

Appendix 1: Time Table of Action Research

No.	Day/Date	Time	Explanation
1.	Saturday, 3 rd March 2012	06.45 – 07.55	Introducing estafet game, and quiz 1
2.	Saturday, 10 th March 2012	07.55 – 09.05	Teaching vocabulary words related to the topic using <i>estafet game</i>
3.	Saturday, 17 th March 2012	06.45 – 07.55	Teaching vocabulary words related to the topic using <i>estafet game</i>
4.	Saturday, 24 th March 2012	07.55 – 09.05	Teaching vocabulary words related to the topic using <i>estafet game</i> , quiz 2
5.	Monday, 26 th March 2012	06.45 – 07.05	Distributing questionnaire

Appendix 2: The Observation checklist of Students' Performances

Subjects : The Fifth grade of elementary school
 Cycle/Meeting : I/I, II, III& IV
 Day/Date : 3rd, 10th, 17th, 24th March 2012
 Time : 06.45 – 07.55 / 07.55 – 09.05

No	Lesson plan stages	Description	Meeting			
			I	II	III	IV
1.	Pre teaching	1. Students do not complain when the teacher told that today's material is vocabulary mastery	1	3	3	4
		2. Students answer the teacher's question orally	1	3	3	3
2.	Whilst teaching	3. Students pay attention to the teacher's explanation	2	2	3	4
		4. Students listen to the teacher's explanation	2	2	3	3
		5. Students ask the teacher about the vocabulary words that they don't know	2	2	3	3
		6. Students answer the teacher's question about the material	1	2	3	3
		7. Students listen to the teacher's instruction	1	3	3	4
		8. Students enjoy in doing estafet game	2	3	4	4
		9. Students follows the procedures of estafet game	2	3	3	4
		10. Students try to make their assignment by themselves	3	3	3	3
		11. Students are excited in doing their assignment	2	2	4	4
		12. Students do not complain in teacher instructions.	2	3	3	4
3.	Post teaching	13. Students ask their problem they have during memorizing vocabulary words by using <i>estafet game</i>	1	2	3	3
Total point			22/52	33/52	41/52	46/52

The percentage of students' performances in the class:

Meeting I : 42% Meeting III : 79 %
 Meeting II : 63% Meeting IV : 88 %

Note:

0 : No student does
 1 : A few students do
 2 : A half of the students do
 3 : Most of the students do
 4 : All of the students do

Adapted from Indahwati, (2010)

Categories:

0 % - 40% : very poor
 41% - 55% : poor
 56% - 70% : fair
 71% - 85% : good
 86% - 100% : very good

Teacher

Observer

Masnur Rahmah

Siti Ma'rufah

Appendix 3: The Questionnaire for the Students**QUESTIONNAIRE
MINU SUKODONO GRESIK**

Jawablah dengan jujur dengan memberikan tanda silang (x) pada salah satu jawaban ya atau tidak!

1. Apakah kamu mempunyai cara menghafal kosa kata dalam bahasa inggris?
a. Ya b. Tidak
2. Apakah kamu pernah tahu apa Estafet Game itu?
a. Ya b. Tidak
3. Apakah menurutmu estafet game lebih menyenangkan dari cara menghafal kata yang selama ini kamu lakukan?
a. Ya b. Tidak
4. Apakah menghafal kata menggunakan estafet game membuatmu lebih bersemangat dalam belajar Bahasa Inggris?
a. Ya b. Tidak
5. Apakah estafet game membantumu lebih berani mengucapkan kata-kata dalam bahasa inggris?
a. Ya b. Tidak
6. Apakah estafet game membuatmu lebih mudah menghafalkan kosa kata dalam bahasa inggris?
a. Ya b. Tidak
7. Apakah belajar dengan estafet game membuat suasana kelas menjadi lebih menyenangkan?
a. Ya b. Tidak
8. Apakah estafet game sulit diterapkan dalam menghafalkan kosa kata bahasa inggris?
a. Ya b. Tidak
9. Apakah kamu akan menggunakan estafet game dalam menghafal kosa kata bahasa inggris diwaktu yang akan datang?
a. Ya b. Tidak
10. Apakah kamu merasa game ini menarik dalam pembelajaran bahasa inggris?
a. Ya b. Tidak

Appendix 4: Analysis of the Result of the Questionnaire

Student	Question																			
	1		2		3		4		5		6		7		8		9		10	
	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
1	√			√	√		√		√		√		√		√	√		√		
2		√		√	√		√		√		√		√		√	√		√		
3	√			√	√		√		√		√		√		√	√		√		
4	√			√	√		√			√	√		√		√		√		√	
5		√		√		√	√			√	√		√		√		√		√	
6	√			√	√		√		√		√		√		√	√		√		
7		√		√	√		√		√		√		√		√	√		√		
8				√	√		√		√		√		√		√	√		√		
9		√		√	√		√		√		√		√		√	√		√		
10		√		√	√		√		√		√		√		√	√		√		
11		√		√	√		√		√		√		√		√	√		√		
12		√		√	√		√		√		√		√		√	√		√		
13	√			√	√		√		√		√		√		√	√		√		
14		√		√	√		√		√		√		√		√	√		√		
15		√		√	√		√		√		√		√		√	√		√		
16		√		√	√		√		√		√		√		√	√		√		
17		√		√	√		√		√		√		√		√	√		√		
18		√		√	√		√		√		√		√		√	√		√		
19	√			√	√		√		√		√		√		√	√		√		
20		√		√	√		√		√		√		√		√		√		√	
	6	14		20	19	1	20		18	2	20		20		1	19	18	2	20	

Note:

Y : Yes

N : No

The percentage of students' Questionnaire:

