APPENDIX 1

LESSON PLAN FOR TEACHING

PRACTICE

FOR CLASS CONTROL

Name of school : SDN 1 Marabahan
Subject : English
Class / Semester : III / 1
Topic Material : Pet and wild animal
Skill : writing and speaking
Time Allocation : 2 x 35 minutes

MAIN COMPETENCE

A. Goal : III grade of Elementary School Students will be able to develop writing and speaking ability, acquire and use the target vocabulary about pet and wild animal.
B. Objectives : By the end of the lesson:
   • III grade of Elementary School students will be able to acquire vocabulary about personal identity by finding some vocabularies or sentences about pet and wild animal from the text with 80% accuracy.
   • III grade of Elementary School students will be able to demonstrate writing and speaking by practice in front of the class about personal identity in the classroom with at least 90%.

C. Approach and Method :
   Communicative Approach, TPR Method and CLT Method and Multiple Intelligences.

D. Material and Equipment :
   • Pictures
   • Whiteboard and marker
   • Word card
A. Procedures

<table>
<thead>
<tr>
<th>No</th>
<th>Activity</th>
<th>Explanation</th>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Pre-activity</td>
<td>- Opening the lesson by greeting the students:</td>
<td>5</td>
<td>Post Activity</td>
</tr>
<tr>
<td></td>
<td></td>
<td>S: Hi, Good morning, students</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>T: Hi, Good morning, mom</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>S: How are you this morning? Good?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>T: Good/fine/very well (varies)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The teacher checks the students' attendance.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The teacher then introduces the material they will learn by saying:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>T: This morning, we will talk about pet and wild animal, and then guessing vocab.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The teacher continues: First, I will ask some questions:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>T: “Mention some animals that you know?”</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>S: “Rabbit, Cat, Horse, Elephant, etc.”</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>T: “Okey..good.”</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Then the teacher continue the next activities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>While Activity</td>
<td>T : “Ok, student I will show you some pictures and read the name of animal, please repeat after me.”</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ss: “Yes, mom.”</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>T : Rabbit, Cat, Horse, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ss : Rabbit, Cat, Horse, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>After that the teacher gives some pictures to the students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>T: “Ok, class, do you have any question about it?”</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ss: “No, mom.”</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>T : Now, look at your book tell about pet and wild animals. Now we read together and repeat after me, please, translate the text.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>T: “Ok, (a student) please read the firs text (until the last text to read by students)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ss: “Yes, mom” (some students).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Backup Plan

- In case if the material and the picture were broken, the teacher...
should be copy the material and the picture or write the material in whiteboard.

C. Evaluation

1. Cognitive aspect; drill, assignment;
2. Affective Aspect; evaluated while the process of teaching and learning
3. Psychomotor aspect; evaluated while the process of teaching and learning
4. Assignment Type; work in group.

Subject : English
Class / Semester : III / 1
Topic Material : Pet and wild animal
Skill : writing and speaking
Time Allocation : 2 x 35 minutes

MAIN COMPETENCE

E. Goal : III grade of Elementary School Students will be able to develop writing and speaking ability, acquire and use the target vocabulary about pet and wild animal.

F. Objectives : By the end of the lesson:

- III grade of Elementary School students will be able to acquire vocabulary about personal identity by finding some vocabularies or sentences about pet and wild animal from the text with 80% accuracy.
- III grade of Elementary School students

APPENDIX 2

LESSON PLAN FOR TEACHING PRACTICE FOR EXPERIMENT CLASS

Name of school : SDN 1 Marabahan
will be able to demonstrate writing and speaking by practice in front of the class about personal identity in the classroom with at least 90%.

