Appendix A

## **LESSON PLAN**

School           : Happy Holy Kids Kindergarten Cinere

Class            : KGB

Topic            : **Part of human Body (Part 1)**

Time             : 2 x 40 minutes

Meeting          :  1ˢᵗ Meeting (1 from 2)

Teacher          : Irene Sisca Hutagalung

## I.  STANDARD COMPETENCE

Understanding the very simple instructions based on teacher-made context.

## II.  BASIC COMPETENCE

Students to respond instruction for very simple expression by telling about "Part of

Human Body"

## III. INDICATOR

### A. Cognitive domain:

Students are able to recognize and understand part of human body by

responding to the teacher's explanation.

### B. Affective domain:

Students can enjoy learning part of human body and not afraid of making

mistakes on answering questions in written or verbal with English language.

### C. Psychomotor domain:

Students read aloud the vocabulary, dialogue, and the reading text fluently

and accurately

## IV. LEARNING MATERIAL:

Happy Holy Kids English book "My book", LCD, Marker

## V. LEARNING METHOD AND STRATEGY

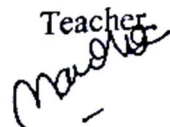Read aloud – Match and Picture pairing, Complete the blank, Work in pair

## VI. LEARNING ACTIVITY

| No | Steps | Learning Activity | Time |
|----|-------|-------------------|------|
| 1 | **Pre-activities** | **Orientation**<br>- Greet students, pray and worship<br>- Check the student's attendance<br>- Introduce and inform the researcher's aim teaching in the class | **10 minutes** |
| 2 | **Whilst Activity** | **A. Warm Up**<br>- Students make a circle and sit together and sing "Good morning to you, to you and to you"<br>-Distinguish Letter A-Z by singing ABC song and ask each student to show the correct letter from the props.<br>-Students back to their seats.<br><br>**B. Implementing Berlitz method**<br>-<u>Vocabulary focuses:</u> **Eyebrow, Eyelashes, Eye, Ear, Chin, Cheek, Forehead, Nose, Mouth, Hair, Hand, Finger, Thumb, Forefinger, Third Finger, Ring Finger, Little Finger**.<br>- Explain students with Props Part of human body teacher ask the students to read aloud and follow the vocabulary mentioned by teacher<br>- Sing "Head, shoulder, knees and toes" and asking students to follow the steps from the video.<br>**C. Confirmation**<br>Teacher have one on one short time with students to make sure their understanding is correct and do self-correction. Teacher gives recognition/reward for students with correct understanding. | **50 minutes** |

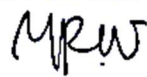| | | | |
|---|---|---|---|
| 3 | **Post-activity** | **D. Evaluation**<br>  -Students do the worksheet/exercise.<br><br>- Collect the worksheet. Review it to assess their understanding<br>- Giving homework<br>- Closing the class | **20 minutes** |

Approved by,

Teacher

Marlene Sitaniapessy. S.pd

Researcher

Sisca Irene Sari

Principal

Elvis Mendrova M.pd

Cinere
Date on:

Appendix B

# **LESSON PLAN**

School            : Happy Holy Kids Kindergarten Cinere

Class             : KGB

Topic             : **Part of human Body (Part 2)**

Time              : 2 x 40 minutes

Meeting           :  2nd Meeting (2 from 2)

Teacher           : Irene Sisca Hutagalung

## I.  STANDARD COMPETENCE

Understanding the very simple instructions based on teacher-made context.

## II.  BASIC COMPETENCE

Students to respond instruction for very simple expression by telling about "Part of

Human Body"

## III. INDICATOR

### A. **Cognitive domain**:

Students are able to recognize and understand part of human body by

responding to the teacher's explanation.

### B. **Affective domain:**

Students can enjoy learning part of human body and not afraid of making

mistakes on answering questions in written or verbal with English language.

### C. **Psychomotor domain**:

Students read aloud the vocabulary, dialogue, and the reading text fluently and

accurately

**IV. LEARNING MATERIAL:**

Happy Holy Kids English book "My book", Puzzle part of your body
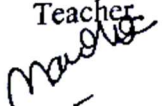
**V. LEARNING METHOD AND STRATEGY**

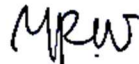Read aloud – Match and Picture pairing, Complete the blank, Work in pair

**VI. LEARNING ACTIVITY**

| No | Steps | Learning Activity | Time |
|----|-------|-------------------|------|
| 1 | **Pre-activities** | **Orientation**<br>- Greet students, pray and worship<br>- Check the student's attendance<br>- Ask about previous lesson | **10 minutes** |
| 2 | **Whilst Activity** | **A. Warm Up**<br>- Students make a circle and sit together and sing "Good morning to you, to you and to you"<br>- Distinguish Numbers by singing Number 1-20 song and ask each student to show the correct number from the props.<br>-Students back to their seats.<br><br>**B. Implementing Berlitz method**<br>- <u>Vocabulary focuses</u>: **Shoulder, Arm, Elbow, Back, Chest, Neck, Waist, Tummy, Ankle, Toe, Leg, Feet**<br>- Show video exercise about body part review and ask children to guess it one by one<br><br>**C. Confirmation**<br>- Teacher have one on one short time with students to make sure their understanding is correct and do self-correction. Teacher gives recognition/reward for students with correct understanding.<br><br>**D. Evaluation**<br>-Students do the exercise by playing games "Simon says". | **50 minutes** |

| 3 | **Post-activity** | - Collect the worksheet once they're done working. Review it to assess their understanding<br>- Giving homework<br>- Ask students to bring photo of their family member for next lesson<br>- Closing the class | **20 minutes** |
|---|---|---|---|

Approved by,

Teacher

Marlene Sitaniapessy. S.pd

Researcher

Sisca Irene Sari

Principal

Elvis Mendrova M.pd

Cinere

Date on:

Appendix C

# LESSON PLAN

School     : Happy Holy Kids Kindergarten Cinere

Class      : KGB

Topic      : **Family Member**

Time      : 2 x 40 minutes

Meeting     : 3rd Meeting

Teacher     : Irene Sisca Hutagalung

## I.  STANDARD COMPETENCE

Understanding the very simple instructions based on teacher-made context.

## II.  BASIC COMPETENCE

Students to respond instruction for very simple expression by telling about "Family Member"

## III. INDICATOR

### A. Cognitive domain:

Students are able to recognize and understand vocabulary of Family Member by responding to the teacher's explanation.

### B. Affective domain:

Students can enjoy learning about family and not afraid of making mistakes on answering questions in written or verbal with English language.

### C. Psychomotor domain:

Students read aloud the vocabulary, dialogue, and the reading text fluently and accurately

## IV. LEARNING MATERIAL:

Happy Holy Kids English book "My book", Pictures, Buffalo paper and Glue, worksheet, LCD, Power point presentation.