1. Question 1 :
 Y : $6/20 \times 100\% = 30\%$
 N : $14/20 \times 100\% = 70\%$
2. Question 2 :
 Y : $0/20 \times 100\% = 0\%$
 N : $20/20 \times 100\% = 100\%$
3. Question 3 :
 Y : $19/20 \times 100\% = 95\%$
 N : $1/20 \times 100\% = 5\%$
4. Question 4 :
 Y : $20/20 \times 100\% = 100\%$
 N : $0/20 \times 100\% = 0\%$
5. Question 5 :
 Y : $18/20 \times 100\% = 90\%$
 N : $2/20 \times 100\% = 10\%$
6. Question 6 :
 Y : $20/20 \times 100\% = 100\%$
 N : $0/20 \times 100\% = 0\%$
7. Question 7 :
 Y : $20/20 \times 100\% = 100\%$
 N : $0/20 \times 100\% = 0\%$
8. Question 8 :
 Y : $1/20 \times 100\% = 5\%$
 N : $19/20 \times 100\% = 95\%$
9. Question 9 :
 Y : $18/20 \times 100\% = 90\%$
 N : $2/20 \times 100\% = 10\%$
10. Question 10 :
 Y : $20/20 \times 100\% = 100\%$
 N : $0/20 \times 100\% = 0\%$

Appendix 5: The procedures of each meeting.

Time	Teaching Steps	Teaching Focus	Teaching Procedures	Action
1 st Meetings	Beginning of the lesson:		<ul style="list-style-type: none"> ○ Greetings ○ Checking the attendance ○ Beginning a chat ○ Explaining the lesson ○ Getting organized: Seating, books, and whiteboard 	
	The main lesson	<ul style="list-style-type: none"> ○ Able to respond the meaning of the vocabulary words related to the material. ○ Able to mention the vocabulary words related to the material 		<ul style="list-style-type: none"> ○ Introducing how to memorize the vocabulary words by using estafet game ○ Giving instructions to the students
	Closing	<ul style="list-style-type: none"> ○ (Reinforcement what materials that have already studied) 		<ul style="list-style-type: none"> ○ Giving questions orally ○ Giving HOME-WORK ○ The teacher ends by greeting

Time	Teaching Steps	Teaching Focus	Teaching Procedures	Action
2 nd Meetings	Beginning of the lesson:		<ul style="list-style-type: none"> ○ Greetings ○ Checking the attendance ○ Beginning a chat ○ Explaining the lesson ○ Getting organized: Seating, books, and whiteboard ○ Checking Homework from 1st meeting 	
	The main lesson	<ul style="list-style-type: none"> ○ Able to respond the meaning of the vocabulary words related to the material. ○ Able to mention the vocabulary words related to the material 		<ul style="list-style-type: none"> ○ Giving the vocabulary words by using Estafet game. ○ Giving instructions to the students
	Closing	<ul style="list-style-type: none"> ○ (Reinforcement what materials that have already studied) 		<ul style="list-style-type: none"> ○ Giving HOME-WORK ○ The teacher ends by greeting

Time	Teaching Steps	Teaching Focus	Teaching Procedures	Action
3 rd Meetings	Beginning of the lesson:		<ul style="list-style-type: none"> ○ Greetings ○ Checking the attendance ○ Beginning a chat ○ Explaining the lesson ○ Getting organized: Seating, books, and blackboard ○ Checking Homework from 1st meeting 	
	The main lesson	<ul style="list-style-type: none"> ○ Able to respond the meaning of the vocabulary words related to the material. ○ Able to mention the vocabulary words related to the material 		<ul style="list-style-type: none"> ○ Giving the vocabulary words by using estafet gamel. ○ Giving instructions to the students
	Closing	<ul style="list-style-type: none"> ○ (Reinforcement what materials that have already studied) 		<ul style="list-style-type: none"> ○ Giving HOME-WORK ○ The teacher ends by greeting

Time	Teaching Steps	Teaching Focus	Teaching Procedures	Action
4 th Meetings	Beginning of the lesson:		<ul style="list-style-type: none"> ○ Greetings ○ Checking the attendance ○ Beginning a chat ○ Explaining the lesson ○ Getting organized: Seating, books, and blackboard ○ Checking Homework from 3rd meeting 	
	The main lesson	<ul style="list-style-type: none"> ○ Able to respond the meaning of the vocabulary words related to the material. ○ Able to mention the vocabulary words related to the material 		<ul style="list-style-type: none"> ○ Giving the vocabulary words by using estafet game. ○ Giving instructions to the students ○ Giving quiz 2
	Closing	<ul style="list-style-type: none"> ○ (Reinforcement what materials that have already studied) 		<ul style="list-style-type: none"> ○ Giving HOME-WORK ○ The teacher ends by greeting

**Appendix 6: English Syllabus of the Fifth Grade of Elementary School
Students**

Appendix 7.1: Lesson Plan for Meeting 1

LESSON PLAN

School	: MINU Sukodono Gresik
Subject	: English
Class/Semester	: V/ II
Meeting	: I
Topic	: Hotel
Time allotment	: 2 x 35 minutes

Standard competence : Reading
7. Understanding very simple English writing in school context.

Basic competence :
7.1 Reading aloud very simple words, phrases and sentences correctly.
7.2 Understanding very simple sentences and notices.

Indicator :
a. Students are able to memorize the vocabulary words related to the topic.
b. Students are able to write the words correctly.
c. Students are able to answer the questions based on a text.

I. Teaching Objectives

After learning this material, students are hoped to:

- to be able to memorize the vocabulary words.
- to be able to write the words correctly.
- to answer the questions based on a text.

II. Teaching material

One Stop English learning for fifth grade

III. Teaching method

Modeling, lecturing

IV. Teaching procedure

A. Pre Activity (10 minutes)

- Students greet the teacher.
- Students mention number 1 – 20 to check the students' attendance list.
- Teacher asks the question related to the topic.

Example:

- Do you know hotel? # Who ever go to the hotel?
- What is hotel? # Have you ever stay a night in a hotel?

B. Whilst Activity (50 minutes)

Activity 1 (10 minutes):

1. Teacher introduces *estafet game*
2. Teacher tells the rules of *estafet game*.

Activity 2 (15 minutes):

3. Students are divided into 4 groups
4. Students in a group choose one friend to be the first guesser and the others become hinters.
5. Teacher distributes the vocabulary card number 1 to each groups.
6. Teacher gives the example of how to play *estafet game* by asking one group to come forward and demonstrate the game.

