**APPENDICES**

**APPENDIX A**

Permission Letter



**APPENDIX B**

Lesson Plan

**LESSON PLAN**

Educational Unit : MAS Al Washliyah 21 Firdaus

Class / Semester : X/II

Subjects : English

Skill : Speaking

Time Allocation : 2 x 40 minutes

**A. Competency Standards**

3. Reveal the meaning in transactional and interpersonal conversations. Short verbal is simple to interact with the surrounding environment.

**B. Basic Competence**

3.2 Understanding and responding to transactional conversations (to get things done) and simple interpersonal (socializing) using a variety of languages verbally accurately, fluently, and acceptable to interact with the surrounding environment which involves speech acts: inviting, accepting, and reject the invitation, agree / disagree with praise and congratulate.

**C. Indicators of Achievement**

1. Capture specific information in the dialog.

2. Respond to invitations simply.

3. Rejecting the invitation is simple.

4. Identify the expressions used in the invitation through dialog.

**D. Characters:**

1. Trustworties.

2. Dare (courage).

3. Diligent (diligent).

4. Responsibility (responsible).

**E. Learning Objectives**

1. Students can identify the phrases used to invite, accept and reject the invitation.

2. Students can respond to invitations simply.

3. Students can simply reject the invitation.

4. Students can identify the expressions used in invitation through dialogue.

**F. Material**

Explain the material about speaking English based on the TED Talks Videos.

Concept :

**How to Improve English Speaking?**

For many students who are learning English, being able improve your English speaking skills often feels like a distant goal that is hard to reach. So what can you do to improve your spoken English? Here are some useful tips to help you!

**Listen**

In order to learn how to speak well you need to listen. By listening you can become familiar with the right sounds native speakers produce and you can copy them.

The Wall Street English course is based on this idea of listening and copying because it is the most natural and practical way of learning. To speak in a natural way you need to hear English because many words are written in one way and pronounced in another.

It’s also really useful to listen to audiobooks or watch video clips or even a TV series in English for further practice. A little practice listening regularly makes a very big difference long-term.

 **Take every chance to speak or practice**

Practice is undoubtedly the key to success in speaking, so if you want to improve, take every possible chance you get to speak. When you study at Wall Street English, you speak English from the moment you enter your center and say hello to the receptionist to when you take a coffee with a member of staff or another student,  and obviously during your lessons that are all based on speaking practice.

You can extend this practice to when you are studying alone. When you do an exercise, read out loud the phrases and words you hear or see. This is really useful because it will give you extra confidence when you need to use this language in conversation.

 T**ry to connect words**

When you speak a language naturally as a native speaker, you join words together. And this is particularly true of English. For example, the word ‘do’ in a question often becomes simply a ‘d’ sound, as in this example:

*Do you speak English?*

‘Do’ is joined to the more important word ‘you’ and is pronounced /dju:/. And the ‘k’ of ‘speak’ is joined to the word ‘English’ (which would probably be the accented word). So the pronunciation of the whole sentence is:

*/dju: spi kin glish/*

When you’re learning you might feel worried about joining words like this because you think people won’t understand you, but in reality the opposite is true. The best way to learn to say phrases is to hear them and learn the complete sound, and not just the separate words. Not only will you be easier to understand but you’ll also find it easier to remember the phrase.

**G. Learning Method:**

Scientific Approach Technique.

**H. Activity Steps**

**Introduction (15 minutes)**

* The teacher prepares students psychologically and physically to follow the process learning by greeting, inviting students to tidy up their class and appearance, inviting students to start activities by praying, and checking the attendance of students.
* The teacher greets and greets students.
* With the guidance of the teacher, students express experiences invited or invited someone.

**Core (60 minutes)**

**1) Observing**

* With the guidance of the teacher, students read the dialogue that has been given.
* Students capture expressions to invite, accept, and declined invitation / invitation.

**2) Ask**

* With the guidance and direction of the teacher, students ask questions about difficult words.
* With the guidance and direction of the teacher, students question about social meaning and function in invitation.

