

APPENDICES



Appendix 1

The Syllabus of the Fifth Grade English Subject of SD 3 Garung Lor Kudus in Academic Year 2011/2012

SILABUS PEMBELAJARAN

Sekolah : SD 3 Garung Lor
Kelas : V
Mata Pelajaran : BAHASA INGGRIS
Semester : 2 (Dua)
Standart Kompetensi : Mendengarkan
 5. Memahami instruksi sangat sederhana dengan tindakan dalam konteks sekolah

Kompetensi Dasar	Materi Pembelajaran	Gagasan Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
5.1 Merespon instruksi sangat sederhana dengan tindakan secara berterima dalam konteks sekolah	Contoh: Kaset/ CD: Listen and describe Siswa: menulis deskripsi orang yang didengar Kaset/CD: Listen and complete. Siswa: (melengkapi sebuah family tree)	Siswa merespon dengan melakukan tindakan secara berterima	Merespon dengan melakukan tindakan secara berterima	Unjuk Kerja	Responding	Listen and describe. Kaset/CD: Memberikan deskripsi beberapa orang) Siswa: (menulis deskripsi orang yang didengar	2x35 menit	<ul style="list-style-type: none"> • Modul • LKS

Appendix 1

Kompetensi Dasar	Materi Pembelajaran	Gagasan Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
5.2 Merespon instruksi sangat sederhana secara verbal	Contoh Kaset/CD: Listen and repeat the dialogue Siswa: (mengulang dialog)	<ul style="list-style-type: none"> Siswa bersama-sama mengulang dengan suara lantang apa yang didengar Masing-masing siswa mengulang secara lantang apa yang didengar 	<p>Merespon dengan mengulang apa yang didengar dengan suara lantang</p> <p>Merespon dengan mengulang apa yang didengar dengan pengucapan bahasa Inggris dengan benar.</p>	Unjuk Kerja	Responding	Mendengarkan dan mengulang apa yang didengar	2x35 menit	<ul style="list-style-type: none"> Modul LKS

Appendix 1

The Syllabus of the Fifth Grade English Subject of SD 3 Garung Lor Kudus in Academic Year 2011/2012

SILABUS PEMBELAJARAN

Sekolah : SD 3 Garung Lor
Kelas : V
Mata Pelajaran : BAHASA INGGRIS
Semester : 2 (Dua)
Standart Kompetensi : Berbicara

6. Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks sekolah

Kompetensi Dasar	Materi Pembelajaran	Gagasan Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
6.1 Bercakap-cakap untuk menyertai tindakan secara berterima yang melibatkan tindak tutur: memberi contoh melakukan sesuatu, memberi aba-aba, dan memberi petunjuk.	Contoh: A: You can park here. B: Don't smoke here	<ul style="list-style-type: none"> • Tanya jawab yang berkaitan dengan materi • Meniru pertanyaan-pertanyaan dan respon pertanyaan • Membahas kosakata dan struktur percakapan sesuai materi • Latihan percakapan dalam bentuk dialog • Menggunakan ungkapan-ungkapan percakapan sesuai materi dalam situasi nyata 	Mengungkapkan berbagai tindakan tutur: <ul style="list-style-type: none"> • Memberi contoh melakukan sesuatu • Memberi aba-aba • Member petunjuk 	Unjuk Kerja	Performance	Act out in front of the class related the material	4x35 menit	<ul style="list-style-type: none"> • Modul • LKS • Alat peraga

Appendix 1

Kompetensi Dasar	Materi Pembelajaran	Gagasan Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
6.2 Bercakap-cakap untuk meminta/memberi jasa/barang secara berterima yang melibatkan tindak tutur: memberi bantuan, meminta bantuan, memberi barang, dan meminta bantuan	Contoh: A: Can I help you? B: Yes, I want to cabbage, please.	<ul style="list-style-type: none"> • Tanya jawab yang berkaitan dengan materi • Meniru pertanyaan-pertanyaan dan respon pertanyaan • Membahas kosakata dan struktur percakapan sesuai materi • Latihan percakapan dalam bentuk dialog • Menggunakan ungkapan-ungkapan percakapan sesuai materi dalam situasi nyata 	Mengungkapkan berbagai tindakan tutur: <ul style="list-style-type: none"> • Memberi bantuan • Meminta bantuan • Memberi barang • Meminta barang 	Tes Lisan	Pertanyaan	Answer the questions orally	4x35 menit	<ul style="list-style-type: none"> • Modul • LKS • Alat peraga
6.3 Bercakap-cakap untuk meminta/memberi informasi secara berterima yang melibatkan tindak tutur: memberi informasi, meminta informasi, memberi pendapat, dan meminta kejelasan	Contoh: A: Excuse me, Sir, Where can I park my bicycle? B: Over there. A: Thank you.	<ul style="list-style-type: none"> • Tanya jawab yang berkaitan dengan materi • Meniru pertanyaan-pertanyaan dan respon pertanyaan • Membahas kosakata dan struktur percakapan sesuai materi • Latihan percakapan dalam bentuk dialog • Menggunakan ungkapan-ungkapan percakapan sesuai materi dalam situasi nyata 	Mengungkapkan berbagai tindakan tutur: <ul style="list-style-type: none"> • Memberi informasi • Meminta informasi • Memberi pendapat • Meminta kejelasan 	Tes Lisan	Performance	Act out in front of the class related the material	4x35 menit	<ul style="list-style-type: none"> • Modul • LKS • Alat peraga

Appendix 1

Kompetensi Dasar	Materi Pembelajaran	Gagasan Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
6.4 Mengungkapkan kesantunan secara berterima yang melibatkan ungkapan.	Contoh: A: Do you mind giving me some food? B: Sure A: We cannot enter this door. Shall we find another one? B: OK.	<ul style="list-style-type: none"> • Tanya jawab yang berkaitan dengan materi • Meniru pertanyaan-pertanyaan dan respon pertanyaan • Membahas kosakata dan struktur percakapan sesuai materi • Latihan percakapan dalam bentuk dialog • Menggunakan ungkapan-ungkapan percakapan sesuai materi dalam situasi nyata 	Mengungkapkan kesantunan secara berterima yang melibatkan ungkapan	Tes Lisan	Performance	Answer the questions orally	4x35 menit	<ul style="list-style-type: none"> • Modul • LKS • Alat peraga

Appendix 2

ACTION LESSON PLAN (CYCLE I)

School	: SD 3 Garung Lor Kudus
Lesson/Subject	: English
Material	: Shape
Class/Semester	: V/2
Academic Year	: 2011/ 2012
Time	: 35 Minutes

A. Standard of Competence

1. Comprehending the simple instruction with action in context of school.
2. Expressing the instruction and simple information in context of school.

