

## APPENDIX 1

**The Data of Experimental Class  
VIII-3**

No	Name	X-1	X-2	X-2 - X-1	da (d-N)	da2
1	AA	52	72	20	0	0
2	AP	50	73	23	3	9
3	ABS	42	76	34	14	196
4	NAS	49	74	25	5	25
5	LIA	47	70	23	3	9
6	MAA	46	72	26	6	36
7	SK	53	75	22	2	4
8	SAZ	52	72	20	0	0
9	SW	46	78	32	12	144
10	WM	60	87	27	7	49
11	NI	48	75	27	7	49
12	NAP	49	77	28	8	64
13	FH	49	78	29	9	81
14	REN	48	72	24	4	16
15	MWA	45	74	29	9	81
16	RN	47	84	37	17	289
17	MRA	54	84	30	10	100
18	AAD	49	79	30	10	100
19	TS	50	76	26	6	36
20	WA	49	79	30	10	100
$\Sigma$		<b>985</b>	<b>1527</b>	<b>542</b>		<b>1388</b>

## APPENDIX 2

**The Data of Control Class**  
VIII-4

No	Name	X-1	X-2	X-2 - X-1	da (d-N)	da2
1	DM	44	65	21	1	1
2	AAF	42	68	26	6	36
3	KW	41	62	21	1	1
4	AS	46	68	22	2	4
5	LLP	44	64	20	0	0
6	FNT	45	64	19	-1	1
7	GD	45	63	18	-2	4
8	SM	49	59	10	-10	100
9	AEP	41	61	20	0	0
10	TFA	42	60	18	-2	4
11	HP	46	62	16	-4	16
12	RRAW	56	73	17	-3	9
13	AAN	53	72	19	-1	1
14	TW	49	58	9	-11	121
15	MIN	45	67	22	2	4
16	MHS	46	59	13	-7	49
17	SAA	45	61	16	-4	16
18	MF	50	78	28	8	64
19	TAD	51	71	20	0	0
20	RBPA	51	67	16	-4	16
$\Sigma$		<b>931</b>	<b>1302</b>	<b>371</b>		<b>447</b>

## APPENDIX 3

**The Calculation of t-test**  
**The Data of Experimental Class**  
 VIII-3

No	Name	X-1	X-2	X-2 - X-1	da (d-N)	da <sup>2</sup>
1	AA	52	72	20	0	0
2	AP	50	73	23	3	9
3	ABS	42	76	34	14	196
4	NAS	49	74	25	5	25
5	LIA	47	70	23	3	9
6	MAA	46	72	26	6	36
7	SK	53	75	22	2	4
8	SAZ	52	72	20	0	0
9	SW	46	78	32	12	144
10	WM	60	87	27	7	49
11	NI	48	75	27	7	49
12	NAP	49	77	28	8	64
13	FH	49	78	29	9	81
14	REN	48	72	24	4	16
15	MWA	45	74	29	9	81
16	RN	47	84	37	17	289
17	MRA	54	84	30	10	100
18	AAD	49	79	30	10	100
19	TS	50	76	26	6	36
20	WA	49	79	30	10	100
	$\Sigma$	<b>985</b>	<b>1527</b>	<b>542</b>		<b>1388</b>

**The Data of Control Class**

VIII-4

No	Name	X-1	X-2	X-2 - X-1	da (d-N)	da2
1	DM	44	65	21	1	1
2	AAF	42	68	26	6	36
3	KW	41	62	21	1	1
4	AS	46	68	22	2	4
5	LLP	44	64	20	0	0
6	FNT	45	64	19	-1	1
7	GD	45	63	18	-2	4
8	SM	49	59	10	-10	100
9	AEP	41	61	20	0	0
10	TFA	42	60	18	-2	4
11	HP	46	62	16	-4	16
12	RRAW	56	73	17	-3	9
13	AAN	53	72	19	-1	1
14	TW	49	58	9	-11	121
15	MIN	45	67	22	2	4
16	MHS	46	59	13	-7	49
17	SAA	45	61	16	-4	16
18	MF	50	78	28	8	64
19	TAD	51	71	20	0	0
20	RBPA	51	67	16	-4	16
$\Sigma$		<b>931</b>	<b>1302</b>	<b>371</b>		<b>447</b>