**3) Collecting Data or Information**

* Students reread the dialogue about invitations / invitations.
* Students find detailed information from certain information in the dialog.

**4) Associate / Analyze Data or Information**

* Students express expressions to invite, accept, and reject the invitation / invitation in the previous dialog.
* Students write down aspects and expressions that are in invitation.
* Students read other dialogues given by the teacher and answer group questions.

**5) Communicating**

* Students come forward and present the results of their work.
* Other students correct the results of advanced group work.

**6) Creating**

* Students are divided into groups (in pairs), and given a site conversation.
* Students arrange conversations based on the situation.
* Each group practices the results of group work.

**Closing (10 Minutes)**

* Teachers and students jointly make a summary of the material have been studied at this meeting.
* The teacher gives the task to students to look for examples of invitation text.
* The teacher explains plans for future learning activities.

**B. Media, Tools, and Learning Resources**

a. Media: Projector, LCD, laptop / computer

b. Learning Resources: Internet, textbooks

**C. Assessment**

|  |  |  |
| --- | --- | --- |
| No | Aspek yg di nilai | Deskripsi |
| 1 | Pengucapan (Pronunciation) | 5 = Hampir Sempurna4 = Ada kesalahan tapi tidak mengganggu makna3 = Ada beberapa kesalahan dan mengganggu makna 2 = Banyak kesalahan dan mengganggu makna1 = Terlalu banyak kesalahan sehingga suit dipahami |
| 2. |  Tata Bahasa(grammar) | 5 = Hampir Sempurna4 = Ada kesalahan tapi tidak mengganggu makna3 = Ada beberapa kesalahan dan mengganggu makna 2 = Banyak kesalahan dan mengganggu makna1 = Terlalu banyak kesalahan sehingga sulit dipahami |
| 3. | Kosa Kata(Vocabulary) | 5 = Hampir Sempurna4 = Ada kesalahan tapi tidak mengganggu makna3 = Ada beberapa kesalahan dan mengganggu makna 2 = Banyak kesalahan dan mengganggu makna1 = Terlalu banyak kesalahan sehingga sulit dipahami |
| 4. | Kelancaran (Fluency) | 5 = Sangat lancar 4 = Lancar3 = Cukup lancar 2 = Kurang lancar 1 = Tidak lancar |
| 4 | Pemahaman(Comprehension) | 5 = Sangat tepat 4 = Tepat3 = Cukup tepat 2 = Kurang tepat 1 = Tidak tepat |

Cara Penilaian Kemampuan Berbicara (Speaking Skill)

|  |  |  |  |
| --- | --- | --- | --- |
| No. | Nama Siswa | Skor yang diperoleh | Jumlah Skor |
| Aspek 1 | Aspek 2 | Aspek 3 | Aspek 4 | Aspek 5 |
| 1. |  |  |  |  |  |  |  |
| 2. |  |  |  |  |  |  |  |
| 3. |  |  |  |  |  |  |  |
| dst |  |  |  |  |  |  |  |

Rumus Perhitungan nilai siswa, sebagai berikut:

Jumlah skor yang diperoleh siswa x 4

Knowing,

English Teacher, The Researcher,

Rizky Asthia, S.pd Cindy Asmalia

**APPENDIX C**

Speaking Rubric

 The speaking rubric can be seen in the table below:

|  |  |  |
| --- | --- | --- |
| **Aspects** | **Score** | **Qualifications** |
| **Pronunciation** | 5 | If speech is fluent and effortless as that of native speaker. |
| 4 | Denote that if it is always intelligible though one is conscious of a definite accent. |
| 3 | Refers to pronunciation problem necessitate concentrated listening and occasionally lead to misunderstanding. |
| 2 | Indicate that it is very hard to understand because of pronunciation problem most frequently asked to report. |
| 1 | Shows that pronunciation problem so serve as to make conversation unintelligible. |