B. Basic of Competence

1. Responding the simple instruction with action in context of school.
2. Expressing the instruction and simple information in context of school.

C. Indicators

1. Understanding the meaning words from signal and body movement
2. Responding physically to imperative given related the material.
3. Feel comfortable with doing action by body movement.

D. Learning Goals

1. Students are able to understand the meaning words from signal and movement
2. Students are able to do respond physically to imperative given related the material.
3. Students are able to feel comfortable with doing action by body movement.

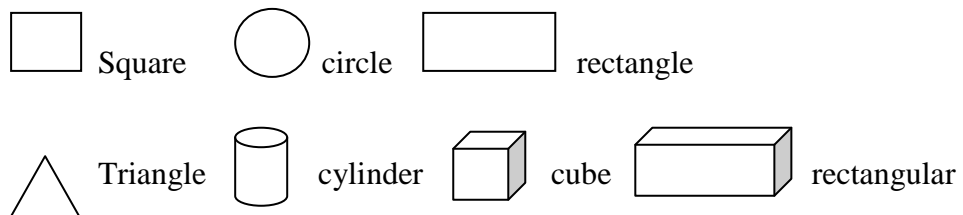
E. Learning Material

Shape

Commands: Point the, Touch the, Draw the, Give the, and Show the

Appendix 2

Kinds of shape:



Commands	Shape
Touch the	Square, circle, rectangle, triangle, cylinder, cube, rectangular, etc.
Point the	
Draw the	
Give the	
Show the	

F. Learning Method

Total Physical Response

G. Procedure of Teaching

1. Pre-Activity (3 minutes)

- The teacher greets students (start the teaching learning process).
- The teacher checks attendance list.
- The teacher asks students' readiness and gives motivation.

2. Whilst-Activity (30 minutes)

a. Exploration

- The teacher gives guiding questions related the material.
- The teacher gives a view about something that students will do.

b. Elaboration

- The teacher gives command in the target language related to the material.
- The teacher performs it with the students.
- The teacher gives command quite quickly related to the material.
- The students do the action quite quickly by the teacher.

Appendix 2

- The teacher performs first the action of command and students do the action after the teacher.
 - The teacher introduces the new command after the students understand.
 - When the students make an error, the teacher repeats the command while acting out.
 - The teacher asks to the students to do the exercise.
- c. Confirmation
- The teacher gives chance students to ask question related to the material.
3. Post-Activity (2 minutes)
- The teacher makes a conclusion the lesson and closes the teaching learning process.

H. Sources/ Media of Learning

Sources: Students Worksheet (LKS), Handbook My First English by PT. Karya Pembina Swajaya-Surabaya

Media: Shape in the classroom

I. Scoring

Technique : Written Test.
Instrument : Test (Multiple choices).

Kudus, May 1st 2012

The English teacher

The Observer

Shobirin, S.Pd
NIP.

Nila Aminah
NIM. 2008-32-051

Appendix 3

The Achievement Test of Cycle I of the Fifth Grade Students of SD 3 Garung Lor Kudus in Academic Year 2011/2012

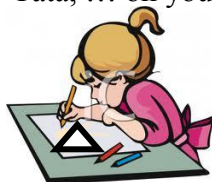
Choose the correct answer by crossing (x) a, b, c, or d!

1. ... in your classroom!



- | | |
|-------------------------------------|---------------------------------------|
| a. Open the <i>rectangular</i> door | c. Comb the <i>rectangular</i> window |
| b. Wash the <i>circular</i> door | d. Eat the <i>oval</i> biscuit |

2. Tata, ... on your drawing book!



- | | |
|---------------------------|-----------------------------|
| a. draw a <i>triangle</i> | c. buy a <i>square</i> |
| b. like an <i>circle</i> | d. borrow a <i>cylinder</i> |

3. Rini ... with a land!

- | |
|---|
| a. cook an <i>rectangular</i> chocolate |
| b. sleep on the <i>rectangular</i> bed |
| c. eat on the <i>square</i> table |
| d. make a <i>cylindrical</i> |



4. Siska ... in Indomart for me.



- | |
|------------------------------------|
| a. looks the <i>circular</i> sun |
| b. draws a <i>pyramid</i> |
| c. buys a <i>cone</i> of ice cream |
| d. ride the <i>bicycle</i> |

5. ... the table with the *square shape* in your class!