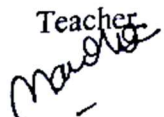## V. LEARNING METHOD AND STRATEGY
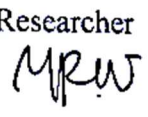
Reading aloud – Story telling

## VI. LEARNING ACTIVITY

| No | Steps | Learning Activity | Time |
|---|---|---|---|
| 1 | **Pre-activities** | **Orientation**<br> - Greet students, pray and worship<br> - Check the student's attendance<br> - Ask about previous lesson | **10 minutes** |
| 2 | **Whilst Activity** | **A. Warm Up**<br>- Students make a circle and sit together and sing "Good morning to you, to you and to you".<br>-Distinguish Letter A-Z by singing ABC song and ask each student to show the correct letter from the props.<br>-Teacher read a short story about "3 Little Pigs"<br>-Students back to their seats.<br><br>**B. Implementing Berlitz method**<br> - Watch video about my family and family tree<br>- <u>Vocabulary focuses</u>:  **Mother, Father, Brother, Sister, Grandfather, Grandmother, Uncle, Aunty, Cousin, Nephew**<br>- Explain the students about the role of each family member<br>-Ask students to make creative card using their family picture (informed in last meeting to bring family picture)<br><br>**C. Confirmation**<br>- Teacher have one on one short time with students to make sure their understanding is correct and do self- | **60 minutes** |

| 3 | Post-activity | correction.  Teacher gives recognition/reward for students with correct understanding.<br>**D. Evaluation**<br>- Students do homework from activity book.<br><br>- Collect the worksheet. Review it to assess their understanding<br>- Giving homework<br>- Closing the class | **10 minutes** |
|---|---|---|---|

Approved by,

Teacher

Marlene Sitaniapessy. S.pd

Researcher

Sisca Irene Sari

Principal

Elvis Mendrova M.pd

Cinere

Date on:

Appendix D

# LESSON PLAN

School : Happy Holy Kids Kindergarten Cinere

Class : KGB

Topic : **ANIMAL**

Time : 2 x 40 minutes

Meeting : 4th Meeting

Teacher : Irene Sisca Hutagalung

## I. STANDARD COMPETENCE

Understanding the very simple instructions based on teacher-made context.

## II. BASIC COMPETENCE

Students to respond instruction for very simple expression by telling about "Animal"

## III. INDICATOR

### A. Cognitive domain:

Students are able to recognize and understand vocabulary of Animal by responding to the teacher's explanation.

### B. Affective domain:

Students can enjoy learning about animal and not afraid of making mistakes on answering questions in written or verbal with English language.

### C. Psychomotor domain:

Students read aloud the vocabulary, dialogue, and the reading text fluently and accurately

**IV. LEARNING MATERIAL:**

Happy Holy Kids English book "My book", Pictures, worksheet, LCD,  Flashcard,
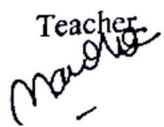
**V. LEARNING METHOD AND STRATEGY**

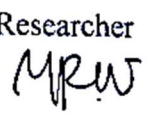 Reading aloud – Matching and Pairing picture, Story telling

**VI. LEARNING ACTIVITY**

| No | Steps | Learning Activity | Time |
|----|-------|-------------------|------|
| 1 | **Pre-activities** | **Orientation**<br>**-** Greet students, pray and worship<br>- Check the student's attendance<br>- Ask about previous lesson | **10 minutes** |
| 2 | **Whilst Activity** | **A. Warm Up**<br>- Students make a circle and sit together and sing "Good morning to you, to you and to you"<br>-Distinguish Numbers by singing Number 1-20 song and ask each student to show the correct number from the props.<br>-Watch a short story video about the Lion and the Rabbit<br>-Students back to their seats.<br><br>**B. Implementing Berlitz method**<br>- <u>Vocabulary Focuses</u>:  **Bee, Cow, Crab, Cat, Gorilla, Monkey, Elephant, Spider, Dog, Fox, Snake, Frog**<br>Explain students with picture about animal and their habitats ask the students to follow the vocabulary mentioned by teacher with PPT Presentation<br>- Read loudly with flashcard and ask students where its habitats<br>-Ask the students to follow reading aloud for the new vocabulary<br>**C. Confirmation**<br>- Teacher have one on one short time with students to make sure their understanding is correct and do self-correction.  Teacher gives recognition/reward for students with correct understanding. | **60 minutes** |

| 3 | Post-activity | **D. Evaluation**<br>- Students do the worksheet<br>- Collect the worksheet. Review it to assess their understanding<br>- Giving homework<br>- Closing the class | **10 minutes** |
|---|---|---|---|

Approved by,

Teacher

Marlene Sitaniapessy. S.pd

Researcher

Sisca Irene Sari

Principal

Elvis Mendrova M.pd

Cinere

Date on:

Appendix E

# LESSON PLAN

School    : Happy Holy Kids Kindergarten Cinere

Class     : KGB

Topic     : **Action Verbs**

Time     : 2 x 40 minutes

Meeting    :  5$^{st}$ Meeting (1 from 2)

Teacher    : Irene Sisca Hutagalung

## I.  STANDARD COMPETENCE

Understanding the very simple instructions based on teacher-made context.

## II.  BASIC COMPETENCE

Students to respond instruction for very simple expression by telling about "Action Verb"

## III. INDICATOR

 A. **Cognitive domain**:

 Students are able to recognize and understand vocabulary of **Action Verb** by responding to the teacher's explanation.

B. **Affective domain:** Students can enjoy learning about **Action verb** and not afraid  of making mistakes on answering questions in written or verbal with English language.

C. **Psychomotor domain**:

 Students read aloud the vocabulary, dialogue, and the reading text fluently and accurately

**IV. LEARNING MATERIAL:**

Happy Holy Kids English book "My book", LCD,Action verbs picture

**V. LEARNING METHOD AND STRATEGY**

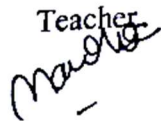 Reading aloud – Matching and Pairing picture, fill in the blank worksheet, Story telling

**VI. LEARNING ACTIVITY**

| No | Steps | Learning Activity | Time |
|---|---|---|---|
| 1 | **Pre-activities** | **Orientation**<br>**-** Greet students, pray and worship<br>- Check the student's attendance<br>- Ask about previous lesson | **10 minutes** |
| 2 | **Whilst Activity** | **A. Warm Up**<br>- Students make a circle and sit together and sing "Good morning to you, to you and to you"<br>-  Distinguish Letter A-Z by singing ABC song and ask each student to show the correct letter from the props .<br>-Students back to their seats.<br><br>**B. Presentation and Practice with Berlitz method**<br>- Watch a video about Action Verb<br>- <u>Vocabulary Focuses</u>: **Walk, Run, Play, Sleep, Read, Jump, Ride, Write, Fly, Laugh, Climb, Watch, Dance, Fly, Fight**<br><br>**C. Confirmation**<br>- Teacher have one on one short time with students to make sure their understanding is correct and do self-correction.  Teacher gives recognition/reward for students with correct understanding.<br><br>**D. Evaluation**<br>- Students do the worksheet | **55 minutes** |
| 3 | **Post-activity** | - Collect the worksheet once they're done working. Review it to assess their understanding | |

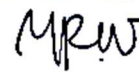| | | - Give homework from Regular Activity book in the school<br>- Closing the class | **15 minutes** |
|---|---|---|---|
| | | | |

Approved by,

Teacher

Marlene Sitaniapessy. S.pd

Researcher

Sisca Irene Sari

Principal,

Elvis Mendrova M.pd

Cinere

Date on:

Appendix F

# LESSON PLAN

School : Happy Holy Kids Kindergarten Cinere

Class : KGB

Topic : **Action Verbs**

Time : 2 x 40 minutes

Meeting :  6st Meeting (2 from 2)

Teacher : Irene Sisca Hutagalung

## I.  STANDARD COMPETENCE

Understanding the very simple instructions based on teacher-made context.

## II.  BASIC COMPETENCE

Students to respond instruction for very simple expression by telling about "Action Verb"

## III. INDICATOR

 **A**. **Cognitive domain**:

Students are able to recognize and understand vocabulary of **Action Verb** by responding to the teacher's explanation.

**B. Affective domain:**

Students can enjoy learning about **Action verb** and not afraid of making mistakes on answering questions in written or verbal with English language.