|  |  |  |
| --- | --- | --- |
|  **Aspects** | **Score** | **Qualifications** |
| **Grammar** | 5 | Make few (if any) noticeable errors of grammar or word order. |
| 4 | Occasionally makes grammatical and/ or word order errors which do not, however, obscure meaning. |
| 3 | Refers to that speed and fluency are rather strongly affected by language problem. |
| 2 | Means that a student usually doubt and often forces into silence by language problem. |
| 1 | Means that speech is so halting and fragmentary as to make conversation virtually impossible. |
|  |  |  |
| **Aspects** | **Score** | **Qualifications** |
| **Vocabulary** | 5 | The use of vocabulary and idiom virtually that is of nativespeaker. |
| 4 | Indicates that sometimes a student uses inappropriate terms and or rephrase ides because inadequate vocabulary. |
| 3 | Refers to using frequently the wrong word, conversationsomewhat limited because of inadequate vocabulary. |
| 2 | Denotes that misutilizing of word and very limitedvocabulary make conversation quite difficult. |
| 1 | Means that vocabulary limitation so extreme as to makeconversation virtually impossible. |
|  |  |  |
| **Aspects** | **Score** | **Qualifications** |
| **Fluency** | 5 | If the speech is fluent and effortless as that native speaker. |
| 4 | Refers to speed of speech seems rather strongly affected by language problem. |
| 3 | Make frequents errors of grammar and word order, which obscure meaning. |
| 2 | Grammar and word order make comprehension difficult must often rephrase sentence and/or restrict him to basicpattern. |
| 1 | Errors in grammar and word order to severe as to make |

|  |  |  |
| --- | --- | --- |
| **Aspects** | **Score** | **Qualifications** |
| **Comprehension** | 5 | Appear to understand everything without difficulty. |
| 4 | Understand nearly everything at normal speed althoughoccasionally repetition maybe necessary. |
| 3 | Understand most of what is said at lowers that normal speed with repetition. |
| 2 | Has great difficult following what is said. |
| 1 | Cannot be said to understand even simple conversation inEnglish. |

**APPENDIX D**

The Question of Speaking Test

(EXPERIMENTAL GROUP)

**PRE-TEST**

Subject : Bahasa Inggris

Grade/Semester : X/II

Test : Oral

Speaking Test

**Instruction** : Please answer the question below based on your opinion.

1. What do you think about speaking English? Is it difficult? Explain!
2. Is grammar being a problem when you speak English? Explain!
3. In your opinion, how to improve speaking English?

**POST-TEST**

Subject : Bahasa Inggris

Grade/Semester : X/II

Test : Oral

Speaking Test

**Instruction** : Please answer the question below based on your opinion after watching some videos.

1. What do you think about speaking English? Is it difficult? Explain!
2. Is grammar being a problem when you speak English? Explain!
3. In your opinion, how to improve speaking English?

**APPENDIX E**

The Question of Speaking Test

(CONTROL GROUP)

**PRE-TEST**

Subject : Bahasa Inggris

Grade/Semester : X/II

Test : Oral

Speaking Test

**Instruction** : Please answer the question below based on your opinion.

1. What do you think about speaking English? Is it difficult? Explain!
2. Is grammar being a problem when you speak English? Explain!
3. In your opinion, how to improve speaking English?

**POST-TEST**

Subject : Bahasa Inggris

Grade/Semester : X/II

Test : Oral

Speaking Test

**Instruction** : Please answer the question below based on your opinion after given the material about speaking.

1. What do you think about speaking English? Is it difficult? Explain!
2. Is grammar being a problem when you speak English? Explain!
3. In your opinion, how to improve speaking English?

**APPENDIX F**

Result of Pre-test in Experimental Group (X-I)

