

Appendix 1**SCORE FOR DEFINING SAMPLE****Grade 4 A**

No.	Name	Score
1.	S1	72
2	S2	75
3	S3	78
4	S4	80
5	S5	68
6	S6	82
7	S7	72
8	S8	68
9	S9	75
10	S10	73
11	S11	75
12	S12	70
13	S13	78
14	S14	76
15	S15	85
16	S16	80
17	S17	76
18	S18	73
19	S19	85
20	S20	73
21	S21	80
22	S22	78

Grade 4B

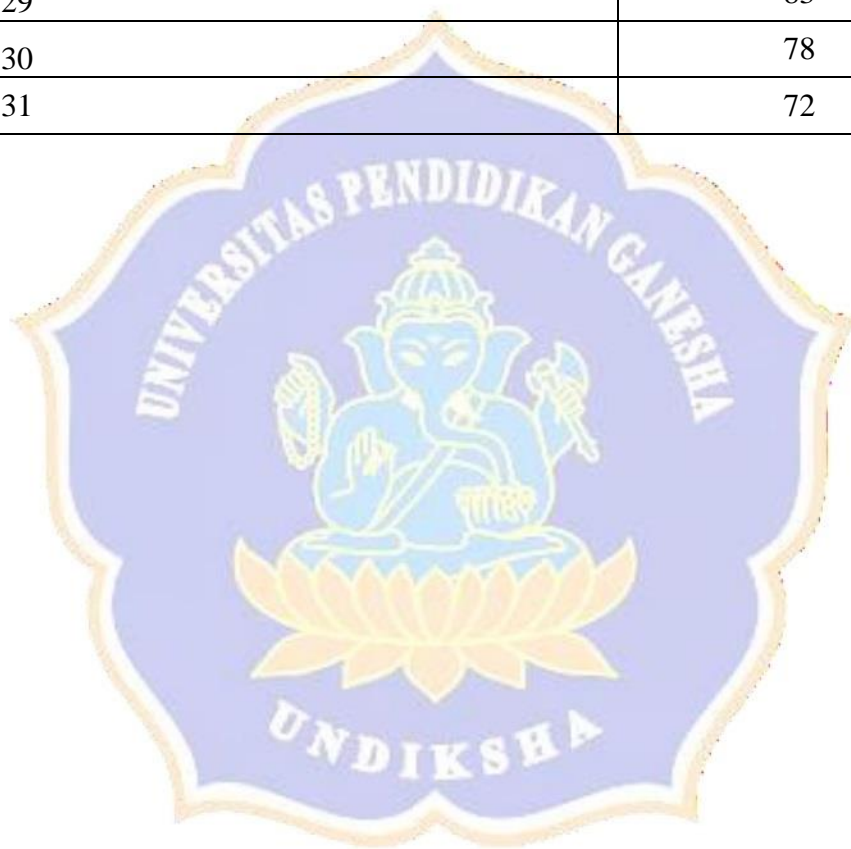
No.	Name	Score
1.	S1	76
2.	S2	78
3.	S3	74
4.	S4	72
5.	S5	74
6	S6	70
7	S7	83
8	S8	73
9	S9	75
10	S10	80
11	S11	77
12	S12	75
13	S13	78
14	S14	85
15	S15	73
16	S16	70
17	S17	73
18	S18	83
19	S19	75
20	S20	73
21	S21	71
22	S22	85
23	S23	82
24	S24	83
25	S25	85
26	S26	74
27	S27	68

28	S28	83
29	S29	80
30	S30	81
31	S31	83

Grade 4C

No.	Name	Score
1.	S1	80
2.	S2	75
3	S3	85
4	S4	83
5	S5	85
6	S6	75
7	S7	80
8	S8	82
9	S9	83
10	S10	71
11	S11	77
12	S12	72
13	S13	79
14	S14	80
15	S15	75
16	S16	74
17	S17	75
18	S18	84
19	S19	73
20	S20	77
21	S21	80

22	S22	82
23	S23	74
24	S24	75
25	S25	75
26	S26	73
27	S27	80
28	S28	75
29	S29	83
30	S30	78
31	S31	72



Appendix 2

NORMALITY TEST

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
IVA	22	68	85	76,00	4,801
IVB	31	68	85	77,16	5,087
IVC	31	71	85	77,81	4,199
Valid N (listwise)	22				

One-Sample Kolmogorov-Smirnov Test

		IVA	IVB	IVC
N		22	31	31
Normal Parameters ^{a,b}	Mean	76,00	77,16	77,81
	Std. Deviation	4,801	5,087	4,199
Most Extreme Differences	Absolute	,098	,148	,200
	Positive	,098	,148	,200
	Negative	-,071	-,133	-,119
Kolmogorov-Smirnov Z		,458	,826	1,112
Asymp. Sig. (2-tailed)		,985	,502	,169

a. Test distribution is Normal.

b. Calculated from data.

HOMOGENITY TEST

Test of Homogeneity of Variances

Nilai

Levene Statistic	df1	df2	Sig.
,913	2	81	,405

ANOVA

Nilai

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	42,206	2	21,103	,955	,389
Within Groups	1789,032	81	22,087		
Total	1831,238	83			

Instrument on Speaking Competence

1. Speaking Competence Definition

A competence is the ability to do something successfully or efficiently. According to Brown (2001) speaking is the interactive process of constructing meaning which covers producing, receiving and processing information. Nunan (2003) stated that speaking is a productive skill or oral skill which consist of producing systematic verbal utterance to convey meaning. It means that the purpose of the speaking is to produce meaningful utterance in order to communicate with the others. Moreover, Brown (2001) stated that there are five components of speaking. Those are pronunciation, grammar, vocabularies, fluency, and comprehension.

a. Pronunciation

Pronunciation is the important for the students in learning speaking because it can influence the meaning of the words. Pronunciation means the way to pronounce the words. In other words, it is the way to produce a language when they speak.

b. Grammar

The study of the rules of how to combine words into sentences. Grammar is very important to be learned because it can help the learners to gain expertise in a language in oral and written form.

c. Vocabularies

A good speaker have to know many vocabolaries to support him in delivering his idea. In other words, people can not express their idea without having sufficient vocabularies. vocabulary means the appropriate diction which is used in communication.

d. Fluency

It is an ability to express something wihout pause. It can be said that fluency is the ability to speak fluently and accurately.

e. Comprehension

In this part, the speaker must have a good way to make the listener understand with their speech.

2. **Operational Definition**

Speaking is a productive skill of constructing meaning in verbal utterance by paying attention to the use of pronunciation, grammar, vocabularies, fluency, and comprehension. In this research speaking competence refers to the ability of fourth graders students of Tunas Daud elementary school to use their productive skill of constructing meaning in the verbal utterance. The speaking competence is measured by using speaking rubric proposed by Brown. It was designed based on the five components of speaking competence namely pronunciation, grammar, vocabularies, fluency, and comprehension.

3. Blue Print of Speaking Competency Rubric

No.	Components	Indicators
1.	pronunciation	<ul style="list-style-type: none"> - Speak every single word with appropriate pronunciation - The words uttered are understandable
2.	Grammar	<ul style="list-style-type: none"> - Speak the language with a few (if any) noticeable error of grammar and word order - The sentence is understandable
3.	Vocabulary	<ul style="list-style-type: none"> - The vocabularies used are in a proper use - The choice of words are appropriate and understandable
4.	Fluency	<ul style="list-style-type: none"> - Able to use the language fluently and rare skip - The speed of speech are at the normal rate
5.	Comprehension	<ul style="list-style-type: none"> - Understand the language used in speaking

4. Speaking Rubric

The speaking rubric used in this research is proposed by Brown (2001).

