

## Appendix 1A (Story, 1<sup>st</sup> Meeting)

### **THE THREE LITTLE FISH AND THE BIG BAD SHARK**

By: Ken Geist and Julia Gorton

Once upon a time, there lived a mama fish and her three little fish, Jim, Tim and Kim. “It is now time,” said the mama, “for each of you to make a home in the deep blue sea.” So off they went.

The first little fish, named Jim, swam away and met a sea horse playing in some seaweed. “Can I have some of the seaweed so I can build a house?” “Take as much as you can carry,” said the sea horse. Jim gathered the seaweed and made a weedy little house.

Jim had just finished building his seaweed house when he heard the big bad shark knocking at the door. “Little fish, little fish, let me come in.” The little fish trembled and replied, “Not by the skin of my finny fin fin!” “Then I’ll munch and I’ll crunch and I’ll smash your house in,” roared the shark.

So the big bad shark munched and he crunched and he ate up every bit of the seaweed house. And Jim swam away – just in time. Soon Jim found his brother, Tim said, “Don’t worry, Jim. We fish stick together! You can help me build a sandy little house.”

Jim and Tim had just started to relax in the sandy little house when the big bad shark came knocking at the door. “Little fish, little fish, let me come in.” To which the brave little fish replied, “Not by the skin of my finny fin fin!” “Then I’ll munch and I’ll crunch and I’ll smash your house in,” roared the shark.

So the big bad shark munched and he crunched until he got a sandy mouthful and the house crumbled. Jim and Tim swam and swam... until they reached their sister, Kim. Kim was setting up her house in an old wooden ship. "The big bad shark destroyed our houses." "Don't worry. You can live with me," said Kim. And They did.

The three little fish had just finished lunch when they heard the big bad shark knocking at their door. To which the smart fish replied, "Not by the skin of my finny fin fin!" "Then I'll munch and I'll crunch and I'll smash your house in," roared the shark. The big bad shark munched and he crunched but he could not smash the house in... and all his teeth fell out! The three little fish were safe at last.

**Appendix 1B (Story, 2<sup>nd</sup> Meeting)**

**IF YOU'RE HAPPY AND YOU KNOW IT!**

By: Jane Cabrera

Are you feeling happy today? Join me and my friends for some sing-along fun...

If you're happy and you know it, CLAP your hands. If you're happy and you know it, CLAP your hands. If you're happy and you know it, and you really want to show it. If you're happy and you know it, CLAP YOUR HANDS!

If you're happy and you know it, STAMP your feet. If you're happy and you know it, STAMP your feet. If you're happy and you know it, and you really want to show it. If you're happy and you know it, STAMP YOUR FEET!

If you're happy and you know it, NOD your head. If you're happy and you know it, NOD your head. If you're happy and you know it, and you really want to show it. If you're happy and you know it, NOD YOUR HEAD!

If you're happy and you know it, ROAR out loud. If you're happy and you know it, ROAR out loud. If you're happy and you know it, and you really want to show it. If you're happy and you know it, ROAR OUT LOUD!

If you're happy and you know it, SPIN AROUND. If you're happy and you know it, SPIN AROUND. If you're happy and you know it, and you really want to show it. If you're happy and you know it, SPIN AROUND!

If you're happy and you know it, go KISS KISS. If you're happy and you know it, go KISS KISS. If you're happy and you know it, and you really want to show it. If you're happy and you know it, go KISS KISS!

If you're happy and you know it, FLAP your arms. If you're happy and you know it, FLAP your arms. If you're happy and you know it, and you really want to show it. If you're happy and you know it, FLAP YOUR ARMS!

If you're happy and you know it, say SQUEAK SQUEAK. If you're happy and you know it, say SQUEAK SQUEAK. If you're happy and you know it, and you really want to show it. If you're happy and you know it, say SQUEAK SQUEAK!

If you're happy and you know it, JUMP AROUND. If you're happy and you know it, JUMP AROUND. If you're happy and you know it, and you really want to show it. If you're happy and you know it, JUMP AROUND!

If you're happy and you know it, CLAP YOUR HANDS! If you're happy and you know it, STAMP YOUR FEET! If you're happy and you know it, NOD YOUR HEAD! If you're happy and you know it, ROAR OUT LOUD! If you're happy and you know it, SPIN AROUND! If you're happy and you know it, GO KISS KISS! If you're happy and you know it, FLAP YOUR ARMS! If you're happy and you know it, SAY SQUEAK SQUEAK! If you're happy and you know it, JUMP AROUND! If you're happy and you know it, and you really want to show it. If you're happy and you know it, SHOUT... WE ARE!

## Appendix 1C (Story, 3<sup>rd</sup> Meeting)

### PENGUIN'S BIG SURPRISE

By: Susie Jenkin – Pearce and Tina Macnaughton

Pugwug was out slipping and sliding, when BANG, he bumped into something BIG. Pugwug just had to know what all the penguins were looking at. He bounced... He flapped... He tried diving through a tiny gap... but it was no use.

Eventually, Big Penguin turned around. On his feet there was something large and round. “Pugwug,” said Big Penguin, “meet your new little brother... or maybe sister!”

Pugwug was beside himself. He shrieked with delight. “Come on, Little,” he yelled, “let’s play!” But Little did not seem to want to play. In fact, Little did nothing at all.

Pugwug tried to make Little look more like a brother... or sister! But he made a bit of a mess. So Big Penguin had to give Little a wash. “Come on – let’s race!” said Pugwug. “Or... let’s play catch!” said Pugwug. “Maybe not...” said Big Penguin gently.

“I know! How about football?” said Pugwug. Big Penguin was exhausted! Suddenly a shout went up. “Danger – seal alert! Penguin in trouble! “Pugwug,” said Big Penguin gravely, “look after Little. WATCH, but don’t TOUCH!” then Big Penguin flapped away as fast as he could.

Pugwug and Little were all on their own. Suddenly, Little began to wobble... and shake and rock and roll... Pugwug didn't know what to do...! ...but then he realized he HAD to touch! Pugwug made a great dive and clasped Little close to him. AND THEN... When Big Penguin returned, he found Little snuggled against Pugwug. "Big Penguin," said Pugwug, "meet my new baby...sister!"

**Appendix 1D (Story, 4<sup>th</sup> Meeting)**

**GIGGLE, GIGGLE, QUACK**

By: Doreen Cronin

Farmer Brown was going on vacation. He left his brother, Bob, in charge of the animals. “I wrote everything down for you. Just follow my instructions and everything will be fine. But keep an eye on Duck. He’s trouble.”

Farmer Brown thought he heard giggles and snickers as he drove away, but he couldn’t be sure. Bob gave Duck a good long stare and went inside. He read the first note: Tuesday night is pizza night (not the frozen kind!). The hens prefer anchovies. Giggle, giggle, cluck. Twenty-nine minutes later, there was hot pizza in the barn. Bob checked on the animals before he went to bed. Everything was just fine.

He read the second note: Wednesday is bath day for pigs. Wash them with my favorite bubble bath and dry them off with my good towels. Remember, they have very sensitive skin. Giggle, giggle, oink. Bob had all the pigs washed in no time.

Farmer Brown called home on Wednesday night to check in. “Did you feed the animals like I wrote in the note?” he asked. “Done,” replied Bob, counting seven empty pizza boxes. “Did you see my note about the pigs?” “All taken care of,” said Bob proudly. “Are you keeping a very close eye on Duck?” he asked. Bob gave Duck a good longer stare. Duck was too busy sharpening his

pencil to notice. “Just keep him in the house,” ordered Farmer Brown. “He’s a bad influence on the cows.” Giggle, giggle, moo, giggle, oink, giggle, quack.

He read the third note: Thursday night is movie night. It’s the cows’ turn to pick. Giggle, giggle, moo. Bob was in the kitchen, popping corn. Just as the animals settled in to watch THE SOUND OF MOOSIC, the phone rang. The only thing Farmer Brown heard on the other end was: Giggle, giggle, quack, giggle moo, giggle oink...” “DUCK!” screamed Farmer Brown.