## APPENDIX 4

### The Calculation of the t-table and t-observed

#### 1. The Calculation of the t-table

$$Df = (N_x + N_y) - 2$$

$$Df = (20 + 20) - 2$$

$$Df = 40 - 2$$

$$Df = 38 \dots\dots\dots \text{With } (\alpha = 0.05)$$

df	0.01	0.05	0.02
36	1.688	2.028	2.434
38	1.606	<b>2.024</b>	2.429
40	1.684	2.021	2.423

From the percentage points of the T-Distribution with “two tail Probabilities, we can conclude that “***t-table = 2.024*** “

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## 2. The Calculation of the t-observed

$$\begin{array}{l} \text{Ascertainable : } M_x = 27.1 \qquad M_y = 18.55 \\ \qquad \qquad \qquad \sum dx^2 = 1388 \qquad \qquad \qquad \sum dy^2 = 447 \\ \qquad \qquad \qquad N_x = N_y = 20 \end{array}$$

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum dx^2 + \sum dy^2}{N_x + N_y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

$$t = \frac{27.1 - 18.5}{\sqrt{\left(\frac{1388 + 447}{20 + 20 - 2}\right) \left(\frac{1}{20} + \frac{1}{20}\right)}} \quad \rightarrow \quad t = \frac{8.6}{\sqrt{\left(\frac{1835}{38}\right) \left(\frac{2}{20}\right)}}$$

$$t = \frac{8.6}{\sqrt{48.3 \times 0.1}} \quad \rightarrow \quad t = \frac{8.6}{\sqrt{4.83}}$$

$$t = \frac{8.6}{2.197}$$

$$t\text{-observed} = 3.909$$

$$H_a = t\text{-observed} > t\text{-table}$$

$$H_a = 3.909 > 2.024$$

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## APPENDIX 5

The Statically Analysis for Reliability Coefficient is as follows :

No	Name	Rater 1 (S <sub>s</sub> )	Se <sup>2</sup>	Rater 2 (S <sub>s</sub> )	Ss <sup>2</sup>	(S <sub>s</sub> + Se)	S <sup>2</sup>
1	AA	50	2500	60	3600	110	12100
2	AP	51	2601	60	3600	111	12321
3	ABS	58	3364	66	4356	124	15376
4	NAS	50	2500	55	3025	105	11025
5	LIA	59	3481	63	3969	122	14884
6	MAA	56	3136	58	3364	114	12996
7	SK	63	3969	60	3600	123	15129
8	SAZ	56	3136	50	2500	106	11236
9	SW	63	3969	70	4900	133	17689
10	WM	50	2500	65	4225	115	13225
11	NI	50	2500	51	2601	101	10201
12	NAP	50	2500	62	3844	112	12544
13	FH	61	3721	60	3600	121	14641
14	REN	55	3025	65	4225	120	14400
15	MWA	50	2500	51	2601	101	10201
16	RN	61	3721	63	3969	124	15376
17	MRA	59	3481	63	3969	122	14884
18	AAD	72	5184	70	4900	142	20164
19	TS	50	2500	52	2704	102	10404
20	WA	49	2401	55	3025	104	10816
	$\Sigma$	<b>1113</b>	<b>62689</b>	<b>1199</b>	<b>72577</b>	<b>2312</b>	<b>269612</b>

### The Calculation of Reliability of the Test

#### Rater I ( $S_e$ )

$$\text{Mean} = \frac{\sum S_e}{N} = \frac{1321}{20}$$

$$\text{Mean} = 66.05$$

$$\begin{aligned} \text{Variance} &= \frac{N (\sum S_e^2) - (S_e)^2}{N(N-1)} = \frac{20(63975) - (1113)^2}{20(20-1)} \\ &= \frac{1279500 - 1238769}{380} = \frac{40731}{380} \end{aligned}$$

$$\text{Variance} = \mathbf{107.18}$$

#### Rater II ( $S_s$ )

$$\text{Mean} = \frac{\sum S_s}{N} = \frac{1277}{20}$$

$$\text{Mean} = 63.85$$

$$\begin{aligned} \text{Variance} &= \frac{N (\sum S_s^2) - (S_s)^2}{N(N-1)} = \frac{20(72577) - (1199)^2}{20(20-1)} \\ &= \frac{1451540 - 1437601}{380} = \frac{13939}{380} \end{aligned}$$