Activity 3 (30 minutes):

7. Teacher gives the students quiz 1
8. Teacher observes the class by walking around
9. Students submit their work.

C. Post Activity (5 minutes)

1. Teacher asks students about what they learn today and the difficulty of the material.
2. Teacher gives homework and motivation to the students.
3. Teacher reminds the students about the next lesson.

V. Teaching resources / media

- Vocabulary cards
- One Stop English learning for fifth grade in the elementary school.

Gresik, 27th of February 2012

Acknowledged by,
MINU Sukodono's headmaster

English teacher

MUHAMMAD MAHRUS, S.Ag
NIG. : 10 507 11 019

MASNUR RAHMAH.
NIG : 10 707 11 037

Appendix 7.2 : Lesson Plan for Meeting 2

LESSON PLAN

School	: MINU Sukodono Gresik
Subject	: English
Class/Semester	: V/ II
Meeting	: II
Topic	: Hotel
Time allotment	: 2 x 35 minutes

Standard competence : Reading
7. Understanding very simple English writing in school context.

Basic competence :
7.1 Reading aloud very simple words, phrases and sentences correctly.
7.2 Understanding very simple sentences and notices.

Indicator :
a. Students are able to memorize the vocabulary words related to the topic.
b. Students are able to write the words correctly.
c. Students are able to answer the questions based on a text.

I. Teaching Objectives

After learning this material, students are hoped to:

- to be able to memorize the vocabulary words.
- to be able to write the words correctly.
- to answer the questions based on a text.

II. Teaching material

One Stop English learning for fifth grade on the elementary school.

III. Teaching method

Modeling, lecturing

IV. Teaching procedure

B. Pre Activity (10 minutes)

- Students greet the teacher.
- Teacher asks students to count number 21 to 40 to check the students' attendance list.
- Teacher reviews the last material by checking students' homework together.

B. Whilst Activity (55 minutes)

Activity 1 (15 minutes):

- Students are divided into four groups like the previous meeting.

2. Teacher provides the vocabulary cards on the table.
3. Students play estafet game.

Activity 2 (15 minutes):

4. Teacher read the vocabulary words by showing the pictures.
5. Students repeat after the teacher.
6. Teacher gives questions to the students by showing the pictures or miming and students answer them orally.

Activity 3 (25 minutes)

7. Teacher writes 5 uncomplete sentences on the board
8. Students should complete the sentences orally by guessing the pictures.
9. Teacher gives the students the exercise that related to the topic.
10. Teacher observes the class by walking around
11. Students submit their work

C. Post Activity (5 minutes)

1. Teacher asks students about what they learn today and the difficulty of the material.
2. Teacher gives homework and motivation to the students.
3. Teacher reminds the students about the next lessons.

V. Teaching resources / media

- Vocabulary cards
- One stop English learning for fifth grade in the elementary school.
- Let's Talk in English 5 for elementary school

Gresik, 29th of February 2012

Acknowledged by,
MINU Sukodono's headmaster

English teacher

MUHAMMAD MAHRUS, S.Ag
NIG. : 10 507 11 019

MASNUR RAHMAH
NIG : 10 707 11 037

Appendix 7.3 : Lesson Plan for Meeting 3

LESSON PLAN

School	: MINU Sukodono Gresik
Subject	: English
Class/Semester	: V/ II
Meeting	: III
Topic	: Hotel
Time allotment	: 2 x 35 minutes

Standard competence : Reading
7. Understanding very simple English writing in school context.

Basic competence :
7.1 Reading aloud very simple words, phrases and sentences correctly.
7.2 Understanding very simple sentences and notices.

Indicator :
a. Students are able to memorize the vocabulary words related to the topic.
b. Students are able to write the words correctly.
c. Students are able to answer the questions based on a text.

I. Teaching Objectives

After learning this material, students are hoped to:

- to be able to memorize the vocabulary words.
- to be able to write the words correctly.
- to answer the questions based on a text.

II. Teaching material

One stop learning English for fifth grade of the elementary school.

III. Teaching method

Modeling, lecturing

IV. Teaching procedure

A. Pre Activity (10 minutes)

- Students greet the teacher.
- Teacher checks the students' attendance list by asking them to count number 41 to 60.
- Teacher reviews the previous material by checking the students' homeworks.

B. Whilst Activity (50 minutes)

Activity 1 (10 minutes):

- Teacher provides the vocabulary cards on her table.

2. Students play *Estafet game*

Activity 2 (20 minutes):

3. Teacher asks the students to open their book page 79.
4. Teacher reads the text and asks the students to repeat after her.
5. All the students read after the teacher.
6. Teacher points to some students to read the text.
7. Teacher makes correction to students' pronounciations.
8. Teacher explores the students' understanding about the text by giving questions orrally

Activity 3 (25 minutes):

9. Teacher gives the students the exercise that related to the text.
10. Students submit their work.

C. Post Activity (5 minutes)

1. Teacher asks students about what they learn today and the difficulty of the material.
2. Teacher gives motivation and homework to the students.
3. Teacher reminds the students about the lessons.

V. Teaching resources / media

- Vocabulary cards
- One stop English learning for fifth grade in the elementary school.
- Let's Talk in English 5 for elementary school

Gresik, 1th of March 2012

Acknowledged by,
MINU Sukodono's headmaster

English teacher

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Appendix 7.4 : Lesson Plan for Meeting 4

LESSON PLAN

School	: MINU Sukodono Gresik
Subject	: English
Class/Semester	: V/ II
Meeting	: IV
Topic	: Hotel
Time allotment	: 2 x 35 minutes

Standard competence : Reading
7. Understanding very simple English writing in school context.

Basic competence :
7.1 Reading aloud very simple words, phrases and sentences correctly.
7.2 Understanding very simple sentences and notices.

Indicator :
a. Students are able to memorize the vocabulary words related to the topic.
b. Students are able to write the words correctly.
c. Students are able to answer the questions based on a text.