Dimension	5	4	3	2	1
Pronunciation	the pronunciation is clear and understandable	always comprehensible with consciousness of definite accent	pronunciation problem necessitate learning listening and occasionally lead to misunderstanding	very hard to understand because of pronunciation problem. Most frequently repeat in order to be understood	have pronunciation problem as to make speech almost incomprehensible
Grammar	Make few (if any) noticeable errors of grammar and	Occasionally makes grammatical and/or word order errors	makes frequent errors of grammar and word-order which	grammar and word-order error make comprehension difficult.	Errors in grammar and word order as severe as make the speech

	word order	that do not, however obscure meaning	occasionally obscure meaning	Most often rephrase or restrict what is to said to basic pattern.	unintelligible.
Vocabulary	Use various vocabularies and idiom which are suitable and appropriate in terms of meaning and function	Use various vocabulary but sometimes use innappropriate terms or must rephrase ideas because of inadequate vocabulary	Use common vocabularies which are rather suitable and appropriate in terms of meaning and funtion	Use limited vocabulary which is mostly not suitable in terms of meaning and funtion.	Lack of vocabulary which make conversation is virtually impossible
Fluency	Speech as fluently and efforts less as that of native speaker	Have a little problem in fluency with several pauses and fillers	have some problems in fluency with a lot of pauses and fillers	hesitate and stammered when talking	speech is as halting and fragmentary as make conversation is virtually impossible.
Comprehension	understands everything in normal educated speech	understands quite well the normal educated speech but sometimes need repetition and rephrasing	understands simplified speech but need repetition or rephrasing	understand only slow and and very simple speech, require repetition and rephrasing	understand too little for the simplest type speech



Instrument on the Implementation of Language Games with Audio Visual Aids

1. Language Games Definition

According to Wright, A. et al (2005), games are the activity which is entertaining, engaging, and challenging for the learners in which in this activity the learners can play and usually interact with the others. Moreover, Purcell and Langran (1994) stated that language games is a device to create a situation in the classroom which gives learners the opportunity to use a language they have already learned in a relaxed way, with maximum possible free expression in order to fulfill a simple task, solve a problem or communicate a piece of information. According to Hadfield (1999), there are two kinds of games, those are linguistic games and communicative games. The linguistic games focus of these kinds of games is on accuracy, such as producing a correct structure.

According to Reddy (-), audio-visual aid has been defined as a device that helps the teachers to transmit to learner facts, skills, attitudes, knowledge, understanding and perception. An audio aid is any instructional device through which a message can be heard. Meanwhile, the visual aid is any instructional device through which message can be seen. Therefore, Audio visual aid is any instructional device through which a message can be heard as well as seen.

There are some types of audio-visual aids stated by Neeraja (2011) as follow:

- a. Audio Aids consist of radio, recordings (tape disc) and Television, Video tapes, Language laboratories, Sound distribution systems, Public Addressing System.

- b. Visual aids consist of a picture, chart spice men, blackboard/whiteboard, flash card, flannel board, slide, projector, silent film strip projector, and overhead projector.
- c. Audiovisual consist of television, video-films, video compact disks, cartoon films, motion pictures, computers

2. Operational Definition

The steps that should be done in implementing the games are:

In this research, language games with audio visual aids mean devices which can help the students to learn in a fun and relaxed way in which in this activity learners can play by using the aids that can be seen or heard such as audio aids, visual aids, and audio visual aids.

When implementing language games, there must be steps to do. The steps that should be done in implementing the games are:

1. The teacher explains the rules of the game to the students
2. The teacher demonstrates the parts of the game with the help of one or two learners
3. The teacher trials the games by a group in front of the class
4. The teacher write any key language and/or instruction on the board
5. The students try out the game
6. The students played play the game with AVA

Language games that will be used in this study includes :

Language Games	
Linguistic Games	Communicative Games
	guessing games
	Search games
	information gap games
	chain story games
	whispering games

The Audio visual aids (AVA) that will be used in this study includes:

Audio Visual Aids (AVA)		
Audio Visual (AV)	Visual (V)	Audio (A)
video	cards	tape
	slides	

The examples of combination of a language game (guessing game) in the meeting with audio visual aids in this research are:

No.	The Steps of the games	Use of Audio Visual Aids (AVA)
1.	The teacher explains the rules of the game to the students	Pictures (V)
2.	The teacher demonstrates the parts of the game with the help of one or two learners	
3.	The teacher trials the games by a group in front of the class	

4.	The teacher write any key language and/or instruction on the board	
5.	The students try out the game	
6.	The students play the game with AVA	

3. Blue Print of the Language Games with Audio Visual Aids

No.	Components	Indicators
1.	Kinds of language games used	The teacher uses communicative games
		The teacher uses games with AVA
2.	How the games implemented	The teacher explains the rules of the game to the students
		The teacher demonstrates the parts of the game with the help of one or two learners
		The teacher trials by a group in front of the class
		The teacher write any key language and/or instruction on the board
		The students try out the game
		The students play the game with AVA
3.	How's the teacher activities	The teacher prepares for the activities
		The teacher checks for the keywords
		The teacher gives clear instructions
		The teacher monitors, prompts, be on hand during the activities
		The teacher creates a fun learning atmosphere with games
		The teacher uses the games to involve equal participation for all learners (slow and fast learners)
		The teacher motivates the students to speak

		when playing the games
		The teacher observes students' activities and behavior while teaching-learning process runs
		There is an interaction between students and teacher
		The teacher uses the aids properly
		The teacher gives good feedback to the students
4.	How's the students' activity	The students pay attention when the teacher explaining the games
		The students ask about the games
		The students work with a partner/in group
		The students follow the rules when playing the games
		The students understand to play the games
		The students can make the interaction between her friends and the teacher
		The students are focus on the materials
		The students do the exercise from the teacher.
5.	The time when the games have done	The games are done in whilst activities
		The games are done in six meetings
6.	The impact for the students	The students are active to learn
		The students are more confident to speak
		The students are eager to learn English
		The students learn in a fun, relaxed, friendly and cooperative atmosphere

Appendix 4

TRY OUT SCORE OF SPEAKING RUBRIC

NO	Respondents	P	G	V	F	C	Total	Score
1	S1	4	4	4	4	5	21	84
2	S2	4	4	4	5	4	21	84
3	S3	4	5	5	4	4	22	88
4	S4	4	4	4	4	4	20	80
5	S5	4	5	5	4	4	22	88
6	S6	5	4	4	4	4	21	84
7	S7	4	4	4	4	4	20	80
8	S8	4	4	4	4	4	20	80
9	S9	4	4	4	4	4	20	80
10	S10	5	5	5	5	5	25	100
11	S11	4	4	4	4	4	20	80
12	S12	5	4	4	4	4	21	84
13	S13	4	4	4	4	4	20	80
14	S14	5	5	5	5	5	25	100
15	S15	4	5	5	5	4	23	92
16	S16	5	4	4	4	4	21	84
17	S17	4	4	4	4	4	20	80
18	S18	5	4	4	4	5	22	88
19	S19	4	5	5	4	4	22	88
20	S20	4	4	4	4	3	19	76
21	S21	4	4	4	4	4	20	80
22	S22	5	5	4	5	5	24	96
23	S23	5	5	4	5	4	23	92
24	S24	5	5	5	5	4	24	96
25	S25	5	5	4	4	4	22	88
26	S26	4	4	4	4	4	20	80
27	S27	4	3	4	4	3	18	72
28	S28	5	5	4	4	4	22	88
29	S29	4	5	4	4	4	21	84
30	S30	4	4	4	4	4	20	80
31	S31	4	3	4	3	4	18	72

