

# **APPENDICES**

## Appendix 1

### Schedule of Action Research

<b>No.</b>	<b>Day/Date</b>	<b>Activities</b>
1.	13rd July 2012	Socialization and conducting pre-test
2.	16th July 2012	First Meeting of Action
3.	23th July 2012	Second Meeting of Action
4.	30th July 2012	Third Meeting of Action
5.	6th August 2012	Fourth Meeting of Action
6.	7th August 2012	Conducting Post test

## APPENDIX 2 (Lesson Plan)

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	: SDN Karangrejo
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: V/1
Standar Kompetensi	: Berbicara
	2. Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks sekolah
Kompetensi Dasar	: 2.1 Bercakap-cakap untuk menyertai tindakan secara berterima yang melibatkan tindak tutur: <b>memberi contoh melakukan sesuatu</b> , memberi aba-aba, dan memberi petunjuk
Indikator	: Mengungkapkan makna : - Memberi contoh melakukan sesuatu
Alokasi Waktu	: 2 x 35 menit

A. **Tujuan Pembelajaran** : 1. Siswa dapat bercakap-cakap untuk memberi contoh melakukan sesuatu.

#### B. Materi Pembelajaran

- Contoh ungkapan memberi contoh melakukan sesuatu:
  - These are steps to make.....
  - Let's make....
  - Do like this....

#### **Contoh:**

Let's make a cup of tea, do like this:

- I take a glass
- I put a pouch of tea in the glass
- I pour a spoon of sugar
- I pour hot water into glass
- I stir it
- I taste it
- I puts it on the table.

- Contoh percakapan memberi contoh melakukan sesuatu:  
A: How to make a cup of tea?  
B: it's easy. Do like this.....
- Kosakata terkait  
Verbs : put, take, pour, stir, taste.  
  
Nouns : Things in the kitchen

### C. Langkah-langkah Kegiatan Pembelajaran:

#### 1. Kegiatan Pendahuluan

Apersepsi dan Motivasi :

- Guru mengawali pelajaran dengan membahas materi pokok dalam bab yang sedang dipelajari
- Guru dapat meminta siswa untuk menyebutkan kosakata yang telah dipelajari yang berkaitan dengan topik.

#### 2. Kegiatan Inti

##### ☞ *Eksplorasi*

Dalam kegiatan eksplorasi, guru:

- ☞ Guru mempraktekkan bagaimana contoh melakukan sesuatu dengan Gouin series dengan tema: "making a cup of tea" secara lantang dengan pengucapan dan intonasi yang sesuai sementara siswa mendengar.
- ☞ Siswa mempraktekkan step Gouin series.

##### ☞ *Elaborasi*

Dalam kegiatan elaborasi, guru:

- ☞ Guru membagi siswa menjadi 2 kelompok.
- ☞ Guru memberi jumbled strips dari Gouin series yang sudah dipraktekkan kepada masing-masing grup. Setiap grup harus mengurutkan kalimat yang acak menjadi urutan step yang benar. Setelah selesai, setiap grup yang sudah selesai, menempelkan potongan kalimat ke papan tulis.
- ☞ Guru mengecek hasil kerja grup dan membahas bersama siswa.
- ☞ Guru mengajak siswa dengan bercakap-cakap tentang memberi contoh melakukan sesuatu sesuai dengan tema.

##### ☞ *Konfirmasi*

Dalam kegiatan konfirmasi, guru:

- ☞ Guru bertanya jawab tentang hal-hal yang belum diketahui siswa
- ☞ Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

#### 3. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- ☞ Guru menunjuk siswa secara acak dan meminta siswa menyebutkan kosa kata yang sudah dipelajari.
- ☞ Guru memberi kesimpulan atas pelajaran mengurutkan kejadian (sequencing).

**D. Metode Pembelajaran :**

- a. Metode : Gouin series

**E. Sumber Belajar / Media**

- Buku teks *Let's Make Friends with English*
- Alat peraga/realia/props

**F. Penilaian**

- Unjuk Kerja kelompok dan individu

Unjuk kerja individu

Guru : How to make a cup of tea?

Siswa : it's easy. Do like this.....