**C. Psychomotor domain**:

 Students read aloud the vocabulary, dialogue, and the reading text fluently and accurately

## IV. LEARNING MATERIAL:

Happy Holy Kids English book "My book", LCD, Action verbs picture
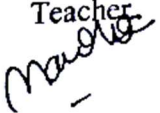
## V. LEARNING METHOD AND STRATEGY

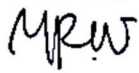Reading aloud – Matching and Pairing picture, fill in the blank worksheet, Story telling

## VI. LEARNING ACTIVITY

| No | Steps | Learning Activity | Time |
|----|-------|-------------------|------|
| 1 | **Pre-activities** | **Orientation**<br>- Greet students, pray and worship<br>- Check the student's attendance<br>- Ask about previous lesson | **10 minutes** |
| 2 | **Whilst Activity** | **A. Warm Up**<br>- Students make a circle and sit together and sing "Good morning to you, to you and to you"<br>-Distinguish Letter A-Z by singing ABC song and ask each student to show the correct letter from the props.<br>-Students back to their seats.<br><br>**B. Implementing Berlitz method**<br>- Watch a video about Action Verb<br>-<u>Vocabulary Focuses</u>: **Open, Close, Switch on, Switch off, Throw away, Push, Pull, Give, Stand up, Sit up, Throw, Catch**<br><br>**C. Confirmation**<br>- Teacher have one on one short time with students to make sure their understanding is correct and do self-correction.  Teacher gives recognition/reward for students with correct understanding. | **60 minutes** |
| 3 | **Post-activity** | **D. Evaluation**<br>- Students divide into two groups and play the action verb questions | **10 minutes** |

| | | - Give homework from Regular Activity book in the school<br>- Closing the class | |
|---|---|---|---|
| | | | |

Approved by,

Teacher

Marlene Sitaniapessy. S.pd

Researcher

Sisca Irene Sari

Principal,

Elvis Mendrova M.pd

Cinere
Date on:

Appendix G

# LESSON PLAN

School       : Happy Holy Kids Kindergarten Cinere

Class        : KGB

Topic        : **Numbers** (1 to 100)

Time        : 2 x 40 minutes

Meeting     : 7st Meeting (1 from 2)

Teacher     : Irene Sisca Hutagalung

## I. STANDARD COMPETENCE

Understanding the very simple instructions based on teacher-made context.

## II. BASIC COMPETENCE

Students to respond instruction for very simple expression by telling about "Number"

## III. INDICATOR

 **A**. **Cognitive domain**:

  Students are able to recognize and understand vocabulary of **Number** by responding to the teacher's explanation.

 **B. Affective domain:**

  Students can enjoy learning about **Number** and not afraid of making mistakes on answering questions in written or verbal with English language.

 **C. Psychomotor domain**:

  Students read aloud the vocabulary, dialogue, and the reading text fluently and accurately

## IV. LEARNING MATERIAL:

Happy Holy Kids English book "My book", Assorted colorful stars, glue, whiteboard, markers, number 1 Tracing worksheet.

**V. LEARNING METHOD AND STRATEGY**

Reading aloud – Matching and Pairing picture, Reading Poem "One, two buckle my shoe"
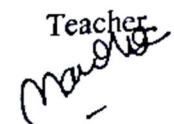
**VI. LEARNING ACTIVITY**

| No | Steps | Learning Activity | Time |
|----|-------|-------------------|------|
| 1 | **Pre-activities** | **Orientation**<br>- Greet students, pray and worship<br>- Check the student's attendance<br>- Ask about previous lesson | **10 minutes** |
| 2 | **Whilst Activity** | **A. Warm Up**<br>- Students make a circle and sit together and sing "Good morning to you, to you and to you"<br>-Distinguish Number by singing Happy Holy Kids number 1-20 song and ask each student to show the correct number from the props.<br>-Students back to their seats.<br><br>**B. Implementing Berlitz method**<br>- Vocabulary focuses: Number 1- 50 with flashcard<br>-Teacher read a poem by Mother Goose that uses all the numbers from one to ten and so on." And ask each student to read one paragraph<br><br>**C. Confirmation**<br>- Teacher have one on one short time with students to make sure their understanding is correct and do self-correction.  Teacher gives recognition/reward for students with correct understanding.<br>**D. Evaluation**<br>- Ask the students to have a piece of paper, glue and stars made from colorful paper and place the stars into the correct amount as below: | **60 minutes** |

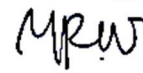| 3 | **Post-activity** | 1 *<br>2 **<br>3 ***<br>4 ****<br>5 *****<br>-  Giving homework<br>- Closing the class | 6 ******<br>7 *******<br>8 ********<br>9 *********<br>10 ********** | **10 minutes** |
|---|---|---|---|---|

Approved by,

Teacher

Marlene Sitaniapessy. S.pd

Researcher

Sisca Irene Sari

Principal,

Elvis Mendrova M.pd

Cinere

Date on:

Appendix H

# **LESSON PLAN**

School                 : Happy Holy Kids Kindergarten Cinere

Class                  : KGB

Topic                  : **Numbers** (1 to 100)

Time                   : 2 x 40 minutes

Meeting                :  8st Meeting (2 from 2)

Teacher                : Irene Sisca Hutagalung

## I.  STANDARD COMPETENCE

Understanding the very simple instructions based on teacher-made context.

## II.  BASIC COMPETENCE

Students to respond instruction for very simple expression by telling about "Number"

## III. INDICATOR

### A. **Cognitive domain**:

Students are able to recognize and understand vocabulary of **Number** by responding to the teacher's explanation.

### B. **Affective domain:**

Students can enjoy learning about **Number** and not afraid of making mistakes on answering questions in written or verbal with English language.

### C. **Psychomotor domain**:

Students read aloud the vocabulary, dialogue, and the reading text fluently and accurately

**IV. LEARNING MATERIAL:**

Happy Holy Kids English book "My book", Assorted colorful stars, glue, whiteboard,

markers, number 1 Tracing worksheet.

**V. LEARNING METHOD AND STRATEGY**
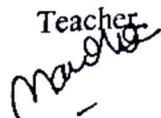
 Reading aloud – Matching and Pairing picture

**VI. LEARNING ACTIVITY**

| No | Steps | Learning Activity | Time |
|----|-------|-------------------|------|
| 1 | **Pre-activities** | **Orientation**<br>- Greet students, pray and worship<br>- Check the student's attendance<br>- Ask about previous lesson | **10 minutes** |
| 2 | **Whilst Activity** | **A. Warm Up**<br>- Students make a circle and sit together and sing "Good morning to you, to you and to you"<br>-Distinguish Number by singing Happy Holy Kids number 1-20 song and ask each student to show the correct number from the props.<br>-Students back to their seats.<br><br>**B. Implementing Berlitz method**<br>- <u>Vocabulary Focuses</u>: number 50-100 with flashcard and ask students to repeat the vocabulary<br><br>**C. Confirmation**<br>  - Teacher have one on one short time with students to make sure their understanding is correct and do self-correction. **10 minutes**<br>**D. Evaluation**<br>- Students do the worksheet | **60 minutes** |

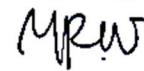| 3 | Post-activity | - Collect the worksheet once they're done working. Review it to assess their understanding<br>- Giving homework<br>- Closing the class | 10 minutes |
|---|---|---|---|

Approved by,

Teacher

Marlene Sitaniapessy. S.pd

Researcher

Sisca Irene Sari

Principal,

Elvis Mendrova M.pd

Cinere

Date on:

Appendix I

# LESSON PLAN

School     : Happy Holy Kids Kindergarten Cinere
Class      : KGB
Topic      : Introducing yourself
Time      : 2 x 40 minutes
Meeting     :  1st Meeting / CYCLE 2
Teacher     : Irene Sisca Hutagalung

## I.  STANDARD COMPETENCE

Understanding the very simple instructions based on teacher-made context.