- | | |
|----------|---------|
| a. Touch | c. Comb |
| b. Walk | d. Cook |

6. Toni, ... to Andri!

- | |
|--|
| a. draw the <i>circular</i> |
| b. give the <i>semicircular</i> protractor |
| c. read a <i>square</i> magazine |
| d. sleep on the <i>square</i> bed |



Appendix 3

7. Maria, ... on your paper!

- | | |
|-------------------------------|---------------------------------|
| a. show a <i>cubical</i> dice | c. throw the <i>oval</i> candy |
| b. wear a <i>oval</i> cap | d. paint the <i>rectangular</i> |

8. Now, all of you ... your *cylindrical* pen on the table!

- | | |
|----------|-------------|
| a. walk | c. sleep |
| b. drive | d. put down |

9. Ahmad, ... the book page 10!

- | | |
|---------|----------|
| a. read | c. cook |
| b. wash | d. drive |



10. Who's borrow a *cubical dice*? ... it to your friend!



- | | |
|----------|----------|
| a. eat | c. drink |
| b. close | d. show |

11. Doni is ... on his head.

- | |
|---|
| a. sleeping on <i>rectangular</i> bed |
| b. wearing a <i>conical</i> hat |
| c. cooking a <i>cone</i> of ice |
| d. singing with <i>cylindrical</i> microphone |



12. Robi, ... with the scissor!



- | |
|-----------------------------------|
| a. cut the <i>square</i> paper |
| b. eat a <i>cone</i> of ice cream |
| c. write <i>circular</i> clock |
| d. buy a <i>rectangular</i> paper |

13. ... the paper into *cylindrical* garbage!



- | | |
|----------|-------------|
| a. Throw | c. Buy |
| b. Read | d. Sit down |

Appendix 3

14. Reza, ...!



- a. eat the *cylindrical* burger
- b. make *triangular* shape
- c. point to *circular* clock
- d. run to the *circular* clock

15. ... a yellow *circle* on the paper with glue!

- a. Sleep
- b. Stick
- c. Walk
- d. Read

16. A: Can you ...?

B: Yes, I can.



- a. write a *star*
- b. eat an *oval* candy
- c. point a *triangle*
- d. draw a *pentagon*

17. ... the paper to the *square*!

- a. Eat
- b. Jump
- c. Make
- d. Sit down

18. Putri, ... in there!



- a. make the *rectangular* door
- b. close the *square* window
- c. point the *circular* clock
- d. eat the a square bread

19. ... one of *the shape* that you like, and show it to the class!

- a. Run
- b. Wash
- c. Walk
- d. Choose

20. Fafa,... quickly!



- a. Touch the *square* computer
- b. Cook the *circular* meatballs
- c. Open the *square* window
- d. Close the *rectangular* door

Appendix 4**Key Answer of Achievement Test of Cycle I of the Fifth Grade Students of
SD 3 Garung Lor Kudus in Academic Year 2011/2012**

1. A
2. A
3. D
4. C
5. A
6. B
7. D
8. D
9. A
10. D
11. B
12. A
13. A
14. C
15. B
16. D
17. C
18. B
19. D
20. A



$$\text{Score} = \frac{\text{the total number of right answer}}{\text{the total number of items}} \times 100$$

Appendix 5

ACTION LESSON PLAN (CYCLE II)

School	: SD 3 Garung Lor Kudus
Lesson/Subject	: English
Material	: Library
Class/Semester	: V/2
Academic Year	: 2011/ 2012
Time	: 35 Minutes

A. Standard of Competence

3. Comprehending the simple instruction with action in context of school.
4. Expressing the instruction and simple information in context of school.

B. Basic of Competence

3. Responding the simple instruction with action in context of school.
4. Expressing the instruction and simple information in context of school.

C. Indicators

4. Understanding the meaning words from signal and body movement
5. Responding physically to imperative given related the material.
6. Feel comfortable with doing action by body movement.

D. Learning Goals

4. Students are able to understand the meaning words from signal and movement
5. Students are able to do respond physically to imperative given related the material.
6. Students are able to feel comfortable with doing action by body movement.

E. Learning Material

Library

Commands: Choose the, Open the, Show the

Appendix 5

Commands	Library
Choose the	Novel, dictionary, library card, magazine, catalogue, bookshelf, newspaper, book, laptop, etc
Open the	
Show the	

F. Learning Method

Total Physical Response

G. Procedure of Teaching

4. Pre-Activity (3 minutes)

- The teacher greets students (start the teaching learning process).
- The teacher checks attendance list.
- The teacher asks students' readiness and gives motivation.

5. Whilst-Activity (31 minutes)

d. Exploration

- The teacher gives guiding questions related the material.
- The teacher gives a view about something that students will do.

e. Elaboration

- The teacher gives command in the target language related to the material and the teacher performs it with the students.
- The teacher gives command quite quickly related to the material and the students do the action quite quickly by the teacher.
- The teacher sits down and issues command to the students volunteer in pairs.
- The volunteer in pairs gives command changeable in front of the class and the other students repeat the action by the volunteer of student's pairs.
- The teacher introduces the other command after the students understand.

Appendix 5

- When the students make an error, the teacher repeats the command while acting out.
 - The teacher asks to the students to do the exercise.
- f. Confirmation
- The teacher gives chance students to ask question related to the material.
 - The teacher makes a conclusion the lesson
6. Post-Activity (1 minutes)
- The teacher closes the teaching learning process

H. Sources/ Media of Learning

Sources: Students Worksheet (LKS), Handbook My First English by PT.

Karya Pembina Swajaya-Surabaya

Media: Real object (book, novel, dictionary, library card, magazine, catalogue, bookshelf, newspaper, laptop)

I. Scoring

Technique : Written Test.

Instrument : Test (Multiple choices).

Kudus, May 15th 2012

The English teacher

The Observer

Shobirin, S.Pd
NIP.

Nila Aminah
NIM. 2008-32-051

Appendix 6

The Achievement Test of Cycle II of the Fifth Grade Students of SD 3 Garung Lor Kudus in Academic Year 2011/2012

Choose the correct answer by crossing (x) a, b, c, or d!

1. Indah ... storybook, novel, and comic in the ...

a. eats - canteen
b. borrows - school library
c. drives - way
d. sleeps - bedroom

2. Caca loves ... They like to read in the library.



a. sleeping
b. cheating
c. reading
d. eating

3. A person who reads the book is called a ...

a. librarian
b. reader
c. teacher
d. server



4. Mrs. Vira is a ...
She works in a school library.



a. reader
b. teacher
c. staff office
d. librarian

5. The student ... to know the list of books in the library.

a. shows the library card
b. borrow the dictionary
c. close the book
d. reads the catalogue



6. Bobi ... to borrow books.



a. borrows catalogue
b. shows the library card
c. return the novel
d. close the dictionary

7. Naya, ... the book in the bookshelf!

a. put back
b. steal
c. buy
d. eat



8. Tata: Can I borrow this book?

Tono: ...

a. No, I can
b. No, you can
c. Yes, you can't
d. Yes, you can

9.