$$\text{Variance} = \mathbf{36.68}$$

So, the reliability of the test can be calculated as in the following:

$$r_{ii} = \frac{S_s^2 - S_e^2}{S_s^2}$$

$$r_{ii} = \frac{107.18 - 36.68}{107.18}$$

$$r_{ii} = \frac{70.5}{107.18}$$

$$r_{ii} = \mathbf{0.66}$$

The Reliability is "HIGH"



## APPENDIX 6

### LESSON PLAN IN EXPERIMENTAL CLASS

*Meeting 1*

School	: SMP Negeri 1 Perbaungan
Subject	: English
Level / Semester	: VIII/2
Skill	: Speaking
Time Allocation	: 2 x 40 minutes

#### Standard Competence

Express the meaning in transactional and interpersonal short conversation in daily life.

#### Basic Competence

Express the meaning of short conversation in the daily life like Asking and Giving Direction with the correct “r” pronunciations.

#### Indicators

- Able to identify the location of a place
- Able to asking and giving directions in *The New City*
- Able to pronoun “r” correctly

#### The Materials

- Vocabulary
- Sketch in *THE NEW CITY*

#### Teaching Methods

Students Team Achievement Division (STAD)

## **Teaching and Learning Activity**

### *Opening*

- The teacher greet the students to open the lesson
- Introducing and give the motivation related to the materials

### *Main Activities*

#### **Treatment**

- After giving the topic and explain the statement and response for asking the direction, the students are asked to discuss with their friends
- The students are organized into groups whose members are heterogeneous (both academic ability and gender) that is consist of 4 students in one group.
- Teacher will give a sketch to every groups, and asking them to discuss how to go to that place.
- Teacher will come to every group to ask their result discussion. And the students will answer the teacher based on the chosen place.
- The teacher will observe how the students speak and repair students' mistake in pronunciations.
- The teacher will invite some groups to come in front of class to present how to asking directions.
- After that the students will be back to their seat. Than the teacher will show a sketch and make questions how to go to some place. The students will do the test individually

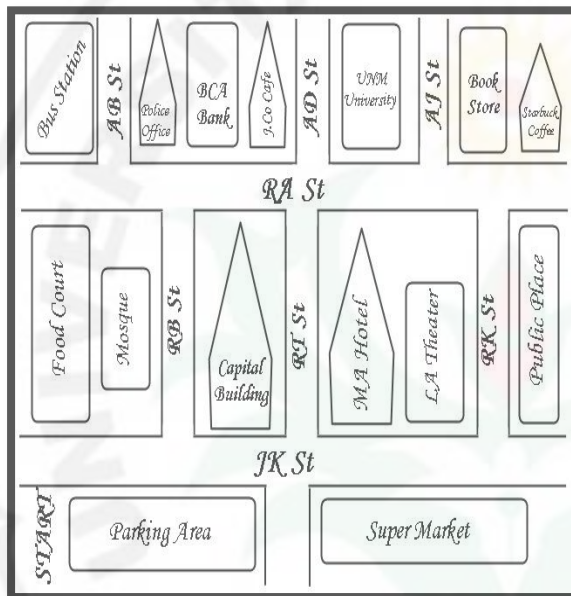
### *Closing*

- The teacher ask the students to review the materials today
- Asking the students the difficulties in learning process.

### Scoring

- Oral : Speaking
- Written : Answer The Questions

### Evaluation



hai,, I am David, I am new in this area. would you tell me the directions If I want to go to :

- Book Store
- Capital Building
- Super Market
- Theater
- Mosque
- Airport

I am in START now.

## LESSON PLAN IN EXPERIMENTAL CLASS

Meeting2

School	: SMP Negeri 1 Perbaungan
Subject	: English
Level / Semester	: VIII/2
Skill	: Speaking
Time Allocation	: 2 x 40 minutes

### Standard Competence

Express the meaning in transactional and interpersonal short conversation in daily life.