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Students’ Initial** | **The Students’ Score** |  |
| **Pronunciation** | **Grammar** | **Vocabulary** | **Fluency** | **Comprehension** | **Score** | **Total Score (x4)** |
| 1. | ARH | 2 | 2 | 2 | 2 | 3 | 11 | 44 |
| 2. | A | 2 | 2 | 2 | 2 | 2 | 10 | 40 |
| 3. | AU | 3 | 3 | 2 | 2 | 2 | 12 | 48 |
| 4. | AR | 1 | 2 | 2 | 1 | 2 | 8 | 32 |
| 5. | DK | 2 | 2 | 2 | 2 | 2 | 10 | 40 |
| 6. | DA | 2 | 2 | 2 | 2 | 3 | 11 | 44 |
| 7. | ESH | 2 | 2 | 2 | 3 | 3 | 12 | 48 |
| 8. | IDM | 2 | 2 | 3 | 3 | 3 | 13 | 52 |
| 9. | JAP | 2 | 2 | 2 | 2 | 2 | 10 | 40 |
| 10. | LR | 2 | 2 | 2 | 2 | 3 | 11 | 44 |
| 11. | MS | 2 | 2 | 2 | 2 | 2 | 10 | 40 |
| 12. | MA | 3 | 2 | 2 | 2 | 3 | 12 | 48 |
| 13. | MR | 2 | 1 | 2 | 2 | 3 | 10 | 40 |
| 14. | MJS | 2 | 3 | 2 | 3 | 3 | 13 | 52 |
| 15. | NJ | 2 | 2 | 3 | 2 | 3 | 12 | 48 |
| 16. | NA | 3 | 2 | 2 | 3 | 2 | 12 | 48 |
| 17. | RN | 2 | 2 | 2 | 2 | 3 | 11 | 44 |
| 18. | RNP | 2 | 2 | 2 | 3 | 3 | 12 | 48 |
| 19. | RNR | 3 | 3 | 3 | 3 | 3 | 15 | 60 |
| 20. | R | 2 | 2 | 2 | 2 | 2 | 10 | 40 |
| 21. | RS | 2 | 2 | 2 | 3 | 2 | 11 | 44 |
| 22. | RA | 2 | 2 | 2 | 2 | 3 | 11 | 44 |
| 23. | SM | 2 | 2 | 2 | 2 | 3 | 11 | 44 |
| 24. | SNA | 3 | 2 | 2 | 2 | 3 | 12 | 48 |
| 25. | SM | 2 | 3 | 2 | 2 | 2 | 11 | 44 |
| 26. | TH | 2 | 2 | 2 | 2 | 2 | 10 | 40 |
| 27. | TN | 2 | 2 | 2 | 2 | 3 | 11 | 44 |
| 28. | WP | 2 | 2 | 3 | 3 | 3 | 13 | 52 |
| 29. | MIS | 2 | 2 | 2 | 2 | 3 | 11 | 44 |
| 30 | PA | 2 | 2 | 2 | 3 | 3 | 12 | 48 |
| **Total** | **64** | **63** | **64** | **68** | **79** | **338** | **1352** |

**APPENDIX G**

Result of Post-test in Experimental Group (X-I)