## Appendix 1E (Story, 5<sup>th</sup> Meeting)

### THE GREEDY PYTHON

By: Richard Buckley and Eric Carle

Half-hidden in the jungle green, the biggest snake there's ever been wound back and forth and in between. The giant snake was very strong and very, very, very long. He had a monstrous appetite, his stomach stretched from left to right.

He quickly gobbled in one bite whatever creature came in sight: a mouse that scampered to and fro, a frog that jumped up from below, a bat that hung from his left toe, a fish that swam a bit too slow, and a bird that flew a bit too low.

A porcupine still half asleep, a monkey who was in mid-leap, a leopard sitting in a tree, a buffalo who came to see. An elephant, complete with trunk, was swallowed in a single chunk. "I'm far too big to eat!" he cried. "Oh no, you're not!" the snake replied.

At last the python's meal was done and he lay resting in the sun. the animals inside his skin were making quite a dreadful din; and when they all began to kick, the snake began to feel quite sick. He coughed the whole lot up again – each one of them – and there were ten.

He soon felt better, and what's more was hungrier than just before. He hadn't learned a single thing: His greed was quite astonishing. He saw his own tail, long, curved, and thought that lunch was being served.

He closed his jaws on his own rear then swallowed hard... and disappeared!

## Appendix 1F (Story, 6<sup>th</sup> Meeting)

### THE LITTLE RED HEN (MAKES A PIZZA)

By: Philemon Sturges

The Little Red Hen had eaten the last slice of her tasty loaf of bread. She'd sipped a cup of chickweed tea and taken her nap. Now she was hungry again. So she scratched through her cupboard and spied a can of tomato sauce.

Why don't I make a lovely little pizza? She said to herself. She rummaged through her pan drawer. There were bread pans, cake pans, muffin pans, frying pans – all kinds of pans – but not one single pan was large and round and flat. “Cluck,” she said. “I need a pizza pan.” She stuck her head outside the window. “Good morning,” she called. “Does anybody have a pizza pan?” “Not I,” said the duck. “Not I,” said the dog. “Not I,” said the cat. “Very well, then, I'll fetch one myself,” said the Little Red Hen. So she went to the hardware store. She bought a pizza pan, a large mixing bowl, a pizza slicer, and ... some other stuff.

When she got home, she opened the cupboard. She saw beans and rice, sugar and spices, jar of jam, and jar of honey and even pickled eggplant – but no flour. “Cluck,” she said. “I need flour.” She stuck her head outside the window. “Hello,” she said. “Who'll run to the store and get me some flour?” “Not I,” said the duck. “Not I,” said the cat. “Not I,” said the dog. “Very well, then, I'll fetch some myself,” said the Little Red Hen. So she went to the supermarket. She bought some flour, some salt, some oil, and ... some other stuff.

When she got home, she opened the fridge. “Cluck,” she said. “There’s a cream cheese, blue cheese, string cheese, and Swiss cheese... but not mozzarella!” So... She stuck her head outside the window. “Excuse me,” she said. “Who will go to the store and buy me some mozzarella?” “Not I,” said the duck. “Not I,” said the dog. “Not I,” said the cat. “Very well, then, I’ll fetch some myself, said the Little Red Hen. So the Little Red Hen went to the delicatessen. She bought some mozzarella, pepperoni, and olives; some mushrooms, onions, and garlic; a can of eight small anchovies; and ... some other stuff. But not pickled eggplant.

When she got home, the Little Red Hen put on her apron and stuck her head outside the window. “Good afternoon,” she said. “Who will help me make some pizza dough?” “Not I,” said the duck. “Not I,” said the dog. “Not I,” said the cat. “Very well, then, I’ll make it myself, said the Little Red Hen. So she put the flour and some other stuff into her mixing bowl and stirred and mixed and mixed and kneaded and kneaded and pounded until she had a big ball of pizza dough.

After the dough rose, the Little Red Hen rolled it flat and folded it and rolled it again and spun it around her head several times. When the dough was just right, she tossed it way up in the air one last time for good luck and put it in her pizza pan.

Then she stuck her head outside the window. “Excuse me,” she said. “Who will help me make the topping?” “Not I,” said the duck. “Not I,” said the dog. “Not I,” said the cat. “Very well, then, I’ll make it myself, said the Little Red Hen. So she chopped and grated and grated and sliced. Next she opened her can of

tomato sauce and spread it all over the pizza dough. On top of that, she put some grated mozzarella, some sliced pepperoni, some chopped olives, some mushrooms, some onions and garlic, eight small anchovies, and ... some other stuff. But no pickled eggplant.

The Little Red Hen looked at her pizza. It looked just right. She put it in the oven and sat down to sip a cup of chickweed tea. Pretty soon a delicious smell drifted from the oven. It filled the room and floated out the window. My lovely pizza must be ready, she thought. It was lovely, but not little.

So she stuck her head outside the window. "Good evening," she said. "Would anybody like some pizza?" Can you guess what the duck said? Can you guess what the dog said? Can you guess what the cat said? They all said, "YES!" of course. (But the cat scraped most of the topping off his share!)

When the pizza was all gone, the Little Red Hen made herself another cup of chickweed tea. Then she asked, "Who will help me do the dishes?" Now can you guess what the duck, the dog, and the cat each said? They each said "I will" And they did.

## Appendix 1G (Story, 7<sup>th</sup> Meeting)

### THE RUNAWAY BUNNY

By: Margaret Wise Brown

Once there was a little bunny who wanted to run away. So he said to his mother, "I am running away." "If you run away," said his mother, "I will run after you. For you is my little bunny." "If you run after me," said the little bunny, "I will become a fish in trout stream and I will swim away from you." "If you become a fish in trout stream," said his mother, "I will become a fisherman and I will fish for you." "If you become a fisherman," said the little bunny, "I will become a rock on the mountain, high above you." "If you become a rock on the mountain high above me," said his mother, "I will climb to where you are." "If you become a mountain climber," said the little bunny, "I will be crocus in a hidden garden." "If you become a crocus in a hidden garden," said his mother, "I will be a gardener. And I will find you." "If you are a gardener and find me," said the little bunny, "I will be a bird and fly away from you." "If you become a bird and fly away from me," said his mother, "I will be a tree that you come home to." "If you become a tree," said the little bunny, "I will become a little sailboat, and I will sail away from you." "If you become a sailboat and sail away from me," said his mother, "I will become the wind and blow you where I want you to go." "If you become the wind and blow me," said the little bunny, "I will join a circus and fly away on a flying trapeze." "If you go flying on a flying trapeze," said his mother, "I will be a tightrope walker, and I will walk across the air to you." "If you

become a tightrope walker and walk across the air,” said the little bunny, “I will become a little boy and run into house.” “If you become a little boy and run into a house,” said his mother, “I will become your mother and catch you in my arms and hug you.” “Shucks,” said the little bunny, “I might just as well stay where I am and be your little bunny.” And so he did “Have a carrot,” said his mother bunny.

## Appendix 1H (Story, 8<sup>th</sup> Meeting)

### LUCY LAMB

By: Gill Davies

It is Spring on Yellow Barn Farm. “Moo!” says Mrs. Cow. “I hear that the bluebells in Ferny Wood are wonderful this year.” “Baa!” says Lucy Lamb. “I should like to hear them.” So Lucy trots along the lane until she comes to Ferny Wood. Then Lucy stands. She looks around and listens. Lucy can see lots of beautiful blue flowers swaying gently in the breeze. But she cannot hear any bells!

Just then, Foxy Cub peeps through the trees. “Where do the bluebells ring?” asks Lucy. “I don’t know,” says Foxy, “but I should like to hear them.” So Lucy trots further into the wood and Foxy Cub scampers after her.

Just then, Squirrel peeps through the leaves. “Do you know where the bluebells ring?” asks Lucy. “No,” says Squirrel, “but it would be fun to find out.” So Lucy trots further into the wood, and Foxy Cub and Squirrel scamper after.

Just then, Sukie Rabbit peeps through the bracken. “Do the bluebells ring here?” asks Lucy. “I have no idea,” says Sukie, “but I should like to know.” So Lucy trots further into the wood, and Foxy, Squirrel and Sukie scamper after her.