I. Teaching Objectives

After learning this material, students are hoped:

- to be able to memorize the vocabulary words.
- to be able to write the words correctly.
- to answer the questions based on a text.

II. Teaching material

One Stop English learning for fifth grade of the elementary school.

III. Teaching method

Modeling, lecturing

IV. Teaching procedure

A. Pre Activity (10 minutes)

- Students greet the teacher.
- Teacher checks the students' attendance list by asking them to count number 61 to 80.
- Teacher reviews the previous material by checking the students' homeworks.

B. Whilst Activity (55 minutes)

Activity 1 (10 minutes):

1. Students make groups of five.
2. Teacher provides vocabulary cards on her table.
3. Students play estafet game.

Activity 2 (15 minutes):

4. The teacher distributes a paper of simple reading text to each student. .
5. Teacher points to one of the students to read the text, and asked the others to continue it.
6. Teacher walks around and corrects students' pronounciations.
7. After reading, teacher explores the students' understanding about the text by giving questions orrally

Activity 3 (30 minutes):

8. Teacher gives the quiz 2 to the students
9. Students submit their work.

C. Post Activity (5 minutes)

1. Teacher asks students about what they learn today and the difficulty of the material.
2. Teacher gives motivation to the students.
3. Teacher reminds the students about the next lesson.

V. Teaching resources / media

- Vocabulary cards
- One stop English learning for fifth grade in the elementary school.
- Let's Talk in English 5 for elementary school

Gresik, 1th of March 2012

Acknowledged by,
MINU Sukodono's headmaster

English teacher

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Appendix 8: Analysis of the Result of Quizzes

8.1 The Score of the Teacher and Teacher Partner

Subject : The Fifth grade of elementary school
 Cycle / Meeting : 1 (one) / 1
 Quiz : 1
 Day Date : Saturday, 3rd March 2012

No	Name	Right answer	Wrong answer	Total Score	Notes
1	MN	9	16	36	Failed
2	AIA	12	13	48	Failed
3	AAF	21	4	84	Successful
4	DPL	21	4	84	Successful
5	DAM	18	7	72	Successful
6	DN	13	12	52	Failed
7	HN	11	14	44	Failed
8	HLN	19	6	76	Successful
9	LI	13	12	52	Failed
10	MAP	14	11	56	Failed
11	MM	6	19	24	Failed
12	MAR	17	8	68	Successful
13	MFF	11	14	44	Failed
14	MF	10	15	40	Failed
15	MFS	12	13	48	Failed
16	MRA	17	8	68	Successful
17	NRI	14	11	56	Failed
18	NR	12	13	48	Failed
19	RA	10	15	40	Failed
20	RMA	16	9	64	Failed
AVERAGE				55,2	

Gresik, 3rd March 2012

Teacher,

Teacher Partner,

Masnur Rahmah

Siti Ma'rufah

8.2 The Score of the Teacher and Teacher Partner

Subject : The Fifth grade of elementary school
 Cycle / Meeting : 1 (one) / 4
 Quiz : 2
 Day Date : Saturday, 24th March 2012

No	Name	Right answer	Wrong answer	Total Score	Notes
1	MN	16	9	68	Successful
2	AIA	23	2	92	Successful
3	AAF	24	1	96	Successful
4	DPL	24	1	96	Successful
5	DAM	24	1	96	Successful
6	DN	17	8	68	Successful
7	HN	22	3	88	Successful
8	HLN	24	1	96	Successful
9	LI	22	3	88	Successful
10	MAP	21	4	84	Successful
11	MM	13	12	68	Successful
12	MAR	23	2	92	Successful
13	MFF	22	3	88	Successful
14	MF	21	4	84	Successful
15	MFS	20	5	80	Successful
16	MRA	22	3	88	Successful
17	NRI	19	6	76	Successful
18	NR	17	8	68	Successful
19	RA	17	8	68	Successful
20	RMA	22	3	88	Successful
AVERAGE				83,6	

Gresik, 24th March 2012
 Teacher,

Teacher Partner,

Masnur Rahmah

Siti Ma'rufah

Appendix 9: Vocabulary card

<u>VOCAB 1</u>	<u>VOCAB 1</u>
1. Tourist = turis 2. five star = bintang lima 3. room = kamar 4. cook = koki 5. chef = kepala koki 6. room service = pelayan kamar 7. room keeper = petugas kebersihan kamar	1. Tourist = turis 2. five star = bintang lima 3. room = kamar 4. cook = koki 5. chef = kepala koki 6. room service = pelayan kamar 7. room keeper = petugas kebersihan kamar
<u>VOCAB 2</u>	<u>VOCAB 2</u>
8. show = menunjukkan 9. stay = tinggal 10. stay a night = menginap 11. want = ingin 12. go = pergi 13. come = datang 14. like = suka	8. show = menunjukkan 9. stay = tinggal 10. stay a night = menginap 11. want = ingin 12. go = pergi 13. come = datang 14. like = suka
<u>VOCAB 3</u>	<u>VOCAB 3</u>
15. bell boy = pelayan 16. florist = perangkai bunga 17. luggage = barang bawaan 18. servant = pelayan 19. receptionist = penerima tamu hotel 20. convention hall = ruang pertemuan 21. laundry = binatu / cucian	15. bell boy = pelayan 16. florist = perangkai bunga 17. luggage = barang bawaan 18. servant = pelayan 19. receptionist = penerima tamu hotel 20. convention hall = ruang pertemuan 21. laundry = binatu / cucian
<u>VOCAB 4</u>	<u>VOCAB 4</u>
22. visit = mengunjungi 23. service = melayani 24. book = memesan 25. bringing = membawa 26. check in = masuk hotel 27. check out = keluar hotel 28. has = mempunyai	22. visit = mengunjungi 23. service = melayani 24. book = memesan 25. bringing = membawa 26. check in = masuk hotel 27. check out = keluar hotel 28. has = mempunyai

Appendix 10 : Material for Teaching 1

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

Appendix 11 : Material for Teaching 2

1. The serves the food to the room 45.
2. The guest books one room to the
3. The makes up the room when the guest checked out
4. My mother is a She arranges some flowers in a vase.
5. A: Who cooks the meal for the guest in a hotel?
B:
6. A tourist : Bring my to the hotel, please!
A porter : Yes, Sir.
7. My father shows the card to the receptionist.
8. A is cleaning the reseptionist room.
9. My father comes to the seminar in
10. The tourist wants to from Shangrilla hotel.