### Basic Competence

Express the meaning of short conversation in the daily life like Asking and Giving Direction with the correct “r” pronunciations.

### Indicators

- Able to identify the location of a place
- Able to asking and giving directions in *The School*
- Able to pronoun “r” correctly

### The Materials

- Vocabulary
- Sketch in *THE SCHOOL*

### Teaching Methods

Students Team Achievement Division (STAD)

### Teaching and Learning Activity

#### *Opening*

- The teacher great the students to open the lesson

- Introducing and give the motivation related to the materials

### *Main Activities*

#### **Treatment**

- After giving the topic and explain the statement and response for asking the direction, the students are asked to discuss with their friends
- The students are organized into groups whose members are heterogeneous (both academic ability and gender) that is consist of 4 students in one group.
- Teacher will give a sketch to every groups, and asking them to discuss how to go to that place.
- Teacher will come to every group to ask their result discussion. And the students will answer the teacher based on the chosen place.
- The teacher will observe how the students speak and repair students' mistake in pronunciations.
- The teacher will invite some groups to come in front of class to present how to asking directions.
- After that the students will be back to their seat. Than the teacher will show a sketch and make questions how to go to some place. The students will do the test individually

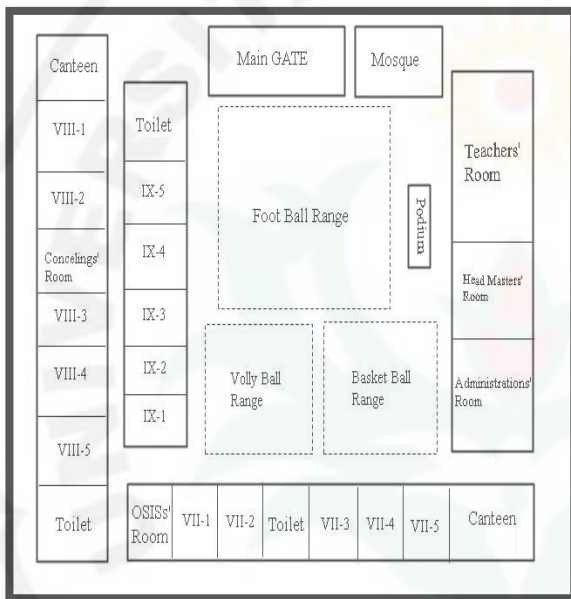
### *Closing*

- The teacher ask the students to review the materials today
- Asking the students the difficulties in learning process.

#### **Scoring**

- Oral : Speaking
- Written : Answer The Questions

**Evaluation**



Would you give me the direction :

- a. Head Masters' Room
- b. Canteen
- c. Toilet
- d. class VIII-3
- e. Administrations' Room

I am in the main gate now.



**APPENDIX 7****LESSON PLAN IN CONTROL CLASS***Meeting 1*

School	: SMP Negeri 1 Perbaungan
Subject	: English
Level / Semester	: VIII/2
Skill	: Speaking
Time Allocation	: 2 x 40 minutes

**Standard Competence**

Express the meaning in transactional and interpersonal short conversation in daily life.

**Basic Competence**

Express the meaning of short conversation in the daily life like Asking and Giving Direction with the correct “r” pronunciations.

**Indicators**

- Able to identify the location of a place
- Able to asking and giving directions in *The New City*
- Able to pronoun “r” correctly

**The Materials**

- Vocabulary
- Sketch in *THE NEW CITY*

**Teaching Methods**

Conventional Method (Lecturing Method)

**Teaching and Learning Activity**

*Opening*

- The teacher greet the students to open the lesson
- Introducing and give the motivation related to the materials

### Main Activities

#### Treatment

- Firstly, the teacher will explain all the topic (asking for directions) to the students and asked them to attention so that the teaching program was running well.
- Then the teacher will ask them to read loud the statement and respond in asking directions.
- The students will write everything in the whiteboard.
- After that the teacher will give some assignment individually, after that is done it will be collected by the students