G. Approach and Method:
Communicative Approach, TPR Method and CLT Method, Game and Multiple Intelligences.

H. Material and Equipment:

- Pictures
- Whiteboard and marker
- Word card

D. Procedures:

<table>
<thead>
<tr>
<th>No</th>
<th>Activity</th>
<th>Explanation</th>
</tr>
</thead>
</table>
| 1. | Pre-activity | - Opening the lesson the teacher opens the lesson by greeting the students:  
S: Hi, Good morning, students  
T: Hi, Good morning, mom  
S: How are you this morning? Good?  
T: Good/fine/very well (varies)  
The teacher checks the students’ attention. The teacher then introduces the new material saying:  
T: This morning, we will talk about宠物 and wild animals, and then guessing vocabulary.  
The teacher continues: First, I will ask some questions:  
T: “Mention some animals that you know?”  
S: “Rabbit, Cat, Horse, Elephant etc.”  
T: “Okey..good.”  
Then the teacher continues the next activities. |
| 2. | While Activity | T: “Ok, students I will read the word and repeat after me.”  
Ss: “Yes, mom.”  
T: Rabbit, Cat, Horse etc.  
Ss: Rabbit, Cat, Horse etc.  
T: “Ok, students, I will show you some pictures and guess the name of the animal?”  
S: “Ok, mom.”  
After that the teacher gives some pictures to the students.  
T: “Ok, class, do you have any questions?”  
Ss: “No, mom.”  
T: “Now, now, look at your book and tell about pet and wild animals. (translate the text).”  
T: “Ok, (a student) please read the first text (until the last text to read by students).”  
Ss: “Yes, mom” (some students).  
T: “Now we play a game, throw the ball.” |
| 3. | Post Activity | - Concluding and closing the lesson  
T: (The teacher concluded about the material). “Ok, class, don’t forget to always remember the vocabulary about the animals that we have learned.”  
Ss: “Yes, mom.” |
The teacher is ready to close the lesson due to the time and asks students whether they have question or not.

T: “Ok, class, we are run out of time now. Do you have any question?”

Ss: (silent), “no, mom”

T: “No questions? Great, Don’t forget study hard and keep spirit.”

Ss: “Ok, mom.”

Then the teacher asks the students to pray together.

T: “Ok, class, before we close and leave in this class please, pray together.”

Ss: “yes, mom.”

T : “See you again.”

Ss: “See you mom.”

E. Backup Plan

- In case if the material and the picture were broken the teacher should be copy the material and the picture or write the material in whiteboard.

F. Evaluation

1. Cognitive aspect;

APPENDIX 4

The Name of Students in Experiment

Class

1. A. Aditia
2. Ahmad Harisal Ihsany
3. Ahmad Rafi Prasetia
4. Alzesya Gnefira
5. Annisa
6. Arlika Dithri Kaylanashwa
7. Aulia Saadah
8. Budiman Rizki Akbar Rangga
9. Chandara F
10. Deny Noraidi
11. Helda Irmayanti
12. Luthfi Aulia
13. M. Akbar
14. M. Zaki Fadillah
15. Muhammad Naufal
16. Niswah
17. Nur Khalisa
18. Nurul Hidayah
19. Radot Rollan. S.
20. Rafii
21. Raja Raswandi Siregar
22. Rasyangswita Azzahra
23. Wahyuda Febri Alwi
24. Yasmin Almira Ihsan
APPENDIX 3

The Name of Students in Contol Class

1. Abidzar Al-Ghifari
2. Abu Shirih
3. Ahmad Nyarifudin Hafid
4. Anisa Maulida Azkiya
5. Aulia Salsabila
6. Celsi Wulandari
7. Dimas Sattrria
8. Fahrudin
9. Hanif Raihan
10. Ihya Ridhani Jami
11. Kalila. F. R
12. Khaira Namadhana
13. Kirani Almira Putri. F
14. M. Daffa. M
15. M. Ridha Wardana
16. M. Vicky
17. Mauluddin Isan
18. Muhammmad Yahya Syarif
19. Nurmadhani
20. Rizka Zahratunnisa
21. Syarifah Nurlaila
22. Yunita Safitri Putri Handayani
APPENDIX 7

Please answer with T/F (True or False)!