Rubrik

No	Nama Siswa	Content	Pronunciation	Intonation	Fluency	Total Score
		(0-25)	(0-25)	(0-25)	(0-25)	

Karangrejo, July 30, 2012

Mengetahui

Kepala Sekolah

Guru Mapel Bahasa Inggris

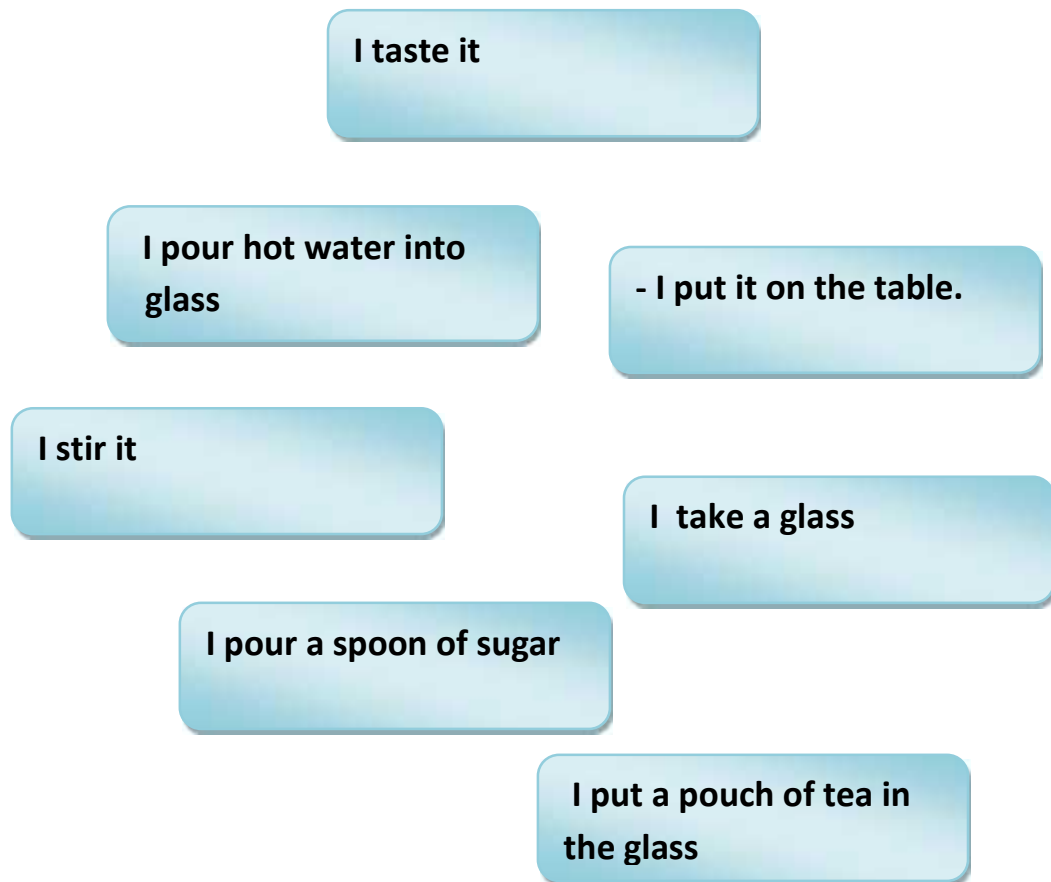
NUNUK SUGATI S.Pd

NIP : 195309241973022001

Anita Firlyando.

## Lampiran

The Jumbled Strips : “making a cup of tea” (unjuk kerja kelompok)



The key Answer:

1. I take a glass
2. I put a pouch of tea in the glass
3. I pour a spoon of sugar
4. I pour hot water into glass
5. I stir it
6. I taste it
7. I put it on the table.

**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)**

NAMA SEKOLAH	: SDN Karangrejo
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: V/1
Topik	: Daily routines
Standar Kompetensi	: Membaca
	3. Memahami tulisan bahasa Inggris dan teks deskriptif bergambar sangat sederhana dalam konteks sekolah
Kompetensi Dasar	: 3.1 Membaca nyaring dengan ucapan, tekanan, dan intonasi secara tepat dan berterima yang melibatkan: kata, frasa, dan kalimat sangat sederhana
Indikator	: 1. Melafalkan kata, frasa, dan kalimat dengan baik dan benar 2. membaca kata, frasa, dan kalimat dengan tekanan dan intonasi yang benar 3. membaca nyaring dengan baik dan benar
Alokasi Waktu	: 2 x 35 menit
<b>A. Tujuan Pembelajaran</b>	: 1. Siswa dapat melafalkan kata, frasa, dan kalimat dengan baik dan benar 2. Siswa dapat membaca kata, frasa, dan kalimat dengan tekanan dan intonasi yang benar 3. Siswa dapat membaca nyaring dengan baik dan benar.

**B. Materi Pembelajaran**

Contoh teks bacaan:

My name is Budi. My daily routine in the afternoon are: I have dinner at 7:00. I do my homework from 07.30 to 08.30. I finish my homework. I brush my teeth. I wash my leg. I enter my bedroom at 09.00. I switch off the lamp. I go to bed.