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Students’ Initial** | **The Students’ Score** |  |
| **Pronunciation** | **Grammar** | **Vocabulary** | **Fluency** | **Comprehension** | **Score** | **Total Score** |
| 1. | ARH | 4 | 5 | 4 | 4 | 4 | 21 | 84 |
| 2. | A | 4 | 4 | 4 | 4 | 4 | 20 | 80 |
| 3. | AU | 5 | 4 | 4 | 4 | 4 | 21 | 84 |
| 4. | AR | 3 | 3 | 3 | 4 | 3 | 16 | 64 |
| 5. | DK | 5 | 3 | 3 | 4 | 5 | 20 | 80 |
| 6. | DA | 4 | 4 | 4 | 5 | 5 | 22 | 88 |
| 7. | ESH | 5 | 4 | 4 | 4 | 5 | 22 | 88 |
| 8. | IDM | 5 | 3 | 4 | 4 | 5 | 21 | 84 |
| 9. | JAP | 5 | 3 | 4 | 5 | 5 | 22 | 88 |
| 10. | LR | 5 | 3 | 5 | 3 | 5 | 21 | 84 |
| 11. | MS | 4 | 3 | 4 | 4 | 5 | 20 | 80 |
| 12. | MA | 4 | 3 | 5 | 3 | 4 | 19 | 76 |
| 13. | MR | 5 | 4 | 3 | 4 | 4 | 20 | 80 |
| 14. | MJS | 4 | 3 | 3 | 3 | 5 | 18 | 72 |
| 15. | NJ | 4 | 4 | 5 | 4 | 5 | 22 | 88 |
| 16. | NA | 4 | 5 | 4 | 3 | 5 | 21 | 84 |
| 17. | RN | 4 | 5 | 4 | 5 | 4 | 22 | 88 |
| 18. | RNP | 4 | 4 | 4 | 5 | 4 | 21 | 84 |
| 19. | RNR | 5 | 4 | 4 | 5 | 5 | 23 | 92 |
| 20. | R | 4 | 3 | 4 | 4 | 5 | 20 | 80 |
| 21. | RS | 4 | 4 | 3 | 4 | 4 | 19 | 76 |
| 22. | RA | 4 | 3 | 4 | 3 | 4 | 18 | 72 |
| 23. | SM | 3 | 4 | 3 | 4 | 4 | 18 | 72 |
| 24. | SNA | 4 | 4 | 4 | 3 | 5 | 20 | 80 |
| 25. | SM | 5 | 4 | 3 | 4 | 5 | 21 | 84 |
| 26. | TH | 4 | 4 | 4 | 3 | 4 | 19 | 76 |
| 27. | TN | 4 | 4 | 4 | 4 | 5 | 21 | 84 |
| 28. | WP | 4 | 4 | 4 | 4 | 4 | 20 | 80 |
| 29. | MIS | 4 | 3 | 3 | 3 | 5 | 18 | 72 |
| 30 | PA | 5 | 4 | 4 | 5 | 4 | 22 | 88 |
| **Total** | **128** | **112** | **115** | **118** | **135** | **608** | **2432** |

**APPENDIX H**

Result of Pre-test in Control Group (X-II)

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Students’ Initial** | **The Students’ Score** |  |
| **Pronunciation** | **Grammar** | **Vocabulary** | **Fluency** | **Comprehension** | **Score** | **Total Score** |
| 1. | A | 2 | 2 | 2 | 2 | 2 | 10 | 40 |
| 2. | AFA | 2 | 2 | 2 | 2 | 3 | 11 | 44 |
| 3. | AB | 3 | 3 | 2 | 2 | 2 | 12 | 48 |
| 4. | ARA | 2 | 2 | 2 | 2 | 2 | 10 | 40 |
| 5. | DD | 2 | 2 | 2 | 3 | 3 | 12 | 48 |
| 6. | DA | 3 | 2 | 2 | 3 | 3 | 13 | 52 |
| 7. | DK | 3 | 2 | 2 | 1 | 1 | 9 | 36 |
| 8. | DPS | 3 | 2 | 2 | 2 | 3 | 12 | 48 |
| 9. | DAS | 2 | 2 | 2 | 3 | 3 | 12 | 48 |
| 10. | E | 1 | 2 | 2 | 3 | 3 | 11 | 44 |
| 11. | IHL | 2 | 3 | 3 | 2 | 2 | 12 | 48 |
| 12. | JA | 2 | 2 | 2 | 2 | 2 | 10 | 40 |
| 13. | J | 3 | 2 | 3 | 1 | 2 | 11 | 44 |
| 14. | MND | 3 | 2 | 3 | 2 | 2 | 12 | 48 |
| 15. | MRF | 3 | 2 | 2 | 2 | 3 | 12 | 48 |
| 16. | MS | 3 | 3 | 2 | 2 | 2 | 12 | 48 |
| 17. | MV | 2 | 2 | 2 | 2 | 3 | 11 | 44 |
| 18. | MFN | 2 | 2 | 3 | 2 | 3 | 12 | 48 |
| 19. | NE | 2 | 2 | 3 | 2 | 3 | 12 | 48 |
| 20. | PW | 3 | 2 | 3 | 3 | 3 | 14 | 56 |
| 21. | RS | 3 | 2 | 2 | 2 | 2 | 11 | 44 |
| 22. | RD | 2 | 2 | 3 | 2 | 3 | 12 | 48 |
| 23. | RP | 3 | 1 | 3 | 2 | 2 | 11 | 44 |
| 24. | RA | 2 | 2 | 3 | 3 | 3 | 13 | 52 |
| 25. | S | 2 | 3 | 2 | 2 | 2 | 11 | 44 |
| 26. | SU | 2 | 2 | 3 | 2 | 2 | 11 | 44 |
| 27. | SFL | 2 | 2 | 3 | 2 | 2 | 11 | 44 |
| 28. | TGS | 2 | 2 | 3 | 2 | 3 | 12 | 48 |
| 29. | UA | 2 | 3 | 3 | 3 | 2 | 13 | 52 |
| 30 | WW | 2 | 2 | 2 | 3 | 2 | 11 | 44 |
| **Total** | **70** | **64** | **73** | **66** | **73** | **346** | **1384** |