1. A bird can fly in the sky.  
2. A bird can’t swim in the water.  
3. A cat can walk and run.  
4. A fish can’t walk.  
5. A fish can swim in the water.  
6. A horse can run very fast.  
7. A zebra has black and white stripes.  
8. A elephant has one trunk.  
9. A shark is a wild animal.  
10. A rabbit is a wild animal.  
11. A snake has fur.  
12. A tiger is a pet animal.

Let’s Play Game!!!

Animal Crossword

Across
1. f_____  
3. sh_____  
5. m_____  
6. d_____  
7. ch_____  

Down
2. h_____  
4. p_____  
6. d_____  
7. c_____
Please answer with T/F (True or False)!

1. T
2. T
3. T
4. T
5. T
6. T
7. T
8. T
9. F
10. F
11. F

Let’s Play Game!!!
Animal Crossword
ACROSS

1. FISH
3. SHEEP
5. MOUSE
6. DOG
7. CHICKEN

DOWN

2. HORSE
4. PIG
6. DUCK
7. CAT
<table>
<thead>
<tr>
<th>Experiment class</th>
<th>Control class</th>
</tr>
</thead>
<tbody>
<tr>
<td>III B</td>
<td>III A</td>
</tr>
<tr>
<td>No</td>
<td>Name</td>
</tr>
<tr>
<td>1</td>
<td>Student 1</td>
</tr>
<tr>
<td>2</td>
<td>Student 2</td>
</tr>
<tr>
<td>3</td>
<td>Student 3</td>
</tr>
<tr>
<td>4</td>
<td>Student 4</td>
</tr>
<tr>
<td>5</td>
<td>Student 5</td>
</tr>
<tr>
<td>6</td>
<td>Student 6</td>
</tr>
<tr>
<td>7</td>
<td>Student 7</td>
</tr>
<tr>
<td>8</td>
<td>Student 8</td>
</tr>
<tr>
<td>9</td>
<td>Student 9</td>
</tr>
<tr>
<td>10</td>
<td>Student 10</td>
</tr>
<tr>
<td>11</td>
<td>Student 11</td>
</tr>
<tr>
<td>12</td>
<td>Student 12</td>
</tr>
<tr>
<td>13</td>
<td>Student 13</td>
</tr>
<tr>
<td>14</td>
<td>Student 14</td>
</tr>
<tr>
<td>15</td>
<td>Student 15</td>
</tr>
<tr>
<td>16</td>
<td>Student 16</td>
</tr>
<tr>
<td>17</td>
<td>Student 17</td>
</tr>
<tr>
<td>18</td>
<td>Student 18</td>
</tr>
<tr>
<td>Student</td>
<td>18</td>
</tr>
<tr>
<td>---------</td>
<td>----</td>
</tr>
<tr>
<td>19</td>
<td>17</td>
</tr>
<tr>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>21</td>
<td>15</td>
</tr>
<tr>
<td>22</td>
<td>16</td>
</tr>
<tr>
<td>23</td>
<td>16</td>
</tr>
<tr>
<td>24</td>
<td>18</td>
</tr>
</tbody>
</table>

\[ s^2 = \frac{n \sum x_i^2 - (\sum x_i)^2}{n(n-1)} \]

\[ s^2 = \frac{n \sum x_i^2 - (\sum x_i)^2}{n(n-1)} = 24 \times 177575 \]

\[ s^2 = \frac{n \sum x_i^2 - (\sum x_i)^2}{n(n-1)} = 22 \times 140500 \]