*Contoh Gouin series:*

- I have dinner (have dinner)

- I do my homework ( do homework)
- I finish my homework
- I brush my teeth
- I wash my leg
- I enter my bedroom
- I switch off the lamp (switch off)
- I go to bed (go to bed)

- Kosakata terkait
  - Verbs : brush, have, do, finish, wash, enter, switch off, go to .
  - Nouns : homework, teeth, leg, bedroom, lamp, bed
  - Phrase : have dinner, do homework, switch off

### C. Langkah-langkah Kegiatan Pembelajaran:

1. Kegiatan Pendahuluan
  - Apersepsi dan Motivasi :
    - Guru mengawali pelajaran dengan membahas materi pokok dalam bab yang sedang dipelajari
    - Guru dapat meminta siswa untuk menyebutkan kosakata yang berkaitan dengan topik bacaan.
2. Kegiatan Inti
  - a. **Eksplorasi**
    - Dalam kegiatan eksplorasi, guru:
      - ☞ Guru membaca teks secara lantang dengan pengucapan dan intonasi yang sesuai sementara siswa mendengar.
      - ☞ Guru mempraktekkan Gouin series
      - ☞ Siswa mengikuti sesuai yang diinstruksikan guru
  - b. **Elaborasi**
    - Dalam kegiatan elaborasi, guru:
      - ☞ Guru membaca teks secara lantang untuk kedua kalinya dan kali ini meminta siswa untuk menirukan membaca nyaring dengan intonasi dan jeda sesuai dengan yang guru contohkan.
      - ☞ Masing-masing siswa membaca nyaring sendiri dengan lafal, intonasi, dan jeda yang baik dan benar (sementara siswa melakukan kegiatan ini, guru mengitari siswa dan membetulkan apabila terdapat siswa yang melakukan kesalahan dalam membaca).
  - c. **Konfirmasi**
    - Dalam kegiatan konfirmasi, guru:
      - d. Guru bertanya jawab tentang hal-hal yang belum diketahui siswa
      - e. Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan



### 3. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- f. Guru menunjuk siswa secara acak dan meminta siswa menyebutkan kosa kata dan frase baru yang telah dipelajari

### D. Metode Pembelajaran :

Metode : Gouin series

### E. Alat/Sumber Belajar:

- Buku teks *Grow with English*, Erlangga, Book 5
- Gouin series script
- Alat peraga/props

### Penilaian:

Indikator Pencapaian Kompetensi	Teknik Penilaian	Instrumen/ Soal
<ul style="list-style-type: none"><li>▪ Melafalkan kata, frasa, dan kalimat dengan baik dan benar</li><li>▪ Membaca kata, frasa, dan kalimat dengan tekanan dan intonasi yang benar</li><li>▪ Membaca nyaring dengan baik dan benar</li></ul>	<ul style="list-style-type: none"><li>▪ Tes unjuk kerja</li> <li>▪ Observasi</li></ul>	<p><i>Read the words:</i> : brush, have, do, finish, wash, enter, switch off, go to</p> <p><i>Read the activity aloud.</i> <i>I have dinner at 07:00</i> <i>I do my homework</i></p>

### CATATAN :

*Nilai = ( Jumlah skor : jumlah skor maksimal ) X 10.*

2012

Mengetahui

Kepala Sekolah

NUNUK SUGATI S.Pd  
NIP : 195309241973022001

Karangrejo, August 06,

Guru Mapel Bahasa Inggris

Anita Firlyando.

RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)

Nama Sekolah	: SDN KARANGREJO
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: V/1
Standar Kompetensi	: Mendengarkan
	1. Memahami instruksi sangat sederhana dengan tindakan dalam konteks sekolah
Kompetensi Dasar	: 1.2 Merespon instruksi sangat sederhana secara verbal
Indikator	:
	1. mengulang dengan suara lantang apa yang dilafalkan guru
	2. mengulang dengan suara lantang apa yang didengar dari guru
	3. merespon apa yang didengar dari guru secara lisan
Alokasi Waktu	: 2 x 35 menit

- A. Tujuan Pembelajaran** :
1. Siswa dapat mengulang apa yang didengar dari guru dengan suara lantang
  2. Siswa dapat mengulang apa yang didengar dari guru dengan pengucapan bahasa Inggris yang benar
  3. Siswa dapat merespon apa yang didengar dari guru secara lisan

**B. Langkah-langkah Kegiatan Pembelajaran:**

1. Kegiatan Pendahuluan

Apersepsi dan Motivasi :

- Guru mengawali pelajaran dengan membahas materi pokok dalam bab yang sedang dipelajari.
- Guru dapat meminta siswa untuk menyebutkan ujaran-ujaran yang biasa dipakai dalam situasi-situasi yang disajikan dalam buku. Membahas topik menyebutkan kata kerja yang berhubungan dengan kegiatan rutin sehari-

hari, guru bertanya pada siswa bagaimana cara menyebutkan aktifitas sehari-hari dalam bahasa Inggris.