Just then, Oliver Otter scrambles up the river bank. He wants to know what all the trotting and scampering is about! “Can you tell us where the bluebells ring? Asks Lucy. Oliver begins to smile. His smile gets wider and wider, and then he begins to laugh. “Bluebells don’t ring,” laughs Oliver, rolling on the grass and holding his tummy. They are flowers. They are all around you. Look!”

The animals look at the bell shapes of the beautiful blue flowers. Then animals look back at Oliver rolling on the grass.

Very soon, Lucy, Foxy, Squirrel and Sukie are rolling on the grass and laughing, too! When all the animals stop laughing, they all agree that MRS Cow is right about the bluebells... They are really wonderful this year!

## Appendix 2A (Lesson Plan, 1<sup>st</sup> Meeting)

### LESSON PLAN (The 1<sup>st</sup> Meeting)

Subject	: English
Skills	: Listening, Vocabulary and Pronunciation
Theme/Topic	: Animals (Fish)
Story	: The Three Little Fish and The Big Bad Shark
Action Verbs	: Knock, Eat, Swim, Munch, Smash
Class	: Kindergarten 1
Semester	: 1
Time Allocated	: 1 x 30 minutes

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#### A. COMPETENCE

##### 1. Basic Competence

Students are able to:

- Build up their vocabulary based on the story given.
- Act out and understand the meaning of the action verbs (knock, eat, swim, munch, smash).
- Pronounce correctly.

##### 2. Achievement Indicators

###### Vocabulary

Students are able to:

- Know the meaning of the action verbs (knock, eat, swim, munch, smash) based on the story given entitled “The Three Little Fish and The Big Bad Shark”.

###### Listening

Students are able to:

- Act out the action verbs (knock, eat, swim, munch, smash).

### Pronunciation

Students are able to:

- Pronounce the action verbs (knock, eat, swim, munch, smash) based on the story given entitled “The Three Little Fish and The Big Bad Shark”.

### **B. LEARNING MATERIALS**

- Story book
- Pictures
- Hats of animals that related to the story given

### **C. TECHNIQUE AND LEARNING ACTIVITIES**

1. Technique

- Total Physical Response Storytelling (TPRS) method

2. Teaching and Learning Activities

Stages	Activities		Time
	Teacher’s	Students’	Allotment
Pre-Instructional Activities	Greets the students	Respond to the teacher’s greeting.	0.5 minute
	Asks some triggering questions to the students: <ul style="list-style-type: none"><li>• Do you know shark?</li><li>• What is the color of shark?</li></ul>	Answer the triggering questions.	1 minute
	Introduces the vocabularies to the students by showing the pictures and doing the action.	Listen and pay attention to the teacher.	2 minutes

Whilst- Instruc- tional	Tells a story to the students and performing some actions.	Listen to the story given and pay attention to the actions.	5 minutes
Activiti- es	Asks the students to do the action together with the teacher.	Do the action together with the teacher.	5 minutes
	Asks the students to do the action by themselves based on the teacher's stories.	Do the action by themselves based on the teacher's stories.	5 minutes
	Asks some students to be volunteers to come forward and do the action based on the teacher's stories.	Do the action based on the teacher's stories.	6 minutes
Post- Instruc- tional Activiti- es	Asks the students to do the exercise (write the number in the circle based on the teacher's instructions).	Do the exercise seriously.	5 minutes
	Says goodbye and leaves the class.	Respond to the teacher's expression.	0.5 minute

#### D. ASSESSMENT

The students are able to do the action based on the words mentioned by the teacher.

#### E. REFERENCES

- Geist Ken and Julia Gorton, *The Three Little Fish and The Big Bad Shark*, New York: Scholastic Inc., 2008.

## Appendix 2B (Lesson Plan, 2<sup>nd</sup> Meeting)

### LESSON PLAN (The 2<sup>nd</sup> Meeting)

Subject	: English
Skills	: Listening, Vocabulary and Pronunciation
Theme/Topic	: Animals (Action Verbs)
Story	: If You Are Happy and You Know It!
Action Verbs	: Nod head, Jump, Spin around, Clap hand, Stamp feet
Class	: Kindergarten 1
Semester	: 1
Time Allocated	: 1 x 30 minutes

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#### A. COMPETENCE

##### 1. Basic Competence

Students are able to:

- Build up their vocabulary based on the story given.
- Act out and understand the meaning of the action verbs (nod head, jump, spin around, clap hand, stamp feet).
- Pronounce correctly.

##### 2. Achievement Indicators

###### Vocabulary

Students are able to:

- Know the meaning of the action verbs (nod head, jump, spin around, clap hand, stamp feet) based on the story given entitled “If You Are Happy and You Know It!”

### Listening

Students are able to:

- Act out the action verbs (nod head, jump, spin around, clap hand, stamp feet).

### Pronunciation

Students are able to:

- Pronounce the action verbs (nod head, jump, spin around, clap hand, stamp feet) based on the story given entitled “If You Are Happy and You Know It!”

## **B. LEARNING MATERIALS**

- Story book
- Pictures
- Hats of animals that related to the story given

## **C. TECHNIQUE AND LEARNING ACTIVITIES**

1. Technique
  - Total Physical Response Storytelling (TPRS) method
2. Teaching and Learning Activities

Stages	Activities		Time
	Teacher's	Students'	Allotment
Pre-Instructional Activities	Greets the students	Respond to the teacher's greeting.	0.5 minute
	Asks some triggering questions to the students: <ul style="list-style-type: none"><li>• Do you know shark?</li><li>• What is the color of shark?</li></ul>	Answer the triggering questions.	1 minute

	Introduces the vocabularies to the students by showing the pictures and doing the action.	Listen and pay attention to the teacher.	2 minutes
Whilst- Instruc- tional Activiti- es	Tells a story to the students and performing some actions.	Listen to the story given and pay attention to the actions.	5 minutes
	Asks the students to do the action together with the teacher.	Do the action together with the teacher.	5 minutes
	Asks the students to do the action by themselves based on the teacher's stories.	Do the action by themselves based on the teacher's stories.	5 minutes
	Asks some students to be volunteers to come forward and do the action based on the teacher's stories.	Do the action based on the teacher's stories.	6 minutes
Post- Instruc- tional Activiti- es	Asks the students to do the exercise (write the number in the circle based on the teacher's instructions).	Do the exercise seriously.	5 minutes
	Says goodbye and leaves the class.	Respond to the teacher's expression.	0.5 minute

#### D. ASSESSMENT

The students are able to do the action based on the words mentioned by the teacher.

## E. REFERENCES

- Cabrera Jane, *If You Are Happy and You Know It!*, New York: Scholastic Inc., 2007.

## Appendix 2C (Lesson Plan, 3<sup>rd</sup> Meeting)

### LESSON PLAN (The 3<sup>rd</sup> Meeting)

Subject	: English
Skills	: Listening, Vocabulary and Pronunciation
Theme/Topic	: Animals (Penguin)
Story	: Penguin's Big Surprise
Action Verbs	: Dive, Flap, Slip, Bounce, Bump
Class	: Kindergarten 1
Semester	: 1
Time Allocated	: 1 x 30 minutes

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#### A. COMPETENCE

##### 1. Basic Competence

Students are able to:

- Build up their vocabulary based on the story given.
- Act out and understand the meaning of the action verbs (dive, flap, slip, bounce, bump).
- Pronounce correctly.

##### 2. Achievement Indicators

###### Vocabulary

Students are able to:

- Know the meaning of the action verbs (dive, flap, slip, bounce, bump) based on the story given entitled "Penguin's Big Surprise".

###### Listening

Students are able to:

- Act out the action verbs (dive, flap, slip, bounce, bump).

### Pronunciation

Students are able to:

- Pronounce the action verbs (dive, flap, slip, bounce, bump) based on the story given entitled “Penguin’s Big Surprise”.