**Homogenitas sampel dari nilai pretes**

\[ s^2 = \frac{n \sum x_i^2 - (\sum x_i)^2}{n(n-1)} = 24 \times 177575 - 4422609 \]

\[ s^2 = \frac{n \sum x_i^2 - (\sum x_i)^2}{n(n-1)} = 22 \times 140500 - 3218436 \]

\[ s^2 = \frac{n \sum x_i^2 - (\sum x_i)^2}{n(n-1)} = 24 \times 177575 - 4422609 \]

\[ s^2 = \frac{n \sum x_i^2 - (\sum x_i)^2}{n(n-1)} = 22 \times 140500 - 3218436 \]
<table>
<thead>
<tr>
<th>Varians kecil</th>
<th>Varians besar</th>
</tr>
</thead>
<tbody>
<tr>
<td>- 275.83</td>
<td>- 275.83</td>
</tr>
<tr>
<td>54978</td>
<td>54978</td>
</tr>
</tbody>
</table>

\[ F = \frac{(\text{Varians besar})}{(\text{Varians kecil})} \]

\[ F = \frac{-291.3206522}{-275.8354978} = 1.056139092 \]

numerator = \( n-1 = 24-1 = 23 \) (bigger varians)

denominator = \( n-1 = 22-1 = 21 \) (smaller varians)

tarf signifikan (\( \alpha \)) = \( \alpha/2 = 0.1/2 = 0.05 \), so from \( F_{\text{table}} \), \( F_{\text{table}} = 2.063280363 \)