## 2. Kegiatan Inti

### a. *Eksplorasi*

Dalam kegiatan eksplorasi :

- ☞ Siswa diminta mendengarkan dan mengulang Gouin series yang mereka dengar dari guru. Guru mempraktekkan Gouin series dengan gesture/pantomim/realia sementara siswa melihat dan mendengarkan
- ☞ Guru mengulang Gouin series, siswa mengikuti
- ☞ Siswa mengulang kalimat secara verbal sekaligus dengan gerakan(gesture)

Topik : “ getting up in the morning”

- I wake up in the morning
- I tidy up my bed
- I go to bathroom
- I take a bath
- I brush my teeth
- I wear my uniform
- I comb my hair
- I have breakfast
- Now, i'm ready to go to school
- I ride a bike

### b. *Elaborasi*

Dalam kegiatan elaborasi :

- ☞ Siswa membentuk kelompok
- ☞ Guru memberi cloze worksheet, siswa mengisi cloze worksheet dengan kata kerja yang sudah dipelajari
- ☞ Guru mendiskusikan lembar kerja bersama siswa

### c. *Konfirmasi*

Dalam kegiatan konfirmasi, guru:

- ☞ Guru bertanya jawab tentang kosa kata baru yang siswa dapat dari pembelajaran dan membahas hal-hal yang belum diketahui siswa
- ☞ Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan.

## 3. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- ☞ Guru menunjuk siswa secara acak untuk merespon instruksi yang didengar
- ☞ Guru memberikan komentar dengan mengucapkan well done, good job, atau very good pada siswa agar mereka termotivasi.

**C. Metode : Gouin series**

**D. Alat/Sumber Belajar:**

1. Buku teks *Grow with English*, Erlangga, Book 5
2. Gouin series script
3. Alat peraga/props

**Penilaian:**

<b>Indikator Pencapaian Kompetensi</b>	<b>Teknik Penilaian</b>	<b>Bentuk Instrumen</b>	<b>Instrumen/ Soal</b>
<ul style="list-style-type: none"> <li>▪ Merespon dengan mengulang apa yang didengar dari guru dengan suara lantang</li> <li>▪ Merespon dengan mengulang apa yang didengar dari guru dengan pengucapan bahasa Inggris yang benar</li> <li>▪ Merespon apa yang didengar dari guru secara lisan</li> </ul>	<ul style="list-style-type: none"> <li>• Unjuk kerja</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Responding</i></li> </ul>	<p><i>Listen to the Gouin series and repeat.</i>  <i>Guru: presenting Gouin series</i>  <i>Siswa: (mengulang)</i></p>
	<ul style="list-style-type: none"> <li>• Tes lisan</li> </ul>	<ul style="list-style-type: none"> <li>• Merespon dengan menjawab secara lisan</li> </ul>	<p><i>Listen and answer orally.</i>  <i>Guru : What do you usually do in the morning?</i>  <i>Siswa: i have breakfast</i>  <i>(menjawab secara lisan)</i></p>

**Karangrejo, July 13, 2012**

**Mengetahui  
Kepala Sekolah**

**Guru Mapel Bahasa Inggris**

**NUNUK SUGATI S.Pd  
NIP : 195309241973022001**

**Anita Firlyando.**

**:**

Lampiran

CLOZE WORKSHEET ( In Pair )

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

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

***Fill in the blank with the correct action!***

I ..... in the early morning

I .....my bed

I .....in bathroom

I ..... my teeth

I..... my uniform

I ..... my hair

I..... breakfast

I.....my bag

Now, I'm ready to go to school!

I .....a bike

***TRUE or FALSE ?***

1. I sleep in the early morning ( )
2. I wash my body in bathroom ( )
3. I brush my teeth ( )
4. I use my uniform ( )
5. I do breakfast ( )

Key answer :

- a. I wake up in the morning
- d. I tidy up my bed
- e. I go to bathroom
- f. I take a bath
- g. I brush my teeth
- h. I wear my uniform
- i. I comb my hair
- j. I take my bag
- k. I ride a bike

True or False :

1. F

2. F

3. T

4. F

5. F

RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)

- NAMA SEKOLAH : SDN KARANGREJO  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : V/1  
Standar Kompetensi : Mendengarkan  
1. Memahami instruksi sangat sederhana dengan tindakan dalam konteks sekolah  
Kompetensi Dasar : 1.2 Merespon instruksi sangat sederhana secara verbal  
Indikator :  
1. mengulang dengan suara lantang apa yang dilafalkan guru  
2. mengulang dengan suara lantang apa yang didengar dari guru  
3. merespon apa yang didengar dari guru secara lisan  
Alokasi Waktu : 2 x 35 menit  
Metode : Gouin series  
A. Tujuan Pembelajaran : 1. Siswa dapat mengulang apa yang didengar dari guru dengan suara lantang  
2. Siswa dapat mengulang apa yang didengar dari guru dengan pengucapan bahasa Inggris yang benar  
3. Siswa dapat merespon apa yang didengar dari guru secara lisan  
B. Materi Pembelajaran  
➤ Topik : “Entering classroom”  
- I hear the bell  
- I enter the class  
- I put my hat on my table  
- I sit down on my chair  
- I take a book from my bag  
- I put the book on the table  
- I see the teacher will come into class  
- I say, “be quite, the teacher will come!”