Don't be noisy!

This notice means we must ... in the library.

a. be noisy
b. not be noisy
c. return the book
d. be happy

10. We should ... in the library.



a. keep laugh
b. always chat
c. keep sleepy
d. keep silent

Appendix 6

11. Nela want to know the meaning of the difficult word. She ...

- closes the book
- reads a dictionary
- buys novel
- borrow storybook



16. There are many collection books in the school library. We can also ... in there.

- read newspaper and magazine
- buy lamp and calendar
- eat bread and snack
- bookshelf



12. Lulu : "May I ... these books?"
Lala : "Yes, sure."



- eat
- bring
- steal
- throw

17. Every ... I go to the school library to read books.

- night
- holiday
- break time
- evening

13. All of students who read in the library must put back ... in the bookshelf.

- the book
- the lamp
- the reader
- the notice



18. Rama: May I bring this novel home?

Budi : No, ...

- you may not
- you can't
- they can
- you may

14. The students must return into its place. The notice is ...

- Don't tear the book
- Don't be noisy
- Put the book into its place!
- Return on time!



19. My favorite hobby is ...

- writing dictionary
- drawing a mountain
- reading a comic
- making newspaper



15. Mrs. Lina : What do you want ..., Andri?

Andri : I want to borrow scientific books, Mam

- to eat
- to buy
- to steal
- to borrow

20. "Return on time!"
It means that the students must ...

- return the book late
- return the book at night
- return the book on time
- return the book 1 year later



Appendix 7**Key Answer of Achievement Test of Cycle II of the Fifth Grade Students of
SD 3 Garung Lor Kudus in Academic Year 2011/2012**

1. B

2. C

3. B

4. D

5. D

6. B

7. A

8. D

9. B

10. D

11. B

12. B

13. A

14. C

15. D

16. A

17. C

18. A

19. C

20. C



$$\text{Score} = \frac{\text{the total number of right answer}}{\text{the total number of items}} \times 100$$

Appendix 8

ACTION LESSON PLAN (CYCLE III)

School	: SD 3 Garung Lor Kudus
Lesson/Subject	: English
Material	: Weather and Season
Class/Semester	: V/2
Academic Year	: 2011/ 2012
Time	: 35 Minutes

A. Standard of Competence

5. Comprehending the simple instruction with action in context of school.
6. Expressing the instruction and simple information in context of school.

B. Basic of Competence

5. Responding the simple instruction with action in context of school.
6. Expressing the instruction and simple information in context of school.

C. Indicators

7. Understanding the meaning words from signal and body movement
8. Responding physically to imperative given related the material.
9. Feel comfortable with doing action by body movement.

D. Learning Goals

7. Students are able to understand the meaning words from signal and movement
8. Students are able to do respond physically to imperative given related the material.
9. Students are able to feel comfortable with doing action by body movement.

E. Learning Material

Weather and Season

Command: Choose the, Show it the

Appendix 8

Commands	Weather and season
Choose the	Weathers: cloudy, drizzle, rainy, cold, sunny, foggy, warm, windy, snowy Seasons: winter, autumn, wet, spring, dry, summer
Show it the	

F. Learning Method

Total Physical Response

G. Procedure of Teaching

7. Pre-Activity (3 minutes)

- The teacher greets students (start the teaching learning process).
- The teacher checks attendance list.
- The teacher asks students' readiness and gives motivation.

8. Whilst-Activity (30 minutes)

g. Exploration

- The teacher gives guiding questions related the material.
- The teacher and students discuss various aspect related the material.

h. Elaboration

- The teacher gives command in the target language related to the material and the teacher performs it with the students.
- The teacher gives command quite quickly related to the material and the students do the action quite quickly by the teacher.
- The teacher divides the students into group consist of 5 students in each group.
- The teacher sits down and issues command to each group.
- Every group gives command and the other groups respond
- The teacher introduces the other command after the students understand.

Appendix 8

- When the students make an error, the teacher repeats the command while acting out.
- The teacher asks to the students to do the exercises.
- i. Confirmation
 - The teacher gives chance students to ask question related to the material.
- 9. Confirmation (2 minutes)
 - The teacher makes a conclusion for lesson and closes the teaching learning process

H. Sources/ Media of Learning

Sources: Students Worksheet (LKS), Handbook My First English by PT.

Karya Pembina Swajaya-Surabaya

Media: Picture of weather and season

I. Scoring

Technique : Written Test.

Instrument : Test (Multiple choices).

Kudus, May 25th 2012

The English teacher

The Observer

Shobirin, S.Pd
NIP.

Nila Aminah
NIM. 2008-32-051

Appendix 9

**The Achievement Test of Cycle III of the Fifth Grade Students of
SD 3 Garung Lor Kudus in Academic Year 2011/2012**

Choose the correct answer by crossing (x) a, b, c, or d!

1. There are ... seasons in Indonesia.

- a. one
- b. two
- c. four
- d. six

2. The seasons in Indonesia are ...

- a. dry and winter
- b. spring and winter
- c. wet and dry season
- d. autumn and spring

3. Today is raining. I must ...



- a. read a book
- b. open the door
- c. bring a umbrella
- d. show the library card

4. In dry season, the weather is ...

- a. hot
- b. cold
- c. clear
- d. perfect



5. The following are the weather in the world, **except** ...

- a. windy
- b. sleepy
- c. sunny
- d. rainy

6. ...! The snow is so beautiful!