V = VOCABULARY

G _ GRAMMAR

V_VOCABULARY

F_FLUENCY

C_COMPREHENSION

Appendix 5

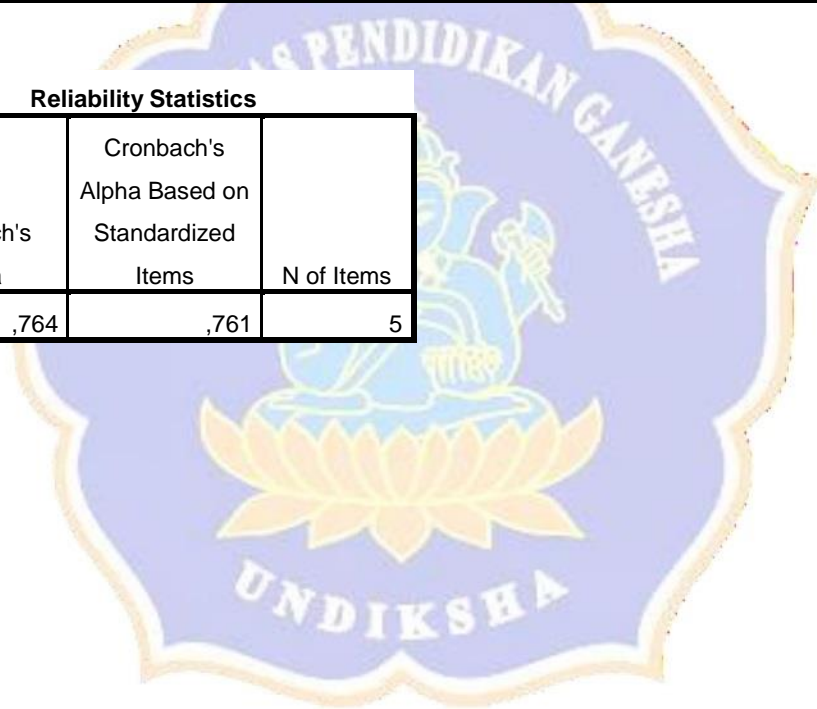
VALIDITY AND RELIABILITY TEST FOR SPEAKING RUBRIC

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
P_VR	16,84	2,273	,444	,327	,752
G_VR	16,87	1,716	,692	,561	,658
V_VR	16,97	2,366	,470	,435	,743
F_VR	17,00	2,067	,631	,412	,688
C_VR	17,10	2,290	,452	,238	,749

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,764	,761	5



Appendix 6

VALIDITY AND RELIABILITY FOR FOR OBSERVATION SHEET

Kinds of Games Used

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,899	,899	2

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
C1	,50	,278	,816	,667	. ^a
C2	,60	,267	,816	,667	. ^a

a. The value is negative due to a negative average covariance among items. This violates reliability model assumptions. You may want to check item codings.

How the games implemented

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,787	,787	6

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
GI1	2,90	3,656	,386	.	,790
GI2	2,80	3,733	,356	.	,796
GI3	2,90	3,211	,647	.	,727
GI4	2,80	3,067	,762	.	,697
GI5	2,80	3,733	,356	.	,796
GI6	2,80	3,067	,762	.	,697

How's the teacher activities

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,907	,907	11

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
TTA1	5,60	13,600	,743	.	,893
TTA2	5,60	13,600	,743	.	,893
TTA3	5,60	13,600	,743	.	,893
TTA4	5,50	13,611	,758	.	,893
TTA5	5,60	14,933	,382	.	,913
TTA6	5,50	14,722	,449	.	,909
TTA7	5,60	13,600	,743	.	,893
TTA8	5,40	14,267	,621	.	,900
TTA9	5,60	14,044	,619	.	,900
TTA10	5,40	14,267	,621	.	,900
TTA11	5,60	13,600	,743	.	,893

How the students' activities

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,880	,883	8

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
SSA1	4,80	7,956	,854	.	,846
SSA2	4,90	8,989	,457	.	,882
SSA3	4,80	8,400	,683	.	,862
SSA4	4,70	8,233	,810	.	,851
SSA5	4,80	8,400	,683	.	,862
SSA6	4,70	8,678	,632	.	,866
SSA7	4,90	9,211	,382	.	,888
SSA8	4,70	8,233	,810	.	,851

The time when the games are done

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,827	,824	2

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
TG1	1,30	,678	,896	,818	,525
TG2	1,20	,844	,656	,722	,789

The impact of implementing games for the students

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,838	,839	4

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
IIG1	1,90	1,656	,602	,667	,826
IIG2	1,80	1,733	,594	,444	,827
IIG3	2,00	1,556	,676	,585	,793
IIG4	1,80	1,511	,823	,774	,728

Appendix 7

THE SCORE OF POST TEST FOR EXPERIMENTAL GROUP

NO	Respondents (experiment class)	P	G	V	F	C	Total	Score
1	S1	4	4	5	4	5	22	88
2	S2	4	4	4	5	4	21	84
3	S3	4	5	5	4	5	23	92
4	S4	4	4	4	4	4	20	80
5	S5	4	5	4	4	5	22	88
6	S6	5	4	5	4	5	23	92
7	S7	4	4	5	5	5	23	92
8	S8	4	4	5	4	4	21	84
9	S9	4	4	4	4	4	20	80
10	S10	5	5	5	5	4	24	96
11	S11	4	4	4	4	4	20	80
12	S12	5	4	4	4	4	21	84
13	S13	4	4	4	4	4	20	80
14	S14	5	5	5	4	5	24	96
15	S15	4	5	4	4	4	21	84
16	S16	5	4	4	5	4	22	88
17	S17	4	4	4	4	4	20	80
18	S18	5	4	5	5	4	23	92
19	S19	4	5	4	4	4	21	84
20	S20	4	4	4	4	3	19	76
21	S21	4	4	4	4	4	20	80
22	S22	5	5	4	5	5	24	96
23	S23	5	5	4	5	4	23	92
24	S24	5	5	5	5	4	24	96
25	S25	5	5	4	4	4	22	88
26	S26	4	4	4	4	4	20	80
27	S27	4	3	4	4	3	18	72
28	S28	5	5	4	4	4	22	88
29	S29	4	5	4	4	4	21	84
30	S30	4	4	4	4	4	20	80
31	S31	4	3	4	3	4	18	72

P_PRONUNCIATION, G _ GRAMMAR , V_VOCABULARY, F_FLUENCY,
C_COMPREHENSION

Appendix 8

THE SCORE OF POST TEST FOR CONTROL GROUP

NO	Respondents (experiment class)	P	G	V	F	C	Total	Score
1	S1	5	4	5	5	4	23	92
2	S2	4	3	4	4	3	18	72
3	S3	4	4	3	4	4	19	76
4	S4	5	4	4	5	4	22	88
5	S5	5	4	4	5	4	22	88
6	S6	4	3	4	4	3	18	72
7	S7	5	4	5	5	4	23	92
8	S8	5	4	4	5	4	22	88
9	S9	5	4	5	5	4	23	92
10	S10	4	3	4	4	3	18	72
11	S11	5	3	3	4	4	19	76
12	S12	4	3	4	4	3	18	72
13	S13	4	4	4	4	4	20	80
14	S14	5	4	5	5	4	23	92
15	S15	4	3	4	4	3	18	72
16	S16	4	4	4	4	4	20	80
17	S17	4	3	3	4	3	17	68
18	S18	5	4	4	4	4	21	84
19	S19	4	3	4	4	3	18	72
20	S20	4	4	3	3	3	17	68
21	S21	5	4	4	5	4	22	88
22	S22	4	4	5	4	4	21	84
23	S23	4	4	3	4	4	19	76
24	S24	4	4	4	4	4	20	80
25	S25	4	3	4	3	4	18	72
26	S26	4	3	3	3	4	17	68
27	S27	4	3	4	5	4	20	80
28	S28	5	4	4	4	4	21	84
29	S29	4	3	3	4	3	17	68
30	S30	5	4	4	5	3	21	84
31	S31	5	4	4	5	4	22	88

Appendix 9

**DESCRIPTIVE ANALYSIS
FOR THE EXPERIMENT AND CONTROL GROUP**

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
SKOR_EKS	31	72	96	85,42	6,816
SKOR_KONTROL	31	68	92	79,48	7,357
Valid N (listwise)	31				

DATA DISTRIBUTION FOR EXPERIMENTAL GROUP

KLP_SKOR_EKSPERIMEN

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 72 - 76	3	9,7	9,7	9,7
77 - 81	8	25,8	25,8	35,5
82 - 86	6	19,4	19,4	54,8
87 - 91	5	16,1	16,1	71,0
92 - 96	9	29,0	29,0	100,0
Total	31	100,0	100,0	

DATA DISTRIBUTION FOR CONTROL GROUP

KLP_SKOR_KONTROL

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 68 - 72	11	35,5	35,5	35,5
73 - 77	2	6,5	6,5	41,9
78 - 82	6	19,4	19,4	61,3
83 - 87	4	12,9	12,9	74,2

88 - 92	8	25,8	25,8	100,0
Total	31	100,0	100,0	

NORMALITY TEST FOR EXPERIMENTAL AND CONTROL GROUP

One-Sample Kolmogorov-Smirnov Test

		SKOR_EKS	SKOR_KONTR OL
N		31	31
Normal Parameters ^{a,b}	Mean	85,42	79,48
	Std. Deviation	6,816	7,357
Most Extreme Differences	Absolute	,142	,200
	Positive	,142	,200
	Negative	-,123	-,135
Kolmogorov-Smirnov Z		,788	1,115
Asymp. Sig. (2-tailed)		,563	,166

a. Test distribution is Normal.

b. Calculated from data.