### **C. Langkah-langkah Kegiatan Pembelajaran:**

#### 1. Kegiatan Pendahuluan

Apersepsi dan Motivasi :

- Guru mengawali pelajaran dengan membahas materi pokok dalam bab yang sedang dipelajari.
- Guru dapat meminta siswa untuk menyebutkan ujaran-ujaran yang biasa dipakai dalam situasi-situasi yang disajikan dalam buku. Membahas topik menyebutkan kata kerja yang berhubungan dengan kegiatan rutin sehari-hari, guru bertanya pada siswa bagaimana cara menyebutkan aktifitas sehari-hari dalam bahasa Inggris.

#### 2. Kegiatan Inti

##### **a. Eksplorasi**

Dalam kegiatan eksplorasi :

- ☞ Siswa diminta mendengarkan dan mengulang Gouin series yang mereka dengar dari guru
- ☞ Siswa mengulang kalimat secara verbal sekaligus dengan gerakan(gesture)

##### **b. Elaborasi**

Dalam kegiatan elaborasi :

- ☞ Siswa membentuk kelompok
- ☞ Guru memberi cloze worksheet, siswa mengisi cloze worksheet dengan kata kerja yang sudah dipelajari
- ☞ Guru mendiskusikan lembar kerja bersama siswa

##### **c. Konfirmasi**

Dalam kegiatan konfirmasi, guru:

- ☞ Guru bertanya jawab tentang kosa kata baru yang siswa dapat dari pembelajaran dan membahas hal-hal yang belum diketahui siswa
- ☞ Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan.

#### 3. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- ☞ Guru menunjuk siswa secara acak untuk merespon instruksi yang didengar
- ☞ Guru memberikan komentar dengan mengucapkan well done, good job, atau very good pada siswa agar mereka termotivasi.

### **D. Metode : Gouin series**

### **E. Alat/Sumber Belajar:**




1. Buku teks *Grow with English*, Erlangga, Book 5
2. Gouin series script

**Penilaian:**

<b>Indikator Pencapaian Kompetensi</b>	<b>Teknik Penilaian</b>	<b>Bentuk Instrumen</b>	<b>Instrumen/ Soal</b>
<ul style="list-style-type: none"> <li>▪ Merespon dengan mengulang apa yang didengar dari guru dengan suara lantang</li> <li>▪ Merespon dengan mengulang apa yang didengar dari guru dengan pengucapan bahasa Inggris yang benar</li> <li>▪ Merespon apa yang didengar dari guru secara lisan</li> </ul>	<ul style="list-style-type: none"> <li>• Unjuk kerja</li> <li>• Tes lisan</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Responding</i></li> <li>• Merespon dengan menjawab secara lisan</li> </ul>	<p><i>Listen to the Gouin series and repeat.</i>  <i>Guru: presenting Gouin series</i>  <i>Siswa: (mengulang)</i></p> <p><i>Listen and answer orally.</i>  <i>Guru : What do you usually do after you hear the bell?</i>  <i>Siswa: I enter the class (menjawab secara lisan)</i></p>

**FORMAT KRITERIA PENILAIAN**

 **PRODUK ( HASIL DISKUSI )**

<b>No.</b>	<b>Aspek</b>	<b>Kriteria</b>	<b>Skor</b>
<b>1.</b>	<b>Konsep</b>	* semua benar	<b>4</b>
		* sebagian besar benar	<b>3</b>
		* sebagian kecil benar	<b>2</b>
		* semua salah	<b>1</b>

Karangrejo, July 23, 2012

**Mengetahui**  
**Kepala Sekolah**

**Guru Mapel Bahasa Inggris**

**NUNUK SUGATI S.Pd**  
**NIP : 195309241973022001**

**Anita Firlyando.**

Lampiran

Lampiran

CLOZE WORKSHEET ( In Pair )

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

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

***Fill in the blank with the correct action!***

- I..... the bell
- I..... the class
- I..... my hat on my table
- I..... down on my chair
- I..... a book from my bag
- I.....the book on the table
- I..... the teacher will come into class
- I say, “be quite, the teacher will come!”