## II.  BASIC COMPETENCE

Students to respond instruction for very simple expression by introducing yourselft"

## III. INDICATOR

### A. Cognitive domain:

Students are able to recognize and understand vocabulary on how introducing yourself by responding to the teacher's explanation.

### B. Affective domain:

Students can enjoy learning about **Introducing yourself** and not afraid of making mistakes on answering questions in written or verbal with English language.

### C. Psychomotor domain:

Students read aloud the vocabulary, dialogue, and the reading text fluently and accurately

**IV. LEARNING MATERIAL:**

Happy Holy Kids English book "My book", Card, marker, Students self-photo, LCD.

**V. LEARNING METHOD AND STRATEGY**

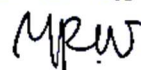Reading aloud – Matching and Pairing picture, Role play

**VI. LEARNING ACTIVITY**

| No | Steps | Learning Activity | Time |
|---|---|---|---|
| 1 | **Pre-activities** | **Orientation**<br>**-** Greet students, pray and worship<br>- Check the student's attendance<br>- Ask about previous lesson | **10 minutes** |
| 2 | **Whilst Activity** | **A. Warm Up**<br><br>- Students make a circle and sit together and sing "Good morning to you, to you and to you"<br><br>-Distinguish Letter A-Z by singing ABC song and ask each student to show the correct letter from the props.<br>-Students back to their seats.<br>**B. Implementing Berlitz method**<br>**-** <u>Vocabulary Focuses</u>: **Name, Hobby, Favorite food, Favorite drink, Address, Siblings, Favorite place**<br>-Watch introducing video<br><br>- Pair the students and asking them to have a role play on introducing their selves.<br><br>**-** Ask students to complete worksheet<br><br>**C. Confirmation**<br>- Teacher have one on one short time with students to make sure their understanding is correct and do | **55 minutes** |

| 3 | Post-activity | self-correction. Teacher gives recognition/reward for students with correct understanding.<br>**D. Evaluation**<br>- Students do the worksheet<br> - Collect the worksheet once they're done working. Review it to assess their understanding<br><br> -  Giving homework<br>- Closing the class | **15 minutes** |
|---|---|---|---|

Approved by,

Teacher

Marlene Sitaniapessy. S.pd

Researcher

Sisca Irene Sari

Principal,

Elvis Mendrova M.pd

Cinere
Date on:

Appendix J

# **LESSON PLAN**

School : Happy Holy Kids Kindergarten Cinere

Class : KGB

Topic : Cloth & Accessories

Time : 2 x 40 minutes

Meeting :  2nd Meeting / CYCLE 2

Teacher : Irene Sisca Hutagalung

## I.  STANDARD COMPETENCE

Understanding the very simple instructions based on teacher-made context.

## II.  BASIC COMPETENCE

Students to respond instruction for very simple expression by telling about Cloth & Accessories"

## III. INDICATOR

A. **Cognitive domain**:

Students are able to recognize and understand vocabulary on about Cloth & Accessories by responding to the teacher's explanation.

B. **Affective domain**

Students can enjoy learning about **How to Introduce yourself** and not afraid of making mistakes on answering questions in written or verbal with English language.

C. **Psychomotor domain**:

Students read aloud the vocabulary, dialogue, and the reading text fluently

and accurately

**IV. LEARNING MATERIAL:**

Happy Holy Kids English book "My book", LCD, Flashcards
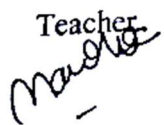
**V. LEARNING METHOD AND STRATEGY**

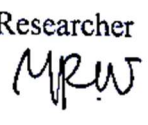Reading aloud – Matching and Pairing picture, Story telling

**VI. LEARNING ACTIVITY**

| No | Steps | Learning Activity | Time |
|----|-------|-------------------|------|
| 1 | **Pre-activities** | **Orientation**<br>- Greet students, pray and worship<br>- Check the student's attendance<br>- Ask about previous lesson | **10 minutes** |
| 2 | **Whilst Activity** | **Exploration**<br><br>**A. Warm Up**<br><br>- Students make a circle and sit together and sing "Good morning to you, to you and to you"<br><br>-Distinguish Letter A-Z by singing ABC song and ask each student to show the correct letter from the props.<br>-Students back to their seats.<br>**B. Implementing Berlitz method**<br>-Watch a video vocabulary about cloths<br>- <u>Vocabulary Focuses</u>: **Shirt, Trousers, Pants, Blouse, Cap, Shoes, Jacket, Sweater, Dress, Socks, Coat, T-shirt, Hot pants, Skirt.**<br>- Teacher read a short story refer to cloths "Fashion forest"<br>**C. Confirmation**<br>- Teacher have one on one short time with students to make sure their understanding is correct and do self- | **60 minutes** |

| 3 | Post-activity | correction. Teacher gives recognition/reward for students with correct understanding.<br>**D. Evaluation**<br>- Students do the worksheet<br><br>- Collect the worksheet once they're done working. Review it to assess their understanding<br>-  Giving homework<br>- Closing the class | **10 minutes** |
|---|---|---|---|

Approved by,

Teacher

Marlene Sitaniapessy. S.pd

Researcher

Sisca Irene Sari

Principal,

Elvis Mendrova M.pd

Cinere

Date on:

Appendix K

# LESSON PLAN

School : Happy Holy Kids Kindergarten Cinere
Class : KGB
Topic : **HEALTH**
Time : 2 x 40 minutes
Meeting : 3rd Meeting / CYCLE 2
Teacher : Irene Sisca Hutagalung

## I. STANDARD COMPETENCE

Understanding the very simple instructions based on teacher-made context.

## II. BASIC COMPETENCE

Students to respond instruction for very simple expression by telling about "**Health**"

## III. INDICATOR

### A. Cognitive domain:

Students are able to recognize and understand vocabulary on about Health by responding to the teacher's explanation.

### B. Affective domain:

Students can enjoy learning about **Health** and not afraid of making mistakes on answering questions in written or verbal with English language.

### C. Psychomotor domain:

Students read aloud the vocabulary, dialogue, and the reading text fluently and accurately

**IV. LEARNING MATERIAL:**

Happy Holy Kids English book "My book", whiteboard, markers, worksheet.

**V. LEARNING METHOD AND STRATEGY**
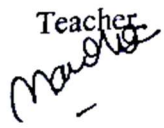
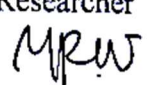Reading aloud – Matching and Pairing picture

**VI. LEARNING ACTIVITY**

| No | Steps | Learning Activity | Time |
|---|---|---|---|
| 1 | **Pre-activities** | **Orientation**<br>- Greet students, pray and worship<br>- Check the student's attendance<br>- Ask about previous lesson | **10 minutes** |
| 2 | **Whilst Activity** | **A. Warm Up**<br><br>- Students make a circle and sit together and sing "Good morning to you, to you and to you"<br><br>- Distinguish Numbers by singing Number 1-20 song and ask each student to show the correct number from the props.<br>-Students back to their seats.<br><br>**B. Implementing Berlitz method**<br>- <u>Vocabulary Focuses</u>: Medicine, Doctor, Nurse, Hospital, Stomach ache, Sore troath, toothache, Cough, Headache, Fever, Cold<br><br>- Give a story telling the students about health wealth<br><br>**C. Confirmation** | **60 minutes** |

| 3 | Post-activity | - Teacher have one on one short time with students to make sure their understanding is correct and do self-correction. Teacher gives recognition/reward for students with correct understanding.<br><br>**D. Evaluation**<br>- Students do the worksheet<br> - Collect the worksheet once they're done working.<br>-Review it to assess their understanding<br><br>-  Giving homework<br>- Closing the class | **10 minutes** |

Approved by,

Teacher

Marlene Sitaniapessy. S.pd

Researcher

Sisca Irene Sari

Principal,

Elvis Mendrova M.pd

Cinere

Date on:

Appendix L

# LESSON PLAN

School : Happy Holy Kids Kindergarten Cinere
Class : KGB
Topic : **Food & Drink**
Time : 2 x 40 minutes
Meeting :  4th Meeting / CYCLE 2
Teacher : Irene Sisca Hutagalung

## I.  STANDARD COMPETENCE

Understanding the very simple instructions based on teacher-made context.