HOMOGENEITY TEST FOR EXPERIMENTAL AND CONTROL GROUP

Test of Homogeneity of Variances

SKOR			
Levene Statistic	df1	df2	Sig.
,409	1	60	,525

ANOVA

SKOR					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	546,065	1	546,065	10,859	,002
Within Groups	3017,290	60	50,288		
Total	3563,355	61			

INDEPENDENT T-TEST

Group Statistics

KELOMPOK	N	Mean	Std. Deviation	Std. Error Mean
SKOR 1	31	85,42	6,816	1,224
0	31	79,48	7,357	1,321

Independent Samples Test

	Levene's Test for Equality of Variances	t-test for Equality of Means								
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
SK OR	Equal variances assumed	,409	,525	3,295	60	,002	5,935	1,801	2,333	9,538
	Equal variances not assumed			3,295	59,653	,002	5,935	1,801	2,332	9,539



Appendix 10

EXPERT JUDGMENT SHEET

FOR SPEAKING COMPETENCE INSTRUMENT

Direction:

Please judge whether or not the variables, aspects, indicators, and items are matched with each other. If they are matched, please put sign (√) in column relevant and if they are not matched please put sign (√) in column irrelevant. You are also allowed to give comments.

A. Speaking Rubric

No	Components	Judge		Comments
		Relevant	irrelevant	
1.	Pronunciation	√		
	Grammar	√		
	Vocabulary	√		
	Fluency	√		
	Comprehension	√		

B. Post Test for Speaking

No items	Expert Response		Comment
	Relevant	Irrelevant	
1.	√		
2.	√		

Appendix 11

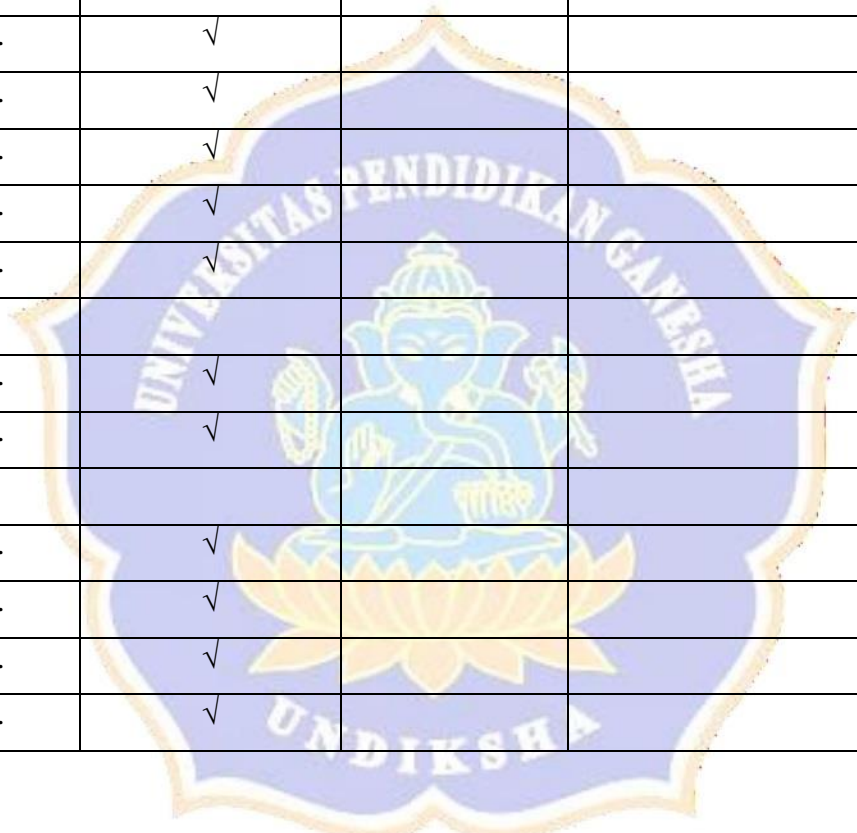
**EXPERT JUDGMENT FOR OBSERVATION SHEET
FOR LANGUAGE GAMES WITH AUDIO VISUAL INSTRUMENT**

Direction:

Please judge whether or not the variables, aspects, indicators, and items are matched with each other. If they are matched, please put sign (√) in column relevant and if they are not matched please put sign (√) in column irrelevant. You are also allowed to give comments.

No items	Expert Response		Comment
	Relevant	Irrelevant	
1.	√		
2.	√		
1.	√		
2.	√		
3.	√		
4.	√		
5.	√		
6.	√		
1.	√		
2.	√		
3.	√		
4.	√		
5.	√		
6.	√		
7.	√		

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



Appendix 12

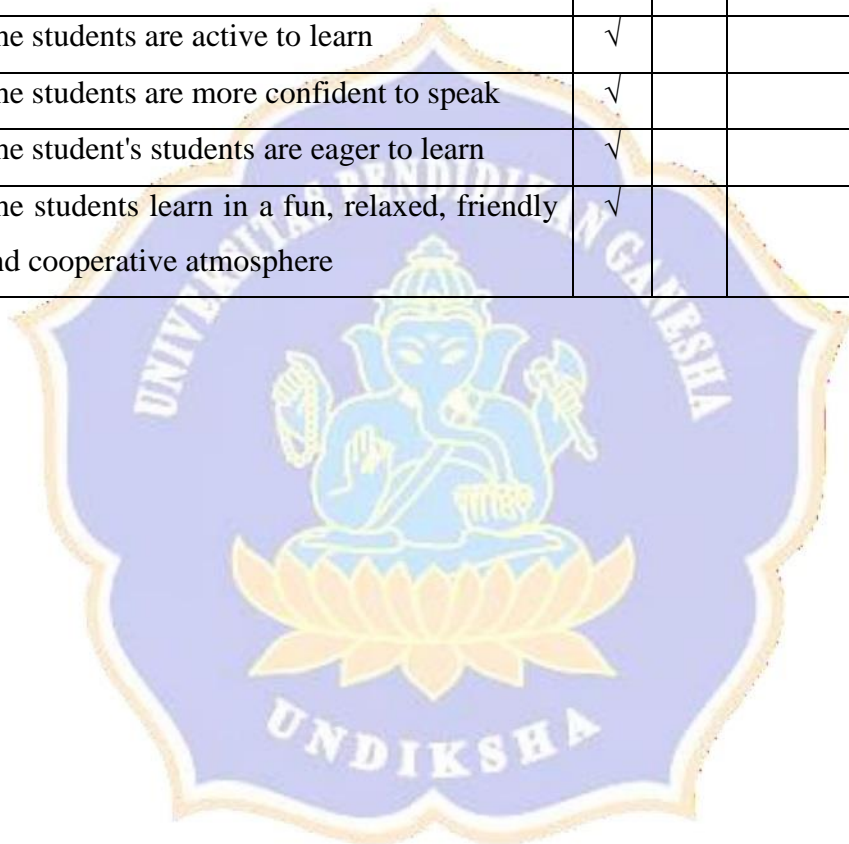
The Observation Sheet
for The Used of Language Games with Audio Visual Aids