**APPENDIX I**

Result of Post-test in Control Group (X-II)

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Students’ Initial** | **The Students’ Score** |  |
| **Pronunciation** | **Grammar** | **Vocabulary** | **Fluency** | **Comprehension** | **Score** | **Total Score** |
| 1. | A | 3 | 3 | 3 | 4 | 3 | 16 | 64 |
| 2. | AFA | 3 | 3 | 3 | 3 | 4 | 16 | 64 |
| 3. | AB | 3 | 3 | 3 | 4 | 4 | 17 | 68 |
| 4. | ARA | 3 | 3 | 3 | 3 | 2 | 14 | 56 |
| 5. | DD | 4 | 2 | 3 | 4 | 4 | 17 | 68 |
| 6. | DA | 3 | 2 | 3 | 3 | 4 | 15 | 60 |
| 7. | DK | 3 | 3 | 3 | 3 | 3 | 15 | 60 |
| 8. | DPS | 3 | 3 | 3 | 3 | 4 | 16 | 64 |
| 9. | DAS | 3 | 3 | 3 | 4 | 4 | 17 | 68 |
| 10. | E | 3 | 3 | 3 | 3 | 3 | 15 | 60 |
| 11. | IHL | 3 | 3 | 3 | 3 | 3 | 15 | 60 |
| 12. | JA | 4 | 3 | 2 | 3 | 4 | 16 | 64 |
| 13. | J | 3 | 3 | 3 | 3 | 4 | 16 | 64 |
| 14. | MND | 3 | 3 | 2 | 3 | 4 | 15 | 60 |
| 15. | MRF | 4 | 3 | 3 | 3 | 4 | 17 | 68 |
| 16. | MS | 3 | 3 | 3 | 3 | 3 | 15 | 60 |
| 17. | MV | 4 | 3 | 3 | 3 | 4 | 17 | 68 |
| 18. | MFN | 4 | 3 | 2 | 3 | 3 | 15 | 60 |
| 19. | NE | 4 | 3 | 4 | 4 | 4 | 19 | 76 |
| 20. | PW | 3 | 3 | 2 | 4 | 4 | 16 | 64 |
| 21. | RS | 3 | 3 | 3 | 4 | 3 | 16 | 64 |
| 22. | RD | 3 | 3 | 3 | 2 | 4 | 15 | 60 |
| 23. | RP | 3 | 3 | 2 | 3 | 4 | 15 | 60 |
| 24. | RA | 3 | 3 | 3 | 3 | 4 | 16 | 64 |
| 25. | S | 2 | 3 | 3 | 3 | 3 | 14 | 56 |
| 26. | SU | 3 | 3 | 3 | 3 | 3 | 15 | 60 |
| 27. | SFL | 3 | 3 | 3 | 3 | 4 | 16 | 64 |
| 28. | TGS | 3 | 3 | 3 | 3 | 4 | 16 | 64 |
| 29. | UA | 3 | 3 | 3 | 3 | 4 | 16 | 64 |
| 30 | WW | 3 | 4 | 3 | 3 | 4 | 17 | 68 |
|  **Total** | **95** | **89** | **86** | **96** | **109** | **475** | **1900** |