Appendix 12 : Material for teaching

To day is holiday. My family and I go to Magelang. We want to visit Borobudur temple. We stay in Catur hotel for three days. It is located on jalan Diponegoro. It is a two star hotel. Many tourists like to stay there, because the service is good and the price is cheap. It has thirty rooms

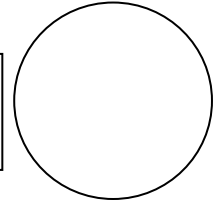
We come to the hotel in the evening. My father shows the identity card to the receptionist. He books one room with double bed. The room is very good and comfortable. My family enjoy the room. We are very happy.

1. Who go to Magelang?
2. Do you and your family go to Magelang on holiday?
3. What do you want to visit?
4. Where do you stay ?
5. Is it five star hotel?
6. Where is Catur hotel located?
7. Does it have 30 rooms?
8. Who like to stay there?.....
9. When do you come to the hotel?
10. Is the room very good?

Appendix 13 : Students' Quiz

QUIZ I

Name	:
Class / No. abs	:

**Read the text carefully!**

It is Marina hotel. It is located on jalan Sudirman. It is a five star hotel. Many tourists like to stay here, because the service is good. They feel like at their own home. It has one hundred rooms.

Choose the right answer!

- What is the name of the hotel?
a. Sudirman b. Marina c. five star d. tourist
- Where is the hotel? It is on
a. Sudirman b. Marina c. five star d. tourist
- Is it a two star hotel?
a. No, it is not b. No, it is c. Yes, it is not d. Yes, it is
- Who like to stay in Marina hotel?
a. Sudirman b. Marina c. five star d. tourist
- How many rooms are there?
a. 1 b. 10 c. 100 d. 1000
- Mr. Pasha wants to ... a night in Sapta Nawa hotel.
a. go b. come c. show d. stay
- Mr. Ari : Hello, is this Shangrilla ...?
Receptionist : Yes, you're right.
a. restaurant b. hotel c. supermarket d. hospital
- The ... brings the luggage into the hotel.
a. bell boy b. cleaning service c. chef d. porter
- The ... is cooking a special food.
a. bell boy b. cleaning service c. chef d. porter
- Mr. Tukul two rooms in Sahid hotel.
a. goes b. stays c. visits d. books
- My brother is a ... He cleans all rooms in the hotel.
a. bell boy b. cleaning service c. chef d. porter

12. A ... is bringing some food into the room.
a.. room service b. room keeper c. bell boy d. florist
13. A ... makes up the bed for a new guest.
a.. room service b. room keeper c. bell boy d. florist
14. The receptionist is talking with a ... in receptionist room.
a. guest b. porter c. chef d. florist
14. Many tourists ... to the hotel to stay a night.
a. book b. check in c. check out d. stay
15. Receptionist: What kinds of room do you need?
Mr. Sule : I need a ...with double beds
a. suitroom b. convention hall c. restaurant d. luggage
17. Thee room is hot. Switch on the, please!
a. lamp b. stove c. TV d. air condition
18. The ... is arranging many kinds of flowers into the vase.
a. guest b. porter c. chef d. florist
19. A guest : Good afternoon, I want to ... from this hotel.
Receptionist : Okay, Sir. Thank you for staying here
a. book b. check in c. check out d. stay
20. The bussinesmen hold the meeting in the
a. suitroom b. convention hall c. restaurant d. luggage
21. Bring these dirty clothes to the ... please!
a. guest b. porter c. laundry d. florist
22. The foreigner wants to ... Bromo mountain.
a. come b. stay c. visit d. book
23. The guests ... to the hotel at night.
a. come b. stay c. visit d. book
24. A foreigner : Good morning, I want to check in to this hotel
Receptionist : Okay, give me your ... card, please!
a. Identity b. luggage c. money d. suitcase
25. A guest : Do you mind ... my suitcase?
A porter : Sure.
a. buying b. selling c. bringing d. cooking



Appendix 14 : Diary Journal of the Teacher

The diary journal is a teacher's note used to record all the things that happened in the classroom during the implementation of estafet game as the strategy to improve students' vocabulary mastery at the fifth grade of MINU Sukodono Gresik. In the diary journal, the researcher writes all the activities and the problems that happened in the classroom. It is written in every after meeting in the class on the note book which is started from the first cycle on 3rd March to 24th March 2012. It was started from the first meeting of introducing and applying estafet game to improve students' vocabulary mastery to the fourth meeting of cycle 1. In this research the teacher used quiz 1 and 2 to obtain a valid data about the achievement of the students in vocabulary mastery.

This research was conducted on the 3rd March 2012. The first time the teacher reviewed the last material. The material was about shopping. And today she wanted to apply estafet game as a new strategy to teach the students' vocabulary mastery in a new topic, Hotel.

The First Meeting

The first meeting was conducted on Saturday, 3rd of March 2012. As usual, the time allotment was 70 minutes. In this meeting, I introduced estafet game and give the example of applying estafet game in the teaching learning process.

The first, I opened the class by greeting the students and checking the attendance list by asking them to count from number 1 to 20. And then, I reviewed the previous material to the students by asking the students about the expression of giving something and about the words related to the previous topic

(Shopping). After that, I said that on that day they had a new lesson. And the lesson was about hotel.

As my habit, When I would explain about new topic, I would give vocabulary words related to that topic, so on that day I asked the students to memorize some vocabulary words related to the hotel. All students complained. They said, "aaah....gak enak bu!" (we don't like it). I was smiling at them. Actually, I felt that they must be complained because in the previous habit I asked them to memorize 5 vocabulary words in 5 minutes individually. It made them boring.