### **B. LEARNING MATERIALS**

- Story book
- Pictures
- Hats of animals that related to the story given

### **C. TECHNIQUE AND LEARNING ACTIVITIES**

#### 1. Technique

- Total Physical Response Storytelling (TPRS) method

#### 2. Teaching and Learning Activities

Stages	Activities		Time
	Teacher’s	Students’	Allotment
Pre- Instruc- tional Activiti es	Greets the students	Respond to the teacher’s greeting.	0.5 minute
	Asks some triggering questions to the students: <ul style="list-style-type: none"><li>• Do you know penguin?</li><li>• What is the color of penguin?</li></ul>	Answer the triggering questions.	1 minute
	Introduces the vocabularies to the students by showing the pictures and doing the action.	Listen and pay attention to the teacher.	2 minutes

Whilst- Instruc- tional	Tells a story to the students and performing some actions.	Listen to the story given and pay attention to the actions.	5 minutes
Activiti- es	Asks the students to do the action together with the teacher.	Do the action together with the teacher.	5 minutes
	Asks the students to do the action by themselves based on the teacher's stories.	Do the action by themselves based on the teacher's stories.	5 minutes
	Asks some students to be volunteers to come forward and do the action based on the teacher's stories.	Do the action based on the teacher's stories.	6 minutes
Post- Instruc- tional Activiti- es	Asks the students to do the exercise (write the number in the circle based on the teacher's instructions).	Do the exercise seriously.	5 minutes
	Says goodbye and leaves the class.	Respond to the teacher's expression.	0.5 minute

#### D. ASSESSMENT

The students are able to do the action based on the words mentioned by the teacher.

#### E. REFERENCES

- Jenkin-Pearce Susie and Tina Macnaughton, *Penguin's Big Surprise*, New York: Scholastic Inc., 2007.

## Appendix 2D (Lesson Plan, 4<sup>th</sup> Meeting)

### LESSON PLAN (The 4<sup>th</sup> Meeting)

Subject	: English
Skills	: Listening, Vocabulary and Pronunciation
Theme/Topic	: Animals (Duck)
Story	: Giggle, Giggle, Quack
Action Verbs	: Take a bath, Giggle, Read, Drive, Write
Class	: Kindergarten 1
Semester	: 1
Time Allocated	: 1 x 30 minutes

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#### A. COMPETENCE

##### 1. Basic Competence

Students are able to:

- Build up their vocabulary based on the story given.
- Act out and understand the meaning of the action verbs (take a bath, giggle, read, drive, write).
- Pronounce correctly.

##### 2. Achievement Indicators

###### Vocabulary

Students are able to:

- Know the meaning of the action verbs (take a bath, giggle, read, drive, write) based on the story given entitled “Giggle, Giggle, Quack”.

###### Listening

Students are able to:

- Act out the action verbs (take a bath, giggle, read, drive, write).

### Pronunciation

Students are able to:

- Pronounce the action verbs (take a bath, giggle, read, drive, write) based on the story given entitled “Giggle, Giggle, Quack”.

### **B. LEARNING MATERIALS**

- Story book
- Pictures
- Hats of animals that related to the story given

### **C. TECHNIQUE AND LEARNING ACTIVITIES**

#### 1. Technique

- Total Physical Response Storytelling (TPRS) method

#### 2. Teaching and Learning Activities

Stages	Activities		Time
	Teacher's	Students'	Allotment
Pre- Instruc- tional Activiti es	Greets the students	Respond to the teacher's greeting.	0.5 minute
	Asks some triggering questions to the students: <ul style="list-style-type: none"><li>• Do you know duck?</li><li>• What is the color of duck?</li></ul>	Answer the triggering questions.	1 minute
	Introduces the vocabularies to the students by showing the pictures and doing the action.	Listen and pay attention to the teacher.	2 minutes

Whilst- Instruc- tional	Tells a story to the students and performing some actions.	Listen to the story given and pay attention to the actions.	5 minutes
Activiti- es	Asks the students to do the action together with the teacher.	Do the action together with the teacher.	5 minutes
	Asks the students to do the action by themselves based on the teacher's stories.	Do the action by themselves based on the teacher's stories.	5 minutes
	Asks some students to be volunteers to come forward and do the action based on the teacher's stories.	Do the action based on the teacher's stories.	6 minutes
Post- Instruc- tional Activiti- es	Asks the students to do the exercise (write the number in the circle based on the teacher's instructions).	Do the exercise seriously.	5 minutes
	Says goodbye and leaves the class.	Respond to the teacher's expression.	0.5 minute

#### D. ASSESSMENT

The students are able to do the action based on the words mentioned by the teacher.

#### E. REFERENCES

- Cronin Doreen, *Giggle, Giggle, Quack*, New York: Scholastic Inc., 2003.

## Appendix 2E (Lesson Plan, 5<sup>th</sup> Meeting)

### LESSON PLAN (The 5<sup>th</sup> Meeting)

Subject	: English
Skills	: Listening, Vocabulary and Pronunciation
Theme/Topic	: Animals (Snake)
Story	: The Greedy Python
Action Verbs	: Swim, Sit, Hug, Cough, Fly
Class	: Kindergarten 1
Semester	: 1
Time Allocated	: 1 x 30 minutes

---

#### A. COMPETENCE

##### 1. Basic Competence

Students are able to:

- Build up their vocabulary based on the story given.
- Act out and understand the meaning of the action verbs (swim, sit, hug, cough, fly).
- Pronounce correctly.

##### 2. Achievement Indicators

###### Vocabulary

Students are able to:

- Know the meaning of the action verbs (swim, sit, hug, cough, fly) based on the story given entitled “The Greedy Python”.

###### Listening

Students are able to:

- Act out the action verbs (swim, sit, hug, cough, fly).

### Pronunciation

Students are able to:

- Pronounce the action verbs (swim, sit, hug, cough, fly) based on the story given entitled “The Greedy Python”.

## **B. LEARNING MATERIALS**

- Story book
- Pictures
- Hats of animals that related to the story given

## **C. TECHNIQUE AND LEARNING ACTIVITIES**

### 1. Technique

- Total Physical Response Storytelling (TPRS) method

### 2. Teaching and Learning Activities

Stages	Activities		Time
	Teacher's	Students'	Allotment
Pre- Instruc- tional Activiti- es	Greets the students	Respond to the teacher's greeting.	0.5 minute
	Asks some triggering questions to the students: <ul style="list-style-type: none"><li>• Do you know snake?</li><li>• What is the color of snake?</li></ul>	Answer the triggering questions.	1 minute
	Introduces the vocabularies to the students by showing the pictures and doing the action.	Listen and pay attention to the teacher.	2 minutes

Whilst- Instruc- tional Activiti- es	Tells a story to the students and performing some actions.	Listen to the story given and pay attention to the actions.	5 minutes
	Asks the students to do the action together with the teacher.	Do the action together with the teacher.	5 minutes
	Asks the students to do the action by themselves based on the teacher's stories.	Do the action by themselves based on the teacher's stories.	5 minutes
	Asks some students to be volunteers to come forward and do the action based on the teacher's stories.	Do the action based on the teacher's stories.	6 minutes
Post- Instruc- tional Activiti- es	Asks the students to do the exercise (write the number in the circle based on the teacher's instructions).	Do the exercise seriously.	5 minutes
	Says goodbye and leaves the class.	Respond to the teacher's expression.	0.5 minute

#### D. ASSESSMENT

The students are able to do the action based on the words mentioned by the teacher.

#### E. REFERENCES

- Buckley Richard and Eric Carle, *The Greedy Python*, New York: Scholastic Inc., 1992.

## Appendix 2F (Lesson Plan, 6<sup>th</sup> Meeting)

### LESSON PLAN (The 6<sup>th</sup> Meeting)

Subject	: English
Skills	: Listening, Vocabulary and Pronunciation
Theme/Topic	: Animals (Hen)
Story	: The Little Red Hen (Makes a Pizza)
Action Verbs	: Grate, Roll, Knead, Chop, Stir
Class	: Kindergarten 1
Semester	: 1
Time Allocated	: 1 x 30 minutes

---

#### A. COMPETENCE

##### 1. Basic Competence

Students are able to:

- Build up their vocabulary based on the story given.
- Act out and understand the meaning of the action verbs (grate, roll, knead, chop, stir).
- Pronounce correctly.