Date : 16 April 2019

		Yes	No	Comment
The Kinds of Games Used				
1.	The teacher uses linguistics games		√	
2.	The teacher uses communicative games	√		the game : guessing game
How the games implemented				
1.	The rules of the game to students	√		
2.	The teacher demonstrate with the help of one or two learners parts of the game.	√		
3.	Trial by a group/pairs in front of the class	√		
4.	Write on the board any key language and/or instruction;	√		
5.	Trial the game	√		
6.	play the game with AVA	√		the teacher used visual aids (V)/picture.
How is the teacher's activity				
1.	The teacher prepares for the activities	√		
2.	The teacher checks for the keywords	√		
3.	The teacher gives clear instructions	√		
4.	The teacher monitor, prompt, be on hand during the activities	√		
5.	The teacher creates a fun learning atmosphere with games	√		

6.	The teacher uses the games to involve equal participation for all learners (slow and fast learners)	√		
7.	The teacher motivate the students to speak when playing the games	√		
8.	The teacher observes students' activities and behavior while teaching-learning process runs	√		
9.	There is an interaction between students and teacher	√		
10.	The teacher uses the aids properly	√		
11.	The teacher gives feedback to the students		√	the teacher only mention the winner of the game without giving feedback
How the students' activities				
1.	The students pay attention when the teacher is explaining the games		√	
2.	The students ask about the games	√		
3.	The students work with a partner		√	
4.	The students work in a group	√		
5.	The students follow the rules when playing the games	√		some of them are noisy and talk with their friends
6.	The students do not understand to play the games	√		but finally the students understand how to play the games
7.	The students can make the interaction between their friends and the teacher	√		
8.	The students are busy with their friends and do not focus on the materials	√		
9.	The students do the exercise from the	√		

	teacher.			
The time when the games are done				
1.	The game is done in pre activities		√	
2.	The game is done in whilst activities	√		
3.	The game is done in post activities		√	
The impact of implementing games for the students				
1.	The students are active to learn	√		
2.	The students are more confident to speak	√		
3.	The student's students are eager to learn	√		
4.	The students learn in a fun, relaxed, friendly and cooperative atmosphere	√		



Date : 23 April 2019

		Yes	No	Comment
The Kinds of Games Used				
1.	The teacher uses linguistics games		√	
2.	The teacher uses communicative games	√		the game: <i>matching game</i>
How the games implemented				
1.	Explain the rules of the game to students	√		
2.	The teacher demonstrate with the help of one or two learners parts of the game.	√		
3.	Trial by a group/pairs in front of the class	√		
4.	Write on the board any key language and/or instruction;	√		
5.	Trial the game	√		
6.	play the game with AVA	√		the teacher used visual aids /slide (V),cards (V),speaker (A)
How is the teacher's activity				
1.	The teacher prepares for the activities	√		
2.	The teacher checks for the keywords	√		
3.	The teacher gives clear instructions	√		
4.	The teacher monitor, prompt, be on hand during the activities	√		
5.	The teacher creates a fun learning atmosphere with games	√		
6.	The teacher uses the games to involve equal participation for all learners (slow and fast learners)	√		

7.	The teacher motivate the students to speak when playing the games	√		
8.	The teacher observes students' activities and behavior while teaching-learning process runs	√		
9.	There is an interaction between students and teacher	√		
10.	The teacher uses the aids properly	√		
11.	The teacher gives good feedback to the students	√		
How the students' activities				
1.	The students pay attention when the teacher is explaining the games	√		
2.	The students ask about the games	√		
3.	The students work with a partner	√		
4.	The students work in a group		√	
5.	The students follow the rules when playing the games	√		
6.	The students do not understand to play the games	√		
7.	The students can make the interaction between their friends and the teacher	√		
8.	The students are busy with their friends and do not focus on the materials	√		
9.	The students do the exercise from the teacher.	√		
The time when the games are done				
1.	The game is done in pre activities		√	
2.	The game is done in whilst activities	√		

3.	The game is done in post activities		√	
The impact of implementing games for the students				
1.	The students are active to learn	√		
2.	The students are more confident to speak	√		
3.	The student's students are eager to learn	√		
4.	The students learn in a fun, relaxed, friendly and cooperative atmosphere	√		

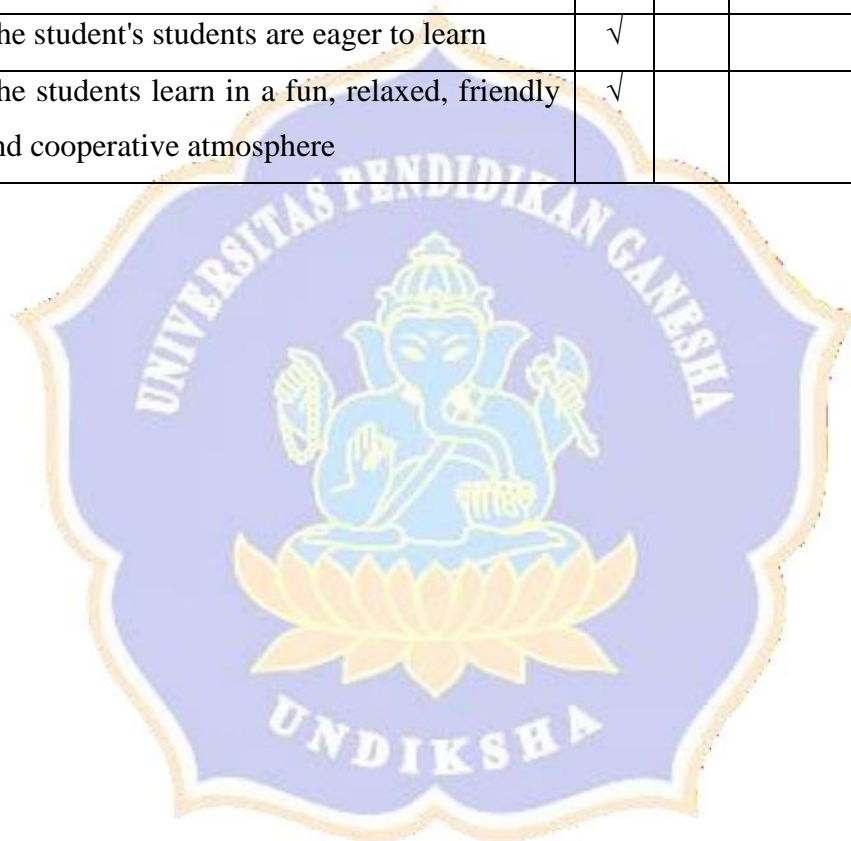


Date : 25 April 2019

		Yes	No	Comment
The Kinds of Games Used				
1.	The teacher uses linguistics games		√	
2.	The teacher uses communicative games	√		the game: Information gap game
How the games implemented				
1.	Explain the rules of the game to students	√		
2.	The teacher demonstrate with the help of one or two learners parts of the game.	√		
3.	Trial by a group/pairs in front of the class	√		
4.	Write on the board any key language and/or instruction;	√		
5.	Trial the game	√		
6.	play the game with AVA	√		the teacher used visual aids /slide (V),cards (V),speaker (A)
How is the teacher's activity				
1.	The teacher prepares for the activities	√		
2.	The teacher checks for the keywords	√		
3.	The teacher gives clear instructions	√		
4.	The teacher monitor, prompt, be on hand during the activities	√		
5.	The teacher creates a fun learning atmosphere with games	√		
6.	The teacher uses the games to involve equal participation for all learners (slow and fast learners)	√		

7.	The teacher motivate the students to speak when playing the games	√		remind the students not to ask their friends in Indonesia
8.	The teacher observes students' activities and behavior while teaching-learning process runs	√		the teacher walked around the class, some of the students were noisy
9.	There is an interaction between students and teacher	√		
10.	The teacher uses the aids properly	√		Use slide and speaker.
11.	The teacher gives good feedback to the students	√		Feedback about the use of the games with audio visual aids and about the students' speaking ability
How the students' activities				
1.	The students pay attention when the teacher is explaining the games	√		
2.	The students ask about the games	√		
3.	The students work with a partner		√	
4.	The students work in a group	√		
5.	The students follow the rules when playing the games	√		some of run and pushed their friends
6.	The students do not understand to play the games	√		
7.	The students can make the interaction between their friends and the teacher	√		
8.	The students are busy with their friends and do not focus on the materials	√		
9.	The students do the exercise from the teacher.	√		