- a. Look
- b. Read
- c. Open
- d. Close



7. The weather is so cold! Because the season is ...



- a. summer
- b. spring
- c. autumn
- d. winter

8. Naya ... because the weather is cold.

- a. wears a hat
- b. wears a jacket
- c. wears a shoes
- d. wears a sandals



9. Look! It's ... outside.



- a. hot
- b. snow
- c. cold
- d. foggy

10. Sinta usually ... with her mother on the **winter**.

- a. dancing
- b. swimming
- c. watching TV
- d. playing snow



11. What is the opposite (><) of **winter season**?

- a. summer season
- b. autumn season
- c. spring season
- d. dry season

12. What is the opposite (><) of **autumn season**?

- a. winter season
- b. dry season
- c. spring season
- d. wet season

Appendix 9

13. A: Can we borrow an umbrella?

B: No, ...

- a. we can borrow
- b. we could borrow
- c. we cannot borrow
- d. we couldn't borrow

14.



This is ... seasons.
So, the weather is very hot.

- a. summer
- b. winter
- c. spring
- d. autumn

19. In the summer season, we can ...
the stars sparkling at night.



- a. listen
- b. speak
- c. see
- d. buy

20.



We can ... in wet season.

- a. eat thunderclap
- b. read thunderclap
- c. look thunderclap
- d. touch thunderclap

15. When autumn season, the leaf is ... down from the tree.

- a. up
- b. bottom
- c. falling
- d. raising



16. How is the weather today?

- a. rainy
- b. cloudy
- c. drizzle
- d. snowy



17. My mother forbids me to go out from my home. because the weather is ...



- a. snowy
- b. windy
- c. cloudy
- d. sunny

18. Don't ... here!

The wave so dangerous!

- a. sleep
- b. speak
- c. swim
- d. forget



Appendix 10

Key Answer of Achievement Test of Cycle III of the Fifth Grade Students of SD 3 Garung Lor Kudus in Academic Year 2011/2012

1. B

2. C

3. C

4. A

5. B

6. A

7. D

8. B

9. D

10. D

11. A

12. C

13. C

14. A

15. C

16. B

17. B

18. C

19. C

20. C



$$\text{Score} = \frac{\text{the total number of right answer}}{\text{the total number of items}} \times 100$$

Appendix 11

The Lay Out of Observational Sheet in Cycle I of Teacher's Activities and Students' Activities in Teaching English Vocabulary of the Fifth Grade Students of SD 3 Garung Lor Kudus by Using Total Physical Response (TPR) Method in Academic Year 2011/2012

Ac tivity	Teacher Activities	Score				Notes (Teacher)	Students' Activity	Score				Notes (Students)
		1	2	3	4			1	2	3	4	
P R E A C T I V I T Y	Greeting the students.						Replaying the greeting.					
	Checking the students' attendance lists.						Responding the teacher in checking attendance list.					
	Asking the students' situation and readiness						Replying teacher's question.					
W H I L S T A C T	<i>Exploration</i>											
	Giving guiding question relate the material						Responding the teacher's question related the material.					
	Giving a view about something that students will do.						Paying attention the explanation of the teacher					
	<i>Elaboration</i>											
	Giving the command in target language which appropriate with the material.						Responding the command of the teacher					

Appendix 11

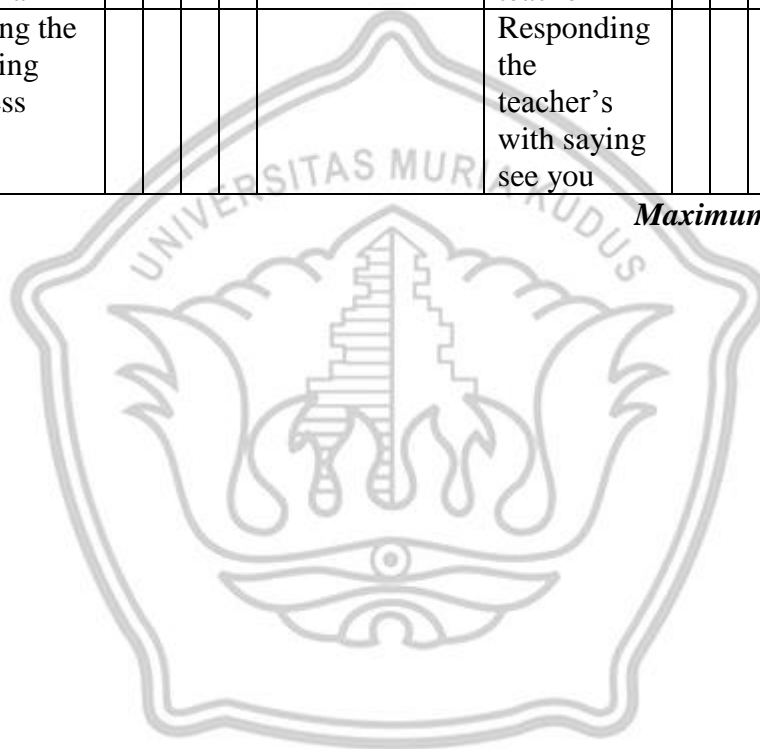
Table 4.2.1.3.1 Continued

Ac tivity	Teacher Activities	Score				Notes (Teacher)	Students' Activity	Score				Notes (Students)
		1	2	3	4			1	2	3	4	
W H I L S T A C T I V I T Y	<i>Elaboration</i>											
	Performing the command with the students.						Performing together with his teacher.					
	Giving the command quickly.						Responding the teacher's command quickly.					
	Performing first the action of command						Following the teacher's action					
	Introducing the new command and also perform it, after the students understand and apply with the material.						Imitate teacher's perform with new command					
	Repeating the command when the students make an error						Making an error to understand the command and vocabulary of shape					
	Asking the students to do the exercises						Doing the exercise related the material given.					