##### 2. Achievement Indicators

###### Vocabulary

Students are able to:

- Know the meaning of the action verbs (grate, roll, knead, chop, stir) based on the story given entitled “The Little Red Hen (Makes a Pizza)”.

###### Listening

Students are able to:

- Act out the action verbs (grate, roll, knead, chop, stir).

### Pronunciation

Students are able to:

- Pronounce the action verbs (grate, roll, knead, chop, stir) based on the story given entitled “The Little Red Hen (Makes a Pizza)”.

### **B. LEARNING MATERIALS**

- Story book
- Pictures
- Hats of animals that related to the story given

### **C. TECHNIQUE AND LEARNING ACTIVITIES**

#### 1. Technique

- Total Physical Response Storytelling (TPRS) method

#### 2. Teaching and Learning Activities

Stages	Activities		Time
	Teacher's	Students'	Allotment
Pre- Instruc- tional Activiti es	Greets the students	Respond to the teacher's greeting.	0.5 minute
	Asks some triggering questions to the students: <ul style="list-style-type: none"><li>• Do you know hen?</li><li>• What is the color of hen?</li></ul>	Answer the triggering questions.	1 minute
	Introduces the vocabularies to the students by showing the pictures and doing the action.	Listen and pay attention to the teacher.	2 minutes
Whilst-	Tells a story to the students and performing some	Listen to the story given and pay attention to the	5 minutes

Instruc	actions.	actions.	
tional	Asks the students to do the action together with the teacher.	Do the action together with the teacher.	5 minutes
Activiti	Asks the students to do the action by themselves based on the teacher's stories.	Do the action by themselves based on the teacher's stories.	5 minutes
es	Asks some students to be volunteers to come forward and do the action based on the teacher's stories.	Do the action based on the teacher's stories.	6 minutes
Post-	Asks the students to do the exercise (write the number in the circle based on the teacher's instructions).	Do the exercise seriously.	5 minutes
Instruc	Says goodbye and leaves the class.	Respond to the teacher's expression.	0.5 minute
tional			
Activiti			
es			

#### **D. ASSESSMENT**

The students are able to do the action based on the words mentioned by the teacher.

#### **E. REFERENCES**

- Sturges Philemon, *The Little Red Hen (Makes a Pizza)*, New York: Scholastic Inc., 2001.

## Appendix 2G (Lesson Plan, 7<sup>th</sup> Meeting)

### LESSON PLAN (The 7<sup>th</sup> Meeting)

Subject	: English
Skills	: Listening, Vocabulary and Pronunciation
Theme/Topic	: Animals (Rabbit)
Story	: The Runaway Bunny
Action Verbs	: Sail, Fish, Climb, Run, Blow
Class	: Kindergarten 1
Semester	: 1
Time Allocated	: 1 x 30 minutes

---

#### A. COMPETENCE

##### 1. Basic Competence

Students are able to:

- Build up their vocabulary based on the story given.
- Act out and understand the meaning of the action verbs (sail, fish, climb, run, blow).
- Pronounce correctly.

##### 2. Achievement Indicators

###### Vocabulary

Students are able to:

- Know the meaning of the action verbs (sail, fish, climb, run, blow) based on the story given entitled “The Runaway Bunny”.

###### Listening

Students are able to:

- Act out the action verbs (sail, fish, climb, run, blow).

### Pronunciation

Students are able to:

- Pronounce the action verbs (sail, fish, climb, run, blow) based on the story given entitled “The Runaway Bunny”.

## **B. LEARNING MATERIALS**

- Story book
- Pictures
- Hats of animals that related to the story given

## **C. TECHNIQUE AND LEARNING ACTIVITIES**

### 1. Technique

- Total Physical Response Storytelling (TPRS) method

### 2. Teaching and Learning Activities

Stages	Activities		Time
	Teacher's	Students'	Allotment
Pre- Instruc- tional Activiti es	Greets the students	Respond to the teacher's greeting.	0.5 minute
	Asks some triggering questions to the students: <ul style="list-style-type: none"><li>• Do you know bunny?</li><li>• What is the color of bunny?</li></ul>	Answer the triggering questions.	1 minute
	Introduces the vocabularies to the students by showing the pictures and doing the action.	Listen and pay attention to the teacher.	2 minutes

Whilst- Instruc- tional	Tells a story to the students and performing some actions.	Listen to the story given and pay attention to the actions.	5 minutes
Activiti es	Asks the students to do the action together with the teacher.	Do the action together with the teacher.	5 minutes
	Asks the students to do the action by themselves based on the teacher's stories.	Do the action by themselves based on the teacher's stories.	5 minutes
	Asks some students to be volunteers to come forward and do the action based on the teacher's stories.	Do the action based on the teacher's stories.	6 minutes
Post- Instruc- tional Activiti es	Asks the students to do the exercise (write the number in the circle based on the teacher's instructions).	Do the exercise seriously.	5 minutes
	Says goodbye and leaves the class.	Respond to the teacher's expression.	0.5 minute

#### D. ASSESSMENT

The students are able to do the action based on the words mentioned by the teacher.

#### E. REFERENCES

- Wise Brown Margaret, *The Runaway Bunny*, New York: Scholastic Inc., 1972.

## Appendix 2H (Lesson Plan, 8<sup>th</sup> Meeting)

### LESSON PLAN (The 8<sup>th</sup> Meeting)

Subject	: English
Skills	: Listening, Vocabulary and Pronunciation
Theme/Topic	: Animals (Lamb)
Story	: Lucy Lamb
Action Verbs	: Hold, Hear, Laugh, Peep, Trot
Class	: Kindergarten 1
Semester	: 1
Time Allocated	: 1 x 30 minutes

---

#### A. COMPETENCE

##### 1. Basic Competence

Students are able to:

- Build up their vocabulary based on the story given.
- Act out and understand the meaning of the action verbs (hold, hear, laugh, peep, trot).
- Pronounce correctly.

##### 2. Achievement Indicators

###### Vocabulary

Students are able to:

- Know the meaning of the action verbs (hold, hear, laugh, peep, trot) based on the story given entitled “Lucy Lamb”.

###### Listening

Students are able to:

- Act out the action verbs (hold, hear, laugh, peep, trot).

### Pronunciation

Students are able to:

- Pronounce the action verbs (hold, hear, laugh, peep, trot) based on the story given entitled “Lucy Lamb”.

## **B. LEARNING MATERIALS**

- Story book
- Pictures
- Hats of animals that related to the story given

## **C. TECHNIQUE AND LEARNING ACTIVITIES**

### 1. Technique

- Total Physical Response Storytelling (TPRS) method

### 2. Teaching and Learning Activities

Stages	Activities		Time
	Teacher's	Students'	Allotment
Pre- Instruc- tional Activiti es	Greets the students	Respond to the teacher's greeting.	0.5 minute
	Asks some triggering questions to the students: <ul style="list-style-type: none"><li>• Do you know lamb?</li><li>• What is the color of lamb?</li></ul>	Answer the triggering questions.	1 minute
	Introduces the vocabularies to the students by showing the pictures and doing the action.	Listen and pay attention to the teacher.	2 minutes

Whilst- Instruc- tional	Tells a story to the students and performing some actions.	Listen to the story given and pay attention to the actions.	5 minutes
Activiti- es	Asks the students to do the action together with the teacher.	Do the action together with the teacher.	5 minutes
	Asks the students to do the action by themselves based on the teacher's stories.	Do the action by themselves based on the teacher's stories.	5 minutes
	Asks some students to be volunteers to come forward and do the action based on the teacher's stories.	Do the action based on the teacher's stories.	6 minutes
Post- Instruc- tional Activiti- es	Asks the students to do the exercise (write the number in the circle based on the teacher's instructions).	Do the exercise seriously.	5 minutes
	Says goodbye and leaves the class.	Respond to the teacher's expression.	0.5 minute

#### D. ASSESSMENT

The students are able to do the action based on the words mentioned by the teacher.

#### E. REFERENCES

- Davies Gill, *Lucy Lamb*, China: Autumn Publishing Limited, 2004.