When the class was silent, I said that they would memorize some vocabulary words in different way. That is a game. I also convinced them that it would made them happy. The class became silent. After that I asked the question related to the topic. Example: Do you know hotel? or What is hotel? and so on. It helped me to grab the students' attention to focus on the topic. Even some of the students answered using Bahasa Indonesia.

I introduced estafet game to the students then explained the rules to play the estafet game. They showed their curiosity when I explained how to play estafet game. Then I showed them some small vocabulary cards related to the topic on that day because it was still new for them. From 20 students, it was about 6 students paid attention to the teacher's explanation and the rest of them were only silent and smiled looking at the teacher without any responses.

In the next activity, I divided the class into four groups. So, there were 5 students in each group. After that, I asked each group to choose one guesser and

automatically the other members being the hinters. At this step, the students looked enthusiastic to join the class. It showed from their responses. 10 of 20 students tried to pay attention to my explanation. They directly moved to their own group.

After all, I asked one group to come forward and demonstrate how to play the estafet game. Even some of the students were still doubt and confuse when I asked them to come forward but it did not take a long time because I made a joke, so the situation of the class was fun and comfortable. After looking at the way to play estafet game, some of the students asked the teacher to play ittogether at the same time, but I said, " Be patient".

Then, I introduced the vocabulary words to the students by writing them on the white board. After that I asked them to repeat after me and I drilled them three times. When I asked them to repeat those words, the condition in the class was crowded. Some of the students followed how to pronounce the word seriously. Eventhough there were five students pronounced it incorrectly but they were enthusiastic. Another student just smiled while looking at the board.

After drilling, I asked the students to play. I distributed a vocabulary card to each group while checked the guesser and the hinters of each groups. After that I gave signal to start the game.

Surprisingly, the class became very noisy and active because the students mentioned the words loudly and they moved from the guesser's line to the hinter's line until I stopped the game. Some of the student applied the strategy correctly but some of them were still confuse and were guided. They also said that they did

not satisfy because the time was too short (only 2 minutes). Then I told them that they can play it again tomorrow. It meant that they like the game.

In the last activity, I gave the students quiz 1 to know their ability before applying estafet game. Five minutes before time was over I asked them to submit their work.

At the post teaching, I closed the meeting by asking the students what they had learnt then reminded the material on that day and asked about their difficulty in their material. I said that vocabulary mastery was not very difficult as they thought before and many students agreed to my opinion. I gave homework from the text book and then reminded the students about the next lesson.

The Second Meeting

The second meeting was conducted on Saturday, 10th March 2012. The time allotment was 70 minutes. In this meeting, I taught vocabulary words related to the topic by using estafet game.

The first time, I opened the class by greeting the students then checked the attendance list by asking them to count from number 21 to 40. After that, I asked the students about the last material related to the topic on that day by checking their homework together. The students were enthusiastic to correct their friend's homework.

I divided the whilst activity in to three main activities. They were activity 1, activity 2, and activity 3. In activity 1, the students were divided into four groups as like the previous meeting. I distributed the vocabulary card number one to each group and I asked to the students, " Are you ready?" The students said."

Yes...” She said,” Let’s play estafet game, one... two... three... go! Then they played the game.

As the previous meeting, there were one guesser and four hinters in each group. The guesser stood opposite the first hinter. The first hinter mentioned a word in Bahasa Indonesia. When the guesser could answer the first English word in vocabulary card, so all the members yelled “Bingo”, and moved to the hinter’s line then the first hinter moved to the guesser place. But if the guesser could not answer the word correctly, they said,” false..” and then moved to the hinter’s line. Then the second hinter replaces the guesser.

The group would get one point if all the members could answer correctly. It could be indicated by all the members yelled,”Good job”. After that, the first hinter came to the teacher’s table to take the vocabulary card number two, and played it again, and then takes vocabulary card number 3 and played it again until the time was over.

At the end of the activity 1, there were two groups got 2 points and two groups got one point. It was happened because there were some students playing the game incorrectly. They still confused, but the class was very crowded and happy.

In activity 2, I showed some pictures of the things or professions and activities in the hotel while drilling the words and the students repeat after me. After that, I called the names of the students one by one and asked them by showing the pictures or miming and then the students answer them orally. In this step, the students looked active and fun. They competed to answer the questions.

They raised the hands and shouted,” Saya, Bu.., saya, Bu..”(me..,Mam, me..,Mam).

In activity 3, I wrote 5 uncompleted sentences on the board and then asked the students to complete them by guessing the pictures. After doing it, I gave the exercise to the students, and then she walked around the class to observe the students’ work. Five minutes before time was over they had to submit their work.

In post activity, I closed the meeting by asking the students about the material and the difficulties that they learnt on that day then motivated them to always learn English and gave them homework. After that I reminded the students about the material for the next lesson then closed the class by greeting the students.

The Third Meeting

This meeting was conducted on Saturday, 17th March 2012. The time allotment was 70 minutes. In this meeting, the students learn about the use of the vocabulary words in a text.

As usual, the first thing that I did were greeting the students and checking the attendance list by asking them to count from number 41 to 60. I also reminded the students about the previous material by discussing the homework. The students were enthusiastic to check their friend’s homework.

This stage was divided by three main activities. The first activity was the same with the previous meeting. In this step, the vocabulary cards number 1 to number 4 were available on the teacher’s table. Then they played the game happily because the game was easy and simple. When the students were playing

the game, I moved around to correct their pronunciation. At the end of activity 1, there were 3 groups got 3 points, and 1 group got 2 points. Three points meant that the groups could guess vocabulary card number 1 to number 3 without any mistakes. Whereas 2 points meant that the group could guess the words in vocabulary card number 1 to number 2 without any mistakes.

In the second activity, I asked the students to open their book page 79. I read the text and asked the students to repeat after me. All the students read after me. Then, I pointed to some students to read the text. I made correction when they could not pronounce well.

