry. “You stupid bird! Why can’t you say that word? Say ‘Catano’ or I’ll kill you!” But the parrot would not say it. Then the man got so angry that he shouted over and over, “Say ‘Catano’ or I’ll kill you”. But the bird wouldn’t talk.

One day, after trying for many hours to make the bird say “Catano”, the man got very, very angry. He picked up the bird and threw him into the chicken house. “You are more stupid than the chickens. Soon I will eat them, and I will eat you, too”.

In the chicken house there were four old chickens. They were for Sunday’s dinner. The man put the parrot in the chicken house and left.

The next day, the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw!

He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, “Say ‘Catano’ or I’ll kill you!”
Answer these following questions in short.

1. Why was the parrot so wonderful?

2. What did the man try to do to the parrot?

3. The parrot wouldn't say it (paragraph 2). What word wouldn't the parrot say?

4. How did the man feel after trying for many hours to make the bird say "Catano"?

5. What will the man do to the parrot if the parrot would not say the word?

6. What did the man want to do with the chickens?

7. Where did the man put the parrot after he got angry?

8. How many chickens were still alive?

9. How did the man feel after he saw some dead chickens on the floor?

10. Who killed the chickens?

Answers:

1. A man in Cozumel, Mexico.

2. The man tried to feed it, but the bird wouldn't eat.

3. He got very, very angry.

4. They were for Sunday dinner.

5. The South.

6. He saw three dead chickens on the floor.

7. Yes.
Answer these following questions in short.

1. Why was the parrot so wonderful?
2. What did the man try to do to the parrot?
3. The parrot wouldn't say it (paragraph 2). What word wouldn't the parrot say?
4. How did the man feel after trying for many hours to make the bird say "Catano"?
5. What will the man do to the parrot if the parrot would not say the word?
6. What did the man want to do with the chickens?
7. Where did the man put the parrot after he got angry?
8. How many chickens were still alive?
9. How did the man feel after he saw some dead chickens on the floor?
10. Who killed the chickens?

Answer:

✓ 1. Because it was trying to say something.
✓ 2. The man tried to feed the parrot.
✓ 3. Catano.
✓ 4. He was very angry.
✓ 5. He will kill the parrot.
✓ 6. The man wanted to eat them.
✓ 7. The man put the parrot in the chicken house.
✓ 8. One chicken.
✓ 9. He was very surprised.
✓ 10. The parrot.

Name: [Student Name]
No.: [Student Number]
Class: [Student Class]
The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no other parrot like him. He was very, very smart. This parrot could say any word—except one. He could not say the name of the town where he was born. The name of that town was Catano.

The man tried and tried to teach the parrot to say “Catano”. But the bird would not say the word. At first the man was very nice, but then he got angry. “You stupid bird! Why can’t you say that word? Say ‘Catano” or I’ll kill you!” But the parrot would not say it. Then the man got so angry that he shouted over and over, “Say ‘Catano” or I’ll kill you”. But the bird wouldn’t talk.

One day, after trying for many hours to make the bird say “Catano”, the man got very, very angry. He picked up the bird and threw him into the chicken house. “You are more stupid than the chickens. Soon I will eat them, and I will eat you, too”.

In the chicken house there were four old chickens. They were for Sunday’s dinner. The man put the parrot in the chicken house and left.

The next day, the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw!

He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, “Say ‘Catano” or I’ll kill you!
Answer these following questions in short.

1. Why was the parrot so wonderful?
2. What did the man try to do to the parrot?
3. The parrot wouldn’t say it (paragraph 2). What word wouldn’t the parrot say?
4. How did the man feel after trying for many hours to make the bird say “Catano”?
5. What will the man do to the parrot if the parrot would not say the word?
6. What did the man want to do with the chickens?
7. Where did the man put the parrot after he got angry?
8. How many chickens were still alive?
9. How did the man feel after he saw some dead chickens on the floor?
10. Who killed the chickens?

Answers:

1. The man
2. He was sad
3. He was angry
4. He was angry
5. He put the parrot on the floor
6. He left the room
7. The fourth
8. The fourth
9. The fourth
10. The man
Answer these following questions in short.

1. Why was the parrot so wonderful?
2. What did the man try to do to the parrot?
3. The parrot wouldn’t say it (paragraph 2). What word wouldn’t the parrot say?
4. How did the man feel after trying for many hours to make the bird say “Catano”?
5. What will the man do to the parrot if the parrot would not say the word?
6. What did the man want to do with the chickens?
7. Where did the man put the parrot after he got angry?
8. How many chickens were still alive?
9. How did the man feel after he saw some dead chickens on the floor?
10. Who killed the chickens?

Answer:

✓ 1. Because it could say many words.
✓ 2. The man tried to make the parrot say Catano.
✓ 3. Catano
✓ 4. He was very angry.
✓ 5. He will kill the parrot.
✓ 6. The man wanted to eat them.
✓ 7. The man put the parrot in the chicken house.
✓ 8. One chicken.
✓ 9. He was very surprised.
✓ 10. The parrot.

Name: Andy

No.: 9

Class: 4A
The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no other parrot like him. He was very, very smart. This parrot could say any word—except one. He could not say the name of the town where he was born. The name of that town was Catano.