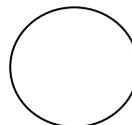
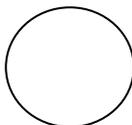
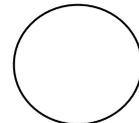
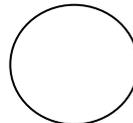
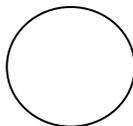
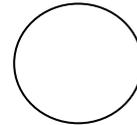
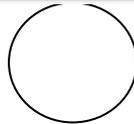
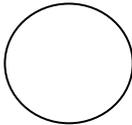
Appendix 3 (Pretest-Posttest, Questions and Answer Key)

**Pretest-Posttest**

Name : \_\_\_\_\_

Class : \_\_\_\_\_

Write the number in the circle based on the teacher's instructions!



## Questions

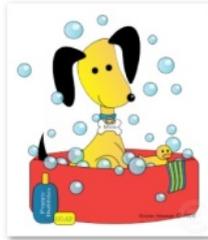
1. Clap
2. Take a bath
3. Cough
4. Run
5. Slip
6. Peep
7. Swim
8. Stir

Answer Key

Write the number in the circle based on the teacher's instructions!



8



2



5



1



3



6



7



4

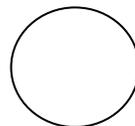
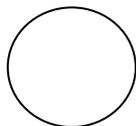
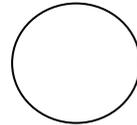
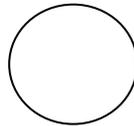
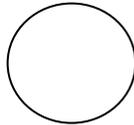
Appendix 4A (Students' Worksheet, Questions and Answer Key, 1<sup>st</sup> Meeting)

*The Three Little Fish And The Bad Big Shark*

Name : \_\_\_\_\_

Class : \_\_\_\_\_

Write the number in the circle based on the teacher's instructions!



## Questions

1. Knock
2. Eat
3. Swim
4. Munch
5. Smash

Answer Key

Write the number in the circle based on the teacher's instructions!



3



1



5



2



4

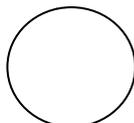
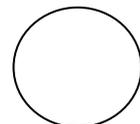
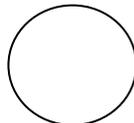
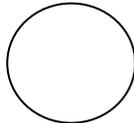
Appendix 4B (Students' Worksheet, Questions and Answer Key, 2<sup>nd</sup> Meeting)

*The Run Away*

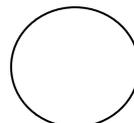
Name : \_\_\_\_\_

Class : \_\_\_\_\_

Write the number in the circle based on the teacher's instructions!



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## Questions

1. Sail
2. Fish
3. Climb
4. Run
5. Blow

Answer Key

Write the number in the circle based on the teacher's instructions!



4



2



3



1



5

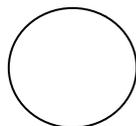
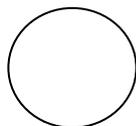
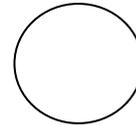
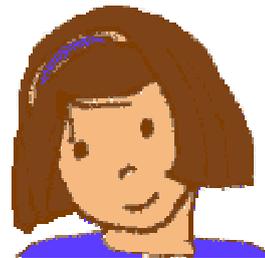
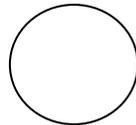
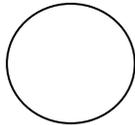
Appendix 4C (Students' Worksheet, Questions and Answer Key, 3<sup>rd</sup> Meeting)

*If you're happy and you know it!*

Name : \_\_\_\_\_

Class : \_\_\_\_\_

Write the number in the circle based on the teacher's instructions!



## Questions

1. Nod head
2. Jump
3. Spin around
4. Clap hand
5. Stamp feet

Answer Key

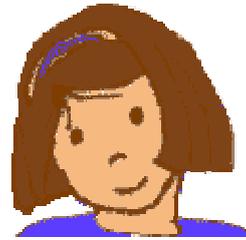
Write the number in the circle based on the teacher's instructions!



4



5



1



3



2

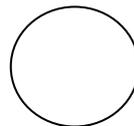
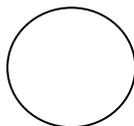
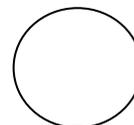
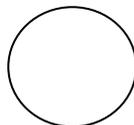
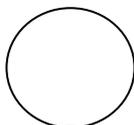
Appendix 4D (Students' Worksheet, Questions and Answer Key, 4<sup>th</sup> Meeting)

**Penguin's Big Surprise**

Name : \_\_\_\_\_

Class : \_\_\_\_\_

Write the number in the circle based on the teacher's instructions!



## Questions

1. Dive
2. Flap
3. Slip
4. Bounce
5. Bump

Answer Key

Write the number in the circle based on the teacher's instructions!



3



5



4



2



1

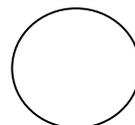
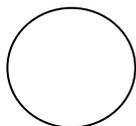
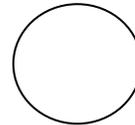
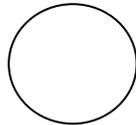
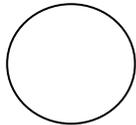
Appendix 4E (Students' Worksheet, Questions and Answer Key, 5<sup>th</sup> Meeting)

**The Greedy Python**

Name : \_\_\_\_\_

Class : \_\_\_\_\_

Write the number in the circle based on the teacher's instructions!



## Questions

1. Swim
2. Sit
3. Hug
4. Cough
5. Fly

Answer Key

Write the number in the circle based on the teacher's instructions!



3



1



5



2



4

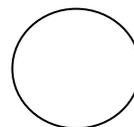
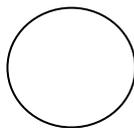
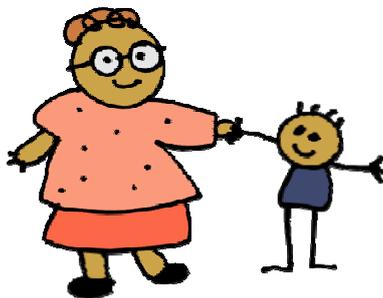
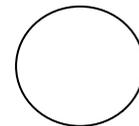
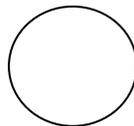
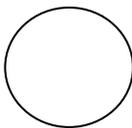
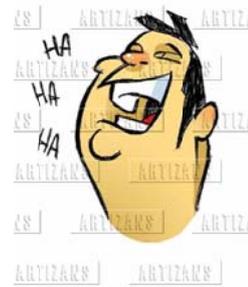
Appendix 4F (Students' Worksheet, Questions and Answer Key, 6<sup>th</sup> Meeting)

**Lucy Lamb**

Name : \_\_\_\_\_

Class : \_\_\_\_\_

Write the number in the circle based on the teacher's instructions!



## Questions

1. Hold
2. Hear
3. Laugh
4. Peep
5. Trot

Answer Key

Write the number in the circle based on the teacher's instructions!



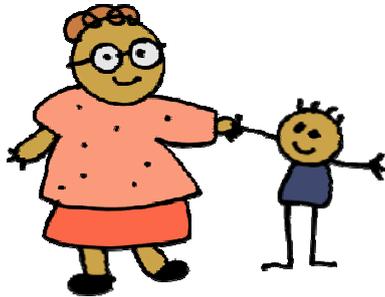
2



5



3



1



4

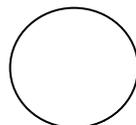
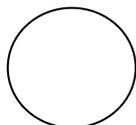
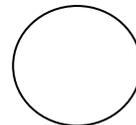
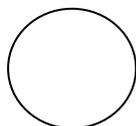
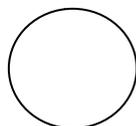
Appendix 4G (Students' Worksheet, Questions and Answer Key, 7<sup>th</sup> Meeting)

**Giggle, Giggle, Quack**

Name : \_\_\_\_\_

Class : \_\_\_\_\_

Write the number in the circle based on the teacher's instructions!



## Questions

1. Take a bath
2. Giggle
3. Read
4. Drive
5. Write

Answer Key

Write the number in the circle based on the teacher's instructions!