## II.  BASIC COMPETENCE

Students to respond instruction for very simple expression by telling about "**Food & Drink**"

## III. INDICATOR

 A. **Cognitive domain**:

Students are able to recognize and understand vocabulary on about Food & Drink by responding to the teacher's explanation.

B. **Affective domain:**

Students can enjoy learning about **Food & Drink** and not afraid of making mistakes on answering questions in written or verbal with English language.

C. **Psychomotor domain**:

Students read aloud the vocabulary, dialogue, and the reading text fluently and accurately

**IV. LEARNING MATERIAL:**

Happy Holy Kids English book "My book", whiteboard, markers, paper, worksheet.
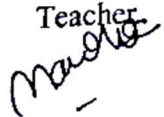
**V. LEARNING METHOD AND STRATEGY**

 Reading aloud – Matching and Pairing Picture-Dictation
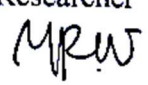
**VI. LEARNING ACTIVITY**

| No | Steps | Learning Activity | Time |
|----|-------|-------------------|------|
| 1 | **Pre-activities** | **Orientation**<br>- Greet students, pray and worship<br>- Check the student's attendance<br>- Ask about previous lesson | **10 minutes** |
| 2 | **Whilst Activity** | **A. Warm Up**<br><br>- Students make a circle and sit together and sing "Good morning to you, to you and to you"<br><br>-Distinguish Letter A-Z by singing ABC song and ask each student to show the correct letter from the props.<br>-Students back to their seats.<br><br>**B. Implementing Berlitz method**<br><br>-<u>Vocabulary Focuses</u>: Kinds of Fruits, Kinds of Drinks, Bread, Honey, Hotdog, Burger, Pizza, Cake, Ice Cream, Coke<br><br>-Teacher spell and ask students to follow the vocabulary | **60 minutes** |

| 3 | Post-activity | .-Students play game "Lisa food corner" and the winner gets a prize from teacher. http://www.kids-pages.com/folders/games/Lisa_Food_Shop/page1.htm<br><br>**C. Confirmation**<br>- Teacher have one on one short time with students to make sure their understanding is correct, do self-correction. Teacher gives recognition/reward for students with correct understanding.<br><br>**D. Evaluation**<br>- Students do the worksheet<br> - Collect the worksheet once they're done working. Review it to assess their understanding<br><br>-  Give homework from Regular Activity book in the school<br>- Closing the class | **10 minutes** |

Approved by,

Teacher

Marlene Sitaniapessy. S.pd

Researcher

Sisca Irene Sari

Principal,

Elvis Mendrova M.pd

Cinere

Date on:

Appendix M

# **LESSON PLAN**

School     : Happy Holy Kids Kindergarten Cinere
Class      : KGB
Topic      : **PUBLIC PLACES**
Time      : 2 x 40 minutes
Meeting     :  5th Meeting / CYCLE 2
Teacher     : Irene Sisca Hutagalung

## I. STANDARD COMPETENCE

Understanding the very simple instructions based on teacher-made context.

## II. BASIC COMPETENCE

Students to respond instruction for very simple expression by telling about "Public

**Places**"

## III. INDICATOR

**A**. **Cognitive domain**:

Students are able to recognize and understand vocabulary on about **Public**

**Places** by responding to the teacher's explanation.

**B. Affective domain:**

Students can enjoy learning about **Public Places** and not afraid of making

mistakes on answering questions in written or verbal with English language.

**C. Psychomotor domain**:

Students read aloud the vocabulary, dialogue, and the reading text fluently and

accurately

**IV. LEARNING MATERIAL:**

Happy Holy Kids English book "My book", Flashcard

**V. LEARNING METHOD AND STRATEGY**
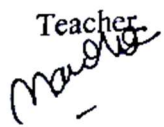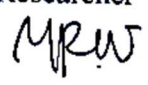
Reading aloud – Matching and Pairing picture

**VI. LEARNING ACTIVITY**

| No | Steps | Learning Activity | Time |
|----|-------|-------------------|------|
| 1 | **Pre-activities** | **Orientation**<br>**-** Greet students, pray and worship<br>- Check the student's attendance<br>- Ask about previous lesson | **10 minutes** |
| 2 | **Whilst Activity** | **A. Warm Up**<br><br>- Students make a circle and sit together and sing "Good morning to you, to you and to you"<br><br>Distinguish Letter A-Z by singing ABC song and ask each student to show the correct letter from the props.<br>-Students back to their seats.<br>**B. Implementing Berlitz method**<br><br>-<u>Vocabulary Focuses:</u> School, Hospital, Park, Museum, Supermarket, Playground, Mall, Swimming pool, Bus station<br><br>- Ask students to draw their favorite place, teacher also help students to get their understanding for vocabulary related to their drawing<br><br>**C. Confirmation**<br>- Teacher have one on one short time with students to make sure their understanding is correct, do self- | **60 minutes** |

| 3 | Post-activity | correction. Teacher gives recognition/reward for students with correct understanding.<br>**D. Evaluation**<br>- Students complete Puzzle<br>-  Students do the worksheet<br> - Collect the worksheet once they're done working. Review it to assess their understanding<br><br>-  Giving homework<br>- Closing the class | **10 minutes** |
|---|---|---|---|

Approved by,

Teacher

Marlene Sitaniapessy. S.pd

Researcher

Sisca Irene Sari

Principal,

Elvis Mendrova M.pd

Cinere
Date on:

Appendix N

# LESSON PLAN

School              : Happy Holy Kids Kindergarten Cinere
Class                : KGB
Topic                : **"PROFESSION"**
Time                 : 2 x 40 minutes
Meeting            : 6th meeting
Teacher            : Irene Sisca Hutagalung

## I. STANDARD COMPETENCE

Understanding the very simple instructions based on teacher-made context.

## II. BASIC COMPETENCE

Students to respond instruction for very simple expression by telling about "**Profession**"

## III. INDICATOR

### A. Cognitive domain:

Students are able to recognize and understand vocabulary on about Profession by responding to the teacher's explanation.

### B. Affective domain:

Students can enjoy learning about **Profession** and not afraid of making mistakes on answering questions in written or verbal with English language.