***TRUE or FALSE ?***

- 1. I take my hat on my table ( )
- 2. I put a book from my bag ( )
- 3. I sit up on my chair ( )
- 4. I hear the bell ( )
- 5. I enter my class ( )

Key answer :

- I hear the bell
- I enter the class
- I put my hat on my table
- I sit down on my chair
- I take a book from my bag
- I put the book on the table
- I see the teacher will come into class
- I say, “be quite, the teacher will come!”

True or False :

1. F

2. F

3. F

4. T

5. T

Appendix 3.



Time: 60 minutes

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

No

**A. Choose the correct answer by crossing (X) a, b, c, or d!**

1. O'clock – six – at – breakfast – I – have
  - a. Six o'clock at I breakfast have o'clock
  - b. I breakfast at have six o'clock have
  - c. I have breakfast at six
  - d. I at six o'clock breakfast
2. Go – to – I – nine – o'clock – at – bed
  - a. I go to bed at nine o'clock
  - b. I nine oclock go to at bed o'clock
  - c. I go bed to at nine o'clock
  - d. I go at bed to nine
3. My – bed – up – tidy – I
  - a. I bed up my tidy
  - b. I up my bed tidy
  - c. I tidy up my bed
  - d. I up tidy my bed
4. A – take – in – I – the morning – bath
  - a. I take in a bath the morning morning
  - b. I take a bath in the morning bath
  - c. I bath in take a the
  - d. I take in the morning a
5. Put – my – hat – I – on – the table
  - a. My hat I put on the table
  - b. I put my hat on the table
  - c. I hat my put on the table
  - d. My hat on the table I put
6. I – off – switch – the – lamp
  - a. I off switch the lamp
  - b. I switch off the lamp
  - c. I switch the off lamp
  - d. I off the lamp switch
7. Pour – spoon – I – a – of – into - sugar - glass
  - a. I pour a sugar of a spoon into glass into glass
  - b. I spoon of pour sugar into a glass into glass
  - c. I pour a sugar spoon of
  - d. I pour a spoon of sugar

8. I.....everymorning
- a. clean my teeth
  - b. brush my teeth
  - c. Wash my hand
  - d. comb my hair



9. Before going to school, you.....in the morning
- a. have breakfast
  - b. breakfast
  - c. eat
  - d. watch TV

10. I want to make a cup of tea. First, I..... into glass



- a. pour a spoon of sugar
- b. pour hot water
- c. Stir the tea
- d. put a pouch of tea

11. I always .....in the morning.

- a. clean my body
- b. wash my body
- c. take a bath
- d. brush my body



12. Teacher : Hello class, good morning

Please,.....your homework on the table.

Students: Yes, Miss

- a. take
- b. put
- c. give
- d. write

13. Usually I.....my homework in the evening

- a. write
- b. read
- c. do
- d. work



14. I play football in the yard. I ..... the ball.



- a. throw
- b. take
- c. kick
- d. put

15. Before go to bed, I ..... my teeth and .....my legs.

- a. brush, wash
- b. wash brush
- c. clean , wash
- d. brush, clean

16. I enter the classroom, then I .....on my chair.

- a. stand up
- b. take
- c. sit down
- d. push

17.



I .....from school at one o'clock

- a. go back
- b. go to
- c. go around
- d. go home

18. I.....my uniform before go to school.

- a. make
- b. use
- c. wear
- d. get



19.



After study, I.....at 8 o'clock everyday

- a. see TV
- b. watch TV
- c. look TV
- d. have TV

20. I .....in early morning

- a. sleep
- b. take a nap
- c. wake up
- d. sweep



Appendix 4.



Time: 60 minutes

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

No

**B. Choose the correct answer by crossing (X) a, b, c, or d!**

21. A – take – in – I – the morning – bath

- c. I take in a bath the morning
- d. I take a bath in the morning bath
- c. I bath in take a the morning
- d. I take in the morning a bath

22. After study, I.....at 8 oclock everyday



- a. see TV
- b. watch TV
- c. look TV
- d. have TV

23. I – off – switch – the – lamp

- c. I off switch the lamp
- d. I switch off the lamp
- c. I switch the off lamp
- d. I off the lamp switch

24. Pour – spoon – I – a – of – into - sugar - glass

- a. I pour a sugar of a spoon into glass into glass
- b. I spoon of pour sugar into a glass into glass
- c. I pour a sugar spoon of
- d. I pour a spoon of sugar

25. Before going to school, you.....in the morning

- a. have breakfast
- b. breakfast
- c. eat
- d. watch TV

26. Go – to – I – nine – o'clock – at – bed

- c. I go to bed at nine o'clock
- d. I nine oclock go to at bed o'clock
- c. I go bed to at nine o'clock
- d. I go at bed to nine o'clock