5



4



2



3



1

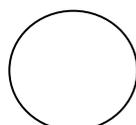
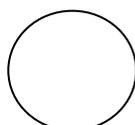
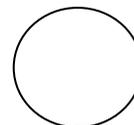
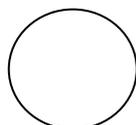
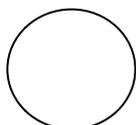
Appendix 4H (Students' Worksheet, Questions and Answer Key, 7<sup>th</sup> Meeting)

**The Little Red Hen**

Name : \_\_\_\_\_

Class : \_\_\_\_\_

Write the number in the circle based on the teacher's instructions!



## Questions

1. Grate
2. Roll
3. Knead
4. Chop
5. Stir

Answer Key

Write the number in the circle based on the teacher's instructions!



5



2



4



1



3

## Appendix 5 (Score of the Subjects)

### Scores of the subjects

No.	Pretest	I	II	III	IV	V	VI	VII	VIII	Posttest
1.	100	100	100	100	80	100	100	100	100	100
2.	100	100	100	100	100	100	100	100	100	100
3.	100	100	100	100	100	100	100	100	100	100
4.	75	100	100	60	60	20	80	100	60	100
5.	75	100	100	-	100	100	100	100	100	100
6.	62.5	100	100	40	100	-	-	-	-	100
7.	100	100	100	100	100	100	100	100	100	100
8.	50	100	100	100	60	100	60	100	100	62.5
9.	62.5	100	20	0	60	100	20	100	20	75
10.	62.5	-	-	-	100	100	40	100	100	100
11.	37.5	100	80	100	60	100	60	100	100	100
12.	75	100	100	100	100	100	60	100	-	75
13.	75	100	100	100	100	100	100	100	100	100
14.	62.5	100	100	100	100	100	-	-	100	100
15.	75	100	100	100	100	100	100	100	100	100
16.	75	100	100	100	100	100	100	100	100	100
17.	50	100	100	-	100	100	40	100	100	100
18.	37.5	100	100	100	100	100	100	100	100	100
19.	50	-	-	-	100	100	100	100	100	100
20.	50	-	-	60	100	100	100	100	100	100
21.	50	-	-	-	-	100	-	-	100	100

## **Appendix 6 (The Observation Sheet of Some Students)**

### **The observations sheet of some students**

#### **Student number 4**

At the first time when the writer gave the pretest for the children, he was shocked and didn't know what to do because he thought that the teacher didn't teach anything but he had to do the test. After giving more explanations to him, he knew what he had to do. His score was quite good. He got 75 for his pretest. The next day was the first time for the writer to give the treatment by telling the story and using TPRS method. On that day, he looked very happy because it was his brother's birthday. He enjoyed her treatment by listening to the story and doing the actions enthusiastically. When the writer asked him why he did the actions enthusiastically, he said that he liked the story because the story was about fish. It was one of his favorite animals. Therefore, he could memorize and pronounce the vocabulary easily and do the exercises well. He got 100 for the exercise in the first meeting. For the next meeting, he enjoyed her treatment too. Because of the actions that she did, he understood the story. When she asked him to do the action, he did the actions well. He also could pronounce the words well. So, he got 100 for the exercise in the second meeting. In the third meeting, he looked so sleepy. When the writer read the story and did the actions, he only sat quietly. Even though he did the actions, he did the actions unenthusiastically. That was why; he got 60 for the exercise. The next day, his mood was not good. When she asked him, he said that he was sad because his mom was angry with him this morning. So, he didn't enjoy the treatment. He got 60 again for the exercise. The fifth

meeting was the lowest score for him. At the first time, he looked very happy. When she read the story, suddenly he looked bored. She thought that the story was not interesting or she didn't do the actions without difficulty, so he couldn't memorize the vocabulary given and do the actions well. He was confused how to do the actions when she asked him to do them. For the next meeting, his mood was good. He looked happy on this day. When she read the story, he didn't really pay attention to her. He talked with his friends who sat beside him. So, he didn't really memorize all the vocabulary and the actions. In doing the exercises, he only got 80 for his score. For the seventh meeting, the story was interesting. It was about a bunny and the mother. The picture in the story book was interesting too. All of the children loved it including him. Because he loved the story and the actions that she did, he could understand the story well. So, it was very easy to memorize the words. When she asked him to do the actions, he could do the actions well and did the exercises without difficulty. He got 100 for the score. The next day was the last day for the treatment. He didn't feel good on that day. He was a little bit coughing. That was why; he didn't enjoy the treatment. He only sat quietly and kept silent. He didn't want to do the actions when she asked him to do it. For the effect, he got 60 for the exercise. But, for the posttest, he was able to do the exercises very well. He could answer all the questions correctly. He got 100 for the posttest. She thought that he could memorize all the vocabulary given before, besides he had a good mood on that day.

### **Student number 11**

It was the same with student number 4. At the first time when the writer gave the pretest for the children, he was shocked and didn't know what to do because he thought that the teacher didn't teach anything but he had to do the test. After giving more explanations to him, he knew what he had to do. But his score was not quite good. He got 37.5 for his pretest. The next day was the first time for the writer to give the treatment by telling the story and using TPRS method. On that day, he was very happy because he saw the hats used as the media in teaching. He was curious about those hats. Therefore, he really listened to the story and did the action well. In the second meeting, his mood was good. He looked happy on this day. When she read the story and showed the actions, he didn't really pay attention to her. He talked with his friends who sat beside him. So, he didn't really memorize all the vocabulary and the actions. In doing the exercise, he only got 80 for his score. Next meeting, he looked very happy because he became the leader in the class. He enjoyed the treatment by paying attention to the teacher who did the actions. Therefore, he could understand the story easily. He was able to memorize and pronounce the vocabulary without difficulty. He got 100 for the score. The fourth meeting, he looked very happy at the first time. When she read the story, suddenly he looked bored. She thought that the story was not interesting or she didn't do the action well, so he couldn't memorize the vocabulary given and do the actions well. He was confused how to do the actions when she asked him to do the actions. Therefore, he couldn't get 100 for the exercise. He only got 60 for his score. The next day, he enjoyed the

treatment. He understood the story because she did the actions well. Therefore, he was able to memorize and pronounce the vocabulary well. He did the actions enthusiastically. So, he could answer all the questions correctly. He got 100 for the exercise. In the next meeting, his mood was not good. When she asked him, he said that he was sad because his sister was angry with him this morning. He only sat nicely and listened to the story. So, he didn't enjoy the story. He only got 60 for the exercise. For the seventh meeting, the story was interesting. It was about a bunny and the mother. The picture in the story book was interesting. Besides, she did the actions well. All of the children loved it including him. Because he loved the story and the actions, he could understand the story well and could memorize the words easily. He also could do the actions well, so he was able to do the exercises without difficulty. He got 100 for the score. The next day was the last day for the treatment. Actually, he was sad, but he tried to listen and understand the story by paying attention to the teacher who did the actions. He looked serious at that time. But, by seeing the action that she did, he was able to memorize and pronounce the words well. He also could do the actions enthusiastically. Because of that, he got 100 for his score. For the posttest, he was able to do the exercises very well. He could answer all the questions correctly. He got 100 for the posttest. She thought that he could memorize all the vocabulary given before, besides he had a good mood on that day.

### **Student number 18**

All the scores from first meeting until eighth meeting were 100. For the posttest, the score was 100 too. But, the score of the pretest was not quite good. She got 37.5 for her score. At that time, she looked so sleepy. When she explained how to do the pretest, she only sat nicely and kept silent. She was confused how to do it. Besides, she didn't really understand and know that words that were used for the pretest. During the treatment with TPRS, she understood the vocabulary given. She did the actions well. Then, she could do the posttest without difficulty.

## **Appendix 7 (Reflection of Each Meeting)**

### **1<sup>st</sup> Meeting**

This morning, the writer did her first treatment. She told a story to her students using TPRS method for teaching vocabulary. The title of the story is “The Three Little Fish and The Big Bad Shark”. She used a big story book, some flash cards and hats of animals that related to the story given as her learning materials. On that day, the students were confused how to do the action by themselves based on the teacher’s story. So, the teacher had to give more explanations to them. And finally, they could do the actions by themselves. They did best in doing the exercise (write the number in the circle based on the teacher’s instructions). All of them got 100 for their score.