### C. Psychomotor domain:

Students read aloud the vocabulary, dialogue, and the reading text fluently and accurately

**IV. LEARNING MATERIAL:**

Happy Holy Kids English book "My book", Flashcards.
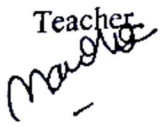
**V. LEARNING METHOD AND STRATEGY**

Reading aloud – Matching and Pairing picture- Interview

**VI. LEARNING ACTIVITY**

| No | Steps | Learning Activity | Time |
|----|-------|-------------------|------|
| 1 | **Pre-activities** | **Orientation**<br>- Greet students, pray and worship<br>- Check the student's attendance<br>- Ask about previous lesson | **5 minutes** |
| 2 | **Whilst Activity** | **A. Warm Up**<br><br>- Students make a circle and sit together and sing "Good morning to you, to you and to you"<br><br>- Distinguish Numbers by singing Number 1-20 song and ask each student to show the correct number from the props.<br>-Students back to their seats<br><br>**B. Presentation and Practice with Berlitz method**<br><br>-Vocabulary Focuses: Fire fighter, Taxi driver, Musician, Security, Teacher, Doctor, Nurse, Lifeguard, Cashier, Tailor, Coach, Pilot, Farmer<br>-Watch a video about firefighter<br>**C. Confirmation**<br>- Teacher have one on one short time with students to make sure their understanding is correct, do self-correction. Teacher gives recognition/reward for students with correct understanding. | **60 minutes** |

| 3 | Post-activity | **D. Evaluation**<br>-  Students do the worksheet<br>- Collect the worksheet once they're done working.<br>- Review it to assess their understanding<br><br>-  Giving homework<br>- Closing the class | **10 minutes** |
|---|---|---|---|

Approved by,

Teacher

Marlene Sitaniapessy. S.pd

Researcher

Sisca Irene Sari

Principal,

Elvis Mendrova M.pd

Cinere

Date on:

Appendix O

# LESSON PLAN

School          : Happy Holy Kids Kindergarten Cinere
Class           : KGB
Topic           : **"HOUSE"**
Time            : 2 x 40 minutes
Meeting         :  7$^{th}$  meeting
Teacher         : Irene Sisca Hutagalung

## I.  STANDARD COMPETENCE

Understanding the very simple instructions based on teacher-made context.

## II.  BASIC COMPETENCE

Students to respond instruction for very simple expression by telling about "**House**"

## III. INDICATOR

### A. Cognitive domain:

Students are able to recognize and understand vocabulary on about House by
responding to the teacher's explanation.

### B. Affective domain:

Students can enjoy learning about **House** and not afraid of making mistakes on
answering questions in written or verbal with English language.

### C. Psychomotor domain:

Students read aloud the vocabulary, dialogue, and the reading text fluently and
accurately

**IV. LEARNING MATERIAL:**

Happy Holy Kids English book "My book"

**V. LEARNING METHOD AND STRATEGY**
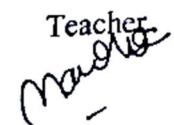
Reading aloud – Matching and Pairing picture

**VI. LEARNING ACTIVITY**

| No | Steps | Learning Activity | Time |
|---|---|---|---|
| 1 | **Pre-activities** | **Orientation**<br>**-** Greet students, pray and worship<br>- Check the student's attendance<br>- Ask about previous lesson | **10 minutes** |
| 2 | **Whilst Activity** | **A. Warm Up**<br><br>- Students make a circle and sit together and sing "Good morning to you, to you and to you"<br><br>-Distinguish Letter A-Z by singing ABC song and ask each student to show the correct letter from the props.<br>-Students back to their seats<br><br>**B. Implementing Berlitz method**<br><br>-<u>Vocabulary Focuses</u>: Living room, Bedroom, Bathroom, Sofa, Chair, Kitchen, Dining table, Garden, Fish pound<br>-Read a short story about "A Haunted house" (teacher must read it in a perfect intonation, right gesture so the students interesting and feels like they are part of the actor from the story)<br>**C. Confirmation**<br>- Teacher have one on one short time with students to make sure their understanding is correct, do self-correction. Teacher gives recognition/reward for students with correct understanding. | **60 minutes** |

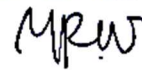| 3 | Post-activity | **D. Evaluation**<br>- Students do the worksheet<br> - Collect the worksheet once they're done working. Review it to assess their understanding<br><br>-  Giving homework<br>- Closing the class | **10 minutes** |
|---|---|---|---|

Approved by,

Teacher

Marlene Sitaniapessy. S.pd

Researcher

Sisca Irene Sari

Principal

Elvis Mendrova M.pd

Cinere
Date on:

Appendix P

# LESSON PLAN

School : Happy Holy Kids Kindergarten Cinere
Class : KGB
Topic : **"SEASON"**
Time : 2 x 40 minutes
Meeting : 8th meeting / CYCLE 2
Teacher : Irene Sisca Hutagalung

## I. STANDARD COMPETENCE

Understanding the very simple instructions based on teacher-made context.

## II. BASIC COMPETENCE

Students to respond instruction for very simple expression by telling about "**Season**"

## III. INDICATOR

### A. Cognitive domain:

Students are able to recognize and understand vocabulary on about Season by responding to the teacher's explanation.

### B. Affective domain:

Students can enjoy learning about **Season** and not afraid of making mistakes on answering questions in written or verbal with English language.

### C. Psychomotor domain:

Students read aloud the vocabulary, dialogue, and the reading text fluently and accurately

**IV. LEARNING MATERIAL:**

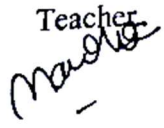Happy Holy Kids English book "My book"

**V. LEARNING METHOD AND STRATEGY**

Reading aloud – Matching and Learning from real object
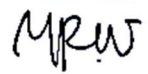
**VI. LEARNING ACTIVITY**

| No | Steps | Learning Activity | Time |
|----|-------|-------------------|------|
| 1 | **Pre-activities** | **Orientation**<br>**-** Greet students, pray and worship<br>- Check the student's attendance<br>- Ask about previous lesson | **10 minutes** |
| 2 | **Whilst Activity** | **A. Warm Up**<br><br>- Students make a circle and sit together and sing "Good morning to you, to you and to you"<br><br>- Distinguish Numbers by singing Number 1-20 song and ask each student to show the correct number from the props .<br>-Students back to their seats<br>**B. Implementing Berlitz method**<br><br>- <u>Vocabulary Focuses</u>: Summer, Winter, Rainy, Spring, Snow, Snowman, Skiing<br><br>-Watch a video about vocabulary for Season<br><br>-Teacher to comment and ask students about the vocabulary<br><br>**C. Confirmation**<br>- Teacher have one on one short time with students to make sure their understanding is correct, do self-correction. Teacher gives recognition/reward for students with correct understanding. | **60 minutes** |

| 3 | Post-activity | **D. Evaluation**<br>- Students do the worksheet<br> - Collect the worksheet once they're done working. Review it to assess their understanding<br>-Students to do their worksheet<br><br>- Giving homework<br>- Closing the class | **10 minutes** |
|---|---|---|---|

Approved by,

Teacher

Marlene Sitaniapessy. S.pd

Researcher

Sisca Irene Sari

Principal

Elvis Mendrova M.pd

Cinere

Date on:

Appendix Q

# LESSON PLAN

School              : Happy Holy Kids Kindergarten Cinere
Class               : KGB
Topic              : **"FEELINGS"**
Time               : 2 x 40 minutes
Meeting           :  9th  meeting/ CYCLE 2
Teacher           : Irene Sisca Hutagalung

## I.  STANDARD COMPETENCE

Understanding the very simple instructions based on teacher-made context.

## II.  BASIC COMPETENCE

Students to respond instruction for very simple expression by telling about "**Feelings**"

## III. INDICATOR

### A. Cognitive domain:

Students are able to recognize and understand vocabulary on about Feelings by responding to the teacher's explanation.

### B. Affective domain:

Students can enjoy learning about **Feelings** and not afraid of making mistakes on answering questions in written or verbal with English language.