because \( F \) count < \( F_{\text{table}} \) so two groups are homogen
<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Pretes</th>
<th>PosTes</th>
<th>Beda (X)</th>
<th>X^2</th>
<th>N o</th>
<th>Name</th>
<th>Pretes</th>
<th>PosTes</th>
<th>Beda (X)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Student 1</td>
<td>12</td>
<td>60</td>
<td>20</td>
<td>10</td>
<td>0</td>
<td>40</td>
<td>16</td>
<td>00</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Student 2</td>
<td>10</td>
<td>50</td>
<td>17</td>
<td>85</td>
<td>35</td>
<td>12</td>
<td>25</td>
<td>2</td>
<td>Student 2</td>
</tr>
<tr>
<td>3</td>
<td>Student 3</td>
<td>11</td>
<td>55</td>
<td>16</td>
<td>80</td>
<td>25</td>
<td>62</td>
<td>5</td>
<td>3</td>
<td>Student 3</td>
</tr>
<tr>
<td>4</td>
<td>Student 4</td>
<td>12</td>
<td>60</td>
<td>19</td>
<td>95</td>
<td>35</td>
<td>12</td>
<td>25</td>
<td>4</td>
<td>Student 4</td>
</tr>
<tr>
<td>5</td>
<td>Student 5</td>
<td>10</td>
<td>50</td>
<td>17</td>
<td>85</td>
<td>35</td>
<td>12</td>
<td>25</td>
<td>5</td>
<td>Student 5</td>
</tr>
<tr>
<td>6</td>
<td>Student 6</td>
<td>8</td>
<td>40</td>
<td>15</td>
<td>75</td>
<td>35</td>
<td>12</td>
<td>25</td>
<td>6</td>
<td>Student 6</td>
</tr>
<tr>
<td>7</td>
<td>Student 7</td>
<td>12</td>
<td>60</td>
<td>19</td>
<td>95</td>
<td>35</td>
<td>12</td>
<td>25</td>
<td>7</td>
<td>Student 7</td>
</tr>
<tr>
<td>8</td>
<td>Student 8</td>
<td>9</td>
<td>45</td>
<td>15</td>
<td>75</td>
<td>30</td>
<td>90</td>
<td>0</td>
<td>8</td>
<td>Student 8</td>
</tr>
<tr>
<td>9</td>
<td>Student 9</td>
<td>13</td>
<td>65</td>
<td>18</td>
<td>90</td>
<td>25</td>
<td>62</td>
<td>5</td>
<td>9</td>
<td>Student 9</td>
</tr>
<tr>
<td>10</td>
<td>Student 10</td>
<td>12</td>
<td>60</td>
<td>16</td>
<td>80</td>
<td>20</td>
<td>40</td>
<td>0</td>
<td>1</td>
<td>Student 10</td>
</tr>
<tr>
<td>11</td>
<td>Student 11</td>
<td>10</td>
<td>50</td>
<td>16</td>
<td>80</td>
<td>30</td>
<td>90</td>
<td>0</td>
<td>1</td>
<td>Student 11</td>
</tr>
<tr>
<td>12</td>
<td>Student 12</td>
<td>10</td>
<td>50</td>
<td>17</td>
<td>85</td>
<td>35</td>
<td>12</td>
<td>25</td>
<td>1</td>
<td>Student 12</td>
</tr>
<tr>
<td>13</td>
<td>Student 13</td>
<td>10</td>
<td>50</td>
<td>16</td>
<td>80</td>
<td>30</td>
<td>90</td>
<td>0</td>
<td>1</td>
<td>Student 13</td>
</tr>
<tr>
<td></td>
<td>Student 14</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Student 14</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>------------</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>------------</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td></td>
<td>16</td>
<td>80</td>
<td>18</td>
<td>90</td>
<td>10</td>
<td>10</td>
<td>1</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>11</td>
<td>55</td>
<td>16</td>
<td>80</td>
<td>25</td>
<td>62</td>
<td>5</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>16</td>
<td>8</td>
<td>40</td>
<td>15</td>
<td>75</td>
<td>35</td>
<td>12</td>
<td>25</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>17</td>
<td>10</td>
<td>50</td>
<td>19</td>
<td>95</td>
<td>45</td>
<td>20</td>
<td>25</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>18</td>
<td>13</td>
<td>65</td>
<td>20</td>
<td>10</td>
<td>0</td>
<td>35</td>
<td>12</td>
<td>25</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>19</td>
<td>12</td>
<td>60</td>
<td>17</td>
<td>85</td>
<td>25</td>
<td>62</td>
<td>5</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>15</td>
<td>75</td>
<td>20</td>
<td>10</td>
<td>0</td>
<td>25</td>
<td>62</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>21</td>
<td>9</td>
<td>45</td>
<td>15</td>
<td>75</td>
<td>30</td>
<td>90</td>
<td>0</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>22</td>
<td>13</td>
<td>65</td>
<td>16</td>
<td>80</td>
<td>15</td>
<td>22</td>
<td>5</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>23</td>
<td>10</td>
<td>50</td>
<td>16</td>
<td>80</td>
<td>30</td>
<td>90</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>24</td>
<td>11</td>
<td>55</td>
<td>18</td>
<td>90</td>
<td>35</td>
<td>12</td>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>jumla h</td>
<td>1318</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>rata-rata</td>
<td>54.9</td>
<td>1666</td>
<td>667</td>
<td>87</td>
<td>6</td>
<td>25</td>
<td>30</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>21</td>
<td>03</td>
<td>72</td>
<td>0</td>
<td>23</td>
<td>00</td>
<td>0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\[ \text{Mx} = \Sigma X \]
\[ \text{My} = \Sigma Y \]
\[ N_{\text{total}} = 30 \]
\[ N_{\text{total}} = 18.90 90.9 \]
\[
\begin{align*}
\Sigma x^2 &= \Sigma X^2 - \left(\Sigma X\right)^2 \quad N \\
\Sigma y^2 &= \Sigma Y^2 - \left(\Sigma Y\right)^2 \\
N &= 18 \\
\end{align*}
\]


\[
\begin{align*}
\frac{t}{\text{count}} &= \frac{M_x - M_y}{\left[\Sigma x^2 + \Sigma y^2\right] * \left[1 + 1\right]} \\
\Omega &= \frac{Nx + N_y}{N_x N_y} \\
\end{align*}
\]


\[
\begin{align*}
\frac{t}{\text{count}} &= \frac{30 - 18.9}{18909091} \\
\Omega &= \frac{10 + 8.8}{24 + 2} \\
\end{align*}
\]


\[
\begin{align*}
\frac{t}{\text{count}} &= \frac{11.09091}{11.09091} \\
\Omega &= \frac{0.0455}{0.0455} \\
\end{align*}
\]

\[
\begin{align*}
\frac{t}{\text{count}} &= 11.
\end{align*}
\]
t = 11.0 9090 909
   0.0 87 12 1
   4.81 4954 056
   2.30 3429 89