Appendix 11

Table 4.2.1.3.1 Continuation

Activity	Teacher Activities	Score				Notes (Teacher)	Students' Activity	Score				Notes (Students)
		1	2	3	4			1	2	3	4	
WHISTLES Act	Confirmation											
	Giving chance to ask the question						Asking question related the material					
	Making conclusion relate the material						Making the conclusion with the teacher					
POTS Act	Closing the teaching process						Responding the teacher's with saying see you					

Maximum Score: 60

Appendix 12

The Lay Out of Observational Sheet in Cycle II of Teacher's Activities and Students' Activities in Teaching English Vocabulary of the Fifth Grade Students of SD 3 Garung Lor Kudus by Using Total Physical Response (TPR) Method in Academic Year 2011/2012

Activity	Teacher Activities	Score				Notes (Teacher)	Students' Activity	Score				Notes (Students)
		1	2	3	4			1	2	3	4	
PREACTIVITY	Greeting the students.						Replaying the greeting.					
	Checking the students' attendance lists.						Responding the teacher in checking attendance list.					
	Asking the students' situation and readiness						Replying teacher's question.					
WHILST ACT	<i>Exploration</i>											
	Giving guiding question relate the material						Responding the teacher's question related the material.					
	Giving a view about something that students will do.						Paying attention the explanation of the teacher					
	Giving command in the target language related to the material and the teacher performs it with the students.						Listened the teacher and perform with command with their teacher					

Appendix 12

Table 4.2.2.3.1 Continued

Ac t i v i t y	Teacher Activities	Score				Notes (Teacher)	Students' Activity	Score				Notes (Students)
		1	2	3	4			1	2	3	4	
	Confirmation											
	Making a conclusion the lesson						Paying attention					
P O S T Act	Closing the teaching learning process						Responding the good bye					

Maximum Score: 60

Appendix 13

**The Lay Out of Observational Sheetin Cycle III
of Teacher's Activities and Students' Activities in Teaching English
Vocabulary of the Fifth Grade Students of SD 3 Garung Lor Kudus by Using
Total Physical Response (TPR) Method in Academic Year 2011/2012**

Activity	Teacher Activities	Score				Notes (Teacher)	Students' Activity	Score				Notes (Students)
		1	2	3	4			1	2	3	4	
P R E A C T I V I T Y	Greeting the students.						Replaying the greeting.					
	Checking the students' attendance lists.						Responding the teacher in checking attendance list.					
	Asking the students' situation and readiness						Replying teacher's question.					
W H I L S T A C T I V I T Y	<i>Exploration</i>											
	Giving guiding question relate the material						Responding the teacher's question related the material.					
	Giving a view about something that students will do.						Paying attention the explanation of the teacher					

Appendix 13

Table 4.2.3.3.1 Continuation

Ac tiv ity	Teacher Activities	Score				Notes (Teacher)	Students' Activity	Score				Notes (Students)
		1	2	3	4			1	2	3	4	
	<i>Elaboration</i>											
W H I L S T A C T I V I T Y	Giving command in the target language related to the material and the teacher performs it with the students.						Listened the teacher and perform with their friend					
	Giving command quite quickly related weather and seasons						Students do the action quite quickly by the teacher.					
	Dividing the students into group consist of 5 students in each group.						Follow the teacher command					
	The teacher sits down and issues command to each group.						The versus of group quickly practice the command by the other group.					

Appendix 13

Table 4.2.3.3.1 Continuation

Activity	Teacher Activities	Score				Notes (Teacher)	Students' Activity	Score				Notes (Students)
		1	2	3	4			1	2	3	4	
WHILST ACTIVITY	Introducing the other command after the students understand.						Paying attention the new command					
	Repeating the command while acting out						In group they were practice command with used the material					
	Asks to the students to do the exercise.						Paying attention the teacher and do the exercise					
	<i>confirmation</i>											
	Giving chance students to ask question related to the material.						Asking question to their teacher					
	Making a conclusion the lesson						Paying attention					
P O S A C T	Closing the teaching process						Responding the good bye					

Maximum Score: 60

Appendix 14

The Scores Percentage of Teacher's Activities and Students' Activities in Cycle I in Teaching English Vocabulary of the Fifth Grade Students of SD 3 Garung Lor Kudus by Using Total Physical Response (TPR) Method in Academic Year 2011/2012

Maximum Score: 60

Teacher's Activities Score: 44

$$\begin{aligned}\bar{X} &= \frac{\text{real score}}{\text{maximum score}} \times 100\% \\ &= \frac{44}{60} \times 100\% \\ &= 73.3\%\end{aligned}$$

Maximum Score: 60

Students' Activities Score: 42

$$\begin{aligned}\bar{X} &= \frac{\text{real score}}{\text{maximum score}} \times 100\% \\ &= \frac{42}{60} \times 100\% \\ &= 70\%\end{aligned}$$

Results:

The Score Percentage of Teacher's Activities: 73.3% (Sufficient)

The Score Percentage of Students' Activities: 70% (Sufficient)

Appendix 15

The Scores Percentage of Teacher's Activities and Students' Activities in Cycle II in Teaching English Vocabulary of the Fifth Grade Students of SD 3 Garung Lor Kudus by Using Total Physical Response (TPR) Method in Academic Year 2011/2012

Maximum Score: 60

Teacher's Activities Score: 46

$$\begin{aligned}\bar{X} &= \frac{\text{real score}}{\text{maximum score}} \times 100\% \\ &= \frac{46}{60} \times 100\% \\ &= 76.7\%\end{aligned}$$

Maximum Score: 60

Students' Activities Score: 48

$$\begin{aligned}\bar{X} &= \frac{\text{real score}}{\text{maximum score}} \times 100\% \\ &= \frac{48}{60} \times 100\% \\ &= 80\%\end{aligned}$$

Results:

The Score Percentage of Teacher's Activities: 76.7% (Good)

The Score Percentage of Students' Activities: 80% (Good)