27. Before go to bed, I ..... my teeth and .....my legs.

- a. brush, wash
- b. wash brush
- c. clean , wash
- d. brush, clean

28. I.....everymorning



- a. clean my teeth
- c. wash my hand



- ii. b. brush my teeth
- iii.

d. comb my hair

29. I .....in early morning

- a. sleep
- b. take a nap
- c. wake up
- d. sweep



30. O'clock – six – at – breakfast – I – have

- c. six o'clock at I breakfast have o'clock
- d. I breakfast at have six o'clock have

c. I have breakfast at six

d. I at six o'clock breakfast

31. Usually I.....my homework in the evening

- a. write
- b. read
- c. do
- d. work



32. My – bed – up – tidy – I

- c. I bed up my tidy
- d. I up my bed tidy

c. I tidy up my bed

d. I up tidy my bed

33. I always .....in the morning.

- a. clean my body
- b. wash my body
- c. take a bath
- d. brush my body



34. Teacher : Hello class, good morning

Please,.....your homework on the table.

Students: Yes, Miss

- c. take
- d. put

- c. give
- d. write

35.



I play football in the yard. I ..... the ball.

- a. throw
- b. take
- c. kick



d. put

36. I enter the classroom, then I .....on my chair.

a. stand up

c. sit down

b. take

d. push

37.

I .....from school at one o'clock

a. go back

c. go around

b. go to

d. go home



38. Put – my – hat – I – on – the table

c. my hat I put on the table  
the table

c. I hat my put on

d. I put my hat on the table  
table I put

d. my hat on the

39. I want to make a cup of tea. First, I..... into glass



a. pour a spoon of sugar

b. pour hot water

c. stir the tea

d. put a pouch of tea

40. I.....my uniform before go to school.

a. make

c. wear

b. use

d. get



**Appendix 5.****SCORE OF PRETEST****( 13rd July 2012 )**

<b>NO</b>	<b>NAME OF STUDENTS</b>	<b>SCORE</b>	<b>CATEGORY</b>
1.	Achmad Albar	50	failed
2.	Ahmad Dani Faisal	40	failed
3.	Anita Lusiana	65	successful
4.	Elmi Al Rosni	35	failed
5.	Hikmatul Maulidah	55	failed
6.	Ike Hizanatul Hikmah	45	failed
7.	Latifatul Asfiah	45	failed
8.	Muh. Abdullah Bahris	70	successful
9.	M. sahrul Nizam	50	failed
10.	Muhammad Rizky	45	failed
11	Moh. Dimas Kurniawan	55	failed
12	Moh. Reza Revaldi	40	failed
13	M. Syarif Hidayatullah	25	Failed
14	Nur Fadhilah	55	Failed
15	Nurul Aini	50	Failed
16	Syayyidatun Nisa'	40	Failed
17	Xerfinda Intan Novelis	50	Failed
18	Eka Putri Rahayu	40	Failed
		<b>Mean = 47,5</b>	<b>Percentage of success = 11%</b>

## SCORE OF POST TEST

( 7th August 2012 )

NO	NAME OF STUDENTS	SCORE	CATEGORY
1.	Achmad Albar	85	Successful
2.	Ahmad Dani Faisal	80	Successful
3.	Anita Lusiana	90	Successful
4.	Elmi Al Rosni	70	Successful
5.	Hikmatul Maulidah	85	Successful
6.	Ike Hizanatul Hikmah	80	Successful
7.	Latifatul Asfiah	85	Successful
8.	Muh. Abdullah Bahris	95	Successful
9.	M. sahrul Nizam	75	Successful
10.	Muhammad Rizky	80	Successful
11	Moh. Dimas Kurniawan	80	Successful
12	Moh. Reza Revaldi	80	Successful
13	M. Syarif Hidayatullah	65	Successful
14	Nur Fadhilah	80	Successful
15	Nurul Aini	85	Successful
16	Syayyidatun Nisa'	80	Successful
17	Xerfinda Intan Novelis	85	Successful
18	Eka Putri Rahayu	80	Successful
		<b>Mean = 81,11</b>	<b>Presentage of success = 100%</b>