= 2.30 3429 89
= 2.30 3

\( t_{table} \)
\( a = 0.05 \)

\( db = 24 + 2 - 2 = 44 \)

\( t (1-a)(db) = t (0.95)(44) \)

\( = 1.684 \)

\( t_{table with a 5\%} = 2.015367574 \)

\( t_{count} > t_{table} \) so H0 rejected, H1 accepted

so from the result experiment class have better than control class

*terdapat perbedaan secara signifikan keterampilan generik*
sains siswa dengan menggunakan web pada pembelajaran fisika"
APPENDIX 16

THE NAME OF TEACHERS AT SD NEGERI 1 MARABAHAN

1. Hj. Nur Asipah. S. Pd. SD
2. Katrina. S. Pd. SD
3. Hamniah, A.Ma.Pd
4. Wiji Sulistyowati, S. Pd
5. Hj. Laila Supinah. S. Pd. SD
6. Mariani, S. Pd
7. Syamsul Karti, A.Ma.Pd
8. Kasrah, S. Pd. I
9. Bahrudin, S. Pd
10. Wiwin Rismawati, S. Pd
11. Suyanti, S. Pd
12. Nurul Hayati, S. Sos
13. Retno Innawati, S. Pd. SD
14. Nia Dahniar, S. Pd
15. Kartina, S. Pd
16. Nia Marlina, S. Pd
17. Ahmad maulani

APPENDIX 15

THE FACILITIES AT SD NEGERI 1 MARABAHAN
1. Perpustakaan
2. Kantin
3. Ruang UKS
4. Ruang Kepala Sekolah
5. Ruang Guru
6. Ruang kelas
7. WC Guru
8. WC Siswa

APPENDIX 17

<table>
<thead>
<tr>
<th>Surah /Verse</th>
<th>English</th>
<th>Indonesia</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ar-Rum: 22</td>
<td>And of his signs is the creation of the heavens</td>
<td>Dan diantara tanda – tanda kekuasaannya-Nya</td>
</tr>
</tbody>
</table>
and the earth and the
diversity of your
language and your
colors. Indeed in that are
signs for those of
knowledge.

| and the earth and the diversity of your
language and your colors. Indeed in that are signs for those of knowledge. | ialah menciptakan langit dan bumi dan belain-lain bahasamu dan warna kulitmu. Sesungguhnya pada demikian itu benar-benar terdapat tanda-tanda bagi orang-orang yang mengetahui. |
APPENDIX 18

Control Class
APPENDIX 19

Experiment Class
### C. Read the description of animals below!

<table>
<thead>
<tr>
<th>Picture</th>
<th>Description</th>
<th>Deskripsi</th>
</tr>
</thead>
<tbody>
<tr>
<td>🐍</td>
<td>A snake is very dangerous and poisonous. The body of a snake is very long.</td>
<td>Seekor ular sangat berbahaya dan berbisa. Tubuh seekor ular sangat panjang.</td>
</tr>
<tr>
<td>🐎</td>
<td>A horse can run very fast. A horse has four legs.</td>
<td>Seekor kuda bisa berlari sangat cepat. Seekor Kuda memiliki empat kaki</td>
</tr>
<tr>
<td>🦓</td>
<td>A zebra has black and white stripes.</td>
<td>Seekor Zebra memiliki belang yang berwarna hitam dan putih</td>
</tr>
<tr>
<td>🐟</td>
<td>A shark is a wild animal. A shark lives in the sea. A shark can swim in the sea.</td>
<td>Seekor Ikan hiu adalah binatang yang buas. Seekor Ikan hiu hidup di laut. Seekor Ikan hiu bisa berenang di laut.</td>
</tr>
<tr>
<td>🐧</td>
<td>A penguin can swim in the sea and walk on the land. A penguin has two wings but it cannot fly.</td>
<td>Seekor Penguin bisa berenang di laut dan berjalan di darat. Seekor Penguin memiliki dua sayap tetapi tidak bisa terbang</td>
</tr>
<tr>
<td>🐘</td>
<td>An elephant is very big and strong. An elephant has four legs and one trunk.</td>
<td>Seekor Gaajah sangat besar dan kuat. Seekor Gaajah memiliki empat kaki dan satu belalai</td>
</tr>
<tr>
<td>🦋</td>
<td>A butterfly has two wings to fly.</td>
<td>Seekor kupu-kupu memiliki dua sayap untuk terbang</td>
</tr>
<tr>
<td>🦚</td>
<td>A bird can sing. A bird has two wings to fly.</td>
<td>Seekor burung bisa bernyanyi. Seekor burung memiliki dua sayap untuk terbang.</td>
</tr>
</tbody>
</table>