The time when the games are done				
1.	The game is done in pre activities		√	
2.	The game is done in whilst activities	√		
3.	The game is done in post activities		√	
The impact of implementing games for the students				
1.	The students are active to learn	√		
2.	The students are more confident to speak	√		
3.	The student's students are eager to learn	√		
4.	The students learn in a fun, relaxed, friendly and cooperative atmosphere	√		



Date : 2 May 2019

		Yes	No	Comment
The Kinds of Games Used				
1.	The teacher uses linguistics games		√	
2.	The teacher uses communicative games	√		the game: <i>chain story game</i>
How the games implemented				
1.	Explain the rules of the game to students	√		
2.	The teacher demonstrate with the help of one or two learners parts of the game.	√		
3.	Trial by a group/pairs in front of the class	√		
4.	Write on the board any key language and/or instruction;	√		
5.	Trial the game	√		
6.	play the game with AVA	√		the AVA : video (A)
How is the teacher's activity				
1.	The teacher prepares for the activities	√		
2.	The teacher checks for the keywords	√		
3.	The teacher gives clear instructions	√		
4.	The teacher monitor, prompt, be on hand during the activities	√		
5.	The teacher creates a fun learning atmosphere with games	√		
6.	The teacher uses the games to involve equal participation for all learners (slow and fast learners)	√		
7.	The teacher motivate the students to speak when playing the games	√		

8.	The teacher observes students' activities and behavior while teaching-learning process runs	√		
9.	There is an interaction between students and teacher	√		
10.	The teacher uses the aids properly	√		
11.	The teacher gives good feedback to the students	√		
How the students' activities				
1.	The students pay attention when the teacher is explaining the games	√		
2.	The students ask about the games	√		
3.	The students work with a partner		√	
4.	The students work in a group	√		
5.	The students follow the rules when playing the games	√		
6.	The students do not understand to play the games	√		
7.	The students can make the interaction between their friends and the teacher	√		
8.	The students are busy with their friends and do not focus on the materials	√		
9.	The students do the exercise from the teacher.	√		
The time when the games are done				
1.	The game is done in pre activities		√	
2.	The game is done in whilst activities	√		
3.	The game is done in post activities		√	
The impact of implementing games for the				

students				
1.	The students are active to learn	√		
2.	The students are more confident to speak	√		
3.	The student's students are eager to learn	√		
4.	The students learn in a fun, relaxed, friendly and cooperative atmosphere	√		



Date : 7 May 2019

		Yes	No	Comment
The Kinds of Games Used				
1.	The teacher uses linguistics games		√	
2.	The teacher uses communicative games	√		the game: <i>whispering game</i>
How the games implemented				
1.	Explain the rules of the game to students	√		
2.	The teacher demonstrate with the help of one or two learners parts of the game.	√		
3.	Trial by a group/pairs in front of the class	√		
4.	Write on the board any key language and/or instruction;	√		
5.	Trial the game	√		
6.	play the game with AVA	√		the AVA : cards (V)
How is the teacher's activity				
1.	The teacher prepares for the activities	√		
2.	The teacher checks for the keywords	√		
3.	The teacher gives clear instructions	√		
4.	The teacher monitor, prompt, be on hand during the activities	√		
5.	The teacher creates a fun learning atmosphere with games	√		
6.	The teacher uses the games to involve equal participation for all learners (slow and fast learners)	√		
7.	The teacher motivate the students to speak when playing the games	√		

8.	The teacher observes students' activities and behavior while teaching-learning process runs	√		
9.	There is an interaction between students and teacher	√		
10.	The teacher uses the aids properly	√		
11.	The teacher gives good feedback to the students	√		
How the students' activities				
1.	The students pay attention when the teacher is explaining the games	√		
2.	The students ask about the games	√		
3.	The students work with a partner			
4.	The students work in a group	√		
5.	The students follow the rules when playing the games	√		some students did not whisper but speak loudly
6.	The students do not understand to play the games	√		
7.	The students can make the interaction between their friends and the teacher	√		
8.	The students are busy with their friends and do not focus on the materials	√		
9.	The students do the exercise from the teacher.	√		
The time when the games are done				
1.	The game is done in pre activities		√	
2.	The game is done in whilst activities	√		
3.	The game is done in post activities		√	

The impact of implementing games for the students				
1.	The students are active to learn	√		
2.	The students are more confident to speak	√		
3.	The student's students are eager to learn	√		
4.	The students learn in a fun, relaxed, friendly and cooperative atmosphere	√		



Date : 9 May 2019

		Yes	No	Comment
Kinds of Games Used				
1.	The teacher uses linguistics games		√	
2.	The teacher uses communicative games	√		the game: <i>information gap game</i>
How the games implemented				
1.	Explain the rules of the game to students	√		
2.	The teacher demonstrate with the help of one or two learners parts of the game.	√		
3.	Trial by a group/pairs in front of the class	√		
4.	Write on the board any key language and/or instruction;	√		
5.	Trial the game	√		
6.	play the game with AVA	√		the AVA : picture (V)
How is the teacher's activity				
1.	The teacher prepares for the activities	√		
2.	The teacher checks for the keywords	√		
3.	The teacher gives clear instructions	√		
4.	The teacher monitor, prompt, be on hand during the activities	√		
5.	The teacher creates a fun learning atmosphere with games	√		
6.	The teacher uses the games to involve equal participation for all learners (slow and fast learners)	√		
7.	The teacher motivate the students to speak when playing the games	√		
8.	The teacher observes students' activities and behavior while teaching-learning process	√		

	runs			
9.	There is an interaction between students and teacher	√		
10.	The teacher uses the aids properly	√		
11.	The teacher gives good feedback to the students	√		
How the students' activities				
1.	The students pay attention when the teacher is explaining the games	√		
2.	The students ask about the games	√		
3.	The students work with a partner	√		
4.	The students work in a group		√	
5.	The students follow the rules when playing the games	√		
6.	The students do not understand to play the games	√		
7.	The students can make the interaction between their friends and the teacher	√		
8.	The students are busy with their friends and do not focus on the materials	√		
9.	The students do the exercise from the teacher.	√		
The time when the games are done				
1.	The game is done in pre activities		√	
2.	The game is done in whilst activities	√		
3.	The game is done in post activities		√	
The impact of implementing games for the students				
1.	The students are active to learn	√		

2.	The students are more confident to speak	√		
3.	The student's students are eager to learn	√		
4.	The students learn in a fun, relaxed, friendly and cooperative atmosphere	√		



Appendix 13



Unit of Study	: Elementary
Subject	: English
Topic	: Clues and Crime
Grade/Semester	: IV/II
Time Allotment	: 6 x 35 minutes

A. BASIC COMPETENCY

3.7 Understanding about **Clothes and Accessories**

4.7 Expressing opinions and ideas related to what was happening at a specific time **in the past**

B. INDICATORS

3.7 Identify the activities that develop critical thinking skills to reflect upon clothes and accessories

Describe the clothes which was worn by the people

4.7 Asking and answering about activities and clothes in the past form

C. LEARNING OBJECTIVES

The students are able:

3.7 to identify the activities that develop critical thinking skills to reflect upon clothes and accessories

to describe the clothes which was worn by the people

4.7 asking and answering about activities and clothes in the past form.

D. MATERIALS

1. Vocabularies

Belt, gloves, handbag, scarf, tie, earrings, button, necklace, jacket, T-shirt, shirt, pants.

2. The examples of short conversations

Example 1:

A : what was she wearing?

B : she was wearing a blue jeans and T-shirt
A : was she wearing a hat?
B : yes, she was wearing a hat.
A : how about jacket? Was she wearing a jacket?
B : no, she wasn't.

Example 2:

3. A: What were you doing when earthquake happened?
B: I was playing a video game
A : what were you wearing?
B : I was wearing pants
A : were you wearing t shirt?
B : yes, i was wearing t shirt

E. LEARNING METHOD

Learning method : games

F. LEARNING MEDIA

The learning media used to support the process of the study are LCD, video, the pictures.