**APPENDIX J**

Table of Experimental group

**Students’ Achievement in Experimental group**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No.** | **Students’ Initial** | **Students’ Total Score** | **D****(Y2-Y1)** | **D2** |
| **Pre-test** | **Post-test** |
| 1. | ARH | 44 | 84 | 40 | 1600 |
| 2. | A | 40 | 80 | 40 | 1600 |
| 3. | AU | 48 | 84 | 36 | 1296 |
| 4. | AR | 32 | 64 | 32 | 1024 |
| 5. | DK | 40 | 80 | 40 | 1600 |
| 6. | DA | 44 | 88 | 44 | 1936 |
| 7. | ESH | 48 | 88 | 40 | 1600 |
| 8. | IDM | 52 | 84 | 32 | 1024 |
| 9. | JAP | 40 | 88 | 48 | 2304 |
| 10. | LR | 44 | 84 | 40 | 1600 |
| 11. | MS | 40 | 80 | 40 | 1600 |
| 12. | MA | 48 | 76 | 28 | 784 |
| 13. | MR | 40 | 80 | 40 | 1600 |
| 14. | MJS | 52 | 72 | 20 | 400 |
| 15. | NJ | 48 | 88 | 40 | 1600 |
| 16. | NA | 48 | 84 | 36 | 1296 |
| 17. | RN | 44 | 88 | 44 | 1936 |
| 18. | RNP | 48 | 84 | 36 | 1296 |
| 19. | RNR | 60 | 92 | 32 | 1024 |
| 20. | R | 40 | 80 | 40 | 1600 |
| 21. | RS | 44 | 76 | 32 | 1024 |
| 22. | RA | 44 | 72 | 28 | 784 |
| 23. | SM | 44 | 72 | 28 | 784 |
| 24. | SNA | 48 | 80 | 32 | 1024 |
| 25. | SM | 44 | 84 | 40 | 1600 |
| 26. | TH | 40 | 76 | 36 | 1296 |
| 27. | TN | 44 | 84 | 40 | 1600 |
| 28. | WP | 52 | 80 | 28 | 784 |
| 29. | MIS | 44 | 72 | 28 | 784 |
| 30 | PA | 48 | 88 | 40 | 1600 |
|  | **Total** | **1352** | **2432** | **1080** | **40000** |