The man tried and tried to teach the parrot to say “Catano”. But the bird would not say the word. At first the man was very nice, but then he got angry. “You stupid bird! Why can’t you say that word? Say ‘Catano” or I’ll kill you!” But the parrot would not say it. Then the man got so angry that he shouted over and over, “Say ‘Catano” or I’ll kill you”. But the bird wouldn’t talk.

One day, after trying for many hours to make the bird say “Catano”, the man got very, very angry. He picked up the bird and threw him into the chicken house. “You are more stupid than the chickens. Soon I will eat them, and I will eat you, too”.

In the chicken house there were four old chickens. They were for Sunday’s dinner. The man put the parrot in the chicken house and left.

The next day, the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw!

He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, “Say ‘Catano” or I’ll kill you!”
Answer these following questions in short.

1. Why was the parrot so wonderful?
2. What did the man try to do to the parrot?
3. The parrot wouldn’t say it (paragraph 2). What word wouldn’t the parrot say?
4. How did the man feel after trying for many hours to make the bird say “Catano”?
5. What will the man do to the parrot if the parrot would not say the word?
6. What did the man want to do with the chickens?
7. Where did the man put the parrot after he got angry?
8. How many chickens were still alive?
9. How did the man feel after he saw some dead chickens on the floor?
10. Who killed the chickens?

Answers:

1. A man in Puerto Rico had a wonderful parrot
2. There was no other parrot like him
3. The man tried and tried to teach the parrot to say “Catano”
4. But the bird would not say the word
5. But the parrot would not say it
6. At the farm chickens
7. Say Katano or I’ll kill you
8. He opened the door
9. And I will eat you too
10. The parrot at the farm chickens
Answer these following questions in short.

1. Why was the parrot so wonderful?
2. What did the man try to do to the parrot?
3. The parrot wouldn’t say it (paragraph 2). What word wouldn’t the parrot say?
4. How did the man feel after trying for many hours to make the bird say “Catano”?
5. What will the man do to the parrot if the parrot would not say the word?
6. What did the man want to do with the chickens?
7. Where did the man put the parrot after he got angry?
8. How many chickens were still alive?
9. How did the man feel after he saw some dead chickens on the floor?
10. Who killed the chickens?

Answers:

1. A man in Brazil has a wonderful parrot
2. The man tried and tried to teach the parrot to say...
3. Catano
4. The man felt angry
5. He will eat them
6. To the chicken house
7. Fourth
8. Parrot
9. Parrot

Name: Antonio B
No. 3
Class: 5
The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no other parrot like him. He was very, very smart. This parrot could say any word—except one. He could not say the name of the town where he was born. The name of that town was Catano.

The man tried and tried to teach the parrot to say “Catano”. But the bird would not say the word. At first the man was very nice, but then he got angry. “You stupid bird! Why can’t you say that word? Say ‘Catano” or I’ll kill you!” But the parrot would not say it. Then the man got so angry that he shouted over and over, “Say ‘Catano” or I’ll kill you”. But the bird wouldn’t talk.

One day, after trying for many hours to make the bird say “Catano”, the man got very, very angry. He picked up the bird and threw him into the chicken house. “You are more stupid than the chickens. Soon I will eat them, and I will eat you, too”.

In the chicken house there were four old chickens. They were for Sunday’s dinner. The man put the parrot in the chicken house and left.

The next day, the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw!

He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, “Say ‘Catano” or I’ll kill you!
Answer these following questions in short.

1. Why was the parrot so wonderful?
2. What did the man try to do to the parrot?
3. The parrot wouldn’t say it (paragraph 2). What word wouldn’t the parrot say?
4. How did the man feel after trying for many hours to make the bird say “Catano”?
5. What will the man do to the parrot if the parrot would not say the word?
6. What did the man want to do with the chickens?
7. Where did the man put the parrot after he got angry?
8. How many chickens were still alive?
9. How did the man feel after he saw some dead chickens on the floor?
10. Who killed the chickens?

Answers:

✓ 1. Because the parrot could say it
✓ 2. Our notes
✓ 3. The parrot wouldn’t say “Catano”
✓ 4. The man was angry
✓ 5. He will kill the parrot
✓ 6. The man wants to kill the chicken
✓ 7. After trying for many hours, the man told the birds to say
✓ 8. In the chicken house, there were four old chickens
✓ 9. The parrot was screaming at the sound of the chickens
✓ 10. The parrot
Answer these following questions in short.

1. Why was the parrot so wonderful?
2. What did the man try to do to the parrot?
3. The parrot wouldn’t say it (paragraph 2). What word wouldn’t the parrot say?
4. How did the man feel after trying for many hours to make the bird say “Catano”?
5. What will the man do to the parrot if the parrot would not say the word?
6. What did the man want to do with the chickens?
7. Where did the man put the parrot after he got angry?
8. How many chickens were still alive?
9. How did the man feel after he saw some dead chickens on the floor?
10. Who killed the chickens?

Answers:

1. He was very surprised
2. Teach the parrot to say "Catano"
3. "Catano"
4. Angry
5. The man will kill the parrot
6. They eat them
7. In the chickens' house
8. One
9. He was very surprised
10. The parrot

Name: 
No. : 22
Class : V1B