After reading, I explored the students' understanding about the text by giving questions orally. All the students competed to answer the questions. The class was getting crowded. Some of them looked very happy when they could answer correctly, but some other looked dissatisfied because they did not have chance to read the text or answer the questions.

In the third activity, I gave exercise to the students and asked them to do it. The exercise was still related to the topic but the exercise was aimed to explore students understanding about the text. So this exercise was written form.

In the post activity, I reminded the students about the material that they learned on that day and gave homework. After doing it, I greeted the students and closed the meeting. In the end of the meeting, some students complained that I did not give them chances to read the text or answer the questions. I apologized to them and said that I didn't mean to do that but the time was limited. Finally, I promised in the next meeting I would give chance to them.

The Fourth Meeting

The meeting was conducted on Saturday, 24th March 2012. The time allotment was 70 minutes. The meeting was focused on the use of vocabulary in a reading text and understanding the text.

I opened the meeting by greeting the students, asking about their condition, and checking I reminded estafet games at glance to the students because there were 2 students in a group could not play well. The students and I checked the homework together.

In the first activity was the same with the previous meeting. When I took vocabulary cards from my bag, the students directly said, "Let's play estafet game", and then moved to their own groups. I only smiled looking at them. Without any words, I distributed the cards to them. They played the game happily. At the end of activity 1, All groups got 4 points, but there were 1 group got 4 points in a longest time.

In the second activity, I distributed a paper of simple reading text. I read the text and asked the students to repeat after me. All the students did it. Then, I pointed to one of the students who complained at the previous meeting to read the text, and asked the others to continue it. I walked around the class, and corrected when I found the student who could not pronounce well.

After reading, I explored the students' understanding about the text by giving questions orally. All the students competed to answer the questions, but I tried to give more questions and chances so that the students felt satisfied. It worked, no students complained anymore.

In the last activity, I gave the students quiz 2. And I said that the students had to do it carefully because it would be the important score for this research. I asked the students to submit their quiz worksheet when the time was up.

Five minutes before closing, I closed the class by greeting the students and reminded them about the material that they learned on that day.

Appendix 15 : Teacher's Partner Field Notes

Cycle 1

The field note was a note written by the teacher partner to write down all the activities which was not mentioned in the observation list. It was also used for teacher partner to give comments and suggestions.

The teacher partner wrote this field note when the teacher delivered the material to the students. Every meeting the teacher came to the classroom, the teacher partner joined the class and recorded all the activities that happened in the class. The recording started on 3rd March 2012 to 24th March 2012. The result of teacher partner's observation was describe as followed:

Meeting 1 (3rd March 2012)

The research started on Saturday, 3rd March 2012. I entered to the class with the teacher. I saw the students looked at me and the teacher curiously. Actually they knew me because I am also an English teacher in this school, but I taught the first to the fourth grade.

After greeted the students, the teacher introduced me that I was there to accompany her and to observe all the situation in the class during the learning process. The students nodded their head, then she checked the attendance list by asking the students to count from number one to twenty. And then gave some questions to remind them about the previous material. At that time, the students were enthusiastic to learn English but when the teacher told them that they were going to learn about vocabulary, the students became very crowded. Most of them said that they did not want to learn using the boring method.

I saw the situation of the classroom was cooling down but some of them were whispering to their partner when the teacher gave explanation that she would ask them to memorize English vocabulary using game. She also convinced to the students that they must be happy to play the game. Then the teacher asked the students about the material on that day as the warming up question before going to the material. Just some students raised and answered the teacher's question while the other students ignored the teacher.

In the whilst activity, she introduced estafet game to the students then explained the rules of estafet game. After doing it, the teacher showed some small vocabulary cards related to the topic on that day. From 20 students, it was about 6 students did not pay attention to the teacher's explanation and the rest of them were only silent looking at the teacher without any responses.

In the next activity, she divided the class into four groups. So, there were five students in a group. After that, the teacher asked each group to choose one guesser and four hinters. At this step, the students looked enthusiastic to join the class. It showed from their responses. 10 of 20 students tried to pay attention to the teacher's explanation. They directly moved to make a group.

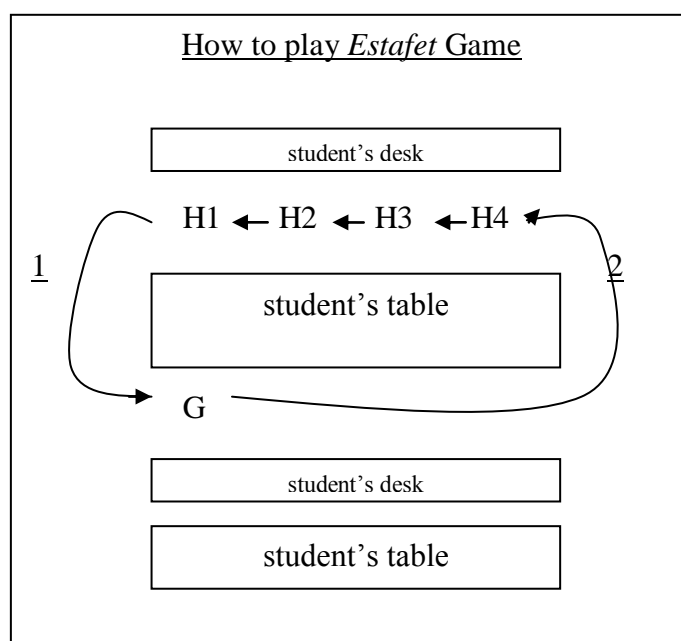
After that, the teacher demonstrated how to play the estafet game by asking one group to come forward. Even some of the students were still doubt and confuse when the teacher asked them to come forward but it did not take a long time because the teacher made a joke, so the situation of the class was fun and comfortable.

Most of the students asked the teacher to play estafet game at the same time, after demonstration. Some of them said in Javanese language, "Ayo main saiki ae, Bu!" but the teacher said, "Be patient".