Appendix 16

The Scores Percentage of Teacher's Activities and Students' Activities in Cycle III in Teaching English Vocabulary of the Fifth Grade Students of SD 3 Garung Lor Kudus by Using Total Physical Response (TPR) Method in Academic Year 2011/2012

Maximum Score: 60

Teacher's Activities Score: 49

$$\bar{X} = \frac{\text{real score}}{\text{maximum score}} \times 100\%$$

$$= \frac{49}{60} \times 100\%$$

$$= 81.7\%$$

Maximum Score: 60

Students' Activities Score: 51

$$\bar{X} = \frac{\text{real score}}{\text{maximum score}} \times 100\%$$

$$= \frac{51}{60} \times 100\%$$

$$= 85\%$$

Results:

The Score Percentage of Teacher's Activities: 81.7% (Good)

The Score Percentage of Students' Activities: 85% (Good)

Appendix 17

The Scoring Result of Students' Achievement Test of the Mastery on English Vocabulary of the Fifth Grade Students of SD 3 Garung Lor Kudus by Using Total Physical Response (TPR) Method in Academic Year 2011/2012 (Cycle I)

KKM: 65

NO	Student Name	Score Test Cycle I	Category	Notes
1	KHOIRUL ANWAR	30	Bad	Not Reach KKM
2	HARTONO	50	Low	Not Reach KKM
3	NOOR FITRIYAN	70	Good	Reach KKM
4	AHMAD FAHRUDIN	45	Low	Not Reach KKM
5	NOOR CHASANAH	60	Sufficient	Not Reach KKM
6	SITI KARMILA	90	Excellent	Reach KKM
7	MUHAMMAD RIYANTO	45	Low	Not Reach KKM
8	JOE SATRIO DITO	100	Excellent	Reach KKM
9	ULYA OKTAVIANI	55	Sufficient	Not Reach KKM
10	HERU MAULANA	35	Bad	Not Reach KKM
11	FATIMAH KUSUMAWARDANI	80	Good	Reach KKM
12	INDAH WAHYUNINGSIH	85	Excellent	Reach KKM
13	FARIDA MIFTAHUR R.	70	Good	Reach KKM
14	OKTAVIA RUSDIANA PUTRI	60	Sufficient	Not Reach KKM
15	YOLANDA NADYA PUTRI	90	Excellent	Reach KKM
16	AHMAD FANDHOLI	60	Sufficient	Not Reach KKM
17	SYAIFUL MAULANA	60	Sufficient	Not Reach KKM
18	ARDITA KHARISMA YUARTA	90	Excellent	Reach KKM
19	VIKA AMALIA SUSANTI	100	Excellent	Reach KKM
20	MOHAMMAD ABDUL KHOLIK	40	Low	Not Reach KKM
Sum of the Score		1315		
Average Score		65.75		
Average Score Percentage		65.75%		
Category		Sufficient		

Notes:

The score percentage reach KKM in Cycle I = $\frac{9}{20} \times 100 \% = 45\%$ students

The score percentage not reach KKM in Cycle I = $\frac{11}{20} \times 100 \% = 55\%$ students

Appendix 18

The Scoring Result of Students' Achievement Test of the Mastery on English Vocabulary of the Fifth Grade Students of SD 3 Garung Lor Kudus by Using Total Physical Response (TPR) Method in Academic Year 2011/2012 (Cycle II)

KKM: 65

NO	Student Name	Score Test Cycle II	Category	Notes
1	KHOIRUL ANWAR	55	Sufficient	Not Reach KKM
2	HARTONO	60	Sufficient	Not Reach KKM
3	NOOR FITRIYAN	75	Good	Reach KKM
4	AHMAD FAHRUDIN	55	Sufficient	Not Reach KKM
5	NOOR CHASANAH	70	Good	Reach KKM
6	SITI KARMILA	100	Excellent	Reach KKM
7	MUHAMMAD RIYANTO	60	Sufficient	Not Reach KKM
8	JOE SATRIO DITO	100	Excellent	Reach KKM
9	ULYA OKTAVIANI	65	Sufficient	Reach KKM
10	HERU MAULANA	45	Low	Not Reach KKM
11	FATIMAH KUSUMAWARDANI	80	Good	Reach KKM
12	INDAH WAHYUNINGSIH	90	Excellent	Reach KKM
13	FARIDA MIFTAHUR R.	80	Good	Reach KKM
14	OKTAVIA RUSDIANA PUTRI	65	Sufficient	Reach KKM
15	YOLANDA NADYA PUTRI	90	Excellent	Reach KKM
16	AHMAD FANDHOLI	75	Good	Reach KKM
17	SYAIFUL MAULANA	90	Excellent	Reach KKM
18	ARDITA KHARISMA YUARTA	100	Excellent	Reach KKM
19	VIKA AMALIA SUSANTI	100	Excellent	Reach KKM
20	MOHAMMAD ABDUL KHOLIK	55	Sufficient	Not Reach KKM
Sum of the Score		1510		
Average Score		75.5		
Average Score Percentage		75.5%		
Category		Good		

Notes:

The score percentage reach KKM in Cycle II = $\frac{14}{20} \times 100\% = 70\%$ students

The score percentage not reach KKM in Cycle II = $\frac{6}{20} \times 100\% = 30\%$ students

Appendix 19

The Scoring Result of Students' Achievement Test of the Mastery on English Vocabulary of the Fifth Grade Students of SD 3 Garung Lor Kudus by Using Total Physical Response (TPR) Method in Academic Year 2011/2012 (Cycle III)