### C. Psychomotor domain:

Students read aloud the vocabulary, dialogue, and the reading text fluently and accurately

## IV. LEARNING MATERIAL:

Happy Holy Kids English book "My book", number 1 Tracing worksheet.
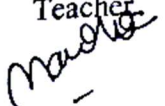
## V. LEARNING METHOD AND STRATEGY

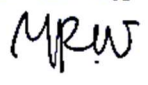Reading aloud – Matching and Pairing picture, Story telling

## VI. LEARNING ACTIVITY

| No | Steps | Learning Activity | Time |
|----|-------|-------------------|------|
| 1 | **Pre-activities** | **Orientation**<br>- Greet students, pray and worship<br>- Check the student's attendance<br>- Ask about previous lesson | **10 minutes** |
| 2 | **Whilst Activity** | **A. Warm Up**<br><br>- Students make a circle and sit together and sing "Good morning to you, to you and to you"<br><br>-Distinguish Letter A-Z by singing ABC song and ask each student to show the correct letter from the props.<br>-Students back to their seats<br>.<br>**B. Implementing Berlitz method**<br><br>-<u>Vocabulary Focuses</u>: Sad, Silly, Happy, Mad, Sick, Scared, Nervous, Worry, Tired, Arrogant, Worried, Hungry, Thirsty<br>- Read a story "The scared Tumi"<br>-Teacher explain briefly about feelings and when the right moment of the feelings usually happens<br>-Act different feelings, ask students to show you the feeling on their face.<br><br>**C. Confirmation**<br>- Teacher have one on one short time with students to make sure their understanding is correct, do self- | **60 minutes** |

| 3 | Post-activity | correction. Teacher gives recognition/reward for students with correct understanding.<br><br>**D. Evaluation**<br>- Students do the worksheet<br> - Collect the worksheet once they're done working. Review it to assess their understanding<br>-Students to do their worksheet<br><br>- Give homework from Regular Activity book in the school<br>- Closing the class | **10 minutes** |

Approved by,

Teacher

Marlene Sitaniapessy. S.pd

Researcher

Sisca Irene Sari

Principal,

Elvis Mendrova M.pd

Cinere

Date on:

Appendix R

**PRE- TEST**

**Name        :**

**A. PAIR THE PICTURE WITH THE CORRECT WORDS**

**Chair    Ball    Bicycle    Doll    Hat**

**1.** 

**2.** 

**3.** 

**4.** 

**5.** 

**B.  COMPLETE THE BLANK WORD**

1. N_SE

2. HAN_

3. H_ _ R

4.  M_ U_ _

5._ _ET

## C. WRITE THE CORRECT ANSWER

8 =

4 =

3 =

5 =

9 =

D. Pair with correct answer

| Play | Hug | Eat |
| Sleep | sweep | |

1. We will _____ Lunch



2. I_____ my mother everyday



3. I should _____ early tonight



4. Please _____ the floor today



5. Let's _____ soccer tomorrow

Appendix S

Answer Key Pre-test

**A. General Vocabulary**

**Vocabulary**

1. Hat

2. Chair

3. Doll

4. Bicycle

5. Ball

**B. Part of Body**

1. O

2. D

3. H; I

4. O

5. T; TH

**C. "Number" Vocabulary**

**Vocabulary**

1. Eight

2. Four

3. Three

4. Five

5. Nine

**D. Action Verb**

1. Eat

2. Hug

3. Sleep

4. Sweep

5. Play

Appendix T

Student's Score of Pre-test

| NO | NAME | SCORE | CATEGORY |
|----|------|-------|----------|
| 1 | Annabella | 50 | Fair |
| 2 | Salvadore | 42,5 | Low |
| 3 | Zevanya | 32,5 | Low |
| 4 | Andreas | 30 | Low |
| 5 | Meliana | 47,5 | Fair |
| 6 | Michael | 55 | Fair |
| 7 | Ruben | 67,5 | Good |

Appendix U

**POST- TEST CYCLE 1**

**Name:**

**A. Draw a line to the correct number**

    **1. Forty-five**            **45**

    **2. Sixty-six**            **34**

    **3. Twenty-four**       **91**

    **4. Thirty-four**         **66**

    **5. Ninety-one**        **24**

**B. Complete the blank**

    **1. I _____ with my eyes**

    **2. I _____ with my nose**

    **3. I _____ with my hand**

    **4. I _____ with my legs**

    **5. I _____ with my ears**

## C. Fill the blank

1. C_W

2. _IG_R

3. DO _

4. FR_ _

5. H_RS_
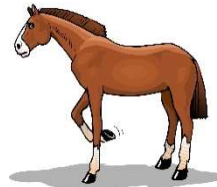
**D. Complete the missing word and color it!**

| | |
|---|---|
| | s_d |
| | w_rr_ _d |
| | t_r_d |
| | th_rsty |
| | _ngry |
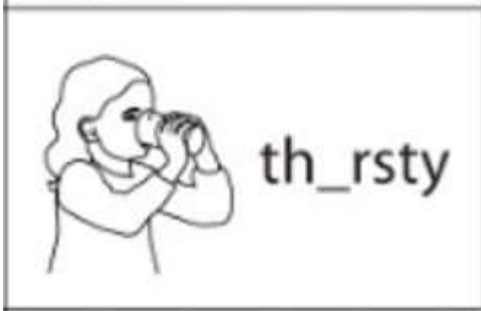
Appendix V

Answer Key Post -Test cycle 1

| **A. Number** | **B. Action Verb** |
|---|---|
| 1. A | 1. See |
| 2. D | 2. Smell |
| 3. E | 3. Write |
| 4. B | 4. Walk |
| 5. C | 5. Hear |

| **C. Animal** | **D. Action Verb Vocabulary** |
|---|---|
| 1. O | 1. Sad |
| 2. T; E | 2. Worried |
| 3. G | 3. Tired |
| 4. O; G | 4. Thirsty |
| 5. O; E | 5. Angry |

Appendix W

Student's Score Post-test Cycle 1

| NO | NAME | SCORE | CATEGORY |
|---|---|---|---|
| 1 | Annabella | 65 | Good |
| 2 | Salvadore | 55 | Fair |
| 3 | Zevanya | 55 | Fair |
| 4 | Andreas | 65 | Good |
| 5 | Meliana | 75 | Good |
| 6 | Michael | 60 | Fair |
| 7 | Ruben | 75 | Good |

Appendix X

**POST- TEST CYCLE 2**

**Name:**

## A. Fill the missing vowel



c_w  d_g  d_ck



b_ _r  w_lf
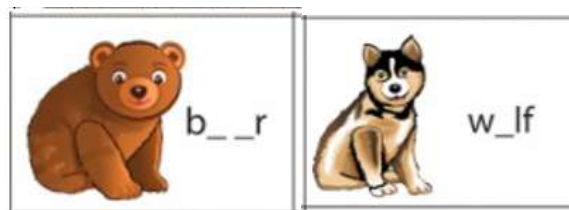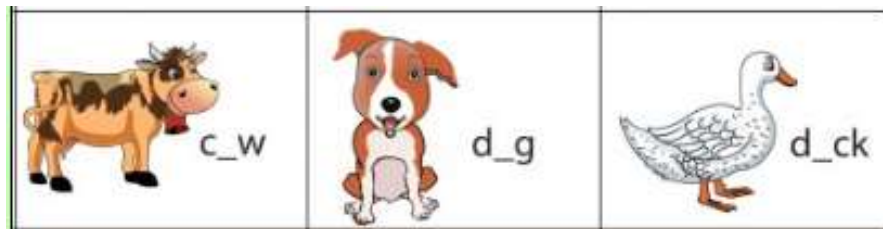
## B. Select which one is the correct spelling

| 1. 25 = | 2. 18 = | 3. 51 = |
|---|---|---|
| A. Twenty-Five | A. Eighty | A. Five hundred |
| B. Fifteen Five | B. Eighteen | B. Fifteen One |
| C. Thirty-Five | C. Eight zero | C. Fifty-One |
| 4. 4 = | 5. 33 = | |
| A. Four | A. Three | |
| B. For | B. Thirty-Three | |
| C. Fore | C. Twenty-Three | |