## Appendix 6. THE RESULT OF OBSERVATION ON STUDENT'S PERFORMANCES

SUBJECTS : THE FIFTH GRADE OF SDN KARANGREJO MANYAR

CYCLE/MEETING : I/ I,II,III,IV

DAY / DATE : 16th July-6th August 2012

LESSON PLAN	DESCRIPTORS	MEETING				
		I	II	III	IV	
PRE ACTIVITY	1. Pay attention to the teachers' coming	4	4	4	4	
	2. Pay attention to the teacher's explanation	2	2	2	3	
	3. Answering to the teacher's question in building context stage	0	1	2	3	
WHILST ACTIVITY	4. Listening to the teacher's explanation about the material	2	3	3	4	
	5. Clarifying to the teacher's explanation about the material.	1	2	3	3	
	6. Asking question to the teacher about the material	1	2	2	3	
	7. Answering to the teacher question about the material	0	1	2	3	
	8. Paying attention to the teacher practicing the Gouin series	3	3	3	3	
	9. Practicing the Gouin series with the teacher	2	3	3	3	
	10. Practicing the Gouin series individually	3	3	4	4	
	11. Paying attention to the explanation how to do the exercise given by teacher	2	2	3	3	
	12. Doing the exercise enthusiastically	3	3	3	4	
	13. Completing the exercise	3	3	3	4	
	14. Student can memorize new vocabulary related to the topic	1	2	3	3	
	15. The classroom condition is conducive to learn	1	2	2	3	
	POST ACTIVITY	16. Asking questions about the problem they get during teaching and learning process	0	2	2	3
		TOTAL POINTS in percentage	43,75%	60,93%	65,63%	81,25%

Note:

0 : no students does

1 : a view student do

2 : a half of the student do

3 : most of the students do

4 : all of the students do

*Adapted from Arifani, Yudhi in, Eny (2011)*

Teacher

Anita Firlyando

Categories:

0% - 40% = very poor

41% - 55% = poor

56% - 70% = fair

71% - 80% = good

81% - 100% = very good

Observer

Anis Sulfiyah S.Pd.

## **Appendix 7.**

### **Teacher's Diary Journal (cycle 1)**

#### *Meeting I ( 16th July 2012)*

In that Monday, I go to school early because this is the first day in cycle 1 to conduct my classroom action research. When I arrived at school, the fifth class was so crowded. When I heard the bell, me with my teacher's partner came into class together. The teacher's partner sat on the back of the class. Immediately, I greeted the students, they replied unconfidently, so I immediately ask their condition. They didn't catch what I had been said, they didn't know how to reply my question. I ask "how are you" they were just keep silent. So I taught them how to say greeting and how to reply in english. Then I remind them do they still remember that that day they will be going to be get new method for learning vocabulary using Gouin series. Entering the opening activity, students rather shame to say their opinion when i asked them for build the context. In whilst activity, they felt funny when i started to present the Gouin series. But when the students' turn, they feel ashamed, looked can not really enjoy to practice the series. But after I motivated them in order to more energetic doing that series, then they got better. When I ask one of them to be a volunteer to perform infront of class. They are really did not want to come forward. I did it well, they could complete the exercise quite well.

#### *Meeting II (23rd July 2012)*

In the second day of action, I wanted that the student did not ashamed again. So the teaching and learning process would work well. With the topic getting up in the morning, I opened the class by greeting and checked the attendance list. I did the building context to reveal students opinion about the topic. They started to give their opinion , although it was only some of students. Then, on the whilst activity, students started to enjoy following the teacher instruction, they feel fun although some

students still ashamed. They were interested in the props that I brought that day. They were curious. Next, when they practiced the Gouin series they laughed all the time with their friends. They felt fun saw the other friend do the gesture.

### *Meeting III (30 July 2012)*

In the third meeting, the class looked conducive. it was time to explore their performance to practice the Gouin series. When they practiced the Gouin series together with the teacher, they feel enjoy and energetic. When I divided class into two groups to do the exercise, they felt not comfortable if I mix them, they wanted to find the group by their own, so we agreed the class was divided into two, one group consist of the female students and one group consist of the male students. They did the exercise well and silent. After I said that the time was over, the class become crowded. Then I ask them paste the jumbled sentence into board so they get the right sequence. Their group work well, they help each other in the group. Next, they can finish it simultaneously .

### *Meeting IV (6th July 2012)*

In the last meeting, they were enthusiastic and asked me about the topic that will be taught that day. I felt happy because they were looked enjoy my class. Then I said that the topic then was “my daily activity in the night”. They asked me to start the Gouin series soon. Then I remind that that day was the last day I taught them so I asked to them maximalize the lesson, because later I will review all the lesson they have been got from the first meeting. So they looked seriously to join the class. After practicing the Gouin series together . They all wanted to follow the series.but when they got the exercise and have to come forward, they did not want to be the first. So, I made numbered lottery, so they had just take the lottery then practice in front of class based on the number each group. Then in pair students perform in front of class, one is becoming the actor the other becoming speaker telling the action in the same time

by reading the text. Then in the last, I asked student what they have learnt from the lesson and remind the the students about there were more another daily activities that students have. I asked every student who wanted to get a point and reward, so they may come forward with Gouin series that they have been learnt. Then, there were several students raised their hand to do my challenge. Finally, by seeing the ability almost of student come forward with their own Gouin series, I felt that their vocabulary were get improved although not all the student in the classroom.