### D. Vocabulary

<table>
<thead>
<tr>
<th>English</th>
<th>Indonensian</th>
<th>English</th>
<th>Indonesia</th>
</tr>
</thead>
<tbody>
<tr>
<td>Snake</td>
<td>Ular</td>
<td>8. Penguin</td>
<td>Pinggir</td>
</tr>
<tr>
<td>Dangerous</td>
<td>Berbahaya</td>
<td>9. Land</td>
<td>Daratan</td>
</tr>
<tr>
<td>Animal</td>
<td>Hewan</td>
<td>10. Elephant</td>
<td>Gaajah</td>
</tr>
<tr>
<td>Long</td>
<td>Panjang</td>
<td>11. Big</td>
<td>Besar</td>
</tr>
<tr>
<td>Zebra</td>
<td>Zebra</td>
<td>12. Very</td>
<td>Sangat</td>
</tr>
<tr>
<td>Stripe</td>
<td>Belang</td>
<td>13. Strong</td>
<td>Kuat</td>
</tr>
<tr>
<td>Wild</td>
<td>Buas</td>
<td>14. Leg</td>
<td>Kaki</td>
</tr>
<tr>
<td>17. Shark</td>
<td>Ikan hiu</td>
<td>18. Trunk</td>
<td>Belalai</td>
</tr>
</tbody>
</table>
Chapter 3

A. Read the conversations below!

Conversation 1:

Jennifer : Mita, what is that?
Mita : That is a bird.
Jennifer : What can a bird do?
Mita : A bird can fly in the sky.
Jennifer : And what is that?
Mita : That is a fish.
Jennifer : Can a fish fly?
Mita : No, a fish cannot fly.
Jennifer : What can a fish do?
Mita : A fish can swim in the water.

Mita, apa itu?
Itu adalah seekor burung
Apa yang burung bisa lakukan?
Burung bisa terbang di langit
Dan apa itu?
Itu adalah seekor ikan
Dapatkah ikan terbang?
Tidak, ikan tidak bisa terbang
Apa yang bisa dilakukan oleh ikan?
Ikan bisa berenang di air

Conversation 2:

Lala : Zihan, what is that?
Zihan : That is a cat.
Lala : And, what is that?
Zihan : That is a horse.
Lala : What can a cat and a horse do?
Zihan : A cat and a horse can walk and run.

Zihan, apa itu?
Itu adalah seekor kucing
dan apa itu?
Itu adalah seekor kuda
Apa yang bisa dilakukan oleh seekor kucing dan seekor kuda?
Seekor kuda dan seekor kucing bisa berjalan dan berlari.