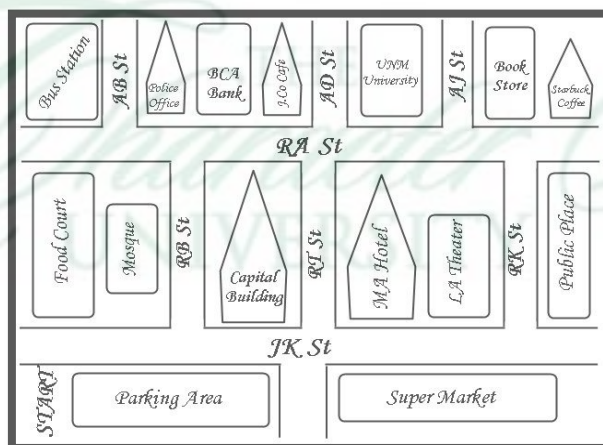
#### Closing

- The teacher ask the students to review the materials today
- Asking the students the difficulties in learning process.

#### Scoring

- Oral : Speaking
- Written : Answer The Questions

#### Evaluation



hai,, I am David, I am new in this area. would you tell me the directions If I want to go to :

- Book Store
- Capital Building
- Super Market
- Theater
- Mosque
- Airport

I am in START now.



## LESSON PLAN IN CONTROL CLASS

Meeting2

School	: SMP Negeri 1 Perbaungan
Subject	: English
Level / Semester	: VIII/2
Skill	: Speaking
Time Allocation	: 2 x 40 minutes

### Standard Competence

Express the meaning in transactional and interpersonal short conversation in daily life.

### Basic Competence

Express the meaning of short conversation in the daily life like Asking and Giving Direction with the correct “r” pronunciations.

### Indicators

- Able to identify the location of a place
- Able to asking and giving directions in *The School*
- Able to pronoun “r” correctly

### The Materials

- Vocabulary
- Sketch in *THE SCHOOL*

### Teaching Methods

Conventional Method (Lecturing Method)

### Teaching and Learning Activity

#### *Opening*

- The teacher great the students to open the lesson

- Introducing and give the motivation related to the materials

### Main Activities

#### Treatment

- Firstly, the teacher will explain all the topic (asking for directions) to the students and asked them to attention so that the teaching program was running well.
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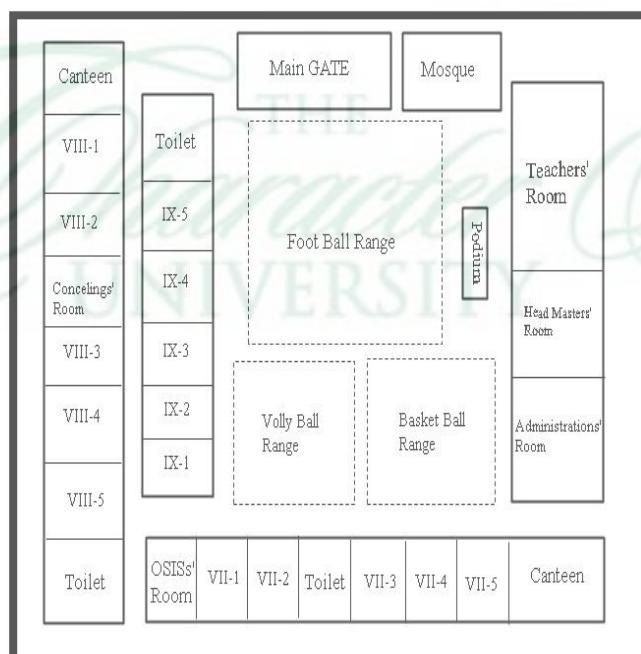
#### Closing

- The teacher ask the students to review the materials today
- Asking the students the difficulties in learning process.