**C. Match the correct expression/ Feelings**

- sleep
- sleepy
- sad
- worried
- hungry
- tired
- happy
- thirsty
- angry
- sick

Appendix Y

Answer Key Post -Test cycle 2

**A. Animal**

1. O

2. O

3. U

4. E; A

5. O

**B. Number**

1. Twenty-Five

2. Eighteen

3. Fifty-One

4. Four

5. Thirty-Three

**C. Action Verb**

1. Happy

2. Sick

3. Sad

4. Tired

5. Angry

6. Worried

7. Thirsty

8. Sleepy

9. Sleep

5. Hungry

Appendix Z

Student's Score Post-test Cycle 2

| NO | NAME | SCORE | CATEGORY |
|----|------|-------|----------|
| 1 | Annabella | 85 | Excellent |
| 2 | Salvadore | 75 | Good |
| 3 | Zevanya | 70 | Good |
| 4 | Andreas | 75 | Good |
| 5 | Meliana | 85 | Excellent |
| 6 | Michael | 77 | Good |
| 7 | Ruben | 85 | Excellent |

Appendix AA

Diary Notes

| Meeting | Description |
|---------|-------------|
| Pre-test<br><br>7th of May 2018 | It was the first meeting between the researcher and the students. There were Four students (boy): Michael, Ruben, Salvadore, Andreas. And there were Three students (girl): Meliana, Zevanya and Annabella. The students were very quiet and they seemed to afraid. The researcher explained what was the purpose in the class. Together with the English teacher, the researcher conducted a pre-test and as well as predicted that their vocabulary still far away from expectation. |
| 1st meeting Cycle I | It was the first meeting for the learning process. Before started the lesson, the researcher explained that their activity will only being done using English language including communication. The students were surprised with the condition and made lot of noises about it. The researcher implemented first lesson with topic "Part of Body". First, a video was played and students was really having fun time and happy to follow the movement from the video and followed to sung Head, shoulder, knees and toes. To remember about the vocabulary, the researcher showed flashcard for part of body and asked students to read and repeat in loud voice. Before the class ended, the researcher gave a worksheet from their usual Englishbook |

| 2nd meeting Cycle I | The second meeting topic was "My Family". From last meeting the researcher asked students to bring their family picture. The researcher asked who was in the picture and explained how to call a family member such as Aunty, Uncle, Cousins etc. The researcher read a story about Three Little Pigs. They were seriously listened to the story. Lots of questions were coming from Oberlin, one of very active boy in the class. The question was delivered in mother tongue, so the researcher reminds the students again to only use target language and the researcher repeated Salvadore's question in English and asked him to repeat the question also in English. At the end of the session, the researcher gave a puzzle for students to work and finish it in pair. |
|---|---|
| 3rd meeting Cycle I | In this third meeting, most students were not afraid to answer questions, but some still shy such as Annabella and Andreas. The topic delivered was about Animal. In this topic, students seemed interest and some of them told about their pets. But still, the communication delivered in Indonesian language. And so the teacher repeat with English language and they began to followed even still in very lack vocabulary and grammar. |
| 4th meeting Cycle I | The Forth meeting was about "Action Verb", at first of the session a video about action verb was played. The students became very noisy because they were trying to follow the action from the video. It was |

| | |
|---|---|
| | quite fun on this meeting because the researcher felt the students more relax. |
| 5th meeting Cycle I | Fifth meeting discussed about number from 1 to 100. Lots of students still confuse to differentiate between "ty and teen" for example: thirteen and thirty. But in this case, Ruben was the only student whose able to differentiate correctly. |
| 6th meeting Cycle I | The day for the post-test of Cycle I |
| **CYCLE 2** | Description |
| 1st meeting Cycle II | It was 21st of May 2018 when the second cycle firstly started. The topic was "Introducing yourself". Researcher saw students' enthusiasm on the topic. Researcher firstly showed how to introduce yourself and they were so excited when the researcher asked them to pair and had a role play in front of the class. The class situation was so noisy due to their excitement. |
| 2nd meeting Cycle II | In this session the students kept asking related the topic and the exercise because they were newly introduced to the new vocabulary of Cloth & Accessories. Researcher still saw they were having difficulties to remember the new vocabulary. |
| 3rd meeting Cycle II | The students were getting familiarize with the researcher, proven when the morning session about to began they preferred to asked some questions to the researcher instead to the teacher. In this session discussed about "Health". The students were paying attention and understand about the material clearly. |
| 4th meeting Cycle II | The Forth meeting was about "Food & Drink", the class condition was nice. Salvadore and Zevanya were talkative and |

| | they were excited to talk about food and drink. A game was steered as their assessment. |
|---|---|
| 5<sup>th</sup> meeting Cycle II | The Fifth session held on 30 of May 2018, the topic was varied of places. But in the middle of the class condition was not good because there was an issue of bombs and the principal decided to finish the school earlier. So, the researcher gave the students a homework. |
| 6<sup>th</sup> meeting Cycle I | Sixth meeting discussed about "Profession". Again, the students felt so excited to discussed about many professions. Researcher played a nice video about Fireman that trying to save victims from fire. They watched the video nervously. They were talk a lot about what they wanted to be when they are grow up. The talkative Salvadore wanted to be a fireman and save people just like in the video, Ruben wanted to be a Pilot, the quite Annabella desired to be a Doctor, the youngest Andreas wanted to be a Pilot, Zevanya with her dream to be a blogger someday, Michael he wanted to be a President, and the last one Meliana, she wanted to be a Veterinarian. Overall the class was conducive. But there still some words was not proper and the researcher revise and corrected again and again. |
| 5<sup>th</sup> meeting Cycle II | The Fifth session held on 30 of May 2018, the topic was varied of places. But in the middle of the class condition was not good because there was an issue of bombs and the principal decided to finish the school earlier. So, the researcher gave the students a homework. |
| 6<sup>th</sup> meeting Cycle I | Sixth meeting discussed about "Profession". Again, the students felt so excited to discussed about many professions. Researcher played a nice video about Fireman that trying to save victims from fire. They watched the video nervously. They were talk a lot about what they wanted to be when they are grow up. The talkative Salvadore wanted to be a fireman and save people just like in the video, Ruben wanted to be a Pilot, the quite Annabella desired to be a Doctor, the youngest Andreas wanted to be a Pilot, Zevanya with her dream to be a |

| | blogger someday, Michael he wanted to be a President, and the last one Meliana, she wanted to be a Veterinarian. Overall the class was conducive. But there still some words were not proper and the researcher revise and corrected again and again. |
|---|---|
| 7<sup>th</sup> meeting Cycle II | In this session the topic was "Feelings". The researcher played a video "Today I feel silly" and guide the students to mention the vocabulary.  At the end of the session, the researcher was reading a story "The scared Tumy" with the face expression according to the feelings. The researcher found that the students love to hear the story, they laughed and asked many questions a lot. There was significant improvement on their vocabulary as well with their speaking vocabulary. |
| 8<sup>th</sup> meeting Cycle II | This session held for a post test of cycle II. The students finished their assessment nicely and quiet. |
| Last meeting | This is additional meeting that initiated by Researcher. 13 of June 2018 was a report day and researcher as invited by the English teacher to come to the class. In this meeting, the researcher was informing to the students that the English session with the researcher has ended. The students were not happy about it and they were asking to have more sessions. Documentations as in the appendix. |

Appendix AB

Documentation