Then, the teacher introduced the vocabulary words to the students by writing them on the white board. After that the teacher asked them to repeat after her and she drilled them three times. When the teacher asked them to repeat those words, the condition in the class was crowded. Some of the students followed how to pronounce the word seriously. Eventhough there were five students pronounced it incorrectly but they were enthusiastic. Another student just smiled while looking at the board.

After drilling, the teacher asked the students to play. The teacher distributed a vocabulary card to each group while checked the guesser and the hinters of each groups. After that the teacher gave signal to start the game by counting one .. two...three.... go!

When they played the game, I tried to draw the cycle of the game.



H = Hinter

G = Guesser

I was so surprised because the class which was silent became very noisy and active. The students shouted to mention the words loudly and they moved from the guesser's line to the hinter's line. After two minutes the teacher stopped the game. Some of the student seemed confidence playing this game. They could play the game correctly but some of them were still confuse and were guided by the teacher. They also said that they did not satisfy because the time was too short. Based on this situation, I conclude that they like the game.

In the last activity, the teacher distributed some paper of quiz 1 to the students. The teacher walked around the class Five minutes before time was over the students submitted their work on the table.

The teacher closed the meeting by asking the students what they had learnt then reminded the material on that day and asked about their difficulty in their material. The teacher motivated them to learn vocabulary mastery to the students well. She also said that vocabulary mastery was not very difficult as they thought before and many students agreed to the teacher's opinion. She gave homework from the text book and then reminded the students about the next lesson.

Meeting 2 (10th March 2012)

It was the second meeting when I came to the classroom with the teacher. I observed the situation in the classroom. The students were not very crowded as

like in the previous meeting. As usual, the first thing that the teacher did was greeting the students and checking the attendance list by counting from number 21 to 40. The teacher asked about the students' condition and they answered enthusiastically. The teacher then reminded the students about the previous material that they studied by checking their homework together. The students were enthusiastic to correct their friend's homework and then submitted their homework.

There were three main activities in this stage. They were activity 1, activity 2, and activity 3. In activity 1, the students were divided into four groups as like the previous meeting. The teacher distributed the vocabulary card number one to each group and she asked to the students, "Are you ready?" The students said, "Yes..." Then she said, "Let's play estafet game, one... two... three... go! All the students played the game enthusiastically.

As the first meeting, there were one guesser and four hinders in each group. The guesser stood opposite the first hider. The first hider mentioned a word in Bahasa Indonesia. When the guesser could answer the English words, so all the members shouted "Bingo", and moved to the hider's line then the first hider moved to the guesser area. But when the guesser could not answer the word correctly, they said, "false.." and then moved to the hider's line.

The group would get one point if all the members could answer all words in vocabulary card correctly. It could be indicated by all the members yelled, "Good job". And then, the first hider take the vocabulary card number two. and played it again and again until the time was over.

At the end of the game, the students looked happy eventhough some students were still confused.

In activity 2, the teacher showed some pictures of the things or professions and activities in the hotel while drilling the words and the students repeat after her. After that, she called the names of the students one by one and asked them by showing the pictures or miming and then the students answer them orally. In this step, the students looked active and fun. They competed to answer the questions.

After that, the teacher wrote 5 uncompleted sentences on the board and then asked the students to complete them by guessing the pictures. After doing it, she gave the exercise to the students, and then she walked around the class to observe the students' work. At the end of the class, The teacher closed the meeting greeting the students.

Meeting 3 (17th March 2012)

This meeting was conducted on Saturday, 17th March 2012. The time allotment was 70 minutes. In this meeting, the students learn about the use of the vocabulary words in a text.

I saw the teacher greeted the students and checked the attendance list by asking them to count from number 41 to 60. She also reminded the students about the previous material by discussing the homework. The students were enthusiastic to check their friend's homework.

As usual, the teacher divided the stage by three main activities. The first activity was the same with the previous meeting. In this step, the vocabulary cards

number 1 to number 4 were available on the teacher's table. Then they played the game happily because the game was easy and simple. She moved around to correct their pronunciation. This activity was ended by counting the points..

In the next activity, she asked the students to open their book page 79. She read the text and asked the students to repeat after her. All the students did it enthusiastically. Then, she pointed to some students to read the text. She made correction when they could not pronounce well.

After reading, she explored the students' understanding about the text by giving questions orally. All the students competed to answer the questions. The class was getting crowded. Some of them looked disappointed because they did not have chance to read the text or answer the questions.

In the third activity, teacher gave exercise to the students in written form.. The exercise was still related to the topic but the exercise was aimed to explore students understanding about the text.

Before closing, she apologized to the students who did not get chance. She said that she didn't mean to do that but the time was limited, and she promised in the next meeting she would give chance to them.

Meeting 4 (24th March 2012)

The day was Saturday, 24th March 2012. The time is 06.45, when I entered the class. I saw the teacher was in the class preparing the lesson. The meeting was focused on the use of vocabulary in a reading text and understanding the text and the time allotment is 70 minutes.

The teacher opened the meeting by greeting the students, asking about their condition, and checking the attendance list. As usual, the students counted from number 61 to 80. After doing it, the teacher reminded estafet games at glance to the students because there were 2 students in a group could not play the game correctly. She checked the homework together.

In the first activity was the same with the previous meeting. I saw the teacher took vocabulary cards from her bag. the students directly said, "Let's play estafet game", and then moved to their own groups. She only smiled looking at them. Without any words, she distributed the cards number to them. They played the game happily. then the teacher distributed a paper of simple reading text. She read the text and the students repeat after her. All the students read after the teacher. Then, she pointed to one of the students who complained at the previous meeting to read the text, and asked the others to continue it. She walked around the class, and corrected when she found the student who could not pronounce well. After that, she explored the students' understanding about the text by giving questions orally. All the students competed to answer the questions, but the teacher tried to give more questions and chances so that the students felt satisfied. It worked, no students complained anymore.

In the last activity, the teacher gave the students quiz 2 and asked them to answer carefully. She asked the students to submit their quiz when the time was up.

She closed the class by greeting the students and reminded them about the material that they learned on the next day.

Appendix 12: The Sample of the Students' worksheet