#### Scoring

- Oral : Speaking
- Writen : Answer The Questions

#### Evaluation

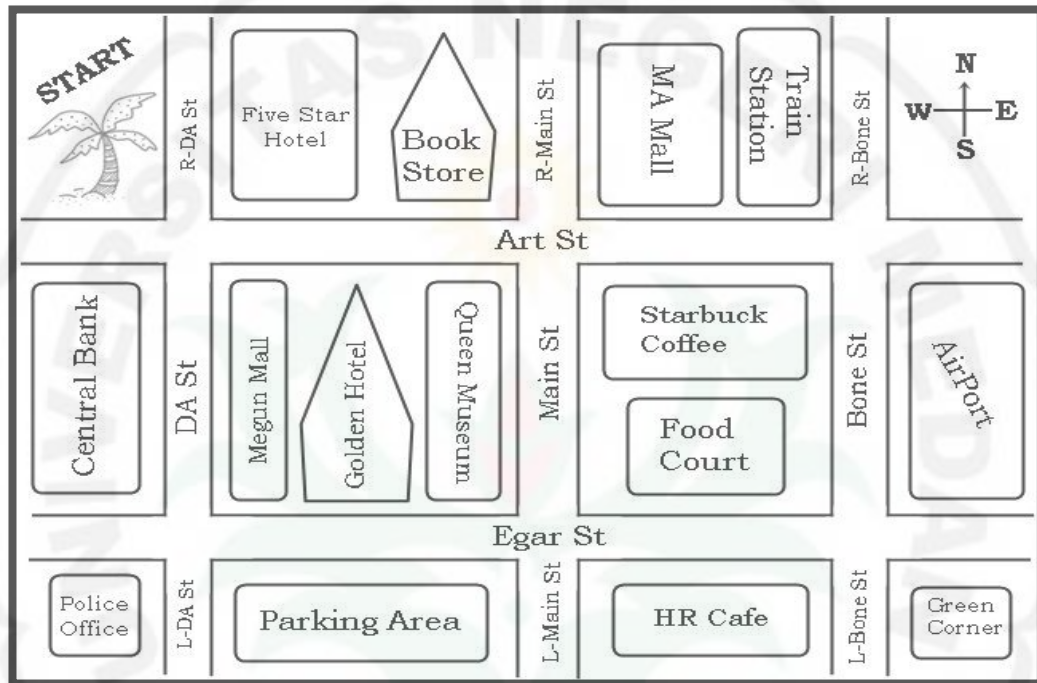


Would you give me the direction :

- Head Masters' Room
- Canteen
- Toilet
- class VIII-3
- Administrations' Room

I am in the main gate now.

## The Sketch in Pre-Test and Post-Test



You are at R-DA St (point to the spot). People ask you for directions to get to five different places. Listen to their questions, and give the directions.

1. Please give me direction to the Food Court.
2. Please give me directions to Parking Area.
3. I want to buy some books, how do I get Book Store?
4. would you tell me where the Ma Mall is?
5. I want to to Boston city with train, how to get to the Train Station.?



THOSE ARE THE STUDENTS WHEN CARRY OUT THE GROUP DISCUSSION



EVERY STUDENTS IS EXCITED IN THE GROUP DISCUSSION

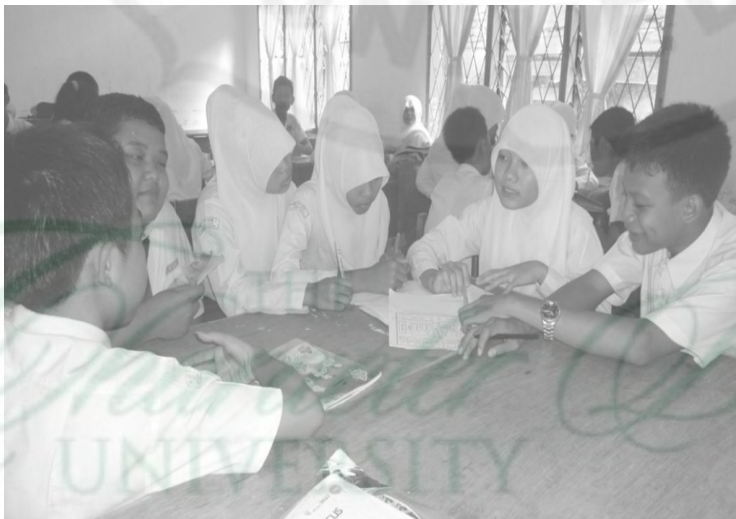


THIS IS WHEN THE STUDENTS TUTOR THE OTHER FRIENDS TO MAKE A GOOD PERFORMANCE



THIS IS THE PERFORMANCE OF THE STUDENTS





THEY ARE  
DISCUSSING  
ABOUT THE  
MATERIALS