NO	Student Name	Score Test Cycle III	Category	Notes
1	KHOIRUL ANWAR	65	Sufficient	Reach KKM
2	HARTONO	70	Good	Reach KKM
3	NOOR FITRIYAN	100	Excellent	Reach KKM
4	AHMAD FAHRUDIN	80	Good	Reach KKM
5	NOOR CHASANAH	75	Good	Reach KKM
6	SITI KARMILA	100	Excellent	Reach KKM
7	MUHAMMAD RIYANTO	75	Good	Reach KKM
8	JOE SATRIO DITO	100	Excellent	Reach KKM
9	ULYA OKTAVIANI	85	Excellent	Reach KKM
10	HERU MAULANA	65	Sufficient	Reach KKM
11	FATIMAH KUSUMAWARDANI	100	Excellent	Reach KKM
12	INDAH WAHYUNINGSIH	100	Excellent	Reach KKM
13	FARIDA MIFTAHUR R.	90	Excellent	Reach KKM
14	OKTAVIA RUSDIANA PUTRI	85	Excellent	Reach KKM
15	YOLANDA NADYA PUTRI	100	Excellent	Reach KKM
16	AHMAD FANDHOLI	80	Good	Reach KKM
17	SYAIFUL MAULANA	100	Excellent	Reach KKM
18	ARDITA KHARISMA YUARTA	100	Excellent	Reach KKM
19	VIKA AMALIA SUSANTI	100	Excellent	Reach KKM
20	MOHAMMAD ABDUL KHOLIK	65	Sufficient	Reach KKM
Sum of the Score		1735		
Average Score		86.75		
Average Score Percentage		86.75%		
Category		Excellent		

Notes:

The score percentage reach KKM in Cycle II = $\frac{20}{20} \times 100\% = 100\%$ students

The score percentage not reach KKM in Cycle II = $\frac{0}{20} \times 100\% = 0\%$ student

Appendix 20

The Recapitulation Result of Students' Achievement Test of the Mastery on English Vocabulary of the Fifth Grade Students of SD 3 Garung Lor Kudus by Using Total Physical Response (TPR) Method in Academic Year 2011/2012

NO	Student Name	Score Test		
		Cycle I	Cycle II	Cycle III
1	KHOIRUL ANWAR	30	55	65
2	HARTONO	50	60	70
3	NOOR FITRIYAN	70	75	100
4	AHMAD FAHRUDIN	45	55	80
5	NOOR CHASANAH	60	70	75
6	SITI KARMILA	90	100	100
7	MUHAMMAD RIYANTO	45	60	75
8	JOE SATRIO DITO	100	100	100
9	ULYA OKTAVIANI	55	65	85
10	HERU MAULANA	35	45	65
11	FATIMAH KUSUMAWARDANI	80	80	100
12	INDAH WAHYUNINGSIH	85	90	100
13	FARIDA MIFTAHUR R.	70	80	90
14	OKTAVIA RUSDIANA PUTRI	60	65	85
15	YOLANDA NADYA PUTRI	90	90	100
16	AHMAD FANDHOLI	60	75	80
17	SYAIFUL MAULANA	60	90	100
18	ARDITA KHARISMA YUARTA	90	100	100
19	VIKA AMALIA SUSANTI	100	100	100
20	M OHAMMAD ABDUL KHOLIK	40	65	65
Sum of the Score		1315	1510	1735
Average Score		65.75	75.5	86.75
Average Score Percentage		65.75%	75.5%	86.75%
Category		Sufficient	Good	Excellent

Appendix 21

YAYASAN PEMBINA UNIVERSITAS MURIA KUDUS
UNIVERSITAS MURIA KUDUS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Kampus Gondangmanis Bae Kudus PO. Box 53 Telp/Fax. 0291-438229

KETERANGAN SELESAI BIMBINGAN

Yang bertanda tangan dibawah ini mahasiswa:

Nama : Nila Aminah
NIM/ Semester : 2008-32-051/ 8 (Delapan)
Program Studi : Bahasa Inggris

Telah selesai dalam menjalani bimbingan skripsi yang berjudul:

**IMPROVING THE MASTERY ON ENGLISH VOCABULARY OF THE
FIFTH GRADE STUDENTS OF SD 3 GARUNG LOR KUDUS BY USING
TOTAL PHYSICAL RESPONSE (TPR) METHOD IN ACADEMIC YEAR
2011/2012**

Demikian surat keterangan ini dibuat untuk mengajukan permohonan ujian terakhir.

Kudus, Juli 2012

Pembimbing II

Pembimbing I

Mutohhar, S.Pd, M.Pd
NIS. 0610701000001204

Dr. H. A. Hilal Madjidi, M.Pd.
NIS. 0610713020001020

Appendix 22

YAYASAN PEMBINA UNIVERSITAS MURIA KUDUS
UNIVERSITAS MURIA KUDUS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Kampus Gondangmanis Bae Kudus PO. Box 53 Telp/Fax. 0291-438229

STATEMENT

I, Nila Aminah (NIM: 2008-32-051) state that

My skripsi entitled:

**IMPROVING THE MASTERY ON ENGLISH VOCABULARY OF THE
FIFTH GRADE STUDENTS OF SD 3 GARUNG LOR KUDUS BY USING
TOTAL PHYSICAL RESPONSE (TPR) METHOD IN ACADEMIC YEAR
2011/2012**

Is indeed the scientific work of mine, not that of other'. I just take some certain quotations from others' scientific works as my references.

I am fully responsible for this statement.

Kudus, Juli 2012

Nila Aminah
2008-32-051

CURRICULUM VITAE



She, who has full name Nila Aminah was born on July 28th, 1990 in Jepara. Girl, who has hobby listening music, lives at Purwosari Wijilan RT 04/I Kudus. She started her formal study in MI Muhammdiyah 1 Kudus in 2002. Then, she continued her study in SMP Negeri 3 Kudus and graduated in 2005. He continued in SMA 2 Kudus and graduated in 2008.

She loves English. She interest to study English. In 2007, she continued her study in Muria Kudus University, in Teacher Training and Education Faculty and decided to enter English Department absolutely. The faculty gives her a chance to join field experience teaching program in SMK Negeri 1 Kudus.

She will always try to reach her dream; she will strive and struggle for being an independent and successful woman.