G. LEARNING RESOURCES

The learning resources used to support the process of the study are story central student book, activity book, and reader.

H. LEARNING ACTIVITIES

First Meeting

1. Pre Activites

The student learn about the names of clothes from the video

2. Whilst Activities

- The students pay attention to the picture (V) on the slide and mention the names of clothes.
- The teacher prepare to *guessing games*.
 - a. The teacher explains the rules of the game to the students as follow:
 - The students are divided into 3 groups
 - One of the students stand up in front of the class (not the member of the groups). This student bring the picture (V) of the people which were at the party and wearing many kinds of clothes. The picture is completed with the number and the name of the person. For example: 1. Sue, 2. Patrice, etc.

- All the students in their groups are also given the same picture (V). However, the pictures (V) is not completed with the name of the people.
 - The students who is standing in front of the class mention one of the person's name.
 - The other students in their group ask question. For examples: "was she wearing skirt? Was she wearing dress?"
 - The students who is standing in front of the class will answer the question with "yes/no" answer.
 - If the students in the group already know the answer, they will try to answer which one is the person by mentioning the number. If the answer is right. The group get the score.
 - The group who get the most score will be the winner
- b. The teacher demonstrates the parts of the game with the help of one or two learners
 - c. The teacher trials by a group in front of the class
 - d. The teacher write any key language and/or instruction on the board
 - e. The students try out the game
 - f. The students play the game with AVA
 - The students choose one of the person in the picture, and color it.
 - The students work in pairs. They will explain to their friend. For example : she was wearing a red skirt,a blue shirt, and a tie. Who is she?
 - The other students will guess who is the person. Take turn.
 -

3. Post Activities

The students try to conclude the lesson.

Second Meeting

1. Pre-activities

- The teacher explains the learning objectives
- The teacher brings clothes in a box, the the teacher asks the students to guess what does the teacher bring inside the box.

2. Whilst Activities

- The students listen and watch the video (A) which explain about clothes.
 - The students mention kinds of the clothes one by one
 - Play a game "matching games" to practice the use of questions "*what was she/he wearing?/was she wearing a shirt?*"
- a. The teacher explains the rules of the game to the students games as follow:

- The teacher shows a picture of a person on the slide (V) with the description (*yesterday, there was a thief in my house. The thief stole my money. This is the photo of the thief/Mr.X*). the students have to memorize the clothes that was worn by the thief.
- All the students are given a card (V). One of the student is given the card (V) with the same picture on the slide (photo of the thief).
- The teacher plays a music (A). While the music is playing, everybody walks around the room.
- As soon as the music stops, each student pairs up with the person standing nearest and they will ask each other about the picture in the card.

Examples: A: what was she wearing?

B: she was wearing a black pants and blue jacket

A: was she wearing a hat?

B: No, she wasn't wearing a hat

A: was she wearing a scarf

B: yes, she was. The scarf was black.

- Taking turns, each of them ask the questions about the person in the card
 - Step 2: After a few minutes the music starts again and all partners separate. When the music stops a second time, the same procedure will be repeated with a different partner.
 - The last student who meet the student who bring the card will be ask to sing a song.
- b. The teacher trials by a group in front of the class
 - c. The teacher write any key language and/or instruction on the board
 - d. The students try out the game
 - e. The students play the game with AVA
- The teacher show the photo of the thief on the slide (V) again and ask 3 until 5 students to explain the whole picture.

3. Post-Activities

- The teacher give feedback to the students' activity
- The students make a conclusion about what they have learned

Third Meeting

1. Pre – activities

The students expalain about what they have learned in the meeting before.

2. Whilst Activities

- The students watch a video (A) about clothes.
- After watching the video (A), the students imagine that they have a nice holiday all day yesterday. The students have to draw their

clothes that they worn based on the video that they have watched (they can choose the clothes from the video (A)).

- The teacher prepare to play *information gap games* after drawing their picture.
- a. The teacher explains the rules of the game to the students as follow:
 - The students choose their partner to play this game. They work in pair (student A and B).
 - The student sit back to back
 - Student A ask to his partner “what were you wearing?” student B try to explain their picture (V) to their partner by answering “I was wearing.....,.....,.....”
 - While listening the explanation from students B, student A try to draw the picture based on the explanation from the student A. After finishing the drawing, students A will show the picture to student B.
 - Take turn. Students B also do the same thing with student A.
- b. The teacher demonstrates the parts of the game with the help of one or two learners The teacher and the students reflect the implementation of games
- c. The teacher trials by a group in front of the class
- d. The teacher write any key language and/or instruction on the board
- e. The students try out the game
- f. The students play the game with AVA

3. Post activity

- The teacher give feedback
- Make a conclusion about the lesson

Fourth Meeting

1. Pre-activities

The teacher expla in the learning objectives.

2. Whilst Activities

- The students prepare to play a game called “chain story games”.
- a. The teacher explains the rules of the game to the students as follow:
 - The students are divided into groups. Each group consist of 3-4 students.
 - The students watch a short story about “car crashed” on the video (AV). The students have to memorize the story.
 - One group come forward. The other groups ask about the story with the question “what were you doing when the car crashed?”.
 - The group who is standing in front of the class have to answer the question by telling the story in turn (chain story telling).

- The group who can tell the story in right order is the winner.
- b. The teacher demonstrates the parts of the game with the help of one or two learners
- c. The teacher trials by a group in front of the class
- d. The teacher write any key language and/or instruction on the board
- e. The students try out the game
- f. The students play the game with AVA
- The students are given pictures. They use that picture to tell a story to their partner.

3. Post Activities

- The teacher give feedback
- Make a conclusion about the lesson

Fifth Meeting

1. Pre Activities

The students mention the what did they learned at the meeting before.

2. Whilst activity

- The students watch a video (AV) about something happened in the past.
- The students prepare to play *whispering games*.
 - a. The teacher explains the rules of the game to the students as follow:
 - The students are divided into three groups
 - The student at the back will see the picture on the card which is brought by the teacher. After seeing that card, the teacher ask the students with a question “what was she/he doing?” or “what was she/he wearing?”. Then she/he tells what is on the slide by whispering to next student and soon until the message is received by the student who standing at the front. She raise her hand and mention the message.
 - The group who mention the messages correctly get the score.
 - b. The teacher demonstrates the parts of the game with the help of one or two learners
 - c. The teacher trials by a group in front of the class
 - d. The teacher write any key language and/or instruction on the board
 - e. The students try out the game
 - f. The students play the game with AVA

Sixth Meeting

1. Pre Activities

The students mention the what did they learned at the meeting before.

2. Whilst activity

- The students prepare to play *information gap games*.
 - a. The teacher explains the rules of the game to the students as follow:
 - The students work in pairs
 - Each of the students is given a picture (V)
 - In pairs they have to find the differences between the picture that the have and their partners
 - Student A explain the picture that she has and student B is listening to student A. Take turn.
 - The students try to find 5 differences of the pictures
 - b. The teacher demonstrates the parts of the game with the help of one or two learners
 - c. The teacher trials by a group in front of the class
 - d. The teacher write any key language and/or instruction on the board
 - e. The students try out the game
 - f. The students play the game with AVA
- The teacher shows the pictures which are used for playing the games and discuss it with the students

Seventh Meeting

1. Pre-activities

Preparation for doing assesment

2. Whilst Activities

- a. The students are divided in pair.
- b. The students are called by the teacher
- c. The students choose a card and they talk about the card with their partner.
Take turn.
What was he/she doing?
What was he/she wearing?
Was she/he wearing.....?
- d. the students find out the differences of the pictures. And talk with their partner.

e. Post-Activities

The teacher give feedback to the students' activity

ASSESSMENT

1. Assesment

a. Oral test

Post Test for Speaking Competence

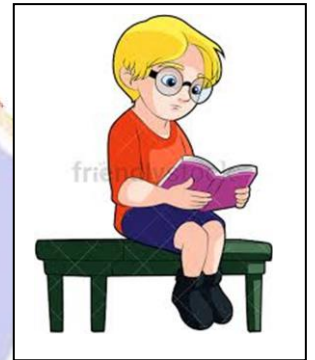
1. Pay attention

- Work with your partner.
- Both of you have to choose a card and talk about the card with your friend.