1. **Finding the Mean**
	1. **Pre-test**

M = $\frac{∑X}{n}$

M = $\frac{1352}{30}$

M = 45,07

* 1. **Post-test**

M = $\frac{∑X}{n}$

M = $\frac{2432}{30}$

M = 81,07

* 1. **Deviation**

M = $\frac{∑X}{n}$

M = $\frac{1080}{30}$

M = 36

* 1. **D2**

M = $\frac{∑X}{n}$

M = $\frac{40000}{30}$

M = 1333,33

1. **Finding Standard Deviation (SD)**

 SD = $\sqrt{\frac{∑D^{2-\frac{(∑D)^{2}}{n}}}{N-1}}$

 SD = $\sqrt{\frac{40.000^{ - \frac{(1080)^{2}}{30}}}{30-1}}$

 SD = $\sqrt{\frac{40.000^{-\frac{1166.400}{30}}}{29}}$

 SD = $\sqrt{\frac{40.000-38.880}{29}}$

 SD = $\sqrt{\frac{1120}{29}}$

 SD = $\sqrt{38,62}$

SD = 6,21

1. **Finding t-test**

t = $\frac{Md}{\sqrt{\frac{∑D^{2- \frac{(∑D)^{2}}{N}}}{N(N-1)}}}$

t = $\frac{36}{\sqrt{\frac{40.000^{- \frac{(1080)^{2}}{30}}}{30(30-1)}}}$

t =$\frac{36}{\sqrt{\frac{40.000^{-\frac{1166.400}{30}}}{30(29)}}}$

t = $\frac{36}{\sqrt{\frac{40.000- 38.880}{870}}}$

t = $\frac{36}{\sqrt{\frac{1120}{870}}}$

t = $\frac{36}{\sqrt{1,29}}$

t = $\frac{36}{1.13}$

t = 31,86

**APPENDIX K**

Table of Control Group

**Students’ Achievement in Control Group**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No.** | **Students’ Initial** | **Students’ Total Score** | **D****(Y2-Y1)** | **D2** |
| **Pre-test** | **Post-test** |
| 1. | A | 40 | 64 | 24 | 576 |
| 2. | AFA | 44 | 64 | 20 | 400 |
| 3. | AB | 48 | 68 | 20 | 400 |
| 4. | ARA | 40 | 56 | 16 | 256 |
| 5. | DD | 48 | 68 | 20 | 400 |
| 6. | DA | 52 | 60 | 8 | 64 |
| 7. | DK | 36 | 60 | 24 | 576 |
| 8. | DPS | 48 | 64 | 16 | 256 |
| 9. | DAS | 48 | 68 | 20 | 400 |
| 10. | E | 44 | 60 | 16 | 256 |
| 11. | IHL | 48 | 60 | 12 | 144 |
| 12. | JA | 40 | 64 | 24 | 576 |
| 13. | J | 44 | 64 | 20 | 400 |
| 14. | MND | 48 | 60 | 12 | 144 |
| 15. | MRF | 48 | 68 | 20 | 400 |
| 16. | MS | 48 | 60 | 12 | 144 |
| 17. | MV | 44 | 68 | 24 | 576 |
| 18. | MFN | 48 | 60 | 12 | 144 |
| 19. | NE | 48 | 76 | 28 | 784 |
| 20. | PW | 56 | 64 | 8 | 64 |
| 21. | RS | 44 | 64 | 20 | 400 |
| 22. | RD | 48 | 60 | 12 | 144 |
| 23. | RP | 44 | 60 | 16 | 256 |
| 24. | RA | 52 | 64 | 12 | 144 |
| 25. | S | 44 | 56 | 12 | 144 |
| 26. | SU | 44 | 60 | 16 | 256 |
| 27. | SFL | 44 | 64 | 16 | 256 |
| 28. | TGS | 48 | 64 | 12 | 144 |
| 29. | UA | 52 | 64 | 12 | 144 |
| 30 | WW | 44 | 68 | 20 | 400 |
| **Total** | **1384** | **1900** | **516** | **9680** |

1. **Finding the mean**
	1. **Pre-test**

M = $\frac{∑X}{n}$

M = $\frac{1384}{30}$

M = 46,13

* 1. **Post-test**

M = $\frac{∑X}{n}$

M = $\frac{1900}{30}$

M = 63,33

* 1. **Deviation**

M = $\frac{∑X}{n}$

M = $\frac{516}{30}$

M = 17,2

* 1. **D2**

M = $\frac{∑X}{n}$

M = $\frac{9680}{30}$

M = 322,67

1. **Finding Standard Deviation (SD)**

 SD = $\sqrt{\frac{∑D^{2-\frac{(∑D)^{2}}{n}}}{N-1}}$

 SD = $\sqrt{\frac{9680^{ - \frac{(516)^{2}}{30}}}{30-1}}$

 SD = $\sqrt{\frac{9680^{-\frac{266.256}{30}}}{29}}$

 SD = $\sqrt{\frac{40.000-8875,2}{29}}$

 SD = $\sqrt{\frac{804,8}{29}}$

 SD = $\sqrt{27,75}$

SD = 5,27

1. **Finding t-test**

 t = $\frac{Md}{\sqrt{\frac{∑D^{2- \frac{(∑D)^{2}}{N}}}{N(N-1)}}}$

t = $\frac{17,2}{\sqrt{\frac{9.6800^{- \frac{(516)^{2}}{30}}}{30(30-1)}}}$

t =$\frac{17,2}{\sqrt{\frac{9.680^{-\frac{266.256}{30}}}{30(29)}}}$

t = $\frac{17,2}{\sqrt{\frac{9.680- 8875,2}{870}}}$

t = $\frac{17,2}{\sqrt{\frac{804,8}{870}}}$

t = $\frac{17,2}{\sqrt{0,92}}$

t = $\frac{17,2}{0,96}$

t = 17,91