### **2<sup>nd</sup> Meeting**

This morning, the writer did her second treatment. She told a story to her students using TPRS method for teaching vocabulary. The title of the story is “If You Are Happy and You Know It”. She used a big story book, some flash cards and hats of animals that related to the story given as her learning materials. On that day, the students were very enthusiastic because they liked the story. They could do the actions best by themselves. They did well in doing the exercise (write the number in the circle based on the teacher’s instructions). Almost all of them got 100 for their score.

### **3<sup>rd</sup> Meeting**

This morning, the writer did her third treatment. She told a story to her students using TPRS method for teaching vocabulary. The title of the story is “Penguin’s Big Surprise”. She used a big story book, some flash cards and hats of animals that related to the story given as her learning materials. This story was very difficult to be auctioned because the teacher had to action how to slip and bump. On that day, the students were very happy because the story was funny. That was why; they could do the actions well by themselves. They could do the exercise (write the number in the circle based on the teacher’s instructions). Almost all of them got 100 for their score.

### **4<sup>th</sup> Meeting**

This morning, the writer did her fourth treatment. She told a story to her students using TPRS method for teaching vocabulary. The title of the story is “Giggle, Giggle, Quack”. She used a big story book, some flash cards and hats of animals that related to the story given as her learning materials. On that day, the students were very enthusiastic too because they liked to pretend to be the cows and pigs. They could do the actions best by themselves. They did best in doing the exercise (write the number in the circle based on the teacher’s instructions). Almost all of them got 100 for their score.

### **5<sup>th</sup> Meeting**

This morning, the writer did her fifth treatment. She told a story to her students using TPRS method for teaching vocabulary. The title of the story is

“The Greedy Python”. She used a big story book, some flash cards and hats of animals that related to the story given as her learning materials. Before telling a story, they always asked about the hats. They loved her hats. On that day, the students were very sad because of the story. It was about a snake that ate all the animals in the forest. That was why they felt sad. Even though the story was very sad, they could do the actions best by themselves. They did well in doing the exercise (write the number in the circle based on the teacher’s instructions). Almost all of them got 100 for their score.

### **6<sup>th</sup> Meeting**

This morning, the writer did her sixth treatment. She told a story to her students using TPRS method for teaching vocabulary. The title of the story is “The Little Red Hen (Makes a Pizza)”. She used a big story book, some flash cards and hats of animals that related to the story given as her learning materials. On that day, the students enjoyed the story given because they liked to eat pizza and also pretend to be the chef. They could do the actions best by themselves. They did best in doing the exercise (write the number in the circle based on the teacher’s instructions). Almost all of them got 100 for their score.

### **7<sup>th</sup> Meeting**

This morning, the writer did her seventh treatment. She told a story to her students using TPRS method for teaching vocabulary. The title of the story is “The Runaway Bunny”. She used a big story book, some flash cards and hats of animals that related to the story given as her learning materials. On that day, the students were very enthusiastic because they liked to pretend to be bunny. They

could do the actions best by themselves. They did best in doing the exercise (write the number in the circle based on the teacher's instructions). Almost all of them got 100 for their score.

### **8<sup>th</sup> Meeting**

This morning, the writer did her last (eighth) treatment. She told a story to her students using TPRS method for teaching vocabulary. The title of the story is "Lucy Lamb". She used a big story book, some flash cards and hats of animals that related to the story given as her learning materials. On that day, the students were very happy because they could pretend to laugh. They could do the actions best by themselves. They did best in doing the exercise (write the number in the circle based on the teacher's instructions). Almost all of them got 100 for their score.

**Appendix 8 (The Calculation of Pretest-Posttest Scores)**

**THE CALCULATION OF MEAN SCORES**

No.	Pretest		Posttest	
	B	B <sup>2</sup>	A	A <sup>2</sup>
1	100	10000	100	10000
2	100	10000	100	10000
3	100	10000	100	10000
4	75	5625	100	10000
5	75	5625	100	10000
6	62.5	3906.25	100	10000
7	100	10000	100	10000
8	50	2500	62.5	3906.25
9	62.5	3906.25	75	5625
10	62.5	3906.25	100	10000
11	37.5	1406.25	100	10000
12	75	5625	75	5625
13	75	5625	100	10000
14	62.5	3906.25	100	10000
15	75	5625	100	10000
16	75	5625	100	10000
17	50	2500	100	10000
18	37.5	1406.25	100	10000
19	50	2500	100	10000
20	50	2500	100	10000
21	50	2500	100	10000
<b>Total</b>	1425	104687.5	2012.5	195156.25
<b>n</b>	21		21	
<b>Mean</b>	67.86		95.83	
<b>s</b>	19.98		10.70	

The hypotheses of the Mean Scores of Pretest and Posttest

1. The hypotheses are:

- $H_0: \mu_A = \mu_B$ , means that there is no significant difference between the mean score of pretest and posttest.
- $H_a: \mu_A < \mu_B$ , means that the mean score of pretest is lower than posttest.

2.  $t_{\text{table}}$  is (0.05, df), where  $df = n_A + n_B - 2$   
 $= 21 + 21 - 2$   
 $= 40$

$t_{\text{table}}$  is (0.05, 40) = 1.6839

3. calculation for t-observation

A: Posttest

- **Mean**

$$\begin{aligned}\bar{x}_B &= \frac{\sum x}{n} \\ &= \frac{2012.5}{21} \\ &= 95.83\end{aligned}$$

- **Standard Deviation**

$$\begin{aligned}s &= \sqrt{\frac{n \cdot \sum x^2 - (\sum x)^2}{n \cdot (n - 1)}} \\ &= \sqrt{\frac{21 \cdot (195156.25) - (2012.5)^2}{21 \cdot (21 - 1)}}\end{aligned}$$

$$\begin{aligned}
&= \sqrt{\frac{4098281.25 - 4050156.25}{21 \cdot (20)}} \\
&= \sqrt{\frac{48125}{420}} \\
&= \sqrt{114.58} \\
&= 10.70
\end{aligned}$$

B: Pretest

- **Mean**

$$\begin{aligned}
\bar{x}_B &= \frac{\sum x}{n} \\
&= \frac{1425}{21} \\
&= 67.86
\end{aligned}$$

- **Standard Deviation**

$$\begin{aligned}
s &= \sqrt{\frac{n \cdot \sum x^2 - (\sum x)^2}{n \cdot (n - 1)}} \\
&= \sqrt{\frac{21 \cdot (104687.5) - (1425)^2}{21 \cdot (21 - 1)}} \\
&= \sqrt{\frac{2198437.5 - 2030625}{21 \cdot (20)}} \\
&= \sqrt{\frac{167812.5}{420}} \\
&= \sqrt{399.65}
\end{aligned}$$

$$= 19.98$$

**t-observation**

$$\begin{aligned}
 t_o &= \frac{\bar{x}_A - \bar{x}_B}{\sqrt{\frac{(n_A - 1)s^2_A + (n_B - 1)s^2_B}{n_A + n_B - 2} \left( \frac{1}{n_A} + \frac{1}{n_B} \right)}} \\
 &= \frac{95.83 - 67.86}{\sqrt{\frac{(21 - 1)114.58 + (21 - 1)399.55}{21 + 21 - 2} \left( \frac{1}{21} + \frac{1}{21} \right)}} \\
 &= \frac{27.97}{\sqrt{\frac{(20)114.58 + (20)399.55}{40} \left( \frac{2}{21} \right)}} \\
 &= \frac{27.97}{\sqrt{\frac{2291.6 + 7991}{40} (0.095)}} \\
 &= \frac{27.97}{\sqrt{\frac{10282.6}{40} (0.095)}} \\
 &= \frac{27.97}{\sqrt{257.065 (0.095)}} \\
 &= \frac{27.97}{\sqrt{24.42}} \\
 &= \frac{27.97}{4.94} \\
 &= 5.66
 \end{aligned}$$

4. Conclusion

t-observation ( $t_o = 5.66$ ) is greater than  $t_{\text{table}}$  (1.6839), so  $H_0$  is rejected and  $H_a$  is accepted.

It means that there is significant different in the vocabulary achievement between pretest and posttest.