One of you will ask, the other will answer. Take turn.

What was he/she doing?
What was he/she wearing?
Was she/he wearing.....?

The pictures:



2. Talk with your partner. Ask about what were you doing yesterday at 5 o'clock P.M?, what were you wearing? One of you will ask, the other will answer. Take turn.

Dimension	5	4	3	2	1
Pronunciation	the pronunciation is clear and understandable	always comprehensible with consciousness of definite accent	pronunciation problem necessitate learning listening and occasionally lead to misunderstanding	very hard to understand because of pronunciation problem. Most frequently repeat in order to be understood	have pronunciation problem as to make speech almost incomprehensible
Grammar	Make few (if any) noticeable errors of grammar and word order	Occasionally makes grammatical and/or word order errors that do not, however obscure meaning	makes frequent errors of grammar and word-order which occasionally obscure meaning	grammar and word-order error make comprehension difficult. Most often rephrase or restrict what is to be said to basic pattern.	Errors in grammar and word order as severe as make the speech unintelligible.
Vocabulary	Use various vocabularies and idiom which are suitable and appropriate in terms of meaning and function	Use various vocabulary but sometimes use inappropriate terms or must rephrase ideas because of inadequate vocabulary	Use common vocabularies which are rather suitable and appropriate in terms of meaning and function	Use limited vocabulary which is mostly not suitable in terms of meaning and function.	Lack of vocabulary which make conversation is virtually impossible
Fluency	Speech as fluently and efforts less as that of native speaker	Have a little problem in fluency with several pauses and fillers	have some problems in fluency with a lot of pauses and fillers	hesitate and stammered when talking	speech is as halting and fragmentary as make conversation is virtually impossible.
Comprehension	understands everything in normal educated speech	understands quite well the normal educated speech but sometimes need repetition and rephrasing	understands simplified speech but need repetition or rephrasing	understand only slow and and very simple speech, require repetition and rephrasing	understand too little for the simplest type speech

2. Remedial and Enrichment

Approval

Denpasar, February 2019

Principal

English Teacher

Sari Endang Noorwati, M.Si

TEACHER'S REFLECTION



Appendix 14

Unit of Study	: Elementary
Subject	: English
Topic	: Clues and Crime
Grade/Semester	: IV/II
Time Allotment	: 6 x 35 minutes

B. BASIC COMPETENCY

3.7 Understanding about **Clothes and Accessories**

4.7 Expressing opinions and ideas related to **the activities in the past**

C. INDICATORS

- 3.7 - Identify the activities that develop critical thinking skills to reflect upon clothes and accessories
- describe the clothes which was worn by the people
- 4.7 - asking and answering about activities and clothes in the past form

D. LEARNING OBJECTIVES

The students are able:

- 3.8 - to identify the activities that develop critical thinking skills to reflect upon clothes and accessories
- to describe the clothes which was worn by the people
- 4.7 - asking and answering about activities and clothes in the past form.

E. MATERIALS

- Vocabularies
Belt, gloves, handbag, scarf, tie, earrings, button, necklace, jacket, t shirt, shirt, pants.
- The examples of short conversations
Example 1:
A : what was she wearing?
B : she was wearing a blue jeans and T-shirt
A : was she wearing a hat?
B : yes, she was wearing a hat.

A : how about jacket? Was she wearing a jacket?
B : no, she wasn't.

Example 2:

3. A: What were you doing when earthquake happened?
B: I was playing a video game
A : what were you wearing?
B : I was wearing pants
A : were you wearing t shirt?
B : yes, i was wearing t shirt

F. LEARNING METHOD

Learning method : preaching,discussion

G. LEARNING MEDIA

The learning media used to support the process of the study are LCD, video, the pictures.

H. LEARNING RESOURCES

The learning resources used to support the process of the study are story central student book, activity book, and reader.

I. LEARNING ACTIVITIES

First Meeting

1. Pre Activites

The student mention the clothes that they know.

2. Whilst Activities

- The students watch the video about kinds of clothes
- The students try to memorize what they have seen in the video
- The students practice a dialog with their partner
A: what was she/ he wearing?
B: she was wearing a T-shirt and short
A : was she/he wearing a hat?
B : yes, she was
- The students practice to speak with their partner
- The students give feedback to the students

3. Post Activities

The teacher give feedback to the students

Second Meeting

1. Pre-activities

The teacher explain the learning objectives

2. Whilst Activities

- The students learn about kinds of clothes by writing the clothes that they know on the white board in turn
- The students learn how to make a a short dialog.
A : what were you wearing yesterday at four o'clock
B : I was wearing shirt, tie and pants
A : were you wearing a hat?
B : No, I wasn't
- The students make their own dialog with their partner
- The students practice it in front of the class
- The student do it in front of the class.

3. Post-Activities

- The teacher give feedback to the students' activity
- The students make a conclusion about what they have learned

Third Meeting

1. Pre – activities

The students explain about what they have learned in the meeting before.

2. Whilst Activities

- The students listen to the audio on page 74 of the sudents' book
- The students read the dialog with their friends
- The students practice it in front of the class
- The students do exercise 2 related to the dialog that they have practiced before

3. Post activity.

- The teacher give feedback
- Make a conclusion about the lesson

Fourth Meeting

1. Pre-activities

The teacher explain the learning objectives.

2. Whilst Activities

- The students play throwing ball. All the students make a circle. One of them stand up in the middle of the the circle and throw a ball while asking a question for example “what were you doing yesterday at 07.00 pm? What were you wearing? The other students who catch the ball will answer the the question “I was watching television”,I was wearing.....”
- The students do activity book page 59
- The students and the teacher discuss the answer.

3. Post Activities

- The teacher give feedback
- Make a conclusion about the lesson

Fifth Meeting

1. Pre Activities

The students mention the examples of past continuous tense

2. Whilst activity

- The students see the story on page 59 a short story about dinosaurs.
- The teacher explain about past continuous
- The students try to memorize the story. Then they have to come forward tell the class the story .
- The students create their own story and tell the class

3. Post Activities

- The teacher give feedback
- Make a conclusion about the lesson

Sixth Meeting

1. Pre Activities

The students mention what they have learned

2. Whilst activity

- The students see the students book page 60 and do the exercise in that page
- The students and discuss it with their friends
- The students tell what they have discussed in front of the class
- The students talk with their friend about the differences of a picture given by the students

3. **Post Activities**

- The teacher give feedback
- Make a conclusion about the lesson

Seventh Meeting

1. **Pre-activities**

Preparation for doing assesment

2. **Main Activities**

- The students are divided in pair.
- The students are called by the teacher
- The students choose 2 cards and they talk about the card with their partner.
Take turn.
What was he/she doing?
What was he/she wearing?
Was she/he wearing.....?
- The students find out the differences of the pictures. And talk with their partner.

3. **Post-Activities**

The teacher give feedback to the students' activity

ASSESSMENT

b. **Assesment**

b. **Oral test**

Post Test for Speaking Competence

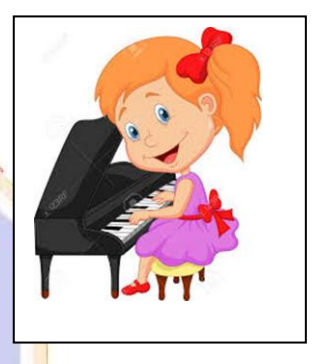
1. Pay attention

- a. Work with your partner.
- b. Both of you have to choose a card and talk about the card with your friend.

One of you will ask, the other will answer. Take turn.

What was he/she doing?
What was he/she wearing?
Was she/he wearing.....?

The pictures:



2. Talk with your partner. Ask about what were you doing yesterday at 5 o'clock P.M?, what were you wearing? One of you will ask, the other will answer. Take turn.

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Approval

Denpasar, February 2019

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English Teacher

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TEACHER'S REFLECTION