B. Vocabulary

<table>
<thead>
<tr>
<th>English</th>
<th>Indonesian</th>
<th>English</th>
<th>Indonesian</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Bird</td>
<td>Burung</td>
<td>7. Walk</td>
<td>Berjalan</td>
</tr>
<tr>
<td>2. Cat</td>
<td>Kucing</td>
<td>8. Run</td>
<td>Berlari</td>
</tr>
<tr>
<td>4. Swim</td>
<td>Berenang</td>
<td>10. Water</td>
<td>Air</td>
</tr>
<tr>
<td>5. Horse</td>
<td>Kuda</td>
<td>11. Leg</td>
<td>Kaki</td>
</tr>
<tr>
<td>6. Fish</td>
<td>Ikan</td>
<td>12. Wing</td>
<td>Sayap</td>
</tr>
</tbody>
</table>

A bird can fly in the sky.
A fish can swim in the water.
A cat and a horse can walk and run.
DINAS PENDIDIKAN
SD NEGERI 1 MARABAHAN
KABUPATEN BARITO KUALA
Jln Pahlawan No 26 Telp (0511)......Kode Pos 70511

SURAT KETERANGAN
Nomor : SDN-4/ /02 / 221/ 2017

Yang bertanda tangan dibawah ini kepala SD Negeri 1 Marabahan, memberikan keterangan kepada Mahasiswa Universitas Islam Negeri Antasari Banjarmasin berikut ini :

Nama : Rusmawardah
Tempat Tanggal Lahir : Bantuil, 2 Oktober 1994
NIM : 130124847
Alamat : Jln H.M Ruslan Rt 6 No 34, Kec Barito Kuala.
Jurusan : PBI
Fakultas : Tarbiyah dan Keguruan

Telah melakukan riset/penelitian di SD Negeri 1 Marabahan dengan judul THE EFFECTIVENESS OF USING PIAGET AND BRUNER THEORIES IN TEACHING ENGLISH VOCABULARY TO YOUNG LEARNERS AT SDN 1 MARABAHAN. Kami menyatakan bahwa Mahasiswa yang bersangkutan telah selesai melakukan riset/ penelitian.

Demikian surat keterangan ini diberikan untuk dapat digunakan sepihanya.

Marabahan, 27 September 2017

Kepala SD Negeri 1 marabahan,

[Signature]

[Stamp]

[Stamp]

[Stamp]
<table>
<thead>
<tr>
<th>NO</th>
<th>Catatan/saran Penanggap</th>
<th>NO</th>
<th>Catatan/saran Dosen</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>What is the difference about your proposal? How to find validity in your data analysis.</td>
<td>1</td>
<td>Please explain about Piaget and Bruner theories. Please find main characteristics of the theory. Definition of key terms, please add.</td>
</tr>
</tbody>
</table>

Catatan:
Lembaran seminar IRI, ditulis oleh moderator.
KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAMI NEGERI ANTASARI
FAKULTAS TARBIYAH DAN KEGURUAN
BIRO SKRIPSI
Jalan Jenderal Ahmad Yani 104, 4.5 Banjarmasin.
Telepon (0511) 3233838 Fax (0511) 3276482
Email: litl.antasari@gmail.com Web: www.litl.antasari.ac.id

CATATAN KONSULTASI BIMBINGAN SKRIPSI

1. Nama Mahasiswa : [Nama Mahasiswa]
2. NIM : [NIM]
3. Program Studi : [Program Studi]
4. Judul Skripsi : [Judul Skripsi]
5. Dosen Pembimbing : [Nama Dosen Pembimbing]

6. Catatan Konsultasi :

<table>
<thead>
<tr>
<th>NO</th>
<th>Pemb. Konten &amp; Metodologi</th>
<th>No.</th>
<th>Pemb. Bahasa &amp; Teknik Pendidikan</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Reuse some (see my notes)</td>
<td>1</td>
<td>You need to explain your treatment in chap. 3/4 (How did it last time?)</td>
</tr>
<tr>
<td>2</td>
<td>Provide others</td>
<td>2</td>
<td>Revise / check your definition of key terms</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>Your Chap. 3 starts from question 1 to specific</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
<td>You just need to have one problem at 1st year 2017</td>
</tr>
</tbody>
</table>

Catatan:
1. Setiap konsultasi, lembaran catatan ini harus dibawa untuk dilai oleh Pembimbing.
2. Konsultasi berikutnya harus membawa lembaran baru yang masih kosong.